

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



**APPLICATION FOR GRANTS
UNDER THE**

OIE Demonstration Grants

CFDA # 84.299A

PR/Award # S299A150050

Grants.gov Tracking#: GRANT11950652

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:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="27-2193660"/>	* c. Organizational DUNS: <input type="text" value="0784188890000"/>
--	---

d. Address:

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

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: * First Name:
Middle Name:
* Last Name:
Suffix:
Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="505-266-0992"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email:

Application for Federal Assistance SF-424

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

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

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.299

CFDA Title:

Indian Education -- Special Programs for Indian Children

*** 12. Funding Opportunity Number:**

ED-GRANTS-042815-001

* Title:

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

13. Competition Identification Number:

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

NACA-Inspired Schools Network: Community-Designed Schools

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="590,925.50"/>
* b. Applicant	<input type="text" value="(b)(4)"/>
* c. State	<input type="text"/>
* d. Local	<input type="text"/>
* e. Other	<input type="text"/>
* f. Program Income	<input type="text"/>
* g. TOTAL	<input type="text"/>

*** 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:

Native American Community Academy (NACA) Foundation

Congressional District List

NM-001

NM-002

NM-003

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>Erin Hielkema</p>	<p>TITLE</p> <p>Treasurer</p>
<p>APPLICANT ORGANIZATION</p> <p>Native American Community Academy Foundation</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 checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Native American Community Academy Foundation * Street 1: 1000 Indian School Rd. NW Street 2: * City: Albuquerque State: NM: New Mexico Zip: 87120 Congressional District, if known:		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: U.S. Department of Education	7. * Federal Program Name/Description: Indian Education -- Special Programs for Indian Children CFDA Number, if applicable: 84.299	
8. Federal Action Number, if known:	9. Award Amount, if known: \$.	
10. a. Name and Address of Lobbying Registrant: Prefix * First Name: N/A Middle Name * Last Name: N/A Suffix * Street 1 Street 2 * City State Zip		
b. Individual Performing Services (including address if different from No. 10a) Prefix * First Name: N/A Middle Name * Last Name: N/A Suffix * Street 1 Street 2 * City State Zip		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Erin Hielkema * Name: Prefix * First Name: Kara Middle Name * Last Name: Bobroff Suffix Title: Executive Director Telephone No.: 505-266-0992 Date: 06/29/2015		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S299A150050

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.

NACAFdn-GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

Native American Community Academy (NACA) Foundation

For the NACA-Inspired Schools Network Community-Designed Schools Project

General Education Provisions Act

The NACA-Inspired Schools Network (NISN) serves an academically, culturally, and socio-economically diverse population of children and families. NISN is strongly committed to equal access and treatment for all students, families, employees, and the general public.

NISN's policy of nondiscrimination guides and governs decision making at all levels. This policy incorporates the following principles: nondiscrimination against children, parents or guardians of children, employees, applicants, contractors, or individuals participating in school activities. NISN is committed to providing equal access across all school programs, activities, services and operations that are deployed or provided directly by NISN, as well as those operated or provided by another entity on behalf of NISN schools under contractual or other arrangements. This policy is established to provide an environment free from discrimination and harassment based upon age, race, color, disability, gender, marital status, national origin, religion, or sexual orientation.

NISN activities, programs, and services will be made available to all participants with special needs. All curriculum and information materials provided by other sources will be reviewed to ensure understanding and accessibility to all potential participants, regardless of their unique challenges or backgrounds, and to ensure to cultural appropriateness and relevancy. Cultural sensitivity and ADA training will be coordinated for program staff.

All grant program-related sessions/activities will be held in Americans with Disabilities Act (ADA) accessible and compliant facilities.

NISN has identified the following potential barriers to participation in the Indian Education Demonstration Grants Program:

- Accessibility to web-based information regarding community meetings, school information and curriculum for students.
- Accessibility of community members to community meetings because of geographic remoteness and/or transportation issues.
- Student accessibility to school because of geographic remoteness and/or transportation issues.

The following steps will be carried out with the intent to reduce and eliminate these and other access barriers to maximize participation in the grant program:

- Post information on community meetings, calendars/schedules of events, and school information online, but also provide all web content in alternative formats/locations such as a pueblo community center, health center and/or post in local publications.
- Offer multi-lingual services for students, parents, and others as needed and appropriate and provide materials in the dominant language of a region (e.g., English and Navajo, or English and Keres).
- Provide alternative ways for community members who have geographic/transportation barriers to community meetings to both provide feedback and keep informed on the development of NISN schools such as a community representative to convey input, opportunities to email or phone with input before meetings, and means of disseminating meeting discussions including local publications or minutes made available at a site such as a community center.
- Explore student transportation options in cooperation with local districts and assess

community resources for transportation alternatives to improve accessibility for all students. These strategies will help ensure that the following principles are reflected in our work with children and the community: valuing diversity and similarities among all peoples; understanding and effectively responding to cultural differences; demonstrating a willingness to continually engage in cultural self-assessment at the individual and organizational level; making adoptions to the delivery of services; and institutionalizing cultural knowledge and avenues for improvement in programming and service delivery.

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

Native American Community Academy Foundation

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Title:

* SIGNATURE:

* DATE:

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

Project Abstract

Project Title: NACA-Inspired Schools Network (NISN)

Partners: Indian Organizations: Native American Community Academy (NACA) Foundation (Applicant). LEAs: Albuquerque Public School District (NACA authorizer), Dream Dine Charter School, and Dzil Diti'ooi School of Empowerment, Action and Perseverance (DEAP). Tribes: Santa Clara Pueblo Department of Youth and Learning (Tribe of Santa Clara Educational Department). Emerging/Planned Schools: Community-led schools being planned in Gallup and Acoma and Laguna Pueblos.

Purpose: Establishing charter or BIE-grant schools that provide robust, culturally-relevant programs and rigorous academics focused on a college mission and vision in Northwest New Mexico. NISN's core work is to establish and create schools that truly reflect the needs and desires of parents, students, teachers, and other community members.

Expected Outcomes: 1) Schools reflect community transformation, cultural relevance, student wellness, and Indigenous education leadership. 2) Approximately 1,080 students (by Year 4) will have access to this educational model. 3) At least 80% of NISN schools will outperform district schools in measures of academic excellence. 4) Schools will serve as “proof points” for what is possible in Indigenous education.

Defined Local Geographical Area Served: NW New Mexico, specifically the communities of Gallup; Shiprock; Navajo; Laguna, Acoma, and Santa Clara Pueblos; Albuquerque.

Barriers and Opportunities to be Addressed: Tribal/Cultural Barriers: Sensitivity to encroachment on sovereignty; skepticism of Western education; varying receptiveness to change and tribal policies. Academic Barriers: Low educational attainment, geographical remoteness and consequent lack of access to services, low availability to quality schools, culture of low

expectations, State standards that do not take Native student needs into account, pervasive poverty. Opportunities: Engaged communities that share a desire to improve on educational outcomes to promote college and career readiness and Native leadership in education, and creation/use of established community school design process based on the success of Native American Community Academy (NACA).

Community-Based Strategies: Train school leaders through an intensive three-year fellowship program, in which they learn the day-to-day operations and theory behind a high-performing, community-designed school (NACA in Albuquerque); and lead design teams to build local community relationships to learn and analyze needs, plan school launch, and complete the charter school/grant school application process. NISN centralized resources will be brought to bear in each community and school, including school startup services; an Indigenous, college-preparatory teaching and learning framework; school leadership support and performance management; and financial and operational support.

Measureable Objectives: 1) Launch/maintain five schools in the communities of Acoma/Laguna, Gallup, Navajo, Santa Clara, and Shiprock by August 2016. 2) Collectively serve at least 90 students in Year 1, growing each year as grades are added and more students enroll. 3) Schools will demonstrate superior performance, measured by NM Public Education Department grades, in comparison to other local schools in reading, mathematics, opportunity to learn, and college and career readiness; and meeting expectations on an NISN scorecard. Both measures will be conducted annually. 4) Engage at least 50 community members annually in focus groups, forums, and discussions to identify the strengths, resources, needs, and desires of each community. 5) At least 90% of student families will rate the school responsive to community, cultural, wellness, and student/family needs, measured by an annual end-of-year post-survey.

Project Narrative File(s)

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Part 4: Project Narrative Attachment

The Native American Community Academy (NACA) Foundation seeks to expand on best practices recognized at the state and national level for culturally-revitalizing, rigorous academics, and sharing of Indigenous values and perspectives in education. Following a 3-year piloting phase, the NACA-Inspired Schools Network (NISN) emerged out of community efforts to establish the first network of high-performing schools dedicated solely to Indigenous education. Through an expanding network of member schools, NISN seeks to reimagine what Indigenous education and the school experience can be for Native students by creating schools of academic excellence and cultural relevance. NISN is committed to establishing schools in high-need Native American communities that outperform peer schools in the surrounding district and that prepare all students for success in college, careers, and their communities. The collective high academic performance of students will serve as a disruption to the current landscape of educational mediocrity and the entrenched systems that fail to serve Native American students well. Through an intensive Fellowship program and centralized network support, NISN is identifying opportunities to launch new charter schools, and/or to “restart” tribally controlled grant (TCG) schools in Northwest New Mexico. Participating communities include Cibola County (Acoma/Laguna Pueblos), Gallup, Navajo, Santa Clara Pueblo, and Shiprock.

