

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



**APPLICATION FOR GRANTS
UNDER THE**

OIE Demonstration Grants

CFDA # 84.299A

PR/Award # S299A150044

Grants.gov Tracking#: GRANT11950472

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="Grand View School"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="73-1133590"/>	* c. Organizational DUNS: <input type="text" value="1004503520000"/>	
d. Address:		
* Street1: <input type="text" value="15481 N. Jarvis Road"/>	Street2: <input type="text"/>	
* City: <input type="text" value="Tahlequah"/>	County/Parish: <input type="text"/>	
* State: <input type="text" value="OK: Oklahoma"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="74464-0233"/>	
e. Organizational Unit:		
Department Name: <input type="text"/>	Division Name: <input type="text"/>	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text"/>	* First Name: <input type="text" value="Ed"/>	
Middle Name: <input type="text"/>	* Last Name: <input type="text" value="Kennedy"/>	
Suffix: <input type="text"/>	Title: <input type="text" value="Superintendent"/>	
Organizational Affiliation: <input type="text"/>		
* Telephone Number: <input type="text" value="918-456-5131"/>	Fax Number: <input type="text"/>	
* Email: <input type="text" value="ekennedy@grandview.k12.ok.us"/>		

Application for Federal Assistance SF-424

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

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

Dependent School District

*** 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:**

Do Your Best is Grand View's community-based effort to overcome barriers to Native American students' preparation for college and career.

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="341,053.00"/>
* 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="341,053.00"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Joel Kendall</p>	<p>TITLE</p> <p>Superintendent</p>
<p>APPLICANT ORGANIZATION</p> <p>Grand View School</p>	<p>DATE SUBMITTED</p> <p>06/29/2015</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: NA

* Street 1: NA Street 2: _____

* City: NA State: _____ Zip: _____

Congressional District, if known: _____

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

6. * Federal Department/Agency: Not Applicable	7. * Federal Program Name/Description: Indian Education -- Special Programs for Indian Children CFDA Number, if applicable: 84.299
--	---

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$. _____
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10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name Not Applicable Middle Name _____

* Last Name Not Applicable Suffix _____

* Street 1 _____ Street 2 _____

* City _____ State _____ Zip _____

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

Prefix _____ * First Name Not Applicable Middle Name _____

* Last Name Not Applicable Suffix _____

* Street 1 _____ Street 2 _____

* City _____ State _____ Zip _____

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Joel Kendall

* Name: Prefix _____ * First Name Ed Middle Name _____
* Last Name Kennedy Suffix _____

Title: _____ Telephone No.: _____ Date: 06/29/2015

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PR/Award # S299A150044

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.

grandviewgepa.pdf	Add Attachment	Delete Attachment	View Attachment
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GRAND VIEW GEPA COMPLIANCE

Grand View School and its partners have designed the Do Your Best program to include the commitment to provide equal access to the program's services. The student body is 72 percent minority, mainly of Native Americans of the Cherokee Tribe. Fifteen percent of the student population is Hispanic, and 56 percent is Native American

Grand View School will ensure equal access and treatment for all participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. The Project Design section of the proposal notes how the service design will provide equitable access to and addresses the unique needs of these groups. It is the intent of this project to provide these groups with full access to services through the processes of identification, screening, and selection of project participants.

The activities, resources, and tools of the Do Your Best project were selected by the DYB Advisory Committee to meet the needs of Native American children and project stakeholders. The district plans to breach the barriers of class, race, income and physical disability with many activities involving the program:

- The district will make the same level of resources available for all students regardless of race, gender, national origin, disability or any other condition that customarily causes an individual to be underserved. As described in the Project Design section, tutoring and mentoring services will specifically target the academic performance of minority students.
- The special needs of students with disabilities will be addressed with adequate teaching staff, special software and teacher training. The proposed budget includes software that will allow specialized approaches to students with disabilities. For example, the budget item for iPad apps will include set-aside money for apps that increase accessibility for special needs students, students with sight difficulties, and students with physical handicaps.
- Parents and caregivers of students with disabilities will be consulted monthly on the needs of the children as they pertain to the project. The Parent/Community Liaison will seek out these stakeholders to ensure that all students have equal access to project activities.
- The district will ensure equitable access by providing comprehensive, ongoing professional

GRAND VIEW GEPA COMPLIANCE

development for teachers and staff in classroom of students with disabilities.

- The district will identify eligible project participants who are members of under-represented students and provide these students with information about the Do Your Best Project. Also, the project staff will communicate availability of services to all parents of these under-represented groups.
- The district will ensure equitable access by ensuring that all hiring is done and business is conducted without preferential treatment toward any one group of people. Grand View School is an Equal Opportunity Employer. The district publicizes all job openings in local media, state media, trade publications, and the internet. In these postings, the school explicitly states that it follows State Law Title 25 Sec. 1302 as an employer and thus does not discriminate based on race, color, religion, sex, national origin, age, or handicap. Of the eight key positions for this project, six will be held by Native Americans

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 Grand View School	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Ed"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Kennedy"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Superintendent"/>	
* SIGNATURE: <input type="text" value="Joel Kendall"/>	* DATE: <input type="text" value="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:

GRAND VIEW ABSTRACT

The Do Your Best project is a collaborative effort of Grand View School, the Cherokee Nation, and several community partners in extremely rural northeast Oklahoma. The project will positively affect 325 students. Grand View School will serve as lead and fiscal agent. The defined local geographical area to be served is the district boundaries of the Grand View School District, which span a rural area and parts of Tahlequah, Oklahoma.

Grand View is one of three biggest K-8 elementary schools in Oklahoma, serving 578 students. It is located in Cherokee County, which is the poorest economic cluster of Oklahoma. Native American students, mainly members of the Cherokee Nation, account for 56% of the student population. The percent of children who qualify for Free and Reduced Lunches is 90%, and the percent of children who live in households below the poverty line is 28%. Native American students account for much of the poverty and much of the academic and social struggles. These students score below the general population on Pre-K literacy assessments, state standardized assessments, and classroom performance. A needs assessment performed in 2014-2015 found five barriers to its student success in preparing for college and career: 1) area demographics, 2) limited Cherokee culture integration, 3) low Pre-K student academic achievement, 4) low student academic engagement and achievement in grades 5-8, and 5) lack of systematic effort to improve student preparation for college, career, and leadership.

A favorite saying of the current superintendent is to “Do Your Best.” This project will inspire students to “do their best” in preparing for life beyond high school. It will address all five barriers through a coordinated community effort, a Leader in Me component that will teach students to believe they can achieve greatness through leading, and conditioning for college and career readiness from an early age.

The project will use these steps to meet a range of goals. These goals focus on academic improvement, cultural engagement, and student planning for the future.

GPRA Goal 1.1 The literacy and language proficiency of Pre-K students will improve 10% from the fall to spring benchmarks, as measured by Pre/Post assessments.

GPRA Goal 1.2 The cognitive skills and conceptual knowledge of Pre-K students will improve 10% from the fall to spring benchmarks, as measured by Pre/Post assessments.

GRAND VIEW ABSTRACT

GPRA Goal 1.3 The social skills of Pre-K students will improve 10% from the fall to spring benchmarks, as measured by Pre/Post assessments.

GPRA Goal 1.4 The percentage of Native American students in grades 5-8 who score “proficient” or better on the annual Oklahoma State Testing reading component will increase 10% each year.

GPRA Goal 1.5 The percentage of Native American students in grades 5-8 who score “proficient” or better on the annual Oklahoma State Testing math component will increase 10% each year.

GPRA Goal 1.6 In year-end parent surveys, 85% of respondents will report that their children have “significant” community-based education.

GPRA Goal 1.7 In year-end parent surveys, 85% of respondents will report that that this project has improved their knowledge of long-term expectations for college and career readiness.

GPRA Goal 2.1 The percentage of cohort students (fifth grade in 2015-2016) who score in the 75th percentile or above for the grade-appropriate ACT exam will increase 10% each year.

GPRA Goal 2.2 In year-end surveys, the number of American Indian students who enroll in college-track plans of study will increase 10% each year of the project.

GPRA Goal 2.3 In year-end surveys, the number of students who indicate that they have taken steps to prepare for college will increase 10% each year of the project.

GPRA Goal 2.4 By May of each year, each Native American student will interact with at least six people or agencies not associated with Grand View school in activities that promote college and career readiness.

GPRA Goal 2.5 Through interaction with local agencies, the number of days American Indian students are absent will decrease 12% in four years.

GPRA Goal 2.6 In year-end surveys, 95% of students will indicate improved efficacy in socioemotional development and academic efficacy.

Grand View meets the competitive preference priorities 1 (rural local community), 4 (partnership with a local tribe), and 5 (activities described in the application). In fact, this project will incorporate ALL sections of Sec. 7121 (c) of the ESEA for the four full years of the funding period and sustain them beyond the grant period:

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

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A. Need for Project (15 points)

(i) The extent to which the project is informed by evidence...

(1) The greatest barriers...

Grand View School serves 578 students from the 3-year-old program to 8th grade. It is an extremely rural district located near Tahlequah (population 16,300), the Capital of the Cherokee Nation in an isolated portion of northeast Oklahoma. Native American students account for 56% of the population and face many barriers to success. Grand View School, the Cherokee Nation, and community partners have initiated a student and community reform project called Do Your Best that will put students on track for college and career success, beginning in their PreK years.

These partners performed a needs assessment in 2014-2015 to identify key barriers to its students' readiness for college and careers. To complete the needs assessment, the school reached out to the Cherokee Nation, parents, teachers, and other stakeholders to form an oversight committee. The Do Your Best Advisory Committee compiled and analyzed data that includes, but is not limited to, Oklahoma Core Curriculum Test scores, subgroup performance on state assessments, district benchmark scores, software benchmark scores, classroom performance, eighth grade graduation rates, percentage of students enrolled in advanced coursework, attendance rates, and enrollment demographics. As a comprehensive needs assessment, the committee used the ASCD assessment tool. The ASCD (formerly the Association for Supervision and Curriculum Development) School Improvement Tool is a needs assessment survey based on a whole child approach to education. It includes indicators across the ASCD Whole Child Tenets and indicators of the school improvement components of school climate and culture, curriculum and instruction, leadership, family and community engagement, professional development and staff capacity, and assessment. Members of the DYB Advisory Committee completed the survey, which was aggregated for an overall score.

Based on all the above data, the committee found five barriers to its student success in preparing for college and career: 1) area demographics, 2) limited Cherokee culture integration, 3) low PreK student

academic achievement, 4) low student academic engagement and achievement in grades 5-8, and 5) lack of systematic effort to improve student preparation for college, career, and leadership.

STUDENT POPULATION DEMOGRAPHICS

The school often fights against influences rooted in poverty and isolation. Nearly 90% of students qualify for the Free and Reduced Lunch program. The poverty rate of the school district is 28%. The average household income is \$20,000 below the state average. Over half of the students come from single-parent families. Cherokee County is located in the state's poorest economic cluster, and the county ranks 63rd out of 77 counties for Adverse Childhood Experiences (Oklahoma KIDS COUNT Factbook). Negative demographics often result in poor academic performance (Belkins, 2010), and Grand View students reflect that finding. One-quarter of Native American adults do not have a high school diploma. Nine in 10 Native American adults do not have a college degree. The mobility rate of Native American students is 20%. One out of every 5 students is in special education -- most of those students are Native American.

LIMITED CHEROKEE CULTURAL INTEGRATION

Despite a highly-successful federal language grant and extensive assistance from the Cherokee Nation, Grand View's students still have difficulties finding bridges between Cherokee culture and school-based learning. Compounding the problem is the cultural mistrust of education. The students rarely get help with schoolwork at home. As a result, they fare poorly in the classroom and perform at 65% of the level of regular education students on state performance tests. By far, the largest number of students who drop out before finishing eighth grade come from the Native American population.

The limited integration is especially difficulty for the 92 students classified as Early Language Learners. For these students, the Cherokee language is spoken at home. These students have difficulty comprehending English. The linguistic differences between their native language and English cause comprehension problems. These problems filter into classes outside English and reading, such as math and science. Since they do not understand intricacies of the English language, they have a difficult time

grasping even the simplest concepts. Only 10% of these students have reached the “proficient” level on the state reading test or other benchmarks. The school’s current Language Acquisition grant project has given school officials a glimpse of how traditional educational approaches can be modified to be culturally-relevant to Native American students. However, personalized learning for Native American students is not attainable unless the school can implement a multi-year project dedicated to reforming school culture. Grand View has a well-furnished library. However, many Indian students have not been trained to use library resources. Also, many cultural literacy resources exist, but teachers have not been trained to use those resources in the classroom.

LOW PRE-K STUDENT ACHIEVEMENT

Since most 4-year-olds have not been in any type of structured educational environment, they come to the Pre-K program with a lack of knowledge about coping skills, wellness habits, or Cherokee culture. The spring 2015 BRIGANCE Early Childhood Developmental Inventory showed that Native American children are entering Kindergarten with developmental delays in literacy, language development, and social and emotional development. The school does not have a set method of trying to help these children. Those remedial students often continue to remain deficient. Over half of the Native American Kindergarten through 3rd grade students receive reading remediation. Several studies show that students who perform poorly in Kindergarten have a greater tendency to falter at the high school and college level (Isaacs, 2012). Students who enter Kindergarten unprepared academically or socially rarely overcome that disadvantage throughout their elementary, middle school, high school, and college education (Winship, 2011). Project staff sees some of the barriers to these students’ success to be the dated technology in the Early Childhood Center. The enrollment among 3-year-old and 4-year-old classes has increased 15 percent in the past five years, but little technology has been purchased.

LOW STUDENT ENGAGEMENT AND ACHIEVEMENT IN GRADES 5-8

In the 5th-8th grades, 60 percent the school’s students scored “proficient” or higher on the reading component of Oklahoma’s core curriculum test; 54 percent scored “proficient” or higher on the math

portion. The Native American student group was the lowest-scoring out of all subgroups. Also, Native American students on IEPS and living in poverty rarely scored proficient at any grade level. These students made up the majority of the Bottom Quartile, as identified by state testing classifications. In 2014, less than half of these students made any progress from one year to the next on the OCCT tests.

The ASCD study showed that Grand View had a barrier of student engagement. Stakeholders reported that Cherokee students are not always actively engaged in learning and connected to the school and broader community. The DYB Advisory Committee concluded that this is due in part to the lack of structured communication and involvement with community partners and lack of parental involvement. The school shows need in the area of implementing a whole-child approach using collaboration, coordination, and integration to ensure the approach's long-term success.

This lack of engagement shows up in academic choices. Native American student performance on the OCCT -- as a whole -- decreases each year from the fifth to the eighth grade. These students score extremely poorly in the OCCT tests in the eighth grade. In 2014, only 5 percent of Native American students scored "proficient" or above on the OCCT math component. Many of these same students scored "proficient" or above in the 3rd-5th grades on the same tests. In its needs analysis, project staff found a barrier that appears in middle school is apathy toward the future. For example, the district attendance rate for the middle school is 91.1. However, the Native American attendance rate is 85.3. Administrators believe that much of these absences are a result of either apathy toward learning.

STUDENT PREPARATION FOR COLLEGE, CAREER, AND LEADERSHIP

Related to the lack of engagement is the lack of leadership. Another disturbing trend in the 5th through 8th grades is the lack of involvement in leadership activities by Native American students. By the time these students are in eighth grade, a very small percentage are active in leadership roles (Student Council, etc.) or extracurricular activities. Teachers have cited all types of factors -- lack of confidence, fear of publicly speaking, apathy -- on why these students slowly shy away from leadership roles. Teachers regularly encourage these students to become involved, citing research that shows

extracurricular involvement is linked to academic success (Yeung, 2015). However, far fewer students are responding to the encouragement.

Less than half of the 6th through 8th-grade students take classes that are considered to be college track. Also, during pre-enrollment for high school, less than half indicate that they desire to take college-track courses in high school. Many students are instead enrolling in remedial courses. Teacher and staff training is needed to address how to overcome this barrier. Also, a comprehensive program to spark student interest in planning for life beyond school and take on leadership roles is needed.

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

Throughout 2014-2015, the DYB Advisory Committee identified community resources for a Native Youth Community Project. The building blocks exist to create a network of support Native American children. The main building block is the Cherokee Nation. The Cherokee Nation has a daily presence in the school and offers many services that would align with this project. The Nation provides many school-based programs, such as language study, history, art, and culture. It provides a clothing voucher program and educational materials through a Johnson O'Malley partnership. A separate entity is the Cherokee Heritage Center. The Cherokee Heritage Center is the premier cultural center for Cherokee tribal history, culture, and the arts. Another entity is the Cherokee Nation Foundation, which has programs to enable students to experience Cherokee culture and further educational pursuits.

Tahlequah is home to Northeastern State University, which has several resources that addresses barriers to Native American student success. It has an extensive early childhood education center that focuses on research of learning techniques. This includes the Reading Lab, which is a multi-million dollar facility completed in 2012 and equipped with Discovery Learning equipment, including interactive books. NSU also has a Honor Student program that provides Native American mentors to area schools. Another educational entity is the Indian Capital Technology Center, which has career development programs and skills inventory program.

Cornerstone Counseling has an on-campus presence at Grand View school. It has experience in

providing wellness counseling, afterschool components, and summer programs. The Southeastern Oklahoma Interlocal Cooperative oversees the local AmeriCorps VISTA program, which provides volunteers to Grand View. These volunteers are available to serve in specialized projects, such as the NYCP. AmeriCorps Vista. Another local education provider is KiBois Community Action. It oversees a local Head Start program that is located on the Grand View campus. Head Start is a federal program that promotes the school readiness of pre-school children while providing comprehensive services which include: health, social services, nutrition, and education. Also, the City of Tahlequah provides many opportunities that can be incorporated in to the project. Among other activities, the city can offer job shadowing, civic education, and service learning activities.

These existing components can work together as a community-wide effort to correct gaps in the school's services and to prepare students FROM THE MOMENT THEY ENTER THE THREE-YEAR-OLD PROGRAM for success beyond high school. These techniques will include 1) curriculum reform, 2) professional development, 4) a permanent mission for increasing community involvement; 5) integration of methods for college-bound academic success; 6) engagement and leadership components; and 6) a dynamic school-community partnership based on research-based methods.

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

Grand View has taken several steps in recent years to address barriers to success to varying success. However, the steps have been narrowly-focused and independent of other efforts. A comprehensive program like the NYCP can coordinate all existing programs

Two multi-year grant programs can be incorporated into this project. The first is a four-year Title III Language Acquisition grant. This federal grant focuses on building literacy through Literacy First training, teacher use of reading centers, and targeted assistance for ELL students. The second is a 21st Century Community Learning Center grant. This five-year grant focuses on increasing student learning and enrichment in core curriculum in extended-day activities. Components of those programs can help address the barriers identified by the DYB Advisory Committee. Technology that was obtained through

a Title IID one-to-one grant will also be incorporated into this project.

