

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



**APPLICATION FOR GRANTS
UNDER THE**

OIE Demonstration Grants

CFDA # 84.299A

PR/Award # S299A150039

Grants.gov Tracking#: GRANT11949889

OMB No. , Expiration Date:

Closing Date: Jun 29, 2015

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Assurances Non-Construction Programs (SF 424B)	e6
3. Disclosure Of Lobbying Activities (SF-LLL)	e8
4. ED GEPA427 Form	e9
5. Grants.gov Lobbying Form	e10
6. ED Abstract Narrative Form	e11
<i>Attachment - 1 (1235-CircleNationsNYCP ABSTRACT)</i>	e12
7. Project Narrative Form	e14
<i>Attachment - 1 (1239-NYCP.Narrative.CNS.2016)</i>	e15
8. Other Narrative Form	e50
<i>Attachment - 1 (1236-NYCP2016.Other.Attachments.CNS.)</i>	e51
<i>Attachment - 2 (1237-Year2PEPdataCNS)</i>	e101
<i>Attachment - 3 (1238-NYCPOptionalAttachment)</i>	e159
9. Budget Narrative Form	e188
<i>Attachment - 1 (1234-NYCP 2015_Budget Narrative)</i>	e189
10. Form ED_524_Budget_1_2-V1.2.pdf	e204
11. Form ED_SF424_Supplement_1_2-V1.2.pdf	e206

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

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
--	--	--

* 3. Date Received: <input type="text" value="06/29/2015"/>	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:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="450431501"/>	* c. Organizational DUNS: <input type="text" value="1570307300000"/>
---	---

d. Address:

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

e. Organizational Unit:

Department Name: <input type="text" value="Department of the Interior"/>	Division Name: <input type="text" value="Bureau of Indian Education"/>
---	---

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

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

Title:

Organizational Affiliation:

* Telephone Number: Fax Number:

* Email:

Application for Federal Assistance SF-424

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

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

Type of Applicant 2: Select Applicant Type:

K: Indian/Native American Tribally Designated Organization

Type of Applicant 3: Select Applicant Type:

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

* 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:**

Circle of Nations School Native Youth Community Project

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="2,400,000.00"/>
* b. Applicant	<input type="text" value="(b)(4)"/>
* c. State	
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

*** 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>Lise Erdrich</p>	<p>TITLE</p> <p>Chief executive Officer</p>
<p>APPLICANT ORGANIZATION</p> <p>Circle of Nations School</p>	<p>DATE SUBMITTED</p> <p>06/29/2015</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: Circle of Nations School * Street 1: 832 8th St. N Street 2: _____ * City: Wahpeton State: ND: North Dakota Zip: 58075 Congressional District, if known: _____		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: Bureau of Indian Education	7. * Federal Program Name/Description: Indian Education -- Special Programs for Indian Children CFDA Number, if applicable: 84.299	
8. Federal Action Number, if known: 	9. Award Amount, if known: \$. _____	
10. a. Name and Address of Lobbying Registrant: Prefix _____ * First Name N/A Middle Name _____ * Last Name N/A Suffix _____ * Street 1 _____ 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: Lise Erdrich * Name: Prefix _____ * First Name Sandra Middle Name _____ * Last Name Gilbertson Suffix _____ Title: _____ Telephone No.: _____ Date: 06/29/2015		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S299A150039

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.

	Add Attachment	Delete Attachment	View Attachment
--	----------------	-------------------	-----------------

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**

Circle of Nations School

*** PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE**

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Title:

* SIGNATURE:

* DATE:

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:

Circle of Nations School Native Youth Community Project will improve education indicators for college and career readiness through a community-wide approach providing academic, social and other supports promoting school engagement and commitment to learning (primary barrier among CNS students). Expected outcomes are: increased measures for school improvement plan, youth developmental assets, physical fitness, health behavior, academic achievement, and cultural pride evidenced by objective and subjective evaluation methodology.

Stakeholders are served by the project in the local geographic area defined as North Dakota (census code 42 or 43). Lead entity Circle of Nations School (CNS) is a place-based model established in 1904 as Wahpeton Indian School vocational training farm. CNS missions aims to prepare disadvantaged youth for transition to high school. CNS earned national recognition as 2012 recipient of Healthier US Schools Challenge Gold and Green Ribbon School awards as well as a Carol M. White Physical Education Program (PEP) grant. All promote Local Wellness Policy for healthy environment, physical fitness and nutritional improvement: three important and changeable barriers to school success for our students from diverse reservation and urban high-poverty or Promise Zones including Pine Ridge and Minneapolis. At least 30% meet criteria for McKinney-Vento

Homeless Youth Education Act program and 100% are free or reduced price USDA school lunch eligible.

Given the interconnectedness of in-school and afterschool factors, CNS pursued PEP to implement "Lifelong Fitness" lifetime skills learning program connecting the academic and residential environments while building developmental assets and nurturing the cultural pride and multiple intelligences of our students. Three-year PEP success data for CNS demonstrates proven capacity to administer a creative, innovative, yet replicable program based on academic standards and scientific research, which has been modified to be culturally appropriate for Indian students. McKinney-Vento is providing staff training in asset-building activities summer 2015. CNS Native Youth Community Project is informed by school years 2012-2015 evidence and data analysis. CNS will expand evidence-based progress with significant new partnerships specifically to increase knowledge, skills, and abilities around physical activity, nutrition and Native health issues while preparing our students for college and career readiness. New partners include United Tribes Technical College (UTTC) Land Grant Extension and UND Indians into Medicine (INMED). CNS will host annual culture-based summer wellness camp with Three Tribes Boys & Girls Club and will continue building on existing partnerships to promote lifelong learning and lifetime health for Native youth.

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](#)

TABLE OF CONTENTS

Native Youth Community Project – Circle of Nations School

Need for Project	2
Quality of the Project Design	10
Quality of Project Personnel	22
Adequacy of Resources	26
Quality of the Management Plan	27
Quality of the Project Evaluation	33

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

Lack of physical fitness and lack of interest in lifelong wellness are two important changeable barriers to lifelong learning readiness for local Indian students identified by Needs Assessment and three-year data analysis 2012-2015 from Carol M. White Physical Education Program (PEP) grant to CNS, modified to be culturally relevant with “Weekend Warriors” residential P.E. schedule, Native Pride Dancers P.E. residencies, P.E. Lacrosse, and many more Native-specific curricular innovations. PEP data provide evidence these barriers are top priority for currently proposed Native Youth Community Project (NYCP) to help students acquire a positive view of a personal future including lifetime wellness, academic achievement and college/career pathways. PEP data show remarkable change by the end of SY 2014-2015, which we hope to sustain and replicate at CNS and other sites. The positive association between school success and wellness presents an additional opportunity to meet important developmental needs and learning gaps of our student population which is characterized as at-risk. More than 50% of our students have emotional and behavioral disturbances qualifying for special education services while three-year trend data show an average 30% are eligible for McKinney Vento Homeless Youth Education Act assistance.

In 2015, our school had a record 15 students place in national Scholastic Art and Writing Awards competition. CNS chess team took the state championship several years, students won at Tri-College Mathletes and other interscholastic competitions, and in past years some dozen students were accepted into college prep programs including INMED, St. John’s Academy and the now-defunct Native American Preparatory School in Las Cruces, NM.

Our students can achieve and thrive given new opportunities to find their talents, strengths, and interests in a safe and healthy school environment with consistent support of three or more non-parent adults who can serve as mentors and role models. Students have usually not had sufficient opportunity to learn and practice pro-social behaviors around good nutrition, enjoyable physical activity, and worthwhile pursuits. Given the interconnectedness of in-school and out of school factors, CNS pursued PEP grant to implement a lifetime skills learning program connecting the academic and residential environments while building developmental assets and nurturing the cultural pride and multiple intelligences of our students. Student enrollment retention improved by 19% in SY 2014-2015 while Native American Student Information System (NASIS) centralized web-based automated record shows 2998 positive behavior incidents coded to PEP, out-numbering behavioral infractions. Positive behaviors reflect school and community engagement, commitment to learning and constructive use of non-academic time.

The currently proposed *Lifelong Wellness, Lifelong Learning* project is informed by evidence including PEP annual evaluation and data analysis 2012-2015 documenting substantial remarkable progress (Attachments). Data obtained by objective fitness technology and qualitative methods show CNS students met academic P.E. standards, moved into the healthy Body Mass Index (BMI) category, participated in 60 minutes daily physical activity, and ate more fruits and vegetables.

Youth Risk Behavior Survey (YRBS) data 1995-2008 had showed CNS students with consistently higher risk profile in all six behavior categories than All BIE Middle Schools nationwide. On the BIE Middle School Youth Risk Behavior Survey (2008) 25% (27% BIE, 27% ND) of students self-reported themselves as slightly or very overweight. Fifty-one percent (55% BIE, 44% ND) of the students were trying to lose weight and 69% (73% BIE) had exercised to lose weight or to keep from gaining weight... Twenty-seven

percent of these same students self-reported being physically active for a total of at least 60 minutes per day on five or more of the past seven days. This was lower than that for all BIE schools (33%) and ND (63%) middle school students. One percent self-reported attending physical education classes daily, compared to 27% of all BIE and 85% of ND middle school students.

Obesity in American Indian children is a major contributor to diabetes and other chronic diseases. Indian Health Services 2010 data showed 40% childhood obesity, four times the rate for all US children. Obesity, nutrition, and physical activity are the most important changeable factors in Type 2 diabetes, which is now epidemic among American Indians. Student application and physical exam record shows at least 37% CNS students have family history of Type 2 diabetes. Centers for Disease Control 2011 cited a diabetes rate nearly three times that of all US adults. Type 2 diabetes, once considered an adult disease, is being diagnosed ever more frequently in American Indian children, while the risk for Type 2 diabetes is increasing in young people in all U.S. populations.

ND Department of Public Instruction does not require daily PE class and only 0.5 PE credits for graduation. CNS has just one full-time PE/Health teacher for the entire student population. The P.E. teacher and Local Wellness Committee (LWC) had identified two major areas of need for its students: 1) participation in regular physical activity, and 2) understanding and applying fitness concepts to achieve and maintain a health-enhancing level of physical fitness. To further assess, the LWC completed the Physical Education and Nutrition modules of the Student Health Index. Using SHI and 1995-2008 YRBS results, the CNS Wellness Committee determined that a major area of need for its students is a lack of physical fitness and interest in life long wellness.

Students who come to CNS have had limited opportunities to engage in health-promoting activities during school and after-school hours. We know this from daily observation, from reading the statistics for CNS population, and from the low academic

interest and achievement levels. However, CNS has begun to compile and analyze a complete and accurate record on the health and fitness of our students. Standards-based grading and assessment related to health and physical education is a *new* concept. PEP activities were designed to create the environment, the guidance, the incentive, the knowledge, the technology and the materials and equipment required to have all students meet ND state physical education standards and engage students in healthy lifestyles. The program enabled students to interact with Native American fitness role models and become role models themselves. We need to maintain the momentum created by PEP, for which no staffing is funded at this critical time.

We have everything else we need right now including extensive inventory, fitness center, wellness gardens, assessment technology, curriculum and state-of-the art exercise equipment but staffing is minimal in the residential environment. **Opportunities in the local community to support Indian students** are excellent, however, with a long list of established partnerships, service providers, and programs. Established 1904 as Wahpeton Indian School training farm, CNS represents a place-based model whose mission changed over a century of federal-Indian policy. CNS is an inter-tribal boarding school funded by BIE and administered by Public Law 100-297 grant to the Sisseton-Wahpeton Dakota Oyate headquartered in Sisseton, SD with reservation boundaries extending into ND. CNS mission aims to prepare disadvantaged youth for transition to high school. CNS earned national recognition as 2012 recipient of Healthier US Schools Challenge Gold and Green Ribbon School awards as well as a PEP grant. CNS was invited to White House celebration for *Let's Move in Indian Country!* and selected for the first-ever Native Farm to School cohort. These and related initiatives promote healthy environment, physical fitness and nutritional improvement: **three important opportunities for school**

success bringing students to CNS from diverse reservation and urban high-poverty or Promise Zones Pine Ridge and Minneapolis. 100% are free or reduced price school lunch eligible under US Department of Agriculture (USDA) Tier II schools at-risk criteria.

CNS has a school-wide Title I program to assess all students and help low-achieving students master educational standards in the core subjects. A large proportion of students are highly mobile without health coverage or regular providers other than the nearest Indian Health Service facility 60 miles away from CNS. Family history of diabetes 2, cardiovascular disease, other lifestyle disease and premature death of parents/family members at disproportionate rates affect the student population. Emotional and behavioral problems of special needs students are addressed by academic staff but students spend “the other 16 hours” in an understaffed dormitory environment. Wellness programming and positive behavior support are critical now to address health disparities, disease and injury prevention, developmental needs gaps and socio-emotional barriers to learning.

The “Indian School” agricultural program was phased out after WWII but amidst city development CNS has a beautiful 52-acre Green Ribbon campus with 184 geothermal wells, new Woody Keeble dorm, Jim Thorpe Fitness Center, public artworks, eco-education sites, and historic log Boy Scout cabin cultural camp area with pow-wow arena, ropes courses, Native American gardens, sweat lodge and fire pit. The \$20 million environmentally sustainable campus construction project was accomplished in 2008 with student involvement in a culturally aesthetic dormitory design. Native culture is an education asset that parents often identify as a reason for sending their child to CNS. Specialized academic help and a safe, healthy, drug-free environment are other top reasons. The fitness center was created in the old shop building renovated by facilities and volunteer staff – who also raised \$20,000 funds through star quilt raffles and Native food concessions at community events to buy gym shoes for every single student to excel in P.E. through

the project period. Students come to school without suitable shoes and this one-time matching fund by Otto Bremer Foundation has been exhausted. CNS continues looking for ways to sustain success elements such as Running Club and Tae Kwon Do. Students have a rare opportunity to study with Grandmaster Eric Greenquist, 8th degree black belt, president of world organization and past USA kickboxing gold medalist. Tae Kwon Do is a perfect example of the Circle of Courage model through the visible steps of belonging, autonomy, mastery, and then generosity – students want to give back, help others, and practice the Tae Kwon Do tenets of Courtesy, Integrity, Self-Control, Perseverance, and Indomitable Spirit.

Sisseton-Wahpeton Indian Health Service Unit provides medical and dental care, CNS campus immunizations outreach, classroom education and special events such as HUSSC Gold Award Day with a giant inflatable walk-through colon, Salad Sisters skit and health screenings. I.H.S. is willing to partner on a Native Health and Career Fair at CNS. NDSU Extension Service Family Nutrition Program provides education and resources including monthly RD guest instructor to Health classroom. NDSU Extension Master Gardeners, Junior Master Gardeners, and 4-H Club provide classes and activities such as Ag Day; ND State College of Science Departments of Nursing and Dental Hygiene provides preventive screenings and classroom education and health career awareness materials. NDSCS also provides free Life Fitness membership to CNS staff and use of the athletic facilities as part of the land transfer agreement. Wahpeton Parks & Recreation, Chahinkapa Zoo, Three Rivers Arts Council, Richland County Vo-Tech, US Marines Training Center, Rotary, Kiwanis, Boy and Girl scouts, and other organizations, schools and civic groups are involved with CNS. University of Minnesota Morris, 60 miles away from CNS, is a former Indian boarding school and rated 3rd best liberal arts college in the USA. UMM provides free tuition to Native students from the land transfer agreement and is a small, supportive community. UMM

Circle of Nations Indigenous Association sponsors a spring powwow and Peace Run 5K, college tours and career awareness. CNS hopes to continue this educational exchange.

Existing local policies, programs, practices, service providers, and funding sources are mobilized for school mission statement **“To build academic achievement and healthy development of the whole child in a Native American cultural environment.”** CNS assembled a Local Wellness Committee (LWC) and revisited Local Wellness Policy (LWP) as a result of PEP and over the three-year period sent staff to the ND Roughrider School Health Conference to be trained in health promotion strategies and Team Action Plan objectives for Coordinated School Health Model (CDC.). Staff remain enthused about incorporating physical activity, nutritional improvement and wellness throughout the unique 24/7 environment of CNS. Although PEP funding is ending, staff volunteers raised enough funds for Running Warriors Club back-to-school event through healthier meals and bake sales using garden and orchard produce and Native food sales that were much in demand locally. Staff believe a Mobile Foodservice Vehicle could be a great opportunity to teach students about nutrition or culinary careers while building lifetime entrepreneur skills.

Existing funding sources include BIE funding, McKinney-Vento Act, and USDA Child Nutrition program. We applied not received USDA Farm to School grant. CNS serves three healthy meals and snacks daily, seven days weekly but only gets USDA reimbursement for weekday breakfast, lunch and one snack. CNS utilizes Great Plains Food Bank and participates in Fresh Fruits and Vegetables Program with local employee-owned grocery. CNS has a kitchen garden promoting local sustainable food system. “Let’s Move” salad bar is offered twice daily. McKinney-Vento program is providing summer 2015 residential staff training in culture-based youth developmental model Circle of Courage and related trainings such as Mentor Active Approach to Reclaiming Youth at Risk, Life

Space Crisis Interview, and SPARK Afterschool evidence-based physical education curricula. Search Institute Developmental Asset Profile (DAP) will be administered in the fall and spring to measure growth attributable to wellness environment. Residential counselors, dorm and kitchen staff are very interested in keeping the physical fitness and nutrition activities going as it clearly proved a benefit to the entire workplace, and the SPARK staff professional development opportunity would be carried over to more staff through NYCP funded grant in year 2-4 of the proposed project. These onsite workshops will be open to all staff, building a broader base of active support.

CNS initiated significant new partnerships specifically to increase knowledge, skills, and abilities around physical activity, nutrition and Native health issues while preparing our students for college and career readiness. New partners include United Tribes Technical College (UTTC) Land Grant Extension and University of North Dakota Indians into Medicine (INMED) college and career prep programs. CNS will host annual culture-based summer camp with Fort Berthold reservation Four Bears Boys and Girls Club and will continue building on existing partnerships to promote lifelong learning and lifetime wellness for Native youth. All serve Indian students with a shared effort to address issues of health disparities affecting quality of life and educational achievement among the American Indian population. All have demonstrated the capacity to improve outcomes that are relevant to the project focus. By 2104 a total of 441 Indian health professionals graduated through INMED. UTTC is a close-knit supportive residential community much like CNS with over 30 career options including Nutrition Wellness and Culinary Arts/Foodservice. Land Grant Extension provides culturally relevant, science-based technical assistance and training on food safety, food, nutrition, agro-ecology, food sovereignty, and health and wellness. Logic models for CNS and UTTC Land Grant Extension are attached in the Memorandum of Understanding with the premise that college education and career goals are reachable for CNS students through healthy lifestyle achievement.

Quality of the Project Design

Stakeholders are served by the project in the local geographic area defined as North Dakota, including census code 42 or 43. The lead applicant, CNS is located in Wahpeton, census code 33. The proposed project is based on scientific research and an existing program has been modified to be culturally appropriate for Indian students. CNS operates a coordinated school health model defined by CDC. The program logic model, goals, objectives and measures illustrate PRECEDE public health planning framework. Theory elements are positive youth development (Search Institute 40 Developmental Assets, Circle of Courage culture-based model), research and evidence based physical education and nutrition curricula (Diabetes Education in Tribal Schools, Healthy Kids Challenge, Balance My Day, SPARK) and public health model in context of a BIE residential community with partnerships, staffing and teaching innovations that promote Native cultural relevance. Scientific research base is integral to existing and new partner missions, i.e., Indian Health Service funded INMED program, UTTC Land Grant Extension and CNS federal PEP grant program development, data protocols and evidence-based P.E. and nutrition curricula. CNS is a sister site for Diabetes in Tribal Schools (DETS) curriculum developed through collaboration with National Institutes of Health, Centers for Disease Control, American Indian Tribal Colleges, and the Indian Health Service Division of Diabetes. The proposed project involves the collaboration of appropriate partners for maximizing the effectiveness of project services toward common interests. Other partners include National Farm to School Network, Native Farm to School Cohort, Intertribal Buffalo Council, Northern Indigenous Games, and science and research based NDSU Extension Service 4H, Family Nutrition Program, Master Gardeners, and Junior Master gardeners programs. ND State College of Science has been a century-long education partner located across the street from CNS and has a long success record as a national career destination for Indian students

as well as working closely with CNS through culinary arts, dental hygiene, nursing and wellness program with free LifeFitness membership to CNS staff. Student use of the NDSCS athletic facility and ice arena were initiated with the land transfer 1970 and students can walk to these facilities located on the former bounds of CNS campus.

CNS proposes *Lifelong Wellness, Lifelong Learning* program to sustain, replicate and maximize recently established program success by 1) retaining key fitness staff positions and Weekend Warriors culture-based P.E., 2) staff professional development to meet NYCP-funded program objectives, 3) licensed professional K-12 career development counselor assigned to the academic sector and school resource officers and student case managers in the residential sector (successfully piloted in previously funded Therapeutic Model Demonstration Project) to coordinate individual wellness plans based on counselor methodology, scientific fitness assessment technology, Developmental Assets Profile (DAP), clinical assessment and other appropriate tools such as Cultural Pride index. The goal is a cohort of students who make a successful transition to high school and college preparation or vocational programs.

Logic model for this project (attached) is derived from PRECEDE public health model, adapted for K-12 population with an emphasis on skills rather than longer-term thinking. CNS population needs to learn and practice healthy coping skills to stay in school and persevere. They need to be motivated by readily perceived, age and developmentally appropriate incentives. **Epidemiological research has shown that no single social characteristic of people over their lifetimes correlates more consistently and determines more powerfully their health status at any subsequent age than the number of years of schooling they completed when they were adolescents (Lawrence Green & Marshall Kreuter, *Health Promotion Planning: An Educational and Environmental Approach*. Toronto: Mayfield**

Publishing, 1991.) High-needs students come to CNS because they did not succeed elsewhere and it may be their best chance to get caught up for high school, GED, or college/career track. PRECEDE “quickshot” planning diagnosis can be seen as:

Predisposing factors: Attitudes, beliefs, values, perceptions, family or community norms, low expectation, level of support

Enabling factors: External barriers, environment, poverty, racism, health disparities, unequal access, isolation, lifestyle, disease

Reinforcing factors: Academic achievement levels, youth risk behaviors, health problems, obesity, poor nutrition, school failure, truancy, developmental and learning need gaps, low levels of cultural pride, self-esteem, confidence, motivation

Point of Service Priority (Most Important and Changeable): school-based physical fitness, nutrition, and lifetime wellness program. School mission can mobilize environmental capacities and measure short term education outcomes in terms of knowledge, skills, abilities, behaviors, achievement.

CNS students, by meeting wellness plan achievement criteria, can earn “Health is Wealth” deposits in the CNS student bank. T-shirts or event apparel from 5K races, Tae Kwon Do tournaments, Walking Club, indigenous games and other community pursuits are proudly worn, meeting the developmental needs for belonging and mastery. Awards for academic and personal achievement will include student bank deposit. Opportunities for garden, kitchen and entrepreneur work will be posted and applicants interviewed. Students can bank achievement prizes and accrue savings for afterschool homework sessions, zero behavioral infractions, citizenship and otherwise being responsible. They will learn personal finance life skills. Students will have incentives and guidance to apply for INMED college prep health careers at UND. Any 7/8th students who are selected will receive a support stipend for attending the

summer institute program. Stepping it up in Year 2, there will be healthy competition for youth leadership trips such as Nike N7 Youth Summit or White House Tribal Youth Conference trips. Students have to apply and demonstrate leadership potential.

These incentives will not, of course, be the main feature or theory driving this model but will generate interest and buy-in as external rewards connected to the overall support matrix which aims to build internal assets and strengths through wellness activities in the school and community. The main frames for NYCP-funded *Lifelong Wellness, Lifelong Learning* will be 1) Afterschool, evening and weekend Physical Education/Activity with sufficient and qualified staffing to conduct program activities, data collection and related tasking, 2) Farm to School activities in the core elements of school gardens, education, and procurement, 3) Positive youth development with NASIS input measurable supports and activities in specific categories to help youth grow up healthy, caring, and responsible, and 4) academic, counseling, case management, and related whole-environment supports and actions specifically to improve lifelong learning, college and career readiness of CNS students. For example, CNS staff and students have been successful working together to raise funds for non-allowed costs such as dormitory activities, shoes for P.E. class, 5K trips for the Running Warriors club, 8th grade continuation celebration, and CNS powwow. The overwhelming public interest in our small-scale culinary enterprise has led us to believe this should be a regular moneymaker and vocational skills vehicle for sustaining this and other efforts. We know we could easily make \$24,000 profits a year if we had just one Indian Taco sale a month to fund big-incentive youth leadership activity such as Nike N7 Youth Summit or White House Tribal Youth Gathering.

To accomplish the goals of this project CNS will pursue a seasonal round of activity based on Native culture, foodways and Indian School tradition. Cost of entrepreneur equipment (gazebos, mobile foodservice vehicle) in year 1 will be equaled in subsequent

years by increased staff training student leadership travel. Except for initial year equipment purchase, the activities and curriculum will follow the established living and learning routine of an Indian boarding school without excessive disruption in order to build site capacity through normalizing, repeatable, stress-reducing staff and student learning experiences reaching all sectors and successive age/grade cohorts. Results and participation shown by previously funded programs, PEP and Therapeutic Model Demonstration Project, have illustrated a major change process toward wellness and prevention thinking throughout the school community. This will involve all stakeholders including parents, staff, families, partners and tribal diffusion theory, translating to a more confident, enterprising attitude in our students. “That’s good you asked me, but we always want our youth to do better than we did,” said one Native elder consulted on this project. CNS proposes to have a Youth and Elders Council engaged in project planning, implementation and evaluation. They will meet monthly in Family Style Dining room at Pemmican Hall foodservice to share a meal. They will discuss school and wellness efforts, review progress, identify needs for the CNS population, express ideas and suggest adjustments.

Project Objectives Timeline and Responsibilities Assigned

Quality of Life Goal: CNS students will acquire lifelong wellness and lifelong learning skills to include college and career readiness

Program Outcomes: (behavior and lifestyle, environment long range 3-5 year quality-of-life indicators)

By end of school year 2018, student achievement will improve in 4 out of 6 indicators shown by NASIS data, report cards, individual wellness plan and authentic assessment measures (Academic P.E. standards, nutrition curriculum, diabetes education curriculum, Scholastic Reading, STAR Math, STAR Reading, teacher made tests, portfolio assessments) documented by Project Director.

By end of school year 2018, a four-year cohort of 300 students will complete 8th grade meeting college and career knowledge and skills set criteria documented by Academic Transition and Career Development counselors.

By end of school year 2018, school-wide standardized achievement levels will be increased 6% from 2015 baseline (state standardized tests results not available as of 6/29/15) documented by Data/PIAP Coordinator.

By the end of school year 2018, percentage of students in healthy BMI category will increase 25% from baseline measure 2015 documented by P.E. Teacher/Data Manager Fitness staff reports to Project Director.

By the end of school year 2018, a four-year cohort of at least 500 students will meet 90% of individual wellness plan measures as documented by student Case Managers, Counselors and Fitness staff.

By the end of school year 2018, a four-year cohort of 50 students will have participated in the INMED summer institute or other college prep opportunity documented by Academic Transition and Career Development counselors and Project Director.

By the end of school year 2018, a four-year cohort of at least 32 students will participate in national youth leadership summit such as Nike N7 or White House Tribal Youth Council documented by Academic Transition and Career Development counselors.

By the end of school year 2018, a four-year cohort of at least 100 students will have participated in the Richland County Vo-Tech high school credit course in Ag/Horticulture or Machine Shop documented by Principal and Academic Counselors.

By the end of school year 2018, a four-year cohort of at least 400 students will have participated in On-the-Job entrepreneur skills supporting local sustainable food systems through Twin Towns Gardeners Market, CNS culinary fundraisers and Pizza Corner in Valley City, ND documented by Program Manager, Kitchen Staff, Dormitory Staff, Fitness Staff reports to Project Director.

By end of school year 2018, a four-year cohort of at least 100 students will have won outside recognition awards in physical fitness, athletics, citizenship, scholastic, arts, cultural and other categories documented by Academic and Residential NASIS input.

Process/Impact Objectives: (1-3 years)

By end of each school year, 60% of students' academic achievement will improve in one or more indicators: NWEA three times a year according to BIE schedule and quarterly STAR Math, STAR Reading, and teacher made assessments. Data/PIAP Coordinator.

By end of each school year, student achievement will improve in 4 out of 6 indicators shown by NASIS data, report cards, individual wellness plan and authentic assessment measures (Academic P.E. standards, nutrition curriculum, diabetes education curriculum, Scholastic Reading, STAR Math, STAR Reading) recorded by Academic and Residential Staff, Principal reports to Project Director.

By end of each school year 60% of students will show increase from baseline measure Development Assets Profile (DAP) tool documented by Data/PIAP Coordinator, Counselors, Case Managers report to Project Director.

By end of each school year, 90% of students NASIS data will show increase in weekly positive behavior youth development categories coded to NYCP project, entered by Counselors, Case Managers, School Resource officer, Fitness Staff, Dorm, School.

By end of each school year 80% of students will show increase in knowledge, skills and behaviors around nutrition and diabetes education curricula (HKC, DETS) as documented by Classroom Teachers, Counselors, or Fitness Staff report to Project Director.

By end of each school year, 100% of students will meet state physical education standards aligned with national standards recorded by P.E. Teacher/Data Manager.

By end of each school year, 5% increase in healthy BMI measure will be recorded for the student population using TriFit assessment technology with customized exercise and nutrition plan developed by Students with P.E./Fitness Staff report to Project Director.

By start of each school year, 100% of students will develop exercise and nutrition fitness plan based on TriFit assessment and Health Risk Appraisal consultation with P.E./Fitness Staff.

By end of each quarter 60. % of students will engage in 60 minutes of daily physical activity as recorded by pedometer data and/or. Three-Day Physical Activity Recall (3DPAR) recorded by P.E./Data Manager and Fitness Staff.

By end of each quarter 60. % of students will eat 2 or more servings of fruit and 3 or more servings of vegetables per day as recorded by Nutrition Log survey with P.E./Data Manager and Fitness Staff.

By end of each quarter 60% of students will achieve age-appropriate cardiovascular levels measured by heart rate monitors and pacer 20-meter shuttle run recorded by P.E./Data Manager and Fitness Staff.

By end of each quarter, 60% of students will pass at least 1 of 6 standard age-appropriate FitnessGram tests (pacer, BMI, curl-up, trunk lift, push-up, or modified pull-up or bicep strength, back saver or modified sit and reach) recorded by P.E./Data Manager.

By end of each quarter 80% of students will participate in Farm to School activities evaluated by Certified Master Gardener.

By end of each quarter 80% of students will participate in community events around physical activity recorded by NASIS data.

By end of each quarter 80% of students will participate in other local health promotion and wellness events recorded by NASIS.

By end of each year 100% of students will participate in Health and Career Fair at CNS coordinated by Academic Staff, Principal.

By end of each quarter 100% of students will have consistent support of at least 3 non-parent staff through Lifelong Wellness, Lifelong Learning activities and mentor active Approach to Reclaiming Youth at Risk (Circle of Courage Model) recorded by NASIS data entry by Academic Staff, residential Staff, Mentor Active Program, Counselors, Case managers, Fitness Staff, Project Director.

Process:

Establish *Lifelong Wellness, Lifelong Learning* as repeatable, replicable, seasonal round of activities in a permanent community framework. Social marketing, media strategies deployed. Advertising, hiring. CNS mission, administrative tasking, business office procedures, staff meeting schedules, Youth & Elders Council, communications and documentation protocols are well established. Evaluate program, publish results, manage sustainability structure. Present results to other schools, youth leadership or health promotion entities at national and regional conferences. Provide information or technical assistance to replicate program success elements at other sites. Involve youth, elders, parents, tribal units with the school community and ongoing program development.

FIRST SEMESTER September-December

1. September: Back-to-school Marathon Month 26.2 Mile Walk/Run Challenge kickoff and activities, indigenous games, events around National Childhood Obesity Awareness Month, Fruits & Vegetables Month. World Heart Day September 29 invites people to participate in global intervention to reduce cardiovascular risk and promote a heart-healthy planet.
2. Measures on participants' fitness assessments, individual plan progress, health risk appraisal data. Incentives plan activated.
3. Implement classes and activity schedule for staff, students and program partners in the regular school day and structured non-academic time with NASIS progress tracking. Accomplish all NYCP grant implementation tasking, travel, purchases.

4. Program staff attend and inform Administrative meeting 9:00 Monday, Residential meeting 1:00 Monday and all departments.
5. October: National Farm to School Month, Marathon Challenge celebration, Thrill the World global simultaneous dance event.
6. November: Diabetes Awareness, Native American Heritage Health and Career Fair with NDSCS, I.H.S., INMED, UTTC
7. Community walk/run 5K events: St. Francis Wellness, Twin Towns Soup Walk, NDSCS Cat Tracks, Zoo Boo, Spooktacular, Zombie Crawl, Scary Scram, Turkey Trot, Ugly Sweater, Veterans Run, Sisseton-Wahpeton Veterans Powwow & 5K.
8. December: Parent Involvement and Family Day training activities on campus, wellness program and nutrition demonstrations
9. Complete all reporting requirements, quarterly household mailings of report cards, wellness reports, newsletters, calendars.

SECOND SEMESTER January-May

1. Program trainings, screenings, assessments, classes, group activities and tasking objectives are operational with monthly and bimonthly schedules posted. Implement Mentor Active activities for student and staff wellness partnership (ongoing).
2. Continue follow-up measures on participants' fitness assessments, individual plan progress, and/or clinical data.
3. Establish trainings/meetings routine for staff to plan, implement and evaluation new wellness program activity.
4. Conduct physical activity and nutrition events and classes around January: New Year, February: Heart Health, March: National Nutrition Month, April: Earth Month Healthy Environment, Marathon Month Challenge Kickoff, May: National Physical Fitness and Sports Month, UMM Powwow & Peace Run, CNS Powwow 5K, Marathon Month awards, graduation.
5. Quarterly data collection protocols continue with inclusion of wellness program information, monthly school board report.

6. Continue to follow a schedule of campus and community wellness activity and expand program content to local/tribal units.

SUMMER June-August

1. Dormitory, foodservice, instructional and facilities management staff professional development. CNS residential education calendar has no school holidays except the Christmas break as the students reside here all school year and staff are rarely free for training and travel during the school year.
2. June: ND Roughrider team Action Plan retreat to assess program progress, make any adjustments needed. National Farm to Cafeteria Conference, Tribal Cooks Workshop, Black Hills Reclaiming Youth at Risk, Three Tribes Boys and Girls Club Wellness Culture Camp, Food Sovereignty Summit.
3. July: INMED summer institute 4 week program.
4. August Food Sovereignty Summit UTTC

Project will improve education indicators for college and career readiness through a community-wide approach providing academic, social and other supports promoting school engagement and commitment to learning among Native students through physical fitness, nutritional improvement, and wellness programming. These strategies will be implemented in a 24/7 living and learning environment with enhanced service coordination and data tracking afforded by NYCP grant funded hires. Key staff will be a licensed registered nurse, licensed professional K-12 Career Development Counselor, school resource officer and personal and group fitness trainers assigned to the afterschool, evening and weekend hours, as well as student case managers linking the academic and

residential guidance programs within a school-wide wellness program. Search Institute and Circle of Courage youth developmental models will be formalized as a measurable intervention with individual service plans directed by Developmental Asset Profile (DAP) and other assessments. NASIS tracking will include positive behaviors in 40 developmental assets categories. Wellness measures include TriFit assessment technology generating individualized health risk appraisal and fitness plan. Quarterly data collection protocols were established using subjective and objective tools including pedometer, heart rate monitor, nutrition log and three-day physical activity recall (3DPAR).

PEP was a very effective way to ensure all students had access to activities delineated in Search Institute 40 Developmental Assets. Search Institute is extending and deepening its work on Developmental Assets to ensure that it remains relevant and dynamic in a changing world. Website reports that key research and development priorities include: Identifying a limited number of “gateway assets” through which young people more readily acquire the full complement of 40 assets to become academically, socially, and emotionally well-prepared for life in the complex and rapidly changing world of the 21st Century. Working with community networks to use the asset framework as a foundation for measuring and monitoring non-cognitive skills and social resources that undergird efforts to improve young people’s readiness for life after high school, including **expanding their options for college and career** and preparing them to be contributing citizens in a democratic society. Expanding the use of the asset framework and research globally, particularly in developing nations where the majority of the populations are under age 25 and where positive youth development is vital to the future of civil society

Quality of Project Personnel

Principal Investigator will be Nancy Gjovik (resume attached), external evaluator for previously funded grants including PEP at numerous locations. Gjovik is superintendent of Warwick Public Schools in ND and has decades of relevant training and experience appropriate to the target population. Project Director will be supervised by Sandra Gilbertson, C.E.O. or designee. Sandra Gilbertson has nearly 18 years experience at CNS including Business Manager position. The following project personnel and contractor resumes are all Indian Preference Eligible and any job descriptions advertised will follow Indian preference hiring policy of Indian Self-determination and Education Assistance Act.

Lise Erdrich, School Health Coordinator served as Project Director on the PEP grant as well as other funded projects over 20 years at CNS and elsewhere for which she was the chief program planner and internal evaluator. These included \$3M Therapeutic Model Demonstration Project at CNS, National Endowment for the Arts “Our Town” community engagement project, and numerous Native-specific health, education, arts and culture, eco-education, school garden and technology projects, as well as clinical and medical service plans of operation. Program Manager working closely with the Project Director and all key staff will be Ronald RJ Rabbithead, US Army veteran, Residential Director with 15 years experience managing staff and students in the non-academic sector. Doreen Reinke has 30 years Indian Education experience including supervision of previous Student Case Managers component. Reinke is school improvement Performance Improvement Accountability (PIAP/Data Coordinator and oversees McKinney-Vento Act programming for homeless students. Megan Blacksmith, PEP Fitness Trainer, Jacob Croonenberghs, PEP Fitness Trainer/Data Manager, and Hunter Reinke, former P.E. Teacher and pro basketball player are eligible for re-hire, otherwise willing to dedicate Weekend Warriors time as

contractors in order to sustain extensive training, experience and expertise developed with the program, teaching local Indian students lifetime skills and being important mentors and role models in their lives. Dan Ninham is interested in being a Weekend Warrior as the leading proponent of Northern Indigenous Games movement including lacrosse, stickball, double ball and the ever-popular Indian basketball clinics. Dolores Manson is a licensed professional counselor with K-12 Career Development Counselor credentials and 25 years experience in rural ND schools systems.

Upon notice of funding the following positions (job descriptions in appendices) will be filled: full-time .5 FTE Project Director (internal evaluation and quality assurance protocols) .5 FTE Program Manager (residential sector logistics and direct staff supervision); 1.0 FTE PE Teacher/Data Manager assigned to non-academic schedule; two 1.0 FTE Fitness Trainers; three quarter-time PE/activity assistants; two 1.0 FTE student case managers; .5 FTE licensed professional academic college and career counselor and 1.0 FTE School Resource Officer to assist students in making the right choices and acquiring constructive, pro-social ways to deal with stress and consequences. One .25 FTE is included for business officer tasking specific to NYCP project. Sandra Gilbertson, C.E.O. will oversee implementation, support vision and goals of the PE/nutrition programs and resources, and assure that all expenditures are according to the proposed budget. Principal (currently advertised) will directly supervise academic staff, coordinates the collaboration between classroom teachers and wellness staff, teachers, and oversee the day-to-day operation of staff professional development in the academic sector. The Program Manager duties will include: management of resources and personnel for program implementation according to established timelines, report program progress to all stakeholders, collection of data to evaluate the project, schedule project professional development and trainings, designing and implementing parent activities that will support the students' efforts, and ensure full usage of

Jim Thorpe Fitness Center. Program Manager will work with the Project Director and Wellness Committee, composed of C.E.O, academic and residential staff, administrators, parents, students, food service, facilities management, LPN, counseling and support.

The major portion of Project Director duties include: 1) Implementation of all activities under the NYCP grant, 2) Responsible for the development, implementation, monitoring, and internal process evaluation of the NYCP project in consultation with key staff and stakeholders, including the school board, student, families, and community; 3) Work with the Wellness Committee to make sure all programs are working as planned and if not, to make changes based on needs assessment; 4) Purchase goods and services as designated under the grant, in compliance with District policies and Indian Self-Determination and Education Assistance Act.; 5) Supervise collection of GPRA data and other data needed for monthly, quarterly, and annual reports; 6) Work with the project's external evaluator for collection of NYCP data; 7) Work collaboratively and cooperatively with classroom teachers, physical educators, food service and after-school staff; and 8) Work collaboratively and cooperatively with federal, tribal, family and community partners.