Need for Project

(i) *Informed by evidence.* Of the roughly 400,000 American Indian/Alaska Native students in the U.S., the vast majority attend public schools.¹ About 31% of Native students attend high-poverty schools, compared to 6% of Whites (Ross, et al, 2012). Unfortunately, the inherent differences between Native and Western cultural approaches to learning, coupled with higher poverty in the

¹ Schools only count students as Native American if they are considered American Indian/Alaska Native alone (not including multi-racial students). About 50,000 Native American students are enrolled in BIE schools.

schools that serve them, contribute to the failure of schools to educate Native students. The academic gaps separating Native American students from their White peers has widened in recent years, as the gaps between other ethnic groups has shrunk, as evidenced by a recent report by The Education Trust, “The State of Education for Native Students” (2013). For example:

- In 2011, only 18% of Native 4th-graders were proficient or advanced in reading on the National Assessment of Educational Progress, compared to 42% of White 4th-graders.
- In the same year, only 17% of Native 8th graders were proficient or advanced in math, and nearly half—46%—were below the basic level. The numbers for White 8th graders were opposite—17% were below basic, and 43% were proficient or advanced.

These gaps in proficiency portend troubling high-school graduation, college readiness and post-secondary attainment, and employment outlooks for current Native students:

- While the nation’s high school graduation rate has risen to a 40-year high of 81%, just 65% of Native students complete on time (National Center for Education Statistics, 2013).
- Only one in four Native high school graduates who took the ACT scored at the college-ready level in math, and about one-third scored at the college-ready level in reading. Among White graduates who took the ACT, more than half scored at the college-ready level in math, while nearly two-thirds scored as college-ready in reading (The Education Trust, 2013).
- Just 12% of Native young adults (age 25-34) have a bachelor’s degree or higher, compared with 37% of Whites (U.S. Census, American Community Survey, 2013).
- The on-time graduation rate for Native students at 4-year institutions in New Mexico is only 17%, compared to a rate of 44% for White students (Complete College America, 2015)

Far too often, Native students have had been denied the opportunity to succeed in the public education system or federal BIE system—an issue that is compounded in geographically remote

tribal areas. According to the National Center for Education Statistics (2012), a major cause of persistently low performance is that schools fail to support Native American identity, culture, language, and community effectively. Only 54% of Native 8th-graders know some or a lot about their Native traditions and culture, and just 43% know some or a lot about issues that are important to Native people; only one in three Native 8th graders have reading teachers who integrated Native culture and history into reading/language arts instruction at least once a month. A policy brief on culturally-based education programs for the Office of Indian Education Programs found evidence that academically rigorous Indigenous language and culture programs have positive effects on language and culture maintenance/revitalization and student achievement (McCarty, 2014). It recommends bilingual curriculum and high levels of parent involvement, both of which are core to NISN.²

The challenges facing Native students are especially striking when understood alongside the unique needs and contexts of Indigenous communities and their education systems:

- A third of Native American students live at or below the federal poverty threshold, compared to 12% for White students (Aud, et al, 2012).
- Only one-third of Native students attend urban or suburban schools; the rural location of their schools leads to challenges when it comes to college attainment, access to resources, and economic development and opportunity (State of Education for Native Students, 2013).
- Compared to the national average, Native American students are twice as likely to receive special education services (Ross, et al, 2012).

The need for a culturally relevant and academically excellent education that breaks from current models is especially high in Northwest New Mexico, the focus of this proposal. New Mexico is a state that ranks at the bottom of lists nationally for education statistics and youth well-being

² NACA offers five indigenous languages. NACA will share these curricula with partner schools as appropriate.

(Education Week, 2015).³ The district schools in this area persistently among the lowest-achieving in the state (See the Community Engagement attachment for details). Only one of the BIE-controlled schools in the communities selected met Adequate Yearly Progress last year, and that was because the curriculum was reduced to only math and reading in an effort to improve proficiency rates. Among school districts near proposed sites, the vast majority of public schools are ranked ‘D’ or ‘F’ by the New Mexico Public Education Department (NMPED).

NISN has conducted several local needs analyses in the partner communities for this project; the consensus is the need for a school that is *led* by and *integrated* in the community, meeting student and family needs culturally, holistically, and academically. The need for a new, replicable and scalable, approach is clear. Traditional means and methods of educating students have failed to reimagine effective, rigorous, and high-performing achievement in the context of Indigenous identity and culture. A sense of physical and social place is critical (Reyhner, 2010).

It is against this backdrop that the NISN was launched in 2014. It seeks to expand access to high-performing school options for Native students. NISN schools will be built upon the community-led school design model pioneered by the Native American Community Academy (NACA) and supported by recent evidence (McCarty and Lee, 2014). NACA began in 2006 as the first community-led, urban charter school in New Mexico specifically focused on increasing the number of Native American students who choose a college path and serves grades 6-12. NACA students tend to enter the school far behind their peers. Nearly half of sixth graders score at the lowest proficiency level for math, almost double the number in Albuquerque Public Schools or New Mexico schools, yet 90 percent test out of that level by 11th grade, significantly more than counterparts in APS or statewide (Yu, 2015). NACA’s middle school students have

³ New Mexico ranked 49th overall in measures of college and career readiness, K-12 achievement, and school finance, earning a D+, D-, and D+ in each of those areas, respectively.

increased their proficiency scores by almost 12% over four years, compared to 1.4% for Native American students statewide (Yu, 2015). Since its inception, NACA has proved that it is possible to create schools of academic excellence and cultural relevance that prepare Native students for success in college, career, and their communities. For instance, 92% of students who attend NACA since 9th grade graduate— 30% higher than the state graduation rate for Native American students (62%) and 41% higher than Albuquerque Public Schools (51%). All NACA seniors are accepted into college, and 83% of graduates go on to college, four times the national average for Native students. NACA has a robust College Engagement program; the most recent senior class completed NACA graduation requirements, applied to at least 10 colleges, and are on a path to enter higher education. NACA students are attending some of the best schools in the country, including Columbia, Princeton, Dartmouth, and Yale.

(1) Greatest barriers. Native American students in New Mexico face many barriers to success, both within and outside of their schools. While each community that joins NISN will have specific barriers (and strengths) based on such factors as socioeconomic situation, geography, and culture, research conducted on target communities over the past three years reveals common strains of need across participating and potential communities. For instance, they are highly sensitive to encroachment on sovereignty from external entities and traditional means of Western education are viewed with skepticism, particularly by elders.⁴ Tribally-led schools are accountable to tribal government, meaning the receptiveness of the government can highly impact the effectiveness of school design. These considerations can influence the quality of education, its alignment with state and national standards that prepare students for college, and access to resources and technology with which students must be familiar for success in the 21st century. For rural areas that are not on reservation or Pueblo land, there is no tribal control and

⁴ There are no strong Western educational systems that have produced results that can be termed successful.

limited tribal input into how schools educate students. NISN manages these considerations carefully by positing an approach that is not one-size-fits all, incorporating Indigenous values and culture into a highly-rigorous curriculum that reflects local community contexts.

Additional common barriers across selected communities have been identified through community forums, meetings with tribal leaders, surveys, one-on-one relational meetings, and phone calls/door-knocking. At each site, these meetings and follow-up occur at least monthly over the course of 1.5 to 2 years and include an average of 10 tribal government officials and up to hundreds of community members (depending on community size). NISN Fellows and community partners lead the sessions, identifying themes and areas of concern and strength, which they share with the NISN staff. Community-cited barriers include geographic remoteness, which limits access to quality teachers who understand Indigenous Education, technology, and supplies; a disconnect between cultural traditions and language and what is taught in schools, leading to feelings of disconnectedness among youth; limited youth understanding of the possibility of college as an option (cultures of low-expectations and lack of positive role models); and limited availability and/or access to physical and mental health services.

Northwest New Mexico is characterized by a large Indigenous population and geographic remoteness. Participating communities also face the following socioeconomic barriers:⁵

- Shiprock and Navajo: Shiprock is in the Four Corners area; it is the largest community in the Navajo Nation with a total population of 9,126. Of households, 53% had children under the age of 18 years and 96.2% of the total population is Native American. 38.4% of residents live below the poverty level. The primary languages are Navajo and English. Navajo, NM is the administrative headquarters of the Red Lake Chapter, which includes Navajo Nation Reserve and Land Trust in New Mexico and Arizona. Over 96% of the 3,500 Red Lake Chapter

⁵ The following data are from the most recent U.S. Census, American Community Survey, 2013.

residents are Native American and 42% are children. 60% of the total population lives in poverty, and 70% of children under 18 years old do. 63% speak a language other than English at home (primarily Navajo). Geographic remoteness means limited access to resources, including teachers and school supplies, scarcity of health services, which leads to poor health outcomes; areas qualify as USDA food deserts due to low availability of nutritious food, which hinders child development and contributes to diabetes and obesity.

- Santa Clara: Santa Clara Pueblo is located 25 miles north of Santa Fe, near Española. It is a small tribe of 2,220 community residents, approximately 95% of whom are Native American. Santa Clara is located near other Pueblos of San Ildefonso, Pojoaque, Nambe, Ohkay Owingeh, and Tesuque. Together, they are home to more than 5,000 residents and over 700 children ages 5-14. Almost 28% of families with children are in poverty. The primary language other than English is Keres, a language at risk of being lost. A semi-closed culture limits the educators who can support the school, as well as school design. Historic disconnect between the local BIE-controlled K-6 school and the community is only now being remedied.
- Acoma and Laguna Pueblos: Acoma is located 67 miles west of Albuquerque. The nearest town is Grants, 27 miles to the west. It consists of a modern town, and an ancient town, which is the oldest continuously inhabited settlement in the United States. About 3,239 people live on the Pueblo, 97% of whom are Native American, with only 30 living permanently in the old town (with no electricity, running water, or plumbing). There are 861 school-age children on the Pueblo. Laguna is located 45 miles west of Albuquerque and 15 miles from Grants. It has a population of 4,646, 97% of whom are Native American. Of these, 1,578 are children, 32% of whom live in poverty. The primary language other than English is Keres. High levels of poverty (32%), unemployment (18%), and low educational

attainment levels (only 5.7% have a bachelor's degree or higher) lead youth to perceive few opportunities in both Pueblos. Geographic remoteness means low access to resources.

