

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



**APPLICATION FOR GRANTS  
UNDER THE**

**OIE Demonstration Grants**

**CFDA # 84.299A**

**PR/Award # S299A150040**

**Grants.gov Tracking#: GRANT11949968**

OMB No. , Expiration Date:

Closing Date: Jun 29, 2015

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

**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: <input type="text" value="HoChunk Community Development Corporation"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="47-0837036"/>	* c. Organizational DUNS: <input type="text" value="1341595450000"/>

**d. Address:**

* Street1: <input type="text" value="509 HoChunk Plaza North"/>
Street2: <input type="text"/>
* City: <input type="text" value="Winnebago"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="NE: Nebraska"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="68071-5053"/>

**e. Organizational Unit:**

Department Name: <input type="text" value="Education"/>	Division Name: <input type="text" value="Community Projects"/>
---------------------------------------------------------	----------------------------------------------------------------

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

Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="Brian"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Mathers"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Executive Director"/>	

Organizational Affiliation: <input type="text" value="HCCDC"/>
----------------------------------------------------------------

* Telephone Number: <input type="text" value="402-878-2192"/>	Fax Number: <input type="text" value="4-2-878-2242"/>
---------------------------------------------------------------	-------------------------------------------------------

* Email: <input type="text" value="bmathers@hochunkcdc.org"/>
---------------------------------------------------------------

**Application for Federal Assistance SF-424**

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

K: Indian/Native American Tribally Designated Organization

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.299

CFDA Title:

Indian Education -- Special Programs for Indian Children

**\* 12. Funding Opportunity Number:**

ED-GRANTS-042815-001

\* Title:

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

**13. Competition Identification Number:**

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Native Students College Vision Quest

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="519,033.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="519,033.00"/>

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

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

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

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

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

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Brian Mathers</p>	<p>TITLE</p> <p>Executive Director</p>
<p>APPLICANT ORGANIZATION</p> <p>HoChunk Community Development Corporation</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

<b>1. * Type of Federal Action:</b> <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	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: NA * Street 1: NA    Street 2: _____ * City: NA    State: _____    Zip: _____ Congressional District, if known: _____		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b> 		
<b>6. * Federal Department/Agency:</b> NA	<b>7. * Federal Program Name/Description:</b> Indian Education -- Special Programs for Indian Children CFDA Number, if applicable: 84.299	
<b>8. Federal Action Number, if known:</b> 	<b>9. Award Amount, if known:</b> \$. _____	
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix: _____ * First Name: NA    Middle Name: _____ * Last Name: NA    Suffix: _____ * Street 1: _____    Street 2: _____ * City: _____    State: _____    Zip: _____		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix: _____ * First Name: NA    Middle Name: _____ * Last Name: NA    Suffix: _____ * Street 1: _____    Street 2: _____ * City: _____    State: _____    Zip: _____		
<b>11.</b> 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. <b>* Signature:</b> Brian Mathers <b>* Name:</b> Prefix: _____ * First Name: NA    Middle Name: _____ * Last Name: NA    Suffix: _____ <b>Title:</b> _____ <b>Telephone No.:</b> _____ <b>Date:</b> 06/29/2015		
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S299A150040

**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
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## 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

HoChunk Community Development Corporation

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

Prefix: Mr. \* First Name: Brian Middle Name:

\* Last Name: Mathers Suffix:

\* Title: Executive Director

\* SIGNATURE: Brian Mathers

\* DATE: 06/29/2015

## Abstract

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

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

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

---

## You may now Close the Form

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

\* Attachment:

## ABSTRACT

*Purpose and expected outcomes of the project* --HoChunk Community Development Corporation (HCCDC), an Indian organization affiliated with the Winnebago Tribe of Nebraska, along with its project partners, proposes the *Native Students' College Vision Quest* (NSCVQ) initiative.

NSCVQ will engage 75 elementary students per year (300 over the four year project period) and their families in evidence-based services aimed at increasing their college and career readiness. We will engage a coalition of educational and community service providers on our reservation to demystify the college experience for our high need/high potential Native American youth.

*Defined local geographic area served by the project* -- The NSCVQ initiative will serve the Winnebago and Walthill Public School districts on the Winnebago Reservation in rural Thurston County, in northeastern Nebraska. Both of these school districts are designated by the U.S. Department of Education as Rural and Low-Income Schools (RLIS) and the percentage of Native American students in this target area exceeds 90 percent of the student population.

*Barriers and opportunities to be addressed by the project* --Native American students in Nebraska have a four-year dropout rate of 31.6%, which is more than triple the overall statewide rate of 10.1%. High school graduation rates at the two target communities on the Winnebago Indian Reservation are among the lowest in the state – 82.8% for Winnebago Public School, and just 75% for Walthill Public School. The household poverty rate for elementary students in the Winnebago school system is 86.54%; for Walthill the household poverty rate for elementary students is 79.65 Just 15.8 percent of adult residents in the county have attained a Bachelor's Degree or higher, which is roughly half the national rate.

Opportunities for improvement are evident through enhanced partnerships and infrastructure in place to support expanded programming. There is a need and an opportunity to develop earlier higher education and career preparation interventions targeting elementary and middle school students. We have the opportunity to build into these existing program a sharper focus on engaging families in planning for their children's long-term success

*Community-based strategies and measurable objectives of the project* – Primary strategies of the NSCVQ initiative (and the measurable objective related to each) are:

STRATEGY 1: Provide training to elementary school and community-based partners on the evidence-based “Believing the College Dream” curriculum/program and implement at school and community sites. **MEASURABLE OBJECTIVE**: Improve school and youth program providers’ effectiveness at engaging youth in career and college exploration and preparation at an earlier age.

STRATEGY 2: Develop and conduct a series of culturally congruent family-based events and activities focused on exploring career options, planning for educational needs, and de-mystifying the college experience. **MEASURABLE OBJECTIVE**: Increase family engagement in supporting the long-term higher education and career goals of their children.

STRATEGY 3: Provide supplemental educational services and supports (in elementary schools and community settings) focused on core academic skills youth need to prepare for success in college and careers. **MEASURABLE OBJECTIVE**: Increase academic attainment in basic reading, writing, and math skills for NSCVQ participants.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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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](#)

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***Introduction/Overview***

HoChunk Community Development Corporation (HCCDC), an Indian organization affiliated with the Winnebago Tribe of Nebraska, along with its project partners, proposes the *Native Students' College Vision Quest* (NSCVQ) initiative. NSCVQ will engage 75 elementary students per year (300 over the four year project period) and their families in evidence-based services aimed at increasing their college and career readiness. Our project will utilize community focused interventions developed by researchers and educators from the University of California, Berkeley's *Center for Educational Partnerships* and the ECMC Foundation. This initiative will develop Native American cultural adaptations for the Center's "Believing the College Dream" programming. We will engage an expanded coalition of educational and community service providers on our reservation to demystify the college experience for the high need/high potential Native American youth in our service area.

***Absolute Priority to fund Native Youth Community Projects:***

Our proposed NSCVQ initiative is a community project administered and managed by a community-based Tribal Organization (HCCDC) and featuring project services delivered in community settings within our service area. The project targets elementary aged Native Youth.

***Competitive Preference Priority One – Serving A Rural Community:***

The NSCVQ project will serve the Winnebago and Walthill public school districts in rural Thurston County, Nebraska. Both of these school districts are designated by the US Department of Education as Rural and Low-Income (RLIS) Schools.

*Competitive Preference Priority Two – Application Submitted by an Eligible Indian Tribe, Indian Organization, or Indian IHE:*

Our project is a partnership initiative submitted by HoChunk Community Development Corporation (HCCDC), which meets all criteria required of an eligible Indian Organization:

- 1) HCCDC is legally established in accordance with State of Nebraska law; with appropriate bylaws and articles of incorporation on file with the State; and
- 2) Our mission [“To raise the economic, **educational**, and social levels of Winnebago tribal members within Thurston County, Nebraska”] specifically includes the education of Indians; and
- 3) Our governing board is comprised by a majority of Indians (85.7% are Native); and
- 4) We are located on the Winnebago reservation, with a sanction (via resolution) by the Winnebago Tribe of Nebraska; and
- 5) We are neither an organization or subdivision of, nor under direct control of, any institution of higher education; and
- 6) HCCDC is not an agency of State or local government, but rather a 501c3 organization.

See the “Documentation of Indian Organization” attached to this proposal. Our project partners include 2 LEAs (Walthill and Winnebago Public Schools), a Tribal Education Agency (Winnebago Education Department), and an additional community partner (Boys and Girls Club of Hocak Nisoc).

*Competitive Preference Priority Five – Project combining two or more of the activities described in section 7121 (c) of the ESEA over a period of more than a year:*

Our proposed four-year NSCVQ project will combine a number of activities described in section 7121c of the ESEA, namely: Subsection A – innovative programs related to the educational needs of educationally disadvantaged children; Subsection E – special compensatory and other programs and projects designed to assist and encourage Indian children to enter, remain in, or reenter school, and to increase the rate of high school graduation for Indian children; Subsection J – programs designed to encourage and assist Indian students to work toward, and gain entrance into, an institution of higher education; and Subsection L – activities that recognize and support the unique cultural and educational needs of Indian children, and incorporate appropriately qualified tribal elders and seniors.

### ***Need for the Project***

- i. The extent to which the project is informed by evidence, which could be either a needs assessment conducted within the past three years or other data analysis of:
  - 1) The greatest barriers both in and out of school to the readiness of local Indian students for college and careers;**

Native American students in Nebraska have a four-year dropout rate of 31.6%, which is more than triple the overall statewide rate of 10.1%.<sup>1</sup> High school graduation rates at the two target communities on the Winnebago Indian Reservation are among the lowest in the state – 82.8% for Winnebago Public School, and just 75% for Walthill Public School.<sup>2</sup>

Social factors contribute to the challenges Native American youth contend with in school.

Households with children in Winnebago and Walthill are much more “highly mobile” (likely to

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<sup>1</sup> Nebraska Coordinating Commission for Postsecondary Education – 2010 Progress Report

<sup>2</sup> Nebraska Department of Education, *State of the Schools Report 2013-2014*

move and/or change schools at least once during the academic year) than their statewide peers. The mobility rate in Winnebago is 19.2% and the rate is nearly doubled in Walthill at 37.3%. This compares to a statewide rate of 12.1%.<sup>3</sup> Mobility rates are indicators of household instability and suggest frequent interruptions in educational programming for youth. Higher rates of school mobility are linked with significantly higher dropout rates and significantly lower attainment in math and reading.<sup>4</sup>

The families of young Native American students in our service area have comparatively low incomes. The household poverty rate for elementary students in the Winnebago school system is 86.54%; for Walthill the household poverty rate for elementary students is 79.65%. [This compares to a statewide poverty rate of 44.93% for families with elementary aged children.]<sup>5</sup>

This combination of factors has the effect of reducing participation in higher education and attainment of post-secondary degrees for persons in Thurston County. Just 15.8 percent of adult residents in the county have attained a Bachelor's Degree or higher, which is roughly half the national rate.<sup>6</sup>

HCCDC has conducted a college readiness pilot project for high school students in Winnebago and Walthill for several years, working with an average of 19 high school students per year over the past three years. The project, called "Challenge Our Youth to Succeed" (COYS), was successful in preventing dropouts and attaining high school diplomas. All of the COYS participants who were engaged in the program's services as high school seniors graduated. The project's longer term impact was less successful, though, at helping Native Youth persevere in

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<sup>3</sup> Ibid

<sup>4</sup> Reynolds, Chen & Herbers; *School Mobility and Educational Success*; University of Minnesota, 2009

<sup>5</sup> Nebraska Department of Education, *State of the Schools Report 2013-2014*

<sup>6</sup> US Census, 2014.

post-secondary education. Many project youth enrolled in college, but an analysis of COYS project outcomes reveals that many were challenged for various reasons to remain on-track to attain a degree, including:

- Low Parental Involvement – Many Native American students are first generation college students. Their parents are young and most do not have direct college experience to share with their children. In many cases, the parents have not been involved in planning the careers or higher education goals of their children.
- Difficult Transition to College Setting and Young Adulthood -- Native students in our target communities have attended elementary and secondary school in settings where Native Americans are the primary race, representing more than 90% of the total student population. Unless they attend a tribal college, though, this situation is very different once they start their college career. A significant number of the COYS Native American students reported feeling out of their element in a college-setting. When they couldn't make a timely adjustment to this new environment many discontinued college and returned to their reservation community, with a feeling of failure and with few career prospects.
- Time Management/Study Skills -- Students start college just as they are transitioning to the levels of independence associated with young adulthood. With this newfound freedom, some of our COYS participants had difficulty managing their free time and meeting the study and preparation requirements of higher education. As a result, many were unprepared for class assignments and had a hard time with tests and deadlines. Their grades suffered as a result and this often contributed to a decision to drop out of school.

- Financial Factors -- Native American youth and their parents are often confused about the costs of higher education and are ill-prepared to navigate the loans, scholarships, and financial aid strategies required. According to the Center for Educational Partnerships, “The average parent or student believes college costs twice what it actually does..Also, many students and families do not understand financial aid, including eligibility and the kind of aid available. Misconceptions about public institution college costs are particularly acute, and recent media attention on rising college costs unnecessarily discourages students and their families.”<sup>7</sup>

2) *Opportunities in the local community to support Indian students; and*

Although state of Nebraska funding for the Challenge Our Youth to Succeed (COYS) program is ending in early 2016, partnerships forged during the COYS pilot period are strong and the infrastructure is in place to support expanded programming. The COYS program worked with high school students at both the Winnebago and Walthill schools. While planning for post-COYS programming, school administrators and COYS program staff concluded that programming focused just on the high school age group was not optimal; there is a need and an opportunity to develop earlier higher education and career preparation interventions targeting elementary and middle school students.

The wide array of youth-focused community-based programming in the service area (described in the next section of this narrative) is a vital asset, one that creates an opportunity for increased coordination. The services in the community range from high-quality early learning programming at Educare of Winnebago through post-secondary Associates Degree programming

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<sup>7</sup> *Realizing the College Dream Teacher Advisory Guide*; University of CA, Berkeley Center for Educational Partnerships, 2012

at Little Priest Tribal College. There are significant investments in programming at every developmental stage for Native students, yet the programs collectively have not yet maximized their potential to ensure that youth are envisioning successful educational and professional futures while taking the incremental steps to realize these visions.

We have the opportunity to build into these existing program a sharper focus on engaging families in planning for their children's long-term success. The NSCVQ program will enable staff from these existing programs to participate in training on the *Believing the College Dream* model. NSCVQ will also provide an opportunity to add community events (Family Career Days, College Camps, Campus Field Trips, etc.) in which all youth programs serving elementary aged youth may participate.

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

In addition to the Winnebago and Walthill schools, there are a number of well-established programs in the service area that serve Native American youth and their families:

- Winnebago Tribal Education Department – The Tribe's Education Department provides college preparation, college entrance, and higher education scholarship assistance to youth who are enrolled Winnebago tribal members. They work in the Winnebago High School to mentor students and link them with resources. The Education Department coordinates a Summer Youth work experience program that provides employment, career exploration, and on-the-job training for youth. They also coordinate summer programming focused on building core academic skills for high school youth (math and science). The resources of the NSCVQ program will enable the Education Department to

expand their program into elementary programming. The Education Department is funded by Tribal allocations and project-specific grant funds.