The faculty at Grand View have embraced the school's efforts to change learning through grants. They have formed Professional Learning Communities to collectively determine steps to increase student achievement. The PLC approach has been highly successful in coordinating professional development efforts.

Patron involvement is at just 1.5 hours of volunteer hours per student (compared to the state average of 3.3 hours), but that is actually a major increase from parent/community involvement in the past. Grand View administration has reached out to parents and the community to build capacity for large-scale events and projects in the past three years. One example is the Taste of Native America event held in May 2015 as part of the Language Acquisition grant. Nearly 400 adults participated in the event, which involved drum circles, tribal costumes, and dances.

In addition to the service providers mentioned in the previous subsection, Grand View School received assistance from local agencies, businesses, and churches. The school currently operates the 21st CCLC with four other partners, including the Cherokee Nation. The First Presbyterian Church is an example of community resources. The church provides volunteers to coordinate a "backpack buddy" program that sends backpacks full of food to impoverished children every Friday and a "reading buddy" program that provides retired educators to classrooms for reading activities.

These existing strategies and partnerships with organizations and parents will be strengthened and expanded. The school and partners will continue to provide individualized tutoring, literacy training, professional development, Cherokee Nation cultural activities, and afterschool tutoring.

The school operates several federal programs whose activities can be braided into the NYCP objectives. These include Title VII, which provides staffing funds; Title I, which provides supplies and tutoring funds; and Title III, which provides intervention and training funds. The school operates a Johnson O'Malley program that provides school supplies, afterschool staff funds, and funds for Cherokee Nation classes and activities in language, arts, and culture.

B. Quality of Project Design (25 points)

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

The target population is confined to within the district boundaries of Grand View Elementary School. The school itself is located north of Tahlequah. The school's boundaries extend south into Tahlequah and adjoins Northeastern State University, and north into rural areas of Cherokee County.

(ii) The extent to which the proposed project is based on scientific research...

A favorite saying of the current superintendent is to "Do Your Best." This project will inspire students to "do their best" in preparing for life beyond high school. The Do Your Best project will base many approaches on the research of Dr. Ruby Payne, who wrote *A Framework for Understanding Poverty*. Payne said that educators must reform their efforts by first understanding that students from low-income families often lack many of the resources that others take for granted., including financial, emotional, physical, support systems, relationships/role models, and "knowledge of hidden rules" -- i.e., knowing the unspoken expectations and habits of an educational setting (1985). The "knowledge of hidden rules" among the Cherokee population will be addressed through a strong community-based approach that will be culturally appropriate.

The community-based program uses concepts from the Valued Youth Partnership Program in San Antonio, Texas, which was developed by the Inter-cultural Development Research Association (IDRA), which has had documented success in reducing remediation needs by training high school and college students as tutors for at-risk students (Johnson, 1988). College students from NSU, including Grand View graduates who are Native American, will tutor students in both age groups in math, science, and English. This type of advocacy program is shown to have a positive correlation with student success (Jorzak, 2011). Training from the Oklahoma Institute of Learning Styles will provide teachers with a better understanding of the learning styles of American Indian students. Learning Styles research helps teachers concentrate on how each student retains new and difficult information and how culture affects the retention (Dunn, 2008). The community-based student support program will build on the current

project's use of West Ed's model. West Ed is a non-profit organization that works to improve education across America. Its model includes services that include academic support from community volunteers and agencies, classroom strategies with help of outside entities (such as the Cherokee Nation), support groups, programs to strengthen families, leadership opportunities and community-based services (Crane, 2011). An intervention program that includes a step-based method is based on similar proven methods for at-risk students. Extended-day tutoring will be used because several studies, such as Smith (1997), find a positive correlation between after-school period featuring tutoring with subject area teachers/community volunteers and academic improvement.

To ensure that the program is fully integrated into the school system, all teachers will receive training related to the learning styles of American Indian students, coordinated efforts through Professional Learning Communities, and research-based teaching methods to allow them to improve instruction for all students. Franklin Covey's The Leader in Me is one program that will be modified to meet the cultural needs of Native American students. The Leader in Me is a whole school transformation process. It teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader. It is linked to better confidence and academic efficacy among students (Sharp, 2014). These leadership and cultural activities are rooted in Dr. William Demmert's meta-analysis on Native American efforts in education, in which he stated that "the preponderance of research evidence in this review shows a positive association between academic performance and the presence of Native language and cultural programs," (2001).

(iii) The extent to which the goals, objectives, and outcomes are specified and measurable...

The goals, objectives and outcomes of the project directly meet the needs of the Native American students of Tahlequah Public Schools. The applicant will carry out activities that meet SEC. 7121 of the Act and help meet the Department of Education performance indicators. The objectives and methods of meeting and evaluating the methods are detailed in the following charts:

GPRA GOAL 1: The percentage of the annual measurable objectives, as described in the applications, that are met by grantees.

<p>EARLY CHILDHOOD COMPONENT</p>	<p>SCHOOL-BASED STRATEGIES:</p> <ol style="list-style-type: none"> 1. Pre-K Academic Coach will monitor student skills and oversee curriculum reform. 2. Students with deficient skills will be placed on improvement plan. 3. Students will be placed in Discovery Learning centers to practice literary skills. 4. Principals and teachers will hold regular data meetings to evaluate progress. 5. Students with speech deficiencies will have interventions with professionals. 6. Teachers will complete professional development in technology-based learning.
<p>GPRA Goal 1.1: The literacy and language proficiency of Pre-K students will improve 10% from the fall to spring benchmarks, as measured by Pre/Post assessments.</p>	<p>COMMUNITY-BASED STRATEGIES</p> <ol style="list-style-type: none"> 1. Cherokee Heritage Center visits to includes student pride in history 2. At-risk students will travel to Reading Lab. 3. Students will receive monthly visits from Cherokee Nation storytellers. 4. NSU Promise Scholars and staff will provide tutoring during and after school. 5. Head Start/KiBois will integrate learning activities. 6. Local church will provide educational professionals for tutoring. 7. Professional Development will be provided by Cherokee Education Services.
<p>GPRA Goal 1.2: The cognitive skills and conceptual knowledge of Pre-K students will improve 10% from the fall to spring benchmarks, as measured by Pre/Post assessments.</p>	<p>RESPONSIBLE PARTIES AND RESOURCES USED Pre-K Academic Coach and Pre-K curriculum; Speech pathologist; Student Advocate; Mentors and tutors; Parents; Professional Learning Communities; Project Director; NSU Reading Lab and graduate student tutors</p>
<p>GPRA Goal 1.3: The social skills of Pre-K students will improve 10% from the fall to spring benchmarks, as measured by Pre/Post assessments.</p>	<p>TIMELINE</p> <p>September-October 2015 Training for Pre-K staff in new curriculum; BRIGANCE and Literacy First pre-test of students; placement of students on improvement plan.</p> <p>October 2015-May 2019 PLC meetings; Reading Lab tutoring; remedial tutoring.</p> <p>May of each year Post-test of students; annual review; benchmark review.</p> <p>Annually Professional development.</p>
<p>* O=Ordinal I=Interval N=Nominal Q=Qualitative</p>	<p>OVERSIGHT AND EVALUATION</p> <p>Pre-/post-test in Literacy First and BRIGANCE assessments (I)</p> <p>Evaluation of training (N)</p> <p>Remediation progress benchmark reports (I)</p> <p>Classroom performance (Q)</p>

GPRA GOAL 1: The percentage of the annual measurable objectives, as described in the applications, that are met by grantees.

<p>5TH-8TH GRADE COMPONENT</p>	<p>SCHOOL-BASED STRATEGIES:</p> <ol style="list-style-type: none"> 1. Student Advocate will serve as liaison between educators and students. 2. Tutoring will be provided to ensure students successfully complete classes. 3. Native American transition teacher will interact with cohort students (fifth-graders in 2015-2016) to provide personalized learning. 4. Principals and teachers will hold regular data meetings to evaluate progress. 5. Summer classes will target students in need of remediation and test prep. 6. Library assistant will provide professional development in technology-based learning.
<p>GPRA Goal 1.4 The percentage of Native American students in grades 5-8 who score "proficient" or better on the annual Oklahoma State Testing reading component will increase 10% each year.</p>	<p>COMMUNITY-BASED STRATEGIES</p> <ol style="list-style-type: none"> 1. Cherokee Heritage Center visits to includes student pride in history and offer cultural enrichment on the Grand View campus. 2. Native American college students from NSU will provide tutoring and speak to middle-school students about academic plans. 3. Native American Attendance Officer will work with students, teachers and parents to prevent dropouts. 4. Cherokee Nation and PLCs will design culturally-appropriate Leader in Me lesson plans and projects.
<p>GPRA Goal 1.5 The percentage of Native American students in grades 5-8 who score "proficient" or better on the annual Oklahoma State Testing math component will increase 10% each year.</p>	<p>RESPONSIBLE PARTIES AND RESOURCES USED Student Advocate, Native American transition teacher, principal, superintendent, teachers, Cherokee Heritage Center, Cherokee Nation, Native American Attendance Officer, Cherokee Foundation</p> <p>TIMELINE</p> <p>September-October 2015 Training for teaching staff in tutoring and intervention methods; pre-test of students; placement of students on improvement plan.</p> <p>October 2015-May 2019 PLC meetings; after-school tutoring; remedial tutoring.</p> <p>May of each year Post-test of students; annual review; benchmark review.</p> <p>Annually Professional development.</p>
<p>* <i>O=Ordinal</i> <i>I=Interval</i> <i>N=Nominal</i> <i>Q=Qualitative</i></p>	<p>OVERSIGHT AND EVALUATION</p> <p>OCCT scores and quarterly OCCT-prep benchmarks (I)</p> <p>Classroom performance benchmarks (I)</p> <p>Evaluation of training (N)</p> <p>Remediation progress benchmark reports (I)</p>

GPRA GOAL 1: The percentage of the annual measurable objectives, as described in the applications, that are met by grantees.

<p>COMMUNITY EFFORT COMPONENT</p>	<p>SCHOOL-BASED STRATEGIES:</p>
<p>GPRA Goal 1.6 In year-end parent surveys, 85% of respondents will report that their children have "significant" community-based education.</p>	<ol style="list-style-type: none"> 1. ACT preparation courses for cohort students will be completed each semester. 2. Staff will meet with parents to encourage college-track plans. 3. Representatives from area high schools will counsel students on college planning. 4. School will schedule college visits for students from the second to eighth grades. 5. PLC meetings will focus on college and career preparation efforts. <hr/> <p>COMMUNITY-BASED STRATEGIES</p> <ol style="list-style-type: none"> 1. The City of Tahlequah will lead community service and civic education activities. 2. AmeriCorps will provide culturally-relevant enrichment opportunities. 3. Cherokee Nation will provide a daily presence for all students from PK-8th grade in a variety of events and programs. 4. NSU students and staff will provide tutoring during and after school. 5. Head Start/KiBois will integrate learning activities. 6. Local church will provide educational professionals for tutoring. 7. Parents will participate through Parent University. <hr/> <p>RESPONSIBLE PARTIES AND RESOURCES USED</p> <p>Pre-K Academic Coach and Pre-K curriculum; Speech pathologist; Student Advocate; Mentors and tutors; Parents; Professional Learning Communities; Project Director; NSU Reading Lab and graduate student tutors, Cherokee Heritage Center, Cherokee Nation, Native American Attendance Officer, Cherokee Foundation</p> <hr/> <p>TIMELINE</p> <p>September-October 2015 College and career tech visits, ACT prep courses, community service events, civic learning events, tutoring</p> <p>October 2015-May 2019 PLC meetings;community partner tutoring; remedial tutoring.</p> <p>May of each year Post-test of students; annual review; benchmark review.</p> <p>Annually Professional development.</p> <hr/> <p>OVERSIGHT AND EVALUATION</p> <p>Pre-/post-test in college prep events (I) Evaluation of training (N) Classroom performance. (Q)</p>
<p>GPRA Goal 1.7 In year-end parent surveys, 85% of respondents will report that that this project has improved their knowledge of long-term expectations for college and career readiness.</p>	
<p>* O=Ordinal I=Interval N=Nominal Q=Qualitative</p>	

GPRA GOAL 2: The percentage of grantees that report a significant increase in community collaborative efforts that promote college and career readiness of Indian children.

<p>COLLEGE PREPARATION COMPONENT</p>	<p>SCHOOL-BASED STRATEGIES:</p> <ol style="list-style-type: none"> 1. ACT preparation courses for cohort students will be completed each semester. 2. Staff will meet with parents to encourage college-track plans. 3. Representatives from area high schools will counsel students on college planning. 4. School will schedule college visits for students from the second to eighth grades. 5. Native American Transition Teacher will conduct yearly cohort career planning. 6. PLC meetings will focus on college and career preparation efforts. <hr/> <p>COMMUNITY-BASED STRATEGIES</p> <ol style="list-style-type: none"> 1. Northeastern State University will provide monthly college preparation activities for students, including GEAR UP and PROMISE instruction. 2. Indian Capital Technology Center will modify its career development program for Native American students and visit the Grand View campus to deliver program. 3. Cherokee Nation Foundation will incorporate its sponsorship of ACT preparation. 4. City of Tahlequah and Cherokee Nation will provide service learning for cohort. 5. Cherokee Foundation will sponsor Biz Town and ACT preparation activities. <hr/> <p>RESPONSIBLE PARTIES AND RESOURCES USED</p> <p>Student Advocate, Native American transition teacher, principal, superintendent, teachers, Cherokee Heritage Center, Cherokee Nation, Native American Attendance Officer, Cherokee Foundation</p> <hr/> <p>TIMELINE</p> <p>September-October 2015 Installation of ACT course in district schedule, survey of college interest and preparation</p> <p>October 2015-May 2019 College and career tech visits, ACT prep class, monthly college prep workshops</p> <p>May of each year survey of college interest; annual review; benchmark review.</p> <hr/> <p>OVERSIGHT AND EVALUATION</p> <p>ACT preparation course completion (N)</p> <p>Student response to quarterly surveys about college plans (I)</p> <p>Evaluation of training (N)</p> <p>Quarterly ACT prep benchmark tests (I)</p> <p>Classroom performance (Q)</p>
<p>GPRA Goal 2.1 The percentage of cohort students (fifth grade in 2015-2016) who score in the 75th percentile or above for the grade-appropriate ACT exam will increase 10% each year.</p>	
<p>GPRA Goal 2.2 In year-end surveys, the number of American Indian students who enroll in college-track plans of study will increase 10% each year of the project.</p>	
<p>GPRA Goal 2.3 In year-end surveys, the number of students who indicate that they have taken steps to prepare for college will increase 10% each year of the project.</p>	
<p>* O=Ordinal I=Interval N=Nominal Q=Qualitative</p>	

GPRA GOAL 2: The percentage of grantees that report a significant increase in community collaborative efforts that promote college and career readiness of Indian children.

<p>LEADERSHIP AND CAREER COMPONENT</p>	<p>SCHOOL-BASED STRATEGIES:</p> <ol style="list-style-type: none"> 1. The school will implement the Leader in Me for all Native American students in PK-8th grade. 2. Project Director will take 7th grade Native American students to Washington D.C. each year. 3. Students will be placed in Discovery Learning centers to practice literary skills. 4. Principals and teachers will hold regular data meetings to evaluate progress. 5. Students with speech deficiencies will have interventions with professionals. 6. Native American Transition Teacher will teach Leadership Class each year.
<p>GPRA Goal 2.4 By May of each year, each Native American student will interact with at least six people or agencies not associated with Grand View school in activities that promote college and career readiness.</p>	<p>COMMUNITY-BASED STRATEGIES</p> <ol style="list-style-type: none"> 1. NSU and other college will provide college tours. 2. ICTC and other career techs will provide career inventory programs. 3. Cherokee Nation Foundation will provide scholarships for all Native American students to participate in Biz Town. 4. NSU students and staff will provide guidance on career and college planning. 5. Attendance Officer will counsel parents of students with poor attendance. 6. Partner agencies will incorporate activities in Leader in Me component.
<p>GPRA Goal 2.5 Through interaction with local agencies, the number of days American Indian students are absent will decrease 12% in four years.</p>	<p>RESPONSIBLE PARTIES AND RESOURCES USED Student Advocate, Native American Transition Teacher, principal, superintendent, teachers, Cherokee Heritage Center, Cherokee Nation, Native American Attendance Officer, Cherokee Foundation</p>
<p>GPRA Goal 2.6 In year-end surveys, 95% of students will indicate improved efficacy in socioemotional development and academic efficacy.</p>	<p>TIMELINE</p> <p>September-October 2015 Training for all staff in Leader in Me programs; survey of students in development and efficacy; schedule of partner activities</p> <p>October 2015-May 2019 College and career tech events on campus, service learning (food bank)</p> <p>May of each year Post-test of students; annual review; benchmark review.</p> <p>Annually Professional development in Leader in Me, Biz Town event</p>
<p>* O=Ordinal I=Interval N=Nominal Q=Qualitative</p>	<p>OVERSIGHT AND EVALUATION</p> <p>Pre-/post survey in development and efficacy (I) Student self-examination in classroom efficacy (I) Evaluation of training (N) Leader in Me completion rates (N)</p>

(iv) The extent to which the design of the proposed project is appropriate to needs...

The project activities will tailor activities to minority students through the use of strong community-based enrichment, cultural activities provided by the Cherokee Nation, modified professional development, curriculum programs proven to address barriers of low-performing student groups, and a leadership component tailored for Native American students. The addition of staff, inclusion of community partners, and introduction of cultural-based activities will bring positive life changes for the minority students. As a result, they will be more engaged at school and will understand how to prepare for college and career. The program will result in improved performance, improved social and academic efficacy, college and career readiness, improved beginning curriculum mastery and social/cultural/literacy awareness among Pre-K students, and increased interest in college and career preparation. The program is designed to vastly improve the performance of at-risk students whose deficiencies may be in part due to cultural barriers. The result will be fewer Pre-K children needing special education services and/or being identified as disabled upon entry into the Kindergarten grade. Cohort students will benefit from retention and intervention programs, and will be able to overcome many of the at-risk factors that lead to dropping out, failing classes, and not attending postsecondary education.