- Gallup: Gallup is located in McKinley County, near the border of New Mexico and Arizona. McKinley County has a population of 74,098, 77% of whom are Native American, and 35% of whom live in poverty. In Gallup, there are 22,261 residents, 43% of whom are Native American. 30% of the population is under the age of 18 and 22% live below poverty level. Other languages spoken besides English are Navajo and Spanish. Barriers include lack of integration of Native American traditions and culture into the school curriculum and teachers perceived to be of low quality and poorly trained, leading youth to feel disenfranchised and parents to lose trust in the school.⁶

(2) *Opportunities in the local community.* The NISN mission is “to transform Indigenous education by engaging communities, building networked schools of academic excellence and cultural relevance, and serving Native American students from early learning to adulthood so that they are academically prepared for college, secure in their identity, healthy, and holistically prepared as lifelong learners and leaders in their communities.” It is the first autonomous Native-led network of high-performing schools dedicated solely to Indigenous education. NISN recruits, identifies, selects, and supports educational leaders to participate in three-year Fellowships and facilitate a process to launch community-designed schools that integrate academic rigor with local Native culture, language, and community.

Community selection for NISN participation is based on four criteria related to resource gaps and availability: 1) community support and desire, 2) NISN and Fellow interest, 3) need and demand, and 4) policy and funding environment. NISN looks at need and risk factors, such

⁶ All statistics from the most recent U.S. Census data available, with qualitative input from community sessions with residents held between 2012-present.

as school performance, substance abuse, poor health, and low educational attainment. Critical considerations include tribal council/government and community interest and willingness to participate and enact change, and community awareness and receptiveness to change. Communities selected for participation in this stage of the NISN have a high level of receptiveness/interest in enacting deep and meaningful educational change. Each has committed to working closely with NISN and Fellows to ensure that college and career readiness, health, and wellness indicators improve for youth—helping to mold the next generation of Indigenous leaders able to address long term positive change through innovation and a shared vision.⁷

NISN builds on almost a decade of success at NACA, as well as three years of planning and preparation to replicate the model, which is not the cookie cutter approach that many charter networks take. All participating communities benefit from the capacity, engagement, research, staffing, heart, and expertise of the NISN team. The NISN Fellowship program trains educational leaders in the proven-effective NACA community-led model and provides them with support to start or grant schools in high-need areas. Communities move swiftly to implement proven structures, approaches, and data gathering capacity so that they see change quickly without requiring extensive local capacity. NISN’s commitment to each Fellow and network school includes building capacity to ensure long-term leadership and autonomy while committing to a shared vision and core cultural values that drive Indigenous Education. This includes identifying financing sources, supporting staffing, and ensuring that legal paperwork is in order.

Because of the high level of engagement with the NISN Fellow for the duration of the program, communities must be willing to work with this person and be aware of the potential benefits of doing so. Supporting this consideration, NISN prioritizes Fellows who come from the

⁷ Definitions of wellness will vary by tribe, but will be based on NACA’s Wellness Wheel: <http://www.nacaschool.org/what-we-teach/wellness-and-support-services/>

communities they will serve to facilitate the community engagement and relationship building processes, and help to build community capacity on a fundamental level. Regardless of place of origin, all NISN Fellows have a commitment to Indigenous Education, have a connection to the community in which they will serve, and understand the long-term commitment of this work.

(3) Existing resources. As mentioned above, each selected community has undergone a review of appropriateness for inclusion in the network, including consideration of local policies, programs, practices, service providers, and other funding sources. Each community has demonstrated a policy environment conducive to school model reform. The communities are at varying stages of working with a Fellow on community engagement, policy assessment, and school design. One school, Dream Diné in Shiprock opened in August 2014; another, Dzil Diti'ooi School of Empowerment, Action and Perseverance (DEAP), will open in August 2015 in Navajo, NM. Dream Diné is a bi-lingual (English and Navajo) elementary school focused on place and an understanding of traditional ways of living on the earth. DEAP is a bi-lingual (English and Navajo) 6-12 school focused on sustainable/traditional agriculture as a framework for learning. Both schools were developed using a community-led design approach and were designed around locally-identified community needs, interests in tandem with tribal and local leaders. Schools in Acoma/Laguna, Gallup, and Santa Clara are planned to launch in the Fall of 2016.

A core piece of the NISN Fellow's work at each site is an assessment of local policies, programs, practices, service providers, and other existing resources prior to working with the community on school design. This includes interviews with tribal council members, community members, school staff (in communities where a BIE school will be granted), and families. Based on these data, the Fellow produces reports, policy recommendations, and action items, which are taken before the local governance, leaders, and community members for review and approval as

part of the school design process. This process has been carried out, or is in the process of being carried out, in all six named communities in Northwest New Mexico.

Through participation in NISN, communities are able to leverage years of evidence, best practices, technical support, and the ongoing support and capacity of the Fellow. NISN brings a range of resources to bear while building the foundation of the network, including establishing the organizational structure, hiring Network Support Office (NSO) staff, conducting needs analyses and developing a 5-year strategic plan, creating budget projections, organizational rules and regulations, conducting outreach to potential Fellows, building teacher and leader pipelines, conducting needs assessments and convenings with local communities, and providing the legal and technical oversight to ensure that schools that open both address needs and are sustainable.

Each community commits to the school design and ensuring it is responsive to the needs of the local community and its future. Specifically:

- Acoma/Laguna: A Fellow and team has been identified to work with the community and the engagement process is underway. There is strong community and tribal government support.
- Gallup: A Fellow has been working with the community to identify needs; proximity to the Navajo community (27 miles) means that some resources can be shared and has great support from the local chapters and leadership.
- Navajo (DEAP): Community engagement and school design process have been completed; the charter school application was written and accepted; and school staff are in place. To date, 40 families have signed on and fast growth is expected for upcoming years.
- Santa Clara: Engaged community, tribal council, existing school staff, and families. Harvard scholars have conducted a resource assessment and provide recommendations and analysis to support an Indigenous language program design. The Tribal Council recently passed a

resolution approving the application for Tribally Controlled Grant status.

- Shiprock (Dream Diné): With one year of school already completed, Dream Diné has staff and teachers in place, broad community support, a start-up facility, and 30 students enrolled. It is also well underway in fulfilling needs gaps, such as access to healthy school meals.

Quality of the Project Design

(i) *Defined local geographic area.* The local geographic area defined in this proposal is Northwest New Mexico, specifically the tribal communities of Acoma, Gallup, Laguna, Navajo, Santa Clara, and Shiprock. Each of these have Locale Codes of 43 (rural remote). Main offices for the NISN are located in Albuquerque, New Mexico's largest city and home to nearly half of the state's population. Communities were selected as part of the NISN strategic planning process, which included NISN criteria and reviewing NMPED and BIE proficiency and performance measures. NISN staff and Fellows held meetings with community leaders and families to analyze need and desire to participate. At each selected site, NISN and Fellows partner with community members to identify an opportunity to launch a new charter school, and/or establish a tribally controlled grant school. Both models are critical to NISN's impact strategy, creating models of what is possible in Indigenous education, transform communities, and creating a network solely dedicated to Indigenous Education. Santa Clara is in the process of applying to become a Tribally-Controlled Grant school and the other selected sites will be state-chartered public schools; future cohorts are planned to be a mix of charter and grant schools.

While selected communities are spread across a relatively broad geographic region due to the rural nature of reservation communities in New Mexico, participating sites have commonalities, including shared history (the sites at Navajo, Shiprock, and Gallup are in the Navajo Nation and the others are part of New Mexico's 19 Pueblos), level of need, poor

educational outcomes, and high exposure to risk factors such as substance abuse and violence but a common desire to transform the current state through self-determination and innovation.

Ultimately, it is NISN's strategy to expand to up to five states, but is taking a state-by-state approach in order to leverage educational and regulatory commonalities, similarities in need across communities, and resource mapping and needs and gaps analyses that must take place prior to community selection. See the map in the Logic Model on the last page of this proposal.

(ii) Based on research/culturally-appropriate program. The proposed project is based on evidence provided by nine years of developing and expanding NACA and research that supports culturally competent and bilingual education models. NACA students are 95% Native American and represent more than 60 federally recognized tribes and 14 ethnicities, making it an ideal testing ground for the needs of students coming from a range of tribes, traditions, and linguistic backgrounds and building a true community. Evidence of the success of NACA's model is in the performance of its students, who face the same risk factors and barriers as the average Native American. They tend to enter school behind, struggle with health issues, and face risk factors that can contribute to low educational achievement. Almost all NACA students catch up and graduate ready for college. NACA received an 'A' from the NMPED in 2013-2014 for College and Career Readiness, scoring far above the state average in large part because of its stellar College Engagement program that includes parents and students in the process. NACA students have been accepted to over 45 various colleges and universities across the country.