- Boys and Girls Club of Hocak Nisoc – The mission of Boys and Girls Clubs of America is to enable all young people, especially those with greatest need, to reach their full potential as productive, caring, responsible citizens. The Boys and Girls Club of Hocak Nisoc has adopted this mission as well, with an added focus on instilling in our members an abiding pride in their unique cultural heritage. Our primary program goals are to: 1) Provide a safe, structured environment for Native youth age 5 to 18 during after school, weekend, and summer hours when school is not in session; 2) Increase skills and self-worth for youth by providing mentoring, life skills development, tribal culture opportunities, and educational support; and 3) Improve health/nutritional awareness of members by providing healthy meals on site. The Club is funded by a combination of tribal allocations, contributions from the national Boys and Girls Club charter organization, fund-raising, and foundation grants.
- Educare of Winnebago – Educare of Winnebago is the first Educare Early Learning program in the country to be constructed and operated in Indian Country. Our Educare school opened in April of 2014. The program integrates the Tribe's Head Start program with their newly awarded Early Head Start program so that comprehensive, high quality early learning programming is available for 0 to 5 year olds at the Center. Programming at Educare of Winnebago is focused on ensuring that Native children attain developmental milestones and are school-ready for Kindergarten entry. Funding is from Head Start, Early Head Start, the Buffet Foundation, Tribal allocations, State of Nebraska child care funds, parent fees, and private donors.

- Little Priest Tribal College (LPTC) – The Winnebago Tribe of Nebraska chartered LPTC in May 1996. Its major focus is to provide a two-year associate degree, and prepare students to transfer and successfully complete a major at a four-year institution. Another equally important part of the college’s mission is to provide language and culture classes and training opportunities for upgrading job skills and improving employability. LPTC issues two-year degrees [Associate of Arts (AA) and Associate of Science (AS)] in: Indigenous Studies, Early Childhood Education, Teacher Education, Indigenous Science, Business, Computer Information Systems, and Liberal Arts transfer degree. The college operates on a two-semester system with sessions from late August to December and January to mid-May. Summer sessions are also offered. Enrollment for the fall and spring semester is approximately 150 full and part-time students per semester. A variety of services is offered to students including career counseling, academic advising, tutoring, and one-on-one support. The college is a land-grant institution with funding from the USDA, tuition and fees, tribal allocations, and various grant sources.
- Project Woska-pi – “Woska-pi” means “the good way” in the Tribe’s traditional HoChunk language and Project Woska-pi teaches Native youth (K to 12) the skills they need to make good life decisions. The Woska-pi character building curriculum is focused on teaching respect – respect for self, peers, family, community, clan, and Tribe. Woska-pi is embedded in the Winnebago public school programming. Woska-pi educators present activities, lessons, and traditional tribal stories twice a week for each grade level. The lessons focus on tribal identity and making healthy choices related to smoking, substance use, health, sexual behavior, bullying prevention, and family relations. The project was initially funded during its developmental stage by an abstinence promotion

grant, but has since established itself as evidence based while broadening its scope. The project is funded by Winnebago Tribal allocations.

- HoChunk Renaissance – HoChunk Renaissance is the traditional language and culture education resource for the Winnebago Tribe. They provide HoChunk language instruction and traditional culture training at the pre-school through adult levels. This programming is integrated into the daily curricula at Educare of Winnebago (preschool) and within the K-12 programming at Winnebago Public Schools. HoChunk Renaissance also offers beginning through advanced HoChunk Language classes at Little Priest Tribal College. They are funded exclusively with Winnebago Tribal funds.

### ***Quality of the Project Design***

In response to our Project Partnership's assessment of community needs and program gaps, we have designed the NSCVQ project activities to accomplish an earlier intervention [at the elementary grades level] to better prepare Native American students for college and careers. A logic model is included in the attachments, and demonstrates the relationships between the project's inputs, planned outputs, and expected outcomes.

The NSCVQ project will implement the following activities:

- Elementary School Curriculum Enhancements – Under a subaward agreement with HCCDC (the grantee), educators in both the Walthill and Winnebago Elementary Schools will supplement established curricula by working with Native American students to build skills in areas where recent testing has indicated barriers to long term academic attainment – primarily writing skills and basic math. The teachers will participate in the *Believing the College Dream* curriculum training which will be provided on-site in

Winnebago by the University of California, Berkeley's Center for Educational Partnerships. They will integrate this model's curriculum and concepts into the academic programming at their respective elementary schools. After school tutoring and supplemental summer programming focused on academics will be provided by another NSCVQ partner in Winnebago, the Boys & Girls Club of Hocak Nisoc and in Walthill by HCCDC's project staff.

- Integration of the evidence-based *Believing the College Dream* curriculum and related activities into existing and planned community programming – HCCDC will work with the ECMC Foundation to bring their team of trainers to Winnebago where they will provide training on this model to up to 40 representatives from our partners' coalition. The activities, concepts, and principles associated with the curriculum will be implemented with fidelity at school and community partner sites so that youth in our service area hear a consistent message during school hours and during after school, summer, and special event activities in which they and their families participate. (See letter of support from the ECMC Foundation in the Attachments. This Foundation provided the funding to the Center for Educational Partnerships that enabled the development of the *Believing the College Dream* model.)
- Family Engagement Activities – A major component of the *Believing the College Dream* program manual targets families of college-bound youth. The focus of family engagement activities is on helping families -- who may not have experienced higher education themselves – understand the importance of a college education. The family engagement component provides practical step-by-step information on how families can help their children succeed in college and prepare for a career that suits them. Utilizing

the *College Dream* curriculum guide, we will create a series of regularly scheduled community-based camps, special events, and activities for elementary aged youth and their families to engage in together, such as:

- Family college campus visits
  - Dollars and Sense financial seminars with both a youth and parent track to establish a funding plan for college, understand more about financial aid available, and to increase overall financial literacy
  - Writing/Journaling camp to prepare youth and families for the writing rigors associated with college entrance exams and scholarship applications
  - Career Camp for youth and their families to explore and understand a range of potential careers and the specific educational path associated with each career.
  - College and Career Portfolio seminars to assist youth and families in assembling the materials they will need to document their academic and extra-curricular activities that may help to qualify them for college admission and or/scholarships
- From Vision to Plan: Supports to demystify the college experience – NSCVQ staff (in Walthill) and staff from the Tribe's Education Department (in Winnebago) will serve as College & Career Mentors to work with elementary aged youth and their families to develop specific educational plans consistent with their career aspirations. These comprehensive plans will include both short-term goals (staying in school, reducing truancy, improving GPA, pursuing extracurricular interests, etc); and well as longer term objectives (identifying appropriate courses of study, preparing for ACT or SAT exams, selecting “first choice” and back-up colleges, establishing a college savings account, etc.) The plans will be written down and reviewed/updated bi-weekly. A major component of

the plans will be frequent journaling to document progress, clarify the youth's goals and motivations, and (especially) to develop the youths' ability to plan, follow through, and effectively express themselves in writing.

*i. The extent to which the project is focused on a defined local geographic area*

The NSCVQ project will be implemented on the Winnebago Indian Reservation in two school districts with high Native American populations [Winnebago and Walthill School Districts].

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

Our project is based upon an evidence-based curriculum which was developed by the ECMC Foundation and the University of California, Berkeley's Center for Educational Partnerships, namely their *Believing the College Dream* program model. The program has been specifically developed for youth in grades 4 to 8, which is our target group. We selected this model because it features school, parent, and community partnerships which we see as the key to making lasting changes for our reservation population. Moreover, the ECMC Foundation has agreed to convene a team of researchers/trainers to provide on-site training in Winnebago to 40 project partners (teachers, counselors, tutors, youth workers) each year of the initiative. This training has been offered to us at no cost to the project and will help to ensure that we are able to implement the *Believing the College Dream* as it was designed.

We have discussed with the ECMC Foundation our intent to further adapt the *Believing the College Dream* model by integrating Native American cultural components (primarily Winnebago or "HoChunk" culture and Omaha Tribal traditions since those are the two tribes that

predominate in our service area.) The Foundation is supportive of this idea and will assist us by providing feedback and expertise based upon their role in developing the model. This will enable us to accomplish the cultural adaptations while retaining fidelity to the model's theory of change.

*iii. The extent to which the goals, objectives, and outcomes to be achieved by the project are clearly specified and measurable*

The planned NSCVQ activities previously described in the bullet list starting on page 11 were designed to accomplish the goals, objectives, and measurable outcomes described below:

**Goal 1: Increase college and career readiness for Native American students on the Winnebago Indian reservation**

Objectives/Outcomes:

- Improved grades in core academic subjects (reading, writing, math) as measured by increased GPA [Average increase of at least one letter grade] and standardized testing [Average increase of at least one standard deviation]
- Improved understanding of how long-term education goals are linked to aspirational careers as measured by pre/post surveys [80 percent of students improve]
- Increased expectations of students entering high school that they will proceed to and succeed in college as measured by pre/post participant surveys [80 percent of students improve]

**Goal 2: Increase the level of engagement of parents and families as active participants' in their children's higher education and career aspirations**

Objectives/Outcomes:

- Increased awareness (students and parents) of higher ed financial requirements and financial aid options as measured by pre/post assessments [80 percent will improve]
- Increased number of families will develop a plan for college costs as measured by number of written plans on file [80 percent will file a plan]
- Enhanced awareness/comfort level with college environments as measured by pre/post surveys [80 percent will increase pre to post]

**Goal 3: Enhance the capacity of local school and community partners to increase their emphasis on college/career readiness at an earlier (elementary) intervention point**

Objectives/Outcomes:

- Improved understanding of developmentally appropriate career/college prep strategies for elementary youth as measured by pre/post program staff assessments [80 percent will improve]
- Increased availability of culturally adapted materials implemented in local youth programs as measured by pre/post survey [80 percent will increase]
- Establish and sustain enhanced partnerships as measured by increased number of sustainable MOUs, MOAs, and Partnership Agreements in place pre/post project [increase by at least 100 percent]

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

Our project is called “Native Students College Vision Quest” as a way of honoring the traditional vision quest undertaken by many Native American young adults. For them, the vision quest is a

turning point in their lives, undertaken to find personal meaning and life direction. The vision quest is a rite of passage, marking the transition between childhood and full acceptance into society as an adult. Our belief is that when a Native youth is granted his or her vision, they have a guide to their life goal and a clear path to follow. Our intent is to make this life goal attainable for Native youth by helping them envision early on a career that meets their aptitudes and interests, and giving them the skills, confidence, and supports they need throughout their journey.

*The extent to which the proposed project is supported by strong theory*

The key theoretical component of our project is the model established by the *Believing the College Dream* program. The curriculum, activity guide, and evaluation tools associated with this program were developed by education researchers from the University of California's Center for Educational Partnerships in collaboration with the ECMC Foundation. Their Teacher Advisory Guide identifies facts and assumptions that informed the theory of change upon which their model is based, and which are also reflective of our Native youth population and consistent with our assessment of needs in our own community:

Key Facts:

- 1. Low income and first generation students often live in communities where young people take jobs immediately after high school and do not see the value of going on to college if they are "making money now". Students benefit from identifying immediate and long-term educational goals through activities that illuminate future possibilities, such as researching careers that have increased earning potential.*

2. *The average parent or student believes college costs twice what it actually does, according to research. Also, many students and families do not understand financial aid, including eligibility and the kinds of aid available...*
3. *Only 19 percent of low income eighth graders will go on to complete an associate degree or above, compared with 76 percent of high-income students...Opting out of post-secondary education significantly reduces a student's opportunities and results in diminished economic standing, which ultimately reinforces cycles of underemployment and poverty.<sup>8</sup>*

The Believing the College Dream program is guided by three primary strategies which have proven effective in reducing/eliminating barriers to college and career success for high need populations: 1) Educate students and their families about the social and financial benefits of a college education, and provide information about financial aid to students and their families; 2) Expose middle school students to college students, faculty, and campus life; and 3) Create instructional strategies that are hands-on and interactive, with the content and skills aligned with national standards.<sup>9</sup>

The ECMC Foundation's shift to delivering college and career preparation intervention at an earlier developmental stage (elementary rather than high school focus) is consistent with the conclusions our own youth programs have reached over the past few years. The ECMC Foundation cites research findings that support this strategy, including evidence that students who decide early to go to college are more likely to enter higher education.<sup>10</sup>

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<sup>8</sup> Center for Educational Partnerships; *Realizing the College Dream: Teacher Advisory Guide* (2012)

<sup>9</sup> Ibid

<sup>10</sup> ECMC Foundation; *Believing the College Dream: Schools and Families Working Together* (2013)

Researchers A.P. Jackson, S.A. Smith and C.L. Hill have analyzed a range of factors that relate to persistence in college for Native American students. A significant barrier they identify is the “non-linear path to a degree”. This involves breaks in attendance, class scheduling conflicts that extend degree attainment, and complications that arise from combining credits obtained from multiple institutions. Reducing or minimizing these interruptions and/or complications by starting with a comprehensive education plan is an effective strategy proven to increase academic success.<sup>11</sup> Our Pathways project addresses these challenges in ways supported by the research and consisting of:

- Starting at an earlier age to visualize long-term career goals, and to develop concrete step-by-step linear education plans
- Providing a mentor to help each student develop an individualized academic path which will guide students to the right classes and resources to ensure timely degree attainment
- Increasing financial literacy for youth so that they make financial decisions that support rather than disrupt their planned path to educational attainment

Young Native American adults who are strongly bonded to their tribal communities are significantly more likely to successfully attain post-secondary degrees.<sup>12</sup> Cultural identity has been demonstrated to correlate positively with college retention.<sup>13</sup> To strengthen community and cultural connectivity the NSCVQ initiative will provide cultural adaptations to the established *Believing the College Dream* program components. This will consist of integrating traditional

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<sup>11</sup> Jackson, Smith, & Hill, *Academic Persistence Among Native American Students* (2003)

<sup>12</sup> J. Reyhner & J. Eder, *American Indian Education* (2003)

<sup>13</sup> R. Guillory, *American Indian/Alaska Native College Student Retention Strategies* (2009)

HoChunk language, images, music, ceremonies, values, stories and customs into the program's materials and exercises.

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

Services to Native youth and families participating in our NSCVQ project will be provided by a partnership team that includes community organizations, public school districts, and a tribal education department. Each partner entity will provide services to the project consistent with their mission and their specific areas of expertise:

HoChunk Community Development Corporation (HCCDC) – HCCDC will serve as the grantee and the lead agency for the NSCVQ partnership. In addition to experience implementing the multi-year Challenge Our Youth to Succeed college prep project over the past several years, HCCDC has been the central organizer in the community for many multi-partner initiatives aimed at bettering quality of life on the reservation including past and on-going collaborative projects related to juvenile justice, homeownership, and financial literacy. HCCDC will execute subawards with each of the project partners outlining their specific role and obligations toward the NSCVQ project, and passing through any terms and conditions of the grant award. HCCDC will convene planning and on-going progress assessment meetings of the project partners, at least bi-monthly throughout the term of the project to ensure that milestones and targets are on-track and that project data (as it emerges) will be utilized in a continuous feedback, quality improvement loop.