The proposed Indian Education project will serve all 325 students in grades PK-8th grade. The following methods will be used to overcome the five barriers found through the needs assessment:

METHODS TO ADDRESS DEMOGRAPHICS

Although there is no way to change demographics, the community and staff can enact methods to minimize effects of negative influences or barriers to success. The school will use the Curriculum-Centered Strategic Planning model to implement a systemic change that connects students, family, community, and culture. Each teacher will be trained in Native American learning styles and Ruby Payne theory in order to develop individualized approaches to Native American learning. The needs of each student will be identified through multiple assessments and state standards to identify both deficiencies and strengths in their development. The Pre-K Academic Coach, Student Advocate,

Leadership Teacher, and Native American Attendance Officer will lead a strong support system, attendance policy and intervention techniques for all age groups. The Leader in Me program will teacher students

METHODS TO INTEGRATE CHEROKEE CULTURE

The Cherokee Nation, Cherokee Heritage Center, and Cherokee Nation Foundation will lead the effort to make learning relevant through culture-building activities. NSU and the school will collaborate on Discovery Learning methods for PreK students. The Foundation will provide funds for all 5th grade Native American students to participate in Biz Town, an institute in Tulsa that trains students in real-world decision making. A unique aspect of this project is the modification of Stephen Covey's Leader in Me program to meet cultural needs. All teachers will participate in rigorous training to incorporate the program into classroom learning. With the help of the Cherokee Nation and Cherokee Heritage Center, teachers will use Covey's program to help students realize their heritage can be used as a springboard for leadership and success. A Student Advocate will develop weekly cultural events that will be incorporated into the school day. He will also work with Native American students in all grades to organize and host community events, such as the Taste of Native America event. Planning for these events will be done in classrooms with the help of teachers, who will coordinate lesson plans to teach students core concepts while planning for the events.

METHODS TO IMPROVE PRE-K STUDENT ACHIEVEMENT

The two part-time Pre-K Academic Coaches will facilitate a reconstruction of the way students are taught so that more enter Kindergarten with the academic and social skills needed to succeed. This reconstruction will include the addition of Discovery Learning, a hands-on small-group way of teaching young students core curriculum standards. It will also use the collaborate efforts of the community partners and NSU's Reading Lab. A community intervention approach with a variety of services will be installed for Pre-K students in order to provide them with an age-appropriate support system of mentors, counselors, and tutors. The Pre-K Academic Coaches will use the results from the latest

BRIGANCE Early Childhood Developmental Inventory to guide a curriculum reform that will enable teachers to plan developmentally appropriate, individualized instruction, including objectives for IEPs, and to measure and report each child's progress over time by early learning standards or foundations. The new program will also put each student on a skill benchmark performance plan. These plans will address needs of children with developmental deficiencies in language, literacy, conceptual knowledge, social skills, and behavioral skills. NSU's Cherokee Promise Scholars, who are Native American, and education graduate students will work individually with students in NSU's Reading Lab. The lab is a multi-million dollar facility completed in 2012 and equipped with Discovery Learning equipment, including interactive books and iPads. The reconstruction will be achieved through the 11 Principles of Comprehensive School Reform and the Curriculum-Centered Strategic Planning Model. All Pre-K teachers will be placed into Professional Learning Communities and will meet on a weekly basis to review and redefine curriculum with assistance from Cherokee Education Services. Components of the professional development will include Learning Styles, collaborative action through SEDL and State Department training.

METHODS TO INCREASE ENGAGEMENT AND ACHIEVEMENT IN GRADES 5-8

The Do You Best program is designed to help students take the steps needed at the elementary level to set themselves up for success in post-secondary education and careers. This will be achieved through academic support, tutoring, challenging coursework, college entry assessment preparation, partnerships, and parent involvement. Extended-day tutoring involving community partners will be directed to improving at-risk Native American students' competencies in math, science, and reading. Teachers of these grades will also participate in weekly PLC meetings to discuss student engagement and achievement. Students who test below the proficient level on the OCCT test will be pulled out of the next level of classes. They will be matched a Native American college student and community member, who will work with the students in mastering skills needed to excel on the standardized tests. For four days of each week, students in grades 5-8 will meet with teachers of subject areas in which they require

remediation. This will occur during and after school each day.

Many tutoring/mentoring activities such as service learning projects, proper behavior, test preparation and study skills training will be directed by the school, university, and Cherokee Nation. A Parent University will involve families in learning events, special Parent Nights, and the college preparation process. The parent engagement component will be led by the Parent/Community Liaison. A focus on attendance will expand with the hiring of a .5 FTE Native American Attendance Officer. This officer will meet regularly with parents to discuss the impact of attendance on future student success. The library assistant will modify library resources so that Native American students will easily locate materials that are bonded with their culture. Teachers will be trained by the assistant on using library resources to develop Native American-theme lesson plans and projects.

METHODS TO INCREASE LEADERSHIP AND COLLEGE/CAREER PREPARATION

A unique approach to this NYCP program is the use of a cohort. For the 2015-2016 school year, the cohort will be all Native American students in the 5th grade. A Native American Transition Teacher will be assigned to these students. She will follow them for the next four years, working with each student as he or she transitions from grade to grade. She will be focused on how to ensure that by the time these students finish eighth grade, they will have full understanding of the importance of preparing for college and careers, and will have taken steps to make those plans a reality.

The cohort students will take a leadership and test preparation class that will last the entire academic year and will emphasize critical thinking, problem solving, study, and test taking skills. The class will also teach service learning, and the City of Tahlequah and Cherokee Nation will set up regular service learning projects. One such project will be student participation in the community nutrition program. In order to improve the achievement of the students, a community support system must be in place. This support system will be multi-faceted, including intervention for students who are struggling with social problems or attendance issues.

All Native American cohort students will take an ACT Preparation class beginning in the fifth grade

with the first cohort. The class will prepare the students through instruction in test-taking strategies, study skills, and time management. The class and the institute will base its curriculum on Stephen Covey's *7 Habits of Highly Successful People* and *Leader in Me*. The Parent/Community Liaison will bring in partners to build activities off of this program. For example, the City of Tahlequah will install a job shadowing program throughout its offices, allowing for Native American students to work with people in the work force and thus understand career opportunities. A foundation to these student leadership activities will be a whole-school integration of the Covey Institute's *Leader in Me*. Teachers will undergo several days of training each year on how to instill a sense of purpose in each child. This will be accomplished through special events, classroom integration of *Leader in Me* principles, and culturally-relevant projects. This program will begin each student on the path to college and career through leadership training.

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

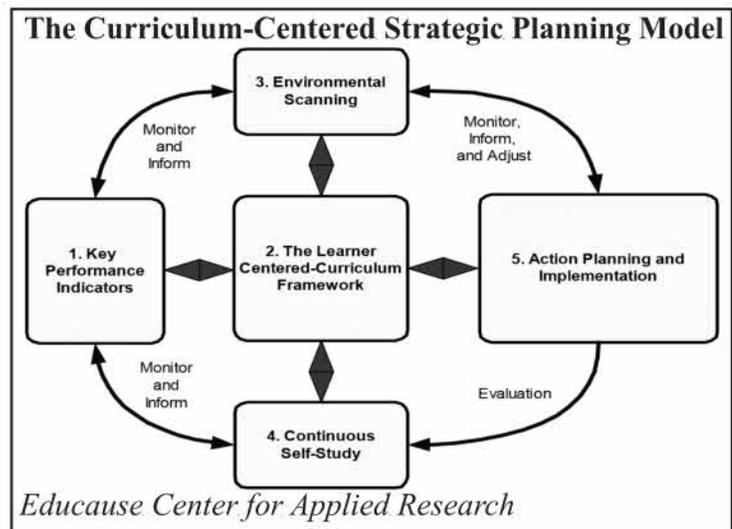
Proven programs adopted for this project that help students understand the importance of persistence, attitude, and developing skills needed to succeed include: Boys & Girls Club tutoring programs (Hirsch, 2011), Discovery Learning methods and materials, which require the Pre-K learner to develop problem-solving capacity by exploring and manipulating objects and performing experiments (Slocum, 2011), a mentoring program, which has the effective design of same-race college students counseling younger students on education (Herrera, 2011), classes on academic success and preparation (Rochford, 2000), a leadership program developed by Stephen Covey (Clark, 2011), and increased efforts to involve parents and community members whose level of participation with children has a high correlation with student performance (Laird, 2010).

The above methods will be installed through three techniques: 1) Comprehensive School Reform: All change activities will adhere to the nine principles of Comprehensive School Reform established by the U.S. Department of Education: 1) effective, research-based methods and strategies; 2) comprehensive design with aligned components; 3) professional development; 4) measurable

goals and benchmarks; 5) support within the school; 6) parental and community involvement; 7) external technical support and assistance; 8) evaluation strategies; and 9) coordination of resources. 2)

Professional Learning Communities: A Comprehensive School Reform with an instructional focus and one that incorporates the nine principles will be achieved through a Professional Learning Communities model as structured by the SEDL Center for Professional Learning. For this project, SEDL will spur reform through the use of 1) systematic professional development, 2) project evaluation, and 3) classroom connections with community partners. SEDL training has been certified for use as a reform model by schools receiving Federal Comprehensive School Reform funds. 3) Curriculum-Centered Strategic Planning Model. The Curriculum-Centered Strategic Planning Model will be adopted as the

long-range plan development tool. The learner centered curriculum-based reform model was first developed by Educause Center for Applied Research in 2004 (Baldwin, 2009). The model is a learner centered-curriculum framework involving environmental scanning and continuous self-study that focuses on each student's needs. One such proven practice will be



the use of Stephen Covey's *Leader in Me* as a method to spur students onto greatness. A recent study in Ohio found that the Covey training is a solid method of forcing students to take a pro-active, long-term approach to their academic life (Rosiak, 2007). It will direct the PLCs and Cherokee Nation in developing short- and long-range lesson plans that will develop students as high-achieving leaders.

All activities have research that indicates implementation will lead to improvement. The services to be provided in preschool will enable students to meet the challenging state standards. The curriculum, thematic projects, and tutoring for Pre-K students will be aligned with state standards and also

aligned with the challenging K-3 curriculum of the district. All students targeted will be assessed by standardized measurements of classroom performance, Literacy First and BRIGANCE measurements three times yearly, and state standardized subject assessments. For elementary students, all curriculum, remediation efforts, and leadership class activities will be aligned to the state's PASS/CCSS proficiency benchmarks for each grade. Also, the support will be aligned with skills needed for successful completion of college-bound courses and skills needed for ACT tests.

The goals presented above are directed to have an impact on student recipients of services and their parents. Collectively, these strategies form a framework of action for helping all students perform at or above the level needed to succeed in each grade level and thus have confidence in their ability to succeed in college and career.

Supplies purchases will focus on increasing technology holdings of the early childhood center. The center has been newly-built, but already the grades are full to the point that the school is adding classes. However, technology in the center needs considerable updating. The Elementary School Journal study shows that whole-classroom use of technology tools can be correlated with improved student performance (Muis, 2015). Whole-class visual learning with the help of iPads is key to explaining complex concepts (Chien, 2015). The Educational Research and Evaluation study shows that "at-risk" students can improve literacy achievement through targeted digital curriculum (Greener, 2015). Technology that is geared specifically for ELL students can be a catalyst to moving them toward handling "real world" situations (Perry, 2015). Schools that include parents in its efforts and even allow them to use resources create a better learning environment and better attitudes about reading (Callen, 2014) Thomas Kane's study in the American Economic Review shows teacher effectiveness is correlated to student achievement (Kane, 2011).

(vi) The extent to which the services to be provided involve the collaboration...

The involvement of the partners is not simply an enrichment program. Rather, each partner will be responsible for part of a comprehensive plan to prepare students for college and career. This

collaboration will address all barriers to Native American students in preparing for success at high school and beyond.

The effectiveness of this project will be facilitated by the DYB Advisory Committee. This committee will meet quarterly to plan activities, review events, and ensure that the activities are aligned with measurable outcomes. Although the lead applicant, Grand View School at times will mainly enable the involvement of outside entities. The district and the DYB Advisory Committee (including representatives of the Cherokee Tribe) will be responsible for reporting and all functions necessary for management and coordination of activities to meet project and grant requirements.

The **Cherokee Nation, Cherokee Heritage Center, and Cherokee Nation Foundation** will provide a variety of culturally-appropriate services for participating students. At the Pre-K level, Cherokee Nation will continue to offer free dental and health screenings for children as well as professional development for teachers in health-related matters. The Cherokee Nation will enable students to hear stories from the tribal elder storytellers. The tribe will coordinate thematic lessons with Pre-K teachers that teach both Cherokee culture and core curriculum.

Since it is located on the Grand View campus, **Cornerstone Counseling** will be able to quickly adjust its involvement to the changing conditions of the project. It will oversee the wellness component of the project, as well as provide added oversight to the afterschool and summer portions of the Project.

SOIC AmeriCorps VISTA volunteers will also have a daily presence, and will integrate their services into all aspects of the project. Similarly, **KiBois** will adopt many principles and activities of the project into its Head Start program that is housed on the Grand View campus. The **City of Tahlequah**, in its effort to prepare students for civic involvement, will offer job shadowing, civic education, and service learning components. Other entities that will have services as part of this program include the First Presbyterian Church, which operates a tutoring and backpack program that gives food to impoverished children each Friday, and Cherokee County 911, which offers safety and wellness enrichment for children.

Two entities that are not partners but will offer vital services are NSU and ICTC. **Northeastern State University** has many services it can offer, but it will work with the advisory committee to tailor those services to meet Native American student needs. Its college tours of students, even to second grade students, will involve cultural components. The **Indian Capital Technology Center** will also tailor its career development program and skill building activities to address cultural needs of Native American students. Northeastern State University will allow use of student teachers in mentoring roles for the Pre-K students, as well as the use of its new Reading Lab for Pre-K literacy efforts.

E. Quality of Project Personnel (10 points)

1. encourages applications from groups that have traditionally been underrepresented...

Grand View School and its partners for this application are in compliance with GEPA requirements, Section 427, and will pursue equal opportunity utilizing affirmative action. The GEPA statement attached to the application demonstrates the applicant's dedication to equality. Six out of eight key project personnel, including the Project Director, are members of the Cherokee Nation.

(i) The qualifications of the project director...

Margaret Carlile will serve as project director. She is a Native American and Oklahoma native. She has a master of science from Northeastern State University and bachelor of arts from Oklahoma State University. She is certified as a superintendent, elementary principal, and library media specialist. She has served as a grant developer and manager for Indian tribes, organizations, and schools, and is knowledgeable in administration, curriculum, assessment and evaluation. She has experience in fund raising, long range planning and media relations for organizations.

In previous jobs, she has served as superintendent, principal, federal programs director, technology director, curriculum coordinator, professional development coordinator, evaluator of a regional Head Start program. She served as the executive director of the Five Civilized Tribes Foundation, in which she managed grants and contracts for Cherokee, Chickasaw, Choctaw, Creek, and Seminole Nations. She has presented before the U.S. Department of Education on techniques for excellence in early

childhood Cherokee education. Her experience includes a field reader for the U.S. Department of Education's Office of Indian Education. She has served on advisory boards for the Oklahoma Indian Education Association, National Indian Education Association, Cherokee Nation Head Start Policy Council, and Oklahoma Association of School Administrators. Her most recent experience has been as superintendent of Rocky Mountain School, a rural school in the heart of Cherokee Nation serving a student population that exceeds 90% in both American Indian tribal membership and high poverty. At Rocky Mountain, she initiated and managed several programs that addressed barriers to success of Native American children. Much of her expertise will be vital to this project's success. Her experience will be invaluable as this project incorporates many similar activities. Her resume is attached.

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

The DYB Advisory Committee constructed a personnel component that will adequately manage the project. **Steve Gillman** will be the full-time Student Advocate for the project. He will serve as the main liaison between the students and school staff. He most recently served as the Dean of Students for Grand View School. He has a master of science and bachelor of science from Northeastern State University. He has experience as a teacher, administrator, and teacher evaluator. (RESUME ATTACHED). The full-time **Native American Transition Teacher** will be Tonya Rozell. Rozell is a career teacher with a special education certification. She also has administration certification and does teacher evaluations for Grand View. She is a Native American and serves on the board of the Cherokee Nation Foundation. **Diane Farar** and **Melanie Bolding** will serve as the .5 FTE Pre-K Academic Coaches. Farar has more than 25 years of experience as an early childhood teacher and Native American Language grant literacy specialist. Bolding also has more than 25 years of experience as a teacher and principal in rural, Native American schools. Both teachers are Native American.

The **Project Specialist**, Christie Stratton, will devote .2 FTE to the project. Stratton is a Native American who has served as both 21st Century Community Learning Center director and the Native American Language Acquisition grant director. As director, she oversees all activities and manages

data collection. The **Parent/Community Liaison**, Ed Kennedy, will also devote .2 FTE to the project. Kennedy has served as a superintendent for school districts in rural Oklahoma. He has served as peer reviewer and grant writer for several federal, state and foundation grants including: GEAR UP, PT3, PEP, 21st CCLC, EETT, ICTL, US Fish and Wildlife, National Fish and Wildlife, MarcoPolo, Albertson's Foundation, Michael Jordan Foundation, Boys & Girls Club, National Geographic Society/Jason Project, Kimberly-Clark, and JC Penney. (RESUME ATTACHED) The part-time **library assistant** will be Crystal Baker. Baker has a certification in science education and has worked part-time in Grand View's library. She is also Native American. The .5 FTE Native American attendance officer will be selected through a joint effort between the school and the Cherokee County Sheriff's Office. The position will be Native American preference.

Other current Grand View staff and community partners will devote in-kind time and resources to the project. This includes Grand View's Federal Program Director, Chad Harp, who will provide oversight to all activities. The qualifications of community partners are detailed in their letters of support. The project's outside evaluator, Joel Kendall, Ph.D., uses a model based on Robert Stake's method of continuous evaluation. Dr. Kendall holds a doctorate in education management and has assisted in the development of the Pre-K component of the proposed project. He has served as a grant evaluator on several state and national grants, and has developed a scoring rubric that can be applied to the Indian Education program. (RESUME ATTACHED)

F. Adequacy of resources. (10 Points)

(i) The relevance and demonstrated commitment of each partner..

The partnership agreement (located in the appendix) details how the partnership operates and includes the signatures of representatives of each agency. All community representatives have agreed to serve on the DYB Advisory Committee that will meet quarterly to evaluate project activities.

The main partner, the Cherokee Nation, has a long history of collaboration with the school and community on improving services to youth. The Cherokee Heritage Center and Cherokee Nation

Foundation also collaborate regularly with the school to meet the needs of Native American students.. The lines of communication will include daily visits with the district's project personnel, regular meetings with the Student Advocate, participation in the Native American Transition Teacher's activities, and regular collaboration with the Pre-K Academic Coaches for thematic activities for the students. The Cherokee Heritage Center's involvement is designed to build pride and context among Native American students. Through both tours of the center and activities on the Grand View campus, the center will instill pride and vision for students and engage them in the learning environment. The project's efforts to expose students to college preparation and career exploration will be served by the Cherokee Nation Foundation through its ACT prep activities and Biz Town scholarships.

Cornerstone Counseling, located on the Grand View campus, has two relevant roles. First, it will help direct the afterschool and summer programs that will build academic efficacy. Second, it will provide confidence-building skills for at-risk students. The VISTA volunteers have worked in Grand View School for the past four years, directing volunteer programs in literacy building and counseling. The volunteers will commit to college and career building activities during the school day and during extended hours. KiBois Head Start will commit to work with the Pre-K Academic Coach to reform its curriculum to meet the project objectives. The City of Tahlequah understands the importance of this program. A program that increases the number of local students who go to college or complete career training leads to a higher-skilled populace. Preparing students for these steps at a young age exponentially increases the number of skilled workers in the community. The city, then, will dedicate several methods to serving the project, ranging from job shadowing to service learning.