NISN schools will be a high-performing network of mission-aligned schools of excellence and relevance. NISN Fellows serve as instructional, operational, and community leaders. While they will be independently operated and legally distinct, all member schools and Fellows will commit to six NISN Core Commitments, which are:

1. Academic Excellence and Cultural Relevance: Schools will achieve excellence in college, career, and community through culturally relevant curriculum and instructional practices.
2. NISN Core Values & Culture: Schools embody the NISN Core Values of 1) Respect; 2) Responsibility, 3) Community/Service, 4) Culture, 5) Perseverance, and 6). Reflection, and reflect and support the cultural diversity and perspectives of their communities.
3. Community Transformation: Schools are created and led by their communities, transforming the lives of their students, families, and stakeholders.
4. Continuous Improvement: Schools continually and deliberately reflect on and improve their practices in service of their communities and mission.
5. Leadership in Indigenous Education: Schools are leaders in creating and sustaining a national movement for excellence in Indigenous education.
6. Operating Effectiveness & Efficiency: Schools are positioned to create long-lasting impact through effective and sustainable practices and use of resources.

Schools are supported by NISN through financial investment, technical assistance, coaching, provision of operational services, and building alignment through a common mission to create schools focused on Indigenous Education. They are held to high performance standards, on which they are evaluated annually through a NISN Scorecard and School Review process. The NISN provides a guiding framework and supports that recognize that each community will face unique challenges, opportunities, and priorities requiring variations in approach and design.

During the planning years prior to NISN launch, NACA staff developed a matrix of shared elements across NISN schools. These elements were determined based on extensive conversations with NACA staff, local Native American community leaders and stakeholders,

national education experts,⁸ and the NMPED. All affiliated schools will share common design, operations, and support elements that create NISN’s “connective tissue”:

- Practices aligned to the Six Core Commitments (above): Teaching and learning practices that are core to NISN model will increase shared knowledge and likelihood of school success
- Leadership coaching and capacity building: NISN is uniquely positioned to provide highly effective, tailored professional development to school leadership teams
- School performance scorecard: Common metrics enable NISN to ensure fidelity to model, and to aggregate results to monitor network-level health
- Participation in NISN convenings: Held within each community, these are important for sharing information, and to building relationships and “familial” accountability
- Norm-referenced student growth assessment: Common “leading indicator” to understand trajectory of school performance
- Student data systems (SIS/SAS): Enables network to collect data in a consistent and efficient manner and analyze school-level performance
- Financial management: Reduces burden on schools and increases likelihood of clean audits
- Start-up/Scale-up fundraising: Support from NISN allows schools to focus on increasing academic outcomes rather than on development

NISN recognizes the need to be sensitive to considerations of sovereignty and governance with tribal lands and native communities. Specifically, tribally led schools have their own governance structures, which are determined by the tribe. Formal affiliation with NISN post-school launch will be agreed upon by each community and aligned with charter or grant status as appropriate.

(iii) Goals, objectives, and outcomes. The NISN guiding philosophy is that “each NISN school

⁸ Experts included Bellwether Education Partners, Harvard Graduate School, KIPP, and Teach for America.

will be a leader in Indigenous education, integrating personal health, cultural identity, and academic excellence so that every student is academically prepared for college, holistically well (intellectual, physical, social/ emotional, relationships/community) and prepared to lead in and contribute to their communities.” NISN has ambitious goals for scale-up. By 2018-2019, NISN plans to serve 1,080 students. By 2024, NISN plans to have 38 schools across five states in its network, with an enrollment of 5,600. To achieve NISN’s intended impact, NISN leadership drew up a five-year strategic plan (2015-2019), with an intentional focus on core organizational priorities. The following priorities will be tracked by the leadership team, along with defined milestones, associated metrics, and “progress checks” by year:⁹ Specific to this proposal, NISN will meet the following goals and objectives:

Goal: Increase college and career readiness for Native American students in Northwest NM.

- Objective 1: Launch/maintain five schools in the communities of Acoma/Laguna, Gallup, Navajo, Santa Clara, and Shiprock by August 2016.
- Objective 2: Collectively serve at least 90 students in Year 1, growing each year as grades are added and more students enroll.
- Objective 3: Schools will demonstrate superior performance, measured by: 1) outperforming local schools on measures included in the NMPED report card (e.g. reading, mathematics, opportunity to learn, and college and career readiness); and 2) meeting expectations on the NISN scorecard. Both measures will be conducted annually.

Goal: Increase community options for schools that are reflective of Native American culture and learning styles, and of community needs and desires for education.

- Objective 1: Engage at least 50 community members annually in focus groups, forums, and

⁹ Milestones and metrics are outlined in NISN’s strategic plan.

discussions to identify the strengths, resources, needs, and desires of each community.

- Objective 2: At least 90% of student families will rate the school responsive to community, cultural, wellness, and student/family needs, measured by an annual end-of-year post-survey.

To ensure consistent and comprehensive data management practices, the NISN will provide member schools with common data tracking and financial management systems. To facilitate adherence to the Six Core Commitments and objective analysis of school performance, the NISN is designing a scorecard to pilot in August 2015, which will align with NMPED and BIE performance measures but adds criteria on NISN Core Values, Community Transformation, Leadership in Indigenous Education, and Operating Effectiveness & Efficiency. Baseline data will be established the year a school opens and will be tracked annually after that. NISN will establish a School Review Practice and results will be shared with school leadership teams.

(iv) Appropriate project design. The NISN approach to school creation/maintenance differs from mainstream schools in three critical ways aimed to address the needs of communities.

1. Integration of academic excellence and cultural relevance: Curriculum, pedagogy, and assessments satisfy Common Core State Standards and practices, with data-backed evaluation of outcomes. Education is done employing Indigenous languages and teaching practices (e.g. integrating geology with Native creation stories; using a dual language approach or offering Native languages, Indigenous Studies, and College Preparation).
2. Focus on holistic wellness: A wellness framework is integrated into the approach for students and staff; services, supports, and programs oriented around Mental, Spiritual, Physical, and Emotional Health;¹⁰ respectful interaction between teachers and students sensitive to historical trauma in Native communities due to colonization.
3. Community transformation: NISN will be a key facilitator of community connections,

¹⁰ See NACA's Wellness Wheel Framework: <http://www.nacaschool.org/what-we-teach/wellness-and-support-services/>

creating partnerships with organizations that ensure alignment between community needs and priorities and school outcomes and deliverables. NISN believes that each school will be an anchor for long lasting community change, as evident by NACA’s community and outcomes.

The strategic plan calls for recruitment of three to six Fellows per year through 2019. Fellows commit to a common mission and vision to help Native American youth that is encapsulated in the Six NISN Core Commitments (page 15). Fellows are also vetted and selected based on their record on key dimensions relating to mindset, leadership development, experience with Native American communities, and teaching expertise. The fellowship progresses as follows:

- Year 1: During a yearlong residency at NACA, Fellows learn the daily routine, conduct observations, and participate in professional development/trainings. They form design teams consisting of Instructional and Operations Leaders and a Community Engagement Specialist, link their community interests with school design, and learn from the network and NACA community. Fellows prepare strategic plans for granting or charter school applications.
- Year 2: Fellows lead design teams to further build community relationships to learn and analyze needs, plan school launch, and prepare to implement the strategic plan of their the charter school/grant school plan.
- Year 3: Schools launch and enter the startup phase, during which NISN continues to provide technical assistance, engage school leaders in network opportunities, and gather and evaluate performance metrics focused on excellence and relevance in Native American education.

Fellows participate in programming aligned to five NISN “Learning Strands” related to serving local communities and developing skills to address their needs:

1. Community Transformation: Facilitating community-led school design, community engagement, and community transformation as drivers for school design and transformation.

2. Curriculum and Instruction: Assessing the elements needed to build strong professional-development models and teacher support that lead to innovation in Indigenous education; establishing a model school of excellence and relevance in Native education.
3. Core Values: Infusing the core values of the community throughout the school design, organizational operations, and approach to Indigenous leadership development.
4. Operations and Management: Developing sustainable systems and processes, aligned with leadership styles of school's leadership teams that meet authorizers' requirements.
5. Personal Leadership Development: Self-assessing skills, knowledge, and mindset as they relate to the Fellow role in their respective communities and schools; exploring role as a leader guiding efforts for transformation of Indigenous communities.

In addition to the Fellow, NISN schools will have a range of supports including human resource capacity and expertise not currently available in the local communities (see Quality of Project Personnel), as well as performance management, thought partnership, coaching for leadership capacity, teaching and learning resources for professional development using Indigenous curriculum and instruction, and operational supports in areas such as finance, facilities procurement and development, legal compliance, nutritional support, etc. to identify, create, launch, and ensure school sustainability.

(v) *Supported by strong theory*. The NISN is based on evidence derived from NACA, numerous requests for replication assistance, and scores of community forums designed to identify best practices in Indigenous education. The logic model, on the last page of the proposal, is designed to ensure the program will be highly effective and widely replicable.

(vi) *Collaboration of appropriate partners*. NISN has a formal agreement in place for the following partners for this proposed project (see signed agreement). This agreement builds on

existing Memoranda of Understanding with each partner:

- Indian Organization: NACA Foundation is an Indian organization formed to support NACA and its replication activities. See attached documentation.
- LEAs: Albuquerque Public School District (as NACA’s authorizer), Dream Dine Charter School, and DEAP Charter School (both state-chartered schools and thus LEAs).
- Tribes: Santa Clara Pueblo.
- Other partners: Six Directions Indigenous School (Gallup), STEAM Academy (Acoma and Laguna Pueblos), Teach For America New Mexico, and University of New Mexico Native American Studies (see letters of support).