The Principal Investigator's duties will include: 1) Provide expert guidance to program staff in the implementation of the grant project; 2) Formulation and review of evaluation questions and to create indicators for those questions; 3) Development of evaluation rubrics, surveys, etc.; 4) Observation of PER teachers and students, Food Service personnel and areas, etc. for compliance of grant; 5) Individual interview of stakeholders for collection of qualitative data; 6) Analysis of collected data; 7) Monthly meetings with the Program Director and Wellness Committee to determine if goals and objectives are being met, and if not changes to be made; and 8) Monthly, quarterly, and annual reports to stakeholders. The additional PE teacher and Fitness Trainers will be full-time since the additional PE time will be equal to what the PE teachers and PE assistants on staff are under contract for. Since theirs will be minimal

duties and the scope of their duties fall under their employment there is no additional compensation under grant for the principals, technology coordinator, and food service staff. In addition to the physical education/activity and nutritional improvement actions and outcomes measures established for the *Lifelong Wellness, Lifelong Learning* project the Principal Investigator will work closely with the Data Managers and Project Director to evaluate a three-pronged approach with new areas of inquiry and data collection directed by developmental needs and academic assessment data from program managers, counselors, case managers, fitness staff and other staff or contractors involved in the linkage of academic sector with the afterschool, evening and weekend component.

Nutrition contractual funds (to be paid only for time not regularly contracted by employer) will be designated for kitchen staff or other qualified nutritionists to provide Farm to School education and skills training to students during weekend and after foodservice program hours to teach Native nutrition curricula, seasonal foodways, foodservice and culinary arts, food safety and entrepreneur experiences such as Twin Towns Gardeners Market and Native food concessions. These services will be contracted at the rate of \$25 per hour by qualified individuals to ensure student have at least weekly hands-on skills training sessions in food hunting, gathering and thrifty shopping, preservation and preparation, and methods of cooking and presenting food to school and community functions.

Adequacy of Resources

The attached MOU details the demonstrated commitment and adequacy of resources of each partner in this significant new venture. CNS residential education funding has decreased but a significant investment of \$20M campus renovation and new construction is visible commitment to a second century of operations. The services to local Indian students are provided free of charge from CNS and significant new partners INMED, UTTC Land Grant Extension, and Three Tribes Boys and Girls Club. The maximum grant request of

nearly \$600,000 per year is far over-matched by comparable private sector costs for room and board college preparation programs without the extensive services (foodservice, clothing, tutoring, health/medical, clinical mental health and counseling, transportation, enrichment activities, entry fees and membership waivers, or lessons in music, sports, athletics, chess, Native arts and crafts, drum/dance and numerous other high-value enrichment opportunities in a safe and supervised environment).

UTTC is able to provide staff professional development in health, wellness, nutrition, agro-ecology, food sovereignty, and food safety. As an Extension department of UTTC, it is within scope and aligns with established goals and objectives to provide culturally relevant, science-based information on the aforementioned topics. UTTC will provide resources and educational materials to CNS to enhance professional development opportunities that CNS offers and meet the needs of partners. Disseminate training opportunities to CNS that focus on food safety, food, nutrition, agro-ecology, food sovereignty, and health and wellness. Provide guidance and expertise to CNS regarding content, materials, and subject matter of training opportunities and educational materials.

INMED will support this project through its established program and scope of services. Specifically the CNS students are eligible to apply for INMED Summer Institute and to participate in related activities promoting college readiness. INMED is invited to participate in additional education outreach, support and training opportunities afforded by the NYCP partnership and sponsored by the lead applicant CNS. INMED is making an impact. As of the spring of 2014, the program has graduated 206 medical doctors. The program also enrolls students in nursing, clinical psychology and various other allied health specialties, graduating 235 allied health professionals. A total of 441 Indian health professionals have graduated through the program, and many additional Indian students have received advisement or referral from INMED staff.

Quality of Experience

CNS has demonstrated the capacity to improve outcomes that are relevant to the presently proposed project focus through experience with programs funded from other sources. Recent three-year PEP success data for CNS demonstrates proven capacity to administer a creative, innovative, yet replicable program based on academic standards and scientific research, which has been modified to be culturally appropriate for Indian students. PEP implemented “Health Heroes & Weekend Warriors” with staff assigned to the afterschool, evening and weekend hours when students were most in need of organized physical activity and high-interest learning opportunities. A daily schedule involved Spark P.E., biking, hiking, skating, sledding, skiing, swimming, Insanity Workout, Yoga, Zumba, Walking Club, Running Club, USA Boxing Club, Tae Kwon Do, campus or community 5K runs and many other new activities, notably Kids Cooking Show test kitchen. Native fitness role models of all ages and ability levels visited on weekends, an idea based on successful artist-in-residence programs, to teach specialized skills to students and staff. These visitors returned regularly over time including world title contender Shawn “Sioux Warrior” Hawk with a wildly popular boxing fitness routine, Hunter “Big Star” Reinke basketball clinic, and Larry Yazzie Native Pride Dancers P.E. Globe-trotting 82-year-old Dakota long distance runner Emmet Eastman came to encourage kids and participate in fall and spring Marathon Month 26.2 Mile Walk/Run Challenge. Finishers who logged 26.2 miles in a month were awarded T shirts and running shoes from Running Club fundraisers. Sagkeeng’s Finest, three Native youth who won “Canada’s Got Talent” TV competition, came down to give dance lessons as did the Asham Stompers. Various other guest instructors came to teach traditional Native games, music, hoop-dancing, P.E. lacrosse, Indian wrestling, martial arts, wild ricing, hunting and gathering, fishing, and more. Nutritionists taught gardening, cooking with bison meat and wild game, making soup

for the sweat lodge ceremony with our own Dakota corn raised onsite , how to make thrifty healthy meals and snacks, “Test kitchen” science experiment recipes, and healthier school fundraisers using local grains, garden and orchard produce.

Running Club, Family Fun Days, Ag Day, Native 4-H, Junior Wildlife Club, Tae Kwon Do, Gardeners Market, and other forays into the community provided new ways for youth to belong, interact and feel they had a valued role as cultural ambassadors and service learners at the zoo, food pantry Soup Walk 5K, Autism Awareness 5K and other events creating social awareness and cultural competence skills. Many students had previously had only limited interaction with non-Indians especially in an enjoyable group venture or social cause. Larry Yazzie Native Pride Dance P.E. lessons culminated with a public intercultural performance to which local elementary schools were invited. CNS student drum and dance troupe performed with Native Pride and the entire 500 seat elementary school audience, who screamed with delight when teachers and principals were invited onstage by Larry to do their turn.

PEP Physical activity and nutritional program reached at least 150 students annually over 3 school years providing 250 minutes/weekly P.E. with both an academic and an afterschool, evening and weekend schedule. By end of year 2: 100% of students received TriFit assessments while 90% of students passed at least 1 of 6 standard tests (Fitnessgram) for their Individual fitness Plan. Number of participants in the healthy BMI category increased 17% by Year 2 meeting stated 5% outcome indicator. Quarterly data showed 74% engaged in moderate to vigorous activity at least minutes/day using pedometer data and 92% using 3DFPAR. 36% of students achieved age-appropriate cardiovascular fitness levels, with data collected using the 20 meter shuttle run. Heart rate monitor data show 50% of PER class “in the zone’ over 50% of class time (SPARK Afterschool class 68% of class time). Students self-

reported a better understanding of good nutrition (97%0, eating more fruits and vegetables (91%0 and learning to cook healthier foods (85%). Staff (82%) reported students making healthier food choices.

CNS has successfully administered other major non-construction projects over the years, including 21st Century Learning Center, Technology Challenge, and most relevant to the currently proposed project CNS was funded site for Therapeutic Model School Demonstration Project, PL 103-382 Improving America's schools Act of 1994. Purpose: A) to provide a program, based on an annual written plan, linking clinicians, counselors, and mental health professionals with academic program personnel in a culturally sensitive residential program tailored to the particular needs of Indian students; b) to provide for a continued evaluation of the planning and implementation of the therapeutic model in designated schools, and c) to determine what steps the Bureau of Indian affairs must take and what resources are required to transform existing off-reservation boarding schools to meet the needs of chemically dependent, emotionally disturbed, socially troubled, or other at-risk Indian youth who attend such schools. The project was funded three years and as successful in establishing onsite services, including notably the student case managers, to keep students in school and achieving academically as documented in BIE website School Report Card and the school making Adequate Yearly Progress (AYP) status by the end of the grant funding period, as measured by state-mandated standardized achievement test protocol.

Quality of Management Plan

CNS has proved adequate to the tasking timeline, responsibilities, and measurement objectives delineated by Project Design section

and has demonstrated prior success Goals: Students will meet state standards in academic physical education program. Students will enjoy regular physical activity as a free-time choice afterschool, evenings, weekends. Students will learn and practice a variety of

lifetime physical activities. Students will learn and practice good nutrition habits. Students will acquire knowledge, skills, attitudes and behaviors to prevent obesity, Diabetes 2 and other lifestyle disease. Impact Objectives:

1. Engage in 60 minutes daily physical activity.
2. Achieve age-appropriate cardiovascular levels.
3. Consume fruit two or more times and vegetables three or more times daily.
4. The average number and percentage of students participating during the successive data collection windows.

Basic reporting protocol is in place already--Government Performance and Results Act (GPRA) Data Requirements checklist.

Additional process and impact objectives (specific activities) have been established to approach the outcome measures. This will show that achievement of program goals is attributable to the activities developed and conducted through existing program. For example: technology equipment purchase including computers, Fitness System, Fitness Software, pedometers, and heart rate monitors empowered students to develop individualized healthy lifestyle plans. Process/Performance Objectives:

1. Number of students in healthy BMI category will increase by 5% annually.
2. All students have exercise and nutrition Fitness Plan based on physical fitness assessment data and Health Risk Appraisal
3. All students complete software-based HRA and nutrition assignments.

(Example, result-specific steps). The exciting news: things took off! Running Warriors revolution swept through the organizational homeostasis. Doubters soon saw super-enthused kids running early in the morning and evening, losing weight, showing improved mood and behavior. Running Warriors entered 5K races where they excelled or gained a real sense of accomplishment and community

support. Everyone took the 26.2 mile walk/run 2-week challenge in May Marathon Month. Even the inactive, obese students were proud "marathon" finishers! **Check: bell curve and tail ends, 100% accomplished.**

Over the last three years CNS has trained an enthusiastic, committed and capable Local Wellness Committee who will become the “pulse” of the program. Brant Mickelson, the School’s Technology Coordinator will oversee the installation, implementation and maintenance of all electronic equipment and troubleshoot and repair technical problems affecting the program. Food service supervisor will implement Farm to School healthy nutrition practices into the food service program to support the FTS nutrition education, school gardens and local tribal procurement elements of the proposed program. Bison meat will be purchased from Intertribal Buffalo Council member Sisseton-Wahpeton Oyate with a herd 60 miles from the school. Food supply purchases will not be used for USDA reimbursable meals program but will be used for Native food demonstrations, cooking classes, ceremonies, celebrations and meeting days involving parents, families, tribal units, Youth and Elders Council and community with school staff and students. CNS business manager, Winona Kingbird, will hold fiscal responsibility for the grant. The health office will maintain on-going wellness files for every student. Student weight, height, medical concerns, and fitness assessments will be entered on NASIS, web-based information management system. The PE teacher and fitness staff will implement the fitness curriculum. Other areas where the PE teachers will be involved include: collaboration with classroom teachers for the integration of the nutrition education and classroom activity sections of the new PE curriculum into their classrooms, staffing of the after-school program hours, and conducting physical activity and fitness assessments. In addition to collaborating with the PE teachers for inclusion of the PE and nutrition curriculums into their classrooms, teachers will practice the social/teambuilding objectives/activities and Active Classroom content in

their schedules. CNS will use an outside evaluator to ensure accuracy, lack of bias, and sound research principles. Evaluator will be responsible for designing data collection instruments for internal and external reports. The evaluator will work with the Project Director, Program manager Director and Wellness Committee to review, and if needed, adjust the program. The School Board will approve hiring with a change of emphasis from sports and athletics to lifetime fitness for every student and staff, and increasing the P.E., fitness and wellness staff to support the implementation of *Lifelong Wellness, Lifelong Learning*. In addition a third element, positive youth development will be formalized within the school-wide Wellness program and wellness plan of each student as a formalized strategy listing specific measurable objectives categorized as developmental assets activity entered in NASIS and coded to the Wellness program so that desired change may be attributed to the NYCP funded project, and allowing all adult staff and support persons such to monitor and respond to each student's progress and service needs. Upon grant award, key personnel will launch and coordinate the activities which support the wellness goals and objectives.

Quality of the Project Evaluation

The proposed project is a school-based, repeatable set of measurable community interventions to meet child nutrition, health and academic standards in a Native culture context and will therefor provide guidance about effective strategies suitable for replication or testing in other settings, in particular, other Indian schools or tribal youth programs. To report new activity around school gardens, education and local/tribal procurement the Project Director will utilize *Evaluation for Transformation: A Cross-Sectoral Evaluation Framework for Farm to School* (National Farm to School Network, 2014) and will present at national Native Cohort meeting.

Evaluator will work closely with Project Director and Data/PIAP Coordinator on analysis and measurements for youth developmental

asset-building aspects of the Wellness program and use of pre-and-post assessment tools such as Developmental Assets Profile (DAP) and counselor testing methods such as career development and Cultural Pride surveys in the newly expanded student support plan emphasizing the whole child, as stated in the school mission, and not only physical fitness. Measures will include automated NASIS data on academic achievement testing, behaviors, attendance, clinical or technological health assessment information, counselor methodology and other appropriate tools.

Data for objectives related to 60 minutes daily physical activity will be collected on 4th – 8th grade students through the use of pedometers. Additional data will be collected on students in grades 5-8 using the 3-day Physical Activity Recall (3DPAR) instrument. This data will determine the percentage of students who engage in 60 minutes of daily physical activity. Cardiovascular fitness data for will be collected on middle school students using the 20-meter shuttle run. This data will determine the percentage of students who achieve age-appropriate cardiovascular fitness levels. Heart rate monitor data will be collected for a sample measure if indicated. Nutrition data will be collected to determine the percentage of students served by the grant who consume fruit two or more times per day and vegetables three or more times per day. Middle school students will be surveyed using the nutrition-related questions from the Youth Risk Behavior Survey (YRBS) to determine the number of students who meet these goals. Elementary students will use daily charting and complete age-appropriate surveys to determine the number of students who meet these goals. All data will be calculated according to US Department of Ed guidelines. The P.E. Data manager, with advisement from Wellness Committee and outside evaluator, will randomly select a minimum of four weeks, which are evenly spaced throughout the project year, to collect the fitness, nutrition and GPRA data. The grant evaluation plan will include detailed, qualitative descriptions of how programs operate and

stakeholders perceive them. This process will help suggest the effect of the PE program on outcomes. The results of the evaluation will be shared with school officials and staff for planning the future direction of the project. Successes will continue to be incorporated in the program while trouble spots will be examined through use of data, inspection of instructional techniques, and personal interviews to determine the root of the problems and determine how to improve the program for the future. Program quality will be assessed by the degree of success in meeting the stated objectives. A final evaluation report will be disseminated to all stakeholders.

Evaluations will be conducted quarterly using both quantitative and qualitative assessments. Evaluation reports will use quantifiable data taken from fitness plans, and the fitness system throughout the year. Qualitative data for the end-of-the-year evaluation will be a collection of student, teacher and parent surveys, portfolios, journals and evaluation forms. The Fitness system and Fitness software will be used to determine baselines and assess future fitness levels and improvements. Heart rate monitors, pedometers, teacher observation and portfolios will also be part of the assessment *Goal 1 – New opportunities for promoting wellness:* To help students make progress toward meeting state PE standards and increasing physical activity CNS will increase time for PE and fitness schedule. All students will have more opportunities to participate in physical activity. Increased time will be documented by NASIS class schedules, participation logs, student surveys, and personal fitness logs/journals. Outcomes of curriculum units will be logged in the PE teacher’s journal. The Fitness system, heart rate monitors pedometers and fitness journals will provide daily data. The PE teacher will collect this data weekly to monitor movement and evaluate progress toward individual and program goals. *Goal 2 – To facilitate change in program emphasis:* Pre- and post-tests will be given on all six components of the Fitness plan test using the Fitness systems. Fitness data will be recorded, with yearlong monitoring for progress as students continue to work on compiling their

personal fitness data and exercise plans. Middle school students will keep a journal on activities, develop portfolios with their assessment data, and complete unit surveys. Daily use of the heart rate monitors and pedometers will help keep students aware of their exercise intensity for working towards staying on task and in their healthy zone. *Goal 3 – Promote lifelong healthy eating habits and physically active lifestyles:* Students will receive instruction in cooking nutritionally and the importance of making healthy food choices and being physically active. Increased knowledge will be documented through pre- and post-tests, logs and observations of healthy eating habits and activity, classroom artifacts, videos, and surveys. Teachers will submit yearly summary reports documenting progress made towards this goal. *Goal 4 – Professional Development:* PE teachers, Food Service, and all sectors will participate in workshops/conventions to gain knowledge in new PE strategies and nutrition topics. Newly acquired information will be shown in more dynamic lesson plans. Staff will be role models for students as they complete personal fitness portfolios for maintaining healthy life styles. The ‘comfort zone’ in using heart rate monitors and pedometers will be assessed by frequency of use. Activities will be documented by detailed summary reports. *Goal 5 -- Assessment:* Every student will have a physical activity/fitness assessment (includes BMI) in the fall and spring. Office staff will place this data and medical conditions into a health file. Group data reports will be assessed quarterly to evaluate project objectives. Individual reports will be sent home twice a year to keep parents informed of their child’s fitness/wellness. As we guide our students through fitness activities, we hope to inspire them to develop healthy life styles. We will advise them on wellness plans and nurture them forward as we help them meet state PE standards and teach them lifelong health and wellness skills. Our afterschool and academic PE program will be responsible for teaching independence to every child, exposing them to a diverse health/wellness curriculum as part of their education to acquire *Lifelong Wellness, Lifelong Learning.*

Other Attachment File(s)

* Mandatory Other Attachment Filename:

[Add Mandatory Other Attachment](#)

[Delete Mandatory Other Attachment](#)

[View Mandatory Other Attachment](#)

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

[Add Optional Other Attachment](#)

[Delete Optional Other Attachment](#)

[View Optional Other Attachment](#)

matter please email the Grants.gov Contact Center at support@grants.gov or call 1-800-518-4726.

Instructions for all parts and forms of the application are found either on the following pages of the application package or individually for each form on Grants.gov.

Note: Please do not attach any narratives, supporting files, or application components to any forms unless it is specifically required by the instructions for the individual section of the application. Although several forms accept attachments, the Department of Education will only review materials/files attached in accordance with the instructions provided within this application package.

Electronic Application Submission Checklist

Review your electronic application to ensure you have completed the following forms and sections:

Part 1: Preliminary Documents

Application for Federal Assistance (Form SF 424)

ED Supplemental Information for SF 424

Part 2: Budget Information

ED Budget Information Non-Construction Programs (ED Form 524)

Part 3: ED Abstract Form

Project Abstract

Part 4: Project Narrative Attachment Form

Application Narrative

Part 5: Budget Narrative Attachment Form

Budget Narrative

Part 6: Other Attachments

Required of All Applicants

Signed Consortium Agreement that meets the requirements of 34 CFR 75.128-.129 or Partnership Agreement

Individual Resumes for Project Directors & Key Personnel

Description of continuing activities

Required, if Applicable

Documentation of Indian Organization

Request for Competitive Preference Priority 3

Indirect Cost Rate Agreement

Evidence of submission to BIE

Administrative Cost Limit Waiver Request

Optional

Other Supporting Documentation

Memorandum of Understanding

Between

Circle of Nations School (CNS)

And

Boys & Girls Club of the Three Affiliated Tribes (TTBGC)

United Tribes Technical College (UTTC) Land Grant Extension

University of North Dakota Indians into Medicine (INMED) Program

This Memorandum of Understanding (MOU) sets forth the terms and understanding between the partners FB, UTTC, INMED and CNS to improve lifelong learning, health and college/career readiness of Indian students through culturally relevant place-based learning in the geographic region defined as North Dakota. All partnership efforts are centered on the goal of ensuring that Indian students are prepared for college and careers.

Background

The partnership fulfills requirements set forth in federal register announcement of Native Youth and Community Projects (NYCP) funding opportunity Catalog of Federal Domestic Assistance (CFDA) Number 84.299A. This partnership is proposed because all serve Indian students with a shared effort to address issues of health disparities affecting quality of life and educational achievement among the American Indian population. The partners are a Tribe (Sisseton-Wahpeton Oyate) through Public Law 100-297 inter-tribal education board for CNS which is a Bureau of Indian Education (BIE) funded Local Education Agency K-12 school and designated Local Education Agency (LEA) eligible for a grant under Demonstration Grants for Indian Children program; an Indian Higher Education Entity and UTTC Land Grant Extension program; and INMED college and career preparation and support program at University of North Dakota; All partners have demonstrated the capacity to improve outcomes that are relevant to the project focus through experience with programs funded through other sources.

CNS

CNS, a BIE-funded school will be the fiduciary partner. Established in 1904 as Wahpeton Indian School, an agricultural and vocational training farm, CNS is now a tribally-controlled off-reservation boarding school LEA chartered under the Sisseton-Wahpeton Oyate. Vision: "Honoring Native American Lands and people through Education." Mission: "To build academic achievement and healthy development of the whole child in a Native American cultural environment." CNS serves grades 4-8 with early intervention services to prepare at-risk, special needs, homeless and transitional students for high school.

CNS was in the first cohort of Green Ribbon School awardees selected by US Department of Education and is the first in the state of North Dakota or the entire BIE system. CNS is a HealthierUS Schools Challenge Gold Award winner and selected for first Native Farm to School Cohort by National Farm to School Network and also the 50-state pick for National Farm to School Month. These related initiatives promote sustainable environmental health practices such as local food systems and school gardens, physical activity and nutrition improvement, and STEAM (Science, Technology, Engineering, Arts and Math) curricula with cultural applications.

CNS has substantially improved student health and education outcomes through 3-year Carol M. White Physical Education Program (PEP) grant project ending with school year 2014-2015. The project data is included under the needs analysis section of Native Youth and Culture Program (NYCP) application.

Boys & Girls Club of the Three Affiliated Tribes

Chartered in 2001, the Boys & Girls Club of the Three Affiliated Tribes serves over 1600 youth comprising 1061 unique households (590 of which are single parent households) in seven communities located across the Fort Berthold Indian Reservation and in Mandan, ND. The Boys & Girls Club of the Three Affiliated Tribes seeks to strengthen the lives of youth by providing a consistent and safe educational environment that incorporates ethical and traditional values to positively impact their lives. Boys & Girls Club of The Three Affiliated Tribes has been the cornerstone for youth and families on the Fort Berthold Indian Reservation since opening its doors on November 30, 2001. Boys & Girls Club of the Three Affiliated Tribes provides a safe, consistent, structured and positive environment for young people after school, during the holidays and during the summer months.

The Boys & Girls Club of the Three Affiliated Tribes is part of a nationwide network of Boys & Girls Clubs in Indian Country serving over 90,000 Native American youth in 25 states. Boys & Girls Club of the Three Affiliated Tribes is also part of the larger Boys & Girls Clubs of America which are located in every state, Puerto Rico, the Virgin Islands and U.S. military installations overseas delivering proven programs to millions of young people every day.

Vision: To strengthen the lives of our youth by providing a consistent and safe educational environment that incorporates ethical and traditional values to positively impact their lives.
Mission: To inspire, guide and empower our youth, especially those that need us the most, to realize and reach their full potential as productive, responsible and caring community members.

The Boys & Girls Club of the Three Affiliated Tribes provides:

- A safe place to learn and grow.
- Ongoing relationships with caring, adult professionals.
- Life-enhancing programs and character development experiences.
- Hope, opportunity to grow, and cultural enrichment.

UTTC Land Grant Extension

UTTC is a close-knit, supportive residential community and historic ethnic enclave, similar to CNS, and a logical college and career success destination for CNS students. UTTC was founded in 1969 by an intertribal organization, the United Tribes of North Dakota Development Corporation. It is a nonprofit corporation incorporated in the State of North Dakota and operated by the five tribes wholly or in part in North Dakota. Those tribes are the Three Affiliated Tribes, the Spirit Lake Tribe, the Sisseton Wahpeton Oyate, the Standing Rock Sioux Tribe and the Turtle Mountain Band of Chippewa Indians. The College is governed by a ten-member board of directors made up of the chairperson and one delegate selected from each of the tribes.

In 1994 the US Congress passed legislation establishing the Tribal College Land Grant program with funds available through the US Department of Agriculture (USDA). This opened the door for tribal colleges and universities to participate in the Land Grant federal legislation that previously had been reserved for state institutions established in 1862 and historically Black Colleges and Universities established in 1890.

Land Grant program resources for Tribal Colleges support food and agriculture teaching, research and extension programs.

- Endowment fund interest is distributed annually to each Tribal College or University with the Land Grant designation. Land grant institutions established in 1862 and 1890 received land to support food and agriculture education, research and extension.
- Equity funds provide program guidance and funding for food and agriculture science academic programs based in Tribal Colleges and Universities. Grant applications are submitted annually to the USDA National Institute of Food and Agriculture (NIFA).
- Extension program grants increase food and agriculture program capacity with community education that addresses tribal community needs.

The tribal college research grant is to enhance collaborative research in food and agricultural science. 1994 Tribal Colleges are to partner with 1862 or 1890 Land Grant institutions.

The Land Grant staff is committed to providing educational support to Tribal communities, citizens, and colleges with a focus to the UTTC five owner tribes of North Dakota.

UTTC Land Grant mission is to improve the quality of life through culturally appropriate and scientifically based education that will strengthen Tribal communities, sustain natural resources, and promote healthy lifestyles for citizens of Tribal nations.

UTTC Land Grant vision is to establish a premier Land Grant program by providing culturally distinct, innovative education that inspires Tribal citizens to improve all aspects of life.

The foundation of our value and belief system is the Native American Circle of Life, the Medicine Wheel embracing physical, emotional, mental, and spiritual well-being. In pursuit of our beliefs, we value:

- Cultural diversity and respect for all people
- Respect for the land and lifelong learning
- Teamwork and the perspectives of others

INMED

INMED was established in 1973 to address the need for health professionals to serve reservation populations. INMED is a comprehensive education program assisting Indian students who are preparing for health careers. Located at the University of North Dakota School of Medicine & Health Sciences in Grand Forks, INMED support services include Learning Resource Center, academic and personal counseling for students, tutoring, assistance with financial aid application, and summer enrichment sessions at the junior high through professional school levels.

The program addresses three major problem areas: (1) too few health professionals in American Indian communities, (2) too few American Indian health professionals, and (3) the substandard level of health and health care in American Indian communities.

Junior and senior high/bridge students are encouraged to participate in the INMED Summer Institute Program (SI), which is a six week academic enrichment session for students currently enrolled in grades seven through twelve. SI provides students an opportunity to enhance their potential for success in a health career through daily classes in biology, chemistry, communications/study skills, health with basic first aid, math and physics. These courses are vital for a successful health career.

In addition to the coursework, SI participants are given the opportunity to experience life on a college campus, listen to successful American Indian health professionals, learn more about various health careers, participate in educational field trips; attend a powwow, and meet other American Indian students from across the United States.

Ninety students are selected each year to participate in SI. Supervision is provided on a twenty-four hour a day basis for the entire six-week period. All educational expenses, i.e., room and board transportation, are paid by the program with INMED fund from Indian Health Service.

Purpose

This MOU will provide for academic and social supports to Indian students for successful transition to high school and college preparedness. The above goals will be accomplished by undertaking the following activities:

CNS will provide enhanced staffing, staff professional development, and support services to its students and will conduct outreach activities to involve parent, family, community, and tribal partnerships.

- CNS staff professional development to approach school-wide goals will be a contributing strategy. CNS will contract with partners for any training courses offered, such as Tribal Cooks Workshop, Serve Safe Certification, Master Gardener Certification Program, Food

Sovereignty Summit or other programs offered by UTTC and other Extension Service partners and will pursue innovative collaborations to meet training needs of all partners.

- CNS staffing will be enhanced by addition of a licensed professional K-12 career development counselor in the academic sector, a program manager assigned to the supervisory functions, a business officer assigned to grant fiduciary tasking, physical activity and nutrition skills trainers in the after-school, evening and weekend hours, bus drivers and contracted services of professionals such as external evaluator, trainers for staff professional development, and related services.
- CNS will host a summer camp or institute for parents and families of students to which partnership entities are invited, with the purpose of educational exchange and replication of successful program elements or curricula.
- CNS will prepare a cohort of students each year to apply for INMED Summer Institute and will assign liaison staff to accompany and support any accepted applicants through their stay.
- CNS will prepare a cohort of students each year to participate in UTTC Summer Institute and will assign liaison staff to accompany and support them through their stay.
- CNS will conduct other partnership activities to help students make the transition to high school.
- CNS will plan weekend and summer field trips to these and other higher education sites (NS State College of Science, University of Minnesota Morris, ND State University) to increase students' awareness and interest in college careers and particular areas of study that can affect health disparities.
- CNS will host a Native-culture-based summer camp for the six Boys and Girls Clubs of the Three Affiliated Tribes focused on positive youth development with opportunities for college tours (NDSU, NDSCS, UMM) and physical activity/nutrition skills development.

UTTC Land Grant Extension agrees to support this project. UTTC is able to provide resources on health, wellness, nutrition, agro-ecology, food sovereignty, and food safety. As an Extension department of UTTC, it is within our scope and aligns with our goals and objectives to provide culturally relevant, science-based information on the aforementioned topic.

- Provide resources and educational materials to CNS to enhance professional development opportunities that CNS offers and meet the needs of partners.
- Disseminate training opportunities to CNS that focus on food safety, food, nutrition, agro-ecology, food sovereignty, and health and wellness.
- Provide guidance and expertise to CNS regarding content, materials, and subject matter of training opportunities and educational materials.

INMED will support this project through its established program and scope of services. Specifically the CNS students are eligible to apply for INMED Summer Institute and to participate in related activities promoting college readiness. INMED is invited to participate in additional education outreach, support and training opportunities afforded by the NYCP partnership and sponsored by the lead applicant CNS.

INMED is making an impact. As of the spring of 2014, the program has graduated 206 medical doctors. The program also enrolls students in nursing, clinical psychology and various other allied health specialties, graduating 235 allied health professionals. A total of 441 Indian health professionals have graduated through the program, and many additional Indian students have received advisement or referral from INMED staff.

Reporting

The principal investigator (Nancy Gjovik) and Project Director (Sandra Gilbertson or designee) shall evaluate effectiveness and adherence to the agreement and produce quarterly program evaluation data and reports for the duration of the Native Youth Community Project and according to the requirements of the grant funding agency.

Reporting, evaluation and data collection protocol is in place to commence with the program startup and will be conducted by cooperative effort of the project director, program manager and internal and external evaluators working closely with all stakeholders including students, staff, administrators, parents/family, tribal affiliates and partnership entities.

Funding

This MOU is not a commitment of funds by any partner to another partner, or an obligation of any activity outside the normal scope of services provided by any partner. CNS will contribute in-kind services of staff support, supplies, facilities usage, foodservice, transportation, etc. and sponsorship of any community collaborative efforts such as a Native Health Fair, summer camp, parent/family involvement meetings and partnership events or collaborations described in the grant application for Native Youth Community Projects to promote college and career readiness.

Duration

This MOU is at-will and may be modified by mutual consent of authorized officials from CNS, UTTC, TTBGC, or INMED. This MOU shall become effective upon signature by the authorized officials from the partners CNS, INMED, UTTC and TTBGC will remain in effect until modified or terminated by any one of the partners by mutual consent. In the absence of mutual agreement by the authorized officials from CNS, INMED, UTTC and TTBGC this MOU shall end on 6/30/15.

Contact Information

Circle of Nations School
Sandra Gilbertson
Chief Executive Officer
832 8th St. N
Wahpeton, ND 58075
Telephone: (701)642-3796
Fax: 701-642-1984
E-mail: sandragilbertson@circleofnations.org

Indians into Medicine (INMED)
Eugene Delorme, J.D.
Director, INMED Program
UNDSMHS Room 2101
501 N Columbia Road Stop 9037
Grand Forks, ND 58202-9037
Email: inmed@med.und.edu
Phone: (701) 777-3037
Fax: (701) 777-3277

United Tribes Technical College Land Grant Extension
Pat Aune
Land Grant Director
P: 701-221-1399
F: 701-530-0622
E-mail: paune@uttc.edu

Ryan Eagle
Boys and Girls Club of The Three Affiliated Tribes
710 East Ave
New Town, ND 58763
(701) 627-4415
reagle@mhanation.com

Signature Page: Memorandum of Understanding between Circle of Nations School (CNS) and education partners Three Tribes Boys & Girls Club (TTBGC), Indians into Medicine (INMED), and United Tribes Technical College Land Grant Extension (UTTC).

(b)(6)

Date 6-19-15

Sandra Gilbertson, Circle of Nations School, Chief Executive Officer

(b)(6)

Date 6/22/15

Pat Aune, United Tribes Technical College Land Grant Extension, Director

(b)(6)

Date 6/26/15

Eugene Delorme, University of North Dakota Indians into Medicine, Director

(b)(6)

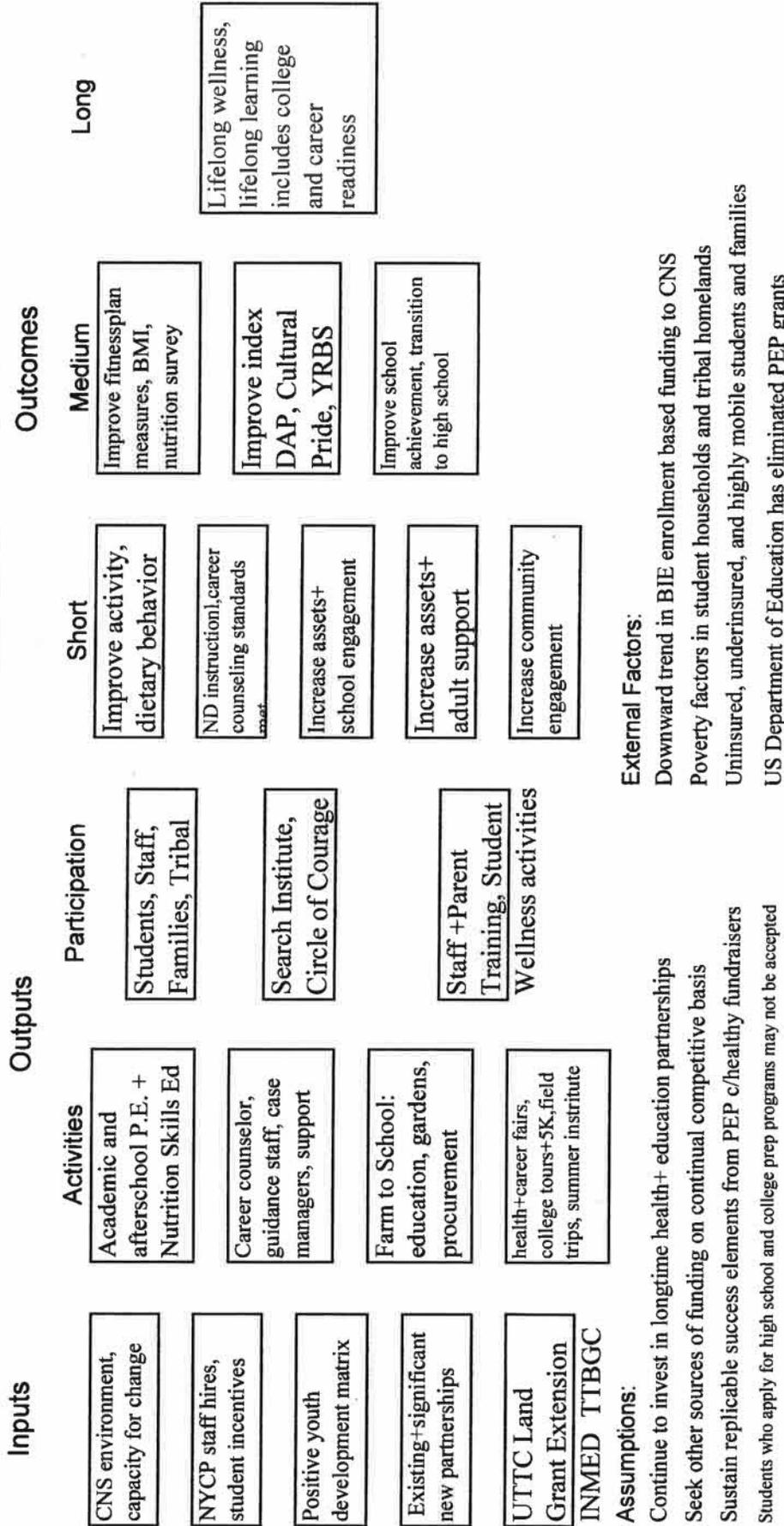
Date 6/22/15

Ryan Eagle, Three Tribes Boys and Girls Club, Director

SITUATION: Circle of Nations School students lack interest in lifetime wellness and lifelong learning

PRIORITIES: Physical Education/Activity, Nutrition Skills Education, Developmental Assets

PROGRAM ACTION- LOGIC MODEL



External Factors:

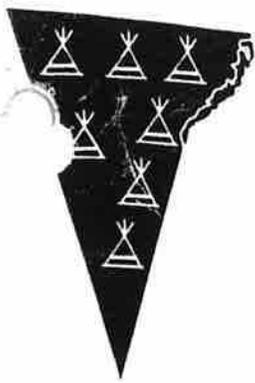
- Downward trend in BIE enrollment based funding to CNS
- Poverty factors in student households and tribal homelands
- Uninsured, underinsured, and highly mobile students and families
- US Department of Education has eliminated PEP grants

EVALUATION

What do you want to know?

How will you know it?

Can school achievement and college readiness be attributed to the proposed program? Impact objectives and process activities tied to program outcomes



Sisseton - Wahpeton Sioux Tribe

LAKE TRAVERSE RESERVATION

OLD AGENCY BOX 509 • AGENCY VILLAGE, SOUTH DAKOTA 57262-0509
PHONE: (605) 698-3911

TRIBAL COUNCIL RESOLUTION NO. SWST-96-125

Accept Charter of the Circle of Nations

- WHEREAS,** The Sisseton-Wahpeton Sioux Tribe is organized under a Constitution and By-Laws adopted by the members of the Tribe on August 1-2, 1966, and approved by the Commissioner of Indian Affairs on August 25, 1966; and,
- WHEREAS,** The Constitution and By-Laws mandates at ARTICLE VII, Section 1, that the Tribe shall be governed by the Tribal Council, and that the Tribal Council shall have the power to: (a) represent the Tribe in all negotiations with federal, state, and local governments; (c) to engage in any business that will further the economic development of the Tribe and its members and to use tribal funds or other resources for such purposes; (d) to make rules governing the relationship of the members of the Tribe, to Tribal property, and to one another as members of the Tribe; (g) to take actions by ordinance, resolution or otherwise which are reasonably necessary, through committees, boards, agents, or otherwise, to carry into effect the foregoing purposes; (h) to promote public health, education, charity and other services as may contribute to the social advancement of the members of the Sisseton-Wahpeton Sioux Tribe; and, (i) to adopt resolutions regulating the procedures of the Tribal Council, its officials and committees in the conduct of the Tribal Affairs; and,
- WHEREAS,** The Circle of Nations School Board is concerned for the school's land located in Wahpeton, North Dakota, which is not trust land and also of losing the land entirely as federal property; and,
- WHEREAS,** On September 13, 1996, the Red Lake Band of Chippewa Indians enacted Resolution No. 188-96 at the request of the Circle of Nations School Board to transfer its sponsorship as grantee of the Circle of Nations School; and,
- WHEREAS,** The Circle of Nations School Board requested the Sisseton-Wahpeton Tribal Council to accept their Charter because this Tribe is closest to the Circle of Nations School; and,
- WHEREAS,** The Circle of Nations School represents 31 Tribes at this time, and employs a high number of enrolled members of this Tribe.