Informal partner Northeastern State University is a local university that has the highest percentage of American Indian students in the nation. It currently partners with Grand View School on an afterschool program. Its Cherokee Promise Scholars and Reading Lab will provide students with direction. Indian Capital Technology Center has traditionally offered career inventory activities for Grand View students, and this project will braid those activities with other skill-building efforts.

(ii) The extent to which the costs are reasonable...

The budget narrative details the expenditures of the four years of federal funding for the grant program. When constructing the budget, the advisory committee sought guidance from area schools that have operated a Demonstration Grant for Indian Children. It also used its experience operating the Native American Language Grant, 21st Century Community Learning Center, and a Title IID technology grant. It analyzed those expenditures that were most closely tied to success. Oversight of the budget activities will fall to the project director and superintendent, who will ensure services are delivered on time and within budget. For the past four years, the applicant has monitored the current Native American Literacy Acquisition program to determine the amount of personnel time needed to meet project goals.

The annual cost of the project is less than \$900 per student. That is reasonable considering the long-term benefits that will incur as developed in this proposal. Many components of the project will be sustained beyond federal funding and thus exponentially increase student assistance without the need for federal dollars. The attached budget narrative outlines the necessary funds that will be used in the project. Each budget item has been justified and aligned with an identified need. Grand View School will serve as the fiscal agent and will ensure the services are provided on time and on budget. Given the number of students to be targeted, the multi-level approach, the extreme needs of the targeted groups, and the outcomes expected, the cost of the project is more than reasonable. It is expected that the project will have positive benefits that will extend beyond the target groups for multiple years. Administrative costs are minimal. Instead, a bulk of personnel costs will go to those people who provide a daily support system for Native American students. Having in-school personnel resources is vital to the success of the students and thereby the success of the program. The salaries of the project personnel are based on the negotiated agreement between the district and the employees' union and are adequate to support the proposed project. Travel costs are based on current prices. Supplies and materials costs are minimal with all other costs being provided by the district in-kind. All expenditures will be monitored by the

district and its auditor. Careful consideration has been given to each expenditure so that all funds will directly advance the mission of all components of the project. The applicant believes that the cost of training students from an early age to plan for college and career will lead to financial returns for the community that far outweigh the project costs. The district's in-kind contribution, as well as that of the Cherokee Nation, and other community partners, will exceed \$150,000 a year and is detailed in the budget narrative. The district has a long history of braiding resources and funding to expand and improve educational services for students. Partnerships will be vital to carrying on activities after four years and all full-time staff will meet with the community partners to find methods of sustaining the program beyond federal funding years.

G. Quality of Experience (10 points)

(i) The extent to which the applicant, or one of its partners, demonstrates capacity...

The applicant has completed four years of properly managing an Native American Literacy Acquisition grant program. Through this grant, student literacy for the targeted grades has increased 50%. The most stunning outcome has been the transition of more than half of ELL students from “unsatisfactory” to “proficient” on the annual OCCT tests in the past four year. The school also managed a one-year, \$500,000 Title IID grant four years ago that implemented a 1-to-1 digital environmental in the elementary grades. That project has been sustained three years past the grant funding. The school has successfully managed other state and federal multi-year grants. The community partners will provide many in-kind resources including office space for all personnel. The budget narrative outlines other in-kind donations, including facilities, supplies, transportation, and equipment.

Personnel: Based on its current experience with the Native American Language Acquisition program, the applicant believes that it has adequately staffed the project. Teachers and staff will be trained for the program and participate in activities before, during, and after school. Teachers and other personnel for tutoring and mentoring will be available before and after school.

The district and the Cherokee Nation have collaborated to install several components of other

federal programs that specifically target at-risk Native American students, such as a 21st Century Community Learning Center afterschool program. Careful planning will ensure that this project's activities will compliment rather than supplant strategies. Successful curriculum components will be folded into the program. In addition, Title VII, Title I and Title III funds are used to pay a portion of the certified and non-certified tutors to work with students who need homework help or skill building in math or science. Title II will provide additional funding for professional development for all high school and Pre-K personnel as needed.

The school operates several federal programs whose activities can be braided into the NYCP objectives. These include Title VII, which provides staffing funds; Title I, which provides supplies and tutoring funds; and Title III, which provides intervention and training funds. The school operates a Johnson O'Malley program that provides school supplies, afterschool staff funds, and funds for Cherokee Nation classes and activities in language, arts, and culture.

G. Quality of the Management Plan (20 points)

(i) The adequacy of the management plan...

The structure of Grand View's program includes oversight and accountability to all stakeholders. The following chart helps define activities, responsibilities and implementation. It also corresponds with the goals chart on pages 10-14.

The applicant has created a strong management plan based on its experience in other multi-year grant projects. Management of the program will be objectives-driven at all times and will follow the tenets of training and the Curriculum-Centered Strategic Planning Model. All project and district staff with duties in the program will help with continuous monitoring and evaluation of the program activities and processes so that corrections can be made to keep the project focused on the objectives and on target for timely achievement. To facilitate the coordinated efforts of all parties involved, the DYB Advisory Committee will meet regularly to review and modify project activities.

GRAND VIEW MANAGEMENT PLAN

Activities	Responsible Staff	Milestones	Timeline
1. Start Up Personnel -Hire Named Staff -Hire Additional Staff -Provide initial training for all staff	Superintendent	Project Director and other identified staff hired	Immediately upon notification
	Superintendent, Project Director	Tutors hired	Within 30 days of startup
	Superintendent, Cherokee County Sheriff's Office	Advertisement of attendance officer position, interviews scheduled, person hired	Within 60 days of startup
2. Start Up Supplies and Service Contracts	Project Director Superintendent DYB Advisory Committee	Purchase 100% of supplies and software	Within 30 days of startup
		Enter into contracts with Covey Institute and Learning Styles	Within 30 days of startup
3. Professional Development	Superintendent Project Director Covey Institute Oklahoma Institute of Learning Styles	Learning Styles training	Jan. 2016
		Leader in Me training	Training within 60 days of startup; multi-day training and Aug. of each year
		Survey of teachers on training	
4. Leadership Component	Project Director Native American Transition Teacher Covey Institute Community Partners Parent/Community Liaison Student Advocate	Covey Institute activities schedule	Within 30 days of startup and by Aug. of each year
		Student completion of Leader in Me benchmarks	Within 90 days of startup
		Implement programs into classroom	By Aug. of each year (Oct. in first year)
		Leadership Class activities	Weekly
		Conduct class retreat	Each July
5. Travel Component	Project Director	Attend two-day training in Washington D.C.	Annually (Nov. in first year)
	Project Director Bus Driver Native American Transition Teacher	Travel to Heritage Center, colleges, businesses, and career techs	Weekly during school year

GRAND VIEW MANAGEMENT PLAN

Activities	Responsible Staff	Milestones	Timeline
6. Curriculum implementation -Curriculum reform -Weekly PLC meetings	Superintendent Teacher Pre-K Academic Coach Superintendent, Project Director Superintendent Project Director	PLC meeting schedule completed and Discovery Learning implementation Pre-test and post-tests and monitoring of student progress 100% participation in professional development	Within 30 days of startup and Aug. of each year Aug. and May of each year for summative, weekly for progress Sign-in sheet analysis after each training
7. Extended Day Component	Project Specialist Classroom Teachers Native American afterschool tutors	Afterschool program startup PLC collaboration between teachers and tutors	Within 30 days of startup Monthly
8. Academic Success and Attendance Component -screening of students -regular analysis of objective data	Superintendent Project Director DYB Advisory Committee Attendance Officer Library Assistant Transition Teacher Student Advocate	Implementation of attendance plan Monitoring of achievement data Implementation of literacy component Cohort students put on individualized plans	Within 30 days of startup DYB Committee monthly analysis Within 30 days of startup Annually
9. Program Publicity	Project Director DYB Advisory Committee Parent/Community Liaison Student Advocate	Webpage constructed to highlight project 100% of parents informed about project	Within 30 days of startup Within 90 days of startup
10. Advisory Committee Component	Project Director DYB Advisory Committee Superintendent Student Advocate	90% attendance rate (sign-in sheets) Monthly reports compiled from meetings	Oct. 2015 and monthly through grant Teacher surveys

(ii) The adequacy of procedures for ensuring feedback and continuous improvement...

The project evaluation plan includes a formative evaluation that will be presented to the parents, partners, and Board of Education four times yearly. The Project Director will also present updates on the program during regular Board of Education meetings. Feedback from the public will be an agenda item related to those reports. These open meetings will provide an opportunity for feedback from all Stakeholders. The Project Director and full-time project personnel will use that feedback to make improvements in the strategies and activities of the project. The most frequent method of feedback and review will be through the quarterly advisory committee meetings and the weekly Professional Learning Community events. The school's web site will also be an open method for feedback. The site will have options for parents, students, or other entities to submit feedback related to the program. For Pre-K students, the BRIGANCE and Literacy First standardized measures for language and communication, cognitive skills and conceptual knowledge, and social development will be administered three times annually. These performance measures will be reviewed regularly to guide the staff in individual improvements.

(iii) The extent to which tribes and parents of Indian children will be involved...

The Cherokee Nation has been integral in the planning of activities for this project. It has used its successful involvement in the school's current afterschool and literacy grants to serve as a framework of how contribute to this project. The Nation has served on the DYB Advisory Committee and offered ideas on how it can help students prepare for college and career. The Cherokee Heritage Center has conversed with the school several times this spring to discuss how its services can be used in the project, as has the Cherokee Nation Foundation.

The Pre-K's curriculum reform effort has been and will be influenced heavily by the Nation, which will provide educational representatives to help teachers develop culturally-relevant lesson plans. The Professional Learning Communities meetings will include input from Native American teachers, who will focus on the cultural aspects of education. as a reform model. The project will have

a comprehensive inclusion of Native American culture and education. The project's Pre-K Academic Coaches and Native American Transition Teacher will help correlate themed activities such as these with Pre-K and middle school classroom instruction. The Parent/Community Liaison will bring in elder speakers to all classes and will take students on trips to area museums, Cherokee Heritage Center, and activities at the Cherokee Nation. Research shows that gaining knowledge and appreciation of their own culture increases students' interest in school and thereby their academic achievement (Helms, 2010).

Parents who serve on the 21st Century Community Learning Center advisory board have been consulted about proposed project activities. Parents have been able to provide feedback through the project partners, Board of Education meetings, parent informational meetings, and through the school web site. Teachers will mainly provide insight through the Professional Learning Communities. Once a semester, project staff will host a Parent Night. It will be open to the community and will involve offered parenting information. The staff will enact survey methods to ensure that the homework and culture materials reach the parents.

H. Quality of Project Evaluation (10 points)

(i) The extent to which the methods include the use of objective performance measures...

The evaluation process will involve the gathering of several types of data, and thus several district personnel are involved. The goals in the Project Design pages outline the quantitative data related to each objective. The staff will use classroom teacher reports and testing records to assemble much of the data. This will include data on students enrolled in college preparatory curriculum, grade level achievement in classrooms, and achievement on standardized tests. The Project Director will present all this data, including student achievement that is aggregated in order to ensure student privacy, to the advisory committee composed of parents, teachers, staff, and representatives of the partner agencies.. For objectives that are not met, the evaluator will suggest future efforts to meet the objective. The result will be reports that allow for the applicant to pinpoint successes that can be replicated in other programs and suggest changes that will result in all objectives being met.

As stated in the Quality of the Management Services section, several methods of evaluation will include periodic feedback opportunities. Each goal will include formative assessments so that progress toward that goal can be measured throughout the year and the activities can be adjusted if progress is not made. The participants will be assessed continually as part of the formative evaluations. The partner agencies will also review the evaluations so they will be aware of aggregated results and able to suggest needed changes to the program.

The evaluation instruments listed with each objective will be used to evaluate the project and ensure all activities are linked to GPRA and project goals. In an effort to make the project easily replicable, all objectives will have forms of interval or ordinal quantitative data to serve as objective measurements. The evaluation plan will measure the effectiveness of the applicant in meeting each objective, the impact of the project on the participants, and procedures for periodic assessment on the progress of the project. The Project Director and outside evaluator will provide an informative and relevant evaluation rubric for each of the goal areas. This analysis will allow project staff to use the summary as a method of validation, encouragement, direction and improvement. The Expanded Rubric was developed by the evaluator to produce meaningful and relevant reports. It is based on Robert Stake's Countenance Model of education evaluation. Stake's model has three phases of evaluation: the antecedent phase (conditions existing prior to project), transaction phase (processes of project), and outcome phase (outcome). The Expanded Rubric scores the project's effort in each area and adds three analysis reports that explain the rating, offer praise where merited, offer suggestions when needed, reveal data about each area, and discuss the findings. Formative evaluations will be presented by the project director and outside evaluator to the advisory committee four times yearly. Project implementation strategies will be formatively evaluated through the examination of incident reports, attendance records, meetings agendas, professional development attendance, and logs kept by the Student Advocate indicating the number of students served.

To implement the total evaluation plan, on-going formative and summative evaluation of

each strategy will be conducted. In the Pre-K classrooms, the Pre-K Academic Coach will ensure that educators regularly assess students through their individual improvement plans. The teacher observances and measurements will provide information on how students meet personal benchmarks. Pre- and post-assessments through the multi-layered BRIGANCE and Literacy First assessments will be conducted three times a year. Adjustments will be made based on examination of these classroom and test measurements, especially for at-risk students in need of remediation. Cohort students will also have personalized plans of progress, with benchmarks that will determine if students are on track to succeed in the classroom and on standardized tests. Pre- and post-assessments will include the ACT grade-appropriate exam , OCCT tests and classroom performance. Other data will include attendance reports, leadership activities, counseling logs, and conferences. In addition, the external evaluator will conduct site visits and quarterly ethnographic interviews. These interviews will also involve surveys that assess effectiveness of activities (such as parent surveys about cultural awareness).

(ii) The extent to which the evaluation will provide guidance...

The current Native American literacy project has several components that have been replicated throughout the school district, such as the Literacy First reading center methods. The proposed project will be constructed in a similar method so that processes and outcomes will be visible. Information on student responsiveness to this reform will be gathered at regular intervals and then analyzed for guidance. The methods of successful parts of the program will be publicized so that other districts will be able to replicate the practices. In the classroom, teachers of the Native American students will record how the Leader in Me models and activities positively affect classroom performance. They will then adopt the successful methods for future students. The strategy for implementation and the method of evaluation are listed with each project objective. The evaluation plan will include qualitative and quantitative data that will accurately measure the success of each project strategy. By using an outside evaluator, the applicant ensures that the project's effectiveness will be measured and reported to facilitate possible replication of successful project strategies.

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GRAND VIEW APPENDIX

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GRAND VIEW COMPETITIVE PREFERENCE PRIORITIES

Competitive Preference Priority One -- proposing to serve a rural local community.

Grand View School is eligible for this preference under the Small Rural School Achievement (SRSA) designation.

Competitive Preference Priority Four -- partnership includes an Indian tribe.

The Do Your Best partnership includes 10 partners. The lead partner for the project is the Cherokee Nation, which is a federally-recognized tribe. Documentation is attached to this appendix.

Competitive Preference Priority Five -- two or more activities described in section 7171(c) of the ESEA

The Do Your Best project will incorporate ALL sections of Sec. 7121 (c) of the ESEA for the four full years of the funding, plus sustain them beyond the grant period:

- * innovative programs related to the educational needs of educationally-disadvantaged children.
- educational services that are not available to such children in sufficient quantity or quality to raise the achievement of Indian children in one or more of the core academic subjects
- bilingual and bicultural programs and projects
- services that address the special health, social, and psychological problems of Indian children
- 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 graduate for Indian children
- comprehensive guidance, counseling, and testing services
- early childhood and kindergarten programs
- partnership projects between local educational agencies and institutions of higher education
- partnership projects between schools and local businesses for career preparation programs
- programs designed to encourage and assist Indian students to work toward an institution of higher education
- family literacy services
- professional development to help the school implement all the above-mentioned strategies.

Partnership Agreement

Grand View School Native Youth Community Project

The partnership for the Grand View Elementary School Native Youth Community Project was created in preparation for the project. This agreement reinforces the partners' commitment to improving Native American students' preparation for college and career and outlines the roles and responsibilities of each entity for the purpose of collaboration for Indian Children Demonstration Program.

I. GOALS & COMMITMENTS

- a. The primary goal of this Agreement is to outline the roles and responsibilities of members of the Grand View NYCP Partnership tasked with supporting the development of a Indian Children Demonstration Program to help guide decisions and create comprehensive, coordinated opportunities for the program serving the children of Grand View School.

II. ROLES & RESPONSIBILITIES

- a. The partners are intended collectively to have the capacity and experience to carry out the proposed activities in ways that lead to meaningful outcomes. While the lead applicant (Grand View School) holds fiscal and administrative responsibility for regular interaction with the primary granting agency (the Department of Education), this does not restrict the partners from collectively developing a structure that reflects the diversity of its partners and allows for maximum participation in strategy development and decision-making. Thus, roles inherent in the Partnership are as follows:
 - i. The Lead Applicant for this Project is **Grand View School**, an PreK-8th grade Oklahoma school district. 1. district. The district and the Grand View Advisory Committee (including representatives of the Cherokee Tribe) will be responsible for reporting and all functions necessary for management and coordination of activities to meet project and grant requirements.
 - ii. The Second Partner for this Project will be the **Cherokee Tribe**. The tribe will have representatives on the Project Advisory Team and will have joint oversight over much of the program. It will continue to share resources and services available to Native American students who attend Grand View School.
 - iii. The Third Partner for this Project will be the **Cherokee Heritage Center**. The Cherokee Heritage Center is the premier cultural center for Cherokee tribal history, culture, and the arts. It will host many activities that can educate students about the Cherokee Heritage. It will offer tours and education events at the center, and will present cultural enrichment on the Grand View campus.
 - iv. The Fourth Partner for this Project will be the **Cherokee Nation Foundation**. The Foundation will incorporate its scholarship program for the fifth grade Biz Town event and ACT preparation into the project.