NISN community-level activities involve large populations of stakeholders, 40 current NACA Advisors, and community partners.¹¹ For instance, community convenings to discuss needs and/or school design have drawn in the participation of tribal leaders, 50-60 parents and other community members (up to hundreds over the course of a year), as well as school principals, staff, and teachers in the communities that have a BIE-controlled school. The process will be carried out in conjunction with the local community and leaders, tribal council members and tribal education department, and will leverage existing resources for education, non-profits, economic development, philanthropy, health, and wellness.

Quality of Project Personnel

(i) *Project Director qualifications.* The Project Director will be NISN’s Executive Director, Kara Bobroff. Ms. Bobroff is Navajo/Lakota from Albuquerque. She has more than 20 years experience in education, including as a teacher and principal. Kara facilitated more than 150 community conversations that led to the founding of NACA in 2006, and NISN in 2014. She has

¹¹ See NACA website for most up-to-date partners, <http://www.nacaschool.org>.

been recognized as one of the “Best Emerging Social Entrepreneurs” by President Obama, awarded a national Echoing Green Fellowship, and is a current Pahara-Aspen Education Fellow. She received her Master’s in Special Education and an Ed.S in Educational Administration from the University of New Mexico. She served on the Navajo Nation, Marin County, and Albuquerque public schools in school leadership roles and various boards and councils.

(ii) Project personnel qualifications. The NACA Foundation will be responsible for fiscal oversight and management, under the direction of Carmen Cavnar, Finance Director. Carmen is an experienced financial specialist in budgeting, preparation and analysis, and consultation. She holds a Bachelor’s degree in Accounting from the University of New Mexico and a Level Two New Mexico School Business Official License. Her past employment included as a Senior Auditor for Moss Adams LLP and as the business manager for the South Valley Academy (Albuquerque) where she oversaw operational and fiscal operations.

The NISN NSO, led by Executive Director Kara Bobroff, will be responsible for implementing NISN priorities, overseeing the program, and providing vital startup, academic, and business operations support. NISN staff includes the following individuals: Corina Chavez, Director of School Development and Evaluation; Alan Brauer, Fellowship Director; Josh Krause, Director of Professional Development, Curriculum and Instruction; Kristin Szczepaniec, Indigenous Education Manager; Tom Genné, Data Analysis and Evaluation Director; J’Shon Lee, Director of Strategic Initiatives; Daniel Ulibarri, Facilities Director; and Rena Cash, Consultant for Special Education. Key staff are listed below. Please see the attachments for resumes to demonstrate qualifications.

Corina Chavez, Director of School Development: Corina has worked in education since starting her career as a program assistant/tutor for the American Indian Upward Bound/TRIBES program

at the University of Colorado in 1987. Ms. Chavez served as the Performance Oversight Coordinator for the New York State Education Department, including overseeing and managing performance, monitoring, and evaluation of charter schools. She has experience working with American Indian populations through her work as an Independent Consultant with BIE schools from 2007-2012. She also worked for the NM Public Education Commission to develop and refine systems to evaluate new and renewal charter school applications and monitor the performance of existing schools between 2003 and 2011.

Alan Brauer, NISN Fellowship Director and Education Team Leader: Alan worked as a teacher in Smith Lake, NM, then served as a leader in Teach for America, most recently as the Senior Managing Director for Teacher Leadership Development in Baltimore. He will be responsible for NISN Fellowship learning strand instruction and hands-on practice.

Josh Krause, NISN Director of Professional Development and Curriculum and Instruction: Josh has worked for NACA for five years and will be transitioning to NISN from a lead Instructor of CNM's Alternative License Program, GENAC, which annually trains 20+ teachers to serve in Native American communities. He has worked with GENAC, NACA's instructional team, and staff in building out high levels of collaborative professional development and is a master in implementing Understanding By Design (UbD) planning to teach the Common Core.

Tom Genné, NISN Data Analysis and Evaluation Director: Tom served as a Director of Assessment and Accountability with the Albuquerque Public School District for 15 years, a district of nearly 90,000 students. He will ensure that NISN Student Information Systems and Student Assessment Systems align and are accurate to capture the indicators for the NISN Scorecard. Tom also served as principal of a rural school in Alaska and worked with the Alaskan Native communities as a school leader.

To the extent possible, NISN seeks to hire qualified individuals who are Native American. NISN will comply with Section 7(b) of the Indian Self-Determination and Education Assistance Act. The NISN Fellows selected to work in communities all have at least a Master's degree in Education or a related field and experience working in education, preferably in both teaching and leadership roles. Preference is given to natives of the community.

Adequacy of Resources

(i) Relevance and commitment of partners. See the attached MOU for details of the commitment of involved Tribal Organizations, Tribes, LEAs, and NISN. Partners include the tribe of Santa Clara, tribal education departments, established and emerging NISN charters in the Navajo Nation, Albuquerque Public School District, and NACA Foundation (Indian Organization, as the convener and fiscal recipient of a grant award). All partners are already involved in the NISN and commit to the activities related to this project. They agree to develop, test, and demonstrate the effectiveness of services and programs to improve the educational opportunities and achievement of Native American children through the NISN aimed at college preparation driven by Indigenous Education models conceived of by local communities.

NISN expects a high level of commitment and involvement from all of its members, including the communities in which schools are/will be located. This commitment involves the time required for meetings, ongoing participation, evaluation and review. Additionally, representatives work with partners to identify and furnish a school building and other facilities, new school staff where needed, equipment, and other resources required to outfit a school. The NISN works extensively with member communities to identify possible sources of these resources. Once the charter is established or school is granted, the new schools will be eligible for state operations funding from the NMPED or BIE, which is based on a per-student funding

allocation. Schools are expected to be self-sustaining by their third year of operations.

(ii) *Reasonable costs.* Over the past year, NISN has focused efforts on building the organizational foundation for growth, hiring and training staff, selecting participation sites within New Mexico, and recruiting qualified Fellows. Through 2019, NISN plans to select three to six new Fellows per year, while simultaneously focusing its organizational energy on ensuring that all current and planned NISN schools demonstrate and maintain high-quality outcomes.

NISN requests \$590,926 per year from the Office of Indian Education to serve five sites (six communities) in the Northwest New Mexico region selected as most in need of start-up support because of a high level of risk factors and lack of resources and no current available state funding sources for new school development. These are two established and three planned schools. This approach will allow NISN to support sites by providing on-the-ground support, and to create strong models of Indigenous education. Student enrollments are projected as follows:

- 2015-16: 1) Dream Diné (grades K-2): 30; 2) DEAP (6-8): 30 (Santa Clara is in BIE grant process and Gallup and Laguna/Acoma area in charter planning phase)
- 2016-17: 1) Dream Dine (K-3): 45; 2) DEAP (6-9): 45; 3) Santa Clara (K-6): 140; 4) Laguna/Acoma (9-10): 40; 5) Gallup: (6-7): 50
- 2017-2018: 1) Dream Dine (K-4): 60; 2) DEAP (6-10): 60; 3) Santa Clara (K-6): 140; 4) Laguna/Acoma (9-11): 60; 5) Gallup: (6-8): 85
- 2018-19: 1) Dream Dine (K-5): 75; 2) DEAP (6-11): 75; 3) Santa Clara (K-6): 140; 4) Laguna/Acoma (9-12): 80; 5) Gallup (6-9): 120

This are a total of 60 students served within in year one of the grant period, and 490 by the last year of the grant period. This grant will support NISN's critical early years, where quality implementation and model refinements will be the most crucial for long-term success.

Quality of Experience

NISN is based on the proven NACA school model. The NACA approach, with its community-based design and holistic focus on student wellness in tandem with culture/language and academic coursework, has been shown to inspire and support Native student populations. Many NACA students enter behind grade level, struggle with health, emotional, and/or identity issues, and face higher risk in many factors that align with the Native American experience generally (NMPED; NM Youth Risk and Resiliency Survey, 2013). Yet NACA students graduate and enter college at very high rates: 92 percent of students who attend since 9th grade have graduated (far above state or district rates for Native American students); 100 percent of NACA seniors are accepted into college; and 83 percent have gone to college immediately upon graduation.

NACA has received national and international accolades for its work. It was cited as a best practices model in a report on Indian Education in New Mexico (Jojola and Lee, 2011). NACA was also recognized as a Metlife/National Association of Secondary School Principals (NASSP) Breakthrough School for its success working with low-income and at-risk students (2013). Most recently, NACA was highlighted by the state Legislative Finance Committee as one of the few middle schools in the state to show great promise.

Based on the demand for a replicable model and more resources for Native American students and teachers, the leaders of NACA embarked on a three-pronged strategy to grow and expand the NACA model beginning in 2011, with support of the W.K. Kellogg Foundation. This strategy looked at 1) Best practice sharing and techniques; 2) Teacher training; and 3) Principal/Leader training. The Kellogg Foundation funded a 3-year pilot project, which culminated in the NISN as it is today. During the 3-year project period, NACA designed the fellowship program with community, educator, and expert input, and piloted the project with five

Fellows who eventually transitioned into roles as a high school principal with Zuni Public Schools; as an instructional leader with Laguna Pueblo; as the Dean of Students at NACA; as the Director of Community Engagement for Dream Diné; and as the founding organizer for DEAP. During this time, NACA expended significant effort in building community partnerships across Northwestern New Mexico; identified potential sites for NISN schools; and built learning strands for Fellows to ensure they eventually become leaders of schools of excellence and relevance that are reflective of community needs in this unique geographic area. The pilot fellowship program was so successful that it gained national attention and partners in order to deepen this work, including the NoVo Foundation, Tides Foundation, Daniels Fund, and McCune Foundation to fund and strategically position NISN. Executive Director Kara Bobroff has shared the model with the U.S. Department of Education, on its invitation, as part of the White House's efforts to strengthen Native American education.