NOW, THEREFORE BE IT RESOLVED, That the Tribal Council of the Sisseton-Wahpeton Sioux Tribe hereby accepts the Charter of the Circle of Nations School which as been revoked by the Red Lake Band of Chippewa Indians.

CERTIFICATION

We, the undersigned duly elected Secretary and Treasurer of the Sisseton-Wahpeton Sioux Tribal Council, do hereby certify that the above resolution was duly adopted by the Sisseton-Wahpeton Sioux Tribal Council, which is composed of 18 members of whom 16 constituting a quorum, were present at a Tribal Council meeting, duly noticed, called, convened and held at the TiWakan Tio Tipi, Agency Village, South Dakota, September 19, 1996, by a vote of 12 for, 0 opposed, 0 abstained, 3 absent from vote, 1 not voting, and that said Resolution has not been rescinded or amended in any way.

Dated this 19th day of September, 1996.

(b)(6)

Michael I. Selvage, Sr.
Tribal Secretary
Sisseton-Wahpeton Sioux Tribe

ATTEST:

(b)(6)

Floyd DeCoteau
Tribal Treasurer
Sisseton-Wahpeton Sioux Tribe

RECEIVED
96 OCT 28 AM 10: 51
BIA, WAHPETON SCHOOL
WAHPETON, N. DAK. 58075

cc: Original copy to Circle of Nation School



● School Board

The Circle of Nations School (CNS) has a six member school board selected primarily on the basis of student enrollment. Representation by the number of students from a tribe or area of the United States will identify five of the Six members. The Sisseton-Wahpeton Sioux Tribe has a permanent membership because they are the sponsoring tribe for the CNS. Board members are appointed by the various participating tribes and then become members of the CNS school board. The appointment is for four years.

The Board and the School Administration actively pursue the school whereby Native American children from reservations and urban areas nationwide could be appropriately served in a Native American culturally oriented school. CNS has served students in grades 4 through 8 from over 37 different tribal affiliations. Present Members are as follows:

Judy Roy	Red Lake Band of Chippewa http://www.rlnn.com/	Chairman of the Board
Harry Eagle Bull	Oglala Sioux Tribe http://www.lakotamall.com/oglalasiouxtribe/	Vice Chairperson
Charles Morin	Spirit Lake Tribe http://www.spiritalakenation.com/	Member
Tim Grant	Omaha Tribe http://tero.omahatribe.com/	Member
Kay L. Bursheim	Sisseton-Wahpeton Sioux Tribes(no official website)	Secretary
Verbena Savior	Fort Peck Tribes http://www.fortpecktribes.org/	Member

RE: NOTICE OF INTENT TO APPLY

Emenheiser, David <David.Emenheiser@ed.gov>

Mon 6/1/2015 1:51 PM

To:Lise Erdrich <liseerdrich@circleofnations.org>;

Cc:Sandi Gilbertson <sandigilbertson@circleofnations.org>;

Thank you for your interest in the 2015 Demonstration Grants priority for Native Youth Community Projects. Please continue to check the OIE page on ed.gov website for technical assistance and updated information.

Emenheiser

David E. Emenheiser, Ed.D
Demonstration Grants for Indian Children Program
OIE/ OESE/ ED
LBJ 3W215
(202) 260-1488

From: Lise Erdrich [mailto:liseerdrich@circleofnations.org]
Sent: Monday, June 01, 2015 1:20 PM
To: Emenheiser, David
Cc: Sandi Gilbertson
Subject: NOTICE OF INTENT TO APPLY

See below: from <http://www2.ed.gov/programs/indiandemo/applicant.html>

NOTICE OF INTENT TO APPLY

Instructions for Submitting Intent to Apply:

A. Prospective applicants are encouraged to notify the Department of their intent to apply for a grant under the NYCP program. Prospective applicants should submit the following information to the Office of Elementary and Secondary Education (OESE) NYCP Program official with "Notice of Intent to Apply" in the subject line to: David.Emenheiser@Ed.Gov by **June 2, 2015** and include the following:

B. Applicant's name, address and contact person's email:

Circle of Nations Wahpeton Indian School

832 8th St. N

Wahpeton, ND 58075

Sandra Gilbertson, CEO

sandigilbertson@circleofnations.org

C. Contact person's name and email address:

Lise Erdrich, School Health Programs

liseerdrich@circleofnations.org

D. A defined local geographical community to be served: North Dakota (rural)

E. Name(s) of partnering LEA(s) or BIE-funded school(s);

Circle of Nations School

Theodore Jameson Elementary School

D. Name(s) of partnering tribe(s) or TEA(s); and

United Tribes Technical Education College

Indians Into Medicine (INMED) at University of North Dakota

E. If appropriate, name(s) of other partnering organizations(s).

North Dakota State University Extension Service

National Farm to School Network

Native Farm to School Cohort

U.S. Department of Agriculture

Sisseton-Wahpeton Oyate Wellness Program

Wahpeton Parks & Recreation

Woodrow Wilson Keeble Indian Health Service Unit

Applicants that do not submit a notice of intent to apply may still apply for funding; applicants that do submit a notice of intent to apply are not bound to apply or bound by the information provided.

Sandi Gilbertson

(b)(6)

Summary

I have eighteen years of experience in an education setting effectively managing project tasks requiring interaction with multiple departments, resolved employee issues in a professional manner, values high performance and professionalism, excels in organizational communications and employee training and development. I have expertise in government/regulatory compliance, unemployment compensation, HIPAA, COBRA, ADA, ACA, and EEOC. I have proven ability to work in a team atmosphere. I have sixteen years of supervisory experience. I have facilitated positive change and written campus wide policies, procedures, job descriptions, quality standards, and pay scales.

Highlights

- New employee orientations
- Staff training and development
- Microsoft Office Suite expert
- Human resources audits
- Maintains confidentiality
- HR policies and procedures expertise
- Human resources management
- People-oriented
- Organized
- Exceptional communicator

Experience

Circle of Nations School

January 2013 to Current

CEO

Wahpeton, ND

Overall operation of the School and provide management oversight and directing the day-to-day business activities of the school, facilities, residential program, kitchen, and technology departments.

Circle of Nations School

June 2006 to January 2013

Human Resource Director

Wahpeton, ND

Explained human resources policies and procedures to all employees. Conducted telephone and onsite exit interviews for all employees. Answered employee questions during the entrance and exit interview processes. Selected and interviewed candidates for all available positions. Created job descriptions to attract a targeted talent pool within the market wage range. Assessed employee performance and issued disciplinary notices. Worked on retirement. Managed over 150 personnel files according to policy and federal and state law and regulations. , FMLA and workers' compensation claims and benefits. Helped training and development staff with all aspects of training coordination. Designed new employee packages and sent them via mail and e-mail. Resolved personnel issues regarding human resources matters needing clarification, submissions and corrections. Wrote policies, procedures, and job descriptions.

Circle of Nations School

August 2000 to Current

Business Manager

Wahpeton, ND

Managed accounting operations, accounting close, account reporting and reconciliations. Performed debit, credit and total accounts on computer spreadsheets/databases, using specialized accounting software. Received, recorded, and banked cash, checks, and vouchers as well as reconciled records of bank transactions. Completed and presented monthly financials, management reports and board reports. Maintained confidential information. Worked collaboratively with department heads to prepare budgets.

Circle of Nations School

February 1998 to August 2000

Administrative Assistant

Nancy Gjovik

(b)(6)

EDUCATION

- December, 1998* M.Ed, University of North Dakota, Grand Forks, ND 58202
Major: Educational Administration Cognate: Special Education
- May, 1975* B.S., University of Wisconsin, LaCrosse, WI
Major: Mathematics

EMPLOYMENT

- 2006 – present* *Self-employed: Grant writer, Principle Data Analyst, Consultant, Evaluator, PD
Prairie Grants Plus, 10439 24th St NE, Pekin, ND 58361*
- 2007 – present* *Tutor III – 7th –8th grade Math, Algebra I, Geometry
Mentor for tutors
Tutor.com, 40 Fulton Street, 4th Floor, New York, NY 10038*
- 2004 – 2006* *Superintendent, Elementary Principal, Technology Coordinator, Curriculum Coordinator.
Consolidated Applications Coordinator
Aguilar School District Re-6, PO Box 567, Aguilar, CO 81020*
- 1998-2004* *Elementary/Secondary Principal, Teacher, Technology Coordinator, Curriculum
Coordinator, Consolidated Applications Coordinator
Aguilar School District Re-6, P.O. Box 567, Aguilar, CO 8102*
- 1992-1998* *Teacher -- Vocal and Instrumental Music, Math, Technology Coordinator
Bowbells Public School, P.O. Box 279, Bowbells, ND 58721*
- 1991-1992* *Teacher -- Vocal and Instrumental Music, Math
Newburg United Public School, Newburg, ND*
- 1980-1991* *Teacher – Vocal and Instrumental Music, Math
Binford Public School, Binford, ND 58416*
- 1979-1980* *Teacher – Vocal and Instrumental Music
Tolna Public School, Tolna, ND*
- Summer '77-78-79* *Curriculum Writer -- Worked on a Title IV-C curriculum project (mathematics)
Binford Public School, Binford, ND 58416*
- 1976-1979* *Teacher and Substitute Teacher – Vocal and Instrumental Music, Math
Binford Public School, Binford, ND 58416*
- 1975-1976* *Teacher – Vocal and Instrumental Music, Math
Alsen Public School, Alsen, ND*

PROVIDER of PROFESSIONAL DEVELOPMENT OPPORTUNITIES:

- Curriculum Development
- Technology
- Grant Writing
- Data Mining
- Mastering the Achievement Process (M.A.P.)

GRANT WRITING

- Experience in writing, managing, overseeing the budget, and evaluating federal and state grants or programs.
 - Wrote Rural Utilities Services Grant/Distance Learning Technology grant proposals under the USDA (United States Department of Agriculture) program
 - Wrote/evaluated federal grant proposals for the following programs: Teaching American History, Early Reading First, Demonstration Grants for Indian Children, and Improving Literacy Through School Libraries, Carol M. Wright Physical Education (PEP), Alcohol and Drug Prevention, High School Graduation Initiative
 - Helped write and oversee the \$5.6 million construction project of the Aguilar Elementary School
 - Responsible for managing the \$3.6 million construction of the Aguilar Jr/Sr High School
 - Responsible for writing, managing, and overseeing the Federal Consolidated Application Program
 - Managed and oversaw the budget for a \$350,000 federal library grant
- Grants written and funded for the Aguilar School District Re-6:
 - Comprehensive School Reform Grant (3-year grant) – provided for the establishment of reform measures to meet academic deficiencies; provided for the hiring of a reading specialist to work with staff
 - Colorado Technology Literacy Challenge Fund grant (TLCF) – the three grants received provided for the establishment of a middle school computer lab, upgrading of the high school computer lab, and the placement of computers in the elementary classrooms
 - Gifted and Talented grant – provided for inservice of staff, purchase of technology equipment and software for the elementary computer lab, and field trips
 - Teacher Development grant – provided for elementary staff training in looking at student work to improve instruction and thus student performance; also provided for inservice in differentiation, data-based decision-making, standards-based instruction, and team-teaching instructional techniques
 - Read to Achieve grant – provided for after-school and summer school reading instruction of students in the 2nd and 3rd grades that were below grade-level
 - Summer School grant – provided funds for reading instruction of 4th and 5th grade students reading below grade level
 - Colorado Preschool Program (CPP) grant – provided for funding of five preschool students that meet the criteria
 - Library Services and Technology Act grant (LSTA) – provided for books, reference materials, videos, and magazines for the new elementary library
 - Technology Access Program grant (TAP) – provides for a inservice training and a subscription to Alpine Achievement for data-mining and the purchase of software for reading and math assessment at the elementary level

References available upon request.

Wahpeton, ND

Drafted meeting agendas, supplied advance materials and executed follow-up for meetings and team conferences. Managed the receptionist area, including greeting visitors and responding to telephone and in-person requests for information. Designed electronic file systems and maintained electronic and paper files. Maintained the front desk and reception area in a neat and organized fashion. Dispersed incoming mail to correct recipients throughout the office. Made copies, sent faxes and handled all incoming and outgoing correspondence. Received and distributed faxes and mail in a timely manner. Managed daily office operations and maintenance of equipment.

Education

NDSU - Bottineau Associate of Arts: General Studies Bottineau, ND, USA	1994
Minot State University Bachelor of Science: Business Minot, ND, USA	1997
North Dakota State University Master of Education: Education Fargo, ND, USA Gum GPA: 3.583	2009

FARM TO SCHOOL PROJECT DIRECTOR RESUME: LISELOTTE A. ERDRICH

EDUCATION

1993 MS Health Science, Minnesota State U—Public Health, CD Counseling Tracks

1987 BA English, University of ND—Linguistics Track, American Indian languages

EMPLOYMENT

1980-84 Registered Nurse Assistant, Nursing Student NDSCS and UND
1986— Consultant/Technical Writer for private, state, tribal, federal organizations
1987-90 American Indian Higher Education Consortium, Tribal College Magazine
1990-91 Indian Health Service, clinic manager at Wahpeton Indian School
1991-93 Graduate studies in Minnesota, Consultant, Community Worker
1993-94 Intensive Residential Guidance Counselor, Wahpeton Indian School
1994-95 Red River Human Services, Imation (3M), Freelance
1995-2006 Therapeutic Model School Coordinator, Circle of Nations Indian School

- Plan, implement, evaluate comprehensive school health model prevention/intervention services for at-risk American Indian youth grades 4-8
- Safe & Drug-Free Schools & Communities Coordinator, Minneapolis Area Bureau of Indian Affairs Office of Indian Education Programs—provide training and technical assistance to 12 schools K-12 in MN, SD, MI, WI, IA
- Program Writer and Internal Evaluator for \$3M national model demonstration schools project BIA/OIEP
- Mental Health in Education Golden Apple Award for Adolescent Suicide Prevention
- Certified Chemical Dependency Counselor III, Certified Health Education Specialist, ND Certified Master Gardener, National exercise Trainer Association Group and Personal fitness Trainer

2007-2015 School Health Coordinator, Circle of Nations Wahpeton Indian School

- Developed program policies, procedures, training for all component programs
- Identified priority tasking and obtained funding and resources to implement strategy
- Developed partnerships with community and beyond to accomplish shared goals
- Implemented arts programming to engage students in school and promote health
- School Improvement Team, program writer and environmental health advocate
- Visiting lecturer and artist in residence at various colleges, events, festivals, workshops
- Project Director for numerous funded programs including Carol M. White Physical Education Program (PEP), National Endowment for the Arts “Our Town” and Challenge America grants

MISCELLANEOUS EDUCATOR AWARDS

- 2004 International Reading Association Children’s Choice
- 2004 International Reading Association Teachers Choice
- 2004 Carter G. Woodson Award, National Council on the Social Studies
- 2005 Learning Magazine Teachers Choice Award
- 2005 Bank Street College Best Children’s Books of the Year
- 2007 Bush Foundation Artist Fellowship
- 2008 Minnesotan of the Year-Minnesota Territorial Pioneers
- 2009 McLatchy Newspapers 100 Notable Books of the Year
- 2010 Traditional Native Artist in Residence – Lewis & Clark State Park
- 2011 Read ND/50 States 50 Books National Festival of the Book, Washington DC

HONORS FOR SCHOOL

- 2012 Green Ribbon School, HUSSC Gold Award, PEP and NEA “Our Town” Grant
- 2015 National Farm to School Conference – Native Gathering Panelist

RONALD J. RABBITHEAD

(b)(6)

OBJECTIVE

Full Time employment applying the skills I have acquired

EXPERIENCE

December 1998 – Current Circle of Nations Wahpeton Indian School
Wahpeton, N.D.

Residential Director

- Supervision of program since 2001
- Have successfully had summer programs in 2003 and 2004
- Have hosted summer programs for Boys and Girls Clubs of the Three Affiliated Tribes.
- Assisted in supervision of Carol M. White PEP programming and staff

Child Protection Supervisor

Child Protection Officer

February 17, 1997 – December 18, 1998 Four Bears Casino and Lodge
New Town, N.D.

Food and Beverage Director

- Accomplished learning the whole department of Food and Beverage
- Built and managed budgets
- Trained Servers, Bussers, Cashiers, Line Cooks, Prep Cooks, Dishwashers, Stewards, Snack Bar Attendants, Bar Tenders, Cocktail Servers, Supervisors of the Restaurant, Bars, Snack Bar and Kitchen.
- Certificate Completing Fours Bears Casino and Lodge Managers Enhancement Course
- Responsible for the supervision of 80 employees

October 13, 1997 – February 16, 1997
Assistant Food and Beverage Manager

August 15, 1994 – October 13, 1997
Restaurant Manager

April 4, 1994 – August 15, 1994
Restaurant Supervisor

January 4, 1994 – April 4, 1994
Server

November 1992 – 2000 United States Army

1993— Present

Professional School Counselor Credential

1992— Present

ND State Board for Career
& Technical Education

Bismarck, ND

Career Development Counselor Credential

Awards

North Dakota High School Counselor of the Year- 2014
Director's Award of Excellence for a Career Development Program- 2008

Professional & Community Memberships

American Association for Career & Technical Education- Member/ Conference Attendee
American School Counselor Association – Member
ND Counseling Association- Board Member & Conference Presenter
ND Career Development Counselor Association-Past President & Conference Presenter
ND Association for Career & Technical Education-Conference Presenter
ND School Counseling Association-Public Relations & Conference Presenter
ND School Counseling Association- Scholarship Committee Chair
Nazarene Church- Board Member, Faith Educator & Ministry Director

Personal Interests

The Arts
Reading
Travel
Golfing
Nature & Gardening

References

References available upon request.

Daniel C. Ninham, PhD

(b)(6)

Education

- University of Northern Colorado, Greeley, CO
PhD, Physical Education-Sport Pedagogy Emphasis, 4.0 gpa,
November 2009
- Bemidji State University, Bemidji, MN
Masters of Science in Education, Major: Physical Education, 4.0 gpa,
November 1992
- Bemidji State University, Bemidji, MN
Bachelors of Science, Major: Physical Education, May 1983
- University of Wisconsin Oshkosh, Oshkosh, WI
Junior year, 1980-81
- Eastern Wyoming College, Torrington, WY
Associate of Arts, May 1978
- West De Pere High School, De Pere, WI
Diploma, 1977

Teaching Experience

- Bemidji Middle School, Bemidji, MN; Physical Education, 1992-2000, 2002-
- Bemidji State University, Bemidji, MN; Graduate Assistant, 1989-90
- Oneida Tribal School, Oneida, WI; Physical Education, 1983-89, 1990-92
- Wingate High School, Ft. Wingate, NM; Physical Education, 1983

Coaching Experience

- Bemidji Lacrosse Club, 1996-2000, 2014-
- Bemidji High School, Bemidji, MN; Head Varsity Boys Basketball Coach, 2012-;
Record: 11-66
- Red Lake High School, Red Lake, MN; Varsity Assistant Boys Coach, 2011-
2012; Record: 18-10 (14 wins more than previous season)
- Cass Lake-Bena High School, Cass Lake, MN; Head Varsity Boys Basketball,
1997-2000, 2003-2010; Record: 255-84; 2008 Class A State Tournament
Third Place; 2007 Class A State Tournament Runner-Up; 2006 Class A
Section 6 Runner Up; 2005 Class A State Tournament Third Place; 2010,
2009 and 2008 Class A Section 8 Champion; 2007 and 2005 Class A
Section 6 Champion; 2006 and 1998 Class A Section 6 Runner Up;
current state record holder in five categories
- North American Indigenous Games, Denver, CO, 2007, 19 and under team,
record: 6-1; Prince Albert, Saskatchewan, Canada, 1993, 19 and under
team, Gold Medal
- Bemidji High School, Bemidji, MN; Assistant Varsity Boys Basketball-Freshman
and Junior Varsity Head Coach, 1993-96; Record: 57-14

Bemidji State University, Bemidji, MN; Graduate Assistant, Assistant Varsity
Men's Basketball-Junior Varsity Head Coach, 1990, Record: 7-4

Leadership Experience

Director, Northern Indigenous Games, 2014-
 Director, Northern Indigenous Lacrosse, 2014-
 Director, Minnesota Ojibwe Lacrosse, 2014-
 Director, School of High Performance Basketball, 2012-
 Executive Director, National Indian Basketball Coaches Association, 2011-
 Director, National Champion Basketball Academy, 2011-
 Owner and Editor, Coach Dan Ninham Basketball (CDNB) Publications
 Owner and Editor, Coach Dan Ninham Basketball (CDNB) Productions
 Co-Owner, All Star Athletic Promotions, 2005-
 Section Representative, Minnesota Basketball Coaches Association, 2006-2010
 Out-State Representative, Minnesota Basketball Coaches Association, 2005-06
 Event Director, Panther Hoops Coaching Clinics, Cass Lake, MN, 1999-2010
 Event Director, Panther Hoops Team Camp, Cass Lake, MN, 1999-2010
 Event Co-Director, South Central High School All Star Games-Volleyball, 2007,
 2008
 Event Co-Director, North Central High School All Star Games-Volleyball, 2006-
 Event Co-Director, North Central High School All Star Games-Basketball, 2005-
 Event Co-Director, Tri State (MN-WI-IA) Volleyball All Star Games, 2008-
 Event Director, Tri State (MN-WI-IA) Basketball All Star Games, 2009-
 Guest Lecturer, Colorado Public Schools, Colorado State University, University
 of Wyoming, University of Northern Colorado, 2000-02; Bemidji State
 University, 2005
 Presenter, Western Social Science Association Conference, Albuquerque, NM,
 2002
 President, Minnesota Physical Education Council, 1997-99
 State Coordinator, Minnesota Hoops For Heart/American Heart Association,
 1998-2000
 Camp Coach, Clem Haskins Gopher Basketball Camp, Minneapolis, 1996, 1997
 Coordinator, Northern Minnesota Lacrosse Development Project, 1995-2000
 Activity Director, National Youth Sports Program, Bemidji State University,
 Bemidji, MN, 1994-95
 Regional Co-Coordinator, Wings of the Great Lakes Indian Youth Running
 Development Project, Santa Fe, NM, 1991-2000
 Member, Wisconsin Governor's Council on Fitness and Sport, 1984-86
 Athletic Director, Oneida Tribal School, Oneida, WI, 1983-89, 1990-92
 Event Co-Director, Oneida Running Club, Oneida, WI, 1984-2000
 Editor/Publisher, Running In Wisconsin Magazine, Oneida, WI, 1988-90

Honors

Bemidji State University Outstanding Alumni Award, 2007
 Minnesota Basketball Class A Section 8 and 6 Coach of the Year, 2009, 2008,
 2007, 2006, 2005

Minnesota Basketball Coaches Association Class A Coach of the Year, 2005
 Minnesota State H.S. Coaches Association Class A Coach of the Year, 2005
 Minnesota Breakdown Magazine State Coach of the Year, 2005
 Northland Conference Basketball Coach of the Year, 2007, 2005, 1998, 1997
 Bush Leadership Fellow, St. Paul, MN, 2000-03
 Minnesota Middle Level Physical Education Teacher of the Year, 1998
 Who's Who Among America's Teachers, 1998
 Varsity Letterman: Bemidji State University, 1982; University of Wisconsin
 Oshkosh, 1980; Eastern Wyoming College, 1979
 All Wyoming Community College Conference Basketball First Team; Ranked 1st
 in National Junior College Athletic Association Region IX in Rebounding
 and Free Throw Percentage; Ranked 9th in nation in rebounding; current
 school record holder of 26 rebounds in one game vs. Northeastern
 Colorado Junior College, Sterling, CO, 1979
 Sequoyah Fellow, Washington, D.C., 1989-90

Organization Membership

National High School Coaches Association
 Minnesota High School Coaches Association
 Bemidji State University American Indian Alumni Association

References

Billy Mills, 10K Gold, Fair Oaks, California, (b)(6)
 Kelvin Sampson, Head Coach, University of Houston Mens Basketball, Houston,
 TX, (b)(6)
 Ernie Stevens, Chairman, National Indian Gaming Association, Washington, DC,
 (b)(6)
 Dr. Karl Salscheider, Former Head Men Basketball Coach, Bemidji State
 University, Bemidji, MN, (b)(6)

Job Description
NYCP Project Director

Job Title:

Reports to: CEO

Pay Status: Exempt

Status: 10-month Staff

Duties and Responsibilities

1. Implementation of activities authorized by Native Youth Community Project grant funding guidelines.
2. Responsible for the development, implementation, monitoring, and internal process evaluation of the NYCP project in consultation with key staff and stakeholders, including the Circle of Nations School board, student, parents, families, tribal unit and community.
3. Work with a Wellness Committee to make sure all programs are working as planned, and if not, to make changes based on needs assessment.
4. Work with the principal and residential director to make sure that staff members are implementing the NYCP program and provide staff with professional development and training to accomplish program objectives.
5. Purchase equipment and supplies as designated under the grant, in compliance with Circle of Nations School business office procedures.
6. Supervise the collection of GPRA data and other data needed for monthly, quarterly, and annual reports.
7. Work with the project's external evaluator for collection of NYCP data.
8. Employ instructional methods and materials that are most appropriate for achieving stated learning goals, objectives, and behavior change when providing direct services to students.
9. Work collaboratively and cooperatively with classroom teachers, physical educators, food service, facilities management, residential and after-school staff.
10. Contribute to preparation/implementation of lesson plans that lead to student mastery of curriculum content.
11. Attend weekly administrative and residential staff and Wellness Committee meetings and participate in faculty, department and school meetings under reasonable terms.
12. Confer frequently with teachers, support staff, childcare workers, and administration regarding the educational, social, emotional, behavioral, physical and personal development of student population related to NYCP objectives.
13. Provide materials and equipment necessary for instruction and train others how to use when necessary.
14. Take necessary and reasonable precautions to protect students, staff, equipment, and materials.
20. Establish and maintain a professional working relationship with other staff members.
21. Provide staff or student training to plan and prepare healthy meals while following state guidelines and Dietary Guidelines for Americans.

22. Provide comprehensive program planning protocols for school and community collaboration.
23. Provide nutrition-service to staff promoting fruits and vegetables, traditional healthy foods, Native American gardening, Farm to School and sustainable food systems.
24. Provide physical education/activity and nutrition education activities in the classrooms and after-school, including hands-on nutrition skills training: develop cooking modules for student and families, e.g. cooking with Native foods classes and recipes, gardening, food preservation and healthy low-budget meal planning.
25. Perform other tasks and assume responsibilities of a professional nature as assigned by Principal and CEO of the school or his/her designee.

Terms of Employment: Salary and work year to be established by the school board.

Evaluation: Performance of this job will be evaluated in accordance with the provisions of the school board's policy on evaluation of staff personnel.

Education/Qualifications: Masters Degree in school and community related disciplines, with current appropriate licensures and certifications. Must possess a valid driver's license. Expertise in special population (Native American) needs for health promotion, particularly diabetes and obesity prevention. Experience in program management, planning, evaluation and fiscal and business management using requisite technology applications. Proficient at teaching culturally wellness content to students, staff and families. Able to track and analyze data documenting program progress. Grant management and program oversight skills. Motivational or educational skills to help people live and sustain a healthy lifestyle.

Job Description

Job Title:	Residential Director
Employment Location:	Circle of Nations Administration building/dormitories 832 North 8 th Street Wahpeton, ND 58075
Department:	Residential
Immediate Supervisor:	CEO
Pay Status:	Exempt
Calendar Classification:	12- Month Staff
Terms of Employment:	Salary and work year to be established by the school board. Duty hours to include 8 hours per day/40 hours per week.
Evaluation:	Performance of this job will be evaluated in accordance with the provisions of the school board's policy on evaluation of staff personnel.
Education/Qualifications:	Four year degree in accordance with CFR 25 and such alternative to the above qualifications as the school board may find appropriate and acceptable. Must possess a valid driver's license.
Physical Activity:	Employee will be required to stoop, kneel, stand, walk, sit, lift, speak, and hear.
Physical Requirements:	Employee shall be able to exert up to 20 lbs of force occasionally and up to 10 lbs of force frequently to lift, push, pull, carry or otherwise move objects, including the human body.
Mental Requirements:	Employee shall be able to appropriately adapt to mildly stressful and/or emotional situations.
Working Conditions:	Worker is subject to activities that occur indoors and outdoors. Outside temperatures range from below 32 degrees to above 75 degrees.

Management responsibilities

- The Residential Director is responsible for overseeing and supervision of the residential dormitories and residential activity programs.
- The Residential Director is responsible for participating in the planning and implementation of new and existing school programs and implementation of new and existing school policies and procedures.
- The Residential Director is responsible for planning, implementing, and supervising program budget.
- The Residential Director will cooperate with other members of the staff and/or district personnel in planning instructional goals, objectives, and methods for curriculum for the residential program.
- The Residential director will act as the defense attorney at the formal hearings.
- The Residential director will participate in the multidisciplinary team meetings.
- The Residential director will be the liaison with the suspension placement facilities.

Teamwork and Collaboration

- The Residential director will work collaboratively with the CEO, Principal, Facilities Manager, and Kitchen supervisor to ensure that programs are consistent between and among each department.
- The Residential director will attend and facilitate faculty, department, and other meetings and present monthly reports to the school board as requested.

Communication and Documentation

- The Residential Director shall be responsible for establishing and maintaining open lines of communication with students and their parents concerning academic and behavioral progress.
- The Residential director shall be responsible for maintaining records as required by law, school policy, and administrative regulations.
- The Residential director shall be responsible for interaction with students, school staff personnel, and the public.
- The Residential director must demonstrate effective oral and written communication.

Training and Professional Growth

- The Residential director must be trained in Crisis Prevention Intervention (CPI).
- The Residential director will provide for professional growth through a continuous program of evaluations, reading, workshops, seminars, conferences, and/or advanced course work at institutions of higher learning.
- Must be able to obtain the appropriate certification, licensing requirements or training in the following areas
- Crisis Prevention Intervention (CPI)
- Cardiopulmonary resuscitation (CPR)
- Automated external defibrillator (AED)
- First Aid
- Medication Administration
- Suicide Prevention
- Child Abuse and Mandated Reporting requirements and procedures
- Confidentiality requirements and laws
- Family Education Rights and Privacy Act (FERPA)
- Suicide Prevention
- Student Rights
- Student Check out Policy
- Continuity of Operations Plan (COOP) Plan
- Blood Borne Pathogens
- Emergency Response Plan (ERP)
- Fire Safety and Fire Drills
- Serve Safe
- Must possess a valid driver's license in performance of residential duties.

Supervision/Safety/Student Management

- The Residential director must take necessary and reasonable precautions to protect students, equipment, materials, and facilities.
- The Residential director shall be responsible for assisting the administration in implementing policies and/or rules governing student conduct and developing reasonable rules for behavior. Assisting as necessary with maintaining order in a fair and just manner.
- The Residential director will perform other tasks and assume responsibilities of a professional nature as assigned by the CEO of the school and his/her designee.

Edited March 2013

Job Description

Job Title:	Data Coordinator
Employment Location:	Circle of Nations Sequoia Hall 832 North 8 th Street Wahpeton, ND 58075
Department:	Academic/Residential
Immediate Supervisor:	CEO
Pay Status:	Exempt
Calendar Classification:	9- Month Staff
Terms of Employment:	Salary and work year to be established by the school board. Duty hours to include 8 hours per day/40 hours per week.
Evaluation:	Performance of this job will be evaluated in accordance with the provisions of the school board's policy on evaluation of staff personnel.
Education/Qualifications:	BA/BS degree or three years experience in data collection/analysis. Must possess a valid driver's license.
Physical Activity:	Employee will be required to stoop, kneel, stand, walk, sit, lift, speak, and hear.
Physical Requirements:	Employee shall be able to exert up to 20 lbs of force occasionally and up to 10 lbs of force frequently to lift, push, pull, carry or otherwise move objects, including the human body.
Mental Requirements:	Employee shall be able to appropriately adapt to mildly stressful and/or emotional situations.
Working Conditions:	Worker is subject to activities that occur indoors and outdoors. Outside temperatures range from below 32 degrees to above 75 degrees.

Duties and Responsibilities

- Knowledge of NASIS (Native American Student Information System)
- Prepare Reports by collection
- Knowledgeable in NASIS (Native American Student Information System).
- Prepare reports by collecting, summarizing, and analyzing information as needed.
- Participates as a member of the school improvement team.
- Collects and enters data for Native Star.
- Prepares the annual report.
- Prepares state reports on students as requested.
- Participates on the AdvanceEd team.
- Compiles data and provides reports for quarterly and yearly school requirements.
- Demonstrates professional confidentiality.
- Completes a monthly school board report.
- Arranges trainings as requested.
- Maintain a professional attitude when dealing with co-workers, students, parents, and the public.
- Trained in Crisis Prevention Intervention techniques.
- Assist with EEO duties
- Other duties as assigned by supervisor or CEO.

Teamwork and Collaboration

- The Data Coordinator shall be responsible for establishing and maintaining a cooperative relationship with other staff members.

Communication and Documentation

- The Data Coordinator shall be responsible for maintaining records as required by law, school policy, and administrative regulations.
- The Data Coordinator shall be responsible for interaction with students, school staff personnel, and the public.
- The Data Coordinator must demonstrate effective oral and written communication.
- The Data Coordinator will maintain an open line of communication with the CEO and other department heads.

Training and Professional Growth

- Crisis Prevention Intervention (CPI)
- Cardiopulmonary resuscitation (CPR)
- Automated external defibrillator (AED)
- First Aid
- Child Abuse and Mandated Reporting requirements and procedures
- Confidentiality requirements and laws
- Family Education Rights and Privacy Act (FERPA)
- Student Rights
- Student Check out Policy
- Continuity of Operations Plan (COOP) Plan
- Blood Borne Pathogens
- Emergency Response Plan (ERP)
- Fire Safety and Fire Drills

Note: The signatures below indicate that the employee and administrator have discussed the elements of this job description. Employee signature indicates an understanding of the job description and an understanding that his/her job performance will be evaluated based upon these criteria.

Employee	Date	Principal	Date
----------	------	-----------	------

Job Description

Job Title:	Business Manager
Employment Location:	Circle of Nations Administration Building 832 North 8 th Street Wahpeton, ND 58075
Department:	Administration
Immediate Supervisor:	Superintendent/ CEO
Pay Status:	Exempt
Calendar Classification:	12- Month Staff
Terms of Employment:	Salary and work year to be established by the school board. Duty hours to include 8 hours per day/40 hours per week.
Evaluation:	Performance of this job will be evaluated in accordance with the provisions of the school board's policy on evaluation of staff personnel.
Education/Qualifications:	B.A. degree in business or at least (3) three years experience in the business management field with demonstrated skills in management. Must possess a valid driver's license.
Physical Activity:	Employee will be required to stoop, kneel, stand, walk, sit, lift, speak, and hear.
Physical Requirements:	Employee shall be able to exert up to 20 lbs of force occasionally and up to 10 lbs of force frequently to lift, push, pull, carry or otherwise move objects, including the human body.
Mental Requirements:	Employee shall be able to appropriately adapt to mildly stressful and/or emotional situations.
Working Conditions:	Worker is subject to activities that occur indoors and outdoors. Outside temperatures range from below 32 degrees to above 75 degrees.

Duties and Responsibilities

- Reviews invoices for coding prior to processing for payment.
- Prepares, enters and records all disbursements of district funds.
- Prepares and maintain computerized monthly accounts payable report.
- Maintains purchasing and vouchering system including purchase requests, purchase orders to supervisors, statements with invoices, receiving reports and vouchers for payment.
- Places purchase orders at the request of supervisors.
- Issues payment requests and checks of vendors
- Maintains property and vehicle insurance for the Circle of Nations School.
- Provides assistance to the payroll manager through cross-training activities.
- Reviews all petty cash transactions
- Attends monthly school board meetings.
- Develops annually an explicit and feasible budget with long and short range plans for major expenditures.
- Approves all vouchers authorizing expenditure of moneys.
- Assumes responsibility for the receipt and expenditure of school district funds.
- Provides monthly accounting of all revenue and expenditures.
- Prepares reports to the proper staff officials concerning the status of their budgetary accounts to guard against overspending of any budgeted accounts, monitors expenditures made by others and monitors purchase requisitions.

Edited February 2013

- Maintains general, revenue, and appropriations ledges on an encumbrance basis.
- Assumes responsibility for correspondence relating to school district purchasing activities.
- Monitors all purchase requisitions to determine correctness of information, price extensions and coding information.
- Serves as treasurer for the food service program.
- Maintains the food service NASIS accounts.
- Deposits all miscellaneous revenue collected.
- Prepares, administers and distributes departmental and extracurricular budgets.
- Administers the financial affairs of the school system.
- Analyzes and controls expenditures.
- Assist in preparing and implementing the school system budget.
- Contracts for purchases and delivery of goods and services.
- Controls and coordinates transfers of budgeted funds.
- Deposits moneys on behalf of the school system.
- Establishes, appraises, or improves financial procedures.
- Examines financial documents and accounts.
- Files application for federal and other grant moneys.
- Formulates specifications to be incorporated into contracts.
- Oversees payroll and business office activities.
- Conducts duties of payroll and business staff in their absence.
- Maintains ledges, journals, and other accounting documents and records.
- Monitors expenditures made by others.
- Negotiates contracts with vendors.
- Maintains system of inventory
- Receives money on behalf of the school system.
- Recommends expenditures of the school system's moneys.
- Renders reports and accounts pertaining to fiscal matters.
- Safeguards all financial records and receipts.
- Signs checks.
- Supervises all accounting operations.
- Supervises the collection, safekeeping, and distribution of funds.
- Reviews budget requests and program proposals.
- Verifies amounts written on checks.
- Works closely and cooperatively with independent auditors.
- Reports monthly on revenue and expenditures to school board.
- Develops standard operating procedures for business office.
- Oversee processing of new employees.
- Calculate wages for new employees.
- Responsible for assisting with food production and service as assigned.
- Responsible for performing daily and periodic cleaning as assigned.
- Responsible interaction with students, staff, and the public.
- Responsible for keeping the building and premises clean including sidewalks, driveways, and play areas neat and clean at all times
- Responsible for daily checks to ensure all exit doors are open and all panic bolts are in working order
- Be responsible for seeking assistance for students with special needs.
- Take necessary and reasonable precautions to protect students, equipment, materials, and facilities.
- Be responsible for assisting the administration in implementing policies and/or rules governing student conduct and developing reasonable rules for behavior. Maintains order in a fair and just manner.
- Will perform other tasks and assume responsibilities of a professional nature as assigned by the CEO/Business Manager of the school and his/her designee.

Training

- Must be able to obtain the appropriate certification, licensing requirements or training in the following areas:

Edited February 2013

- Crisis Prevention Intervention (CPI)
- Cardiopulmonary resuscitation (CPR)
- Automated external defibrillator (AED)
- First Aid
- Child Abuse and Mandated Reporting requirements and procedures
- Confidentiality requirements and laws
- Family Education Rights and Privacy Act (FERPA)
- Student Rights
- Student Check out Policy
- Continuity of Operations Plan (COOP) Plan
- Blood Borne Pathogens
- Emergency Response Plan (ERP)
- Fire Safety and Fire Drills

Note: The signatures below indicate that the employee and administrator have discussed the elements of this job description. Employee signature indicates an understanding of the job description and an understanding that his/her job performance will be evaluated based upon these criteria.

Employee	Date		Date
----------	------	--	------

Job Description

Job Title:	Academic Guidance Counselor
Employment Location:	Circle of Nations Sequoia Hall 832 North 8 th Street Wahpeton, ND 58075
Department:	Academic
Immediate Supervisor:	School Principal
Pay Status:	Exempt
Calendar Classification:	9- Month Staff
Terms of Employment:	Salary and work year to be established by the school board. Duty hours to include 20 hours per week.
Evaluation:	Performance of this job will be evaluated in accordance with the provisions of the school board's policy on evaluation of staff personnel.
Education/Qualifications:	Current North Dakota Teaching Certificate with a M.S. degree in guidance and counseling and Professional guidance credential from Department of Public Instruction. Such alternative to the above qualifications as the board may find appropriate and acceptable. Must possess a valid driver's license.
Physical Activity:	Employee will be required to stoop, kneel, stand, walk, sit, lift, speak, and hear.
Physical Requirements:	Employee shall be able to exert up to 20 lbs of force occasionally and up to 10 lbs of force frequently to lift, push, pull, carry or otherwise move objects, including the human body.
Mental Requirements:	Employee shall be able to appropriately adapt to stressful and/or emotional situations.
Working Conditions:	Worker is subject to activities that occur indoors and outdoors. Outside temperatures range from below 32 degrees to above 75 degrees.