- v. The Fifth Partner for the Project will be **Cornerstone Counseling**. This counseling service is located on the Grand View campus, and will work with other partners to provide a wellness component to the project. It will also provide added oversight to the afterschool and summer portions of the Project.
- vi. The Sixth Partner for the Project is **AmeriCorps**. AmeriCorps Vista volunteers will provided added oversight to constructing culturally-relevant components to the program.
- vii. The Seventh Partner for the Project is **KiBois Head Start**. Head Start will help prepare children to enter kindergarten and also provide activities for students' families.
- viii. The Eighth Partner for the Project is the **City of Tahlequah**. It will offer job shadowing, civic education, and service learning components.
- ix. Other participating organizations for this partnership include, but are not limited to, the following
 - 1. **Northeastern State University**. It will offer a variety of services that will positively influence each Grand View student, ranging from a multi-faceted reading enhancement program for early childhood learners to college tours for middle school students.
 - 2. **Indian Capital Technology Center**. It will incorporate its career development program into this project, as well as provide guidance for the school in creating skill-building activities.
 - 3. **First Presbyterian Church**, which operates a tutoring and backpack program that gives food to impoverished children each Friday.
 - 4. **Cherokee County 911**, which offers safety and wellness enrichment for children.
- b. Representatives of each partner agency will collectively will serve as the Project Advisory Committee. To facilitate the coordinated efforts of all partners, the advisory committee will meet regularly to plan, review and modify project activities. The expectations of the Grand View Project Advisory Committee are to:
 - i. Assist Grand View School in identifying key policy questions pertaining to the students of Grand View that arise during program implementation.
 - ii. Assist Grand View School in identifying potential sources of support for implementation and sustaining activities beyond federal funding.
 - iii. Assist Grand View School in conducting outreach to the community to ensure that the plan developed reflects the needs and desires of the community.
 - iv. Attend key meetings to guide the planning process and facilitate public input.
 - v. Ensure that all activities are aligned with project goals and ultimate outcome of preparing students for college and career.
 - vi. Ensure that all activities have a community-based component.

III. EXPECTED BENEFITS AND CONTRIBUTIONS FOR MEMBERS

- a. Specific Contributions of Participants
 - i. Sharing explicit knowledge to benefit the people of the Cherokee Nation
 - ii. Identifying barriers and opportunities for improvement in student improvement
 - iii. Identifying policy change that would remove barriers
- b. Benefits to Be Expected for Participants
 - i. Sharing knowledge will increase the potential of all participants to be well-informed and work in coordination with one another to maximize positive impact.

IV. SIGNATORIES TO THE AGREEMENT

- a. A list of current signatories to this Agreement, as well as original signed copies from each signatory, will be maintained by program staff. The list of current signatories will be available upon request to anyone, and copies of signed Agreements will be available upon written request.

V. SIGNATURE AND AUTHORIZATION

- a. By signing on the attached signature sheet immediately following, I indicate that I have authority to sign on behalf of the organization I am representing, and the intent of that entity to be a signatory of this Agreement.

AGREEMENT TO SERVE AS PARTNER TO THE GRAND VIEW NATIVE YOUTH COMMUNITY PROJECT

I hereby sign on behalf of the entity indicated on the date indicated below.

(b)(6)

Signature

TRACY R. MUSSETT

Print Name

SOIC

Organization/Program/Agency

6/15/15

Date

**AGREEMENT TO SERVE AS PARTNER TO THE GRAND VIEW NATIVE YOUTH
COMMUNITY PROJECT**

I hereby sign on behalf of the entity indicated on the date indicated below.

(b)(6)

Signature

Candessa Tenec

Print Name

Cherokee Heritage Center

Organization/Program/Agency

10/26/2013

Date

**AGREEMENT TO SERVE AS PARTNER TO THE GRAND VIEW NATIVE YOUTH
COMMUNITY PROJECT**

I hereby sign on behalf of the entity indicated on the date indicated below.

(b)(6)

Signature

Dr. W. Neil Morton, Ed.D. _____
Print Name

Cherokee Nation Education Services _____
Organization/Program/Agency

June 25, 2015 _____
Date

**AGREEMENT TO SERVE AS PARTNER TO THE GRAND VIEW NATIVE YOUTH
COMMUNITY PROJECT**

I hereby sign on behalf of the entity indicated on the date indicated below.

(b)(6)

~~Signature~~

Jaron Nichols

Print Name

City of Tahlequah

Organization/Program/Agency

6-25-15

Date

**AGREEMENT TO SERVE AS PARTNER TO THE GRAND VIEW NATIVE YOUTH
COMMUNITY PROJECT**

I hereby sign on behalf of the entity indicated on the date indicated below.

(b)(6)

Signature

TONYA ROZELL

Print Name

Cherokee Nation Foundation

Organization/Program/Agency

June 15, 2015

Date

**AGREEMENT TO SERVE AS PARTNER TO THE GRAND VIEW NATIVE YOUTH
COMMUNITY PROJECT**

I hereby sign on behalf of the entity indicated on the date indicated below.

(b)(6); (b)(7)(C)

Signature

Steven Foster

Print Name

Cornerstone Counseling Service, LLC

Organization/Program/Agency

6-25-15

Date

AGREEMENT TO SERVE AS PARTNER TO THE GRAND VIEW NATIVE YOUTH COMMUNITY PROJECT

I hereby sign on behalf of the entity indicated on the date indicated below.

(b)(6)

Signature

Ed Kennedy

Print Name

Grand View School DU034

Organization/Program/Agency

6-25-15

Date

AGREEMENT TO SERVE AS PARTNER TO THE GRAND VIEW NATIVE YOUTH COMMUNITY PROJECT

I hereby sign on behalf of the entity indicated on the date indicated below.

Sherry Hullinger

Signature

__Sherry Hullinger, Assistant Director_____
Print Name

__KiBois Community Action_____
Organization/Program/Agency

__June 23, 2015_____
Date

MARGARET CARLILE

(b)(6)

OBJECTIVE

To work in a progressive educational community.

EDUCATION

Master of Science- Library Media Information Technology, Northeastern State University
Graduate Courses-Higher Education Administration, Oklahoma State University
Bachelor of Arts-History, Oklahoma State University

CERTIFICATIONS

Oklahoma Certification as a Superintendent, Elementary Principal, Library Media
Certified Oklahoma Teacher-Leader Effectiveness Evaluator

SKILLS AND ABILITIES

Experience in education at the elementary, secondary and college level. Grant developer and manager for Indian tribes, organizations, and schools, knowledgeable in administration, curriculum, assessment and evaluation. Instructional leader capable of supervising and coordinating educational activities. Experienced in fund raising, long range planning and media relations for organizations.

EXPERIENCE

Superintendent, Principal, Assistant Principal, Federal Programs
Director, Library Media Specialist, Technology Director, Curriculum
Coordinator, Professional Development Coordinator, Project
Director, Technology Test Coordinator, Classroom Teacher-. Rocky
Mountain School, Stilwell, Oklahoma.

Director, Gifted and Talented Education, Sequoyah High School, Tahlequah, Oklahoma.
Social Studies Teacher Tahlequah Junior High School, Tahlequah, Oklahoma
Evaluator, Region VI Federal Head Start Program
Director of Title III, Institutional Development, Flaming Rainbow University (former Indian college in Tahlequah, Oklahoma), served on North Central Accreditation committee.
Contract Grant Writer-Evaluation, Administration for Native Americans-Provided grant writing and evaluation services for Indian Tribes in Kansas and Oklahoma.
Executive Director, Five Civilized Tribes Foundation, Muskogee, Oklahoma. Developed and managed grants and contracts for Cherokee, Chickasaw, Choctaw, Creek, and Seminole Nations. Experience in statewide general elections performing organizing, fund raising, scheduling, and media relations.

PRESENTATIONS:

" Excellence in Early Childhood Cherokee Education", U.S. Department of Education - National Title VII Indian Education Project Directors Meeting, Washington, D.C.

“What Works-Academic Achievement in High Risk Schools”, Oklahoma Foundation for Academic Excellence, Oklahoma City, Oklahoma

REFERENCES: Dr. Tobi Thompson, Literacy Center Director, Northeastern State University
Martha Michael, Educational Development Instructional Team, Oklahoma City
Leroy Qualls, Superintendent Cherokee Nation Sequoyah Schools

RELATED EXPERIENCE: Director, Five Civilized Tribes Foundation
Field Reader, U.S. Department of Education, Office of Indian Education
Field Reader, Oklahoma State Department of Education
Judge, National Finals, History Day, University of Maryland

AFFILIATIONS: Oklahoma Indian Education Association
National Indian Education Association
Cherokee Nation Head Start Policy Council
Cherokee Nation Elementary Schools Advisory Council
Cooperative Council of Oklahoma School Administrators
Oklahoma Association of School Administrators

Addendum –Related Activities

Rocky Mountain School (Rural school in the heart of Cherokee Nation serving student population that exceeds 90% in both American Indian tribal membership and high poverty)

Directed afterschool program that including mentoring, career search, enrichment and academic support for students and their families;

Directed Parent University as part of an early Childhood initiative in partnership with Cherokee Nation Head Start;

Coordinated with Cherokee Education Services to create high quality professional development program for teachers in the 14 county Cherokee Nation jurisdiction;

Coordinated activities with Talent Search and GEAR UP programs offered in partnerships with area schools and grant initiatives;

Developed and Directed service learning projects in partnership with Cherokee Nation to develop leadership among students and families, including providing teacher and community leader training,

Directed campus tours to local high schools, colleges, and technical institutes;

Conducted career activities including partnership with Cherokee Nation to provide financial literacy training, and participation in Junior Achievement Biz Town;

Developed and coordinated partnership with Northeastern State University Cherokee Scholars program that provided onsite mentoring by first generation Cherokee college students and campus tours by the same group (including all students from Early Childhood 3's to 8th grade students on campus);

Developed and coordinated partnership with Northeastern State University Literacy Center to assist with teacher training and provide opportunities for teacher candidates at the university to mentor and tutor struggling elementary students;

Developed, directed, and conducted program that provided student and parent tours to the Oklahoma State Capitol and related sites, and the nation's capital in Washington, D.C. The program includes integrating related learning activities into the school curriculum;

Partnered with multiple department of Cherokee Nation to provide monthly visitation and participation in school activities by tribal elected officials and staff members;

At Cherokee Nation's Sequoyah High School (BIE contract school serving tribal members from many tribes and states)

Directed ACT prep program that included contracting with recognized Test Prep Consultants;

Directed concurrent enrollment program for juniors and seniors (all first generation college students) included accompanying some to locations across the state and attending enrollment and orientation events;

Conducted campus tours at University of Oklahoma, University of Arkansas, Oklahoma State University, regional universities, junior colleges, and technical institutions;

Directed highly successful scholarship search and application program which resulted in winners of the National Toyota Scholarship, National Elks Scholarship, Coca-Cola Scholarship finalist, Gates Millennial Scholars, and numerous other tribal, state and local scholarships;

Developed procedures and requirements for initial development and offering of Cherokee Nation OMO Scholarship and participated in awards;

Directed and provided teacher and student training for Service Learning Projects as leadership development programs;

Directed College and Career Fairs, job site tours, and job shadowing program;

Assisted with obtaining legislative page appointments;

Coordinated activities with colleges and technical institution;

Continued to assist students after college enrollment with advisement, mentoring, continuing

and additional scholarship searches, and internship placement.

Ed Kennedy

I am eager to bring my experience to a public school seeking an administrator with expertise in: collaborative partnerships, academic programming, grant administration, unifying staff and community, professional development, strategic planning, and student service.

My record in K-12 education qualifies me to do more than just carry out the duties as an administrator: Programs in my school have drawn the attention of press, television, universities, funding foundations, and the Oklahoma State Department of Education.

As a career educator and long-time school administrator, I have a vested interest in the success of schools in these smaller communities. It will be good to make a difference for Native American students in Cherokee County.

E. Kennedy

Professional Profiles

A diverse background: federal and state grant administrator (K-20), university professional development director, school superintendent, grant writer, featured conference presenter, and educational consultant.

- Accomplished use of technology as a communication and training tool.
- Mentor to peers and a skilled facilitator of multicultural population.
- Dedicated to dynamic programs that create partnerships, facilitate staff growth, unify work teams and implement organizational change.

Graduate Education

- PhD Candidate, Educational Administration and Technology, University of Idaho, Moscow, ID.
- Master of Science, College Teaching/Pedagogy, Northeastern State University, Tahlequah, OK 1987, 1993.
- Oklahoma Superintendent's Academy – Oklahoma State Department of Education, 2010
- Oklahoma Center for School Business Management – Levels I-IV Oklahoma State University, Stillwater, OK 2010
- Oklahoma Principal's Academy – Leadership Training, Oklahoma State Department of Education, 1994.

Certifications

- Oklahoma and Idaho K-12 Superintendent and Principal
- Teacher-Leader Effectiveness Evaluation Training
- McREL Principal Evaluation System
- Idaho Technology Performance Assessment
- Professional Development – MarcoPolo, SchoolNet, Future Kids

Awards

- 2010 Oklahoma Educational Television Authority (TV program)
- 2007 Oklahoma Outdoor Educator of the Year
- 2007 Oklahoma Fit Kids Coalition – Healthy School Award
- 2005 MarcoPolo National Field Trainer of the Year

(b)(6)

Qualifications Exhibited Specific to Superintendent Job Responsibilities

Responsible for oversight and supervision of grant programs

Professional remarks –

“The highest rated presentation at our event.”

Oklahoma State Department of Education,
10-4-08

Administrator, peer reviewer and grant writer for several federal, state and foundation grants including: GEAR UP, PT3, PEP, 21st CCLC, EETT, ICTL, US Fish and Wildlife, National Fish and Wildlife, MarcoPolo, Albertson’s Foundation, Michael Jordan Foundation, Boys & Girls Club, National Geographic Society/Jason Project, Kimberly-Clark, JC Penney, etc.

Develop and implement programs to grow enrollment

Instituted a 4-day school week that also included a free Friday enrichment program regularly serving 70% of district students. Developed a campus-wide technology project to install a lab, integrated SmartBoards, and iPad rollout. Directed a university program responsible for the enrollment of more than 10,000 students, both traditional and non-traditional. This project included staff supervision, recruitment and marketing for the entire state of Idaho.

“That was a good overview about the impact of K-8 schools on their communities and on the students that they serve. I am even more convinced of their place in our educational system”

Curtis McDaniel
Oklahoma Legislator
House Education Committee,
10-15-14

Develop and monitor budgets

Oversight of school district budgets including state allocations, federal Title programs, external grants, and cooperative partnerships. Managed federal and state grants programs with budgets ranging from \$5K to more than \$1M. MarcoPolo Educational Foundation Leadership Team, \$19M annual budget.

Responsible for developing reports and presentations

An articulate presenter that has been invited to speak, facilitate workshops and lead round-table sessions at events around the nation. A recent presenter for: the State Department of Education’s First-Year Superintendent’s workshop; Oklahoma State School Board Association (4-day school week); A grant workshop presentation for the Little Dixie Community Action Agency; and scheduled to speak at the spring meeting for the Oklahoma Center for School Business Management. A regular presenter of reports to the Idaho State Board of Education and the Idaho Council for Technology in Learning. A presenter for college of education deans and first reports at Oklahoma universities. Guest panelist for the MCI Educational Foundation national leaders forum, Washington, DC. A presenter at the Oklahoma Department of Education 21st Century Conference and North Central Association’s fall conference (October and September, 2008).

“Great knowledge of the content and great idea to let the participants present...”

Texas State Department of Education,
7-15-03

Plan and implement goals and objectives to improve staff performance and student achievement

Adept at using technology as a communication and information tool; ITPA, EdTechQuest, etc. Effective developer of community and county programs that meet specific student needs or staff training goals.

(b)(6)

Qualifications Exhibited Specific to Superintendent Job Responsibilities

Serve as the liaison between our school and area schools and the Oklahoma State Department of Education

“Mr. Kennedy did an excellent job on presenting the content. He listened to the participants and made each of us feel comfortable with our level of expertise....”

Idaho State Department of Education,
4-12-02

Presented to the House Education Committee on *Future of Oklahoma’s Rural Schools* 2014. August 2009 Swink school has been visited by other schools interested our 4-day school week or the newly implemented iPad and technology programs as featured on OETA. The Assistant State Superintendent was also a recent visitor to our school to see these same programs. Through consulting services, grant writing professional development workshops, and/or professional relationships as a career educator, I have established relationships with more than sixty school districts in Eastern and Central Oklahoma.

Develop and coordinate administration of needs assessments surveys

Current consultant for the Oklahoma Institute for Child Advocacy as a *Promising Practices* document is developed using needs assessments surveys and site visits. This data collection and evaluation expertise aids in the development of strategic long-range planning for a school district.

Responsible for implementation of new school policies and procedures

Responsible for all levels of policy development in: Higher education, K-12, state department of education, Idaho Council for Technology in Learning and educational foundation policy development involvement at all levels.

Assist with professional development efforts

“It was great that you helped us think outside the box. You gave me ideas for our students that we would never have considered.”

North Central Association,
9-15-08

Established a technology integration and SmartBoard training professional development model used by the Southeastern Oklahoma Interlocal Cooperative. Locally all of our school staff have received the aforementioned training plus iPad integration training and “Speed of Trust” training. Responsible for outreach teaching and training programs statewide at the University of Idaho. Involved with national educational technology professional development projects including MarcoPolo, FutureKids, SchoolNet and ISTE.

Oversight of student testing and assessment

District-wide test coordinator. State director of the statewide technology-competency testing program for Idaho pre-service students and in-service teachers. The ITPA was a certification requirement for students and an accreditation benchmark for K-12 schools.

Excellent verbal and written communication skills

Multiple invitations as a guest presenter illustrate strong verbal communication skills. Numerous grant awards demonstrate effective written communication skills. Successful program and policy development show both.

(b)(6)

Qualifications Exhibited Specific to Superintendent Job Responsibilities

Serve on the professional committees or organizations

Southeastern Oklahoma Interlocal Education Cooperative, Board Member. Served on state and national level advisory committees responsible for Marketing programs like: Ingram-Micro Campus Advisory Board, National Association of College Stores, etc. Work as a liaison with programs like the National Endowment for Humanities, The National Geographic Society and ISTE.

"I thought he did an excellent job..... it all makes sense. He is very excited and very knowledgeable, which made this an outstanding training. I also like the fact that he has an education background which gave him a lot of credibility. I can't say enough good things."

Wichita, KS School District,
11-16-01.

Establish an atmosphere conducive to teamwork and the professional development of staff

Experience unifying work teams and developing program consistency. Currently a project partner with the Oklahoma Institute for Child Advocacy. Delivered professional development programs in: State Departments of Education in 5 states; K-12 schools in 14 states; universities in 5 states.

Serve as a leader in related associations and policy-developing organizations

Member of nationally recognized leadership teams: the MCI Educational Foundation: K-12 Solutions Group: MarcoPolo State Leaders Group: etc. Served on the Idaho Council for Technology in Learning higher-ed team. Responsible for Region III Idaho school technology plan approval as a State Department of Education Regional Technology Advisor.