This work comes at a time when many tribal communities are already working internally to address issues of educational attainment, poverty, and lack of opportunity. NISN is able to take work already underway and provide the needed supports to ensure its success. For instance, the Pueblo of Santa Clara is a partner in this proposal. Within the past year, it has consolidated all youth services departments under the Department of Youth and Learning to position the tribe to address the needs of the whole child, from health, to academics, to culture and language. Santa Clara is in the process of re-granting its BIE-controlled K-6 school to tribally controlled status. This move will support a greater emphasis on local culture and the Tewa language, fluency of which has been rapidly dying out among younger people. The NISN Fellow in this community has already conducted an in-depth needs analysis, drawn up a report and recommendations, and is working with the Director of the Department of Youth and Learning and the Tribal Council to

prepare and submit the grant status application, convene a school board, and secure funding.

Quality of the Management Plan

(i) Adequacy of management plan. The NACA Foundation is a 501(c)(3) nonprofit organization, dedicated to supporting NACA initiatives and replicating NACA's success. NISN is operated as a non-profit (IRS status pending), governed by a Board of Directors and supported by the NSO. All schools in the NISN network are under their own charters or tribal control and operate independently from the NISN, although each school will sign a performance MOU with NISN. As outlined earlier, the NSO will provide school startup services; an Indigenous, college-preparatory teaching and learning framework; school leadership support and performance management; and financial and operational support. The NSO staffing structure is organized around three key activities, as follows:

1. Organizational leadership and overall oversight of the network. Led by the Executive Director and support staff, activities focus on the long-term vision and development of NISN into a high-impact, sustainable movement to dramatically improve Indigenous education. Activities will include, but are not limited to, ongoing evaluation of the organization's mission and vision and supporting strategies, network health and growth planning, developing key partnerships, fundraising, and oversight of significant initiatives/external factors affecting long-term success.

2. Academic design and fellowship program team. Under the direction of the Director of Fellowship and NISN Learning Team Leader, these activities will focus on the core NISN mission of creating effective and sustainable schools that exemplify and advance excellence in Indigenous education. The scope of activities will include:

- *Teaching and Learning:* The Director of Professional Development, Curriculum and Instruction coordinates the development, refinement, and implementation of a rigorous,

standards-based teaching and learning framework. An Indigenous Education Specialist will make sure that leading practices from across the network are captured and shared.

- *Leadership Development:* The Fellowship Director will provide direct support to Fellows and school leadership teams on an ongoing basis, helping them to best understand and apply the NISN teaching and learning framework to each NISN school in a tailored manner.
- *Student Support:* A NACA consultant will provide technical assistance to school teams in the development of supports for students with special needs, particularly in special education.
- *College Success:* A College Initiatives manager (to be hired) will be responsible for designing and supporting the implementation of a “College Success” program across all NISN campuses. The manager will identify resources, drive the creation of a common curriculum, support counselors in implementation, and facilitate knowledge sharing and collaborative problem solving. NACA will share its College Engagement Model with the network, which has been refined over the past nine years with input from successful educators, NACA students, families, experts, and national thought partners.

3. Operational support and financial sustainability. Led by the Finance Director and Facilities Director, these activities focus on the ongoing operational support and sustainability of both network activities and NISN school operations. The scope of activities will include:

- *Finance and HR Administration:* Management of all HR administration processes (payroll, compensation, and benefits) and financial functions, including budgeting and forecasting, accounts receivable and accounts payable, receiving, bond financing, and cash management.
- *Transportation, Facilities, Child Nutrition:* Provision of supports through a team of school support specialists who offer technical assistance to schools in the identification and management of local resources pertaining to transportation, facilities acquisition,

development, and management, and child nutrition services, including vendor selection and management of federal free and reduced-price lunch (FRPL) reimbursements.

- *Information Technology:* Technical assistance in the selection and installation of required technology resources, including educator and teacher devices and software, network installation and management, and basic levels of technology support.
- *Performance Management:* All NISN schools will use a common student information system and performance management platform to support data-driven decision-making and facilitate organizational knowledge sharing. The Data Analysis and Evaluation Director will collect ongoing data pertaining to the academic, financial, and operational health of NISN schools and report progress to NISN leadership, the Board, and external sponsors.
- *Business Management:* Each NISN school will receive financial and accounting assistance to satisfy audit and assurance requirements and capture the benefits of scale across the network. These services will be shared between a team of business managers and local site-based staff.
- *Marketing:* NISN marketing strategy is developed and executed centrally to ensure branding and message consistency for the network. The NSO will work closely with each school to make modifications to the broad marketing strategy as needed. Schools will retain complete control over the marketing of their individual schools.

NISN staff will coordinate with community-level resources, including tribal government entities and tribal education departments, leaders, and families to support school start-up. Each school will be independently operated, and management structures will vary depending on existing and planned systems.

(ii) *Adequacy of feedback and continuous improvement procedures.* Prior to launch, all schools will sign a four-year performance contract and MOU with NISN. The performance contract will

include an annual evaluation aligned to the Six Core Commitments (page 15) and using a NISN specific Scorecard (page 16 and 31) in addition to their authorizer's Performance contract.

Schools will be responsible for data input into NISN data management and financial management systems and the collection of data required for the Scorecard with support from the Data Analysis and Evaluation Director. Scorecards will be shared publicly, and results from school performance will be rolled up to measure network performance. School Quality Reviews will be conducted by a team that consists of NISN staff and at least one leader from a network peer school. The School Quality Review will focus on evidence of common practices aligned to the Six Core Commitments. School Quality Reviews will be shared with the school leadership team, and will not be shared across the network or publicly. Schools will provide scorecard data annually and will undergo the in-person school review annually in each year of the grant period.

Schools that fail to meet high standards will receive intervention support from NISN.

These interventions will be articulated in the MOU, but may include:

- School improvement plans (Reflection and Continuous Improvement): School develops plan to identify and address causes of underperformance, with specific timelines and actions approved by NISN and governance councils
- Provision of additional supports: NISN identifies and provides additional coaching and supports to leadership and staff
- Staff or leadership changes: NISN, in conjunction with the school board, identifies and fills talent/skill gaps through provision of additional staff or change in existing staff to meet their goals and mission as the school grows or needs additional expertise

NISN will only renew the membership of schools that meet its performance expectations, or that are on a trajectory to do so and are committed to the mission of creating strong examples of

Indigenous Education models led and shared by their community.

(iii) Involvement of Indian tribes and parents of Indian children. Prior to site selection for participation, NISN staff and a Fellow undertake a comprehensive community engagement and relationship building process and site analysis of its needs and its social, geographic, and political structures. This has been carried out on the Navajo Nation in Shiprock and Navajo, and is in process in Gallup, and on the Pueblos of Acoma, Laguna, and Santa Clara.

After this preliminary data-gathering step, the Fellow convenes a series of community meetings, small group meetings, meetings with parents of school children and school administrators, as well as the tribal council members, available higher education entities and various relevant government entities. During these sessions, participants are invited to share their thoughts and concerns, as well as their visions for education in the community. The Fellow takes detailed notes and recordings to capture the full extent of the discussions and themes and uses this information when formulating proposed school design. The Fellow will reconvene community groups throughout the planning year to receive input on school design, issues that arise from planning, and conduct ongoing analyses. Sample community input for Shiprock and Navajo, the two sites furthest along in the process, are included in the Community Engagement attachment. The development of a shared mission drives the outcomes for students and families.

Quality of Project Evaluation

(i) Objective performance measures. NISN has a full-time Data Analysis and Evaluation Director for quality control and data-driven decision making (see page 21 for qualifications). He will support building the mechanisms to allow reliable annual evaluation and assessment techniques and controls to remedy issues that arise with the transition to the Partnership for Assessment of Readiness for College and Careers assessment and other required accountability

measures. NACA Foundation and NISN will meet the following performance measures:

1. Launch/maintain five schools in the communities of Acoma/Laguna, Gallup, Navajo, Santa Clara, and Shiprock by August 2016.
2. Collectively serve ≥ 90 students in Year 1 (to grow annually and increase performance).
3. Show better than average student academic success, compared to Native American peers at comparable district schools. Each school will outperform local district schools on student performance measures included in the NMPED report card, including reading, mathematics, opportunity to learn, and college and career readiness (annually).
4. Each school will meet performance expectations on the annual NISN scorecard (see pages 16, 31, and attachment) aimed at excellence and relevance in Native American education.
5. At least 50 community members will participate in focus groups, forums, and discussions to identify the strengths, resources, needs, and desires of each community (annually).
6. At least 90% of student families will rate the school as responsive to community, cultural, wellness, and student/family needs, as measured by an end-of-year post-survey (annually).

Benchmarks will be determined individually by site, based on baseline student performance, staffing, community partners and resources, and other factors. These benchmarks will be captured in the evaluation tool, The Quad, outlined below and in the Evaluation Tool attachment.