Boys and Girls Club of Hocak Nisoc (BG Club) – The BG Club is a community based non-profit organization that serves high need/high potential youth in Winnebago, providing structured

activities, academic supports, and nutritious meals and snacks six days a week. Under terms of a NSCVQ subaward, the BG Club will obligate staff time to participate in training on the *Believing the College Dream* model and implementing its activities at the Club. They will provide tutoring and group educational activities to NSCVQ participants and will assist with implementing the quarterly family engagement and summer learning camp project components.

Winnebago Public Schools (WPS) – Under terms of a NSCVQ subaward, WPS will engage two new contracted educators to work with elementary Native students on core academic areas related to college prep. WPS instructors and counselors will participate in training on the *Believing the College Dream* model and will integrate its principles and activities into the school's classrooms and activities. They will obtain parental releases of information so that they can provide data (grades, assessment scores, attendance, graduation rates) to the NSCVQ Evaluator. WPS will also assist in promoting the non-school events and activities of the NSCVQ to their students and families.

Walthill Public Schools (WHPS) - Under terms of a NSCVQ subaward, WHPS will engage 1.0 FTE educators to work with elementary Native students in Walthill on core academic areas related to college prep. WHPS instructors and counselors will participate in training on the *Believing the College Dream* model and will integrate its principles and activities into the school's classrooms and activities. They will obtain parental releases of information so that they can provide data (grades, assessment scores, attendance, graduation rates) to the NSCVQ Evaluator. WHPS will also assist in promoting the non-school events and activities of the NSCVQ to their students and families.

Winnebago Tribe of Nebraska Education Department (Tribe)-- Under terms of a NSCVQ subaward, the Tribe will hire an education specialist/mentor to work with elementary students in Winnebago. Tribal staff will participate in training on the *Believing the College Dream* model and will integrate it into their one-on-one college prep and career planning work with students. They will assist in promoting, recruiting for, and conducting the quarterly and summer NSCVQ family engagement activities in Winnebago.

NSCVQ Partnership Agreements have been executed with all project partners and are included in the attachments of this proposal. An additional indicator of the degree of partnership and collaboration is the percentage of the grant budget that is allocated to non-grantee partners via sub-awards. Over the four years of our NSCVQ project budget, that percentage is 71%.

***Quality of Project Personnel***

- i. The qualifications, including relevant training and experience, of the project director or principal investigator*

Project Coordinator -- Brenda Conway will serve as the NSCVQ Project Coordinator, responsible for leading the partnership effort and implementing all aspects of the initiative. Ms. Conway has an MBA and 5 years' experience as HCCDC's Education Assistance Manager implementing grant-funded projects aimed at increasing college readiness for Native youth. She will obligate 1.0 FTE to the project. Her resume is included in the attachments.

- ii. The qualifications, including relevant training and experience, of key project personnel*

Project Administration – Brian Mathers, HCCDC's Executive Director, will provide administrative oversight to the NSCVQ project acting as the direct supervisor for the Project Coordinator and the Project Evaluator. He will oversee development and implementation of the

subaward agreements with project partners and will coordinate with partners to ensure compliance with all terms and conditions of the prime award. Mr. Mathers a BA Degree in Psychology and more than 25 years' experience as an administrator of federal grant-funded projects in human services, education, and community development. He will obligate .1 FTE to the project. His resume is included in the attachments.

Project Evaluator – Dr. Harold D. Ross will serve as the NSCVQ Project Evaluator. Dr. Ross has more than 15 years' experience as a consultant and evaluator of grant-funded tribal programs, primarily in the education and juvenile justice areas. He will obligate .2 FTE to the project. His resume is included in the attachments.

***Adequacy of Resources***

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

Partnership agreements with the collaborating NSCVQ partners are included in the attachments outlining the roles and commitments of each partner. Between them, the partners bring a full array of the resources and expertise needed to successfully implement the project, including those captured in the table below:

<b>NSCVQ Partner</b>	<b>Commitment to Project</b>
HCCDC (Grantee)	Staff time, meeting space, IT infrastructure, administrative oversight, fiscal management, sustainability planning
Winnebago Public School (Subawardee)	Staff time, classroom space, IT infrastructure, access to students for NSCVQ activities, student data

HoChunk Community Development Corporation  
 NATIVE STUDENTS' COLLEGE VISION QUEST – PROPOSAL NARRATIVE

Walthill Public School (Subawardee)	Staff time, classroom space, IT infrastructure, access to students for NSCVQ activities, student data
Winnebago Tribe (Subawardee)	Staff time, cultural expertise, IT infrastructure, meeting space, program promotion, sustainability planning
Boys & Girls Club of Hocak Nisoc (Subawardee)	Staff time, meeting and activity space, meals and snacks for participants, program promotion, sustainability planning

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

Over four years our project has conservatively targeted serving 300 Native youth and their families at an average annual cost of \$520,987. This calculates out to a cost of just under \$7000 per family served. This is a significant investment, but one which will be quickly recovered and significantly exceeded when the project realizes its objective of helping Native youth succeed in higher education. Young adults with college degrees earn an average of \$17,500 per year more than those with just high school diplomas.<sup>14</sup> This means that in just one year of post-project employment, the 300 NSCVQ participants are likely to earn an additional \$5,250,000 than they otherwise would have, which is more than double the entire 4-year investment of grant dollars for the project.

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<sup>14</sup> *Rising Cost of Not Going to College*, Pew Research Center, 2014

### ***Quality of Experience***

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

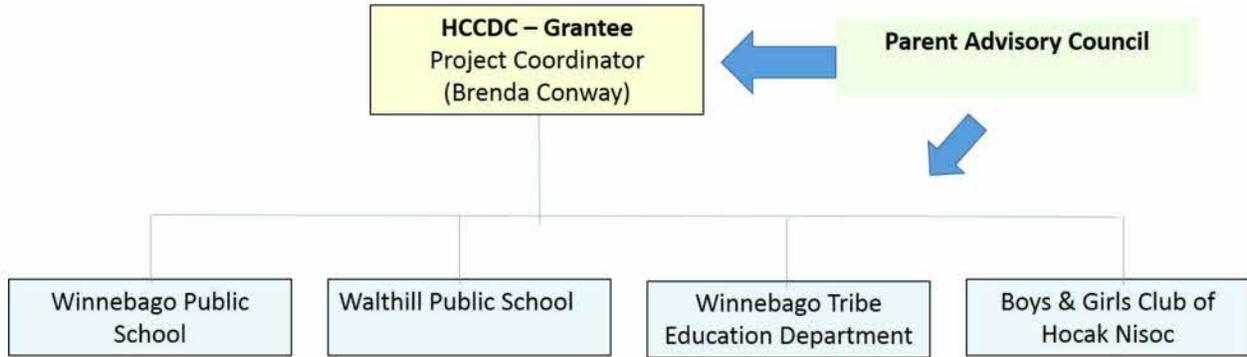
As previously noted, the grantee (HCCDC) has successfully implemented a multi-year, multi-partner college and career focused service program for Native high school students funded by State of Nebraska Department of Education, the Challenge Our Youth to Succeed (COYS) initiative. The COYS project was 100 percent successful at improving project outcomes of preventing dropouts and attaining high school diplomas; and significantly effective at improving rates of college entrance (roughly 70 percent). Although college retention was outside the scope of the COYS specific objectives since program services ended at college enrollment, our follow up data indicated that degree attainment rates were not significantly impacted. This gap is one the NSCVQ partners hope to address by starting our proposed project interventions earlier by targeting elementary aged students and engaging their families.

### ***Quality of the Management Plan***

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

The NSCVQ project will be administered by the grantee, HCCDC. Partnership Agreements are attached to this proposal which describe partner roles, but these will be spelled out further (along with pass-through of terms and conditions) in subaward agreements that will be executed with each project partner post-award. An organizational chart for the project follows here:

HoChunk Community Development Corporation  
NATIVE STUDENTS' COLLEGE VISION QUEST – PROPOSAL NARRATIVE



Org. Chart: Native Students College Vision Quest (NSCVQ)

HCCDC will provide fiscal oversight of the project. We will create subaward budgets with each project partner to ensure that all expenditures are eligible, reasonable, and necessary to accomplish the project objectives. HCCDC's Finance Manager will review all subawards, prepare draws for grant funds, reimburse subawardees for eligible expenditures, and submit all required financial reports to the Department of Education. The Project Coordinator will gather program data from all project partners and merge it to submit required program reports.

A work plan for the NSCVQ project is included in the attachments, identifying key project milestones, timelines, and responsible parties.

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

The Project Coordinator will convene an initial planning meeting with all project partners to establish expectations and timelines; clarify roles and responsibilities; and review goals and objectives of the project. This NSCVQ Project Team will meet quarterly to assess project status, plan upcoming events, share best practices, and provide feedback on how the program interventions are going.

Once student participants are enrolled in the project, an additional oversight group, the NSCVQ Parent Advisory Council will be convened consisting of 6 to 8 parents of enrolled participants. The Project Coordinator will conduct preliminary meetings with this Council to explain the scope and intent of the project, obtain their input on project components, and clarify their role as an advisory entity. Once established, the Parent Advisory Council will participate in the quarterly meetings of the NSCVQ Project Team.

As project data from grades, student assessments, surveys and other sources becomes available from the project, the Project Evaluator will analyze the data and make preliminary recommendations to the Project Team during their quarterly meetings. This will create a mechanism for on-going continuous improvement in the project and enable the Project Team to adjust course, increase training, or seek technical assistance as needed.

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

Parents of the previously conducted Challenge Our Youth to Succeed (COYS) project have provided feedback on that project's design, and were instrumental in our decision to develop interventions targeting youth at an earlier (elementary) age. In addition, the partner representatives from HCCDC and the Tribe who were instrumental in developing this project design are, themselves, parents of Indian children with direct experience helping their children navigate the higher education system. The Tribe is a key partner in the initiative and will receive a significant portion of the grant resources via their subaward.

An additional mechanism for obtaining and maintaining the involvement of parents of Indian children is the NSCVQ Parent Advisory Council which will have input, oversight, and coordination responsibilities for the initiative.

***Quality of the Project Evaluation***

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

The key demonstration question our project will assess is: *Can a college and career-focused program model collaboratively implemented across school and community based locations increase college participation and degree attainment; and can those gains translate into successful careers for Native students?* Our evaluation will also assess which components of the projects' multiple interventions (academic enhancements, career mentoring, family engagement, etc.) are most closely correlated to attainment of the project's goals.

A .20 FTE Project Evaluator from HCCDC will provide assessment, data analysis, and overall project evaluation services for the initiative. To the extent possible we will utilize existing evaluation tools (such as report cards and standardized academic assessments already being conducted in the schools; and pre/post activity surveys already included in the *Believing the College Dream* curriculum. Our Evaluator will work with the Project Partner Team (including the Parent Advisory Council) to develop new assessments to measure progress toward additional NSCVQ objectives, as needed.

Elements of the NSCVQ initiative's evaluation components are touched upon in other sections of this proposal including the Objectives, Outcomes, and Measures section beginning on page 15 of

this narrative, and the project's Logic Model included in the attachments. As these sections suggest, the evaluation plan will include a range of both quantitative and qualitative data including:

Quantitative Measures:

- School report cards (letter grades translated into the 0.0 to 4.0 scale). These will be collected and entered into the project database each semester.
- Standardized academic assessments in math, reading, writing. These are conducted on the school's existing assessment schedule and will be entered into the project database as they become available.
- Pre-Post participant surveys to measure increases in knowledge/retention of key concepts. These will be conducted before and after *Believing the College Dream* curricular activities, quarterly Family Engagement activities, and special events.
- School attendance and retention data. This will be collected and entered into the project database at the conclusion of each semester.

Qualitative Measures:

- Monthly feedback forms from Subawardees. Along with their monthly invoices these partners will submit a checklist identifying their satisfaction with project components such as communication, sharing of responsibilities, and strength of the collaborative relationships.
- Sign-in sheets for project events will provide data related to rates of participation; participant surveys will assess their satisfaction in the quality of the activity.

- Annual partner surveys – these will be in-depth qualitative surveys to assess adequacy of resources, strength of the collaborative relationships, clarity of responsibilities, and satisfaction with the overall progress of the initiative.

The NSCVQ Project Evaluator will analyze the project data as it is accumulated, will provide feedback to project partners throughout the project period, and in addition to providing incremental findings to be included in the semi-annual project reports will create an annual evaluation report for each year of the project in addition to a final report that includes an evaluation of achievement of all project goals and objectives, highlights the project's best practices, and makes recommendations for components to be replicated at other Tribal locations.

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

Our project will assess whether the selected model can be successfully adapted and implemented in Indian country with a strategy of beginning the college and career interventions while students are still in elementary school. The annual and final evaluation reports

A key component of our program is the integration of Native American cultural components into the established *Believing the College Dream* curriculum and program model. Our intent is to make these adaptations specific to our local tribal traditions, but broad enough to also resonate with other tribes and tribal communities. This will enable broad replication across Indian country of whatever project successes we're able to achieve with the model.

Our annual and final project evaluations will focus not only on the degree of attaining stated project goals and objectives (both process and outcome measures); it will also contain insights and recommendations on the challenges faced and overcome in the implementation process, best

practices documented by the NSCVQ Project Team and Parent Advisory Council, and an analysis of the costs and benefits of the project to our reservation. This will be valuable information we can share with other communities via publication and/or presentation at local, state, and regional conferences.