Other Strategic Qualifications

- Learning modality and personality-trait expertise. Skilled to coach others to achieve peak performance. Understands use of suitable leadership techniques to match personality traits of staff.
- Adept at the design and delivery of professional programs meeting the needs of educators and community members.
- Implements interactive whiteboard/LCD systems, computers, and technology tools for dynamic presentations. Highly proficient with PC and Mac platforms. Skilled with Internet-based applications appropriate for communication, productivity, and presentations.
- Qualified to lead construction projects, facility upgrade ventures, technology or energy retrofit programs, or improve the use of available space or building access.

"Excellent presenter and great facility."

Oklahoma State Department
of Education,
10-29-02

(b)(6)

"Eddie always thinks of other programs. It is great that he included them since many have said it was the best program they have ever had at their school."

Melodie Fulmer
21st Century Grant Director
Oklahoma State Department
of Education,
1-24-07

"Mr. Kennedy's interviews, preparation and articles about afterschool program "best practices" was outstanding. We were able to put together an amazing publication that the Department of Human Services and the Oklahoma Afterschool Network can be proud of."

Sonia Johnson
Oklahoma Institute for Child
Advocacy
8-24-09

National Presentations and Trainings

- Oklahoma Center for School Business Management Level III (Stillwater, OK) *Optimizing District Resources*
- Oklahoma State School Board Association (Oklahoma City, OK) – *4-day School Week: Strategies and Ideas*
- Oklahoma State Department of Education First-year Superintendent's Workshop (Oklahoma City, OK) – *Roundtable Q&A for Administrators*
- Oklahoma State Department of Education (Oklahoma City, OK) – *Grant Writing for the 21st Century*
- North Central Conference (Tulsa, OK) – *CSI for the Classroom*
- Idaho Council for Technology in Learning (Boise, ID) – *Technology Report*
- MCI National Leaders Forum (Washington DC) – *Implementing a Statewide MarcoPolo Rollout*
- University of Oklahoma (Norman), Oklahoma Colleges of Education – *Internet Content For the Classroom*
- EdTechQuest (Moscow, ID) – *Supporting Learning with Inspiration Software*
- Northwest Regional Tech Expo (Seattle, WA)) – *MarcoPolo Overview*
- Campus Computer Resellers Alliance (CCRA) (Nashville, TN) – *Organizational Change*
- National Association of College Stores (Cleveland, OH)– *Teambuilding*
- Campus Market Expo (Salt Lake City, UT) – *Student Technology Trends*
- CCRA (Anaheim, CA) – *School Software Licensing*

Civic Involvement

- United States Air Force Academy Admissions Liaison Officer – 2010 - 2015
- Southeastern Oklahoma Interlocal Educational Cooperative Idabel, Board Member, 2010
- United States Air Force Academy Northeastern Oklahoma Parent's Club Tulsa, President – 2009-2011
- Safari Club International/Oklahoma Department of Wildlife Conservation Oklahoma City, Wildlife Department Outdoor Show Q&A - 2006 & 2007
- Women in the Outdoors, National Wild Turkey Federation Eufaula, Guest Instructor - 2006
- Community Technology Workshop Instructor Eufaula, Instructor - 2005
- Idaho Olympic Development Soccer Program Coeur d' Alene, ID, Selection staff - 2003
- Moscow United Soccer Club Moscow, ID, Board Member - 2001, Coach 1999 to 2003

(b)(6)

Employment

"... outstanding in his presentation. He gave some very good examples. He was also very helpful in clarifying things that I did not understand. I thought that the session was very helpful and beneficial."

New Mexico State University
10-20-01

"Kennedy is amazing. He knows so many school people.. and they are all over the nation. He set me up with so many venues to showcase "The Raptor Project"... and he's been doing it for us since 2006!."

Jonathan Wood
The Raptor Project,
3-08-14

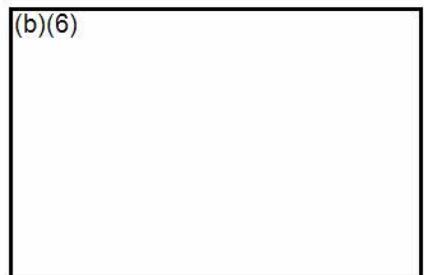
"This was great. In 24 years of education this may be the best presentation I have ever participated in."

Eufaula School District,
6-16-05

- Grand View Public School 8--11 to present Superintendent
- Swink Public School. 4-09 to 7-11 Superintendent
- Oklahoma Institute for Child Advocacy. 3-08 to 6-10 Project Consultant – Surveys, data analysis, Identification and publication of 21st CCLC, community organizations and child-care providers, *Promising Practices*.
- Eufaula Public Schools 2-05 to 7-08 Federal Grant Program Director: 21st Century Community Learning Centers and Carol M White PEP Grants.
- Kennedy Educational Services 4-03 to present Educational Consultant: Professional development, technology training, grant writing, grant program administration.
- University of Idaho – Youth Programs 9-03 to 12-03 Web and database design consultation.
- MCI Educational Foundation. 4-03 to 9-03 Interim liaison to: National Geographic Society, National Endowment for Humanities, John F. Kennedy Center for Performing Arts, American Association for the Advancement of Science, National Council for Teachers of Mathematics, National Council for Economic Education, National Council for Teachers of English, and International Reading Association.
- MarcoPolo. 2-00 to 3-04 Certified Master Trainer and K-12 Solutions Group Project Leader.
- University of Idaho College of Education. 8-99 to 6-03 Professional Development Director, Director - Idaho Technology Performance Assessment, ICTL Regional Technology Advisor.
- University of Idaho, Computer Department. 1-96 to 8-99 Computer Resale, Repair and Software Licensing Manager.
- Grand View School. 5-94 to 12-95 Elementary and Middle School Principal.
- Tahlequah Public Schools. 8-86 to 5-94 Industrial Arts and Technology Teacher, and Coach.
- Northeastern State University. 1-85 to 8-86 Assistant Instructor, university relations, recruiter and coach.

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Other Related Accomplishments, School and Year

- Completed construction of 15,000' Bilby Early Learning Center (Grand View 2011)
- Committed to Alpha+, Literacy First, Common Core and TLEvaluation program initiatives (Grand View 2011 - Present)
- Support and/or administer Federal Native American Language and Project Impact 21st Century Afterschool Program Grants (Grand View 2011 - Present)
- Provided backing for additional, and improved extracurricular programs (Grand View 2012)
- Completed "Whole Board" professional development training for Grand View School Board (Grand View 2012)
- Oversaw an extensive policy revision initiative: School Board Policy, Parent Handbook, Student Handbook, Faculty Handbook (Grand View 2013 – present)
- Implementation of Americorps' VISTA volunteer program with up to twenty campus volunteers (Grand View 2013 – present)
- 11,000 square foot campus expansion through the purchase of modular buildings (Grand View 2014)
- Upgraded bus transportation fleet and pushed a long-term transportation model (Grand View 2014)
- Developed a partnership with KIBOIS Head Start to establish a 3-year old program (Grand View 2014)
- Expanded elective course offerings (Grand View 2013 – present)
- Increased technology access 1:1 for grades 5-8 (Grand View 2011 – present)
- Facilitated district-wide growth from just over 400 students to almost 650 students (Grand View 2011 – present)
- Increased administrative staff to positively impact discipline and school climate (Grand View 2012)
- Expanded the teaching and support staff and employed higher quality professionals to improve educational rigor and curricular offerings (Grand View 2011 - Present)
- Reinforced the family atmosphere and climate of mutual respect for Grand View students, patrons and educational professionals (Grand View 2011 - Present)
- Counseling agency partnership w/licensed Behavioral Health Rehabilitation Specialist (Swink & Grand View) & a Licensed Professional Counselor (Grand View 2011 - Present)

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- Experiential learning opportunities at school districts (ROPEs Course; Eufaula 2006-07 & Grand View 2011 - 12)
- *Future of Oklahoma's Rural Schools* presentation to the Oklahoma House of Representatives Education Committee – October, 2014
- Implemented health & wellness policies and associated programs at 3 schools (tobacco awareness, SWAT, AED Implementation, PEP Grant, diabetes nutrition, *Bodies: The Exhibition*) (Eufaula, Swink and Grand View)
- One of the first schools in Oklahoma to implemented an adjusted school calendar based on 1,080 hours: 4-day school week, day 5 = extended learning opportunities, elective or extracurricular, etc.(Swink 2009)
- Impact Aid – meeting w/ Federal Officials Including Harold Ott, former superintendent of Idaho's Whitepine and Lapwai School Districts (Grand View 2013-2014)
- United States Air Force Academy outreach events – Choctaw and Cherokee Nation Diversity Tours (2009), Academy Awareness Day - OU vs Air Force (University of Oklahoma 2010), Congressman Mullen - Academy Awareness Seminars (Muskogee 2013 - 2014)
- First Oklahoma Highway Patrol (Lake Patrol Division) Personal Watercraft Safety course in the state of Oklahoma (Eufaula - 2007)
- First ATV Safety Course in the state of Oklahoma, OSU Extension Office 4-H (Grand View – 2011)
- Oklahoma Department of Wildlife Conservation – Archery in the Schools program + certified instructor (Swink 2010)
- Oklahoma Department of Wildlife Conservation – Hunter's Education Certified Trainer (Swink 2010)
- Host school/Oklahoma base for The Raptor Project (Swink 2009 – 2010 and Grand View 2011-Present)
- National runner-up – Boys & Girls Club Iron Chef Family Cook-off (Swink - 2011)
- Boys & Girls Club Hank Aaron *Chasing the Dream* national scholarship winner (Chas Tillman, Swink - 2010)
- Oil Capitol Rod & Gun Club member

References

available upon request

(b)(6)

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STEPHEN C. GILLMAN

(b)(6)

Career Goal

Administrating at the Elementary or Middle School level in a progressive school district that challenges all students to achieve their highest potential, knowledge, skills, and commitment needed to be productive members of society in our changing world.

Education

Master of Science Degree School Administration

Northeastern State University, (National Council of Accreditation for Teacher Education), Tahlequah, OK 2015, Graduate GPA 4.0,

Certification: Principal Elementary

Bachelor of Science Degree Elementary Education

Northeastern State University, (National Council of Accreditation for Teacher Education), Tahlequah, OK 1999, GPA 3.6, Teacher #207528L
Endorsements: Social Studies and Language Arts – Middle School

Associate of Arts Degree Business Administration

Northeastern A&M College, Miami, OK 1997

Associate of Applied Science Degree Computer Science

Northeastern A&M College, Miami, OK 1997

Diploma

Afton High School, Afton, Oklahoma 1979

Certificate

Lead Technology Teacher, NSU, Tahlequah, OK 2000

Work Experience

- 2014 – Present **Dean of Students**
Grand View Elementary School, Tahlequah, OK
Student discipline problems within all grades (PK-8)
Certified TLE Evaluator
Evaluate Teachers
CDL Bus Driver Certification
- 2000 – 2014 **Teacher**
Grand View Elementary School, Tahlequah, OK
6th and 7th grade World Geography
8th grade American History
7th and 8th grade reading
Boys and Girls Club after school program
Bus Driver (CDL)
- 1999 – 2000 **Teacher**
Jennings Elementary School, Jennings, OK
K – 8 Computers
7th grade reading and spelling
Designed Computer Lab
In School Suspension Monitor
- 1997 – 1999 **Clinical Teaching**
Intern I Central Elementary School, Tahlequah, OK
6th grade math
Intern II Grand View Elementary School, Tahlequah, OK
4TH grade (self contained classroom) all subject areas
Full Internship Tahlequah Junior High, Tahlequah, OK
7th grade keyboarding, 9th grade Q-Pro and WordPerfect
- 1994 – 1999 **O'Reilly Auto Parts - Tahlequah, Oklahoma – Grove, Oklahoma**
Parts Specialist
- 1980 - 1993 **Phillips Petroleum Company**
Denver, Colorado - Bartlesville, Oklahoma
Pipeline Operating Engineer

Joel Harrel Kendall

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Position	Evaluator of Indian Demonstration program, Tahlequah Public Schools	
Education	<p>University of Oklahoma • Norman, Oklahoma • 1999-2005 Doctor of Philosophy • GPA 3.89 on 4.0 0 scale • Education Administration</p> <p>Indiana University • Bloomington, Indiana • 1994-1996 Master of Arts • GPA 3.88 on 4.00 grade scale</p> <p>Oklahoma State University • Stillwater, Oklahoma • 1990-1994 Bachelor of Arts • GPA 3.72 on 4.00 scale</p>	
Work Experience	<p>Associate Professor Southwestern Oklahoma State University • Weatherford, Oklahoma • August 1998-present Teach undergraduate journalism and communication courses at state university. Serve as adviser for student newspaper, yearbook and other student publications. Advise 40 students majoring in communication arts with a mass communication emphasis. Oversee other student publications and advise student media organization. Serve as publications manager for literary journal and alumni magazine published at university. Serve as director/founder of Legal and Ethical Studies for Small-Market Media, a training program for students and media professionals.</p>	
External Evaluation	<p>Canton Public Schools 21st Century Community Learning Center 2011</p> <p>Tahlequah Public Schools Elementary/Secondary School Counseling 2011-present</p> <p>Maryetta Public School 21st Century Community Learning Center 2011</p> <p>Tahlequah Public Schools GEAR UP college readiness 2009-present</p>	<p>Tahlequah Public Schools Indian Demonstration 2009-present</p> <p>Tahlequah Public Schools Language Acquisition grant 2009-2012</p> <p>Tahlequah Public Schools Student Mentoring program 2009-2011</p> <p>Atoka Public Schools Enhancing Education Through Technology 2009</p>

Scholarly Activities

Grant Application Reviewer	<p>2009 No Child Left Behind Improving Teacher Quality program Oklahoma State Regents for Higher Education</p>
Textbook Reviewer	<p>Academic reviewer “Inside Reporting: a Practical Guide to the Craft of Journalism.” by Tim Harrower. McGraw-Hill: Boston, 2006.</p>
Publications and presentations	<p>“State and national media coverage of Oklahoma’s proposed constitutional amendment outlawing the consideration of Sharia law in court decisions.” presented at Association of Educators in Journalism and Mass Communication National Conference. St. Louis, Missouri. August 2011.</p> <p>“Extent of congruence between student perception and media representations of university quality.” presented at Southern States Communication Association National Convention. Louisville, Kentucky. March 2007.</p> <p>“University quality: student perception and media representations.” <i>Southwestern Mass Communication Journal</i>. Published Spring 2007.</p> <p>“Ripple Effect.” presented at Oklahoma Speech, Theatre, Communication Association annual conference, Bethany, Oklahoma, September 2006.</p> <p>“Mass media impact on institutional reputation and rankings.” selected for presentation at Association of Institutional Research annual national convention, Chicago, Illinois, May 2006.</p> <p>“The University of Oklahoma’s media campaign and its subsequent rise in the U.S. News & World Report’s annual college rankings.” presented at Oklahoma Association of Institutional Research Personnel fall conference, Tulsa, Oklahoma, November 2005.</p> <p>“Teaching Outdoor Writing.” presented at Outdoor Writers’ Association annual convention, Spokane, Washington, July 2004.</p>

Grant Writing

Grants Funded

Canton Public Schools

school counseling grant, fall 2011
funded: \$720,000 over three years

Harrah Public Schools

after-school enrichment grant, fall 2011
funded: \$1,100,000 over five years

Maryetta Public School

after-school enrichment grant, fall 2011
funded: \$1,100,000 over five years

Coleman Public Schools

technology grant, fall 2010
funded: \$69,500 for one year

Braman Public School

technology grant, fall 2010
funded: \$69,500 for one year

Whitefield Public Schools

after-school enrichment grant, fall 2010
funded: \$400,000 over five years

Hartshorne Public Schools

technology grant, spring 2010
funded: \$200,000 for one year

Yarborough Public Schools

technology grant, spring 2010
funded: \$100,000 for one year

Atoka Public Schools

after-school enrichment grant, spring 2009
funded: \$800,000 over five years

Hartshorne Public Schools

technology grant, fall 2008
funded: \$75,100 for one year

Southwestern Oklahoma State University

Media Convergence grant, fall 2008
Funded: \$60,000 over three years

Atoka Public Schools

library grant, fall 2008
funded: \$128,225 for one year

Harrah Public Schools

drug testing grant, summer 2008
funded: \$225,000 for three years

Shattuck Public Schools

technology grant, spring 2008
funded: \$5,000

Haileyville Public Schools

technology grant, fall 2005
funded: \$74,321

Southwestern Oklahoma State University

Legal and Ethical Studies for Small
Market Media, fall 2003
funded: \$58,000 over three years.

GRAND VIEW CONTINUING ACTIVITIES

By categorizing duties, the schools will have a clear understanding of the purpose for activity, and what person is in charge of making sure the activity reaches its goals. It will also lead to a sustainable program. Throughout the four years of federal funding, trained staff will learn to handle duties effectively and efficiently, and train others in carrying out program activities. Collaborative agencies will see the need the help sustain the program, and school officials will note visible program successes as they revise school budgets beyond 2019 to include many of the program personnel.

The outside evaluator will compose a final report submitted to the Department of Education that explains the above in detail and give suggestions for sustainability.

Local Capacity/sustainability will be established by providing 156+ hours of research-based professional development and technology tools to increase teachers' ability to provide individualized, differentiated instruction. Technology tools and digital curriculum toolkits will remain a part of daily curriculum for students beyond the funding year.

In the fourth year, the school will use in-kind funds to pay for a consultant to provide sustainability training.

The Leader in Me training in the third year will include a sustainability component. It will be put in practice in the fourth year.

After the fourth year, all iPad purchases will be made through the general fund.

After the first year, all Native American learning style professional development for new teachers will be conducted by the Student Advocate and Pre-K Academic coach.

Professional Learning Communities will sustain the continuous improvement component of the project.

The Advisory Committee has researched options to sustain project purposes, activities and benefits at the end of federal funding. Title I and Indian Education funding will be utilized to maintain project staff .

The **Cherokee Nation** is headquartered in Tahlequah, Oklahoma, and is a federally-recognized government. The Cherokee Nation meets all criteria outlined in 34 CFR 263.20. Specifically:

(1) Is legally established:

(i) By tribal or inter-tribal charter or in accordance with State or tribal law; and

The Cherokee Nation is the federally-recognized government of the Cherokee people and as such has sovereign status granted by treaty and law. Its capitol is the W.W. Keeler Complex near Tahlequah, Oklahoma the capital of the Cherokee Nation.

(ii) With appropriate constitution, by-laws, or articles of incorporation;

The Constitution of the Cherokee Nation was approved by the Commissioner of Indian Affairs on September 5, 1975 and ratified by the Cherokee people on June 26, 1976. A Constitutional Committee convened in 1999 to create a new Constitution. In 2003 the Cherokee people voted overwhelmingly to accept it. The new Constitution was enacted in 2006 and calls for a tripartite government. The following is an excerpt of the 14-page constitution:

***Constitution
of the
Cherokee Nation***

PREAMBLE

We, the People of the Cherokee Nation, in order to preserve our sovereignty, enrich our culture, achieve and maintain a desirable measure of prosperity and the blessings of freedom, acknowledging with humility and gratitude the goodness, aid and guidance of the Sovereign Ruler of the Universe in permitting us to do so, do ordain and establish this Constitution for the government of the Cherokee Nation.