To evaluate NISN on a school- and network-level, NISN contracts with third-party evaluator, New Mexico-based Quadrant Metrics. The Quad is a cloud-based online assessment tool to allow NISN to collect the same quantitative and qualitative data at each site and facilitate compilation of the data into reports that support rigorous formative and summative assessment processes. Information gathered from The Quad and the NISN Scorecard will inform the model at future sites. Quadrant Metrics consists of two Principals, who will be co-evaluators on this project:

- Eli Il Yong Lee is a consultant with 25+ years of executive leadership, issue advocacy, and political campaigns, nationally and in New Mexico. He was the founding CEO of the Center for Civic Policy. He is a former Board President of the Asian American Association of NM; a former board member of the State's Dr. Martin Luther King, Jr. Commission; and a board member of the Andrew Goodman Foundation. He graduated from Columbia University.
- Sandra Wechsler brings two decades of experience in civic engagement organizations to build aggressive strategies focused on planning and real-time learning. Sandra specializes in data driven strategy and evaluation. She has experience with campaign and non-profit management, impact assessment, and leadership development. Sandra has a B.A. in Social Thought and Political Economy from the University of Massachusetts, Amherst; and a Master's in Public Health from the University of New Mexico.

In brief, the NISN evaluation plan is as follows.

1. Types of data collected: The Quad online system, developed by Quadrant Metrics specifically for the NISN by NACA/NISN leaders, will collect data from school administration, teachers, and students, and is reported on each school's Scorecard.

- Administration will respond with number of students and staff, academic excellence and relevance measures (proficiencies, literacy levels, college readiness benchmarks, graduation rates, percentage of courses relating to identity and culture, Indigenous language offerings, student grade level growth); community transformation (number of alumni that connect with the school, level of alignment between the school and partners, frequency of meaningful interactions with partners); continuous improvement measures; operating efficiency (budget variance, cash on hand, sustainability of core operations, meeting enrollment projections, timely and accurate reporting to authorizer and NISN, staff retention, staff effectiveness

ratings); and qualitative questions (relating to level of community involvement).

- Students will input grade level and gender, NISN Core Values and Culture (did students feel respected and heard by peers and staff); and opportunities for leadership.
- Teachers will answer questions related to the level of professional development they receive, consistency of programming with mission, and level of innovation in the classroom.

2. Frequency of data collection: The various types of data will be collected on at least a monthly basis from administrators and teachers, and will be delivered as part of a pre- and post-assessment to students at the beginning and end of each term. Measures will be analyzed in conjunction with NMPED-reported measures (annually).

3. Methods used: All parties will enter data into the web-based Quad platform, which will be uniform at all sites to facilitate training and parity of data between schools. Data will be gathered from reports, budgets, student grades, attendance records, conversations with students and parents, and community surveys.

4. Instruments developed and timeframe to launch: The Quad system is already in development and is scheduled for a full launch in time for the 2015-2016 school year, in August. The beta version will be available for testing by mid-July.

5. Data analysis: The Quad is a cloud-based app that collects, aggregates and visualizes data in real time. The Quad was developed in 2011 with The Atlantic Philanthropies to help organizations better understand their external impact and improve strategic decision-making. To date, over 600 organizations in 30 states have used The Quad. Objectives are: 1) To rigorously measure the external impact of organizations; 2) To provide frequent analyses and data visualizations to assist organizations in course correction of their strategies, and 3) To change the current culture of evaluation towards one of continuous learning. The system automatically

analyzes information as it is inputted.

6. Report results and outcomes: Users will be able to access quarterly analytics, progress reports toward goals, and heat maps displaying the depth and breadth of community and partner interactions and relationships. These interim reports will be available on all the metrics measured on a school-level or network-wide basis at any time and will be accurate, provided data are inputted in a timely manner. The evaluators will aggregate the data into annual reports for each of the four-year grant year periods.

7. Using information to monitor progress and provide accountability/Replication: The data will be used in preparing school assessments via the NISN scorecard, but also will provide valuable real-time information on the quality of teaching and learning, the financial sustainability of each school in the network, and the level of community involvement at each site. At the end of the grant period, NISN will compile key findings across all member sites into documentation that will inform its next five-year strategic plan, and will dictate any changes in strategy for future sites, particularly as NISN plans its expansion into other states.

(ii) Effective strategies for replication or testing in other settings. Over the next decade, NISN will work with communities in five states. The program is based on nine years of data at NACA; the needs assessment and resource mapping is already underway in Northwest New Mexico. Further, NISN staff has identified the most likely states for scale-up after the project is established in New Mexico, with potential to work with two more states, to be determined soon. NISN staff are working at the invitation of the Native American Student Achievement Advisory Council (established by Executive Order of the South Dakota Governor, beyond the scope of this proposal) and have spoken with local leaders and interested educators in Oklahoma and Arizona. The NISN model was conceived with replication in mind, and is therefore a system of guidelines

on what works for Native American education. These guidelines can be adapted in local communities and tailored to local needs and mission.

Competitive Preference Priorities: This proposal responds to three of five Competitive Preference Priorities, resulting in seven of the possible nine points, as follows.

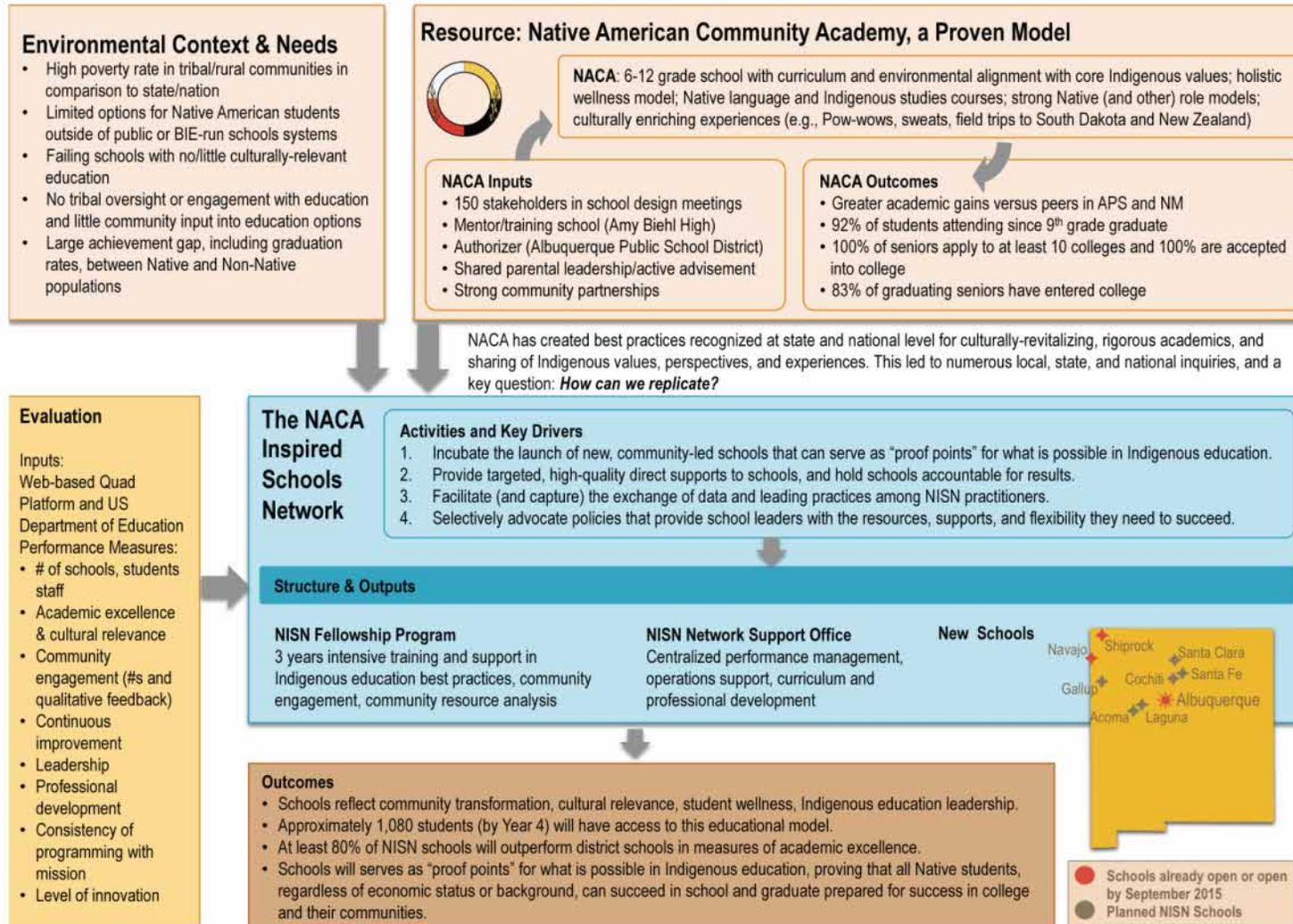
Competitive Preference Priority One: Acoma, Gallup, Laguna, Navajo, Santa Clara, and Shiprock: All are Locale Code 43; Gallup is also Rural and Low-Income School (RLIS) eligible.

Competitive Preference Priority Two: This application is submitted by the NACA Foundation, an Indian Organization, as part of a Consortium of eligible applicants.

Competitive Preference Priorities Three and Four: Not Applicable

Competitive Preference Priority Five: This application addresses the Absolute Priority and combines a number of activities described in section 7172(c) of the ESEA, including: (A) innovative programs related to the educational needs of educationally disadvantaged children; (B) educational services that are not available to such children in sufficient quantity or quality, including remedial instruction, to raise the achievement of Indian children in one or more of the core academic subjects of English, mathematics, science, foreign languages, art, history, and geography; (C) bilingual and bicultural programs and projects; (D) special health and nutrition services, and other related activities, that address the special health, social, and psychological problems of Indian children; (F) comprehensive guidance, counseling, and testing services; and (L) activities that recognize and support the unique cultural and educational needs of Indian children, and incorporate appropriately qualified tribal elders and seniors.