**Program: Native Students College Vision Quest -- Logic Model  
HoChunk Community Development Corporation and Partners**

Inputs	Outputs		Outcomes – Impact		
	Activities	Quantity	Short	Medium	Long
<p>Project Director, Evaluator and other staff to manage grant</p> <p>“Believing the College Dream” curriculum</p> <p>“Believing the College Dream” trainers and training materials</p> <p>Project partners to assist in implementing the curriculum</p> <p>Elementary students and parents interested in careers that require higher education</p> <p>Incentives to recognize commitment and participation</p> <p>Educators focused on building core academic skills</p> <p>Resources to conduct project events.</p>	<p>Provide training to Project Partners on selected curriculum</p> <p>Quarterly Family Engagement Events (campus trips, career seminars, financial literacy) focused on college and careers</p> <p>Provide supplemental educational activities in elementary school (writing, reading, math)</p> <p>Provide academic supports after school and summer months</p> <p>Education mentor bi-weekly meetings to develop career plan</p> <p>Assist participants to create and maintain a College and Career journal to build writing skills and create a college planning portfolio</p>	<p>40 educators/youth workers trained annually (4 on-site trainings)</p> <p>4 events annually, average participation of 50 students and their families (200/yr)</p> <p>75 elementary students assisted per year at 2 target schools, 300 total</p> <p>75 elementary students assisted with tutoring and study supports each year, 300 total</p> <p>26 planning meetings per year for each of 75 participants annually (1,950 meetings/yr)</p> <p>75 journals created and maintained each project year; 300 total</p>	<p>Increased partners’ knowledge of age-appropriate college and career activities<sup>1</sup></p> <p>Increased family involvement in planning for children’s educational future<sup>2</sup></p> <p>Increased understanding of financial requirements and resources for higher education<sup>1</sup></p> <p>Improved comfort level with campus settings<sup>2</sup></p> <p>Improved academic performance in core subjects (writing, reading, math)<sup>3</sup></p> <p>Improved understanding of the incremental steps that lead to college and career success<sup>2</sup></p> <p>Increased self-expectations that youth will attend college and succeed there<sup>2</sup></p>	<p>Integration of earlier focus on college and careers for schools and youth programs<sup>4</sup></p> <p>Improved rates of college admission<sup>5</sup></p> <p>Increase in access to scholarships and financial aid; decrease in financial barriers to higher ed<sup>5</sup></p> <p>Higher rates of Native Students from our communities attending College<sup>5</sup></p> <p>Improved transitions to higher ed settings<sup>2</sup></p>	<p>Increased rates of college graduation, degree completion for Native Students<sup>6</sup></p> <p>Increased career opportunities, reduced poverty level in community<sup>6</sup></p>

Measures:<sup>1</sup> Pre/post training survey; <sup>2</sup> Participant surveys; <sup>3</sup> Grades and school assessment scores; <sup>4</sup> Annual partner surveys; <sup>5</sup> Program participant file data, tracked over the term of the grant; <sup>6</sup> Census data

NATIVE STUDENTS COLLEGE VISION QUEST - PROJECT ACTIVITY TIMELINE

Primary Project Activity Milestones	Who's Responsible?	YR 1				YR 2				YR 3				YR 4			
		Q1	Q2	Q3	Q4												
Convene Project Partner Team, conduct initial training	Project Coordinator	X															
Execute initial subawards and renewals for each project year	Project Coordinator and subawardees	X				X				X				X			
Recruit and hire project staff in elementary schools	Winnebago and Walthill schools	X															
Conduct on-site training on program model for all project partners	ECMC Foundation	X				X				X				X			
Begin recruitment of elementary aged students and their parents for the project	Project Partners	X				X				X				X			
Recruit for, select and convene Parents Advisory Council	Project Coordinator	X				X				X				X			
Conduct quarterly meeting of Project Partners Team	All Project Partners	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Identify all assessment measures and construct project data protocols	Project Evaluator	X															
Train project partners on project data instruments and protocols	Project Evaluator	X															
Obtain full enrollment of annual NSCVQ project slots	Project Partners		X				X				X				X		
Conduct academic assessments	School partners		X				X				X				X		
Obtain report cards and enter data	Project Evaluator/Schools	X		X		X		X		X		X		X		X	
Provide after school tutoring and NSCVQ learning activities	Boys & Girls Club of Hocak Nisoc		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Provide in-school learning enhancements and NSCVQ learning activities	Winnebago and Walthill School Partners	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Provide college/career mentoring for Winnebago 5-8 graders	Winnebago Tribal Education Department																
Coordinate college campus tours for students and parents	HCCDC, Tribal Education Dept, Boys & Girls Club		X			X			X	X			X	X			
Present <i>Believing the College Dream</i> activities in Winnebago School bi-weekly	Winnebago Tribal Education Department		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Primary Project Activity Milestones	Who's Responsible?	YR 1				YR 2				YR 3				YR 4			
		Q1	Q2	Q3	Q4												
Attend annual Dept of Ed grantee meetings and training		X				X				X				X			
Present <i>Believing the College Dream</i> activities in Walthill School bi-weekly	Project Coordinator		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Plan and conduct family curriculum-based seminars, workshops, activities, and events in the communities quarterly	Project Team including Parent Advisory Council		X		X	X	X		X	X	X		X	X	X		X
Plan and conduct multi-day summer camps for youth and families (writing, career exploration, financial literacy, etc)	Project Team including Parent Advisory Council			X				X				X				X	
Provide updated project data to Evaluator	Project Team		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Assess project data to note emerging trends and indicators	Project Evaluator			X	X												
Review preliminary findings to use in continuous improvement	Project Evaluator and Project Team				X		X		X		X		X		X		X
Review monthly subawardee invoices and checklists; process for payment	Project Coordinator	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Submit semi-annual progress reports	Project Coordinator		X		X		X		X		X		X		X		X
Submit quarterly financial reports	HCCDC	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Provide in-depth written project evaluation, qualitative and quantitative (annual and final)	Project Evaluator				X				X				X				X
Submit final project and financial reports	Project Coordinator																X
Disseminate findings via website and at local, state, and regional conferences	Project Coordinator															X	X

## Other Attachment File(s)

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**PARTNERSHIP AGREEMENT  
BETWEEN**

Winnebago Public Schools (WPS)

and

HoChunk Community Development Corporation, acting as the Grantee on behalf of  
the Native Students College Vision Quest Partnership (HCCDC)

**Purpose:** WPS enters into this Agreement with HCCDC, to seek funding for and, if funded, to implement the Native Students Vision Quest (NSCVQ) initiative as described in HCCDC's proposal to the US Department of Education's Indian Education Demonstration Grants Program. The full list of project partners active in the Partnership include:

- HCCDC
- Winnebago Tribe of Nebraska Education Department
- Winnebago Public Schools
- Walthill Public Schools
- Boys and Girls Club – Hocak Nisoc

The partners will collaborate to provide a range of services aimed at helping elementary aged Native American students and their families plan and prepare for college and careers. The NSCVQ project will utilize a curriculum [Realizing the College Dream] and supportive services developed by the University of California, Berkeley's Center for Educational Partnerships. During the four years of the NSCVQ project, the Partners will adapt this evidence based model to incorporate Native American language, culture, and traditions.

**Agreements:** The parties agree to the following roles, duties, and responsibilities:

**WPS will:**

- Hire two certified teachers to work with elementary school children in the Winnebago Public Schools, with the personnel and related expenses (office space, supplies, indirect costs) to be provided via a subaward agreement with the grantee (HCCDC)
- Participate in training (for project staff and other selected WPS staff) on the *Realizing the College Dream* curriculum; assist in developing Native American cultural adaptations for the *Realizing the College Dream* materials and activities
- Assist in recruiting elementary students from Winnebago to participate in NSCVQ after-school and summer College and Career camp activities
- Attend quarterly NSCVQ Partner meetings to coordinate and plan project activities
- Provide project data as required for grant reporting

**HCCDC will:**

- Serve as the grantee and fiscal agent for the NSCVQ project; assume responsibility for the appropriate use of grant funds
- Ensure that the project is implemented by the partnership in accordance with Federal requirements
- Execute subaward agreements with project partners to cover the costs of their participation in the NSCVQ project; provide monthly reimbursement to project partners for eligible project costs, according to terms of the subaward agreements
- Coordinate training for partners on the *Realizing the College Dream* curriculum
- Convene and conduct quarterly program partner meetings to assess progress toward project goals, gather project data for evaluation/reporting

**Financial Considerations:** A subaward between the grantee (HCCDC) and WPS will be executed as described in the proposal, and based upon the amount and terms of the grant award from the US Department of Education, should such an award be made. Project partners are not obligated to provide matching or cost-share contributions for the project.

**Meetings and Reporting:** Communication between and among project partners will be coordinated by the Project Coordinator as described in the proposal. The Coordinator will be responsible for gathering data from the project partners and preparing semi-annual and final reports as required by the US Department of Education.

**Duration; Termination:** This Agreement will remain in effect from the date of the award (estimated to be March 1, 2016) through the end of the grant project period (estimated to be February 28, 2020) for a period of 48 months, total. If no grant award is made by the US Department of Education for the NSCVQ project, the agreement will be terminated upon notice of funding decision. The term may be extended upon written mutual consent of the parties. Either party may terminate this agreement with or without cause upon written notice to the other party.

**Authorized signatures and dates:**

**WINNEBAGO PUBLIC SCHOOLS**

Authorized Signature *Dan Fehsinger*  
 Typed/Printed Name and Title Dan Fehsinger Superintendent  
 DATE: 6-23-15

HCCDC (b)(6)  
 Authorized Signature \_\_\_\_\_  
 Typed/Printed Name and Title Brian Mathers, Executive Director  
 DATE: 6-23-15

**PARTNERSHIP AGREEMENT  
BETWEEN**

Walthill Public Schools (WHPS)  
and

HoChunk Community Development Corporation, acting as the Grantee on behalf of  
the Native Students College Vision Quest Partnership (HCCDC)

**Purpose:** WHPS enters into this Agreement with HCCDC, to seek funding for and, if funded, to implement the Native Students Vision Quest (NSCVQ) initiative as described in HCCDC's proposal to the US Department of Education's Indian Education Demonstration Grants Program. The full list of project partners active in the Partnership include:

- HCCDC
- Winnebago Tribe of Nebraska Education Department
- Winnebago Public Schools
- Walthill Public Schools
- Boys and Girls Club – Hocak Nisoc

The partners will collaborate to provide a range of services aimed at helping elementary aged Native American students and their families plan and prepare for college and careers. The NSCVQ project will utilize a curriculum [Realizing the College Dream] and supportive services developed by the University of California, Berkeley's Center for Educational Partnerships. During the four years of the NSCVQ project, the Partners will adapt this evidence based model to incorporate Native American language, culture, and traditions.

**Agreements:** The parties agree to the following roles, duties, and responsibilities:

**WHPS will:**

- Allow access for the NSCVQ Project Coordinator to work with elementary school children in the Walthill Public Schools, with supplies, activities, and other costs to be provided via a subaward agreement with the grantee (HCCDC)
- Participate in training (for project staff and other selected WHPS staff) on the *Realizing the College Dream* curriculum; assist in developing Native American cultural adaptations for the *Realizing the College Dream* materials and activities
- Assist in recruiting elementary students from Walthill to participate in NSCVQ after-school and summer College and Career camp activities
- Attend quarterly NSCVQ Partner meetings to coordinate and plan project activities
- Provide project data as required for grant reporting

**HCCDC will:**

- Serve as the grantee and fiscal agent for the NSCVQ project; assume responsibility for the appropriate use of grant funds
- Ensure that the project is implemented by the partnership in accordance with Federal requirements
- Execute subaward agreements with project partners to cover the costs of their participation in the NSCVQ project; provide monthly reimbursement to project partners for eligible project costs, according to terms of the subaward agreements
- Coordinate training for partners on the *Realizing the College Dream* curriculum
- Convene and conduct quarterly program partner meetings to assess progress toward project goals, gather project data for evaluation/reporting

**Financial Considerations:** A subaward between the grantee (HCCDC) and WHPS will be executed as described in the proposal, and based upon the amount and terms of the grant award from the US Department of Education, should such an award be made. Project partners are not obligated to provide matching or cost-share contributions for the project.

**Meetings and Reporting:** Communication between and among project partners will be coordinated by the Project Coordinator as described in the proposal. The Coordinator will be responsible for gathering data from the project partners and preparing semi-annual and final reports as required by the US Department of Education.

**Duration; Termination:** This Agreement will remain in effect from the date of the award (estimated to be March 1, 2016) through the end of the grant project period (estimated to be February 28, 2020) for a period of 48 months, total. If no grant award is made by the US Department of Education for the NSCVQ project, the agreement will be terminated upon notice of funding decision. The term may be extended upon written mutual consent of the parties. Either party may terminate this agreement with or without cause upon written notice to the other party.

**Authorized signatures and dates:**

**WALTHILL PUBLIC SCHOOLS**

Authorized Signature Ed Stanberry  
 Typed/Printed Name and Title Ed Stanberry, Superintendent  
 DATE: 6-23-15

HCCDC (b)(6)  
 Authorized Signature \_\_\_\_\_  
 Typed/Printed Name and Title Brian Mathers, Executive Director  
 DATE: 6-23-15

**PARTNERSHIP AGREEMENT  
BETWEEN**

Winnebago Tribe of Nebraska (TRIBE)  
and

HoChunk Community Development Corporation, acting as the Grantee on behalf of  
the Native Students College Vision Quest Partnership (HCCDC)

**Purpose:** The TRIBE enters into this Agreement with HCCDC, to seek funding for and, if funded, to implement the Native Students Vision Quest (NSCVQ) initiative as described in HCCDC's proposal to the US Department of Education's Indian Education Demonstration Grants Program. The full list of project partners active in the Partnership include:

- HCCDC
- Winnebago Tribe of Nebraska Education Department
- Winnebago Public Schools
- Walthill Public Schools
- Boys and Girls Club – Hocak Nisoc

The partners will collaborate to provide a range of services aimed at helping elementary aged Native American students and their families plan and prepare for college and careers. The NSCVQ project will utilize a curriculum [Realizing the College Dream] and supportive services developed by the University of California, Berkeley's Center for Educational Partnerships. During the four years of the NSCVQ project, the Partners will adapt this evidence based model to incorporate Native American language, culture, and traditions.

**Agreements:** The parties agree to the following roles, duties, and responsibilities:

**The Tribe will:**

- Hire an education specialist to work with elementary school children in the Winnebago Public Schools and St. Augustine school in Winnebago, with the personnel and related expenses (office space, supplies, indirect costs) to be provided via a subaward agreement with the grantee (HCCDC)
- Participate in training (for project staff and other Tribal Education Department staff) on the *Realizing the College Dream* curriculum; assist in developing Native American cultural adaptations for the *Realizing the College Dream* materials and activities
- Recruit elementary students from Winnebago to participate in NSCVQ summer College and Career camp activities
- Assist in planning and implementing community based programs and parent involvement activities in Winnebago

**HCCDC will:**

**HCCDC will:**

- Serve as the grantee and fiscal agent for the NSCVQ project; assume responsibility for the appropriate use of grant funds
- Ensure that the project is implemented by the partnership in accordance with Federal requirements
- Execute subaward agreements with project partners to cover the costs of their participation in the NSCVQ project; provide monthly reimbursement to project partners for eligible project costs, according to terms of the subaward agreements
- Coordinate training for partners on the *Realizing the College Dream* curriculum
- Convene and conduct quarterly program partner meetings to assess progress toward project goals, gather project data for evaluation/reporting

**Financial Considerations:** A subaward between the grantee (HCCDC) and the Tribe will be executed as described in the proposal, and based upon the amount and terms of the grant award from the US Department of Education, should such an award be made. Project partners are not obligated to provide matching or cost-share contributions for the project.

**Meetings and Reporting:** Communication between and among project partners will be coordinated by the Project Coordinator as described in the proposal. The Coordinator will be responsible for gathering data from the project partners and preparing semi-annual and final reports as required by the US Department of Education.

**Duration; Termination:** This Agreement will remain in effect from the date of the award (estimated to be March 1, 2016) through the end of the grant project period (estimated to be February 28, 2020) for a period of 48 months, total. If no grant award is made by the US Department of Education for the NSCVQ project, the agreement will be terminated upon notice of funding decision. The term may be extended upon written mutual consent of the parties. Either party may terminate this agreement with or without cause upon written notice to the other party.