Student Social/Emotional Services

- Responsible for obtaining and disseminating required social information to students and to classes.
- Remains readily available to students so as to provide counseling that will lead each student to increased personal growth, self-understanding and maturity.
- Works with students on an individual basis in the solution of personal problems related to such problems as home and family relations, health, and emotional adjustment.
- Utilizes therapies and skills which affect motivation and behavioral change in student.
- Conduct assessments with students identified as having alcohol/drug/co-addictive behavior patterns.
- Knowledgeable of mandatory child abuse/neglect reporting procedures.

Student Academic Services

- Helps evaluate student interests and choices.
- Responsible for working to discover and develop special abilities of students.

Communication and Documentation

- Responsible for maintaining student records and protects their confidentiality.
- Communicate and maintain contact (telephone or other) with the student's parent/guardian to insure parental involvement to resolve student's emotional/psychological and/or educational needs.
- Will provide in-service training in guidance for teachers and student teachers.
- Works with teachers and other staff members to familiarize them with the general range of services offered by the student personnel services department, and to improve the educational prospects of individual students being counseled.
- Advise administration and faculty of the matters of student discipline and adjustment.
- Participates in faculty committees and the sponsorship of student activities.
- Responsible for interaction with students, school staff personnel and the public.

Training and Professional Growth

- Shall be responsible for seeking assistance for students with special needs.
- Will provide for professional growth through a continuous program of evaluations, professional materials, workshops, seminars, conferences, and/or advanced course work at institutions of higher learning.
- Must be able to obtain the appropriate certification, licensing requirements or training in the following areas:
 - Crisis Prevention Intervention (CPI)
 - Cardiopulmonary resuscitation (CPR)
 - Automated external defibrillator (AED)
 - First Aid
 - Child Abuse and Mandated Reporting requirements and procedures
 - Confidentiality requirements and laws
 - Family Education Rights and Privacy Act (FERPA)
 - Student Rights
 - Student Check out Policy
 - Continuity of Operations Plan (COOP) Plan
 - Blood Borne Pathogens
 - Emergency Response Plan (ERP)
 - Fire Safety and Fire Drills

Supervision/Safety/Student Management

- Supervises students in out-of-classroom activities during the assigned working day.
- Must take necessary and reasonable precautions to protect students, equipment, materials, and facilities.

Note: The signatures below indicate that the employee and administrator have discussed the elements of this job description. Employee signature indicates an understanding of the job description and an understanding that his/her job performance will be evaluated based upon these criteria.

Employee

Date

Principal

Date

Edited March 2013

Job Description

Job Title:	Career Specialist/Counselor
Employment Location:	Circle of Nations School (CNS) Sequoyah Hall 832 North 8 th Street Wahpeton, ND 58075
Department:	Special Education
Immediate Supervisor:	Special Education Lead Teacher
Pay Status:	Exempt
Calendar Classification:	9- Month Staff
Terms of Employment:	Salary and work year to be established by the school board. Duty hours include 8 hours per day/40 hours per week.
Evaluation:	Performance of this job will be evaluated in accordance with the provisions of the school board's policy on evaluation of staff personnel.
Education/Qualifications:	BA/BS degree in social work or counseling or such alternative to the above qualifications as the school board may find appropriate and acceptable; valid driver's license.
Physical Activity:	Employee will be required to stoop, kneel, stand, walk, sit, lift, speak, and hear.
Physical Requirements:	Employee shall be able to exert up to 20 lbs of force occasionally and up to 10 lbs of force frequently to lift, push, pull, carry or otherwise move objects, including the human body.
Mental Requirements:	Employee shall be able to appropriately adapt to stressful and/or emotional situations.
Working Conditions:	Worker is subject to activities that occur indoors and outdoors. Outside temperatures range from below 32 degrees to above 75 degrees.

Career Specialist/Counselor Position Duties:

Responsibilities

- Provide counseling to students and parents/guardians.
- Participate in triage meetings on students receiving psychiatric care outside the school campus.
- Serve as a liaison between families and the school to positively promote strategic collaboration in educational planning for their child.
- Determine and implement appropriate therapeutic strategies to effect changes in inappropriate student behavior.
- Provide crisis intervention services for students.
- Contact parents/guardians and schools to follow-up and verify that former eighth grade students are enrolled in high school or an alternative educational program.
- Organize, coordinate and schedule guest speakers, field trips and tours to inform students of educational opportunities after eighth grade and high school.
- Conduct weekly presentations in junior high classrooms to prepare students for their future education and career.
- Complete risk assessments on students with depressive and/or suicidal ideology.
- Conduct assessments with students identified as having alcohol/drug/co-addictive behavior patterns.
- Arrange for outside/alternative placement of students in facilities to address student needs.
- Demonstrate an appreciation for Native American culture and connect culture to student counseling.
- Advocate for the best interest of the students, including at, but not limited to formal hearings.

Teamwork and Collaboration

April 2013

Job Description

Job Title:	School Resource Officer
Employment Location:	Circle of Nations Administration Building 832 North 8 th Street Wahpeton, ND 58075
Department:	Residential/Academic
Immediate Supervisor:	Residential Director
Pay Status:	Non -Exempt
Calendar Classification:	9 - Month Staff
Terms of Employment:	Salary and work year to be established by the school board. Duty hours to include 8 hours per day/40 hours per week.
Evaluation:	Performance of this job will be evaluated in accordance with the provisions of the school board's policy on evaluation of staff personnel.
Education/Qualifications:	B.A. degree in Criminal Justice or at least (3) three years experience in the field. Must possess a valid driver's license.
Physical Activity:	Employee will be required to stoop, kneel, stand, walk, sit, lift, speak, and hear.
Physical Requirements:	Employee shall be able to exert up to 20 lbs of force occasionally and up to 10 lbs of force frequently to lift, push, pull, carry or otherwise move objects, including the human body.
Mental Requirements:	Employee shall be able to appropriately adapt to mildly stressful and/or emotional situations.
Working Conditions:	Worker is subject to activities that occur indoors and outdoors. Outside temperatures range from below 32 degrees to above 75 degrees.

Duties and Responsibilities

- Provide comprehensive child protection and juvenile delinquency prevention services in a 24-hour daily residential school environment.
- Collaborate with staff in academic, residential, and administrative sectors to ensure that appropriate child protection measures are carried out effectively at all levels of intervention throughout the school community.
- Act as point of contact with Law Enforcement agencies to promote community policing and prevent student contact with the juvenile justice system, jail, or detention.
- Address crime and disorder problems, gangs, and drug activities affecting or occurring in or around school.
- Develop or expand crime, violence, and drug prevention efforts for students.
- Train students in conflict resolution, drug awareness, restorative justice, crime awareness, and other pro-social learning experiences.
- Assist in identification of physical changes in the environment that may reduce crime and promote school safety.
- Assist in developing school policy that addresses crime and recommended procedural changes.
- Assist in developing school policy to prevent all forms of child abuse and neglect, including institutional neglect.
- Promote and support organizational strategies to address the causes and underlying conditions that lead to juvenile crime so that predictable future behavior can be prevented.

Edited February 2013

- Identify research-based drug and violence prevention strategies and assist school in adopting the most successful strategies.
- Collect and maintain data on school safety and behavioral problems in collaboration with school wide programs and partnership agencies.
- Provide feedback to the school on programs and activities that have proven to be successful in reducing juvenile crime and drug use and improving school safety.
- Review Child Protection Office measurable goals and objectives and report annually on progress toward meeting those goals and objectives.
- Act as school liaison and student advocate in all procedures involving law enforcement, social service, juvenile crime and drug use and improving school safety.
- Leads the school Child Protection Team (CPT) and organizes CPT meetings in all matters regarding student safety, behavior, consequences, legal issues, out-of-school suspension, school site intervention, off-campus intervention, and Special Education safeguards.
- Participates in Formal Hearings.
- Participates in scheduled meetings, training sessions, and professional development.
- Trains school staff in Crisis Prevention Intervention (CPI).
- Demonstrate a professional relationship with the students.
- Reinforce school-wide rules.
- Investigates all incidents of reported child abuse and neglect and processes the 960 reporting form and any additional report through proper reporting channels.
- Monitor and record student behavior through juvenile court documents, incident reports, school-wide behavior infraction tracker, video surveillance, and direct and coordinated staff supervision, i.e. Residential Restriction program.
- Contact parent/guardian on a student's behavior and admittance to the restriction program.
- Provide a safe and secure campus environment.
- Safely return students to campus when the student is AWOL.
- Responsible for written documentation, incident reports, and other mandated reporting agencies.
- Demonstrate professional confidentiality as guaranteed in parental rights.
- Other duties as assigned by the Dorm Manger, CEO and/or designee.

Training

- Must be able to obtain the appropriate certification, licensing requirements or training in the following areas:
 - Crisis Prevention Intervention (CPI)
 - Cardiopulmonary resuscitation (CPR)
 - Automated external defibrillator (AED)
 - First Aid
 - Child Abuse and Mandated Reporting requirements and procedures
 - Confidentiality requirements and laws
 - Family Education Rights and Privacy Act (FERPA)
 - Student Rights
 - Student Check out Policy
 - Continuity of Operations Plan (COOP) Plan
 - Blood Borne Pathogens
 - Emergency Response Plan (ERP)
 - Fire Safety and Fire Drills

Note: The signatures below indicate that the employee and administrator have discussed the elements of this job description. Employee signature indicates an understanding of the job description and an understanding that his/her job performance will be evaluated based upon these criteria.

Edited February 2013

Job Description

Title: Student Case Manager
Reports to: Administrative Support Liaison
Pay Status: Exempt
Number of positions: Four
Status: 9 month

Education/Qualifications:

Minimum AA degree and two years related work experience, Bachelor degree preferred in related field

Job Description:

- 1. Coordinate the services provided to students according to the Individual Development Asset Plan (IDAP).**
- 2. Parental contact on a routine basis.**
- 3. Provide Intense Residential Guidance (IRG) services for students.**
- 4. Advocate for the student.**
- 5. Provide in-service training for residential staff.**

Job Responsibilities:

- 1. Maintains a working relationship with teachers, dormitory personnel and other co-workers.**
- 2. Documents the type and frequency of services provided to a student.**
- 3. Must have knowledge of basic student interviewing and provide 4 hours of student contacts per week.**
- 4. Knowledge of the procedure for the development of Individual Developmental Asset Plan (IDAP).**
- 5. Must have organizational skills to maintain and update student Individual Developmental Asset Plan (IDAP) files as necessary.**
- 6. Maintain a caseload of approximately 30-40 students.**
- 7. Responsible for parental contact two times per month via telephone, letter or e-mail on the progress of the student.**
- 8. Monitor the Student Service tracker of the student.**
- 9. Attend a weekly Case Manager meeting**
- 10. Participate in interdisciplinary team meetings. (IEP, TAT, weekly case consultation)**
- 11. Knowledge of CPI (Crisis Prevention Institute) training.**
- 12. Possess a valid driver's license, government license and CDL for student transportation.**
- 15. Participate in scheduled meetings, trainings, and professional development**
- 16. Perform other duties as assigned by the CEO/Superintendent.**

Terms of Employment: Salary and work year to be established by the school board.

Evaluation: Performance of job is evaluated in accordance with the provisions of the school board personnel evaluation policy.

Revised 9/07

Procedures for Student Case Manager:

- **Consults with staff, guardian, clinician and student in the development of an Individual Development Asset Plan.**
- **Knowledgeable of the student Individual Developmental Asset Plan.**
- **Knowledgeable of an Individual Education Plan for a Special Education student.**
- **Knowledgeable of the Positive Behavior Support program: 40 Developmental Assets, Search Institute.**
- **Knowledgeable of current medication information.**
- **Liaison between CNS and parent/guardian monthly or as needed on the progress of student.**
- **Monitor attendance, participation and progress of student in their programs.**
- **Participates in the referrals to outside services.**
- **Monitors the student infraction report on a daily basis.**
- **Participates in weekly Student Staffing meetings: Review of files and document progress.**
- **Provide conflict resolution as an intervention to student**
- **Function as student advocate.**
- **Participates in CPT/TAT/MDT and Formal Hearing meetings**
- **Maintains documentation on student in all areas of services by either entering data or providing date to a designed.**
- **Collects, processes, and maintains all information relevant to the student.**
- **Collaborates with Special Education case manager.**
- **Maintains professional and confidential student records.**

Documentation:

The documentation of services by the Case Managers will be recorded in the student IDAP:IRG folders. A sample file located in the Case Manager Director and each Case Manager file is available for reference for consistency in record keeping.

9/07

**Circle of Nations
Student Case Manager Information
Summary Sheet
SY 2007-2008
Doreen G. Reinke,
Administrative Support Liaison**

Purpose:

A student at Circle of Nations receives education, academic and residential counseling, medical treatment, social skills and recreation services. The purpose of the Student Case Management program is to ensure the documentation on the type and frequency of services provided a student at the Circle of Nations. Data collection relies on various research-based assessments used to measure the academic, social, emotional and physical progress of a student.

Process:

Circle of Nations has four (4) staff Student Case Managers under the supervision of the Administrative Support Liaison. The Student Case Manager's job description has been outlined and will be evaluated annually. The SCM are to be aware of the CNS Quality Performance Standards. Performance evaluations are done twice a year.

Employee Standard:

Confidentiality of student information, maintaining professional staff working relationships and operational knowledge of other programs within the CNS structure are compulsory for Student Case Managers.

Persons Responsible:

Designated Student Case Managers (SCM)

- Each student is assigned one (1) case manager.

Role of Student Case Manager (SCM):

The role of a Student Case Manager is to consult with all service providers. The SCM documents the services/activities for all CNS students they are required to provide students according to the Federal Register Dormitory Regulations (7/14/04). An Individual Developmental Asset Plan (IDAP) file may have similar information regarding academic, counseling or treatment information.

The detailed information or legal information on a student is kept in a separate student file located in the Special Education office, Counselor office, or Dorm Manager office. Student files kept by the Special Education Case Manager or Counselor are responsible for providing direct services, assessing student progress and maintaining these files. The purpose of the SCM is to ensure these services are being delivered and maintained in the IDAP file.

The SCM will provide additional support to students by working with the student strengths, helping students use stress management skills, and collaborating with other departments by implementing learning opportunities for students.

Job Description
PEP Data Manager

Job Title:
Reports to: Residential Director
Pay Status: Non-exempt
Status: 9-month Staff

Duties and Responsibilities

1. Implementation of activities authorized by Carol M. White Physical Education Program (PEP) grant funding guidelines.
2. Responsible for coordinating physical activity with collection of Government Performance and Results Act (GPRA) measures in consultation with key staff and stakeholders.
3. Plan ahead with all sectors to have GPRA and other evaluation data ready on schedule for annual performance report.
4. Collaborate with PEP, academic, residential and foodservice sectors to obtain data in a timely efficient manner agreed upon by each.
5. Plan and execute four GPRA data collection protocols and provide a quarterly schedule for all involved staff and departments.
6. Obtain other evaluation data such as President's Active Lifestyle Award and progress toward Physical Education proficiency level reported for ND instructional standards.
7. Consult with Project Director and External Evaluator for categorization and collection of PEP data.
8. Collaborate with academic P.E. teacher and contribute to preparation/implementation of lesson plans and/or activities that lead to student mastery of Physical Education curriculum content and standards.
9. Employ instructional methods and materials that are most appropriate for achieving stated learning goals, objectives, and behavior change when providing direct services to students.
10. Provide materials and equipment necessary for instruction and train others how to use them safely and responsibly.
11. Confer frequently with all sectors to ensure program is working according to the written plan and based on the intent of the grant.
12. Participate on the Local Wellness Committee and use data to improve program performance.
13. Use data and technology to inform other stakeholders on P.E.P. purpose, progress, results and sustainability.
14. Perform other tasks and assume responsibilities of a professional nature as assigned by supervisor or dictated by the PEP grant requirements.

Terms of Employment: Salary and work year to be established by the school board.

Evaluation: Performance of this job will be evaluated in accordance with the provisions of the school board's policy on evaluation of staff personnel.

Education/Qualifications: Bachelor's degree with current appropriate licensures and certifications. Must possess a valid driver's license. Experience and training in special population (Native American) needs for education and health promotion, particularly diabetes and obesity prevention. Experience in program management, planning, evaluation and fiscal and business management using requisite technology applications. Able to track and analyze data documenting program progress. Communication and motivational skills to help people live and sustain a healthy lifestyle. Proficient in reading, writing and math applications required by the grant tracking and reporting protocols.

Job Description

Residential Department

Job Title:	Physical Education Program (PEP) Trainer
Reports to:	PEP Project Director
Pay Status:	Non- exempt
Status:	9-month Staff

Duties and Responsibilities

1. Provide physical fitness activities to accomplish objectives established by Circle of Nations School and Carol M. White Physical Education Program (PEP).
2. Maintain operations at Jim Thorpe Fitness Center in the after-school, evening and weekend hours to be posted school-wide.
3. Meet the assigned students at other times and places to meet the intent of PEP in helping students achieve state standards for Physical Education.
4. Motivate and assist all grade 4-5 students to engage in 150 minutes of moderate to vigorous activity per week.
5. Motivate and assist all grade 5-6 students to engage in 225 minutes of moderate to vigorous activity per week.
6. Ensure students receive 250 minutes of PE standards-based instruction/activity each week (50 minutes/day).
7. Engage students in 60 minutes of daily physical activity (7 day pedometer and 3 day physical activity recall).
8. Encourage students to consume fruit two or more times per day and vegetables three or more times per day.
9. Collaborate with PEP and foodservice to provide nutritional improvement activities in a time and method to ensure survey results reflect consumption of fruit two or more times per day and vegetables three or more times per day.
10. Train students to achieve age-appropriate cardiovascular fitness levels (20 meter pacer) through Running Club and other targeted activity.
11. Assist in physical activity data collection on assigned groups of students.
12. Consult with PEP Data Manager on efficient use of pedometers and heart rate monitors to collect objective Government Performance and Results Act (GPRA) measures.
13. Take necessary and reasonable precautions to protect students, equipment, materials, and facilities.
14. Attend and participate in departmental meetings as a member of Local Wellness Committee to achieve goals, objectives, and methods for physical education/activity and nutritional improvement.
15. Perform other duties assigned by supervisor or required by the program.

Terms of Employment: Salary and work year to be established by the school board.

Evaluation: Performance of this job will be evaluated in accordance with the provisions of the school board's policy on evaluation of staff personnel.

Education/Qualifications: Credible visible Native American role model to fulfill Health Hero in Residence program needs described in grant funding proposal. Bachelor's degree in related field preferred, Associate's or equivalent required. CPR, AED and First Aid certification. Must possess a valid driver's license.

Job Description

Residential Department

Job Title:	Physical Education Teacher
Reports to:	PEP Program Director
Pay Status:	Exempt
Status:	9-month Staff

Duties and Responsibilities

60. Provide instructional program to accomplish objectives established by the funding agency and state department of public instruction standards, as well as any improvement initiatives such as Carol M. White Physical Education Program (PEP).
61. Meets the assigned students at the times designated by the immediate supervisor.
62. Responsible for developing and maintaining a classroom environment which reflects the teacher's unique talents and skills and, and the same time, meets the school's curriculum objectives within the limits of available resources.
63. Responsible for preparation for assigned classes and providing required documentation, preparation, and implementation on request of the immediate supervisor.
64. Responsible for assisting the administration in implementing policies and/or rules governing student conduct and developing reasonable rules for behavior. Maintains order in a fair and just manner.
65. Responsible for providing an effective program of instruction based on the needs and capabilities of the individuals or student groups involved. This should include but is not limited to reviewing previously taught materials as needed and the presentation of new material using a variety of teaching materials and techniques and the evaluation of student progress on a regular basis.
66. Must correlate individual instructional objectives with the philosophy, goals, and objectives stated for the school.
67. Will assess the accomplishments of students on a regular basis and provide progress reports as required.
68. Must take necessary and reasonable precautions to protect students, equipment, materials, and facilities.
69. Responsible for maintaining records as required by law, school policy, and administrative regulations.
70. Responsible for seeking assistance for students with special needs.
71. Will attend and participate in faculty, department, and school meetings.
72. Responsible for planning and supervising purposeful assignments for paraprofessionals, student teachers, and/or volunteers.
73. Must be accessible to students and parents for educational related purposes outside the in-school workday, under reasonable terms.
74. Will cooperate with other members of the staff and/or district personnel in planning instructional goals, objectives, and methods.
75. Will assist in the selection of books, equipment, and other instructional materials.
76. Responsible for establishing and maintaining open lines of communication with students and their parents concerning academic and behavioral progress.
77. Responsible for establishing and maintaining a cooperative relationship with other staff members.
78. Will provide for professional growth through a continuous program of evaluations, reading, workshops, seminars, conferences, and/or advanced course work at institutions of higher learning.
79. Must demonstrate effective oral and written communication.
80. Responsible for interaction with students, school staff personnel, and the public.
81. Must be trained in Crisis Prevention Intervention (CPI).
82. Will perform other tasks and assume responsibilities of a professional nature as assigned by the superintendent/principal of the school and his/her designee.

83. Carol M. White Physical Education Program (PEP): The PE teacher will work collaboratively with other PE staff and school staff, work with the after-school program, and make any necessary adjustments to meet the goals and objectives of the program. The addition of a full-time licensed PE teacher would allow all students to receive 250 minutes of PE instruction each week (50 minutes/day). The PE teacher will know the State PE standards and have the required instructional expertise to implement a standards-based PE program in the (non-academic) afterschool and residential environment.

Terms of Employment: Salary and work year to be established by the school board.

Evaluation: Performance of this job will be evaluated in accordance with the provisions of the school board's policy on evaluation of staff personnel.

Education/Qualifications: Current North Dakota Teaching Certificate, BS degree with major/minor endorsement in elementary education, and such alternative to the above qualifications as the school board may find appropriate and acceptable. Must possess a valid driver's license.



**U.S. Department of Education
Grant Performance Report (ED 524B)
Executive Summary**

OMB No. 1894-0003
Exp. 06/19/2014

PR/Award # (11 characters): Q215F120471

Circle of Nations School is located in Wahpeton (population 7,766) in southeast North Dakota. The school is an inter-tribal off-reservation boarding school, chartered under the Sisseton-Wahpeton Dakota Oyate in 1904 and funded by the Bureau of Indian Education. Circle of Nations school serves American Indian youth in grades 4 through 8 which come from reservations and urban areas. These children represent 33 different tribes located in 18 different states. Most are transitional children and youth and 33% or more meet McKinney-Vento criteria (homeless). As soon as they have a relative able to take them in or parents regain legal custody, etc. they leave the school. This resulted in a beginning enrollment of 133 students and an ending enrollment of 82 for the 2013-2014 school year. The mission of the Circle of Nations School is to build academic achievement and foster healthy development of the whole child in a Native American cultural environment. The PEP grant supports this mission. CNS has successfully completed the second year of a three year Carol White PEP grant. Many noteworthy accomplishments have taken place.

Major goals of the grant that carried in to year two were: the extension of the amount of time dedicated to 4th – 8th grade physical education (250 minutes/week); the continuation of one additional PE teacher to help implement the proposed program under the grant; the continued use of the SPARK and nutrition curriculums in school, after-school, and weekend activities; and the introduction of students to lifetime activities. With the help and mentorship of the Health Heroes and Weekend Warriors, students were able to meet the performance measures for year 2 of the grant.

With the introduction of a new PE curriculum and Lifetime activities it was hoped that students would become physically active in and beyond the classroom. The student that walked into the PE classroom the first day of year one, is not the same student that is walking into the classroom at the end of year two. That student, two years ago, would have been active a small percentage of the time, while participating in sports related activities. Today, not only do 81% of the students report participating in activities during PE classes, but 92% are active with evening activities, and 86% are actively involved in weekend activities. Not only are they active, but when surveyed, 96% of the students report learning new skills and learning about physical fitness and how it can affect their lives. Kenny is a super example of a kid who really got motivated and moving because of PEP! Kenny is one of those kids that hardly moved when he came to school and now he has a great attitude and is grand champion of the 26.2 Marathon Challenge, finishing weeks ahead of others and has placed in 5K events all around us.

Not only has the student we see changed, but the staff members that interact with these students have changed also. Ninety percent viewed their teacher as being actively involved in the PE class while they encourage students to be active, both in and outside of class. Staff members are viewed as role models of good physical fitness practices by 88% of their students. Staff members can be seen running, walking, lifting weights, or involved in other activities alongside students in the after school and weekend programs. One staff member sees her role as “getting the students involved in physical activity and teach them the importance of staying active in their life so that they can stay healthy throughout their lives. I will be a positive role model for students and participate in physical activities with them. I will eat meals with them and talk to them about the importance of eating healthy, eating the recommended fruits and vegetables daily, and encourage them to try new foods.” This is great encouragement for helping students build life-long fitness.

Two years after implementing this new PE program, 94% of the staff feels the PE curriculum has changed and that students are more active because of the variety of activities and equipment available. One teacher stated, “Some students who seem to me to be less motivated physically have become strong participants in physical activity and are rightfully proud of their achievements.”

Students and teachers are working to achieve health-enhancing levels of physical fitness every day. With the use of heart rate monitors and TriFit data, areas of needed improvement are immediately apparent. Data shows that a high percentage of students have made gains in fitness. Eighty-two percent of the students who were enrolled at the beginning of the year and still at the end of the year had reduced their BMI. The staff is noticing this also. One staff member commented, “Our students

are very active. By looking at pictures from fall to spring, it is obvious that students are eating better and are active. They look trim and fit." Not only have they made gains, but the students' are "buying in" to the idea of fitness.

In an effort to continue the promotion of lifelong eating habits and to increase the basic nutrition knowledge of students a nutrition curriculum continues to be taught at all grade levels. Ninety-seven percent of the students view their nutrition classes as helpful in better understanding good nutrition and making healthy food choices while being physically active. Students are also participating in the Healthy Choice classes that are held by kitchen staff in the evenings and on weekends. These classes teach the SPARK nutrition and introduce the skills necessary to cook/bake healthy foods using ingredients that are readily available in their home areas. The students use their new-found skills to make food for fund-raising events with the proceeds helping to fund the Warriors running program. The kitchen staff is putting together a curriculum and recipes to help sustain the program once the grant is completed.

About 91% of the students are making changes in their food choices by eating more fruits and vegetables. One teacher states: "I've seen students being more mindful of portion sizes and eating more fruits and vegetables and trying healthier options." Students have self-reported an increase in healthy eating habits with the inclusion of more fruits and vegetables in their diets.

CNS devised the "Health Heroes" and "Weekend Warriors" components of the grant to reinforce the Lifelong Fitness concept and bring culturally relevant content and role models to the school. The "Health Heroes" are Native people of all ages, ability levels, and walks of life to whom our students can relate. They showed the students by example specialized skills and ideas. They returned over time to work with the students and encourage student success.

To communicate physical fitness and nutritional information to their parent(s) students have designed a calendar that includes physical activities and healthy recipes. Staff, in an effort to communicate physical fitness with parents has designed a Health/Wellness report which includes physical fitness data from the students fall and spring assessments and their health risks. This report is sent home twice a year (January and May) and placed in the students' cumulative file.

But how are students meeting the current ND State PE standards? One hundred percent of all students are served by the grant and receiving physical education/fitness activities for 250 minutes each week. Opportunities for physical activities are available during PE classes, after-school and on weekends. Many of these students have met at least two or more of the District/state's five standards for physical education. Students, wearing heart monitors, are daily performing basic motor skills with direct instruction from staff. Heart monitors and TriFit data monitor student progress. Direct instruction includes the instruction for the understanding of principles, strategies, and tactics for the games and activities. When performing all PE, after-school, and weekend activities, students and teachers are working to achieve health-enhancing levels of physical fitness each day while being personally responsible for their social behaviors. All activities are designed to influence student choices for life-long fitness.

Circle of Nations School has accomplished remarkable, visible progress with its PEP grant these past two years. This enthusiasm and progress will be carried into year 3 of the grant. During year 3 we will continue the "Health Heroes", "Weekend Warrior", and "Healthy Choices" programs. We will continue the GPRA data collection and the introduction of more activities to build life-long fitness. The school will continue the use of the SPARK physical education and nutrition curriculums. Students will continue to participate in after-school and weekend PEP activities. The program director and the Wellness Committee have begun to look for and find ways to sustain the grant activities after year 3. This will continue to be a priority in year 3.



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

OMB No. 1894-0003
Exp. 06/19/2014

PR/Award # (11 characters): Q215F120471

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

1. Project Objective | | Check if this is a status update for the previous budget period.

Measure One: The percentage of students who engage in 60 minutes of daily physical activity. Grantees must use pedometers for students in grades K-12 and an additional 3-Day Physical Activity Recall (3DPAR) instrument to collect data on students in grades 5-12.

1.a.1. Performance Measure	Measure Type	Quantitative Data				
		Target		Actual Performance Data		
		Raw Number	%	Raw Number	Ratio	
The number of students served by the grant who engaged in 60 minutes of daily physical activity as recorded by pedometer data (BASELINE, January 2013).	GPR				72 /106	68

PR/Award # 5299A150039

1.a.2. Performance Measure	Measure Type	Quantitative Data				
		Target		Actual Performance Data		
		Raw Number	%	Raw Number	Ratio	
The number of students served by the grant who engaged in 60 minutes of daily physical activity as recorded by pedometer data (YEAR ONE, February 2013 through May of 2013).	GPR		72/106	68	68/99	69

1.a.3. Performance Measure	Measure Type	Quantitative Data				
		Target		Actual Performance Data		
		Raw Number	%	Raw Number	Ratio	
The number of students served by the grant who engaged in 60 minutes of daily physical activity as recorded by pedometer data (YEAR 2, August 2013 through May 2014).	GPR		68/99	69	75/101	74

1.b.1. Performance Measure	Measure Type	Quantitative Data				
		Target		Actual Performance Data		
		Raw Number	%	Raw Number	Ratio	
The number of students served by the grant who engaged in 60 minutes of daily physical activity as recorded by 3DPAR (BASELINE, January 2013).	GPR				98/106	92

1.b.2. Performance Measure	Measure Type	Quantitative Data				
		Target		Actual Performance Data		
		Raw Number	%	Raw Number	Ratio	
The number of students served by the grant who engaged in 60 minutes of daily physical activity as recorded by 3DPAR (YEAR ONE, February 2013 through May of 2013).	GPR		98/106	92	90/99	91

1.b.3. Performance Measure	Measure Type	Quantitative Data				
		Target		Actual Performance Data		
		Raw Number	%	Raw Number	Ratio	
The number of students served by the grant who engaged in 60 minutes of daily physical activity as recorded by 3DPAR (YEAR TWO, August 2013 through May 2014).	GPR		90/99	91	63/101	62

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Part 1) Data for program measure 1.a.3 and 1.b.3 show an average of year 2 testing information along with baseline (1.a.1, 1.b.1) and year 1 data (1.a.2, 1.b.2). Our program used pedometers for students in grades 4-8 and an additional 3-Day Physical Activity Recall (3DPAR) instrument to collect data on students in grades 5-8. The assessment was administered by the physical education staff and data director, Jacob Croonenberghs. Data is methodically entered and organized by the outside evaluator. The testing window was one week long for each group.

- Testing window:
 PHASE 1
 Honor Boys (9.23.2013 – 9.29.2013)
 Honor Girls (9.24.2013 – 9.30.2013)
 Keeble Boys and Keeble Girls (9.30.2013 – 10.6.2013)
- PHASE 2
 All students (11.4.2013 – 11.10.2013)
- PHASE 3
 All students (1.27.2014 – 2.2.2014)
- PHASE 4
 ED 524B

All students (3.24.2014 – 3.30.2014)

The following data was collected:

PHASE	Students engaged in in 60 minutes of daily physical activity as recorded by Pedometer data	Students engaged in 60 minutes of daily physical activity as recorded by 3DPAR data
1	98/132	59/132
2	81/103	76/103
3	59/87	61/87
4	61/82	57/82
Average of 1-4	75/101	63/101

Part 2) In year one, the data revealed that the students targeted in our program, when completing the 3DPAR, viewed themselves as being more active than what the activity level determined by pedometer data (69%, pedometer data; 91%, 3DPAR data). The current data reveals that students targeted in our program, were more realistic of their activity when completing the 3DPAR. Students viewed themselves as being less active than what the pedometers determined their activity level to be (74%, pedometer data; 62%, 3DPAR data). Based on the pedometer data for year 2, the number of students served by the grant who engaged in 60 minutes of daily physical activity increased over year one by 5% (69% to 74%).

Part 3) Progress was made towards meeting this performance measure.

Part 4) Data from each phase was analyzed and decisions were made as to what may have hampered student success. PE staff and the project director then designed a plan to help improve student performance and thus increase the rate of collected data.



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

OMB No. 1894-0003
Exp. 04/30/2014

PR/Award # (11 characters): Q215F120471

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

2. Project Objective Check if this is a status update for the previous budget period.

Measure Two: The percentage of students who achieve age-appropriate cardiovascular fitness levels. Grantees are required to use the 20-meter shuttle run to assess cardiovascular fitness in middle and high school students. Programs serving elementary school students are not required to use a specific measurement tool, and may select an appropriate assessment tool for their population.

2.a.1. Performance Measure	Measure Type	Quantitative Data				
		Target		Actual Performance Data		
		Raw Number	%	Raw Number	Ratio	
Measure Two: The percentage of students who achieve age-appropriate cardiovascular fitness levels using the 20-meter shuttle run. (BASELINE, January 2013)	GPR				13/106	12

PR/Award # \$299A150039

2.a.2. Performance Measure	Measure Type	Quantitative Data				
		Target		Actual Performance Data		
		Raw Number	%	Raw Number	Ratio	
The percentage of students who achieve age-appropriate cardiovascular fitness levels using the 20-meter shuttle run (YEAR 1, February 2013 through May 2013).	GPR		13/106	12	24/98	25

2.a.3. Performance Measure	Measure Type	Quantitative Data				
		Target		Actual Performance Data		
		Raw Number	%	Raw Number	Ratio	
The percentage of students who achieve age-appropriate cardiovascular fitness levels using the 20-meter shuttle run (YEAR 2, August 2013 through May 2014).	GPR		24/98	25	34/95	36

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Part 1) Data for program measure 2.a.3 shows an average of year 2 testing information along with baseline (2.a.1) and year 1 data (2.a.2). Our program used the 20-meter shuttle to collect data on students in grades 4-8. The assessment was administered by the physical education staff. Data is methodically entered and organized by the outside evaluator. The testing window was one week long for each group.

Testing window:

PHASE 1
Honor Boys (9.23.2013 – 9.29.2013)
Honor Girls (9.24.2013 – 9.30.2013)
Keeble Boys and Keeble Girls (9.30.2013 – 10.6.2013)

PHASE 2
All students (11.4.2013 – 11.10.2013)

PHASE 3
All students (1.27.2014 – 2.2.2014)

PHASE 4
All students (3.24.2014 – 3.30.2014)

The following data was collected:

PHASE	Students who achieve age-appropriate cardiovascular fitness levels	
1	38/135	28%
2	27/90	30%
3	28/75	37%
4	43/79	54%
Average of 1-4	34/95	36%

PR/Award # S299A150039

Part 2) The current data reveals that the percentage of students targeted in our program, when completing the 20-meter shuttle, has increased 28% to 54%) with each phase. An average of 36% of targeted students is achieving age-appropriate cardiovascular fitness levels. This is an increase of 11% over year 1.

Part 3) Progress was made towards meeting this performance measure.

Part 4) To increase our students' activity and fitness levels from the previous year we designed PE, afterschool, and weekend activities that would be enjoyable. Data from each phase was analyzed and decisions were made as to what, if anything may have hampered student success. If student progress was hampered PE staff and the project director designed a plan to further improve student performance and thus increase the rate of collected data.



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

PR/Award # (11 characters): Q215F120471

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

3. Project Objective Check if this is a status update for the previous budget period.

Measure Three: The percentage of students served by the grant who consumed fruit two or more times per day and vegetables three or more times per day. Programs serving high school students are required to use the nutrition-related questions from the Youth Risk Behavior Survey to determine the number of students who meet these goals. Programs serving elementary and middle school students are not required to use a specific measurement tool, and may select an appropriate assessment tool for their population.

3.a.1. Performance Measure	Measure Type	Quantitative Data					
		Target		Actual Performance Data			
		Raw Number	Ratio	Raw Number	Ratio	Raw Number	%
The percentage of students served by the grant who consumed fruit two or more times per day and vegetables three or more times per day as determined by a survey of the nutrition related YRBS questions (BASELINE, January 2013).	GPR		/			17/109	16

3.a.2. Performance Measure	Measure Type	Quantitative Data					
		Target		Actual Performance Data			
		Raw Number	Ratio	Raw Number	Ratio	Raw Number	%
The percentage of students served by the grant who consumed fruit two or more times per day and vegetables three or more times per day as determined by a survey of the nutrition related YRBS questions (YEAR ONE, February 2013 through May 2013).	GPR		17/109		16	22/84	26

3.a.3. Performance Measure	Measure Type	Quantitative Data					
		Target		Actual Performance Data			
		Raw Number	Ratio	Raw Number	Ratio	Raw Number	%
The percentage of students served by the grant who consumed fruit two or more times per day and vegetables three or more times per day as determined by a survey of the nutrition related YRBS questions (YEAR TWO, August 2013 through May 2014).	GPR		22/84		26	22/91	24

Explanation of Progress (Include Qualitative Data and Data Collection Information

Part 1) Data for program measure 3.a.3 shows information from testing windows 1-4 of year 2. Baseline and year 1 data are also shown in 3.a.1 and 3.a.2. Our program used the nutrition-related questions from the Youth Risk Behavior Survey to determine the number of students who met these goals. The assessment was administered by the physical education staff and data coordinator, Jacob Croonenberghs. Staff and student surveys were administered in May 2014 to gather data on the views of students and staff about the nutri-

tion program. Data is methodically entered and organized by the outside evaluator. The testing window was one week long for each grade level. Following is a table of data for each collection window.

	PHASE 1		PHASE 2		PHASE 3		PHASE 4	
	Fruit	Veggie	F&V	Fruit	Veggie	F&V	Fruit	Veggie
Honor Boys (9.23.2013 – 9.29.2013)	20/122	65/122	27/122					
Honor Girls (9.24.2013 – 9.30.2013)	16%	53%	24%					
Keeble Boys and Keeble Girls (9.30.2013 – 10.6.2013)								
All students (11.4.2013 – 11.10.2013)				Fruit	Veggie	F&V		
				46/95	38/95	22/95		
				48%	40%	23%		
All students (1.27.2014 – 2.2.2014)							Fruit	Veggie
							33/73	26/73
							45%	36%
								18/73
								25%
All students (3.24.2014 – 3.30.2014)							Fruit	Veggie
							31/72	30/72
							43%	42%
								21/72
								29%
Student Participation	Phase 1	122/122	100%	Phase 2	95/95	100%	Phase 3	73/73
<i>Average of 4 Phases</i>	Fruit: 33/91 (36%);	Vegetables: 40/91 (44%);	Both: 22/91 (24%)				Phase 4	72/72
								100%

Part 2) The current data reveals that students targeted in our program should increase their consumption of fruit two or more times per day and vegetables three or more times per day. However the number of students is increasing. From phase 1 to phase 4 the students eating fruit 2 or more times a day increased by 27%. Students eating 3 or more servings of vegetables a day decreased by 11% from phase 1 to phase 4. By the end of the 4th week of data collection there was a 5% increase of students eating 2 or more fruits and 3 or more vegetables a day over phase 1 data. However, an average drop of 2% was seen over last year's data. This may be due to the transitional nature of the student population and/or the subjective nature of the survey. CNS food service program supports this grant objective by providing a choice of fruits and vegetables at each meal and healthy and nutritious snacks for the students. During year 3 we will need to continue working on helping students increase their consumption of fruits and vegetables to meet the stated requirement of the grant.

A staff survey was completed in May to obtain staff viewpoints concerning the PEP nutrition program and activities. Based on staff observations, 82% felt students had made changes in their food choices or other behaviors after receiving instruction in nutrition. Staff observed the following changes in students' food choices or other behaviors which could possibly be attributed to the nutrition education program: eating more fruits and vegetables and drinking more water, healthier snacks, they eat more from the salad bar and less junk food, students are more aware of the benefits of eating healthy, students regularly getting seconds at noon meal time on their raw vegetables, students trying new fruits and vegetables that have been set out in the salad bar and given for snacks, and students are not afraid to try new things like roasted potatoes, roasted beans, and asparagus.