(2) Has as its primary purpose the promotion of the education of Indians;

The Education Services Department of the Cherokee Nation develops and supports comprehensive educational programs for Cherokee people. The Secretary of Health, Education, and Welfare is a cabinet-level position in the Cherokee Nation executive branch. The education services department operates services in the following areas: education administration, higher education, adult education, co-partner programs, youth activities, Learn and Serve Program, and Talking Leaves Job Corps. The higher education program assists Cherokee students with college-related expenses by providing scholarship funding. Adult education addresses literacy and basic educational skills by providing classes for Indian adults who have not completed high school. The Johnson-O'Malley co-partner program provides a variety of activities that are designed to challenge American Indian students.

Youth activities include the Cherokee Nation Tribal Youth Council, the Trail of Tears Awards for Excellence, and school and community programs. The Cherokee Nation Learn and Serve Program includes federally funded service-learning programs for youth in grades K-12. Funded by the U.S. Department of Labor, the Talking Leaves Job Corps provides opportunities for youth between the ages of 16 and 24.

(3) Is controlled by a governing board, the majority of which is Indian;

The 2006 Constitution of the Cherokee Nation established a tripartite government. It consists of:

- 1) **The executive branch.** The Executive Branch of the Cherokee Nation is charged with the execution of the laws of the Cherokee Nation, establishment of tribal policy and delegation of authority as necessary for the day-to-day operations of all programs and enterprises administered by the Cherokee Nation tribal government. These offices include the Principal Chief, Deputy Principal Chief and four cabinet positions: Secretary-Treasurer, Secretary of Health, Education and Welfare, Secretary of Commerce and Industrial Development General Counsel, and Secretary of Communications. All executive branch personnel are Cherokee Indians. Principal Chief Bill John Baker is a fourth generation of Cherokee, born and raised in Cherokee County
- 2) **The legislative branch:** The Cherokee Nation Tribal Council is the lawmaking branch of the Cherokee Nation's tripartite government. The Tribal Council is comprised of 17 elected Cherokee Nation members who serve staggered four-year terms. Fifteen Council members represent Cherokee Nation citizens who live within districts of the Cherokee Nation's tribal service jurisdiction, along with two additional At-Large Council members who represent citizens that live outside of the Nation's boundaries. All members of the council are citizens of the Cherokee Nation
- 3) **The judicial branch:** The Cherokee Nation Judicial Branch consists of three distinct tribal courts, the District Court, the Supreme Court and the Healing and Wellness Court. Each court is open to every person or entity in the 14-county Cherokee Nation jurisdictional area. All judges of these courts are citizens of the Cherokee Nation

(4) If located on an Indian reservation, operates with the sanction or by charter of the governing body of that reservation;

The Cherokee Nation is not located on an Indian reservation.

(5) Is neither an organization or subdivision of, nor under the direct control of, any institution of higher education; and

The Cherokee Nation is not controlled by any institution of higher education.

(6) Is not an agency of State or local government.

The Cherokee Nation is not an agency of Oklahoma or local government.

Based on FY 2013

All Funds:\$4,622,164.17

General Management Salaries	\$459,722.77
MINUS Administrative Salaries	\$147,556.89
+ All Other General Management Costs	\$78,930.22
Total Management Expenditures	\$391,096.10

DIVIDED BY

+ Instruction	\$2,564,144.83
+ Support Services	\$1,264,898.12
+ Non-Instructional Services	\$402,025.12
+ Facilities	\$0.00
+ Private Non-Profit Schools	\$0.00
- Capital Outlay/Equipment	\$3,904.05
Total Other Expenditures	\$4,227,164.02

9.25

Less 10% Predetermined Rate	.92
Indirect Cost for Fiscal Year 2015	8.33



GWYD DSP
CHEROKEE NATION®
P.O. Box 740 • Tahlequah, OK 74464 • 918-417-3000 • cherokee.org

Office of the Chief

Bill John Baker
Principal Chief
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ᎠᎹᎠᎳᎠ

S. Joe Citruden
Deputy Principal Chief
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ᎠᎹᎠᎳᎠ

June 25, 2015

Mr. Ed Kennedy
Superintendent
Grand View Elementary School
15841 North Jarvis Road
Tahlequah, OK 74464

Dear Mr. Kennedy:

As part of the Cherokee Nation's efforts in the current Indian Demonstration grant program, we wholeheartedly support Grand View Public School's proposed Native Youth Community Project. We are committed to work with the district to prepare students for college and career. As a partner for the project, we share a common bond that focuses on the long-term success of Native American students. We believe that a cooperative effort between the Cherokee Nation and Grand View School will be vital to all Native American students.

In 1995, National Geographic featured an article on the Cherokee people. For us it was a source of pride. Having a direct link to a Cherokee National Treasure, and having a student and grandparent showcased in the story surely made Grand View proud as well. That story further cemented your relationship with the Cherokee Nation.

Our previous collaboration with the district in several projects allows us to expect that this project will provide students with valuable support systems. We are proud of the success achieved by these projects. Some that regularly receive notoriety include:

- Health programs like; flu vaccinations, dental sealant, outdoor first aid and safety, diabetes awareness and tobacco cessation.
- The study of Cherokee culture including language, traditional foods, history through storytelling, art and culture.
- Mentoring and leadership programs involving Miss Cherokee, tribal elders and Cherokee National Treasures.
- Resources for school children including the clothing voucher program and educational materials available through our JOM partnership.
- The Cherokee Tag Grant program providing extensive funds that can be utilized as your school board and administrative team deem appropriate.

We look forward to continuing our partnerships with Grand View School. This grant provides many new implementation strategies which will make a difference. These dedicated efforts are sure to improve the lives of Native American students to which we are both committed.

Sincerely,

(b)(6)

Dr. W. Neil Morton
Education Services Senior Advisor
Cherokee Nation

Cherokee Nation Foundation



The Cherokee Nation Foundation welcomes the opportunity to partner with Grand View School for the Native American Youth Community Project. We are happy to be a part of a project that will positively impact so many students.

The Cherokee Nation Foundation's mission is to assist Native American students in obtaining college degrees through college preparatory programming that will help secure scholarships, some of which are offered by The Cherokee Nation Foundation, in the hopes that these students will possess the necessary skills to enter The Cherokee Nation workforce in the future.

We will provide financial support so that every Native American student in the fifth grade can participate in the Junior Achievement BizTown. Junior Achievement BizTown teaches financial literacy, entrepreneurship and work readiness which align with financial literacy requirements set forth by the State Department of Education. BizTown connects the dots between what they learn in school and the world outside the classroom.

Financial support is also offered to Native American students enrolling in our ACT prep programs. The Cherokee Nation Foundation offers these classes throughout the 14 county jurisdictions at school sites during the school year, as well as, a one week on-site ACT camp at Northeastern State University in Tahlequah, Oklahoma. This programming will help prepare students with college and career readiness requirements for college entrance and securing scholarship opportunities.

We look forward to working with your students if Grand View is awarded this grant opportunity.

**Wado,
Tonva Rozelle**

(b)(6)

**Board President,
Cherokee Nation Foundation**



City of Tahlequah
111 South Cherokee
Tahlequah, Oklahoma 74464
918-456-0651 ext. 263

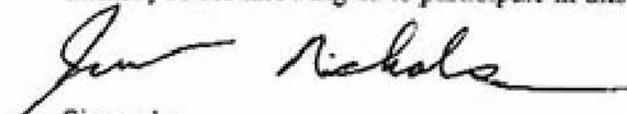
June 25, 2015

Mr. Ed Kennedy
Superintendent
Grand View Elementary School
15841 North Jarvis Road
Tahlequah, OK 74464

Dear Mr. Kennedy:

The City of Tahlequah fully supports Grand View School in its application for Native Youth Community Project funding. We believe that we can provide opportunities for Grand View students to learn about civic engagement and community support. Among other activities, we pledge to offer job shadowing, civic education, and service learning activities. We believe that our partnership will ultimately lead to improved sense of citizenship among Tahlequah residents.

Thank you for allowing us to participate in this project.



Sincerely,

Jason Nichols
Mayor, City of Tahlequah

Cornerstone Counseling Services, L.L.C.

Mr. Ed Kennedy
Superintendent
Grand View Elementary School
15841 North Jarvis Road
Tahlequah, OK 74464

Dear Mr. Kennedy:

We believe that Cornerstone Counseling will provide services integral to the Grand View School Native Youth Community Project.

We work with Grand View School on a daily basis to help Native American students achieve in many areas. We provide many services, such as pull-out time for tutoring provided by volunteers, partnering with the school's afterschool program to provide guidance and support for students and families, and financial support for the school's summer program. We will continue those activities for the NYCP, and expand other services to meet the project goals.

Thank you for considering us as a partner for this project.

Sincerely,

(b)(6)

Cornerstone Counseling Service, LLC

Hugo - Main Office

612 E. Jackson

P.O. Box 61

Hugo, OK 74743

580-326-2200

580-326-2201 - fax

McAlester

505 S. 3rd St.

McAlester, OK 74501

580-426-4841

580-426-4848 - fax

Idabel

108 S.E. Ave. N

Idabel, OK 74745

580-286-2000

580-286-2002 - fax

**KI BOIS
COMMUNITY
ACTION
FOUNDATION
INC.**
P.O. Box 727
200 Southeast
"A" Street
Stigler, OK
74462-0727

PHONE:
918.967.3325
TOLL FREE:
800.299.4479
FAX:
918.967.8660

www.kibois.org

**BOARD
CHAIRPERSON**
Gene Bass

**EXECUTIVE
DIRECTOR/CEO**
R. Carroll
Huggins

Sherry Hullinger
Assistant Director
Head Start
1404 S. Muskogee
Ave. Suite#7
Tahlequah, Ok
74464
918-431-1284

Mr. Ed Kennedy
Superintendent
Grand View Elementary School
15841 North Jarvis Road
Tahlequah, OK 74464

Dear Mr. Kennedy:

The Ki Bois Community Action Fd. Inc. office supports Grand View School in the Native Youth Community Project. This center will need a variety of services and education, and our agency has the personnel and resources to provide these services.

The Ki Bois Community Action Fd. Inc. office will provide on-site services through the NYCP for:

1. Provide social service instruction and activities for students.
2. Conduct specialized programs for faculty, students and families.
3. Provide instruction for school employees, volunteers, and other personnel on issues of health legislation as needed.
4. Provide other services as needed, if possible, within the policies of the Ki Bois Community Action Fd. Inc. office.

KI BOIS Community Action Foundation Inc., a private non-profit organization provides services to children and families through the Head Start Program in an eight county area covering Adair, Cherokee, Sequoyah and McIntosh Counties in Northeastern Ok and Haskell, Pittsburg, Le Flore and Latimer Counties in Southeastern Ok. Head Start is a federal program that promotes the school readiness of pre-school children while providing comprehensive services which include; health, social services, nutrition, and education. KI BOIS CA Fd, Inc collaborates with public school districts within their eight county range in order to enhance the pre-school experience through public school provided space and services.

In July 2014 KI BOIS CA Fd. Inc signed a Collaboration Agreement with Grand View Public School and through the collaboration started serving thirty-seven (37) three and four year old children in the school district starting in August 2014. The transition into the partnership between KI BOIS CA Fd Inc and Grand View Public School has been a smooth process with your assistance, Mr. Kennedy in facilitating the transition there have been only minor obstacles and issues which were addressed and eliminated or corrected as needed in a timely manner.

This agency looks forward to successfully collaborating with the Grand View School District for the 2015-2016 school year and being involved in the school district administering the proposed grant through the Native Youth Community Project.

Sincerely,
Sherry Hullinger, Assistant Director

Sherry Hullinger



June 15, 2015

Mr. Ed Kennedy, Superintendent
Grand View Elementary School
15841 North Jarvis Road
Tahlequah, OK 74464

Dear Mr. Kennedy:

We are excited about the opportunity for the Southeastern Oklahoma Interlocal Cooperative (SOIC) to partner with Grand View Elementary School on the Native Youth Community Project. I value our relationship, and greatly appreciate the guidance and insight you provided when you served on the SOIC board. We also value our relationship with Grand View Elementary School, as a member of the interlocal and participant in SOIC's AmeriCorps VISTA program.

Since you served on the board at SOIC, our Special Education Related Services have expanded to additional schools, and we have been awarded new grants, expanding the services available to schools, local and tribal governments, and community organizations. We have added AmeriCorps VISTA and AmeriCorps Senior Corps programs, and we were recently awarded a grant to provide Prescription Drug Abuse Prevention services in LeFlore County. Through our various programs, SOIC now serves 88 school districts in 18 Oklahoma counties and multiple local government and non-profit community organizations as well.

As a reminder, SOIC is a Local Education Agency (LEA) accredited with the Oklahoma State Department of Education. We function as an extension of the Oklahoma school districts we serve. We are governed by a Board of Directors, comprised of 7 superintendents from SOIC member school districts.

Through the AmeriCorps VISTA program, we provide volunteers to schools and community organizations through an AmeriCorps VISTA program, which has many services that correspond with Grand View School's Native Youth Community Project. Through the VISTA program we have supported Grand View in various projects, and we offer the same services for this exciting project. Our volunteer staff is dedicated to ensuring that the school's project meets or exceeds its goals.

Thank you for considering us as a partner for this project.

Sincerely,

(b)(6)

Mr. Tracy R. Mussett, Executive Director
Southeastern Oklahoma Interlocal Cooperative

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

GRAND VIEW BUDGET NARRATIVE

Year 1—pages 1-6	Year 2—pages 7-9	Year 3—pages 10-12	Year 4—pages 13-15	
<i>Year One page 1</i>		FEDERAL FUNDS	IN-KIND FUNDS	TOTAL
1. SALARIES AND WAGES				
<i>salaries adhere to district negotiated agreement, based on the Oklahoma State salary scale</i>				
Project Director .2 FTE (administrative) @ \$50,000 annually. The project coordinator will handle all coordination, employee functions, reporting methods, and deadline oversight for Indian Demonstration functions.		\$10,000	(b)(4)	
Pre-K Academic Coaches 2 @ .5 FTE @ \$35,000 annually. The teacher will oversee and conduct pre-Kindergarten classes, including curriculum revision, remediation, and activities with community agencies.		\$35,000		
Student Advocate 1.0 FTE @ \$49,000 annually. One full-time Student Advocate will assist all students in meeting personal and program objectives. The Student Advocate will serve as the main liaison between students and staff.		\$49,000		
Native American Transition Teacher 1.0 FTE @ \$37,670 annually. The NATT will oversee the student cohort, teach leadership and college preparatory classes, and coordinate the college test prep activities.		\$37,670		
Cherokee Nation and community partners donation of personnel. In-kind cost of services and personnel by community partners and the Cherokee Nation as described in the narrative.		\$0		
Project Specialist .2 FTE @ \$50,000. The project specialist will handle serve as coordinator of all academic activities, oversee budget spending, administer and compile data from assessments, and report expenditures to Department of Ed.		\$8,000		
Parent/Community Liaison .1 FTE @ \$80,000. The liaison will oversee the community component. He will schedule parent/community events, align community resources with project goals, and ensure participation of partners.		\$8,000		
Training allocations. All teachers who complete the Learning Styles training will receive \$100. In the first year, 25 teachers and staff will complete the training.		\$2,500		
SALARIES AND WAGES SUBTOTAL (PAGE 1)		\$150,170		

GRAND VIEW BUDGET NARRATIVE

<i>Year: One page 2</i>	FEDERAL FUNDS	(b)(4)
1. SALARIES AND WAGES (CONTINUED FROM PAGE 1)		
<i>salaries adhere to district negotiated agreement, based on the Oklahoma State salary schedule.</i>		
Bus Drivers. Bus drivers will be used for field trips for high school students to college campuses and pre-K students to cultural activities. 25 trips x 4 hours/trip x \$10/hour.	\$1,000	
Native American Attendance Officer .5 FTE @ \$30,000 annually. Through a joint effort of the school and the Cherokee County Sheriff's Office, this person will oversee an attendance plan and meet with students and parents.	\$15,000	
Native American afterschool tutors. 3 tutors x \$10/hour x 10 hours/week x 30 weeks. Tutors will focus on math, reading, and science concepts for high school students and literacy and communication concepts for pre-K students.	\$9,000	
Part-time library assistant. 172 days x 7 hours a day x \$11/hour. The library assistant will educate Native American students on culturally-appropriate resources and train teachers on how to use those resources.	\$13,244	
Federal Programs Director (b) FTE @ (b)(4). The district's Federal Programs Director will devote (b) FTE to project oversight and project compliance with local, state, and federal policies.	\$0	
SALARIES AND WAGES SUBTOTAL (PAGE 2)	\$38,244	
SALARIES AND WAGES FIRST YEAR TOTAL	\$188,414	
2. FRINGE BENEFIT		
<i>Fringe benefits adhere to district negotiated agreement.</i>		
District Rate of 22%.	\$41,451	
In-Kind Staff from Partners (estimation of staff benefits)	\$0	
EMPLOYEE BENEFITS TOTAL	\$41,451	

GRAND VIEW BUDGET NARRATIVE

<i>Year One page 3</i>	FEDERAL FUNDS	IN-KIND FUNDS	TOTAL
3. TRAVEL			
College visits for elementary students, Cherokee culture visits for pre-K students, and other expanded learning visits for elementary and pre-K students. Groups of 30 x 2 trips a month x 10 months (transportation at \$2,500, tour fees at \$1,500)	\$4,000	(b)(4)	
Project Staff (2 people) travel to Project Director’s meeting in Washington, D.C. Airfare at \$950 x 2. Lodging at \$200 a night for three nights x 2. Per diem at \$75. for five days (two half-days travelling to and from conference) x 2.	\$3,150		
Native American 7th grader trip to Washington, D.C. and Oklahoma State Capitol. The school will use local and donated funds to take all Native American 7th graders to week-long trip to Washington, D.C. and a separate trip to Oklahoma City..	\$0		
TRAVEL TOTAL	\$7,150		
4. EQUIPMENT			
No equipment will be purchased.	\$0		
EQUIPMENT TOTAL	\$0		
5. MATERIALS AND SUPPLIES			
Doors to Discovery materials. Doors to Discovery is a Pre-Kindergarten program that builds on a foundation of oral language, phonological awareness, alphabet knowledge, and concepts of print and a love of book. Cost is for teacher resources and classroom sets and kits	\$1,500		
MATERIALS AND SUPPLIES SUBTOTAL (PAGE 1)	\$1,500		