**Authorized signatures and dates:**

WINNEBAGO TRIBE OF NEBRASKA

Authorized Signature (b)(6)  
 Typed/Printed Name and Title Daria LaPointe, Chairwoman, Winnebago Tribe of NE  
 DATE: June 25, 2015

HCCDC (b)(6)  
 Authorized Signature (b)(6)  
 Typed/Printed Name and Title Brian Mathers, Executive Director  
 DATE: 6-25-15

**PARTNERSHIP AGREEMENT  
BETWEEN**

Boys & Girls Club – Hocak Nisoc (BGCHN)  
and

HoChunk Community Development Corporation, acting as the Grantee on behalf of  
the Native Students College Vision Quest Partnership (HCCDC)

**Purpose:** BGCHN enters into this Agreement with HCCDC, to seek funding for and, if funded, to implement the Native Students Vision Quest (NSCVQ) initiative as described in HCCDC's proposal to the US Department of Education's Indian Education Demonstration Grants Program. The full list of project partners active in the Partnership include:

- HCCDC
- Winnebago Tribe of Nebraska Education Department
- Winnebago Public Schools
- Walthill Public Schools
- Boys and Girls Club – Hocak Nisoc

The partners will collaborate to provide a range of services aimed at helping elementary aged Native American students and their families plan and prepare for college and careers. The NSCVQ project will utilize a curriculum [Realizing the College Dream] and supportive services developed by the University of California, Berkeley's Center for Educational Partnerships. During the four years of the NSCVQ project, the Partners will adapt this evidence based model to incorporate Native American language, culture, and traditions.

**Agreements:** The parties agree to the following roles, duties, and responsibilities:

**BGCHN will:**

- Obligate staff time to work with Native American elementary-aged children, with the personnel and related expenses (office space, supplies, indirect costs) to be provided via a subaward agreement with the grantee (HCCDC)
- Participate in training (for project staff and other selected BGCHN staff) on the *Realizing the College Dream* curriculum; assist in developing Native American cultural adaptations for the *Realizing the College Dream* materials and activities
- Assist in recruiting elementary students from Winnebago to participate in NSCVQ after-school and summer College and Career camp activities; and assist in conducting these activities
- Attend quarterly NSCVQ Partner meetings to coordinate and plan project activities
- Provide project data as required for grant reporting

**HCCDC will:**

**HCCDC will:**

- Serve as the grantee and fiscal agent for the NSCVQ project; assume responsibility for the appropriate use of grant funds
- Ensure that the project is implemented by the partnership in accordance with Federal requirements
- Execute subaward agreements with project partners to cover the costs of their participation in the NSCVQ project; provide monthly reimbursement to project partners for eligible project costs, according to terms of the subaward agreements
- Coordinate training for partners on the *Realizing the College Dream* curriculum
- Convene and conduct quarterly program partner meetings to assess progress toward project goals, gather project data for evaluation/reporting

**Financial Considerations:** A subaward between the grantee (HCCDC) and BGCHN will be executed as described in the proposal, and based upon the amount and terms of the grant award from the US Department of Education, should such an award be made. Project partners are not obligated to provide matching or cost-share contributions for the project.

**Meetings and Reporting:** Communication between and among project partners will be coordinated by the Project Coordinator as described in the proposal. The Coordinator will be responsible for gathering data from the project partners and preparing semi-annual and final reports as required by the US Department of Education.

**Duration; Termination:** This Agreement will remain in effect from the date of the award (estimated to be March 1, 2016) through the end of the grant project period (estimated to be February 28, 2020) for a period of 48 months, total. If no grant award is made by the US Department of Education for the NSCVQ project, the agreement will be terminated upon notice of funding decision. The term may be extended upon written mutual consent of the parties. Either party may terminate this agreement with our without cause upon written notice to the other party.

**Authorized signatures and dates:**

**BOYS & GIRLS CLUB – HOCAK NISOC**

Authorized Signature (b)(6)  
 Typed/Printed Name and Title Melissa Johnson  
 DATE: June 25, 2015

HCCDC (b)(6)  
 Authorized Signature \_\_\_\_\_  
 Typed/Printed Name and Title Brian Mathers, Executive Director  
 DATE: 6-25-15

(b)(6)

**Brenda M. Conway**

(b)(6)

**Bellevue University, Bellevue, NE**

Masters of Business Administration (degree to be conferred)

**Bellevue University, Bellevue, NE**

Bachelor of Science, Business Administration of Technical Studies (January 2002)

**Western Iowa Technical Community College, Sioux City, IA**

Associates of Applied Science, Computer Programming (May 2000)

Diploma Networking Technician (May 2000)

**WORK EXPERIENCE**

**HoChunk Community Development Corporation, Winnebago, NE**

**Education Assistance Manager (September 2010 to Present)**

- Grant management and budgeting
- Created workshops and material designed to increase the number of underrepresented, low-income, first generation high school students to graduate high school and enroll in postsecondary education
- Knowledgeable of financial aid, FAFSA completion, ACT, scholarship research and writing, transitioning to college
- Mentoring high school and college students
- Community Development Block Grant Certification
- Collaboration with Creighton University and Internal Revenue Service on Volunteer Income Tax Assistance

**Pro-Link Realty, Sioux City, IA**

**Real Estate Receptionist (April 2010 to September 2010)**

- Data entry
- Process accounts payable
- Answering multi-line phone system
- Input real estate listing on websites
- Log and distribute mail

**Winnebago Gaming Commission, Sloan, IA**

**Background Investigator/Office Clerk (June 2006 to January 2009)**

- Office management for the daily operations of the department
- Processed payroll information
- Designed, created and implemented databases
- Investigated and completed background checks on employees and vendors
- Fingerprinted individuals for employment
- Reviewed gaming applications
- Travel arrangements for the department
- Served as Compliance Officer when needed

**Compliance Officer (May 2005 to June 2006)**

- Monitored regulatory control and assured compliance with State of Iowa Compact, Tribal Code, Minimum Internal Control Standards, Standard Operations Procedures and National Indian Gaming Commission Standards
- Interpreted and applied legal documentation as it applies to the daily operation of the casino
- Reviewed gaming application, issued and revoked gaming licenses, reported suspicious activities within the casino

**Brenda M. Conway\*** (712) 420-1549\* bmconway08@yahoo.com

**B&B Round Up, Onawa, IA**

**Bartender, Waitress (May 2007 to November 2008)**

- Provided excellent customer service to patrons
- Cash handling abilities

**WinnAVegas Casino, Sloan, IA**

**Training and Development Specialist (February 2003 to May 2005)**

- Analyzed training needs of the casino, developed, implemented and facilitated training modules for departments
- Training for Intervention Procedures (TiPS) trainer certification
- Provided individual guidance to assure employees developed the skills needed for effective job performance

**Sloan Tap, Sloan, IA**

**Bartender (February 2005 to March 2007)**

- Provided excellent customer service to patrons
- Cash handling abilities

**WinnAVegas Casino, Sloan, IA**

**Food and Beverage Supervisor, Buffet and Bar (August 2002 to February 2003)**

- Interviewed, selected and trained associates
- Appraised associates productivity and efficiency for the purpose of recommending promotions or wage increases
- Handled customer complaints and associates
- Created schedules for associates
- Maintained policies and procedures of the F&B department as well as the casino's

**Surveillance Operator (March 2000 to December 2000)**

- Monitored regulatory control and assured compliance with State of Iowa Compact, Tribal Code, Minimum Internal Control Standards, Standard Operations Procedures and National Indian Gaming Commission Standards
- Ability to operate video surveillance equipment: VCRs, monitors, switches, computers, controllers and cameras
- Excellent written and oral communication skills
- Knowledge and understanding of department procedure manuals

***CERTIFICATIONS***

Iowa's National Career Readiness Certificate

Community Development Block Grant (CDBG) (expires 7/31/2018)

***COMMUNITY ACTIVITIES***

Fundraising for local municipalities

Promoting events for local establishment

***REFERENCES***

Contact information available upon request

## Brian Mathers

(b)(6)

### CAREER OBJECTIVE

Utilize management, program development, and training skills to advance dynamic and progressive projects which advances the region's quality of life.

### QUALIFICATIONS/SKILLS

#### **Successful Executive Director**

- Sustained program growth during government budget cuts over three years, adding such innovative new grant-funded programs as *Clinic With a Heart*, *Center for Immigrants & Refugees*, and *Networked Interpreter & Translator Enterprises (later Language Linc)*
- Revised management structure of Community Action Agency to move toward team-based management and outcome-based programming
- Diversified funding strategies to increase sustainability of grant-funded early childhood projects and evidence-based demonstrations
- Revised salary structure to establish merit-based compensation protocols

#### **Proven Grant Writer and Grant Manager**

- Wrote proposals which netted over 12 million dollars in funding in past two years
- Dozens of successful proposals written for local, state, and federal government funders including the top-ranked grant proposal in 1999's national *Residential Energy Assistance Challenge (REACH)* competition, with a \$1.2M grant award
- Managed grant-making competition, review, and awarding processes for university faculty grants
- Served as Federal Grant Reviewer for USDA *Partnership for Food Security* (2004 and 2005)

#### **Community Collaborator**

- Chair of Lincoln's Continuum of Care Homeless Committee (two terms)
- Large Agency Representative, Executive Committee, Lincoln United Way
- Board Chair, *Friends of FM90 Public Radio*, 2013-2014 term
- Lancaster County Local Board Chair, *Emergency Food and Shelter Program*
- Loaned Executive, *Siouxland United Way*, 2006 campaign
- Certified Nebraska Community Development Block Grant Administrator, current to 2016

#### **Versatile Trainer**

- Developed early childhood family case management training modules including manuals, videos, and data management system
- Provided on-site case management training to over 40 early childhood agencies nation-wide in Boston, Miami Beach, East Orange, Garden City, Las Cruces, and many others
- Served as on-site consultant to assist dozens of early childhood agencies in the development of outcome-based social service programming
- Provided training on Logic Models and Program Design for all Lincoln United Way agencies and volunteer Review Teams

## EMPLOYMENT EXPERIENCE

- Current Position *Executive Director, HCCDC, Winnebago, NE*  
Administration of non-profit community development agency focused on improving economic opportunities and quality of life for tribal community. Staff supervision, strategic planning, budget oversight, grant writing, fund-raising, community relations.
- 2012-2015 *Project Manager/Grant Writer, Winnebago Tribe of NE, Winnebago, NE*  
Assess needs, develop programs, identify potential sources, and craft competitive proposals for grant funding from govt. and foundation sources.
- 2010-2012 *President/CEO, Center For Siouxland, Sioux City, IA*  
Strategic management of a non-profit human service agency providing a range of supportive services to high-need populations. Program development, fund-raising and fiscal oversight, Board liaison, community collaborations, accountability systems.
- 2006 – 2010 *Director of Research Development, University of So. Dakota, Vermillion, SD*  
Promote university research to external sponsors. Create and sustain positive relations with foundations and federal agencies. Train faculty on competitive proposal development. Manage technology transfer enterprise for the university.
- 2002 – 2005 *Executive Director, Lincoln Action Program, Lincoln, NE*  
Total oversight of Community Action Agency with \$13 million annual budget, and staff of 175. Affordable housing, self-sufficiency and anti-poverty programming in early childhood education, basic needs, refugee resettlement services, and career development.
- 1993-2002 *Grant Writer/Program Developer, Lincoln Action Program (LAP)*  
Obtained grant and corporate funding for programs assisting persons with low incomes. Designed programs and evaluation plans based on logic models and measurable outcomes. Served as case management trainer/consultant for dozens of early childhood agencies nationwide who were implementing LAP's model.
- 1988-1993 *Social Worker III, Iowa Department of Human Services, Sioux City, IA*  
Supervised a unit of 10 child abuse prevention and family-centered services Social Workers. Juvenile court, foster care, and adoptions.

## EDUCATION

Bachelor of Arts: Psychology and Speech/Drama, summa cum laude — Buena Vista University, Storm Lake, Iowa.

**HAROLD D. ROSS JR., Ph.D.**

(b)(6)

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**WORK EXPERIENCE:**

OCTOBER 2006 – PRESENT. CONSULTANT/EVALUATOR, Omaha Nation Community Response Team, Walthill, Nebraska.

Duties: Development of media for the ONCRT including website design, publication design, and video production. I assist with video observations and editing of video footage. Assisting in the development of family life curriculum for the various programs of the ONCRT. I am involved with the systematic gathering and analysis of data to help identify current assets, problems, and related conditions. I help identify various types and levels of resources available to the ONCRT. I assist the executive director in developing a logical sequence of steps of action to accomplish the goals of the ONCRT. When a project is identified in the planning process I assist the executive director in implementing the project. When the project is completed, I collect and assist in evaluating the data so that the impact and effectiveness of the project can be measured. I interpret and sort the data to be posted to the project website. Additionally, when needed I assist with survey development and refinements. In more recent times I have participation more in the grant writing process and have actually written a couple by myself that were awarded. From November 2011 through February 2012 was was the Acting Executive Director while the search for a new Executive Director was conducted.

SEPTEMBER 1997 – PRESENT. SENIOR PASTOR, Walthill Assembly of God, Walthill, Nebraska.

October 2007 – PRESENT. SENIOR PASTOR, Faith-United Presbyterian Church, Walthill, Nebraska.

Duties: Pastoral and ministry duties include preparation and delivery of sermons, Christian education tasks, counseling, coordinating and planning of church activities, representing the church at local and regional community events, and overseeing the various ministries of the local church. I wrote a multi-media grant for Faith-United Presbyterian Church that was awarded in February 2010.

MARCH 1998 – JANUARY 2005. MIS DIRECTOR, Automatic Equipment Manufacturing Company, Pender, Nebraska.

Duties: I upgraded their network from Novell/ DOS 6.2 to a Microsoft NT platform with Citrix. They were able to continue to use all the old computer workstations because of the Citrix thin client technology. Went from 1 server to 3 servers in 1999. Had no issues moving into Y2K. In 2002 upgraded the network again, this time to Windows 2000 and Citrix MetaFrame XP. Added 3 servers. In 2004 added 4 new servers and brought the network to a Windows 2003 network with Active Directory. I coordinated and performed much of the upgrade work. The manufacturing software (Softbrands- Fourth Shift) went through three major upgrades with the last one moving to the Microsoft SQL platform. When I was not upgrading the network I trained

associates in the use of the software, wrote procedures, maintained the PBX system, computerized robotic welders, made PowerPoint presentations, designed web pages, created logos and various graphics, and various system administration tasks.

APRIL 1996 - MARCH 1998. PC Support Specialist, Accutrade, Inc., Omaha, Nebraska.

DECEMBER 1995 - APRIL 1996. Insurance Marketing Representative., Sitel, Omaha, Nebraska.

AUGUST 1993 - APRIL 1996. Insurance Sales Representative, Various insurance companies, Omaha, Nebraska.

AUGUST 1988 - JANUARY 1994. Customer service/ order clerk, Anacomp, Inc., Omaha, Nebraska.

**EDUCATION:**

Bellevue Senior High School, Bellevue, Nebraska. Graduated June 1975.