A student survey was completed in May to obtain student viewpoints concerning the PEP nutrition program and activities. Seventy-three percent of the students felt their nutrition classes helped them to better understand good nutrition. Sixty-seven percent of the students self-reported eating more fruits and vegetables now than at the beginning of the school year. Forty-five percent of the students felt they were learning to cook healthier foods.

Part 3) Students may not realize they are getting 2 or more servings of fruit every day and 3 or more servings of vegetables. CNS serves the HUSSC Gold Award menu and participates in FFVP (Fresh Fruits and Vegetables Program) so the kids all get a fruit nutrition break every day at school besides the other offerings with 3 meals and 3 snacks. The academic fruit break is school-side and rarely refused or uneaten. PEP staff eats daily meals with the student population regularly and discuss what is on the menu tray and salad bar as well as offering nutrition guidance.

In order to continue strengthening our nutrition program and to continue increasing the percentage of students who eat fruit two or more times per day and vegetables three or more times per day we plan to continue to focus on:

- Increase lessons focused on appropriate fruit and vegetable servings for children each day;
- Increase newsletters and information to parents about the servings their child needs each day; and
- Continue to introduce the children to different fruits and vegetables, so that they may have more options of fruits and vegetables that they may enjoy.

Part 4) In phase 1 we administered a paper and pencil survey but found that the students were not engaged and felt the survey was a chore. Because of this we wondered whether the survey was producing results that were as accurate as we would like. Thus we switched to a computer survey through Survey Monkey. The students enjoyed this more and thus we may have received more consistent results.

For the monitoring of this objective and its performance measures: Data and teacher observations were used to monitor student progress towards meeting this objective. If monitoring of the objective showed less than expected progress, the Wellness Committee and project director discussed possible changes to increase progress towards meeting the objective. Once a decision was made, the project director/staff acted on it.

PR/Award # S299A150039



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

PR/Award # (11 characters): Q215F120471

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

4. Project Objective Check if this is a status update for the previous budget period.

To extend the amount of time dedicated to 4th through 8th grade physical education.

4.a. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	Ratio	Raw Number	Ratio
Increase PE staff by one full-time education instructor	PRGM	1	/	1	/

4.b. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	Ratio	Raw Number	Ratio
Increase the number of minutes of PE time 4th through 8th grade students receive to 250 minutes/week	PRGM	250	/	250	/

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Part 1) Performance measure 4.a -- data that was collected in August for the employment of one additional PE teacher (the additional PE teacher from year one had left the school) included: School board minutes authorizing the hiring, announcement of job opening, teacher's contract, Class schedule.

Performance measure 4.b -- data for year one that was collected in the fall of 2012 were the school board minutes authorizing the increase in PE time for all 4th through 8th grade students and the 2012 - 2013 class/after-school/weekend schedules for 100 minutes/week to 250 minutes/week. The increase in class time was continued for the 2nd year of the grant. Student schedules for PE class, after-school programs, and weekend activities were compared with logs and class attendance to make sure all students were enrolled in a PE class and also receiving additional PE time after-school and on weekends.

Part 2) The addition of one additional PE teacher allowed for the increase in PE time for 4th through 8th grade students from 100 minutes per week to 250 minutes per week. All 4th through 8th grade students now receive an additional 150 minutes of PE instruction during the school day and during after-school and weekend programs for the whole year.

Part 3) All performance measures for objective 4 have been met.

Part 4) PE class rosters/after-school program enrollment/weekend activity rosters and 4th through 8th grade student enrollment data are frequently compared to make sure all students are enrolled in a PE class and also receiving additional PE time outside of class for the full year.



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

PR/Award # (11 characters): Q215F120471

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

5. Project Objective | | Check if this is a status update for the previous budget period.

To provide equipment to expand the PE program choices to support fitness activities and the new PE curriculum.

5.a. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	%	Raw Number	%
Equipment that supports lifetime and physical fitness activities is purchased and inventoried. **see "Explanation of Progress" below	PGRM		/		/

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Part 1) Data collected from August 2013 to the present: Purchase orders, invoices, and equipment inventories. PE equipment purchased with grant funds were checked against the data that was collected.

Part 2) 100% of the equipment and supplies listed in the grant have been purchased. All equipment and supplies purchased under the grant have been inventoried. Purchase orders, invoices, and inventories document all purchases.

Part 3) n/a

Part 4) Purchase orders and invoices were checked monthly to track equipment purchases and monitor progress.



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

OMB No. 1894-0003
Exp. 04/30/2014

PR/Award # (11 characters): Q215F120471

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

6. Project Objective | | Check if this is a status update for the previous budget period.

Influence the movement time in physical education class, after school, weekends, and recess.

6.a. Performance Measure	Measure Type	Quantitative Data				
		Target		Actual Performance Data		
		Raw Number	%	Raw Number	%	
4th through 8th graders will use pedometers and heart rate monitors to document step count that places them "in-the-zone" (moderate to vigorous physical activity). Target for year 2 is 60% of the students.	PRGM		79/132	60	75/101	74

PR/Award # S299A150039

6.b. Performance Measure	Measure Type	Quantitative Data				
		Target		Actual Performance Data		
		Raw Number	%	Raw Number	%	
4th through 8th grade students will maintain fitness journals documenting pedometer use.	PRGM		79/132	60	69/101	68

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Part 1) Quantitative data is collected throughout the year through the use of pedometer data, journal entries, and teacher observations. Students collect and record data during PE classes, recess, noon hour, and during out-of-school time. This data is kept in the students' personal fitness journal. PE teachers used pedometer data, heart rate monitor data, and observation to document pedometer and "in-the-zone" data during the PE class and out-of-school activities.

Part 2) Based on teacher collected data, 74% of the students have used the pedometers and heart rate monitors to reach activity that has placed them "in-the-zone". This is 14 points above the target.

PHASE	Students engaged in 60 minutes of daily physical activity as recorded by PEDOMETER data
1	98/132
2	81/103
3	59/87
4	61/82
Average of 1-4	75/101

ED 524B

Some students have found it difficult to maintain their individual fitness journal. However, 68% of the 4th through 8th grade students are documenting their pedometer use in the fitness journal. This is 8 points above the target of 60%. Based on these performance measures this objective has been met for year 1.

Part 3) n/a

Part 4) PE teachers reported on data each month. Teachers checked the students' fitness journals weekly to monitor activity. This information was included in the monthly report. If the percentages of students maintaining their fitness journals or meeting "in-the-zone" activity were low, changes were made in the program to further motivate students.



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

7. Project Objective Check if this is a status update for the previous budget period.

To support and work with families by creating a healthy child environment through positive dietary and physical activity patterns.

7.a. Performance Measure	Measure Type	Quantitative Data					
		Target		Actual Performance Data		Actual Performance Data	
		Raw Number	Ratio	Raw Number	Ratio	Raw Number	%
Hold family activities to provide an opportunity to share what has been learned about physical activity and nutrition.	PGRM	2	/	2	/		

PR/Award # S299A150039

7.b. Performance Measure	Measure Type	Quantitative Data					
		Target		Actual Performance Data		Actual Performance Data	
		Raw Number	Ratio	Raw Number	Ratio	Raw Number	%
Students invite another student, adult, or sibling to participate in some form of physical activity.	PGRM		13/132		10		74/82
							90

7.c. Performance Measure	Measure Type	Quantitative Data					
		Target		Actual Performance Data		Actual Performance Data	
		Raw Number	Ratio	Raw Number	Ratio	Raw Number	%
Students will produce a calendar to share their knowledge of nutrition and physical activity with their parents. **see "Explanation of Progress" below	PGRM		/				/

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Part 1) Family activity days were held in August 2013 and December 2013. The family day in August 2013 provided orientation to the PEP program for parents and students. The day in December 2013 provided an opportunity to share what has been learned about physical activity and healthful eating. Topics covered were PE standards, physical activity and nutritional improvement strategies, healthy alternatives to popular junk food, PEP videos, and games for participants to win nutrition and garden related prizes. Since CNS is a

boarding school with students from all over the United States, parents are on campus three times a year -- in the fall when they bring their child, in December when they take the child home for Christmas break, and in May when they take the child home for summer.

A participation log was kept. Observations by staff were also solicited to determine the success of participation when based on former experiences of school-sponsored family activities. Success of the event was determined by the percentage of parents and students attending and their involvement in the activities.

Students were encouraged to invite a parent/guardian, sibling, relative (when home on break); or friend or staff member to participate in some form of physical activity to promote fitness. Student surveys documented activity levels and habits of students.

Part 2) Family activity days were held in August 2013 and December 2013. The family day in August 2013 provided orientation to the PEP program for parents and students. The day in December 2013 provided an opportunity to share what has been learned about physical activity and healthful eating.

All students in 4th through 8th grades invited their parent/guardian, siblings, friends, staff members and others to participate in some form of physical activity outside of the school day. The students were able to choose one that they enjoyed from ideas suggested by teachers, family members, or other adults. Many students selected the following activities: basketball, disc Frisbee, skateboarding, boxing, ice skating, football, bike riding, running, walking, dancing, to name a few. An average of 90% of 4th through 8th grade students participated in activities outside of the school day with a parent, sibling, friend, staff member, or other person.

The students designed and published a calendar with which they shared with their parents their knowledge of nutrition and physical activity. The recipes are from the PEP nutrition skills class/CNS cooking show test kitchen. All recipes contain ingredients easily available to the students at home.

Each month of the calendar features a commemoration appropriate to the PEP goals, e.g. January, Healthy Weight Awareness Month; February, American Heart Month; March, Nutrition Month; April, Earth Month; May, Marathon Month, etc. Photos appropriate for each commemorative month were taken at PEP activities, in the classrooms, after-school programs, and week-end activities and cooking classes.

Performance measures 7.a, 7.b, and 7.c have been met for year 2.

Part 3) n/a

Part 4) n/a

PR/Award # S299A150039



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

8. Project Objective | | Check if this is a status update for the previous budget period.

To provide a research-based, sequential PE curriculum which supports state standards, incorporates physical and activity fitness skills, a nutrition component, and integrates social/team building skills.

8.a. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
Continued use of the SPARK physical education curriculum. **see "Explanation of Progress" below.	PGRM	Raw Number	%	Raw Number	%
					/

8.b. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
All 4th through 8th grade students will meet 75% of the ND State PE Standards for their grade level.	PGRM	Raw Number	%	Raw Number	%
					99/132
				81	

PR/Award # S299A150039

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Part 1) The continued use of the curriculum is documented by teacher lesson plans, after-school/weekend activity plans, students meeting state PE standards, and student/staff surveys which were completed in April.

Teacher observations, class activities, class schedules, activity logs, heart rate monitor data, pedometer data, and physical fitness assessment data determined the District/State physical education standards met by each student. This data was collected weekly throughout the school year. Data from all sources was analyzed to determine which standards the child met.

Part 2) The SPARK curriculum has been fully implemented in all grades and the after-school/weekend programs. SPARK lesson activities have been used to incorporate nutrition into the PE curriculum. Eighty-one percent of the students who were enrolled after February 1, 2014 met at least 75% (4 of the 5 state PE standards) of the ND STATE PE Standards for their grade level. Of these students, 37 or 42% met all 5 ND State PE Standards. Therefore performance measures 8.a and 8.b have been met.

A staff survey was completed in May to obtain staff viewpoints concerning the PEP program and activities. Ninety-six percent of staff members were satisfied for the continuation of the PEP grant this year. Eighty percent of the staff feels that the school's PE curriculum has changed as a result of the PEP grant while 96% believe that students are more active as a result of grant activities. One staff member stated that "some students that seem to be less motivated physically have become strong participants in physical activity and are rightfully proud of their achievements." Staff members and students enjoy walking together after school. Staff see the following as some of the benefits associated with the PEP grant: increased awareness of health benefits of an active life, students having fun and getting along, students really interested in bike riding and roller blading, a huge increase in student and staff physical activities, students and staff concentrating on health and wellness, students realizing that learning is fun, and the incorporation of the Native American culture into the physical education classes.

A student survey was completed in May to obtain student viewpoints concerning the PEP program and activities. Ninety-seven percent of the students reported that physical activity was enjoyable at least some of the time. 51% of these students viewed physical activity as being enjoyable all of the time. Seventy-two percent of the students viewed their PE instructor(s) as being actively involved in the class often or always. Eighty-eight percent of the students reported being encouraged by their instructor to be active while in PE. Ninety percent of students reported that they how to become physically fit in PE class while using a variety of activities and games (96%). These same students felt that what they did in PE could easily be done outside of the PE class. PE instructors have encouraged students to be active outside of PE class as reported by 94% of the students. The instructors were role models for students by being active in/around the school as reported by 88% of the students. All students reported being actively involved in evening PEP activities at sometime while 97% were actively involved in weekend PEP activities. 63% of these students were active in the running program and 90% attended activities involving the Health Heroes. 49% of CNS students reported that they usually choose activities like bicycling, dancing, outdoor games, or active sports to activities like TV, reading listening to music or computers. The following were reported by students to be the most enjoyable about the PEP program: teaches you how to be healthy, getting to do more fun stuff, allows you to be fit while having fun, Running Club, keeping you busy when you have nothing else to do, open gym all day on weekends, the staff is always in a good mood and never give up on us while being there to help us get through the tough stuff, and enjoying that the PEP program gives us more activities to do than in previous years.

Part 3) n/a

Part 4) Lesson plans and surveys documented the continued use of the programs. Activity, data, and teacher observations were used to monitor student progress towards meeting District/state PE standards. If monitoring of the objective showed less than expected progress, the Wellness Committee and project director discussed possible changes to increase progress towards meeting the objective. Once a decision was made, the project director acted on it.



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

PR/Award # (11 characters): Q215F120471

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

9. Project Objective Check if this is a status update for the previous budget period.

To increase the number of students reaching the healthy zone in the Fitness plan.

9.a. Performance Measure	Measure Type	Quantitative Data				
		Target		Actual Performance Data		
		Raw Number	Ratio	Raw Number	Ratio	
All 4th through 8th grade students will pass at least one of the six standard tests (FitnessGram) for the Fitness plan in year 1 of the grant, two in year 2, and 3 in year 3.	PGRM		132/132	100	74/82	90

PR/Award # S299A150039

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Part 1) 4th through 8th grade students were assessed during fall 2013 & again in March 2014. The six standard tests included in the Fitness Plan are: pacer, BMI, curl-up, trunk lift, push-up or modified pull-up or bicep strength, back-saver sit and reach or modified sit and reach. Students were given the age appropriate test(s) included in the Fitness Plan. For the first year of the grant, all students were to pass at least two of the six tests.

Part 2) Based on the data from the fall 2013 physical fitness assessments, 78% of the students in 4th through 8th grades passed at least two of the tests included in the Fitness Plan. The data from the spring 2014 physical fitness assessment showed 90% of the students had passed at least two of the tests included in the Fitness Plan. Even though the performance measure was not met considerable progress had been made towards meeting the 100% goal. 12% more students passed two of the six standard tests than in the fall of 2013.

Part 3) Attitude of students toward the fitness assessments may have been a factor in meeting the 100% goal. To determine students who needed assistance to pass a specific fitness test student assessment data was analyzed. Students were worked with in the PE program to improve physical fitness. Instructors talked with all students about the benefits of becoming physically fit and assessing this fitness. Staff will work with students who are perceived to have a poor attitude towards the assessments to strengthen the weak areas and thus improve the student's attitude toward the assessment. Staff will continue to address student weaknesses in future years of the grant.

Part 4) Student assessment data was analyzed to determine students who needed assistance to pass a specific fitness test. Students were worked with in the PE/after-school/weekend programs to improve their physical fitness and thus their attitude towards assessing that fitness.



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

10. Project Objective | | Check if this is a status update for the previous budget period.

To increase the number of students in the healthy BMI weight status category (CDC BMI-for-Age Growth Chart).

10.a.1. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
The number of students in the healthy BMI weight status category will increase by 5% each year (BASELINE, January 2013)	PRGM	Raw Number	%	Raw Number	%
				/	

PR/Award # S299A150039

10.a.2. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
The number of students in the healthy BMI weight status category will increase by 5% each year (YEAR 1, Spring 2013)	PRGM	Raw Number	%	Raw Number	%
				37/91	41

10.a.3. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
The number of students in the healthy BMI weight status category will increase by 5% each year (YEAR 2, August 2013 through May 2014).	PRGM	Raw Number	%	Raw Number	%
				43/91	47

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Part 1) Height and weight were taken during the Physical Fitness assessments in the fall of 2013 and spring of 2014 by PEP PE staff. This data was compared against the CDC BMI-for-Age Growth Chart (US 2000) to determine BMI category. Prior notice of the screening and the benefits of the screening were provided to the parent or legal guardian. Every effort was made to protect the privacy of the student during the screening process and in the communication of information about the student's BMI to the parent or legal guardian. The number/percent of students with an optimal BMI were documented with the difference being the percent of change. Data is given in the following table:

BMI Category	Fall BMI # students	Spring BMI # students
Underweight	16	5
Optimal	55	45
Overweight	31	14
Obese	31	14
% of students Optimal	41%	58%

The following table contains BMI data for students in attendance at the time of both the fall and spring physical fitness assessments. BMI data was compared against the CDC BMI-for-Age Growth Chart (US 2000) to determine BMI category. The number/percent of students with an optimal BMI were documented with the difference being the percent of change. When students participated in the PEP program the full year, 5% of the students gained optimal BMI. Eighty-five percent of these students lowered their BMI. However, the lowered BMI did not lead to a change in BMI category for most students.

BMI Category	Fall BMI # students	Spring BMI # students
Underweight	5	4
Optimal	30	33
Overweight	12	10
Obese	14	14
% of students Optimal	49%	54%

Part 2) 19.a -- The school's goal is to increase the number of students in the healthy (optimal) BMI status category by 5%. Since the number of students in the optimal BMI category was equal to 55 of the 133 students (41%) in the fall of 2013, the school was looking to increase this number by 5%. When the height and weight of CNS students were compared against the CDC BMI-for-Age Growth Chart (US 2000) in the spring of 2013, the number of students in the healthy (optimal) BMI status category had increased by 17%. Since this was 12% above the anticipated goal, the school has met this objective for year two. However, the school's student population is highly transient and so 133 students were assessed in the fall and 78 students in the spring. Of these students, only 61 had been in attendance for both the fall and spring assessment. Thus the comparison of fall and spring data is not comparing data of many of the same students.

When looking at the data for students who were in attendance at the time of both the fall and spring physical fitness assessments the number of students in the healthy (optimal) BMI status category had also increased by 5% from the fall assessment and 11% over year 1, which met the anticipated goal. When looking at the total student population who were in attendance at the time of the fall and spring physical fitness assessments, 85% (52 of 61) of these students had reduced their BMI. Many of these changes did not result in movement from one BMI category to the next, but show progress towards meeting this performance measure.

Over the last 2 years we have seen a real change in a few youngsters who were obese and inactive. By having a variety of activities the students will participate even after they have seemed to have "quit" Running Club or some other activity where they were a regular. An example this year is Anung who was not involved all year but then took 1st in Color Run 5K. He, along with Kenny, raced in the Fargo 5K along with a couple of other CNS students and one PEP staff member. Anung is always at the forefront of everything from chess to running but Kenny is one of those kids who hardly moved when he came to school and now is the Grand Champion of Marathon Challenge finishing weeks ahead of everyone and has placed in 5K events all around us. There are a couple of other young men who have changed their body composition visibly from when they started by participating in PEP and related spinoff activities, but the real change for Kenny is in his attitude.

One staff member noted in the survey that "our students are very active. By looking at pictures from fall to spring, it is obvious that students are eating better and are active. They look trim and fit."

Part 3) These performance measures have been met.

Part 4) n/a
ED 524B



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

OMB No. 1894-0003
Exp. 04/30/2014

PR/Award # (11 characters): Q215F120471

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

11. Project Objective Check if this is a status update for the previous budget period.

To purchase technology equipment (computers, PDA's, fitness software, Fitness system, pedometers, and heart rate monitors) to allow students to develop healthy life styles.

11.a. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
Purchase and installation of technology equipment. **see "Explanation of Progress" below	PRGM	Raw Number	%	Raw Number	%
					/

11.b. Performance Measure	Measure Type	Quantitative Data			
All students' physical fitness will be assessed and data maintained using computers and/or PDA's/iPads.	PRGM	Target		Actual Performance Data	
		Raw Number	%	Raw Number	%
		132/132	100	82/82	100

11.c. Performance Measure	Measure Type	Quantitative Data			
All 4th through 8th grade students will develop an exercise and nutrition Fitness Plan based on their physical fitness assessment data and Health Risk appraisal. **see "Explanation of Progress" for explanation of lack of data	PRGM	Target		Actual Performance Data	
		Raw Number	%	Raw Number	%
		132/132	100	82/82	100

11.d. Performance Measure	Measure Type	Quantitative Data			
All 4th through 8th grade students will complete software-based health risk appraisal and nutrition assignments.	PRGM	Target		Actual Performance Data	
		Raw Number	%	Raw Number	%
		132/132	100	82/82	100

PR/Award # G299A150039

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Part 1) 11.a – Additional technology equipment for assessment purposes (heart rate monitors) was purchased during fall 2013. School inventory documents the purchase of technology equipment. Use of the equipment to meet the performance measures of this objective document the installation of equipment and software.

11.b – Physical fitness data was collected, using various technological tools during September 2013 and March 2014 for all 4th through 8th grade students. Height and weight were measured by the school nurse to determine where the student placed on the CDC Growth Chart. Students were assessed on the age-appropriate assessments of the school's Fitness Plan. The Fitness Plan contained the following assessments: pacer, BMI, curl-up, trunk lift, push-up or modified pull-up, and back saver sit and reach. Data collected from the fitness assessment was analyzed to determine a student's progress toward reaching the healthy zone in the Fitness Plan. PE teachers collected and stored data on their PDA/iPad for all 4th through 8th grade students.

11.c – Teacher lesson plans document activities for developing the exercise and nutrition programs based on student physical assessment data, health risk appraisal, and a nutrition plan. Students have completed the process of developing their fitness plans. The fitness plans will be based on the student's goals for developing a healthy lifestyle – improved fitness, decrease of health risks, and good nutrition.

11.d – Teacher lesson plans document planned student activities. Based on the teacher lesson plans, data from the Nutrition/Wellness program was analyzed to determine student progress towards meeting this performance measure. Students lacking sufficient data or artifacts were monitored for completion of activities.

Part 2) 11.a – This performance measure has been met. The installation of additional technology (heart rate monitors) helped students meet the other performance objectives and thus the state project objective.

11.b – 100% of the school's students received a physical fitness assessment. 100% of 4th through 8th grade students were able to pass at least one tests of the school's Fitness Plan. Therefore this performance measure has been met. The information gathered on the physical fitness assessment will help the students develop a Fitness Plan that promotes a healthy lifestyle. A Health/Wellness report, containing physical fitness assessment data, health risk data, and nutrition assessments for students will be sent to the parents at the end of January 2014 and May 2014. A copy of the report will be placed in each student's cumulative file.

11.c – 100% of 4th through 8th grade students received a physical fitness assessment in September 2013 and again in March 2014. All of these students have completed the health risk appraisal, the nutrition plan, and an individual fitness plan. This measure has not been met.

11.d – Data from the Health Risk Appraisal and Nutrition/Wellness programs has shown that 100% of the 4th through 8th grade students have completed the programs and have written an individual fitness plan. The individual fitness plans will help the students develop a healthy lifestyle that they will take with them into adulthood.

Part 3) These performance measures have been met.

Part 4) Student completion of the three components (physical fitness assessment, health risk appraisal, and nutrition plan) needed for developing their Fitness Plan was monitored using the data collected from the various programs.



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

PR/Award # (11 characters): Q215F120471

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

12. Project Objective Check if this is a status update for the previous budget period.

To provide time and funds for PE staff to incorporate new curriculums and equipment into the District's PE program.

	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	Ratio	Raw Number	Ratio
12.a. Performance Measure	PRGM		/		/

PE teachers and the Program Director work to align the school's PE curriculum with the ND State PE Standards
 **see "Explanation of Progress" below

PR/Award # S299A150039

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Part 1) Minutes of meetings with the PE teachers document progress towards this performance measure. The new curriculum will be evaluated for alignment with the ND State PE Standards.

Part 2) Progress is being made towards this performance measure. The PEP director will have the teacher and assistant to continue working on the curriculums during June/July 2014. They will continue to develop PE lesson plans and units to meet state standards, using innovative content from the visiting Health Heroes, Weekend Warriors, and Healthy Choices classes. This would include, but not be limited to, Native Dance, Native Games, Boxing Fitness, Running Warriors, and others. Lacrosse and archery curricula were provided by USLAX and NASPE. All activities will be matched up with State PE standards and benchmarks.

Part 3) n/a

Part 4) Monthly reports are checked by the Program Director for progress towards the completion of the PE curriculum. Current progress is compared to previous content. If progress is deemed unsatisfactory then the situation is discussed to find possible solutions to keep the project on task.



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

OMB No. 1894-0003
Exp. 04/30/2014

PR/Award # (11 characters): Q215F120471

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

13. Project Objective | | Check if this is a status update for the previous budget period.

Increase students' knowledge of basic nutrition and physical activity.

13.a. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	%	Raw Number	Ratio
Continuation of "Healthy Choices" class which will teach students to cook nutritionally. **see "Explanation of Progress" below	PRGM				/

PR/Award # S299A150039

13.b. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	%	Raw Number	Ratio
Students will make healthier food choices as documented by student and staff surveys. ***see "Explanation of Progress" below	PRGM				/

13.c. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	%	Raw Number	Ratio
Projects (calendar) completed to reinforce nutrition/physical activity knowledge.	PRGM	1		1	/

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Part 1) 13.a "Healthy Choices" food classes were conducted on during non-contracted kitchen staff hours after 6:30 pm on weekdays and during the weekend for 4-5 hours on Saturday and Sunday. Attendance data was kept to document student participation for each class session. Evaluation of increased knowledge of healthy food choices was through surveys and prepared foods prepared foods. A PEP curriculum guide, including lesson plans and recipes, is being written to support sustainability of this class.

13.b – Student/staff surveys to help gather qualitative data on students' attitudes and behaviors towards the nutrition program and teacher/staff observations document students' healthier food choices. These surveys were completed by all staff and students in May 2014 using Survey Monkey.

13.c – The students produced a calendar which contained physical fitness activities with a different area of emphasis for each month. Included in the calendar were recipes using healthy ingredients and bison meat. The products were evaluated to determine if students had included healthy recipes that are easy to make with readily available ingredients and physical fitness activities that are easy to complete and continue long-term.

Part 2) 13.a -- On evenings and weekends students participated in cooking classes where they learned about healthy nutrition and the skills to use available foods, most of which are available on reservations as commodity foods, to make a number of different delicious snacks and healthy main dishes and breads in a short amount of time. Another goal of the cooking classes was for students to realize the importance of American Indians' contribution to the American food supply. The third goal was for students to understand food safety with the fourth and final goal, being the learning how the foods used contribute to health.

No PEP or foodservice funds are used to buy food supplies for non-reimbursable PEP cooking classes. CNS obtained a lot of food from Ruby's pantry or had food donated by CNS staff and friends. These foods included some "healthier baking" ingredients such as local sunflower seeds, chocolate chip yogurt, etc. to make cookies, breads, sunflower seed pies, etc. The PEP nutrition skills class also received frozen chicken, shredded cheese, pizza crusts, and vegetables to do "Bison Vegetable Rainbow Pizza" and "MY Plate" meals in conjunction with SPARK Nutrition curriculum content.

The students, through class projects, were able to raise funds to support the Running Warriors program. On December 6-7, 2013 they raised funds by having a bake sale. These funds supported the CNS Kids Marathon 26.2 Mile Challenge and UMM Powwow and Peace Run 5K by helping to purchase/pay for items not covered by PEP funding.

The Healthy Food Choices class also learned to recycle food products. They used all of the 4th and 5th graders pumpkins for Thanksgiving meal pumpkin pie as well as pumpkin soup, pumpkin bread, pumpkin/tomato pizza sauce, pumpkin cookies, pumpkin meatloaf, pumpkin chili sauce, and toasted pumpkin seeds. These activities involved the students with hands-on activities to provide dormitory snacks, meals, and classroom treats while adding these skills to the nutrition curriculum.

A PEP curriculum guide, including lesson plans and recipes, is being written to support sustainability of this class. The following are a sample of lessons/classes contained in the curriculum guide so far:

- Red Garden Salsa – home-grown tomatoes, peppers, onions, cilantro
- Green Garden Salsa (Salsa Verde) – tomatillos base
- Chicken Wild Rice Garden Soup for sweat lodge
- Whole Grain Breads
- Rice Krispy Sunflower Seed Treats (Make it Healthier Class)
- Apple Harvest, Preparation, Preservation – eat all the fresh apples every night, salad bar apples, Waldorf salad, fat free cinnamon apple muffins, oatmeal apple pie, applesauce, dried apples, whole grain apple cranberry bread, apple yogurt smoothies, and many, many more
- Corn Harvest, Preparation – traditional Native foods, dried corn, corn soup, corn balls, farmer corn shucked and frozen 200 lbs.
- PEPcorn stovetop popcorn (NOT Cheetos), and many more lessons

13.b – When staff and students were surveyed in May 2014: 82% of the staff completing the survey noticed that students were making healthier food choices. Teachers reported that students were: eating more fruits and vegetables and drinking more water, students were verbalizing to staff that they were eating more fruits and vegetables in their meals, students were eating healthier snacks, staff observed more students choosing items from the salad bar and eating less junk food, new fruits and vegetables that have been placed on the salad bar are being chosen and tried by students, and that students are more mindful of portion sizes. Students self-reported a better understanding of good nutrition (97%), eating more vegetables, fruits, and meat and less "fast food" (91%), and learning to cook healthier foods (85%).

Some staff members questioned whether the students realized they are getting 2 or more servings of fruit every day and 3 or more servings of vegetables. CNS serves the HUSSC Gold Award menu and participates in FFVP (Fresh Fruits and Vegetables Program) so the kids all get a fruit nutrition break every day at school besides the other offerings with 3 meals and 3 snacks. The academic fruit break is school-side and rarely refused or uneaten. PEP staff eats daily meals with the student population regularly and discuss what is on the menu tray and salad bar as well as offering nutrition guidance.

13.c – The students completed the calendar project. Completion of the project was determined by the printing and distribution of the calendar to students and their families.

Part 3) n/a

Part 4) Observations by PEP staff were made to determine whether students were making healthier food choices during meals at school. Changes in the nutrition education program would be made if a high number of students showed little or no change in their eating habits, and thus indirectly their knowledge of good nutrition. Observations showed a consistent increase in the number of students making healthier food choices and so no changes were made in the nutrition education program.



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

14. Project Objective | | Check if this is a status update for the previous budget period.

Learn about the importance of making healthy food choices and being physically active.

14.a. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	%	Raw Number	%
Continued use of SPARK physical education curriculum. **see "Explanation of Progress" below	PRGM		/		/

PR/Award # S299A150039

14.b. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	%	Raw Number	%
Students will learn about the importance of making healthy food choices and being physically active through the continued use of the nutrition curriculum. ** see "Explanation of Progress" below	PRGM		/		/

14.c. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	%	Raw Number	%
Students will be physically active before- and after-school, during recess, on weekends, and during PE. ** see "Explanation of Progress" below	PRGM		/		/

14.d. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
Student participation in new programs – Health Heroes, Running Warriors ** see "Explanation of Progress" below	PRGM	Raw Number	%	Raw Number	%
					/

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Part 1) 14.a – PE teacher lesson plans and after-school/weekend activity plans document planned student activities for continued use of the SPARK curriculum. Classroom teachers' lesson plans document the continued integration of the SPARK curriculum into their classrooms.

14.b – Observations of teacher and kitchen staff, lesson plans, and student/staff surveys along with student artifacts helped determine if students had learned about the importance of making healthy food choices and being physically active. This data was collected throughout the year. Student and teacher surveys were used to gather information about students' attitudes, food choices, and activities both in and outside of school. Attendance logs document student participation in evening and weekend cooking classes that were conducted by the kitchen staff during non-contracted hours.

14.c – Teacher observation, surveys and HRM/pedometer data collection documented student activity (moderate to vigorous) before school, after school, during recess, on weekends and during PE. This data was collected by the PEP staff.

14.d – Teacher observation and lesson plans, after-school and weekend activity plans, student and staff surveys, and activity sign-up sheets document student participation with the Health Heroes and the Running Warriors.

Part 2) 14.a – Based on lesson plans and after-school/weekend activity plans it has been documented that the SPARK curriculum continues to be used in 4th through 8th grade physical education classes and during the after-school and weekend programs. This performance measure has been met.

14.b – All students in grades 4 through 8 participated in learning about food, nutrition, physical activity, and their effect on a healthy lifestyle during the Healthy Choices nutritional classes that used the SPARK nutrition curriculum with skills applications. Eighty-two percent of the staff completing the survey in May 2014 observed students making healthier food choices. These healthier food choices may be a result of the nutrition education program.

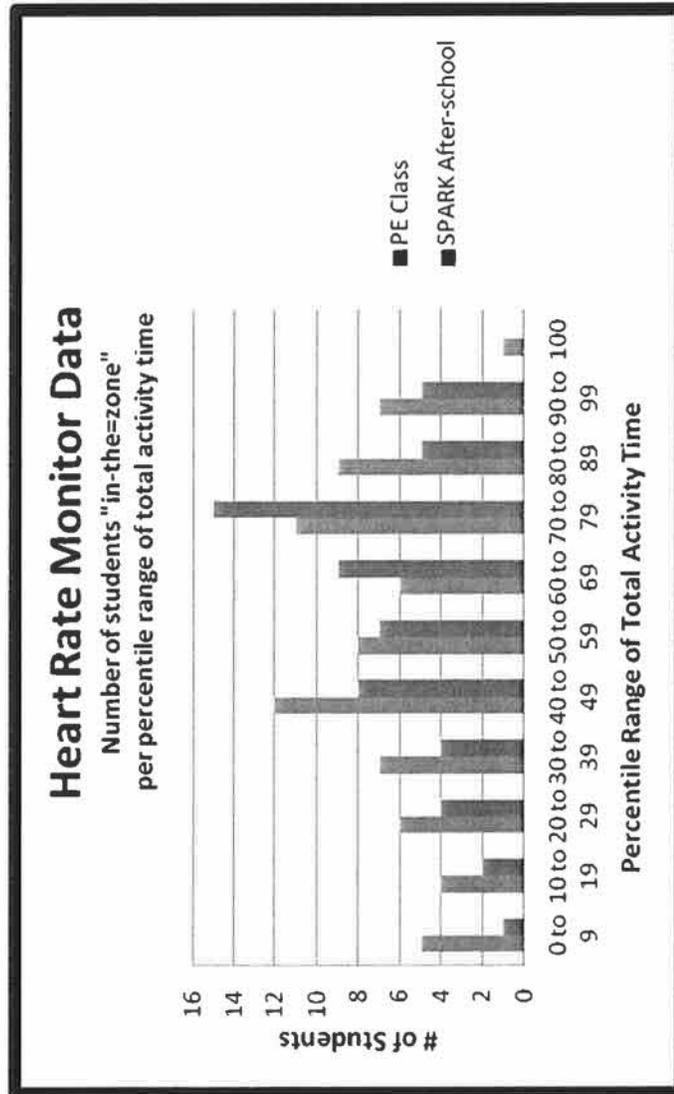
On weekends students participated in cooking classes where they learned to use available foods, most of which are available on reservations as commodity foods, to make a number of different delicious snacks and healthy main dishes and breads in a short amount of time. No PEP funds were used to purchase ingredients for the prepared foods in the class. Much of the food used was obtained from Ruby's pantry -- frozen chicken, shredded cheese, pizza crusts, and vegetables to do "Bison Vegetable Rainbow Pizza" and other recipes and "MY Plate" meals in conjunction with SPARK Nutrition curriculum content. Other food was purchased with donations from staff and "friends" of the school.

Other goals of the cooking classes were for students to realize the importance of American Indians' contribution to the American food supply, for students to understand food safety, and learning how the foods used contribute to health.

14.c – Increased percentages of student participating in moderate to vigorous activity in PE, during recess, and before and after school will demonstrate progress towards meeting the stated performance measure. Data of the student's daily physical activity was gained using pedometers and the 3DPAR during the 4 phases of GPRA data collection. An average of 74% of students engaged in moderate to vigorous physical activity for at least 60 minutes per day during the four phases of GPRA data collection. When students were asked to document their activity levels on the 3DPAR fewer students (62%) viewed themselves as engaged in moderate to vigorous physical activity for at least 60 minutes per day. Teacher surveys and documentation of recess, before- and after-school, and weekend physical activity shows increased physical activity of students. This information is shown in the following chart:

PHASE	Students engaged in 60 minutes of daily physical activity as recorded by PEDOMETER data	Students engaged in 60 minutes of daily physical activity as recorded by 3DPAAR data
1	98/132	59/132
2	81/103	76/103
3	59/87	61/87
4	61/82	57/82
Average of 1-4	75/101	63/101

All PE students and after-school SPARK students collected heart rate monitor data to determine if they engaged in moderate to vigorous physical activity for at least 60 minutes per day. The graph below shows the number of students in each group and the percentage of time that the students were "in-the-zone" during the total active time. Fifty percent of the physical education class students were "in-the-zone" over 50% of the time. Students that participated in the after-school SPARK program were "in-the-zone" over 68% of the total time.



Students participated in many weekend and after-school activities that involved physical fitness. These activities included the 26.2 May marathon for students and their staff sponsor; Jim Thorpe Fitness Center activities; Frisbee golf, soccer, kickball, and basketball; cardio equipment, swimming, ice skating, weightlifting techniques, and Taek Won Do fitness and movement skills; walking; and basketball clinics.

Based on this data, students are working towards meeting this performance measure.

14.d – Eighty-one percent of students that complete the survey in May 2014 reported being active in the running program before and after school and on weekends. Ninety percent of the students reported attending activities involving the Health Heroes after-school, in the evenings, and on weekends. Eighty-two percent of the staff felt that the Health Heroes

had affected students' attitudes and willingness to participate in physical fitness and nutrition activities. Staff members observed the Health Heroes being good role models for teaching appropriate nutrition and physical fitness. The Native Dancers "were fabulous with students and staff teaching us the whole process of the dance and how they take care of themselves in order to stay healthy enough to dance." The Health Heroes and Running Warrior programs "have been seen as positive role models...Native Americans just like them. They have listened to their stories and I think it gives them hope that they can do these things. It's given some of our students an increase in self esteem too."

Forty-nine percent of the students in grades 4-8 reported on the May 2014 student survey that they would usually choose activities like bicycling, dancing, outdoor games, or active sports than watching TV, playing computer/video games, or reading. Another 18% reported that they would be just as likely to choose active or inactive recreation.

The following lists a sampling of information and activities for the running program and the Running Warriors:

- Robert Drapeaux is a nutritionist and marathon runner who has volunteered with the CNS running club
- Sustainability doings for Running Warriors Club – Car wash fundraiser (9/14) -- Healthier School Fundraisers (12/12/13, bison chili or chicken wild rice soup with frybread or beer bread, bake sale, basket raffle, popcorn) – took in over \$1300 – use funds to get CNS Warriors Marathon Challenge Finishers t-shirts, hydration cheering station supplies, DJ and travel to UMM Powwow and Peace Run, etc. for food and clothes and things not allowed by PEP
- September 11, 2013 – St. Francis Wellness Run 5K – 20 students and 4 PEP staff participate
- September 30, 2013 – community Soup Walk 2 mile mystery game meal at park – 15 to 20 students participated
- October 19, 2013 – 5K Zombie Run – CNS students dressed up as the walking dead for the 5K Zombie Run – this race was set up through a collaboration of the campus department and the health department, including the Running Warriors Club
- March 6, 2014 – Running club – running coaches Jake, Eric S., Allison B., and Megan B. encouraged health and fitness
- March 9, 2014 – staff are able to check out a student and go to the "Funds for Food Walk" – the school receives donations from the Food Pantry and this was a good way to give back – promotes health and fitness
- May 2014 -- 26.2 Mile Challenge for staff and students
- May 10, 2014 – Relay for Life – joined by Alec's Oyate PEP Weekend Warriors – also planted traditional heirloom Dakota corn from Sisseton and other garden activities

The following lists a sampling of Health Heroes activities:

- Alec and Oyate – provide regular physical activity, lifelong fitness, and nutrition skills training
- Asham Stompers Dance – provide PE interactive dance and demo
- Larry Yazzie, with the Native Pride Dancers, and Miss Native American USA Sarah Ortegon – Ortegon gave a presentation to the staff and students about her mission and her role as Miss Native American USA (2013-2014) – She participates in traditional Jingle Dress dancing – Ortegon and Yazzie worked with CNS physical education classes in workshops teaching dance as an art form and exercise – the workshops are intended to encourage students and inspire them to move, using dance and music as art forms, without them realizing they're staying in shape – students used rhythm as exercise to music, which makes it fun and easy – discuss the tradition, culture, and physical activity that are part of their styles of dance. They also discussed the importance of making healthy choices to avoid various health issues, physical addiction, and to reach one's potential
- Wild Ricers/Protect Our Manoomin – provided classroom environmental health and nutrition education activity in Health/PE classes

Based on the preceding data, progress for performance measures 14.a through 14.d have been met. Meeting these performance measures has documented that many students do know the importance of making healthy food choices and being physically active.