GRAND VIEW BUDGET NARRATIVE

<i>Year One page 4</i>	FEDERAL FUNDS	IN-KIND FUNDS	TOTAL
5. MATERIALS AND SUPPLIES			
<p>2 classroom sets of iPads and charging stations. \$8,000 each x 2. The iPad sets will be placed in the Early Childhood center to facilitate the curriculum reform, add proven interactive methods to teach core curriculum, and facilitate community partner activities.</p>	\$16,000	(b)(4)	
<p>60 sets of iPad software. \$30 each x 60. Included in the software will be reading and math apps for students, career and planning apps, and apps for students who are vision-impaired and/or hearing impaired.</p>	\$1,800		
<p>The Leader in Me Online and IP License plus Coaching System. The Leader in Me is Franklin Covey's whole school transformation process. It teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader. It will be included in all grades 1st-8th. Cost is \$1,500 for the online and IP license, and \$4,950 for the coaching system.</p>	\$6,450		
<p>The Leader in Me Happy First-Year Resources and Supplies. These include: The Leader in Me Happy Kid books-11 @ \$12 each = \$132 The Leader in Me Happy Kids poster set--11 @ \$24 each = \$275 The Leader in Me 7 Habits Tree Poster -- 19 @ \$11 each = \$209 The Leader in Me Teacher Editions (grades 1-5) -- 19 @ \$26 = \$494 The Leader in Me Teacher Editions (grades 6-8) -- 9 @ \$35 = \$315</p>	\$1,425		
<p>The Leader in Me Activity Guides. These guides will be given to students to use through the year. Grand View will provide funds to buy activity guides for NA students. Costs include: 1) The Leader in Me Activity Guides (grades 1-5) -- 202 @ \$5.00 each = \$1,010.00 5) The Leader in Me Activity Guides (grades 6-8) -- 122 @ \$8.00 each = \$976.00</p>	\$1,986		
MATERIALS AND SUPPLIES SUBTOTAL (PAGE 2)	\$27,661		
MATERIALS AND SUPPLIES TOTAL	\$29,161		

GRAND VIEW BUDGET NARRATIVE

<i>Year One page 5</i>	FEDERAL FUNDS	IN-KIND FUNDS	TOTAL
6. CONTRACTUAL			(b)(4)
Native Learning style training. Cost will cover speakers and speaker travel for event that focuses on teaching pre-K and elementary Native American students.	\$2,300		
External evaluator. Will oversee program evaluation activities and develop appropriate evaluation instruments.	\$4,500		
Leader in Me Training. All 1st-8th grade teaching and staff will participate in the Leader in Me training. First-year implementation of the Leader in Me approach to preparing students for college and career will involve the following trainings: The Leader in Me Signature 4.0 and Launching Leadership training = \$18,932 The Leader in Me Creating Culture training = \$6,589 The Leader in Me Lighthouse Team training = \$4,094 The Leader in Me 7 Habits Certifications training = \$9,339 The Leader in Me Training Travel = \$1,200	\$40,154		
CONTRACTUAL COSTS TOTAL	\$46,954		
7. CONSTRUCTION			
No construction costs will be incurred.	\$0		
CONSTRUCTION TOTAL	\$0		
8. OTHER OBJECTS			
Postage. For mailing of parent info, newsletter, and brochures.	\$325		
Office and classroom space. The district will donate project space during school, extended day, and summer.	\$0		
Shipping for Leader in Me materials	\$123		
Utilities, telephone, copy machine. Cost of telephone and utilities for regular day, extended-day, and summer activities.	\$0		
Registration for National Conferences. Cost of registration for spring and fall conferences. \$250 per attendee; 3 for technical assistance conference and 2 for spring conference.	\$1,250		
OTHER TOTAL	\$1,698		

GRAND VIEW BUDGET NARRATIVE

<i>Year One page 6</i>	FEDERAL FUNDS	IN-KIND FUNDS	TOTAL
DIRECT COSTS TOTAL	\$314,828	(b)(4)	
I. INDIRECT COSTS			
Indirect Cost. At 8.33% as determined by Oklahoma State Department annually, using MDTC to exclude training.	\$26,225		
INDIRECT COSTS TOTAL	\$26,225		
J. TRAINING STIPENDS			
No long-term training stipends will be expended for this project.	\$0		
TRAINING STIPENDS TOTAL	\$0		
	FEDERAL FUNDS		
TOTAL YEAR ONE COSTS	\$341,053		

GRAND VIEW BUDGET NARRATIVE

<i>Year Two page 1</i>	FEDERAL FUNDS	IN-KIND FUNDS	TOTAL
1. SALARIES AND WAGES			
<i>salaries adhere to district negotiated agreement, based on the Oklahoma State salary scale</i>			
Project Director .2 FTE (administrative) @ \$50,000 annually.	\$10,000	(b)(4)	
Pre-K Academic Coach .5 FTE x 2 @ \$35,000 annually. \$250 annual step increase.	\$35,500		
Student Advocate 1.0 FTE @ \$49,000 annually. \$500 annual step increase.	\$49,500		
Native American Transition Teacher 1.0 FTE @ \$37,670 annually. \$500 annual step increase.	\$38,170		
Cherokee Nation, Boys & Girls Club, and Northeastern State University. In-kind cost of services/personnel.	\$0		
Project Specialist .2 FTE @ \$50,000.	\$8,000		
Parent/Community Liaison @ .1 FTE @ \$80,000. In second through fourth years, this position will be advertised.	\$8,000		
Training allocations. All teachers who complete Leader in Me training will receive \$100. In the second year, 25 teachers will complete the training.	\$2,500		
Bus Drivers. 25 trips x 4 hours/trip x \$10/hour.	\$1,000		
Native American Attendance Officer .5 FTE @ \$30,000 annually.	\$15,000		
Tutors. 3 tutors x \$10/hour x 10 hours/week x 30 weeks.	\$9,000		
Part-time library assistant. 172 days x 7 hours a day x \$11/hour.	\$13,244		
Federal Programs Director @ () FTE @ (b)(4). In-kind from Grand View School.	\$0		
SALARIES AND WAGES TOTAL	\$189,914		

GRAND VIEW BUDGET NARRATIVE

<i>Year Two page 2</i>	FEDERAL FUNDS	IN-KIND FUNDS	TOTAL
2. EMPLOYEE BENEFITS			
<i>Fringe benefits adhere to district negotiated agreement.</i>			
District Rate of 22%	\$41,781	(b)(4)	
In-Kind Staff from Partners (estimation of staff benefits)	\$0		
EMPLOYEE BENEFITS TOTAL	\$41,781		
3. TRAVEL			
College visits, Cherokee culture visits, and other expanded learning visits for elementary and pre-K students	\$4,000		
Project Staff (2 people) travel to Project Director's meeting in Washington, D.C.	\$3,150		
Native American 7th grader trip to Washington, D.C. and Oklahoma State Capitol. In-kind	\$0		
TRAVEL TOTAL	\$7,150		
4. EQUIPMENT			
No equipment will be purchased.	\$0		
EQUIPMENT TOTAL	\$0		
5. MATERIALS AND SUPPLIES			
Doors to Discovery materials	\$1,500		
2 classroom sets of iPads and charging stations	\$16,000		
60 sets of iPad software	\$1,800		
The Leader in Me Online and IP License	\$6,450		
The Leader in Me 4.0 Materials (new staff) 6 @ \$105	\$630		
The Leader in Me Activity Guides	\$1,986		
MATERIALS AND SUPPLIES TOTAL	\$28,366		

GRAND VIEW BUDGET NARRATIVE

<i>Year Two page 3</i>	FEDERAL FUNDS	IN-KIND FUNDS	TOTAL
6. CONSULTANTS AND CONTRACTS		(b)(4)	
External evaluator.	\$4,500		
The Leader in Me Aligning Academics training	\$6,589		
The Leader in Me Lighthouse Team training	\$4,094		
The Leader in Me training travel	\$1,200		
CONSULTANTS AND CONTRACTS TOTAL	\$16,383		
7. CONSTRUCTION			
No construction costs will be incurred.	\$0		
CONSTRUCTION TOTAL	\$0		
8. OTHER			
Postage. For mailing of parent info, newsletter, and brochures.	\$325		
Office and classroom space.	\$0		
Utilities, telephone, copy machine	\$0		
Shipping for Leader in Me materials	\$144		
Registration for National Conferences.	\$1,250		
OTHER TOTAL	\$1,719		
DIRECT COSTS TOTAL	\$285,313		
I. INDIRECT COSTS			
Indirect Cost. At 8.33, MDTC to exclude training.	\$23,767		
INDIRECT COSTS TOTAL	\$23,767		
J. TRAINING STIPENDS			
No long-term training stipends will be expended.	\$0		
TRAINING STIPENDS TOTAL	\$0		
	FEDERAL FUNDS		
TOTAL YEAR TWO COSTS	\$309,080		

GRAND VIEW BUDGET NARRATIVE

<i>Year Three page 1</i>	FEDERAL FUNDS	IN-KIND FUNDS	TOTAL
1. SALARIES AND WAGES			
<i>salaries adhere to district negotiated agreement, based on the Oklahoma State salary scale</i>			
Project Director .2 FTE (administrative) @ \$50,000 annually.	\$10,000	(b)(4)	
Pre-K Academic Coach .5 FTE x 2 @ \$35,000 annually. \$250 annual step increase.	\$36,000		
Student Advocate 1.0 FTE @ \$49,000 annually. \$500 annual step increase.	\$50,000		
Native American Transition Teacher 1.0 FTE @ \$37,670 annually. \$500 annual step increase.	\$38,670		
Cherokee Nation, Boys & Girls Club, and Northeastern State University. In-kind cost of services/personnel.	\$0		
Project Specialist .2 FTE @ \$50,000.	\$8,000		
Parent/Community Liaison @ .1 FTE @ \$80,000. In second through fourth years, this position will be advertised.	\$8,000		
Training allocations. All teachers who complete Leader in Me training will receive \$100. In the second year, 25 teachers will complete the training.	\$2,500		
Bus Drivers. 25 trips x 4 hours/trip x \$10/hour.	\$1,000		
Native American Attendance Officer .5 FTE @ \$30,000 annually.	\$15,000		
Tutors. 3 tutors x \$10/hour x 10 hours/week x 30 weeks.	\$9,000		
Part-time library assistant. 172 days x 7 hours a day x \$11/hour.	\$13,244		
Federal Programs Director @ <input type="text" value="1"/> FTE @ <input type="text" value="(b)(4)"/> In-kind from Grand View School.	\$0		
SALARIES AND WAGES TOTAL	\$191,414		

GRAND VIEW BUDGET NARRATIVE

<i>Year Three page 2</i>	FEDERAL FUNDS	IN-KIND FUNDS	TOTAL	
2. EMPLOYEE BENEFITS				
<i>Fringe benefits adhere to district negotiated agreement.</i>				
District Rate of 22%	\$42,111	(b)(4)		
In-Kind Staff from Partners (estimation of staff benefits)	\$0			
EMPLOYEE BENEFITS TOTAL	\$42,111			
3. TRAVEL				
College visits, Cherokee culture visits, and other expanded learning visits for elementary and pre-K students	\$4,000			
Project Staff (2 people) travel to Project Director's meeting in Washington, D.C.	\$3,150			
Native American 7th grader trip to Washington, D.C. and Oklahoma State Capitol. In-kind	\$0			
TRAVEL TOTAL	\$7,150			
4. EQUIPMENT				
No equipment will be purchased.	\$0			
EQUIPMENT TOTAL	\$0			
5. MATERIALS AND SUPPLIES				
Doors to Discovery materials	\$1,500			
2 classroom sets of iPads and charging stations	\$16,000			
60 sets of iPad software	\$1,800			
The Leader in Me Online and IP License	\$6,450			
The Leader in Me 4.0 Materials (new staff) 6 @ \$105	\$630			
The Leader in Me Activity Guides	\$1,986			
MATERIALS AND SUPPLIES TOTAL	\$28,366			

GRAND VIEW BUDGET NARRATIVE

<i>Year Three page 3</i>	FEDERAL FUNDS	IN-KIND FUNDS	TOTAL
6. CONSULTANTS AND CONTRACTS		(b)(4)	
External evaluator.	\$4,500		
The Leader in Me Empowering Instruction training	\$6,589		
The Leader in Me training travel	\$1,200		
Outside consultant development of program model tips	\$0		
CONSULTANTS AND CONTRACTS TOTAL	\$12,289		
7. CONSTRUCTION			
No construction costs will be incurred.	\$0		
CONSTRUCTION TOTAL	\$0		
8. OTHER			
Postage. For mailing of parent info, newsletter, and brochures.	\$325		
Office and classroom space.	\$0		
Utilities, telephone, copy machine	\$0		
Shipping for Leader in Me materials	\$144		
Registration for National Conferences.	\$1,250		
OTHER TOTAL	\$1,719		
DIRECT COSTS TOTAL	\$283,049		
I. INDIRECT COSTS			
Indirect Cost. At 8.33, MDTC to exclude training.	\$23,578		
INDIRECT COSTS TOTAL	\$23,578		
J. TRAINING STIPENDS			
No long-term training stipends will be expended.	\$0		
TRAINING STIPENDS TOTAL	\$0		
	FEDERAL FUNDS		
TOTAL YEAR THREE COSTS	\$306,627		

GRAND VIEW BUDGET NARRATIVE

<i>Year Four page 1</i>	FEDERAL FUNDS	IN-KIND FUNDS	TOTAL
1. SALARIES AND WAGES			
<i>salaries adhere to district negotiated agreement, based on the Oklahoma State salary scale</i>			
Project Director .2 FTE (administrative) @ \$50,000 annually.	\$10,000	(b)(4)	
Pre-K Academic Coach .5 FTE x 2 @ \$35,000 annually. \$250 annual step increase.	\$36,500		
Student Advocate 1.0 FTE @ \$49,000 annually. \$500 annual step increase.	\$50,500		
Native American Transition Teacher 1.0 FTE @ \$37,670 annually. \$500 annual step increase.	\$39,170		
Cherokee Nation, Boys & Girls Club, and Northeastern State University. In-kind cost of services/personnel.	\$0		
Project Specialist .2 FTE @ \$50,000.	\$8,000		
Parent/Community Liaison @ .1 FTE @ \$80,000. In second through fourth years, this position will be advertised.	\$8,000		
Training allocations. All teachers who complete Leader in Me training will receive \$100. In the second year, 25 teachers will complete the training.	\$2,500		
Bus Drivers. 25 trips x 4 hours/trip x \$10/hour.	\$1,000		
Native American Attendance Officer .5 FTE @ \$30,000 annually.	\$15,000		
Tutors. 3 tutors x \$10/hour x 10 hours/week x 30 weeks.	\$9,000		
Part-time library assistant. 172 days x 7 hours a day x \$11/hour.	\$13,244		
Federal Programs Director @ (b) FTE @ (b)(4) In-kind from Grand View School.	\$0		
SALARIES AND WAGES TOTAL	\$192,914		

GRAND VIEW BUDGET NARRATIVE

<i>Year Four page 2</i>	FEDERAL FUNDS	IN-KIND FUNDS	TOTAL	
2. EMPLOYEE BENEFITS				
<i>Fringe benefits adhere to district negotiated agreement.</i>				
District Rate of 22%	\$42,441	(b)(4)		
In-Kind Staff from Partners (estimation of staff benefits)	\$0			
EMPLOYEE BENEFITS TOTAL	\$42,441			
3. TRAVEL				
College visits, Cherokee culture visits, and other expanded learning visits for elementary and pre-K students	\$4,000			
Project Staff (2 people) travel to Project Director's meeting in Washington, D.C.	\$3,150			
Native American 7th grader trip to Washington, D.C. and Oklahoma State Capitol. In-kind	\$0			
TRAVEL TOTAL	\$7,150			
4. EQUIPMENT				
No equipment will be purchased.	\$0			
EQUIPMENT TOTAL	\$0			
5. MATERIALS AND SUPPLIES				
Doors to Discovery materials	\$1,500			
2 classroom sets of iPads and charging stations	\$16,000			
60 sets of iPad software	\$1,800			
The Leader in Me Online and IP License	\$6,450			
The Leader in Me 4.0 Materials (new staff) 6 @ \$105	\$630			
The Leader in Me Activity Guides	\$1,986			
MATERIALS AND SUPPLIES TOTAL	\$28,366			

GRAND VIEW BUDGET NARRATIVE

<i>Year Four page 3</i>	FEDERAL FUNDS	IN-KIND FUNDS	TOTAL
6. CONSULTANTS AND CONTRACTS		(b)(4)	
External evaluator.	\$4,500		
The Leader in Me training travel	\$1,200		
Outside consultant to develop guidance on sustainability	\$0		
Outside consultant development of program model tips	\$0		
CONSULTANTS AND CONTRACTS TOTAL	\$5,700		
7. CONSTRUCTION			
No construction costs will be incurred.	\$0		
CONSTRUCTION TOTAL	\$0		
8. OTHER			
Postage. For mailing of parent info, newsletter, and brochures.	\$325		
Office and classroom space.	\$0		
Utilities, telephone, copy machine	\$0		
Shipping for Leader in Me materials	\$144		
Registration for National Conferences.	\$1,250		
OTHER TOTAL	\$1,719		
DIRECT COSTS TOTAL	\$278,290		
I. INDIRECT COSTS			
Indirect Cost. At 8.33, MDTC to exclude training.	\$23,182		
INDIRECT COSTS TOTAL	\$23,182		
J. TRAINING STIPENDS			
No long-term training stipends will be expended.	\$0		
TRAINING STIPENDS TOTAL	\$0		
	FEDERAL FUNDS		
TOTAL YEAR FOUR COSTS	\$301,472		

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

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

Name of Institution/Organization

Grand View School

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	188,414.00	189,914.00	191,414.00	192,914.00		762,656.00
2. Fringe Benefits	41,451.00	41,781.00	42,111.00	42,441.00		167,784.00
3. Travel	7,150.00	7,150.00	7,150.00	7,150.00		28,600.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	29,161.00	28,366.00	28,366.00	28,366.00		114,259.00
6. Contractual	46,954.00	16,383.00	12,289.00	5,700.00		81,326.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	1,698.00	1,719.00	1,719.00	1,719.00		6,855.00
9. Total Direct Costs (lines 1-8)	314,828.00	285,313.00	283,049.00	278,290.00		1,161,480.00
10. Indirect Costs*	26,225.00	23,767.00	23,578.00	23,182.00		96,752.00
11. Training Stipends	0.00	0.00	0.00	0.00		0.00
12. Total Costs (lines 9-11)	341,053.00	309,080.00	306,627.00	301,472.00		1,258,232.00

***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: 06/30/2015 (mm/dd/yyyy)

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

The Indirect Cost Rate is 8.33 %.

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

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

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Margaret	<input type="text"/>	Carlile	<input type="text"/>

Address:

Street1:	15481 N. Jarvis Road
Street2:	<input type="text"/>
City:	Tahlequah
County:	<input type="text"/>
State:	OK: Oklahoma
Zip Code:	74464
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
918-456-5131	<input type="text"/>

Email Address:

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

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

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