International Correspondence Schools, Scranton, Pennsylvania. Received 'TV. Servicing Technician Diploma', December 20, 1976.

Lee University, Church of God, Cleveland, Tennessee. Graduated May 27, 1987.

Berean College Of The Bible, Springfield, Missouri. Completed program in Pastoral Ministries, November 1993.

Lake Charles Bible College, Lake Charles, Louisiana. Completed D.Min and Ph.D. in 2001

**ACHIEVEMENTS AND OUTSIDE INTERESTS:**

Director of the Joyful Noise Evangelistic Association since July 1992. JNEA promotes Christian music through concerts and its own record label, Thorne Records.

Formed own company which assembles and sets up personal computer systems, Specialty Computers of Elkhorn (December 1991.)

Ordained minister in the Assemblies of God. The Assemblies of God have their headquarters in Springfield, Missouri.

FCC Radiotelephone Permit. This was previously called the Third Class Radiotelephone Permit.

NASD Series 6 and Series 63. November 1993. Nebraska Life and Annuities Insurance License, November 1993.

Nebraska insurance licenses for Life, Health, Variable Annuities, and Property & Casualty, January 1996.

The organizations partnering on the Native Students College Vision Quest (NSCVQ) initiative are committed to making the project a permanent part of our service area's supports for Native youth and their families. The project has three primary strategies for ensuring that the project is sustainable beyond the initial four year grant period:

1. Capacity Building for Long Term Enhancements – The NSCVQ initiative will provide valuable training and experience to schools and community partners on the evidence-based *Believing the College Dream* model. This will embed the program's concepts in local programs and result in permanently enhanced capacity for the partner agencies. Knowledge gains, collaborative partnerships, and community participation enhancements will extend past the end of the grant term.
2. Demonstrating Success to Attract Investments – The project evaluator and project team will collect, analyze, and report project data that will demonstrate the effectiveness of the interventions undertaken during the implementation of the NSCVQ. This will enable us to convincingly “tell our story” to potential partners, investors, and philanthropic sources. The cultural adaptations we make to the established *Believing the College Dream* model will be of significant interest to other Tribes and replication in other tribal communities will be another way to extend the project's benefits beyond our project period.
3. Building Project Costs Into Partners' Long-Term Budget Projections – Our youth-serving partners (schools, Tribe, youth organizations) have flexibility within their operating budgets to extend programs once they have been established as successful. We will prepare project evaluation reports throughout the grant term so that program partners can use the results to advocate for inclusion in the operating budgets for future funding periods.

## DOCUMENTATION OF INDIAN ORGANIZATION

### NEW – MISSION STATEMENT

Ho-Chunk Community Development Corporation will create the infrastructure to raise the economic, social, educational, communication and information levels for Native American communities and all people of Thurston County, Nebraska. Our mission is to create a healthy and sustainable future for generations, through expanding opportunities to own, manage and operate business enterprises in economically depressed areas; identifying and assembling public and private resources for community, personal development, expanding housing opportunities and increase intercultural communication for public awareness.

### Vision Statement

Ho-Chunk Community Development Corporation's vision is to provide an opportunity for everyone in our communities to have a job, a home, an education and improve our quality of life.

### Ho-Chunk Community Development Corp. Board Members FY2015

<b>Board Member</b>	<b>Ethnicity</b>
Sarah Snake	Native American
Lance Morgan	Native American
Claudine Cohen	Native American
Kelly Snow	Native American
John Blackhawk	Native American
Rev. Lowell TenClay	Non-Native American



ARTICLES OF AMENDMENT

of

HO-CHUNK COMMUNITY DEVELOPMENT CORPORATION

TO THE SECRETARY OF STATE OF THE STATE OF NEBRASKA:

Pursuant to Section 21-1901 et seq., of the Nebraska Nonprofit Corporation Act, the undersigned corporation adopts the following amendment to the corporation's Articles of Incorporation.

1. Article II of the Articles of Incorporation is amended to read as follows:

**ARTICLE II  
CORPORATE EXISTENCE**

The corporate existence of this corporation shall begin on the date the Certificate of Incorporation is issued by the Secretary of the State of Nebraska and shall continue perpetually thereafter unless dissolved as provide by law.

2. The date of adoption of the amendment was October 24, 2007.
3. The corporation has no members. The amendment was approved by the directors of the corporation.

Dated 10/24/07

HO-CHUNK COMMUNITY  
DEVELOPMENT CORPORATION

By: Judi Meyer-Ogden  
Judi Meyer-Ogden Executive Director



ARTICLES OF AMENDMENT

of

HO-CHUNK COMMUNITY DEVELOPMENT CORPORATION

TO THE SECRETARY OF STATE OF THE STATE OF NEBRASKA:

Pursuant to Section 21-1901 et seq., of the Nebraska Nonprofit Corporation Act, the undersigned corporation adopts the following amendment to the corporation's Articles of Incorporation.

1. The name of the corporation is Ho-Chunk Community Development Corporation. The effective date of its Incorporation was the 15<sup>th</sup> day of December, 2000.
2. Article III of the Articles of Incorporation is amended to read as follows:

ARTICLE III  
PURPOSE

1. Purpose. The corporation is organized exclusively for charitable, educational, religious, or scientific purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.

2. Corporation May Act Pursuant to Purpose. The Corporation may do and engage in all lawful activities that are in furtherance of the purpose of the Corporation, including, but not limited to:

- A. Any and all lawful activities which may be necessary, useful or desirable for the furtherance, accomplishment, fostering or attainment of the foregoing purpose, either directly or indirectly, which are not forbidden by the laws of the State of Nebraska or by the Articles of Incorporation and which are permissible to organizations qualifying as exempt under Section 501(c)(3) of the Internal Revenue Code, and either alone or in conjunction or cooperation with others, whether such others are persons or organizations of any kind or nature, such as associations, foundations, or governmental bureaus, departments or agencies;

- B. Participate in activities and other programs of public interest which relate to the establishment and maintenance of desirable housing and neighborhood rehabilitation and preservation by providing decent housing that is affordable to low to median income persons;
- C. Buy, own, sell, assign, mortgage or lease any interest in real estate and personal property and to construct, maintain and operate improvements thereon necessary or incident to the accomplishment of the purposes set forth herein;
- D. Expand the opportunities available to locally-owned or operated business enterprises and entrepreneurs through entrepreneurial training, management training and financial assistance;
- E. To promote economic empowerment and community development leading to self-sufficiency, thereby reducing government burden; and
- F. Act as a coordination, educational, and service organization to foster, promote, encourage, develop, research, analyze, and increase the knowledge, appreciation and practice of economic development and help combat community deterioration for Native Americans in Nebraska.
3. The date of adoption of the amendment was December 17, 2001.
4. The corporation has no members. The amendment was approved by the directors of the corporation.

Dated 12/17/01

HO-CHUNK COMMUNITY  
DEVELOPMENT CORPORATION

By: [Signature]  
Robert Lieb, President

**NEBRASKA NONPROFIT ARTICLES OF INCORPORATION  
OF  
HO-CHUNK COMMUNITY DEVELOPMENT CORPORATION  
TO THE SECRETARY OF STATE OF THE STATE OF NEBRASKA:**

The undersigned, acting as incorporator of a corporation under the Nebraska Nonprofit Corporation Act, Section 21-1901 et seq., adopts the following Articles of Incorporation for such corporation:

**ARTICLE I  
NAME**

The name of the Corporation shall be Ho-Chunk Community Development Corporation.

**ARTICLE II  
CORPORATE EXISTENCE**

The corporate existence of this corporation shall begin on the date the Certificate of Incorporation is issued by the Secretary of State of the State of South Dakota and shall continue perpetually thereafter unless dissolved as provided by law.

**ARTICLE III  
BENEFIT**

The Corporation is a public benefit corporation.

**ARTICLE IV  
REGISTERED AGENT**

The address of the initial registered office of the corporation is 1 Mission Drive, Winnebago, Nebraska 68701, and the name of its initial registered agent at such address is Lance G. Morgan.

## ARTICLE V INCORPORATOR

The name and address of the incorporator is: Lance G. Morgan, 1 Mission Drive, Winnebago, Nebraska 68701.

## ARTICLE VI MEMBERS

The corporation shall have no members.

## ARTICLE VII PURPOSES AND POWERS

The corporation is organized exclusively for charitable, educational, religious or scientific purpose within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended. The primary purpose of the Corporation is to support community and economic development on the Winnebago Reservation.

No substantial part of the activities of the corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, except as otherwise may be permitted in Section 601(h) of the Internal Revenue Code of 1986, as amended. The corporation shall not participate in or intervene in (including the publishing or distributing of statements) any political campaign on behalf of (or in opposition to) any candidate for public office.

Notwithstanding any other provisions of these Articles, the corporation shall not conduct or carry on activities not permitted to be conducted or carried on by any organization exempt under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or by any organization, contributions to which are deductible under Section 170(c)(2) of the Internal Service Code of 1986, as amended.

As a means of accomplishing the foregoing purposes, the corporation shall have all of the general powers set forth in Section 21-1901 et seq. of the Code of Nebraska, and as it may hereafter be amended. The general powers shall be exercised exclusively for the attainment of the purposes of the corporation as set forth in this Article.

## ARTICLE VIII INITIAL BOARD OF DIRECTORS

The number of directors constituting the initial Board of Directors of the corporation is one. The number of the directors may be changed by the Board of Directors upon the adoption of Bylaws for the corporation and by any subsequent

amendment to the Bylaws adopted by the Board of Directors. The name and address of the person who is to serve as the initial director is: Lance G. Morgan, 1 Mission Drive, Winnebago, Nebraska 68701.

**ARTICLE IX  
DISSOLUTION PROVISIONS**

Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provisions for the payment of all of the liabilities of the corporation, dispose of all of the remaining assets of the corporation exclusively for the purpose(s) of the corporation set forth in Article VII hereof in such a manner or to such organization or organizations operated exclusively as charitable organizations which would then qualify under the provisions of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, as the Board of Directors shall determine. Any such assets not so disposed of shall be disposed of by the District Court of the County in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations as said District Court shall determine which are organized exclusively for such designated purpose(s).

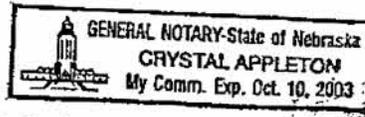
**ARTICLE X  
AMENDMENTS**

These Article of Incorporation may be amended at anytime and from time to time as provided by the Code of Nebraska, but no amendment shall be adopted which deprives the corporation of tax exempt status under the Internal Revenue Code of 1986, as amended.

Dated this 8 day of December, 2000.

Lance G. Morgan  
Lance G. Morgan, Incorporator

State of Nebraska, Thurston County, ss.



On this 8th day of December, 2000, before me, the undersigned Notary Public, personally appeared Lance G. Morgan to me known to be the person named in and who executed the foregoing Articles of Incorporation, and acknowledged execution of same as their voluntary act and deed.

Crystal Appleton  
NOTARY PUBLIC

**RESTATED BYLAWS OF  
HO-CHUNK COMMUNITY DEVELOPMENT CORPORATION**

**ARTICLE I. OBJECTS**

The Ho-Chunk Community Development Corporation (hereinafter called the "Corporation") will conduct its activities to promote the purposes for which it was organized as set forth in the Articles of Incorporation. No part of the net earnings of the Corporation shall inure to the benefit of or be distributable to its directors, officers or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes and objects set forth in the Articles of Incorporation. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provisions of these Bylaws, the Corporation shall not carry on any activities not permitted to be carried on:

- a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law) or
- b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law.)

**ARTICLE II.  
OFFICES**

**SECTION 2.1 PRINCIPAL OFFICE.** The principal office of the Corporation in the State of Nebraska shall be located in the City of Winnebago, County of Thurston. The Corporation may have such other offices, either within or outside the State of Nebraska as the Board of Directors may designate or as the business of the Corporation may require from time to time.

**SECTION 2.2 REGISTERED OFFICE.** The registered office of the Corporation required by the Nebraska Nonprofit Corporation Act, Section 21-1901 et seq., Code of Nebraska, to be maintained in the State of Nebraska may be, but need not be, identical with the principal office in the State of Nebraska, and the address of the registered office may be changed from time to time by the Board of Directors.

**ARTICLE III.  
BOARD OF DIRECTORS**

**SECTION 3.1 GENERAL POWERS.** The business and affairs of the Corporation, including the control and disposition of its property and funds, shall be managed by its Board of Directors. The Board of Directors shall have sole authority to establish methods of contributions, accept or reject contributions, or to provide for any other restrictions, qualifications

or levels relating to contributions which it in its sole discretion deems necessary, subject to applicable legal requirements.

In accepting gifts, bequests and devises it is the intention that the directors will manage the affairs in such a manner so as to comply with the meaning of the terms and limitations of the Articles of Incorporation and these Bylaws so that such actions will not jeopardize the federal income tax exemption of this Corporation pursuant to the provisions of Section 501(c)(3) of the Internal Revenue Code of 1986 as now in force or as may be amended.

**SECTION 3.2 NUMBER, TENURE AND QUALIFICATIONS.** The number of directors of the Corporation shall be seven (7) and each shall serve for a term of three years commencing with his or her appointment or until his or her successor shall have been appointed and qualified, and be eligible for re-appointment. Each term shall begin July 1 and conclude June 30 of the following year to be in line with the agencies fiscal year. No Board Member shall serve more than two consecutive three year terms. There shall be adequate representation on the Board to represent the interests of the Winnebago Tribe.

**SECTION 3.3 REGULAR MEETINGS.** A regular meeting of the Board of Directors shall be held without other notice than this Bylaw immediately after, and at the same place as, the annual meeting of members. The Board of Directors may provide, by resolution, the time and place, either within or outside the State of Nebraska, for the holding of additional regular meetings without other notice than such resolution.

**SECTION 3.4 SPECIAL MEETINGS.** Special meetings of the Board of Directors may be called by or at the request of the President or majority of the directors. The person or persons authorized to call special meetings of the Board of Directors may fix any place, either within or outside the State of Nebraska, as the place for holding any special meeting of the Board of Directors called by them.

**Section 3.4.1 Electronic Vote.** At certain times when it is necessary for the Board of Directors to act on an item between meetings or when there has not been a quorum established at a regular meeting, the Executive Director may ask for an electronic vote by the Board of Directors in order to continue on with the business of the organization. All Board members must respond in the form of "For", "Against", or "Abstain". Those persons not responding will have no vote counted and will be considered "absent" from the vote. A motion cannot be considered "passed" simply in absence of votes to the negative. Votes will be directed to the Executive Director who will tabulate the results and report to the Board. In the case where the number of votes received does not constitute a quorum, the vote counting can be extended in 48-hour periods until such a time a quorum is reached, or until the next Board meeting where the item is brought to a vote. To avoid lengthy written debates, Board members can also call the item to vote at the next Board meeting rather than proceed with electronic voting.

Electronic voting is intended to supplement, not replace meetings of the Board.