Part 3) n/a

Part 4) Our staff interacted with the Health Heroes while they worked with the students. Information was gathered from the staff as to the success of the interactions with students and possible challenges that needed to be addressed to make the experience more beneficial for all participants. Weekend Warriors residency was "a hit" according to the residential report, and stayed wildly popular. In the Health/PE classroom, some visitors did not have the training or instructional skills to deliver the curriculum exactly as the teacher or students needed. Other times the speakers were interesting enough that the students were engaged throughout each class session. With help from the staff and administration these challenges were addressed and Health Heroes were given support and information to make their experiences with the students more successful.



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

PR/Award # (11 characters): Q215F120471

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

15. Project Objective [] Check if this is a status update for the previous budget period.

Revise PE/Nutrition Policies

15.a. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	%	Raw Number	Ratio %
Administration will review and if necessary revise PE/Nutrition policies **see "Explanation of Progress" below	PGRM		/		/

PR/Award # Q215F120471

15.b. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	%	Raw Number	Ratio %
Food service staff will implement healthy nutrition practices into the food service program via local Wellness Plan/grant proposal **see "Explanation of Progress" below	PGRM		/		/

15.c. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	%	Raw Number	Ratio %
PE staff will implement policies for including all students in activity at all time **see "Explanation of Progress" below	PGRM		/		/

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Part 1) 15.a – New/revised policies will document action on this performance measure. Board action via board minutes will be the evaluation for new/revised policies being made part of the schools' policy and implementation.

15.b – Data will be collected via administrative/staff surveys and through observations by administration. Data will be compared with the Wellness Plan to make sure that the Plan is being followed.

15.c – New policies will document action on this performance measure. Board action via board minutes will be the evaluation for new/revised policies being made part of the schools' policy and implementation. Data from administrative/staff/student surveys will document the implementation of these policies.

Part 2) 15.a & 15.c – The Local Wellness Committee Team worked on their Action Plan during a retreat at the Rough Riders Conference (May 2014). They reviewed and revised the Local Wellness Policy which will be submitted to school board for approval.

15.b – All data shows that the Wellness Plan is being followed by the food service staff. They do implement healthy nutrition practices into the food service program. The food service staff provides 2 or more servings of fruit every day and 3 or more servings of vegetables. CNS serves the HUSSC Gold Award menu and participates in FFVP (Fresh Fruits and Vegetables Program so the students get a fruit nutrition break every day at school besides the other offerings of 3 meals and 3 snacks. Therefore this performance measure has been met.

15.c – There has not been a documented need for any new policies concerning the inclusion of all students in an activity at all time.

Part 3) n/a

Part 4) Wellness Committee meeting minutes document progress towards the revision or development of new policies. Therefore, this was used as a measure of progress. If progress seemed to stall, discussions were held with the person(s) responsible.



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

16. Project Objective Check if this is a status update for the previous budget period.

Participation in workshops, conferences, and best practice resources

16.a. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	%	Raw Number	%
PE staff and food service staff will each attend at least 5 days of workshops and/or conferences to learn new strategies as documented through written evaluation and attendance logs.	PGRM	4	/	4	/

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Part 1) Attendance logs and satisfaction surveys documented the attendance of all ten food service and PE staff members at 5 days of workshops and/or conferences to learn new strategies. These workshops included the following:

- July 2013 – NETA Group and Personal Fitness Trainer Certification was attended by Sherry Allard, PEP Assistant; Stacey Agar, Lead Home Living Assistant; Jake Croonenbergs, PE Assistant and Data Collector; and Derrick Jungling, PE Teacher.
 - All attendees earned NETA certification for a Group and Personal Fitness Trainer,
 - Increased knowledge of proper lifting techniques, of the muscles and what exercises work the specific muscles in the body, and on healthy eating, and
 - Used what was learned to better teach the kids technique in the gym, and how to work out more effectively.
- August 2013 – Healthy Kids Challenge Nutrition Education Curriculum Training was attended by Megan Blacksmith, PE Assistant, Jake Croonenbergs, PE Assistant and Data Collector; Derrick Jungling, PE Teacher; Sherry Allard, PEP Assistant.
 - Covered 1) educate the students on how to make healthier choices, 2) ice breaker/trust games, and 3) read labels,
 - Benefits – help students read labels, how to eat in portions, and how to make healthier choices of food.
- SY 2013-2014 -- Native Pride Dancers – PE Instruction, Lyeums and Performance attended by Derrick Jungling, PE Teacher; Sherry Allard, PEP Assistant; and Jake Croonenbergs, PE Assistant and Data Collector
 - The dancing that is done is very aerobic and can be used as a dance activity, or the various steps can be used as warm-up activities, or PE instruction, and
 - Positive role model being active in Native American Dance and teaching the students about the different dances.
- June 3-6, 2014 -- ND Roughrider Conference on School Health attended by Sherry Allard, PEP Assistant; Stacey Agar, Lead Home Living Assistant; Jake Croonenbergs, PE Assistant and Data Collector; Derrick Jungling, PE Teacher; and Lise Erdrich, Project Director
 - Covered: Strategies for working with students of today; how living healthy including a healthy lifestyle, exercising, maintaining a

positive attitude, and eating healthy foods can benefit the whole person; how a student's interest in a subject or topic is related to how challenging the content is and how well they are able to meet those challenges and feel successful; several other health and education topics were also covered; as well as numerous activities that could be incorporated as brain breaks and classroom activities.

- The Local Wellness Committee Team worked on their Action Plan during a retreat at the Rough Riders Conference. They reviewed and revised the Local Wellness Policy which will be submitted to school board for approval.

Part 2) Based on data, this performance measure has been met. Through workshop/conference attendance the PE staff learned best practices, obtained resources, and gained valuable knowledge for implementing new strategies in the school's PE program under this grant. Therefore the stated project objective is met.

Part 3) n/a

Part 4) Monitoring of workshop attendance allowed for this objective to be met. If staff members were not on track to meet this objective, the Program Director took measures to make sure professional development activities were attended.



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

17. Project Objective [] Check if this is a status update for the previous budget period.

To provide staff training in PE curriculums, nutrition, Fitness system, heart rate monitors, and pedometers.

17.a. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	%	Raw Number	Ratio
Participation of PE staff in trainings on the SPARK curriculums and fitness equipment.	PRGM	3	/	3	/

17.b. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	%	Raw Number	Ratio
25% of staff will participate in a personal fitness program as documented by their Fitness assessment and customized exercise and nutrition plan.	PRGM		14/55	25	23/55

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Part 1) 17.a -- Attendance logs and satisfaction surveys documented the attendance of PE staff members at 5 days of workshops and/or conferences to learn new strategies. These workshops included the following:

- POLAR Fitness Training by Lois Mauch of Fit2Learn attended by Megan Blacksmith, PE assistant; Sherry Allard, PEP assistant; and Derrick Jungling, PE teacher.
- Covered 1) how to operate POLAR heart rate monitors and software and 2) various activities that can be used to help students get in the training zone,
- Will use the HRM throughout the school year to teach students to monitor their heart rate and determine if they are in the zone and making improvements in their cardiovascular endurance,
- Using the heart rate monitor watches during after school SPARK group and other physical activities during the school year. The students learn how to stay fit while still having fun, know their limits while using the watches, and better themselves overall.

17.b -- logs were kept when completing staff fitness assessments throughout the year. The customized exercise and nutrition plan documents data collection. If the staff member received a fitness assessment and completed a customized exercise and nutrition plan, it was determined that they met this performance measure.

Part 2) Based on data, these performance measures have been met. Through workshop attendance the PE staff learned best practices, obtained resources, and gained valuable knowledge for implementing the Heart Rate Monitors in the PE program under this grant. Through design and implement-

tation of exercise and nutrition plans staff used their knowledge for their own health benefit as well as becoming role models for the students. Therefore the stated project objective is met.

Part 3) n/a

Part 4) Monitoring of workshop attendance allowed for the continuation of the project components that comprised the PE program since those attending had not received training in year 1 of the grant. Student assessments and GPRA data collection could not be implemented until trainings specific to heart rate monitors had been completed.



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

OMB No. 1894-0003
Exp. 04/30/2014

PR/Award # (11 characters): Q215F120471

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

18. Project Objective Check if this is a status update for the previous budget period.
Purchase software, computers, and Fitness systems to assess 4th – 8th grade students' physical activity/fitness.

18.a. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	%	Raw Number	Ratio
4 th – 8 th grade students will have a physical activity/fitness assessment: pre-test in fall of 2013 and post-test in spring of 2014.	PRGM		100	132/132	100

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Part 1) 18.a -- Data was collected, using various technological tools, in September 2013 for all 4th through 8th grade students. Height and weight were measured by PE staff to determine where the student placed on the CDC Growth Chart. Students were assessed on the age- appropriate assessments of the school's Fitness Plan. The Fitness Plan contained the following assessments: pacer, BMI, curl up, trunk lift, push-up or modified pull-up, and back-saver sit and reach. Data collected from the fitness assessment was analyzed to determine a student's progress toward reaching the healthy zone in the Fitness Plan. PE teachers collected and stored data on their PDA/iPad for all 4th – 8th grade students.

Part 2) 18.a -- 100% of the school's students received a physical fitness assessment. 100% of 4th through 8th grade students were able to pass at least one test of the school's Fitness Plan. Therefore this performance measure has been met. The information gathered on the physical fitness assessment will help the students develop a Fitness Plan that promotes a healthy lifestyle. A Health/Wellness report, containing physical fitness assessment data, health risk data, and nutrition assessments for students was sent to the parents at the end of January 2013 and again at the end of May 2013. A copy of the report will be placed in each student's cumulative file.

Part 3) n/a

Part 4) Student assessment data was analyzed to determine students who needed assistance to pass a specific fitness test. Students were worked with in the PE program to improve physical fitness. Staff will continue to address student weaknesses in future years of the grant.



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

OMB No. 1894-0003
Exp. 04/30/2014

PR/Award # (11 characters): Q215F120471

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

19. Project Objective | | Check if this is a status update for the previous budget period.

Design and implement aggregate BMI data collection protocol

19.a. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	%	Raw Number	%
Collect student BMI data (Fall, Spring of year 2)	PRGM	132/132	100	132/132	100

19.b. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	%	Raw Number	%
Parent notification/write to refuse BMI data collection ***see "Explanation of Progress" below	PRGM	/		/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Part 1) 19.a and 19.b – Height and weight of each student was collected in September 2013 and March 2014 by the school nurse. Prior notice of the screening and the benefits of the screening were provided to the parent or legal guardian. Every effort was made to protect the privacy of the student during the screening process and in the communication of information about the student's BMI to the parent or legal guardian.

BMI data was compared against the CDC BMI-for-Age Growth Chart (US 2000) to determine BMI category. The number/percent of students with an optimal BMI were documented with the difference being the percent of change. Students data is given in the following table:

BMI Category	Fall BMI # students	Spring BMI # students
Underweight	16	5
Optimal	55	45
Overweight	31	14
Obese	31	14
% of students Optimal	41%	58%

PR/Award # G299A150039

The following table contains BMI data for students in attendance at the time of both the fall and spring physical fitness assessments. BMI data was compared against the CDC BMI-for-Age Growth Chart (US 2000) to determine BMI category. The number/percent of students with an optimal BMI were documented with the difference being the percent of change. When students participated in the PEP program the full year, 5% of the students gained optimal BMI. Eighty-five percent of these students lowered their BMI. However, the lowered BMI did not lead to a change in BMI category for most students.

BMI Category	Fall BMI # students	Spring BMI # students
Underweight	5	4
Optimal	30	33
Overweight	12	10
Obese	14	14
% of students Optimal	49%	54%

Part 2) 19.a -- The school's goal is to increase the number of students in the healthy (optimal) BMI status category by 5%. Since the number of students in the optimal BMI category was equal to 55 of the 133 students (41%) in the fall of 2013, the school was looking to increase this number by 5%. When the height and weight of CNS students were compared against the CDC BMI-for-Age Growth Chart (US 2000) in the spring of 2013, the number of students in the healthy (optimal) BMI status category had increased by 17%. Since this was 12% above the anticipated goal, the school has met this objective for year two. However, the school's student population is highly transient and so you assessed 133 students in the fall and 78 students in the spring. Of these students, only 61 had been in attendance for both the fall and spring assessment. Thus the comparison of fall and spring data is not comparing data of many of the same students.

When looking at the data for students who were in attendance at the time of both the fall and spring physical fitness assessments the number of students in the healthy (optimal) BMI status category had also increased by 5%, which was the anticipated goal.

Part 3) 19.b -- Parents received information about the school's BMI policy during the parent meeting in August 2013. Parents were informed that they had the right to waive their child's BMI screening at school by submitting a written request. Parents were informed that results would be mailed home or directly communicated to the parent.

Part 4) These performance measures have been met.

Part 4) n/a



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

20. Project Objective | | Check if this is a status update for the previous budget period.

Establish school-wide health records for every student, grades 4-8.

20.a. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	%	Raw Number	%
Every student will have on-going health file containing information dealing with weight, height, medical concerns, and fitness assessments beginning May 2013.	PRGM	132/132	100	132/132	100

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Part 1) Each student's health file includes medical concerns in addition to fitness assessment information, height and weight from fall/spring testing, and the student's Fitness Plan.

Part 2) For the purpose of monitoring progress of this performance objective individual student physical fitness assessment data (September 2013 and March 2014) is monitored for completion. All enrolled students received a physical fitness assessment in September 2013 and again in March 2014. All collected data was placed in every student's ongoing health file.

Part 3) This performance measure has been met.

Part 4) Monitoring of the completion of individual physical fitness assessments (September 2013 and March 2014) for 4th through 8th grade students allowed for the monitoring of progress towards meeting this objective. Information from the physical fitness assessments is included in the health record that will be part of the students' cumulative file.



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

OMB No. 1894-0003
Exp. 04/30/2014

PR/Award # (11 characters): Q215F120471

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

21. Project Objective Check if this is a status update for the previous budget period.

Student progress will be measured using the Fitness system and software.

21.a. Performance Measure	Measure Type	Quantitative Data				
		Target		Actual Performance Data		
		Raw Number	%	Raw Number	%	
80% of students will show increased fitness scores by May 2014	PRGM		46/61	75	52/61	85

PR/Award # S299A150039

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Part 1) Increased fitness scores will be shown using age-appropriate TriFit assessment data. Data from students in attendance at the time of both the fall and spring physical fitness assessments was analyzed. Fall and spring data was compared to determine improvement in blood pressure, strength, flexibility, BMI, pacer, curl-up, trunk lift, modified pull-up, and sit-and-reach. Students showing improvement in any of the areas will be considered having an improved fitness score.

Part 2) Age-appropriate assessments were completed on all students in grades 4 through 8 in September 2013. Spring assessments were completed in March 2014. At the time of the fall assessment 133 students were enrolled at CNS. By the time of the spring assessment this number had fallen to 82 students. Fall (spring) assessments results for students were: 80.5% (80.8%) had normal systolic blood pressure, 92.5% (88.5%) had normal diastolic blood pressure, 70.6% (87.1%) were in-the-zone or above for strength, 30.8% (48.7%) were in-the-zone or above for flexibility, 37.0% (45.7%) were in-the-zone or above for the 20 meter shuttle run, 30.8% (48.7%) were in-the-zone or above on modified sit and reach, and 34.6%(33.3%) had a fit or lean BMI with 46% of students enrolled from spring to fall showing a reduced BMI.

Part 3) This performance measure has been met.

Part 4) Physical fitness data was analyzed to determine which PE activities could be included to strengthen students' weak fitness areas. Data obtained from pedometers, heart rate monitors and teacher observations of student activity, help to determine if students were more active because of PEP grant activities. The use of data to determine increased fitness scores or increased student activity in their targeted heart rate zone help to determine whether the stated objective is met.



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

OMB No. 1894-0003
Exp. 04/30/2014

PR/Award # (11 characters): Q215F120471

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

22. Project Objective | | Check if this is a status update for the previous budget period.

To inform parents of their child's health/wellness progress

22.a. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	%	Raw Number	%
Health/wellness reports for 4-8 students will be sent home in January and May of 2014.	PRGM		100	132/132	100

PR/Award # S299A150039

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Part 1) Data collected -- Health/wellness reports were sent to parents/guardians in January and May of 2014 for all 4-8 grade students. Copies of these reports were placed in the students' cumulative folders. Data included in the health/wellness reports, with an explanation of results, included: height, weight, weight-for-age percentile (using CDC growth charts US 2000), results of physical fitness assessment for the September 2013 and May 2014 of the current school year (from TriFit and Fitnessgram assessments) -- aerobic capacity, body composition, muscular strength and endurance, and flexibility.

Part 2) Health/Wellness reports for all students were sent to parents in January and May of 2013.

Part 3) This performance measure has been met.

Part 4) Completion of the Health/Wellness reports monitored the status of physical fitness assessments for students -- no report meant no completed physical fitness assessment. This was a check to make sure all students received a physical fitness assessment.



Grant Performance Report (ED 524B) Project Status Chart

PR/Award # (11 characters): Q215F120471

SECTION B - Budget Information (See Instructions. Use as many pages as necessary.)

Year 2(August 1, 2013 through July 31, 2014) Annual Report
for the Circle of Nation School
PR/Award #:Q215F120471

Budget Information:

1. At this time funds in the amount of \$108,553.48 have been drawn down from the G5 System to help pay for year 2 budget expenditures. The rest of the funds will be drawn down by the end of the fiscal year to pay pending and future expenses. This information is reported in items 8a - 8c of the ED 524B Cover Sheet. \$140,479.06 of school funds or in-kind match were used to support year 2 expenditures of the PEP grant. A spreadsheet documenting year 2 budget expenditures appears below.
2. Funds were expended at the expected rate during August 1, 2013 through April 15, 2014 of the second year. The remaining funds will be expended at the expected rate by July 31, 2014.
3. The non-federal matching in-kind/expenditures have not changed from what was proposed in our approved revision of the approved application. The amount of \$140,479.06, which is reported in items 8a-8c of the ED 524B Cover Sheet, covers the school's commitment for year 2 of the grant.
4. There were budget revisions made to the approved year 2 budget of the grant. These budget revisions were approved and appear below. These revisions were not programmatic just re-arrangement of funds to work within school budget constraints created by a mandatory decrease in federal funds because of the national economic situation and a reduction of funds in the approved federal budget
5. There is no expectation of unexpended funds at the end of the current budget period.
6. At this time, there is no expectation of the need to carryover funds into year 3.
7. Circle of Nations Indian School anticipates changes in our budget for year 3 due to circumstances beyond our control. A copy of this revised budget for year 3 appears below.

➤ BUDGET REVISION NARRATIVE — Year 3

Rationale: Circle of Nations School did not get a chance to re-write and update its *Lifelong Fitness* program since the competition was not re-authorized in 2012 for Carol M. White Physical Education Program (PEP). The grant was written three years before it was funded and now there has been a change of staff and vision. We are a small, rural, special-population, inter-tribal residential school. During the first year of the grant our longtime CNS administrator died unexpectedly December 31, 2012 after a 45-year career in the Bureau of Indian Education. This had an effect on all constituents and produced a commitment by a young, energetic, health-conscious administrative staff to carry out the PEP and exceed all expectations and involve all of CNS.

The budget for 2011 grant application was almost a hodge-podge of staff "wish-list" buy-in solicited from different sectors. These staff members were not program design experts but represent the grass-roots support. Since then we have replaced our initial project director with an experienced CNS staff member to continue our PEP program and to direct improvements. Our young enthusiastic super-motivated Physical Education staff from year one left and were replaced with equally qualified staff members who will work with the school, after-school, evening and weekend PEP programs. They have solid support from the administration and CNS staff.

➤ **ANTICIPATED CHANGES in OUR BUDGET for the YEAR 3 BUDGET PERIOD.**

Circle of Nations School has accomplished remarkable, visible progress with its PEP grant during the first two years of implementation. Year 3 looks even better with everything in place to carry us through the 3rd year of funding and evaluation protocols--policies and procedures established, fitness center built and equipped, staff hired and retained and many more trained, outreach to the entire 24/7 organization, curriculum development underway and all students involved in various nutritional improvement and physical activities.

At the end of year 1 of the grant CNS was affected by a Reduction in Force and re-organization for SY 2013-2014 due to the federal budget sequestration (CNS is a BIA federally funded school) and decrease in funding from student enrollment Weighted Students Units. In order to continue the Carol M. White Physical Education Program (PEP) at CNS the Year 2 budget was reconfigured and approved. The fiscal situation remains the same during year 3 of the grant and thus the budget approved in the grant was reconfigured and the following budget is the option which was determined to be feasible for the school during year 3 of the PEP grant.

Federal Expenditures for Budget Period

(8/1/2014 - 7/31/2015) -- YEAR 3

**Please add lines to categories as necessary in order to itemize/detail expenditures*

	Approved Budget (approved revised budget)	Amount Actually Spent	Difference
1. PERSONNEL			
PE Teacher	\$26,500.00	\$0.00	\$26,500.00
PE Instructor/Assistant	\$36,500.00	\$0.00	\$36,500.00
PE/Activity Assistants	\$16,500.00	\$0.00	\$16,500.00
Program and Training Stipends	\$10,220.00	\$0.00	\$10,220.00
Substitute Teacher Pay	\$0.00	\$0.00	\$0.00
PERSONNEL TOTAL	\$89,720.00	\$0.00	\$89,720.00
2. FRINGE			
PE Teacher	\$9,383.00	\$0.00	\$9,383.00
PE Instructor/Assistant	\$10,013.00	\$0.00	\$10,013.00
PE/Activity Assistants	\$5,078.00	\$0.00	\$5,078.00
Program Stipend	\$2,916.00	\$0.00	\$2,916.00
Substitute pay	\$0.00	\$0.00	\$0.00
FRINGE TOTAL	\$27,390.00	\$0.00	\$27,390.00

PR/Award # S299A150039

3. TRAVEL			
OSDFS	\$5,150.00	\$0.00	\$5,150.00
NDAHPERD State Convention for 3 people	\$675.00	\$0.00	\$675.00
AAHPERD Central District Convention	\$0.00	\$0.00	\$0.00
AAHPERD National Convention for 3 people	\$0.00	\$0.00	\$0.00
School Nutrition Association National Conference for Kitchen supervisor, Lead Cook, and FFVP Worker	\$0.00	\$0.00	\$0.00
Roughrider Conference for Coordinated School Health Team – Nutrition, PE, Recreation, Dorm, Counseling	\$8,525.00	\$0.00	\$8,525.00
Project Food, Land and People (FLP) Professional Development Workshops at NDSU on Fargo, ND	\$0.00	\$0.00	\$0.00
Running Program	\$1,000.00	\$0.00	\$1,000.00
TRAVEL TOTAL	\$15,350.00	\$0.00	\$15,350.00

4. EQUIPMENT			
	\$0.00	\$0.00	\$0.00
EQUIPMENT TOTAL	\$0.00	\$0.00	\$0.00

5. SUPPLIES			
<i>Lifetime Games/Activities</i>			
Dodge Balls	\$0.00	\$0.00	\$0.00
Scooters	\$0.00	\$0.00	\$0.00
Basketballs	\$0.00	\$0.00	\$0.00
Bicycles	\$380.00	\$0.00	\$380.00
Rollerblades	\$0.00	\$0.00	\$0.00

PR/Award# S299A150089

Protective Equipment	\$400.00	\$0.00	\$400.00
sub-Total	\$780.00	\$0.00	\$780.00

Movement Skills

Tae Kwon Do Instruction	\$4,000.00	\$0.00	\$4,000.00
Exercise bands -- Light (pink)	\$0.00	\$0.00	\$0.00
Exercise bands -- Medium (green)	\$0.00	\$0.00	\$0.00
Exercise bands -- Heavy (purple)	\$0.00	\$0.00	\$0.00
Exercise bands -- X-heavy (silver)	\$0.00	\$0.00	\$0.00
sub-Total	\$4,000.00	\$0.00	\$4,000.00

Running Program -- clothes -- \$18,690 deleted by feds from original proposal

Skating Program -- clotheads -- \$51,120 deleted by feds from original proposal

"Healthy Choices" Class -- cooking nutritionally

Food for each class	\$0.00	\$0.00	\$0.00
sub-Total	\$0.00	\$0.00	\$0.00

Parent/Student Involvement

Nutritionally Healthy Cookbook	\$0.00	\$0.00	\$0.00
Physical Fitness Calendar	\$3,000.00	\$0.00	\$3,000.00
sub-Total	\$3,000.00	\$0.00	\$3,000.00

Assessment

Pedometers	\$2,500.00	\$0.00	\$2,500.00
Heart Rate Monitors	\$1,500.00	\$0.00	\$1,500.00
sub-Total	\$4,000.00	\$0.00	\$4,000.00

Shipping/Handling

Cost of shipping/handling for equipment, supplies, etc.	\$1,000.00	\$0.00	\$1,000.00
sub-Total	\$1,000.00	\$0.00	\$1,000.00

SUPPLIES TOTAL	\$12,780.00	\$0.00	\$12,780.00
6. CONTRACTUAL			
Trifit Training (for fitness data)	\$1,500.00		\$1,500.00
Health Heroes			
Native Pride Dancers (includes Jackie Bird)	\$13,000.00	\$0.00	\$13,000.00
Sagkeengs Finest – 10 days x \$500/day = \$5,000	\$5,000.00	\$0.00	\$5,000.00
Other Health Heroes which include: Onzaam, Alec Akipaldrich, Shawn Hawk/Native Warriors, Emmet Eastman, Big Star Basketball, Sampson, and other elderly and differently-abled Health Heroes – share 22 days x \$500/day = \$11,000	\$11,000.00	\$0.00	\$11,000.00
Travel/Per Diem for Health Heroes	\$5,402.50	\$0.00	\$5,402.50
sub-Total	\$35,902.50	\$0.00	\$35,902.50
Dietician/Nutrition/Fitness			
Dietician/Nutrition/Fitness Consultant	\$10,000.00	\$0.00	\$10,000.00
Travel for Nutritionist -- 9 trips x .55/mile x 225 miles x 2 = \$2,227.50; Winter weather lodging -- 9 nights x \$80/night = \$720	\$2,947.50	\$0.00	\$2,947.50
Indigenous Agriculture Conference (training for nutritional improvement) -- registration, \$150/person x 10 staff = \$1,500; hotel, 3 days x \$65/day x 10 staff = \$1,950; per diem, \$45/day x 4 days x 10 staff = \$1,800; mileage, 202 miles x 3 cars x \$.565/mile = \$342 = \$5,592	\$5,592.00		\$5,592.00

Farm to School Conference
(USDA) held November 1, 2014
at
University of North Carolina
Asheville Sherrill Center-- 3 staff
x \$45 registration = \$135; lodging
--3 days x \$100/day x 3 people =
\$900; airfare -- \$750 x 3 people =
\$2,250; per diem -- \$405 x 3 days x 3 staff = \$405

sub-Total \$3,690.00 \$0.00 \$3,690.00

sub-Total \$22,229.50 \$0.00 \$22,229.50

Videography

Videography Project	14,000 deleted	\$0.00	deleted by feds
Travel/Per Diem for Videography project	7,332 deleted	\$0.00	deleted by feds
sub-Total	\$21,332 deleted	\$0.00	deleted by feds

Evaluation

External Evaluator	\$25,000.00	\$0.00	\$25,000.00
Travel, Per Diem, and fee for evaluator's 2 on-site visits	\$1,650.00	\$0.00	\$1,650.00
sub-Total	\$26,650.00	\$0.00	\$26,650.00

CONTRACTUAL TOTAL \$84,782.00 \$0.00 \$84,782.00

8. OTHER

	\$0.00	\$0.00	\$0.00
TOTAL	\$0.00	\$0.00	\$0.00

9. DIRECT COSTS TOTAL \$230,022.00 \$0.00 \$230,022.00

10. INDIRECT COST \$0.00 \$0.00 \$0.00

TOTAL \$0.00 \$0.00 \$0.00

12. TOTAL Budget Period Ex-
penditures

\$230,022.00

\$0.00

\$230,022.00

(b)(4)

PR/Award # S299A150039

Page e151

Following is a documentation of year 2 budget expenses (as of April 15, 2014), based on the grant budget for year 2 (\$225,993.00 Grant funds).

Program Name: Carol M. White Physical Education Program

Grantee Name: Circle of Nations Wahpeton Indian School

PR Award Number: Q215F120471

Project Director: Lise Erdrich (Lise.erdich@circleofnations.org)

Federal Expenditures for Budget Period (8/1/2013 - 7/31/2014)

**Please add lines to categories as necessary in order to itemize/detail expenditures*

	Approved Budget (approved revised budget)	Amount Actually Spent	Difference	Rationale for Difference	Amount Request for Carryover
1. PERSONNEL					
PE Teacher	\$25,000.00	\$14,351.63	\$10,648.37		\$0.00
PE Instructor/Assistant	\$35,000.00	\$33,368.31	\$1,631.69		\$0.00
PE/Activity Assistants	\$15,000.00	\$9,790.00	\$5,210.00		\$0.00
				Summer SPARK nutrition camp, running program stipends for coaches, bus drivers -- funds will be expended by 7/31/14	\$0.00
Program and Training Stipends	\$10,220.00	\$6,312.70	\$3,907.30		\$0.00
Substitute Teacher Pay	\$0.00	\$0.00	\$0.00		
PERSONNEL TOTAL	\$85,220.00	\$63,822.64	\$21,397.36		\$0.00
2. FRINGE					
PE Teacher	\$8,806.00	\$5,837.01	\$2,968.99		\$0.00
PE Instructor/Assistant	\$9,436.00	\$14,160.29	-\$4,724.29		\$0.00
PE/Activity Assistants	\$4,500.00	\$748.87	\$3,751.13		\$0.00
Program Stipend				to cover fringe for stipends paid to running coaches -- funds will be expended by 7/31/14	\$0.00
Substitute pay	\$0.00	\$0.00	\$0.00		\$0.00

FRINGE TOTAL		\$25,658.00	\$21,257.75	\$4,400.25	\$0.00
3. TRAVEL					
OSDFS					
ND/AAHPERD State Convention for 3 people	\$6,500.00	\$966.00	\$5,534.00	no conference this year - funds redirected to Farm to School -- funds will be expended by 7/31/14	\$0.00
AAHPERD Central District Convention	\$675.00	\$815.02	-\$140.02		\$0.00
AAHPERD National Convention for 3 people	\$0.00	\$0.00	\$0.00		
School Nutrition Association National Conference for Kitchen supervisor, Lead Cook, and FFVP Worker	\$0.00	\$0.00	\$0.00		
Roughrider Conference for Coordinated School Health Team – Nutrition, PE, Recreation, Dorn, Counseling	\$8,525.00	\$0.00	\$8,525.00	pending payment of invoices -- funds will be expended by 7/31/14	\$0.00
Project Food, Land and People (FLP) Professional Development Workshops at NDSU on Fargo, ND	\$0.00	\$0.00	\$0.00		
Running Program	\$1,000.00	\$1,225.00	-\$225.00	unexpected increase in travel costs	
TRAVEL TOTAL	\$16,700.00	\$3,006.02	\$13,693.98		\$0.00
4. EQUIPMENT					
	\$0.00	\$0.00	\$0.00		
EQUIPMENT TOTAL	\$0.00	\$0.00	\$0.00		
5. SUPPLIES					
<i>Lifetime Games/Activities</i>					

Dodge Balls	\$0.00	\$0.00	\$0.00	\$0.00	
Scoters	\$0.00	\$0.00	\$0.00	\$0.00	
Basketballs	\$0.00	\$0.00	\$0.00	\$0.00	
Bicycles	\$380.00	\$0.00	\$0.00	\$380.00	payment pending in-voice -- funds will be expended by 7/31/14 \$0.00
Rollerblades	\$0.00	\$0.00	\$0.00	\$0.00	
Nutrition Geomat	\$2,100.00	\$2,071.88	\$28.12	\$28.12	costs less than budgeted \$0.00
Fitness DVD's, P-90	\$1,000.00	\$803.97	\$196.03	\$196.03	costs less than budgeted \$0.00
Protective Equipment	\$400.00	\$675.36	-\$275.36	-\$275.36	cost more than budgeted
sub-Total	\$3,880.00	\$3,551.21	\$328.79	\$328.79	\$0.00

Movement Skills

Tae Kwon Do Instruction	\$4,000.00	\$2,134.00	\$1,866.00	\$0.00	\$0.00
Exercise bands -- Light (pink)	\$0.00	\$0.00	\$0.00	\$0.00	
Exercise bands -- Medium (green)	\$0.00	\$0.00	\$0.00	\$0.00	
Exercise bands -- Heavy (purple)	\$0.00	\$0.00	\$0.00	\$0.00	
Exercise bands -- X-heavy (silver)	\$0.00	\$0.00	\$0.00	\$0.00	
sub-Total	\$4,000.00	\$2,134.00	\$1,866.00	\$1,866.00	\$0.00

Running Program -- clothes -- \$18,690 deleted by feds from original proposal

Skating Program -- cloths -- \$51,120 deleted by feds from original proposal

"Healthy Choices" Class -- cooking nutritionally

Food for each class	\$0.00	\$0.00	\$0.00	\$0.00	
sub-Total	\$0.00	\$0.00	\$0.00	\$0.00	

Parent/Student Involvement

Nutritionally Healthy Cookbook	\$0.00	\$0.00	\$0.00	\$0.00	
--------------------------------	--------	--------	--------	--------	--

Physical Fitness Calendar	\$3,000.00	\$0.00	\$3,000.00	payment pending in-voice -- funds will be expended by 7/31/14	\$0.00
sub-Total	\$3,000.00	\$0.00	\$3,000.00		\$0.00
Assessment					
Pedometers	\$4,885.00	\$4,885.00	\$0.00		
Heart Rate Monitors	\$0.00	\$0.00	\$0.00		
sub-Total	\$4,885.00	\$4,885.00	\$0.00		\$0.00
Shipping/Handling					
Cost of shipping/handling for equipment, supplies, etc.	\$1,000.00	\$919.43	\$80.57	less than expected	\$0.00
sub-Total	\$1,000.00	\$919.43	\$80.57		\$0.00
SUPPLIES TOTAL	\$16,765.00	\$11,489.64	\$5,275.36		\$0.00
6. CONTRACTUAL					
Health Heroes -- Feds reduced budget to \$60,000 from \$80,390					
Onzaam – 6 days x \$500/day = \$5,000	\$3,000.00	\$3,000.00	\$0.00		
Alec Akipa-Erdich – 10 days x \$500/day = \$5,000	\$5,000.00	\$1,500.00	\$3,500.00	payment pending in-voice -- funds will be expended by 7/31/14	
Shawn Hawk/Native Warriors/STOMPERS – 10 days x \$500/day = \$5,000	\$5,000.00	\$5,640.00	-\$640.00		
Native Pride Dancers (includes Jackie Bird)	\$13,000.00	\$12,000.00	\$1,000.00	payment pending in-voice -- funds will be expended by 7/31/14	
Emmet Eastman, Big Star Basxketball, Sampson Hill – share 6 days x \$500/day = \$3,000	\$3,000.00	\$1,500.00	\$1,500.00	payment pending in-voice -- funds will be expended by 7/31/14	

Travel/Per Diem for Health Heroes	\$5,402.50	\$3,512.28	\$1,890.22	payment pending in-voice -- funds will be expended by 7/31/14
sub-Total	\$34,402.50	\$23,640.00	\$10,762.50	\$0.00
Dietician/Nutrition/Fitness				
Dietician/Nutrition/Fitness Consultant	\$10,000.00	\$5,628.54	\$4,371.46	payment pending in-voice -- funds will be expended by 7/31/14
Travel for Nutritionist -- 9 trips x .55/mile x 225 miles x 2 = \$2,227.50; Winter weather lodging -- 9 nights x \$80/night = \$720	\$2,947.50	\$0.00	\$2,947.50	payment pending in-voice -- funds will be expended by 7/31/14
Tribal Cooks Workshop -- 10 staff x \$200 registration = \$2000; lodging -- 5 days x \$80/day x 10 people = \$4,000	\$6,000.00	\$0.00	\$6,000.00	payment pending in-voice -- funds will be expended by 7/31/14
sub-Total	\$18,947.50	\$5,628.54	\$13,318.96	\$0.00
Videography				
Videography Project	14,000 deleted	\$0.00	deleted by feds	
Travel/Per Diem for Videography project	7,332 deleted	\$0.00	deleted by feds	
sub-Total	\$21,332 deleted	\$0.00	deleted by feds	
Evaluation				
External Evaluator	\$25,000.00	\$6,866.22	\$18,133.78	payment pending in-voice -- funds will be expended by 7/31/14
Travel, Per Diem, and fee for evaluator's 4 on-site visits	\$3,300.00	\$0.00	\$3,300.00	payment pending in-voice -- funds will be expended by 7/31/14
sub-Total	\$28,300.00	\$6,866.22	\$21,433.78	\$0.00
CONTRACTUAL TOTAL	\$81,650.00	\$36,134.76	\$45,515.24	\$0.00

8. OTHER					
	\$0.00	\$0.00	\$0.00		
TOTAL	\$0.00	\$0.00	\$0.00		\$0.00
9. DIRECT COSTS TOTAL					
	\$225,993.00	\$135,710.81	\$90,282.19		\$0.00
10. INDIRECT COST					
	\$0.00	\$2,483.51	-\$2,483.51		
TOTAL	\$0.00	\$2,483.51	-\$2,483.51		\$0.00
12. TOTAL Budget Period Ex-					
penditures	\$225,993.00	\$138,194.32	\$87,798.68		\$0.00

Non- Federal Expenditures (Required Grantee Match)

(b)(4)

PR/Award # S299AT150039
Page e157

SECTION C - Additional Information (See Instructions. Use as many pages as necessary.)

Following is a list of our current partners working with us for the implementation of our grant:

- LEA – Sandi Gilbertson who was named CEO after the unexpected death of David Keehn (Dec 2012), long time CEO of Circle of Nations Indian School;
- Food Service Director – Janet Danks, CNS Foodservice Supervisor;
- Pam Leino-Mills, RD – Previously employed by the Family Nutrition program and the Otto Bremer and 21st CLC grants. Pam is now working with a program that teaches low income people and immigrants how to buy and make nutritious meals, etc.;
- City of Wahpeton – Jim Sturdevant, Mayor;
- NDSCS – Dr. John Richman, President; and
- Wahpeton Park Board – Wayne Beyer, Director.

Changes that we need to make in the grant's activities for the next budget period, due to circumstances beyond our control, are listed in Section B under the heading "ANTICIPATED CHANGES in OUR BUDGET for the NEXT BUDGET PERIOD." Our changes will still allow us to remain consistent with the scope and objectives of our approved application.

I, Lise Erdrich, do not plan to be unavailable for any extended period of time during the summer months. You will be able to contact me, if needed, to finalize this report.

THE WHITE HOUSE

February 22, 2012

Circle of Nations Wahpeton Indian School
832 Eighth Street, North
Wahpeton, North Dakota 58075

Dear Students:

I am so pleased to congratulate Circle of Nations Wahpeton Indian School on achieving the Gold Award in the HealthierUS School Challenge. This Challenge is a cornerstone of the *Let's Move!* initiative, an ambitious initiative to solve the childhood obesity epidemic within a generation. Our schools are on the frontlines in this effort, and your participation in the HealthierUS School Challenge is fundamental to helping solve the problem of childhood obesity.

As a winner of the Gold Award, Circle of Nations Wahpeton Indian School is among the very best of the best - going above and beyond the minimum requirements to help ensure your students live full and active lives. The environment you and your team have created through education, nutritious food and beverage choices, and opportunities for physical activity will help your students learn how to make healthy choices now and for years to come. This is an extraordinary accomplishment, and you should all be incredibly proud of what you have achieved. As leaders in this effort, I hope you will reach out to other schools and offer your expertise and advice to help them reach for the gold as well.