**SECTION 3.5. NOTICE.** Notice of any special meeting shall be given at least 3 days previously thereto by written notice delivered personally, mailed, or emailed to each director at his or her personal or business address. Such notice shall be deemed to be delivered when deposited in the United States mail so addressed, with postage thereon prepaid. Any director may waive notice of any meeting. The attendance of a director at a meeting shall constitute a waiver of notice of such meeting, except when a director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully

called or convened. Except as otherwise provided in these Bylaws, neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board of Directors need be specified in the notice or waiver of notice of such meeting.

**SECTION 3.6 QUORUM.** A majority of the number of directors shall constitute a quorum for the transaction of business at any meeting of the Board of Directors, but if less than such majority is present at a meeting, a majority of the directors present may adjourn the meeting without further notice.

**SECTION 3.7 VACANCIES.** Any vacancy occurring in the Board of Directors and, to the extent permitted by law, any directorship to be filled by reason of an increase in the number of directors may be filled by election by a majority of the then sitting Directors of the Corporation. A director so elected shall serve the unexpired term of his or her predecessor in office or the full term of such new directorship, as the case may be.

**SECTION 3.8 PRESUMPTION OF ASSENT.** A director of the Corporation who is present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless his or her dissent shall be entered in the minutes of the meeting or unless he or she shall file his or her written dissent to such action with the person acting as the secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the Secretary of the Corporation immediately after the adjournment of the meeting. Such right to dissent shall not apply to a director who voted in favor of such action.

**SECTION 3.9 INFORMAL ACTION BY DIRECTORS.** Any action required to be taken at a meeting of the directors, or any other action which may be taken at a meeting of the directors, may be taken without a meeting if a consent in writing, setting forth the action so taken, shall be signed by all of the directors entitled to vote with respect to the subject matter thereof. For purposes hereof, facsimile signature shall be adequate to show consent.

**SECTION 3.10 RESIGNATION AND REMOVAL.** Any director may at anytime resign by serving notice thereof on the remaining directors. Each Board Member is obligated to attend regular and special Board meetings. If a Board Member is unable to attend a meeting, the Member must call the Corporation, Membership on the Board of Directors may also be terminated by passage of a removal resolution of the Board of Directors after any director has missed more than three consecutive board meetings.

**SECTION 3.11 COMPENSATION.** Directors shall serve without compensation, except reasonable expenses may be paid. However, to the extent deemed necessary by the Corporation, the Corporation may retain the services of a director other than in his or her capacity as a director and the director may be compensated for services so rendered as the Board of Directors may from time to time deem appropriate.

**SECTION 3.12 CONFLICT OF INTEREST.** A director has no exclusive duty to the Corporation and may have other business interests and engage in other activities in addition to those relating to the Corporation. In the case where a conflict of interest may arise relating to outside business activities or relationships which could influence decision-making, such conflict of interest shall be disclosed by the director. Such disclosure may be made to the Board of Directors, the President, or the Executive Director and shall remain confidential if so requested by the director.

It is generally presumed that directors shall abstain from participation in a decision of the Board of Directors in which a conflict of interest exists.

#### **ARTICLE IV. OFFICERS**

**SECTION 4.1 OFFICERS' APPOINTMENT AND TERM OF OFFICE.** The officers of the Corporation shall be a President, a Vice President, a Secretary and a Treasurer. They shall be elected annually at the first meeting of the Board of Directors held after the beginning of the fiscal year, July 1. Each officer shall hold office until his or her successor shall have been duly appointed and shall have qualified or until his or her death or resignation.

**SECTION 4.2 VACANCIES.** A vacancy in any office because of death, resignation, removal, disqualification or otherwise, shall be filled in accordance with the provisions of these Bylaws with respect to the original appointment to such office.

**SECTION 4.3 PRESIDENT.** The President shall be the principal executive officer of the Corporation and, subject to the control of the Board of Directors, shall in general supervise and control all of the business and affairs of the Corporation. He or she shall, when present, preside at all meetings of the Board of Directors. He or she may sign, with the Secretary or any other proper officer of the Corporation thereunto authorized by the Board of Directors, any deeds, mortgages, bonds, contracts, or other instruments which the Board of Directors has authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board of Directors or by these Bylaws to some other officer or agent of the Corporation, or shall be required by law to be otherwise signed or executed; and in general shall perform all duties incident to the office of President and such other duties as may be prescribed by the Board of Directors from time to time.

**SECTION 4.4 VICE PRESIDENT.** In the absence of the President or in the event of the President's death, inability or refusal to act, the Vice President shall perform the duties of the President, and when so acting, shall have all the powers of and be subject to all the restrictions upon the President. The Vice President shall perform such other duties as from time to time may be assigned to him or her by the President or by the Board of Directors.

**SECTION 4.5 SECRETARY.** The Secretary shall:

- a) keep the minutes of the Board of Directors' meeting in one or more books provided for the purpose;
- b) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law;
- c) be custodian of the corporate records;
- d) keep a register of the post office address of each member of the Board of Directors which shall be furnished to the Secretary by such member; and
- e) in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him or her by the President or by the Board of Directors.

**SECTION 4.6 TREASURER.** The Treasurer shall:

- a) have charge and custody of and be responsible for all funds and property of the Corporation;
- b) receive and give receipts for monies due and payable to the Corporation from any source whatsoever, and deposit all such monies in the name of the Corporation in such banks, trust companies, or other depositories as shall be selected in accordance with the provisions of these Bylaws;
- c) compile and distribute annually to each director a report of the activities of the Corporation, including a statement of receipts and expenditures; and
- d) in general, perform all of the duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him or her by the Board of Directors. The Treasurer may be required to give a bond at the expense of the Corporation for the faithful discharge of his or her duties in such sum and with such surety or sureties as the Board of Directors shall determine.

Bonding: Every officer and employee of the Agency, the Executive Director, and Financial Manager, at a minimum, who shall handle funds or securities of the Corporation, shall be insured or bonded at the expense of the Corporation in the amount required by the funding agencies and by the Board.

**SECTION 4.7 EXECUTIVE DIRECTOR.** The Executive Director shall perform such duties as may be assigned to him or her by the President or by the Board of Directors.

**SECTION 4.8 RESIGNATION.** Any officer may at anytime resign by serving written notice thereof on the Board of Directors. Such resignation shall take effect upon receipt thereof or at any later time specified therein; and, unless otherwise specified therein, acceptance thereof shall not be necessary to make it effective.

**SECTION 4.9 REMOVAL.** Any officer may be removed by the Board of Directors whenever in its judgment the best interests of the Corporation will be served thereby. Any officer holding the position of President, Vice President, Secretary or Treasurer shall automatically be removed if the individual holding the subject office is no longer a member of the Association's Board of Directors due to death, resignation or removal.

**SECTION 4.10 ASSISTANTS AND ACTING OFFICERS-EXECUTIVE DIRECTOR.** The Board of Directors or any officer, duly authorized by the Board of Directors, may appoint any person to act as assistant to any officer, or to perform the duties of such officer whenever it is impractical for such officer to act personally, and such assistant or acting officer may perform all the duties of the office to which appointed as assistant, except as such power may otherwise be defined or restricted by the Board or the appoint officer.

The Board of Directors is hereby explicitly authorized to, in its discretion, appoint a full or part-time Executive Director to assist each of the Corporation's officers in the conduct of their duties and the business of the Corporation. An officer or director of the Corporation or any other person may serve as Executive Director, giving up their position on the Board of Directors. The Executive Director shall manage the regular business and affairs of the Corporation and shall have other such powers and duties as the Board of Directors shall specify.

**SECTION 4.11 SALARIES.** The President, Vice President, Secretary and Treasurer shall serve without compensation, except that reasonable expense shall be paid. However, to the extent deemed necessary by the Corporation, the Corporation may retain the services of the President, Vice President, Secretary and Treasurer other than in their capacity as such officers and they may be compensated for services so rendered as the Board of Directors may from time to time deem appropriate.

The salaries of all assistant officers and acting officers, including an Executive Director if appointed, shall be fixed from time to time by the Board of Directors.

## **ARTICLE V. INDEMNIFICATION**

**SECTION 5.1 INDEMNIFICATION.** Except for any prohibition against indemnification specifically set forth in these Bylaws or in Section 21-1901 et.seq, Code of Nebraska, at the time indemnification is sought by any Member, director, officer, employee, volunteer or agent of the Corporation shall indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceedings, whether civil, criminal, administrative or investigative (other than an action by or in the right of the Corporation) by reason of the fact that he or she is or was a Member, director, officer, employee, volunteer or agent of the Corporation, or is or was serving at the request of the Corporation as a member, director, officer, employee or agent of another Corporation, partnership, joint venture, trust or other enterprise (such serving as a Member, director, officer, employee or agent of the Corporation or at the request of the Corporation referred to herein as "serving on behalf of or at the Corporation's request"), against expenses (including attorney's fees), judgments, fines and amounts paid in settlement actually and reasonably incurred by him or her in connection with such action, suit or proceeding if he or she acted in good faith and in a manner he or she reasonably believed to be in or not opposed to the best interests of the Corporation, and with respect to any criminal action or proceeding, had no reasonable cause to believe his or her conduct was unlawful. The termination of any action, suit or proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent, shall not, of itself, create a presumption that the person did not act in good faith and in a manner which he or she reasonably believed to be in or not opposed to the best interests of the Corporation, and, with respect to any criminal action or proceeding, had reasonable cause to believe that his or her conduct was unlawful.

**SECTION 5.2 INDEMNIFICATION: FURTHER PROVISIONS.** If a member, director, officer, employee, volunteer or agent of the Corporation has been successful on the merits or otherwise in defense of any action, suit or proceeding referred to in Section 1, or in defense of any claim, issue or matter therein, he or she shall be indemnified against expenses (including attorneys' fees) actually and reasonably incurred by him in connection therewith. Any other indemnification (unless ordered by a court) shall be made by the Corporation only as authorized in the specific case upon a determination that the indemnification of such person is proper because he or she has met the applicable standard of conduct set forth in Section 1; such determination shall be made:

- a) by the Board of Directors by a majority vote of a quorum consisting of directors not parties to such action, suit or proceedings, or
- b) in a written opinion by special independent counsel selected by the Board of

Directors by a majority vote of a quorum consisting of directors not parties to such action, suit or proceedings, or

- c) if the requisite quorum of the full Board of Directors cannot be obtained through disinterested directors, in a written opinion by special independent legal counsel selected by a majority vote of the full Board of Directors in which directors who are parties may participate. Expenses incurred by defending a civil or criminal action suit or proceedings as authorized in the manner provided in this Section 2 upon receipt of an undertaking by or on behalf of such person that such person believes in good faith that he or she has met the applicable standard of conduct set forth in Section 1 and that such person will repay such amount unless it shall ultimately be determined that he or she is entitled to be indemnified as authorized herein. The indemnification and advancement of expenses provided herein shall not be exclusive of any other rights to which those seeking indemnification or advancement of expenses may be entitled under any provision in the Articles of Incorporation of Bylaws any agreement, any vote of members or disinterested directors, or otherwise, both as to actions in the person's official capacity entitling the person to indemnification and advancement of expenses under these provisions and as to actions in other capacities currently held by those seeking indemnification or advancement of expenses. However, no person shall be provided indemnification by any provisions of the Articles of Incorporation or Bylaws, by any agreement, or otherwise, for any breach of duty of loyalty to the Corporation or its Members, for any act or omission not in good faith or which involves intentional misconduct or knowing violation of the law, or for any transaction from which the person derives an improper personal benefit. The indemnification provided herein shall continue as to a person who has ceased to be a Member, director, officer, employee, volunteer or agent and shall inure to the benefit of the heirs, executors, personal representatives and administrators of such a person. The Board of Directors shall have power to purchase and maintain insurance on behalf of any person who is or was serving on behalf of or at the Corporation's request against any liability asserted against him and incurred by him in any such capacity or arising out of his or her status as such, whether or not the Corporation would have the power to indemnify him or her against such liability under the provision hereof.

## **ARTICLE VI. CONTRACTS, LOANS, CHECKS AND DEPOSITS**

**SECTION 6.1 CONTRACTS.** The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of an on behalf of the Corporation, and such authority may be general or confined to specific instances.

**SECTION 6.2 LOANS.** No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances. The Corporation shall make no loan to any officer or director of the Corporation

**SECTION 6.3 CHECKS, DRAFTS, ETC.** All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation, shall be signed by the Treasurer or such other officer or officers, agent or agents of

the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors.

**SECTION 6.4 DEPOSITS.** All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board of Directors may select.

#### **ARTICLE VII. WAIVER OF NOTICE**

Whenever any notice is required to be given to any member or director of the Corporation under the provisions of the Articles of Incorporation or under the provisions of the Nebraska Nonprofit Corporation Act, a waiver thereof in writing, signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice. For purposes hereof, facsimile signatures shall be adequate to show consent for such waiver.

#### **ARTICLE VIII. FISCAL YEAR**

The fiscal year of the Corporation shall begin on the first day of July in year and end on the last day of June in the following year.

#### **ARTICLE IX. SEAL**

The Corporation shall have no Corporate seal.

#### **ARTICLE X. AMENDMENTS**

These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by a majority vote of all members of the Board of Directors at any regular or special meeting of the Board of Directors provided that a minimum of thirty (30) days' notice in writing of the character of the proposed alteration, amendment or repeal is given to all members of the Board of Directors.

#### **ARTICLE XI. COMMITTEES OF THE BOARD OF DIRECTORS**

**SECTION 11.1 GENERAL.** The President, with the Board of Directors' concurrence, may establish and appoint standing and special committees as shall be deemed desirable for the endeavors of the Corporation. A standing or special committee shall limit its activities to the accomplishment of those tasks for which it was appointed and shall have no powers, except those specifically conferred by action of the Board of Directors. Upon the completion of the task(s) assigned to any special committee, the special committee shall be discharged.

**SECTION 11.2 COMMITTEE MEMBERSHIP.** Persons who are not directors or officers of the Corporation may be appointed to serve on standing or special committees, by the President. The Board of Directors shall review and reappoint persons to membership on all standing and special committees at the Board of Directors' annual meeting.

**SECTION 11.3 REPORTS.** Except as otherwise provided in the Board of Directors' resolution approving the establishment and appointment of a standing or special committee, all committees shall maintain written minutes of their meetings which shall be available to the Board of Directors. Each committee shall report in writing to the Board of Directors as necessary and shall, at a minimum, submit a written report of the committee's activities at the Board of Directors' annual meeting.

**SECTION 11.4 MEETINGS.** All committees shall meet at such time and place as designated by the chairperson of the committee and as often as necessary to accomplish their duties.

Adopted 11/05/2009

G:/Board Information/by-laws revised 9-21-09

**NONPROFIT RATE AGREEMENT**

EIN: 470837036

DATE: 05/05/2015

ORGANIZATION:

FILING REF.: The preceding  
agreement was dated  
08/18/2014Ho Chunk Community Development  
Corporation

106 South Tallman St

Walthill, NE 68067-

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

**SECTION I: INDIRECT COST RATES**

RATE TYPES:      FIXED                  FINAL                  PROV. (PROVISIONAL)      PRED. (PREDETERMINED)

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
FINAL	07/01/2013	06/30/2014	16.70	On Site	All Programs
PROV.	07/01/2014	06/30/2016	16.70	On Site	All Programs

\*BASE

Total direct costs excluding capital expenditures (buildings, individual items of equipment; alterations and renovations), that portion of each subaward in excess of \$25,000 and flow-through funds.