Our strength as a Nation and our ability to responsibly shape our future depends on tackling childhood obesity, and I am inspired by the work you are all doing to help realize the promise of a brighter, healthier tomorrow for our children.

Sincerely,

A handwritten signature in black ink that reads "Michelle Obama". The signature is written in a cursive, flowing style.

HEIDI HEITKAMP
NORTH DAKOTA
HART SENATE BUILDING 502
WASHINGTON, DC 20510
PH: 202-224-2043
FAX: 202-224-7776
TOLL FREE: 1-800-223-4457

<http://www.heitkamp.senate.gov>

United States Senate

WASHINGTON, DC 20510

COMMITTEES:
AGRICULTURE, NUTRITION AND FORESTRY
BANKING, HOUSING AND
URBAN AFFAIRS
HOMELAND SECURITY AND
GOVERNMENTAL AFFAIRS
INDIAN AFFAIRS
SMALL BUSINESS AND ENTREPRENEURSHIP

April 30, 2014

The Honorable Tom Vilsack
Secretary
U.S. Department of Agriculture
1400 Independence Ave., S.W.
Washington, DC 20250

Dear Secretary Vilsack:

I write today to offer my strong support for the Circle of Nations School's application for the 2015 Farm to School Implementation grant offered through USDA. In my role as United States Senator I have been fortunate to work with Circle of Nations School and see, first hand, how valuable their work with American Indian youth is to the community and to the state of North Dakota as a whole.

The Circle of Nations School, located in Wahpeton, North Dakota, was established in 1904 as an off-reservation inter-tribal boarding school serving 4th-8 grade American Indian students. Circle of Nations School (CNS) focuses on building academic achievement and fostering healthy development of the whole child in a Native American cultural environment. One of CNS's priorities is ensuring that every child who enters their doors has a healthy lifestyle while at their school. With a student base that is over 90% free and reduced lunch eligible, their efforts to incorporate farm to table practices are critically important to the physical and mental development of their students. Furthering their dedication to farm to school practices, CNS has several gardens on campus of which the product of are used in their meal preparation in the school's cafeteria.

Circle of Nation's School has been awarded the Gold HealthierUS School distinction from USDA, Food and Nutrition Service and was designated as a Green Ribbon School by the U.S. Department of Education. CNS's mission of ensuring that its students live the healthiest lifestyle possible through the sourcing of locally produced foods falls directly in line with the mission of USDA's Farm to School Program. Receipt of these funds would allow Circle of Nation School to expand their efforts in ensuring that we place priority on feeding our students healthy, locally sourced food.

It is my hope that you will consider Circle of Nation's application favorably. Please feel free to contact my office if I can provide any additional information about my support of this proposed project.

Sincerely,



Heidi Heitkamp
UNITED STATES SENATE

BISMARCK OFFICE:
228 FEDERAL BUILDING
220 EAST HOSSER AVENUE
BISMARCK, ND 58501
PH: 701-258-4648
FAX: 701-258-1254

DICKINSON OFFICE:
40 1ST AVENUE WEST
SUITE 202
DICKINSON, ND 58601
PH: 701-225-0974
FAX: 701-225-3287

FARGO OFFICE:
306 FEDERAL BUILDING
657 SECOND AVENUE NORTH
FARGO, ND 58102
PH: 701-232-6030 / 1-800-223-4457
FAX: 701-232-8899

GRAND FORKS OFFICE:
33 S. 3RD ST., SUITE B
GRAND FORKS, ND 58201
PH: 701-775-9601
FAX: 701-746-1990

MINOT OFFICE:
105 FEDERAL BUILDING
100 FIRST STREET S.W.
MINOT, ND 58701
PH: 701-852-0703
FAX: 701-838-8196

PR/Award # S299A150039
Page 6/60



April 30, 2015

To Whom It May Concern:

We have had the great pleasure of working closely with Lise Erdrich and the Circle of Nations School (CoNS) in our efforts to expand support for a healthy school nutrition environment and the resources schools need to serve healthy, inviting meals that meet the national school meal standards. Lise's commitment to healthier meals has brought important focus and attention to an underserved and highly vulnerable student population.

Circle of Nations School is an impressive and deserving institution that has gained widespread recognition for its commitment to school nutrition and improving native student access to fruits and vegetables. In 2012, Circle of Nations School received the U.S. Department of Agriculture's (USDA) Healthier US Schools Challenge (HUSC) Gold Award in recognition of its exemplary efforts to create a healthier school environment through promotion of nutrition and physical activity. The School models good eating practices by eliminating candy and sugar-sweetened beverages throughout its campus, and its students have embraced the changes and adopted healthier food choices as a result. CoNS students also participate in a Victory Garden Project to plant and care for culturally appropriate fruits and vegetables, many grown from heirloom tribal seeds. The school gardens provide farm fresh produce for school meals and foster an enriched learning environment that allows native students to fully experience the rewards of hands-on cultivation and healthy eating.

We commend Lise Erdrich and the Circle of Nations School for their ongoing commitment to school nutrition and student health and look forward to their continued success in this arena. I hope you will give CoNS's application every consideration and please feel free to contact me if you have any further questions.

Sincerely yours,

(b)(6)

Jessica Donze Black
Director, Kids Safe and Healthful Foods Project



301 Fifth Avenue SE
Medina, ND 58467

PHONE: 701-486-3569 • WWW.FARRMS.ORG • EMAIL: INFO@FARRMS.ORG

April 30, 2014

To Whom It May Concern:

FARRMS fully supports the Circle of Nation Indian School's application for a USDA Farm to School Implementation grant. Our office staff includes the NFSN North Dakota State Lead who has been working with Lise Erdrich and Janet Danks for more than four years on farm to school.

Circle of Nations was one of the first schools in the state to embrace farm to school and the progress made in the past 20 years is superior to many of the state's other programs. It is a 100 percent American Indian free and reduced lunch school.

Both Erdrich and Danks attended the national conference in Austin, Texas. The school was selected through a competitive process as one of the Native Gathering Cohort pre-conference with partner Intertribal Buffalo Council. They are also participating in the collaborate farm to school conference being planned by FARRMS and Dakota Rural Action of South Dakota with its state lead Holly Tilton-Bryne.

Circle of Nations have not only begun to serve locally grown fresh produce in the school but have started gardens, including traditional gardens; and have incorporated fresh preparation and gardening into their school curriculum. Their work on addressing diabetes began 20 years ago with an Otto Bremer grant and other awards and projects include:

- 2012 Green Ribbon School and HUSSC Gold Award winner
- Sharing best practices at first-year anniversary celebration of "Let's Move in Indian Country!" at the White House in 2012

They are a shining example of Farm to School in North Dakota and as state lead and executive director of FARRMS fully support and hope to be a part of the ever growing farm to school program in North Dakota.

Please do not hesitate to contact me if you have further questions by calling 701-527-5169 or emailing sbalcom@farrms.org.

Thank you for you consideration;

(b)(6)

Sue B. Balcom
FARRMS Executive Director

April 29, 2014

To whom it may concern:

The NDSU Extension Service | Richland County supports the Circle of Nations School's application for a USDA Farm to School Implementation grant.

I have visited the school and talked with students regarding seed saving techniques. I also visited the school with Todd Weinmann, NDSU Extension Agent | Cass County and we gave a presentation about square foot gardening. Todd and I also had a meeting at the school to discuss high tunnels and gardening for the school's kitchen.

The Circle of Nations is thoroughly committed to producing nutritious fruits and vegetables for its resident population of students. The school staff is highly motivated and took the unusual step of enrolling in the 12-week North Dakota Master Gardener Program. Esther McGinnis, Extension Horticulturalist/Assistant Professor, visited the school to teach the Master Gardener Program. The staff studied vegetable production, fruit production, garden soils, fertilizers, entomology, plant diseases, and other related horticultural topics. As trained Master Gardener interns, Circle of Nations staff are then obligated to complete 48 hours of community service in order to become certified Master Gardeners. The staff has indicated that they will fulfill their 48-hour volunteer requirement by producing fruits and vegetables for Circle of Nations students.

We fully support Circle of Nations grant proposal.

Sincerely,

(b)(6)

Jason Dennis Goltz, MBA
Extension Agent | Richland County
Agriculture and Natural Resources
jason.goltz@ndsu.edu

The
BARRY FOUNDATION

April 29, 2014

The Farm to School Program
U.S. Department of Agriculture

To the Farm to School Grant Panel:

I am writing in support of Circle of Nation School's application for a 2015 Farm to School Implementation grant. After researching youth-based health and nutrition initiatives in the region for our own program work, Circle of Nations proved to be well ahead of the curve in understanding the importance of Farm to School work in children's health and well-being.

Serving a population that is over 90% free and reduced lunch, Circle of Nations has demonstrated successful F2S programs through their school gardens (established over ten years ago), scratch cooking and local food procurement in their school food service (including a Let's Move salad bar), and their efforts to integrate nutrition education, agriculture and tribal history into their students' lives. They have developed partnerships with local businesses (including a nursery, pharmacy, food pantry and the farmers' market) and regional organizations (including the Intertribal Bison Co-op, the North Dakota State College of Science, NDSU Extension Service, United Tribal Technical College and the state farm to school network).

Helping Circle of Nations, a Native American boarding school for middle school students from around the United States, to expand and formalize their Farm to School efforts will not only positively impact an at-risk student population and local opportunities for growers and ranchers, but also will continue to give us a model for grassroots Farm to School initiatives. Should you need any additional information, please feel free to contact me by phone: 701-356-7800, or email: abaumgardner@barryfoundation.org.

Best Regards,

(b)(6)

Andrea Baumgardner
Program Associate

Circle of Nations School Promotes Healthier Lifestyles for Their Children

Posted by [Anjali Budhiraja, Public Affairs Specialist, FNS' Mountain Plains Region](#), on November 24, 2014 at 10:00 AM



Students at Circle of Nations School gathered vegetables that they grew in the school's garden. They used the kale and cabbage in a "Healthy Choices" cooking class.

In November, USDA pays tribute to the rich ancestry and traditions of Native Americans by observing Native American Heritage Month. Today, an important part of Native American culture includes working towards a healthier lifestyle for Native American people. The following guest blog demonstrates the wide range of efforts that tribes are making to support a healthier next generation. We thank the Circle of Nations School for sharing their story.

Circle of Nations School (CNS) is an inter-tribal off-reservation boarding school in Wahpeton, N.D., chartered under the Sisseton-Wahpeton Dakota Oyate and funded by the Bureau of Indian Education. CNS serves American Indian youth in grades 4 through 8.

CNS is a 2012 recipient of the [HealthierUS School Challenge](#) Gold Award, a Green Ribbon School Award, and of the Carol M. White Physical Education Program (PEP) grant. CNS was the first Green Ribbon School in the state of North Dakota and the entire Bureau of Indian Education system. These and related initiatives promote healthy environment, physical activity and nutritional improvement points including fresh, locally sourced food.

CNS was invited to the White House anniversary celebration panel for [Let's Move in Indian Country](#). At the event, a sponsor was found for our application to [Let's Move Salad Bars to](#)

Schools. Thanks to Whole Kids Foundation, we are able to offer soup and salad bar twice a day along with meals using produce from our school kitchen garden such as corn, kale, cabbage, coleslaw, cucumbers, peppers, carrots, beans, green and red salsa, squash, pumpkins, potatoes, tomatoes, onions, apples, berries, and melons.

With its Farm to School (FTS) partner Intertribal Buffalo Council (ITBC), CNS was selected for the first ever Native Cohort at 2014 National Farm to Cafeteria Conference. ITBC has a membership of 58 tribes in 19 states with a mission to re-establish buffalo herds on Indian lands to “promote cultural enhancement, spiritual revitalization, ecological restoration, and economic development.” ITBC is working with several schools to incorporate buffalo meat into their foodservice programs with a goal to help our younger generation become healthier. CNS is photo-featured in their publication viewable at <http://www.votebison.org/pdf/ITBC-School-Lunch-Newsletter.pdf>.

National FTS Network voted CNS its pick for North Dakota \$750 grant winner to celebrate FTS Month in October. CNS is procuring Native-harvested wild rice and buffalo meat for a traditional food cooking class and ceremonies. CNS is growing heirloom Native seed varieties such as Dakota corn as well to be used in the soup for ceremonies. FTS Month kickoff started with Pride of Dakota School Lunch Day (Local Foods) and community Soup Walk 5K in partnership with Southern Valley Health Watch. This was a service learning project to raise awareness of hunger and poverty issues and raise donations to the local food pantry. CNS Running Warriors Club helped harvest and prepare traditional buffalo, corn and wild rice soup as well as garden minestrone soup for the community bread and soup line meal. CNS donated prizes for the drawings including “Bears Make Rock Soup” by staffer Lise Erdrich, illustrated by Lisa Fifield. Throughout the month of October, the PEP “Healthy Choices” cooking classes continued “Random Acts of Soup” around the school campus and community, delivering gallons of soup to the dorms, facilities, school lunch program, sweat lodge and elderly friends.

ITBC staff Dianne Amiotte-Seidel traveled to CNS with a culture and nutrition education “Buffalo Box” presentation for two days in Mr. Jungling’s health classes. Garden activities including Potato Awareness Week were conducted along with cooking classes to make garden rainbow pizzas and “Bake it Healthier” goodies using our locally harvested apples, pumpkins and locally sunflower seeds. A “Healthier School Fundraiser” was held featuring homemade whole-grain bread, garden soup and bake sale goodies. The funds were used to sponsor a Soldier Wolf Poetry Out Loud 5k and lyceum with special guest Shivalo Soldier Wolf, a senior at Flandreau Indian School who is the 2014 state Poetry Out Loud champion for South Dakota who made it top 12 nationally from a field of over 365,000 competitors. Students had the option to stop at Hydration recitation Station where judges from NDSU National/Red River Valley Writing Project awarded 23 efforts. NDSU also contributed the event T shirts while Three Rivers Arts Council contributed trophies and ribbons.

2 Responses to “Circle of Nations School Promotes Healthier Lifestyles for Their Children”

1. *Mary Gibbon* says:

[12/04/2014 at 8:33 AM](#)

I love these children! What an awesome program with so much dedication and purpose.

2. *Dolores Manson* says:

[12/05/2014 at 4:40 PM](#)

The Healthy Lifestyles activities at CNS are inspiring. My small rural school wrote a grant, planted a garden, and infused gardening into every area of curriculum K12. Lise’s work was foundational for us and we appreciate her passion for nature and children.

How do I apply?

Complete the application form, which can be found on our website: www.med.UND.edu/inmed.

The application should include three letters of reference, an autobiographical sketch, documentation of Indian heritage, and an official school transcript. Applications can be mailed to our address below.

Students are accepted on a point basis. The autobiographical sketch is worth up to five points, and each letter of recommendation is worth 1-3 points. Math and science grades, as well as overall GPA, are also taken into account (A=4, B=3, C=2, D=1, F=0).

APPLICATION DEADLINE: March 1, 2015

INMED Summer Institute Program
UND School of Medicine and Health Sciences
501 N. Columbia Road, Stop 9037
Room 2101
Grand Forks, ND 58202-9037

Main Office: 701.777.3037
Fax: 701.777.3277

E-mail: und.med.inmed@med.und.edu

Student Testimonials

"[INMED] helped me think a lot more about what I want to do with my future."

"It allowed me to believe there are great things you can accomplish outside of your community."

"INMED has made me more motivated."

"INMED helps us find ourselves and helps us become a better person, for ourselves and for our people."

"It's made me more determined to go to college to help my people on the reservation."

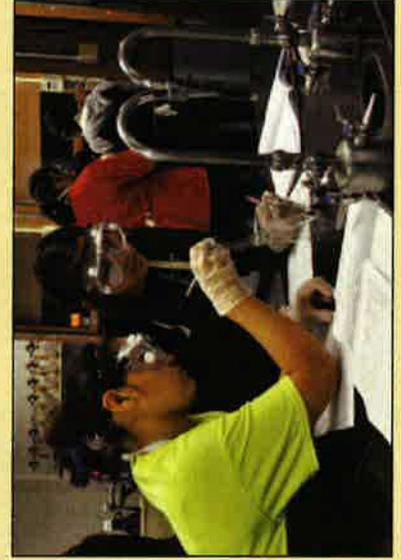
"INMED enabled me to meet people who have inspired and encouraged me to apply to colleges I previously would have been too scared to. Because of this, I am now going to my dream college."

INMED Summer Institute



*Come join the
adventure!*

FOR STUDENTS GRADES 7 THROUGH 12
June 8 - July 17, 2015



INMED Summer Institute

The INMED Summer Institute provides an opportunity for American Indian students grades 7 through 12 to enhance their knowledge in biology, chemistry, communication and study skills, health, math, and physics on a college campus setting. While the courses are not accredited, they will enrich the students' existing knowledge and prepare them for upcoming class work.

Each year, 90 students from locations all over the United States are selected to attend. Special focus is granted to the five-state area of North Dakota, South Dakota, Montana, Nebraska, and Wyoming.

In addition to academic enrichment, students also participate in physical education activities and exciting field trips.

It's Educational

The classes students will take are rigorous, designed to prepare them for the high school or college courses they will be taking in the next few years. The classes offered are particularly useful for students looking to pursue health-related careers. Summer Institute is also a good introduction to the responsibilities of college living while fostering a family environment for students who have spent little time away from home.

It's Free

The Summer Institute is financed with federal grant funds from the Indian Health Service. Transportation to and from the University of North Dakota, room and board, and all other costs are paid for by the program. There is no cost to the participant.

**Every decision
you make today
affects your tomorrows.**

It's Fun

This is the reason so many students come back year after year! In addition to class work, students will participate in nightly physical education activities of their choice such as basketball, running, or swimming. Students will also participate in a number of field trips that range from tours of IHS health facilities to hikes through state parks, as well as a Minneapolis trip to cap off the program. In addition, many students find that the bonds built during INMED Summer Institute form lasting friendships.



INMED offers summer academic enrichment sessions for American Indian students at the junior high, high school and medical preparatory levels. These summer programs are designed to bolster participants' math and science skills, introduce health career requirements, and help develop potential for success in health science careers.

In addition, these summer programs introduce the students to life on a college campus. Students are housed in UND dorms, eat in the cafeteria and classes are held in University classrooms.

Summer Institute Program



Junior and senior high/bridge students are encouraged to participate in the INMED Summer Institute Program, which is a six week academic enrichment session for students currently enrolled in grades seven through twelve. SI provides students an opportunity to enhance their potential for success in a health career through daily classes in biology, chemistry, communications/study skills, health with basic first aid, math and physics. These courses are vital for a successful health career.

In addition to the coursework, Summer Institute participants are given the opportunity to experience life on a college campus, listen to successful American Indian health professionals, learn more about various health careers, participate in educational field trips; attend a powwow, and meet other American Indian students from across the United States.

Ninety students are selected each year to participate in SI. Supervision is provided on a twenty-four hour a day basis for the entire six-week period. All educational expenses, i.e., room and board transportation, are paid by the program with fund from our Indian Health Service.

2015 Summer Institute Application

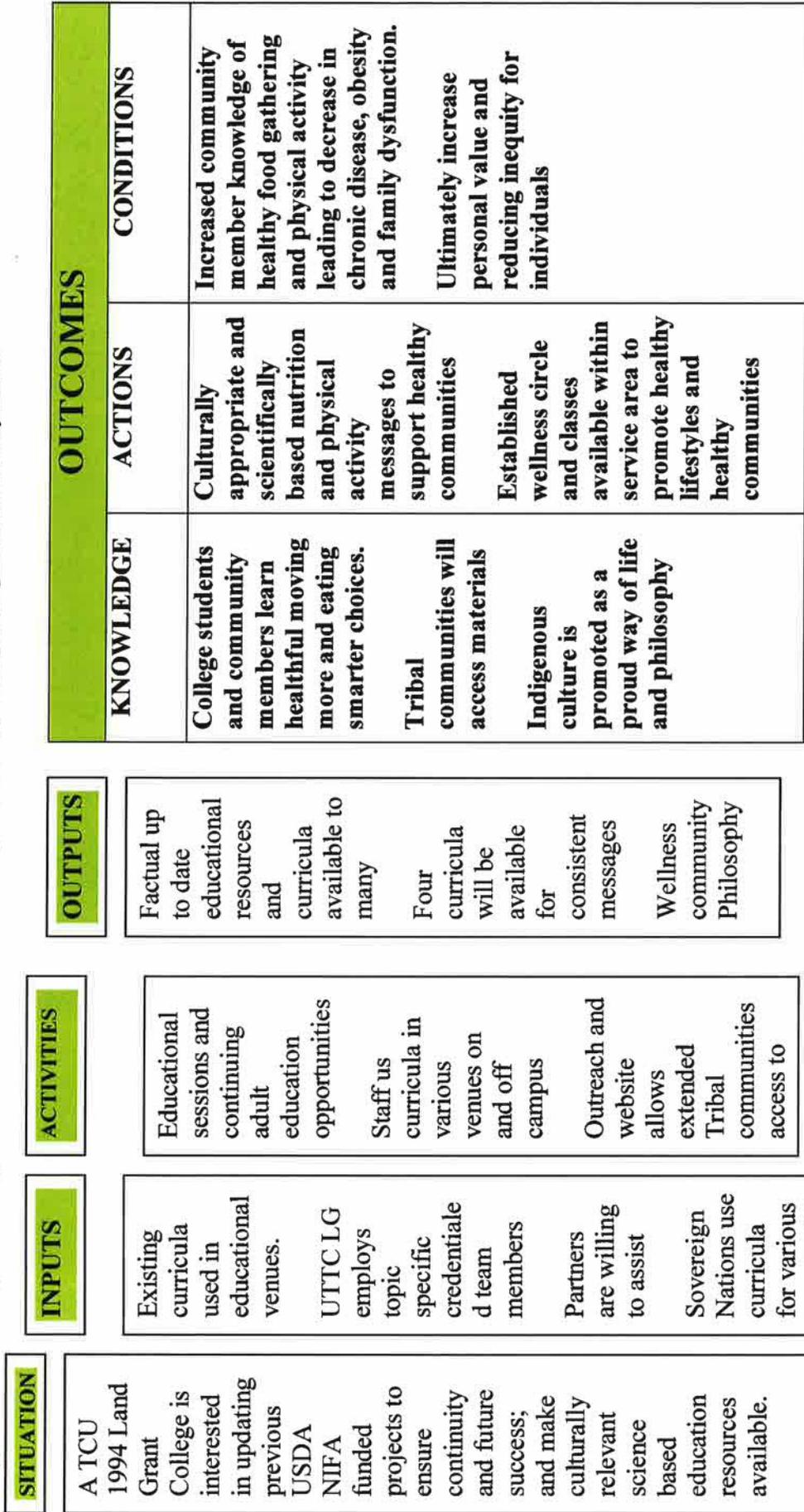
[2015 Summer Institute Brochure](#)

Employment Opportunities:

[Summer Institute Counselor Job Description/Application](#)

APPENDIX C

Logic Model for Special Emphasis in Curriculum Development Supporting Indigenous Food Systems



ASSUMPTIONS: Culturally-relevant curricula offered during planned Extension education sessions will improve health and well-being for tribal citizens.

EXTERNAL FACTORS: team member life changes causing leaving employment, UTTC administration mission changes to decrease support for wellness, inadequate funds to fully complete project as intended

UTTC Extension Logic Model 2014-2018

OUTCOMES						
SITUATION	INPUTS	ACTIVITIES	OUTPUTS	KNOWLEDGE	BEHAVIOR	CONDITIONS
The UTTC Extension Program delivers relevant, research-based food, land, and agriculture education that has a positive impact on the health and well-being of all citizens.	LG Advisory Board Members	Annual Meeting	Strategic Planning Guidance/Assessment	Enhance skills & knowledge relating to food/cooking, nutrition, gardening	Increase fruit, vegetable, and whole grain consumption	Increase physical, spiritual, emotional, mental health of Native Americans served
	UTTC Students & Families	Weekly Nutrition Education Classes	Annual Calendar of Food Safety Training Opportunities		Enhance family life with healthy choices and physical activity	
	Extension Program Participants Tribal Agencies serving families	Food Safety Trainings	Traditional Food & Gardening Programs	Increased participation in Extension Programs	Increase knowledge of healthy decision-making	Increased number of people abiding by/using policies
USDA NIFA Collaborative Partners	Webinar participation, FALCON meeting Weekly/Monthly Meetings	Policy development for health & wellness of				

Assumptions:

Extension positions will be fully staffed.

Collaborations with NDSU Extension

Assessment of priorities and needs carry throughout communities served

Policy will be enforced

Evaluation

Class Participation

Exam Pass Rates

Survey of policy awareness/utilization

External Factors:

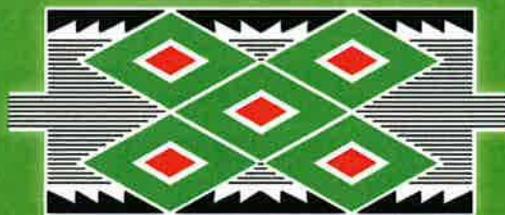
Low student numbers

Weather conditions affect gardening programs and harvest

Finding qualified staff

Relying on other departments to enforce policy

United Tribes



Technical College

FOOD SOVEREIGNTY

food growing/gathering, food preparation, food access, food security

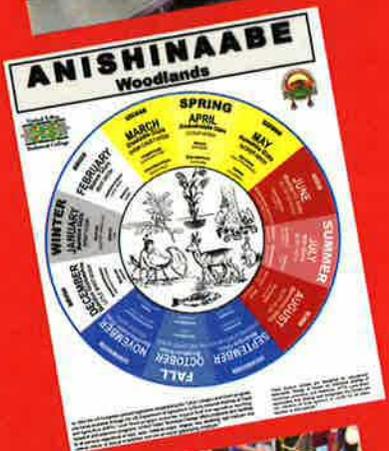
Healthy Foods Support Healthy People
Healthy People Support Healthy Foods

All Supported by

UTTC LAND GRANT PROGRAMS

ENDOWMENT • EXTENSION
EQUITY / EDUCATION • RESEARCH

Celebrating 20 Years
1994 ~ 2014



1994 Tribal Colleges & University (TCU) Land Grant Programs

After much hard work by the American Indian Higher Education Consortium (AIHEC), tribal colleges and universities (TCUs) were given Congressional Land Grant status under the Equity in Educational Land-Grant Status Act of 1994. Land Grant status provided the 1990s access to federal funding through the United State Department of Agriculture (USDA). UTTC Land Grant programs were begun in 1999.

The four major USDA Land Grant funded programs are:

Endowment for Tribal College Land Grant Programs

Extension supports non-credit, community education programs.

Equity/Education supports undergraduate and/or graduate studies in food and agricultural sciences.

Research investigates, studies, and experiments in food, family/community life, and agricultural sciences.



United Tribes Technical College (UTTC)

Bismarck, North Dakota

Land Grant Program Mission, Vision and Values

MISSION: to improve the quality of life through culturally appropriate and scientifically based education that will strengthen Tribal communities, sustain natural resources, and promote healthy lifestyles for citizens of Tribal nations.

VISION: to establish a premier Land Grant Program team that provides culturally distinct, innovative education that inspires Tribal citizens to improve all aspects of life. The foundation of our value and belief system is the Native American Circle of Life, the Medicine Wheel embracing physical, emotional, mental, and spiritual well-being.

VALUES:

- ◆ Cultural diversity
- ◆ Respect for all people
- ◆ Respect for the land and Mother Earth
- ◆ Relevant, research-based knowledge
- ◆ Lifelong learning



UTTC Land Grant Programs are committed to providing educational support to Tribal citizens, communities, and colleges within and beyond the UTTC five owner tribes: Mandan, Hidatsa, Arikara Nations of Fort Berthold • Sisseton-Wahpeton Oyate Spirit Lake Nation • Standing Rock-Sioux Tribe • Turtle Mountain Band of Chippewa

UTTC LAND GRANT GOALS AND OBJECTIVES

Using the sacred number “4”

Entire UTTC LG Strategic Plan found at <http://landgrant.uttc.edu/resources>

Goal 1: The UTTC Land Grant Program (Endowment, Extension, Education and Research) is an educational resource for Tribal citizens, communities, and colleges.

Objective 1: Employ high quality personnel to uphold professional standards.

Objective 2: Market the UTTC Land Grant Program as a resource for education in food and agriculture programs that are based on the needs of tribal communities.

Objective 3: Maintain current and develop new partnerships and collaborations that will extend and enhance program expertise and outreach.

Objective 4: Utilize facilities that support strong extension and academically recognized, accredited programs.

Goal 2: The Extension program delivers relevant, research-based food, land and agriculture education that has a positive impact on the health and well-being of all citizens.

Objective 1: Identify and prioritize the needs of the people and Tribal communities we serve.

Objective 2: Create and/or maintain culturally sensitive, research-based food, nutrition, agro-ecology, and life skills education curriculums.

Objective 3: Effectively deliver programming to the communities we serve.

Objective 4: Evaluate the needs and concerns of the campus community, Tribal communities and individuals and adapt or change program and program staff to address the priority issues.

Goal 3: The Education (Equity) program prepares students for a career in Tribal settings and for off reservation employment opportunities.

Objective 1: Recruit students using United Tribes Technical College and Land Grant systems.

Objective 2: Develop and enhance degree programs related to food, health, and wellness while incorporating cultural diversity into coursework.

Objective 3: Deliver campus-based and online curricula and advise students in preparation for graduation.

Objective 4: Assess program effectiveness using UTTC academic standards.

Goal 4: The Research program works with partners to investigate, study, and experiment in the areas of food, family/ community life, and agricultural sciences.

Objective 1: Investigate and identify needs of service areas and determine if the funding source and research project aligns with UTTC Land Grant Program's mission, vision, and values.

Objective 2: Prepare and manage grants to meet the funding source's needs and the department's abilities.

Objective 3: Conduct research as proposal agreement indicates.

Objective 4: Document findings, prepare reports, and disseminate results.

UTTC Land Grant Program: Responsibilities and Staffing Patterns



UTTC Land Grant (LG) Endowment supports facility and infrastructure, UTTC Wellness Circle, professional development, internal and external partnerships, cultural connections, and resource (staff and money) management. The Land Grant Program Director and LG Program Support Staff ensure LG team members meet to communicate and share completed educational resources with Tribal citizens, communities, and colleges. UTTC's apolitical ownership supports responsibility to share resources beyond the boundaries of the UTTC campus. UTTC uses the website landgrant.uttc.edu/resources to store handouts, curriculum and presentations. Resources are available to USDA tribal nutrition programs, tribal governments, schools, tribal colleges and community members. Consultation from UTTC nutrition and agro-ecology specialists in the areas of food sovereignty, nutrition, food safety, healthy people/communities are available through UTTC Land Grant Programs.



the on-going philosophy.

UTTC LG Extension program delivers relevant, research-based food, land, and agricultural education that has a positive impact on the health and well-being of all citizens. Extension uses evidence-based USDA philosophy supported by Native American culture, traditions, and values. There are two departments within UTTC Extension. The UTTC Extension team, includes TCU VISTA workers and serves on boards and committees bringing tribal college or indigenous presence to venues on and away from the campus. Focus on food sovereignty, circle of wellness, and building healthy environments within and beyond the community is

Nutrition Education – nutrition educators prepare print and electronic resources, curriculum and presentations relating to food safety, food gathering, food preparation, food storage, hunger, family meals including breastfeeding, child care and parenting, youth programming, nutrition in the garden, fitness relating to wellness, worksite wellness, individual Medical Nutrition Therapy, sports nutrition, and bike share programs.



Agro-ecology Education – horticulture trained agroecology educators plan and facilitate community programs relating to gardening – private and community, hoop house and greenhouse use, sustainable and local food systems, landscape design using plants, garden advice and support to individuals, orchard management, Native plants (medicinal and edible), youth programming, Farmer's markets, potato variety nutrient, taste, and growth studies, maize breeding and seed saving, & squash breeding based on youth education.

UTTC LG Equity/Education program prepares students for careers in Tribal & off reservation employment. Nutrition and Foodservices coursework uttc.edu/academics/nutrition includes food sovereignty, Native American cultural relevance, land tenure, respect for Mother Earth, spiritual foods, and practical life skills of food planning and preparation using a modern commercial kitchen lab.



Nutrition and Wellness (73 credits) Culinary Arts and Foodservice (69 credits)



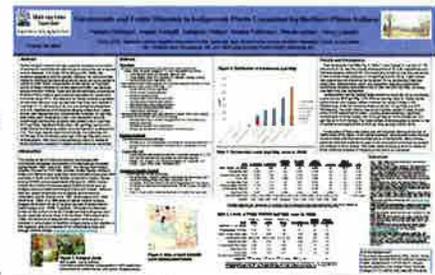
Both degrees require 150 hours of practicum work experience, which may lead students to a dietary manager credential through Association for Nutrition and Foodservice Professionals. Foodservice/Culinary Arts degree supports students to be accepted into chef training. Through articulation agreements, Nutrition and Wellness students are eligible to apply to pre-dietetics training at 4-year dietetic and food science programs. Equity/Education is investigating a bachelor's degree in Public Health with Food Sovereignty emphasis. Nutrition and Wellness courses are offered on-line.



The UTTC LG Research program works with partners to investigate, study and experiment in the areas of food, family/community life, and agriculture sciences. UTTC's LG initial research focused on physical and mental wellness for people as they connect to the buffalo culture.

Further research includes:

- ◆ USDA “Nutrient Composition of Northern Plains Native American Plant Foods”. Peer-review published.
- ◆ CDC Can Tribal College students be successful learners taking Nutrition and Foodservice courses on-line?
- ◆ USDA Nutrient assays and propagation of Juneberries
- ◆ USDA Screens to Nature: Berry research
- ◆ USDA Merging Traditional Knowledge with Science (field assays)
- ◆ USDA Life Skills at a Tribal College (using FCS standards to build a culturally relevant “Tableful of Learning” giving data potentially indicating connection to Liberal Arts Degree)
- ◆ USDA BAT: Broadening Achievement Together - STEM
- ◆ USDA NIFA AFRI Plant Breeding for Sustainability and Seed Sovereignty
- ◆ SARE Youth Educator Squash Breeding for Sustainable Food Systems



Successful Past and Bright Future
Connecting Mother Earth to Health
through the Kitchen Table:
“Food is More Than Something to Eat !”

UTTC LG currently maintains seven FTEs to form a professional, diverse team. Job descriptions require licensed nutritionists or registered dietitians, horticulturists, extension experienced, family consumer science and/or culinary training and credentialing. The team includes staff who understand the connection between Mother Earth, indigenous culture and/or spirituality. The team meets weekly to review annual plans and grant progress. All LG team members recruit, support, mentor, and role model for students in the Nutrition and Foodservice vocation. The team facilitates the Wellness Circle striving to strengthen campus partnerships, with projects that include “Eat Smart, Play Hard” and “Building Health Communities”.

The LG team creates annual work plans which support intentional connection with UTTC’s Strengthening Lifestyles Department, Wellness Center, Health Services Department, Childcare Centers, TJE School, Cafeteria, and Administrative team. In addition, the LG team take leadership roles in the Go! Bismarck-Mandan Healthy Community Coalition, ND Hunger Task Force, Bis-Man Breastfeeding Partnership, and ND Department of Health’s Cancer, Worksite Wellness, Breastfeeding, and Diabetes Coalitions, Tribal Senior Meals Programs, Tribal Justice Centers, and ND Extension Programs employed within Sovereign Nations. Team members serve on boards representing UTTC for the Bis-Man and ND Academy of Nutrition and Dietetics, ND Nutrition Council, ND Public Health Association, MT Plains Food Distribution Nutrition Advisory Committee, ND Agriculture Research Centers, Native American Sustainable Agriculture Workgroup, First Nations Food Sovereignty and Financial Literacy efforts, and Regional CYFAR Liaisons.

Over the past 20 Years, UTTC LG strived to represent the college in a positive manner by supporting, facilitating, and/or funding successful endeavors including:

- ◆ Plan UTTC Walking Trail
- ◆ Fund UTTC Frisbee Golf Course
- ◆ Host UTTC Dragonfly Rose Research Plot
- ◆ Facilitate facility remodel projects
- ◆ Present ND On the Move at TJES 4th Grade
- ◆ Host Dining with Diabetes
- ◆ Organize UTTC’s initial Wellness Proclamation
- ◆ Participate with SDSU Prairie PhD Program
- ◆ Accept NDSU public health certificate program
- ◆ Consult for Mountain Plains FDP Nutrition Advisory Committee (Cook’s Camps for Youth, create DVD & nutritionally analyzed cookbooks)
- ◆ Organize Cook’s Camps for Tribal foodservice workers
- ◆ Offer Food Safety and ServSafe© training

- ◆ Gain CDC “Honoring Our Health” funds to support on-line degree
- ◆ Gain AFRI grant seed saving and sovereignty
- ◆ Host FNS and USDA regional and national leadership conferences
- ◆ Host internships with NDSU’s dietetics program and USDA Human Nutrition and Agriculture Research Centers
- ◆ Train Intertribal Organization WIC Program new staff for 31Tribes
- ◆ Facilitate recognition as first ND TCU listed as Breastfeeding Friendly on ND Breastfeeding website
- ◆ Market individual medical nutrition therapy (MNT) services to community physicians preparing for third-party reimbursement
- ◆ Support educational videos relating to Intertribal Buffalo
- ◆ Create videos for IHS “In Good Health” series
- ◆ Develop Family Meals Resource Toolkits
- ◆ Create Indigenous Foodway Calendars supporting traditional, cultural Food Sovereignty
- ◆ Facilitate policy for first tobacco-free ND TCU
- ◆ Plant fruit trees and prepare orchard and sweet grass gardens for UTTC
- ◆ Support UTTC OPI and Professional Development projects
- ◆ Serve in Initial and current leadership roles for the First Americans Land Grant Consortium (FALCONS)

UTTC is a better place because of the Congressionally approved 1994 TCU Land Grant designation, currently active at 34 Tribal Colleges across the nation. The UTTC LG team believes they are employed in a premiere Land Grant setting and envision themselves and the community they serve as being a “Center for Excellence”. The goals, objectives, and annual workplans allow the UTTC LG team to believe they can be proud of the past and able to dream for continual growth and success for the next 20 years.

Congratulations
United Tribes Technical College
LAND GRANT PROGRAMS
ENDOWMENT - EXTENSION - EQUITY/EDUCATION - RESEARCH

20 Years of Success in the Past ...
Good Wishes for a Successful
20 Years in the Future !

U.S. Congressional legislation established the Tribal College Land Grant Program in 1994 with funds available through the U.S. Department of Agriculture National Institute of Food and Agriculture. Land Grant program resources support food and agriculture teaching, research and extension programs. United Tribes Technical College offers programs and facilities to all persons regardless of race, color, national origin, religion, sex, disability, age, Vietnam era veteran status or sexual orientation; UTTC is an equal opportunity employer.” Funds for this publication from USDA Land Grant and donations from partners supporting Food Sovereignty. FOR QUESTIONS CALL: 701-255-3285 Ext.1399

National Farm to School Network Native Communities Gathering May 2015

Sherry Allard
Circle of Nations School
North Dakota
sherryallard@circleofnations.org

Rebecca Atwell
Stilwell Public Schools
Oklahoma
rebecca.atwell@sodexo.com

Gloria Begay
Dine Food Sovereignty Alliance
Arizona
(b)(6)

Keith Bergeron
Oshki Ogimaag Charter School
Minnesota
kbergeron@oshkiogimaag.org

Desirae Bloomer
Tahlequah BEST Coalition
Oklahoma
bloomed@tahlequahschools.org

Will Conway
Foodcorps AZ/ JHU
Arizona
will.conway@foodcorps.org

Anna Deschampe
Oshki Ogimaag Charter School
Minnesota
director@oshkiogimaag.org

Cindy Dinonne
Circle of Nations School
North Dakota
cindydionnee@circleofnations.org

Lise Erdrich
Circle of Nations School
North Dakota
liseerdrich@circleofnations.org

Diane Eubanks
Stilwell High School
Oklahoma
deubanks@stilwellk12.org

Clayton Harvey
The Peoples Farm
Arizona
(b)(6)

Nicki Jimenez
Foodcorps AZ/ JHU
Arizona
nicki.jimenez@foodcorps.org

Marcie Lopez
Ute Mountain Ute Head Start
Colorado
mlopez@utemountain.org

Hillary Mead
Cherokee Nation
Oklahoma
hillary-fry@cherokee.org

Danyel Mezzanatto
Montezuma School to Farm
Project
Colorado
cortezelementaryschoolgardens@

Louva Montour
The STAR School
Arizona
(b)(6)

Sean Parker
Johns Hopkins University
Arizona
sparke19@jhu.edu

Lacey Phifer
Sustainable Molokai
Hawaii
lacey.phifer@foodcorps.org

Griselda Rogers
Ute mountain ute tribe
Utah
(b)(6)

Vernal Sam
TOCA
Arizona
(b)(6)

Amanda Shongo
Leech Lake Band of Ojibwe
Minnesota
amanda.shongo@llojibwe.org

Arnoldine Smith
Tohono O'odham Community
Action
Southwest
arnoldine@tocaonline.org

Mark Sorensen
The STAR School
Arizona
mark.sorensen@starschool.org

Wil Star
Johns Hopkins University
Arizona
(b)(6)

Sarah Syverson
Montezuma School to Farm
Colorado
(b)(6)

Alicia Tsosie
FoodCorps
Arizona
alicia.tsosie@foodcorps.org

Jim Dyer
Healthy Community Food Systems
& SW Marketing Network
(b)(6)

Pam Kingfisher
Southern SAWG
pam@ssawg.org

Alena Paisano
Farm to Table NM
alena@farmtotablenm.org

Richland County

Courthouse, 418 2nd Ave. N.
Wahpeton, ND 58075-4400

May 2011

Organization Supporting Nutrition or Healthy Eating Name: NDSU Extension and Family Nutrition Program

Roles and Responsibilities: Nutrition Education

Contribution to the Project:

I understand that the Circle of Nations School is applying for a grant to target obesity/physical activity/nutrition. This letter is to state the support of NDSU Extension and Family Nutrition Program. We are willing to provide nutrition skills training for students and parents/guardians, in conjunction with other planned activities. We would be able to provide educational displays to reinforce nutrition education, e.g. models and visuals to show fat content of foods and portion sizing. We have done this at previous health fair and parent training events at the Circle of Nations School campus. We would also be able to provide a session to parents/guardians on Family Days, on "helping families to make healthy choices." Research shows that limited income households have less nutritious diets than those who have greater financial resources. As a result, their health status may be compromised, which puts a further strain on the family budget with eventual consequences for the health care system and society as a whole. Cost benefit studies have shown that for every dollar invested in nutrition education \$8.84 is saved in future interventions.

The NDSU Extension Family Nutrition Program (FNP) teaches basic dietary quality, food safety and food resource management in 41 of the state's counties to citizens who are eligible for food assistance. The goal is to help them acquire knowledge, skills, attitudes and changed behavior to maximize their resources and achieve nutritionally sound diets.

The Extension Service has had a decade-long history with the Circle of Nations School with 4-H Youth Development since at least the 1950's, and in later years other partnerships for the afterschool program, classroom health education, and consultation to the school foodservice and staff/parent training. We have also successfully collaborated on several grant-funded programs for Circle of Nations and Richland County. These include a nutrition and diabetes prevention project at Circle of Nations School. We would like to once again provide the very popular staff and parent nutrition training sessions, which we could do for \$25 per person to cover costs of staff time and materials. We would then be able to work with the school on community health action plan and evidence-based strategies.

This agreement is in support of Circle of nations School PEP Project and was developed after timely and meaningful consultation between the required partners.

Sincerely,
(b)(6)
Colleen M. Svingen
Extension Agent/Nutrition, Food Safety & Health

John Richman, Ph.D., President

May 2, 2011

To Whom It May Concern:

I am pleased to state my support of the Circle of Nations (Wahpeton Indian School) grant application "Carol M. White Physical Education Program." This is exactly what North Dakota State College of Science and the Circle of Nations School community have envisioned for a very long time now. The school and NDSCS have been "next door neighbors" for the last century and have had a working partnership to benefit students at both institutions.

This Carol M. White Physical Education Program will provide much-needed programmatic and financial support to help us continue nurturing the population of American Indian children at school here in Wahpeton.

NDSCS Dental Hygiene Department, for example, has had a decades-long successful training collaboration with Circle of Nations and Delta Dental through Sisseton, SD Indian Health Service to provide dental hygiene prophylaxis and referral services for the Circle of Nations students. There have been other successful training partnerships between CNS and the departments of Nursing, Mental Health Care, and Occupational Therapy.

The proposed PEP program will specifically address risk factors for obesity, physical activity, and nutrition for students and for their adult teachers and caregivers. The program partners will use community health strategies to accomplish these interventions.

An example of a strategy which is provided by NDSCS is "subsidized memberships to recreational facilities." CNS students, staff and their families have access to the Clair T. Blikre Activities Center facilities, fitness center and pool. The usual cost per person of a one-year membership is \$225, a six-month membership is \$150 and a one-day pass is \$5. CNS has expressed that this is a valuable benefit to their staff wellness program as well as the recreation program for students.

NDSCS appreciates the contributions of Circle of Nations School to the development of its campus and programming, and in particular the student and staff participation in events such as Cultural Diversity Day and NDSCS Homecoming Parade. The school has also shared its special visitors, artists and performers with the general public at the NDSCS Harry and Ella Stern Cultural Center.

Sincerely,

(b)(6)

John Richman, Ph. D.
President

JR/vjb

WAHPETON CITY ADMINISTRATION

1900 4th Street North • PO Box 490 • Wahpeton, ND 58074 • Phone 701-642-8448 • Fax: (701) 642-1428



Head of Local Government Name (or designee): Jim Sturdevant, Mayor, City of Wahpeton

Roles and Responsibilities: Community Setting

Contribution to the Project: Community Involvement & Support

It is with great pleasure, as the Mayor of Wahpeton, that I express my strongest and most heartfelt support for the Carol M. White Physical Education "Lifelong Fitness" grant application being submitted by the Circle of Nations School. This program will help a special bunch of kids to learn and practice good nutrition and physical education. It will help these children to achieve academically and socially at Wahpeton.

This year again the CNS kids helped sandbag their adopted community. I was most pleased to present one of our highest civic honors, the "Extra Mile Award" to the students at Circle of Nations School for their assistance in fighting the Red River flood of 2009. These are good kids who can and do accomplish great things in the program at Circle of Nations School.

The school has been an important presence in Wahpeton, North Dakota since 1904. Students come from all over to be educated in a friendly, low-crime, small town atmosphere where they meet many caring adults who will go the extra mile to bring out their best. Over the last 100 years many significant people and events have been associated with the Wahpeton Indian School, contributing to the economic health and the historic and cultural legacy of Wahpeton.

We are especially proud of the late Woodrow Wilson Keeble (Sisseton-Wahpeton Oyate), an alumnus and employee of the Wahpeton Indian School. Keeble served in WWII and Korea "above and beyond the call of duty." He finally received a posthumous Congressional Medal of Honor in 2008 after years of efforts by friends and family. Circle of Nations has paid homage to a true American hero by naming the new dormitory in his honor. Many visitors have wanted to see the beautiful new campus and get information about the Circle of Nations School.

CNS has provided us with information on the PEP grant and evidence-based strategies, many of which have been enacted in the community already. The school itself is a smoke and tobacco free campus and has board-approved policies to restrict access to unhealthy snacks and sugar sweetened drinks. We will coordinate a community action plan with CNS and community partners. The City of Wahpeton will continue a close and mutually enjoyable working relationship with the Circle of Nations School.

This agreement is in support of Circle of Nations School PEP Project and was developed after timely and meaningful consultation between the required partners.

Signature of Head of Local Government or Designee:

(b)(6)

Dated: 5/1/2011



WAHPETON PARK BOARD

(701) 642-2811 (phone)
(701) 642-5053 (fax)

304 South 5th Street
Wahpeton, ND 58075

wopark@702com.net
wahpetonpark.com

CBO Name: Wahpeton Parks & Recreation (WPR). Wayne Beyer, Director

Roles and Responsibilities: Mission Statement: “Offer a high quality lifestyle for all residents and visitors by developing and managing superior park facilities and recreation opportunities.”

Contribution to the Project: Community setting where K-12 students can learn and practice physical activity, fitness and healthy choices through the academic curriculum, after-school programs and leisure activities. WPR offers programs throughout the community that promote lifelong physical activity as well as cognitive, social and cooperative skill-building activities. WPR works collaboratively with area schools, youth programs, health coalitions, businesses, faith-based and numerous other organizations to promote wellness as a community norm. WPR has a community garden project and CNS has set a good example with its school kitchen garden.

WPR has been actively involved with CNS and other K-12 partners in after-school, summer, evening and weekend programs, designed to reinforce education content and incorporate broadly-based approaches to share community health goals. Our community setting offers a safe, supportive environment for CNS students to develop the important knowledge, skills, behavior and abilities that can establish good habits and lifestyle patterns into adulthood.

Wahpeton Park Board 2011 Action Plan will work with CNS and all sectors of the community to accomplish a set of goals, including:

- Be a local advocate for parks, recreation, physical fitness, and health and wellness initiatives in partnerships with affiliates, special interest groups and professional organizations.
- Increase and enhance recreation opportunities for all people.
- Promote social, economic and ecological benefits of our natural environment through park, historical and cultural resources.

We fully support the partnership agreement with CNS for its application to the Carol M. White Physical Education Program. CNS Students will be able to participate in a variety of youth programs and physical activities, including baseball, basketball, dances, football, gymnastics, hockey, ice skating, soccer, play park, skateboarding, swimming, softball and winter snow sports. In addition, we collaborate on many recreation and leisure activities to enhance the social, emotional, cultural and cognitive development of participants. CNS is a valuable community resource with special artistic and cultural contributions, such as the eagle adoption ceremony, services to the Chahinkapa Park and Zoo, Artist-in-Residence and the CNS Pow-Wow open to the public.

This agreement is in support of Circle of Nations School PEP Project and was developed after timely and meaningful consultation between the required partners.

(b)(6)

Signature of CBO’s Authorized Representative:
Dated: May 3, 2011



WAHPETON INDIAN SCHOOL
832 North 8th Street
Wahpeton, North Dakota 58075

701-642-3796 – Administration Office
701-642-4301 – School Building
701-642-5880 – Fax

Circle of Nations School Board Resolution Number M01209-04

WHEREAS, Circle of Nations School is a tribally controlled organization operating under Public Law 100-297, by a charter of the Sisseton-Wahpeton Sioux Tribe, and

WHEREAS, the Circle of Nations School Board is duly authorized by the tribal governing body to act as lead fiduciary agent organization, and

WHEREAS the school is located in a different state and legal jurisdiction than the Sisseton Wahpeton Sioux Tribe and serves students from over 30 different tribal affiliations, and

WHEREAS, the pupils live at the school which acts as physical custodian (en loco parentis) duly authorized by parents and legal guardians function to feed, clothe, shelter and provide for the health, education and welfare of their children, and

WHEREAS, Circle of Nations School is funded by the Bureau of Indian Education which acts as a 51st state in collaboration with the Centers for Disease Control for purposes of the school-based Youth Risk Behavior Survey, and

WHEREAS, the risk factor to be addressed by the *Prevention* grant activity is obesity/ physical activity/ nutrition which has been determined to be an important and changeable factor affecting the future of Circle of Nations School students, and

WHEREAS, Circle of Nations is designated by BIE as its own Local Education Agency or school District as an intertribal off-reservation boarding school serving students from any state In the USA, and

WHEREAS, the Circle of Nations School operates a coordinated school health model but does not fall under the aegis of state, county, federal or tribal health programming, and

WHEREAS, the school board is composed of tribal representatives from Sisseton-Wahpeton Sioux Tribe and the five geographic areas having the most students enrolled at Circle Of Nations School, and

WHEREAS, Circle of Nations School has submitted a Letter of Intent: *Communities Putting Prevention to Work*, American Recovery and Reinvestment Act of 2009

NOW THEREFORE BE IT RESOLVED, that the Circle of Nations School Board does approve the Intent to apply as A Tribal Community, and submission of the grant application.

BE IT FURTHER RESOLVED, that the Circle of Nations School Board does hereby state its strong Support for the plan and activities detailed in the grant application for *Communities Putting Prevention to Work* and does request funding for those activities under American Recovery and Reinvestment Act of 2009.

CERTIFICATION

I, the undersigned, President of the Circle of Nations School Board hereby certify that the School Board is composed of six members of whom six, constituting a quorum, were present at a meeting thereof duly and regularly called, noticed, and convened and held on this 13th day of November 2009, and the foregoing resolution was duly adopted by the affirmative vote of ___ members, with ___ opposing, and with ___ members not voting.

Dated this 13th day of November 2009.

Judy Roy, School Board President

Date 11/13/09



WAHPETON PARKS & RECREATION

(701) 642-2811 (phone)
(701) 642-5053 (fax)

304 South 5th Street
Wahpeton, ND 58075

woppark@702com.net
wahpetonpark.com

November 23, 2009

Dear Mr. Keehn & Circle of Nations School Board:

The Wahpeton Parks & Recreation Department fully supports the partnership agreement with the Circle of Nations School for its application "Communities Putting Prevention to Work." We understand the program intends to target obesity, physical activity and nutrition. Wahpeton Parks & Recreation has adopted several of the MAPPs community health strategies in its environmental planning process.

We plan to continue working with Circle of Nations and other partners to pursue our shared goals for physical activity and health across the lifespan. We are actively involved in community action planning and support health coalitions such as Southern Valley Health Watch and Healthy Communities. Healthy Communities recently completed a health snap shot of the Wahpeton-Breckenridge area that assessed multi-faceted community health and now we are embarking on violence prevention project. We have enjoyed a long-standing, positive partnership with the Circle of Nations School, a few highlights of this history being:

- Successful collaboration on previous youth building grants such as Challenge America, NEA.
- Community planning process and goal-setting involving youth and families.
- After-school art, including print-making and ceramics with CNS and area schools.
- Speakers, artist, performances and lyceums open to the public at CNS, Chahinkapa Park & Zoo and NDSCS Cultural Center.
- Powwows, music and other cultural events at CNS and NDSCS culture fest and parade.
- Fine Arts festival partnership with Wahpeton Public Schools.
- Zoo voluntary support, eagle adoption ceremony, bison sculpture and other contributions.
- Sharing talented, gifted staff to provide public recreation and enrichment activities.
- Community-related grant writing with NDSCS, NDSU Extension & Three Rivers Arts Council.
- ND Artists in Residence and National Endowment for the Arts visiting artist series.
- Literary events, family and community literacy programs, author appearances and readings.
- Public visual art shows featuring friends, family and staff associated with Circle of Nations.
- Richness provided by Native American culture is a valuable asset for the Wahpeton area.

We have worked with CNS staff who have experience with policy making and briefing political leaders and policy makers. The Richland County Tobacco Free Coalition is one example, which has affected MAPPs strategies in the community. We will continue this effort with the present health initiative and sustain the recreation and physical activity opportunities by leveraging our resources for quality youth and adult programming in our community. We have all agreed that key elements can be sustained with available staffing or volunteers to provide an array of inclusive and supervised services. We share the philosophy that "all kids are our kids" in Wahpeton.

Sincerely

(b)(6)

Wayne H. Beyer
Director of Parks & Recreation



NORTH DAKOTA STATE COLLEGE OF SCIENCE

800 Sixth Street North
Wahpeton, ND 58076-0002

Phone: 701-671-2221
E-Mail: john.richman@ndscs.edu
Fax: 701-671-2316
www.ndscs.edu

John Richman, Ph.D., President

November 24, 2009

Dave Keehn and the Circle of Nations School Board,

I am pleased to state my support of the Circle of Nations (Wahpeton Indian School) grant application "Communities Putting Prevention to Work." This is exactly what North Dakota State College of Science and the Circle of Nations School community have envisioned for a very long time now. The school and NDSCS have been "next door neighbors" for the last century and have had a working partnership to benefit students at both institutions.

This particular *CPPW* health promotion opportunity will provide much-needed programmatic and financial support to help us continue nurturing the population of American Indian children at school here in Wahpeton.

NDSCS Dental Hygiene Department, for example, has had a decades-long successful training collaboration with Circle of Nations and Delta Dental through Sisseton, SD Indian Health Service to provide dental hygiene prophylaxis and referral services for the Circle of Nations students. There have been other successful training partnerships between CNS and the departments of Nursing, Mental Health Care, and Occupational Therapy.

The proposed *CPPW* program will specifically address risk factors for obesity, physical activity, and nutrition for students and for their adult teachers and caregivers. The program partners will use MAPPS strategies to accomplish these interventions.

An example of a MAPPS strategy which is provided by NDSCS is "subsidized memberships to recreational facilities." CNS students, staff and their families have access to the Clair T. Blikre Activities Center facilities, fitness center and pool. The usual cost per person of a one-year membership is \$225, a six-month membership is \$150 and a one-day pass is \$5. CNS has expressed that this is a valuable benefit to their staff wellness program as well as the recreation program for students.

NDSCS appreciates the contributions of Circle of Nations School to the development of its campus and programming, and in particular the student and staff participation in events such as Cultural Diversity Day and NDSCS Homecoming Parade. Many people were thrilled with the Circle of Nations parade float and dance and drum group this past fall. The school has also shared its special visitors, artists and performers with the general public at the NDSCS Harry and Ella Stern Cultural Center and just earlier this month our campus hosted the Circle of Nations Classic basketball tournament. All of this contributes to the vitality of the community.

Sincerely,

(b)(6)

John Richman, Ph. D.
President



Richland County Health Department

Law Enforcement Center • 413 3rd Ave. North • Wahpeton, ND 58075

Telephone (701) 642-7735 • Fax (701) 642-7746

website: www.richlandcountyhealth.org

November 20, 2009

Dave Keehn and Circle of Nations School Board
Circle of Nations Wahpeton Indian School
832 8th St. North
Wahpeton, ND 58075

Dear Mr. Keehn,

I spoke with Lise Erdrich, school health officer, this morning regarding a wellness initiative at the Circle of Nations School. Ms. Erdrich would like for the Richland County Health Department to provide health screenings to the staff and parents/guardians during a health fair for students, staff, and parents/guardians at the Circle of Nations School. This would be sometime in the coming year, 2010. We will discuss this further with school officials to schedule a date.

We are informed that the school is applying for a grant from the Centers for Disease Control which will target obesity/physical activity/nutrition. This is to state our support for such an effort. Richland County Public Health is aware that Circle of Nations has been developing a coordinated school health program that takes into account the gaps and opportunities that exist in the community; a few years ago the Richland County Public Health, through the tobacco settlement funding, sponsored a team from Circle of Nations to participate in the state's Roughrider Conference on coordinated school health. Their planning team at that time identified nutrition, physical activity, and staff wellness as priority issues.

We are also aware that the Native American population is a medically under-served population and is at high risk for diabetes type II and other chronic diseases. We support the school's efforts to educate both adults and children about diabetes type II, and how it may be prevented or managed.

We are able to provide 100 adult staff or parent/guardian health screenings at \$30.00 per person in conjunction with other health education activities conducted by the school, to address the school's adult training objectives for diabetes prevention and obesity/physical activity/nutrition. The service to be provided will be the standard cholesterol and lipid profile screening and blood glucose test.

We can offer public information to the school regarding development of its own Community Action Plan and evidence-based MAPPs strategies, in order to build upon but not duplicate existing efforts in the greater community. Circle of Nations School has participated in the

Richland County Tobacco Free Coalition, Richland County Emergency Planning Work Group, Youth Health Day and other opportunities in the community to promote school health and safety. Richland County Health Department has a stated commitment to mobilize community partnerships to identify and solve health problems, develop policies and plans that support individual and community health efforts, and enforce laws and regulations that protect health and ensure safety.

Sincerely,

(b)(6)

**Deb Flack, Administrator
Richland County Health Department
413 3rd Ave. North
Wahpeton, ND 58075**

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Budget Narrative

Budget Category -- Line Items	Specifics/Justification Regarding Line Item	Federal Funds Request -- YEAR 1	Federal Funds Request -- YEAR 2	Federal Funds Request -- YEAR 3	Federal Funds Request -- YEAR 4
1. PERSONNEL					
1. Project Director/Internal Evaluator	50% FTE – 10 month contract at \$30,000. A 3% salary increase has been computed for years 2, 3, & 4. <i>The major portion of Project Director duties include: 1) Implementation of all activities under the NYCP grant, 2) Responsible for the development, implementation, monitoring, and internal process evaluation of the NYCP project in consultation with key staff and stakeholders, including the school board, student, families, and community; 3) Work with the Wellness Committee to make sure all programs are working as planned and if not, to make changes based on needs assessment; 4) Purchase goods and services as designated under the grant, in compliance with District policies and Indian Self-Determination and Education Assistance Act.; 5) Supervise collection of GPRA data and other data needed for monthly, quarterly, and annual reports; 6) Work with the project’s external evaluator for collection of NYCP data;</i>	\$30,000.00	\$30,900.00	\$31,827.00	\$32,781.81

2. Residential Program Manager	50% FTE – 10 month contract at 30,000. A 3% salary increase has been computed for years 2, 3, & 4. <i>The Program Manager duties will include: management of resources and personnel for program implementation according to established timelines, report program progress to all stakeholders, collection of data to evaluate the project, schedule project professional development and trainings, designing and implementing parent activities that will support the students’ efforts, and ensure full usage of Jim Thorpe Fitness Center. Program Manager will work with the Project Director and Wellness Committee, composed of C.E.O, academic and residential staff, administrators, parents, students, food service, facilities management, LPN, counseling and support.</i>	\$30,000.00	\$30,900.00	\$31,827.00	\$32,781.81
3. Business Officer	.25 FTE at \$10,000. A 3% salary increase has been computed for years 2, 3, & 4. <i>Assigned to grant management financial tasking.</i>	\$10,000.00	\$10,300.00	\$10,609.00	\$10,927.27
4. Career Development Counselor	50% FTE at \$20,000 -- Licensed K-12 career development counselor <i>Provide counseling. Act as a liason between the school and parents. Conduct weekly presentations to prepare students for their future education/career. Organize, coordinate, and schedule guest speakers, field trips and tours to inform students of educational opportunities after 8th grade and high school.</i>	\$20,000.00	\$20,600.00	\$21,218.00	\$21,854.54

<p>5. PE Teacher/Data Manager</p>	<p>100% FTE at \$40,000 – 9 month contract calculated via the District’s salary schedule. A 3% salary increase has been computed for years 2, 3, & 4. <i>The PE teacher will work collaboratively with other PE staff and Residential staff, work with the after-school/weekend programs, and make any necessary adjustments to meet the goals and objectives of the PE program. The PE teacher will be responsible for collecting physical fitness data following grant guidelines.</i></p>	<p>\$40,000.00</p>	<p>\$41,200.00</p>	<p>\$42,436.00</p>	<p>\$43,709.08</p>
<p>6. Activity Assistant</p>	<p>Hourly help to supervise grant activities at \$15,000 for the 9 month period at \$12/hour -- calculated via the District's salary guidelines for non-certified staff. A 3% salary increase has been computed for years 2, 3, & 4. <i>The Activity assistants would be responsible for supervising the students and documenting the progress and participation of each student. Their goal would be to offer enjoyable and constructive health wellness and physical fitness activities for the student during their afterschool, evening/weekend, and leisure time.</i></p>	<p>\$15,000.00</p>	<p>\$15,450.00</p>	<p>\$15,913.50</p>	<p>\$16,390.91</p>
<p>7. Physical Trainer</p>	<p>100% FTE -- 9 month period at \$28,000 -- calculated via the District's salary guidelines for non-certified staff. A 3% salary increase has been computed for years 2, 3, & 4. \$28,000/position * 2 positions = \$56,000</p>	<p>\$56,000.00</p>	<p>\$57,680.00</p>	<p>\$59,410.40</p>	<p>\$61,192.71</p>

8. Student Case Manager	100% FTE -- 9 month period calculated via the District's salary guidelines for non-certified staff. A 3% salary increase has been computed for years 2, 3, & 4. \$30,000/position * 2 positions = \$60,000 <i>Coordinates the services provided to students according to the Individual Development Plan. They will be a parental contact on a regular basis. They will provide Intencse Residential Guidance for students and be an advocate for the student. They will provide necessary professional development for residential staff.</i>	\$60,000.00	\$61,800.00	\$63,654.00	\$65,563.62
9. School Resource Officer	100% FTE at \$34,000 -- 9 month period calculated via the District's salary guidelines for non-certified staff. A 3% salary increase has been computed for years 2, 3, & 4. \$34,000/position * 1 positions = \$34,000. <i>Provides comprehensive child protection and juvenile delinquency prevention services in the residential sector. Collaborate with staff to ensure that appropriate child protection measures are carried out. Acts as point of contact with law enforcement. Train students in pro-social learning experiences.</i>	\$34,000.00	\$35,020.00	\$36,070.60	\$37,152.72
10. Running Coaches	Running Program Stipend for working with students before and after school and on weekends -- \$18/hour x 324 hours = \$5,832 <i>Provide instruction/supervision for afterschool and weekend running activities.</i>	\$5,832.00	\$6,006.96	\$6,187.17	\$6,372.78
PERSONNEL TOTAL		\$300,832.00	\$309,856.96	\$319,152.67	\$328,727.25
2. FRINGE BENEFITS					

1. Project Director/Internal Evaluator	22% benefit rate; 22%*\$30,000 = \$6,600	\$6,600.00	\$6,798.00	\$7,001.94	\$7,212.00
2. Program Manager	22% benefit rate; 22%*\$30,000 = \$6,600	\$6,600.00	\$6,798.00	\$7,001.94	\$7,212.00
3. Business Officer	22% benefit rate; 22%*\$10,000 = \$2,200	\$2,200.00	\$2,266.00	\$2,333.98	\$2,404.00
4. Academic Guidance Counselor	22% benefit rate; 22%*\$20,000 = \$4,400	\$4,400.00	\$4,532.00	\$4,667.96	\$4,808.00
5. PE Teacher	22% benefit rate; 22%*\$40,000 = \$8,800	\$8,800.00	\$9,064.00	\$9,335.92	\$9,616.00
6. Activity Assistant	22% benefit rate; 22%*\$15,000 = \$3,300	\$3,300.00	\$3,399.00	\$3,500.97	\$3,606.00
7. Physical Trainer	22% benefit rate; 22%*\$56,000 = \$12,320	\$12,320.00	\$12,689.60	\$13,070.29	\$13,462.40
8. Student Case Manager	22% benefit rate; 22%*\$60,000 = \$13,200	\$13,200.00	\$13,596.00	\$14,003.88	\$14,424.00
9. School Resource Officer	22% benefit rate; 22%*\$34,000 = \$7,480	\$7,480.00	\$7,704.40	\$7,935.53	\$8,173.60
10. Running Coach	22% benefit rate; 22%*\$5832 = \$1,283.04	\$1,283.04	\$1,321.53	\$1,361.18	\$1,402.01
FRINGE BENEFITS TOTAL		\$66,183.04	\$68,168.53	\$70,213.59	\$72,319.99
3. TRAVEL					

1. Two people to Project Director's Meeting – 1 day in Washington DC	2 people for 3 days, 2 nights → airfare -- \$775 * 2; hotel room -- \$600 * 2 (two nights x \$300/night); per diem -- \$225 * 2 (3 days x \$75/day); and car rental -- \$90 (1 day x \$90/day) <i>The Project Director and a representative from one of the partnering entities to attend Project Director's Meeting in the first three years.</i>	\$3,270.00	\$3,270.00	\$3,270.00	n/a
3. UTTC Tribal Cooks Workshop in Bismarck, ND	registration cost: 5 staff members * \$200 each = \$1,000; lodging: 4 days * \$80/day * 5 staff members = \$1,600; per diem: 4 days * \$45/day * 5 staff members = \$900 for a total cost of \$3,500; staff attending would increase to 10 in years 2, 3, and 4. <i>Child nutrition staff professional development to implement new and innovative nutritional improvement strategies aligned with grant goals and objectives.</i>	\$3,500.00	\$7,000.00	\$7,000.00	\$7,000.00
4. UTTC Food Sovereignty Summit	registration cost: 3 staff members * \$200 each = \$600; lodging: 3 days * \$80/day * 3 staff members = \$720; per diem: 3 days * \$45/day * 3 staff members = \$405 for a total of \$1,725 <i>Child nutrition staff professional development to implement new and innovative nutritional improvement strategies aligned with grant goals and objectives.</i>	\$1,725.00	\$1,725.00	\$1,725.00	\$1,725.00
5. UND Timeout Powwow and INMED ceremonies	50 student meals * \$10/meal = \$500; 10 staff meals * \$10/meal = \$100; travel = 10 hours * \$16/hour = \$160 for a trip total of \$760; 2 trips * \$760 = \$1,520	\$1,520.00	\$1,520.00	\$1,520.00	\$1,520.00

6. University of Minnesota Powwow and Peace Run 5K	50 student meals * \$10/meal = \$500; 10 staff meals *\$10/meal = \$100; travel = 10 hours * \$16/hour = \$160 for a trip total of \$760; 2 trips * \$760 = \$1,520	\$1,520.00	\$1,520.00	\$1,520.00	\$1,520.00
7. Roughrider Conference for Coordinated School Health Team – Nutrition, PE, Recreation, Dorm, Counseling	registration cost: 10 staff members * \$200 each = \$2,000; lodging: 4 days * \$90/day * 10 staff members = \$3,600; per diem: 4 days * \$45/day *10 staff members = \$1,800 for a total cost of \$7,400. <i>The Roughrider conference promotes a team approach to action planning, so that key staff that interact with students “24/7” can come together on a nuts-and-bolts realistic do-able school action plan to promote physical activity and nutritional improvement.</i>	\$7,400.00	\$7,400.00	\$7,400.00	\$7,400.00
8. College Field Trips -- NDSU Ag Day, NDSCS Career Day, UMM Circle of Nations Indigenous Association Event, UTTC educational exchange and field trips	50 student meals * \$10/meal = \$500; 10 staff meals *\$10/meal = \$100; travel = 10 hours * \$16/hour = \$160 for a trip total of \$760; 2 trips * \$760 = \$1,520 <i>The purpose of these field trips are to foster and encourage a desire to remain in school and thus prepare the students for college and/or career readiness.</i>	\$1,520.00	\$1,520.00	\$1,520.00	\$1,520.00

9. National Farm to Cafeteria Conference in Madison, Wisconsin	registration cost: 5 staff members * \$450 each = \$2,250; lodging: 5 days * \$80/day * 5 staff members = \$2,000; per diem: 5 days * \$45/day * 5 staff members = \$1,125 for a total cost of \$5,375 <i>Child nutrition staff professional development to implement new and innovative nutritional improvement strategies aligned with grant goals and objectives.</i>	\$5,375.00	\$5,375.00	\$5,375.00	\$5,375.00
10. Nike N7 Youth Summit in Beaverton, Oregon	registration cost: 2 staff members * \$500 each = \$1,000, 8 students * \$500 each = \$4,000; airfare: 10 members * \$800/ticket = \$8,000; per diem: 3 days * \$45/day * 10 staff members = \$1,350; ground transportation to and from airport in Fargo: 1 driver * 20 hours * \$16/hour = \$320 for a total cost of \$7,400 <i>A national youth leadership summit.</i>	\$0.00	\$14,670.00	\$0.00	\$0.00
TRAVEL TOTAL		\$25,830.00	\$44,000.00	\$29,330.00	\$26,060.00
4. EQUIPMENT					
Mobile Foodservice Vehicle and Vending License	On-the-job training for nutrition/food service and entrepreneur skills, community involvement so that students can be empowered in sustaining and supporting their own programs and activities, having a say in it, and understanding Farm to School standards, nutrition and food safety, business transactions and profit/loss concepts, personal banking, etc.	\$40,000.00	\$0.00	\$0.00	\$0.00
EQUIPMENT TOTAL		\$40,000.00	\$0.00	\$0.00	\$0.00
5. SUPPLIES					
Portable Gazebo	To be used for community events, walk/run events, farmers' market sales, and public education	\$1,000.00	n/a	n/a	n/a

Food Supplies	To be used for 36 cooking classes, summer culture camp and community involvement Native food demonstrations - food supplies will be increased in years 2, 3, and 4 because of increase costs and interest in the classes.	\$6,000.00	\$8,000.00	\$8,000.00	\$8,000.00
Supplies to support Youth Leadership Summit	To be used to support youth-involved activities and fundraisers that will support the Generation Indigenous program	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00
Vending License	For use with/support of the MobileFoodservice Vehicle	\$0.00	\$1,000.00	\$1,000.00	\$1,000.00
Nutritionally Healthy Cookbook	Cookbook that would feature Native American and other recipes that are nutritionally good and tasty. Since the students attend a boarding school and their parents are at a distance, this cookbook would help the students' share their nutrition experiences with their parents and provide sustainability and "institutionalization" of the nutrition concepts learned under the PEP grant. Cost of a 3-ring binder cookbook with up to 250 recipes when ordering 300 books is \$6/cookbook plus shipping and handling.	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00

Physical Fitness Calendar	The calendar would include physical fitness activities, facts, and ideas for including others for improved fitness as well as photos of students enjoying their new-found fitness activities. Since the students attend a boarding school and their parents are at a distance, the calendar would help the students' share their physical fitness experiences with their parents and provide sustainability and "institutionalization" of the physical fitness concepts learned under the PEP grant. Cost of a wall calendar when ordering 300 is \$9/calendar plus shipping and handling.	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00
Gym shoes	Provide shoes for students to support the running program. Students come from low-income homes that are unable to provide this support.	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00
Entry fees/meals	Entry fees/meals for students -- attending 5K events	\$1,800.00	\$1,800.00	\$1,800.00	\$1,800.00
Student Incentives	Incentives for student achievement on personal fitness plan -- t-shirts/cash prizes; Incentives for Back-to-School Marathon Month 26.2 Mile Walk/Run Challenge -- t-shirts/cash. Students, by meeting wellness plan achievement, academic achievement, and/or personal achievement criteria can earn awards.	\$12,500.00	\$12,500.00	\$12,500.00	\$12,500.00
Office Supplies/printing	Office items and printing services used for implementation of program activities	\$1,800.00	\$1,800.00	\$1,800.00	\$1,800.00
SUPPLIES TOTAL		\$41,100.00	\$44,100.00	\$44,100.00	\$44,100.00
6. Contractual					

1) Two-day Fit 2 Learn Training	Instruction for all PE teachers and PE/Activity Assistants on the Fit 2 Learn curriculum and assessment tools. Trainer will be contracted with upon notice of funding. <i>This professional development/training opportunity will support the staff in developing their skills to become effective physical fitness and nutrition models for the school's students. Teachers, knowledgeable in these skills will be able to help their students develop better skills and thus improve their life-long health.</i>	\$5,000.00	n/a	n/a	n/a
2) Tae Kwon Do Instruction	Greenquist Academy of Martial Arts of Wahpeton will instruct students in Tae Kwon Do. Will cover monthly fees, color belt testing, Greenquist tournament, t-shirts, sweats, etc. <i>Tae Kwon Do instructional opportunities for students help them experience the "Circle of Courage" model through the visible steps of belonging, autonomy, mastery, and then generosity -- students want to give back, help others, and practice Tae Kwon Do tenets of Courtesy, Integrity, Self-control, Persistence, and Indomitable Spirit.</i>	\$8,000.00	\$8,000.00	\$8,000.00	\$8,000.00

3) Two-day onsite SPARK Afterschool Training	Instruction for all PE teachers and PE/Activity Assistants on the PE curriculum and assessment tools. Trainer will be contracted with upon notice of funding. <i>This professional development/training opportunity will support the staff in developing their skills to become effective physical fitness and nutrition models for the school's students. Teachers, knowledgeable in these skills will be able to help their students develop better skills and thus improve their life-long health. SPARK is an evidence-based physical education curricula.</i>	\$0.00	\$5,000.00	\$5,000.00	\$5,000.00
4) Nutrition Skills Educator	36 weekend, all-day cooking classes. \$25/hour * 8 hours/day * 36 weeks = \$7,200. <i>Students and families need practical skills and information to take home if dietary behaviors are to be improved long-term over the lifetime. They will provide Native American-specific nutritional improvement strategies, food demonstrations, cooking classes for students and their families; Consult with CNS staff on implementing after-school/evening and weekend activities, as well as special events and celebrations; and collaborate with CNS staff to create school-wide nutrition and fitness learning opportunities.</i>	\$7,200.00	\$7,200.00	\$7,200.00	\$7,200.00
5) HS Preparedness/Ag Program	Ag program for 8th graders -- 1/4 high school credit for \$50 * 50 students = \$2,500	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00
6) Travel/Per Diem trainers	One SPARK training session x \$1,000/session = \$1,000	\$0.00	\$1,000.00	\$1,000.00	\$1,000.00

7) Contracted student activity travel	\$16/hr*36 weeks * 10 hours/week = \$5,760 <i>Contract with an outside provider if school cdl staff is unavailable to take students to activities/programs.</i>	\$5,760.00	\$5,760.00	\$5,760.00	\$5,760.00
Other travel, fees, services, etc.	Funds would cover increased costs in years 2 through 4, and other costs such as space rental, honoraria, required fees, and travel when a contract is not in place for services and trainings.	\$4,214.96	\$11,034.51	\$14,363.74	\$5,952.76

<p>8) Weekend Warriors</p>	<p>Dan Ninham -- Northern Indigenous Games (15 days * \$500/day = \$7,500); Native Pride with Dance P.E. (15 days * \$500/day = \$7,500); Native Dance P.E. with Sagkeengs Finest (6 days * \$500/day = \$3,000); CNS Dance Club Instructors (16 days * \$250/day = \$4,000); Big Star Basketball Clinic and fitness mentoring with Hunter Reinke (6 days * \$500/day = \$3,000); Running Warrior/Fitness Instruction with Megan Blacksmith (15 days * \$500/day = \$7,500); Black Belt program/Fitness Instruction and mentoring with Jacob Croonenberghs (15 days * \$500/ day = \$7,500) <i>A program designed to bring Native American heroes of today to our students. These “Weekend Warriors” are special visitors who are successful and to whom the students will be able to relate to like somebody from back home in the extended tribal family. They will motivate CNS staff and students and show them how to acquire, practice, and teach lifetime physical activity, fitness, nutrition, and coping skills. Their work with the students and staff will help sustain the proposed program. During the four years of the grant, the “Weekend Warriors” will take an interest in our students’ progress and become role models who will help the students take ownership of their own health and skills.</i></p>	<p>\$40,000.00</p>	<p>\$40,000.00</p>	<p>\$40,000.00</p>	<p>\$40,000.00</p>
----------------------------	---	--------------------	--------------------	--------------------	--------------------

9) Evaluation	An external evaluator will collaborate with the Project Director for assessment of the program. The evaluator will oversee all program evaluation activities including developing appropriate instruments, conducting focus groups and interviews with staff, students, and parents and preparing the required evaluation reports. The evaluator will have experience and expertise with Federal grant programs.	\$50,000.00	\$50,000.00	\$50,000.00	\$50,000.00
10) Travel, Per Diem, and fee for evaluator's on-site visits	Mileage (\$200), hotel (\$100), meals (\$45), consultation (\$500) each for 4 trips = \$3,380	\$3,380.00	\$3,380.00	\$3,380.00	\$3,380.00
CONTRACTUAL TOTAL		\$126,054.96	\$133,874.51	\$137,203.74	\$128,792.76
Total Direct Costs		\$600,000.00	\$600,000.00	\$600,000.00	\$600,000.00
Indirect Cost Rate		\$0.00	\$0.00	\$0.00	\$0.00
TOTAL COSTS		\$600,000.00	\$600,000.00	\$600,000.00	\$600,000.00

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

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

Name of Institution/Organization

Circle of Nations School

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	300,832.00	309,856.96	319,152.67	328,727.25		1,258,568.88
2. Fringe Benefits	66,183.04	68,168.53	70,213.59	72,319.99		276,885.15
3. Travel	25,830.00	44,000.00	29,330.00	26,060.00		125,220.00
4. Equipment	40,000.00	0.00	0.00	0.00		40,000.00
5. Supplies	41,100.00	44,100.00	44,100.00	44,100.00		173,400.00
6. Contractual	126,054.96	133,874.51	137,203.74	128,792.76		525,925.97
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	600,000.00	600,000.00	600,000.00	600,000.00		2,400,000.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	600,000.00	600,000.00	600,000.00	600,000.00		2,400,000.00

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

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

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

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

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

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) 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 Circle of Nations School	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
--	---	--

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

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

SECTION C - BUDGET NARRATIVE (see instructions)

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:
Ms.	Lise	A	Erdrich	

Address:

Street1:	1310 Westmore Avenue
Street2:	
City:	Wahpeton
County:	
State:	ND: North Dakota
Zip Code:	58075
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
7016402098	7016423796

Email Address:

shine79@me.com

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #:

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.