ORGANIZATION: Ho Chunk Community Development Corporation

AGREEMENT DATE: 5/5/2015

**SECTION II: SPECIAL REMARKS**

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are specifically identified to each employee and are charged individually as direct costs. The directly claimed fringe benefits are listed below.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

Equipment Definition -

Equipment means an article of nonexpendable, tangible personal property having a useful life of more than one year and an acquisition cost of \$500 or more per unit.

FRINGE BENEFITS:

FICA

Retirement

Disability Insurance

Worker's Compensation

Unemployment Insurance

Health Insurance

Dental Insurance

Vision Insurance

Health Savings Account

Your next proposal based on actual costs for the fiscal year ending 06/30/15 is due in our office by 12/31/15.



June 26, 2015

Mr. David Emenheiser  
Indian Education Demonstration Grants Program  
US Department of Education  
400 Maryland Avenue, SW Room 3W215  
Washington, DC 20202-6200

RE: Native Students College Vision Quest proposal

Dear Mr. Emenheiser:

This is to support the application of HoChunk Community Development Corporation and their project partners for funding from the Indian Education Demonstration Grants program. They are seeking support for their Native Students College Vision Quest (NSCVQ) project that will assist disadvantaged Native American youth, grades 4 to 8, on their reservation in northeastern Nebraska.

A key component of the NSCVQ initiative is the implementation of the Believing the College Dream curriculum and program materials that have been developed by the Educational Credit Management Corporation (ECMC). This is an evidence-based curriculum that we believe is a good fit for their target population and their program objectives. In support of the project, ECMC will provide training on-site in Nebraska on the Believing the College Dream curriculum. The training will be provided for the NSCVQ staffers, partner school personnel, and other community partners from the reservation and surrounding area. Since we welcome the opportunity to share our program in communities where it can be effectively implemented, we'll provide the curriculum and the training at no cost to the project.

The NSCVQ project also intends to make cultural additions and adaptations to the curriculum materials in order to make them more culturally resonant for Native students. We support this use of our curriculum in that we want our materials to be as widely applicable as possible. We hope you will give the NSCVQ proposal favorable consideration.

Sincerely,



Victoria Whebbe  
Program Manager  
ECMC Student Success  
1 Imation Place, Building 2  
Saint Paul, MN 55128  
651.295.8100

# Believing the College Dream

*Teacher Advisor Guide*



Believing the College Dream is a curriculum guide that supports teachers, counselors and community organization staffs in their work to increase the expectations of attending college by 4th through 8th grade low-income, first-generation, college-bound students. The lessons and workshops strive to prepare students and their families for successful transitions along the academic pipeline from elementary school through middle school, high school and on to postsecondary education.

Believing the College Dream is available for free download at

<http://www.ecmc.org/plan-for-college>

ECMC Foundation partnered with University of California Berkeley's Center for Educational Partnerships to create this free resource as an early intervention measure to help bridge wide disparities by income, race, and ethnicity that exist in access to and success in higher education.

The curriculum encourages students to believe in themselves and their ability to succeed in school, enables students to identify adults they can trust to support their educational journey, and helps empower families and communities with the information and perspective they need to support their children on the road to success.

Training sessions include:

- A full day of highly interactive workshops
- Experts in education from institutions across the country
- Printed and digital editions of the curricula for each participant

You will learn:

- Innovative applications for implementing our curricula
- Experiential, game-based techniques for teaching fundamentals
- How to incorporate our curricula into existing programs

## About ECMC

Educational Credit Management Corporation (ECMC) is a nonprofit company that provides services in support of higher education finance as a guarantor in the Federal Family Education Loan Program. ECMC works with schools and loan servicers to lower student loan default rates, promote financial literacy, provide resources to support student loan borrowers to successfully repay their loans, offer a mentoring and scholarship program, sponsor free college access centers, and developed three curricula to support educators in reaching underserved populations. ECMC is headquartered in Saint Paul, Minnesota.

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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

NATIVE STUDENTS COLLEGE VISION QUEST  
HoChunk Community Development Corporation

**BUDGET NARRATIVE**

**BUDGET SUMMARY TABLE**

<b>EXPENSE</b>	<b>YR 1</b>	<b>YR 2</b>	<b>YR 3</b>	<b>YR 4</b>	<b>TOTAL</b>
Personnel	56,440	58,133	59,877	61,674	236,124
Fringe	17,455	17,641	17,832	18,028	70,956
Travel	7,888	7,888	7,888	7,888	31,552
Equipment	0	0	0	0	0
Supplies	11,080	9,480	9,480	9,480	39,520
Contractual	370,000	370,000	370,000	370,000	1,480,000
Other	34,843	34,843	34,843	34,843	139,372
Total Direct Costs	497,706	497,985	499,920	501,913	1,997,524
Indirect Costs	21,327	21,373	21,697	22,029	86,426
<b>TOTAL COST</b>	<b>519,033</b>	<b>519,358</b>	<b>521,616</b>	<b>523,942</b>	<b>2,083,950</b>

**Personnel**

A 1.0 FTE Project Coordinator will be hired at an annual salary of \$41,200 to manage all aspects of the project. She will oversee the project partners, ensure compliance with partners' subawards, and administer all aspects of the initiative so that it remains on-target with all planned goals and objectives. She will manage the grant reporting requirements and ensure that all terms and conditions of the award are met. Annual salary increases of 3% are budgeted for years 2 through 4 of the project.

HCCDC's Executive Director will obligate .10 FTE directly to the project to provide administrative oversight at a cost of the project of \$7000 in Year 1, and with annual increases of 3% for subsequent project years. He will work to integrate the NSCVQ initiative with other HCCDC programs and with other community efforts; will provide direct supervision, professional development, and technical assistance to the Project Coordinator and Project Evaluator; and will take the lead in the project's Partnership Team's efforts to secure sustainable funding for the initiative beyond the term of the grant award.

A .20 FTE Project Evaluator will provide data collection, data analysis, and overall project evaluation services for the project at a cost of \$8240 in Year 1, with an annual increase of 3% for subsequent project years. He will develop and manage data collection protocols that ensure confidentiality of project participant data and that will allow us to reliably assess the qualitative and quantitative successes of the project. He will provide on-going feedback for the Partnership Team to enable continuous improvement and will complete comprehensive annual and final project evaluations.

Total Personnel Costs in YR 1 are \$56,440

## **Fringe**

FICA will be charged to the project at the rate of 7.65% of salaries. For Year 1 that calculation is  $7.65\% \times \$56,440 = \$4318$

SUTA is charged to the project at the rate of 5.4% of the first \$9000 per FTE. For Year 1 that calculation is  $5.4\% \times \$9000 \times 1.3 \text{ FTE} = \$632$ .

Workers Compensation is charged at HCCDC's established rate of 1.3% of salaries. For Year 1 that calculation is  $1.3\% \times \$56,440 = \$734$ .

Health Insurance is charged to the grant at the rate of \$7620 per year per FTE. The calculation is  $\$7620 \times 1.3 \text{ FTE} = \$9,906$  per year.

Retirement is charged to the grant at the rate of 2% of salaries. For Year 1 the calculation is  $2\% \times \$56,440 = \$1,129$ .

Life, vision, and dental insurance is charged to the grant at the rate of \$567 per year per FTE. That calculation is  $\$567 \times 1.3 \text{ FTE} = \$737$  per year.

Total Fringe Costs in YR 1 are \$17,455

## **Travel**

The costs of travel for two project representatives to attend annual grantee meetings will be charged to the project. Two project staff will attend grantee meetings in DC each year of the project. Costs per person for each year are: : Mileage to/from airport (\$100) + r/t airfare (\$612) + 3 nights lodging @ \$369 (\$1,107) = 4 days per diem @ \$72 (\$288) + ground transport (\$56) + 4 days airport parking @ \$14 (\$56) = \$2,219 per person, per trip x 2 people = \$4,438/yr.

Local mileage is charged to the grant so that the Project Coordinator may make frequent trips to conduct project activities and meet with collaborating partners in the two rural project communities, Winnebago and Walthill, Nebraska. The budget is based upon an estimate of 500 miles per month at the federal rate of 57.5 cents/mile for an annual cost of \$3450.

Total Travel costs in YR 1 are \$7,888

**Equipment** -- there are no equipment costs in the projected budget.

## **Supplies**

HCCDC will purchase a desktop PC for the Project Coordinator to manage project data, partner communications, document creation, and reporting requirements. The estimated cost in YR 1 only is \$850.

A laptop will be purchased for the Project Coordinator and Project Evaluator to use in the field when documenting project events, conducting Partner Team meetings, and gathering evaluation data. Estimated cost in YR 1 only is \$750.

Office supplies (paper, pens, binders, clips, file folders, etc.) will be purchased to manage the documentation, record-keeping, and reporting requirements of the project. Cost is calculated at the rate of \$50 per month per FTE. Annual cost is  $\$50/\text{mo} \times 12 \text{ mo} \times 1.3 \text{ FTE} = \$780$ .

Writing journals, workshop materials, and activity supplies will be purchased to conduct the *Believing the College Dream* seminars/workshops and events. Cost is estimated at  $\$100/\text{month} \times 12 \text{ months} = \$1,200$  per year.

Incentives to encourage participation of students and families (tee shirts, gift cards, small electronics, games, etc.) are budgeted at the costs of \$100 per participant per year making the annual projection  $75 \text{ participants} \times \$100 = \$7500$ .

Total Supplies for YR 1 = \$11,080.

### **Contractual**

Partnerships with four key collaborators (Winnebago Tribe, two Public Schools, and the local Boys & Girls Club) are critical to the NSCVQ project. HCCDC is a centralized hub for community planning and grant management, but will rely on the partner entities for implementation of major components of the project. All subaward partners will be trained in the *Believing the College Dream* curriculum and will participate in quarterly project planning meetings throughout the grant term. Under subaward arrangements, a total of \$370,000 per project year will be budgeted as follow:

\$130,000 per year for a subaward to Winnebago Public Schools enabling them to hire 2.0 FTE educators to work with elementary students to build core academic skills in writing, reading, and math; and to integrate principles from the *Believing the College Dream* into the classrooms.

\$65,000 per year for a subaward to Walthill Public Schools enabling them to hire 1.0 FTE educators to work with elementary students to build core academic skills in writing, reading, and math; and to integrate principles from the *Believing the College Dream* into the classrooms.

\$100,000 per year for a subaward to the Winnebago Tribe of Nebraska's Education Department enabling them to obligate 1.5 FTE staff time to conduct college/career readiness mentoring and activities for Winnebago students (from Winnebago Public Schools and St. Augustine elementary) in grades 5 to 8. They will conduct the *Believing the College Dream* activities and special events in Winnebago in collaboration with HCCDC.

\$75,000 per year for a subaward to the Boys & Girls Club of Hocak Nisoc to enable them to cover costs of obligating 1.0 FTE educational mentor plus program supplies and operating costs to provide after-school tutoring/mentoring and educational programming utilizing the *Believing the College Dream* program model.

Total Contractual for YR 1 = \$370,000

### **Other Costs**

Quarterly special events (Campus Stays, College Day Camps, Career Expos, Family College Fund Festivals, etc) will be conducted for all NSCVQ participants and their families. The

NSCVQ Partner Team and the Parent Advisory Council will plan these events to reinforce principles of the *Believing the College Dream* program working with an event budget of \$5000 for each major special event. Projected cost is 4 events @ \$5000/event = \$20,000 per year.

Multi-day Summer Camps with youth, parent, and combined tracks will be conducted in July during each project year, with topics focused on developing awareness of college life, planning for costs, and building core academic skills. Projected costs for speaker fees, facilities, materials, honoraria, accommodations, etc are \$7500 per year.

Office space for project staff is budgeted at the rate of \$20 per sq ft and includes utilities, maintenance, furnishings, and janitorial supports. The calculation is  $\$20/\text{sf} \times 150 \text{ sf}/\text{FTE} \times 1.3 \text{ FTE} = \$3900$  per year.

Phone/internet costs to enable communication and project management are budgeted at HCCDC's established rate of \$55/mo per FTE. The calculation is  $\$55/\text{mo} \times 1.3 \text{ FTE} \times 12 \text{ mo} = \$858$  per year.

Liability insurance riders will be required for project activities that occur offsite and involve long distance travel, vehicle rental and overnight stays for students and parents. The cost is \$1865 per year.

Copies/printing to enable duplication of workshop materials, correspondence, evaluation documents, and reporting is projected at  $\$60/\text{mo} \times 12 \text{ mo} = \$720$  per year.

Total Other Costs are \$34,843 per year.

**TOTAL DIRECT COSTS** for Year One are \$497,706

### **Indirect Costs**

Indirect Costs are calculated at HCCDC's federally established rate of 16.7% of Modified Total Direct Costs [Total Costs minus Contractual]. The calculation for YR1 is  $\$497,706 \text{ total direct costs} - \$370,000 \text{ Contractual} = \$127,706 \times 16.7\% = \$21,327$ .

**TOTAL COSTS YR 1: \$497,706 Direct + \$21,327 Indirect = \$519,033**

### **Administrative Cost Calculation**

Administrative costs for the budget are limited to the Executive Director .10 FTE costs and fringe which, for YR 1 total \$7000 salary + \$2164 fringe = \$9164. These administrative costs constitute 1.7% of total YR1 costs.

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

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

Name of Institution/Organization

HoChunk Community Development Corporation

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	56,440.00	58,133.00	59,877.00	61,674.00		236,124.00
2. Fringe Benefits	17,455.00	17,641.00	17,832.00	18,028.00		70,956.00
3. Travel	7,888.00	7,888.00	7,888.00	7,888.00		31,552.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	11,080.00	9,480.00	9,480.00	9,480.00		39,520.00
6. Contractual	370,000.00	370,000.00	370,000.00	370,000.00		1,480,000.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	34,843.00	34,843.00	34,843.00	34,843.00		139,372.00
9. Total Direct Costs (lines 1-8)	497,706.00	497,985.00	499,920.00	501,913.00		1,997,524.00
10. Indirect Costs*	21,327.00	21,373.00	21,697.00	22,029.00		86,426.00
11. Training Stipends						
12. Total Costs (lines 9-11)	519,033.00	519,358.00	521,617.00	523,942.00		2,083,950.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2014 To: 06/30/2016 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): Dept of Health and Human Services

The Indirect Cost Rate is 16.70 %.

(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 HoChunk Community Development Corporation	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

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

**SECTION C - BUDGET NARRATIVE (see instructions)**

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.	Brenda		Conway	

Address:

Street1:	509 HoChunk Plaza North
Street2:	
City:	Winnebago
County:	
State:	NE: Nebraska
Zip Code:	68071
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
402-878-2192	402-878-2242

Email Address:

bconway@hochunkcdc.org

**2. Novice Applicant:**

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

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

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

Yes  No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

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

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