NACA-Inspired Schools Network: Logic Model



Other Attachment File(s)

* Mandatory Other Attachment Filename:

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

PARTNERSHIP AGREEMENT

Between

Native American Community Academy Foundation

Partners:

NACA-Inspired Schools Network (NISN)

Albuquerque Public School District (APS)

Dzil Dítl'ooi School of Empowerment, Action and Perseverance (DEAP)

Dream Diné Charter School

Six Directions Indigenous School (Gallup)

Santa Clara Pueblo

STEAM Academy

1. Purpose: To establish a partnership for the purposes of promoting positive academic outcomes, college and career readiness, cultural wellness, and overall positive life outcomes for Native American children living in Northwest New Mexico in high-need, low-income, and predominantly rural and Indigenous communities. These are specifically, Albuquerque, Gallup, Laguna/Acoma Pueblos, Navajo, Santa Clara Pueblo, and Shiprock, New Mexico. The Native American Community Academy Foundation will submit an application to the U.S. Department of Education, Indian Education Discretionary Grants Programs – Demonstration Grants for Indian Children Program, CFDA #84.299A.
2. Partnership Overview and Outcomes: The partners named agree to develop, test, and demonstrate the effectiveness of services and programs to improve the educational opportunities and achievement of Native American children through the NACA-Inspired Schools Network (NISN). An NISN Fellow will work within each community to: identify the needs of each community and its resources, design with community input a charter school or school redesign/Bureau of Indian Education (BIE) school grant process, open or re-open a school committed to academic excellence and cultural relevance, engage in performance management, using data as appropriate for school performance and improvement decisions, and share this work with the U.S. Department of Education, BIE, and NISN.

NISN will provide: technical assistance and professional development through formal trainings, quarterly convenings, and through individual assistance as needed in each community; a central network office focused on operations and management, community transformation, core values development, curriculum and instruction, and personal leadership development as needed to ensure successful school launches and ongoing operations; and access to high-quality partner organizations who inform the scope and delivery of the NISN program.

The following will result due to this partnership:

- a. Students and families will be engaged in the educational process and design of schools that address community needs and values.
 - b. At least three schools will operate in three of the above-named communities over the lifetime of this agreement.
 - c. These schools will be measured against a scorecard that includes Indigenous education outcomes, which will be shared among schools.
 - d. Partners will participate in increased communication and data sharing opportunities about what works in Indigenous education in Northwest New Mexico.
 - e. NISN will report on findings to the U.S. Department of Education.
3. All parties named are signing this agreement with the intent to work together to promote student success and wellness. This agreement is meant to augment memoranda of understanding already in place between NISN and its partners. While this agreement is the result of a collaborative working relationship between the named parties, it is not a legally binding document.
 4. Compensation: This is a no-cost agreement. Named parties may receive contract or sub-grant awards as appropriate to the scope of the project and as reflected in the budget presented to the U.S. Department of Education.
 5. Effective Term: This agreement is in effect from the date of all signatures on this document, through the term of a grant award by the U.S. Department of Education, which is expected to end on September 30, 2019.

So agreed, by the below parties on the dates set forth; please see attached signature pages.

(b)(6)

Jenny Dumas, President
Native American Community Academy
Foundation

Date June 29, 2015

(b)(6)

Kara Bobroff, Executive Director
NACA-Inspired Schools Network

Date 6/26/15

(b)(6)

Mark Tolley, Director, Schools of Choice
Albuquerque Public School District

Date 6/23/2015

(b)(6)

Kayla Begay, Founder and NISN Fellow
Dził Dít'ooí School of Empowerment,
Action and Perseverance (DEAP)

Date March 26, 2015

(b)(6)

Gavin Sosa, Founder and NISN Fellow
Dream Dine Charter School

Date 6-25-15

(b)(6)

Jeremy Oyenque, Director, Department of
Youth and Learning
Santa Clara Pueblo

Date June 28, 2015

(b)(6)

Mike Dabrieo, NISN Fellow
Kha-p'o Academy, Santa Clara Pueblo

6/26/2015

Date

(b)(6)

Lane Towery, NISN Fellow
Gallup Indigenous School Initiative

6-26-2015

Date

(b)(6)

Dr. Lee Francis IV, NISN Fellow
The STEAM Academy (Cibola County)

6/24/15

Date

One day, all children in this nation will have the opportunity to attain an excellent education.

TEACHFORAMERICA

June 23, 2015

U.S. Department of Education
Office on Indian Education
400 Maryland Ave., SW
LBJ Building, 3E205
Washington, DC 20202-6335

Dear Indian Education Demonstration Grants Program Review Committee:

Thank you for this opportunity to submit a letter of support on behalf of Teach For America -New Mexico for the NACA Foundation's proposal to the U.S. Department of Education.

The NACA Foundation has supported the growth and replication of the Native American Community Academy (NACA), in Albuquerque, NM, which has been an outstanding model charter school for Native American students. NACA's 380+ student body is 95% Native American. Students are succeeding in academics as well as life, while learning about and embracing their culture and history. Teach For America - New Mexico and NACA have collaborated for years, informing and promoting joint programming for teacher and leader development in our state, which has the fifth highest number of Native American students in the nation. Together, we are establishing and supporting a cohort of teachers and school leaders ready to serve in Native education in New Mexico.

I am pleased to support NACA's efforts to expand its success through the NACA-Inspired Schools Network and believe it represents a significant step forward in improving the educational opportunities for Native American children living in rural and tribal lands. NACA's commitment to growing deep roots in its local community has carried through to the NISN and its fellowship program. This means that fellows will create authentic, community-led schools by partnering with tribal leaders, nonprofits, universities, health organizations, and cultural institutions to gain community input and ensure the schools are responsive to student needs in a holistic manner. Four Teach For America alumni are current NISN fellows. The support of the U.S. Department of Education will create the opportunity to provide additional services and enrichment to students and communities that would not otherwise be available – much needed in the under-resourced and largely impoverished and rural state of New Mexico.

If I can provide any further information as to our commitment and history with NACA and NISN, please contact me at 505-863-2887 ext. 25107. Otherwise, please extend your full consideration of the NACA Foundation's proposal to create community-designed schools in rural Northwest New Mexico and improve the education, life, college, and career options for students in this area.

With best wishes,

(b)(6)

Nate Morrison, Executive Director
Teach For America - New Mexico



AN AMERICORPS PROGRAM



NATIVE AMERICAN STUDIES

MSC06 3740

1 University of New Mexico
Albuquerque, NM 87131-0001
Phone: 505.277.3917
FAX: 505.277.1818

June 23, 2015

U.S. Department of Education
Office on Indian Education
400 Maryland Ave., SW
LBJ Building, 3E205
Washington, DC 20202-6335

Dear Indian Education Demonstration Grants Program Review Committee:

Thank you for this opportunity to lend my strong support to the NACA Foundation's application to the U.S. Department of Education for its work in establishing community-designed schools in Northwest New Mexico through the NACA-Inspired Schools Network (NISN).

The University of New Mexico's Department of Native American Studies has worked with NACA to study and report on the efficacy of NACA's approach to educating Native American youth since 2005. One major study was commissioned by the New Mexico Public Education Department and the Indian Education Advisory Council and is titled "Indian Education in New Mexico, 2025." This study found that NACA is incorporating best practices in a variety of ways, including using teaching methods that include hands-on activities, group work, and other experiential opportunities; making curriculum relevant to students' lives in multiple ways; and offering Native languages and including language and culture across all content areas. This has resulted in a supportive environment that is welcoming to the community, teacher and student accountability to both traditional standards-based assessment measures as well as innovative measures that are culturally based, and high levels of student engagement in learning opportunities.

Most recently, NACA was one of two models highlighted in a journal article I co-authored with Teresa L. McCarty, published in a top tier educational journal, the *Harvard Educational Review*. (Volume 84, Issue 1, 2014). The results of my extended research with NACA show that NACA's educational approaches are beneficial for Native students as well as for other vulnerable populations. Their academic approach is rigorous, culturally revitalizing, supportive and caring, and values Indigenous knowledge, perspectives and experiences.

I am very excited by the NISN initiative and its implications for Native rural communities in New Mexico, as well as the rest of the country as the model grows based on NACA's success. I have met informally with NISN fellows to discuss their plans and provide advice on community engagement, reciprocal collaboration, and Indigenous culture and language revitalization. I am

also happy to have been able to work closely with NACA itself as a governance council member, curriculum writer, language immersion camp coordinator, and especially as a parent of two children who attend NACA. I would gladly welcome the opportunity to discuss my support of the NACA approach and the NISN initiative to promote community design and involvement in schools for student educational success and cultural wellness in rural communities. Please contact me at 505-277-1820 or tslee@unm.edu.

Thank you for your consideration of the NACA Foundation proposal.

Sincerely,

(b)(6)

Tiffany S. Lee, Ph.D.
Associate Director and Associate Professor
Native American Studies
University of New Mexico

Kara Lee Bobroff, Ed.S

(b)(6)

Education

- July 1996 *Educational Specialist: Educational Administration*
University of New Mexico, College of Education
Albuquerque, New Mexico
- May 1995 *Master of Education: Special Education*
University of New Mexico, College of Education
Albuquerque, New Mexico
- May 1992 *Bachelor of Science: Special Education*
University of New Mexico, College of Education
Albuquerque, New Mexico

Professional Experience

- 2010- Present *Executive Director*
NACA Inspired School Network
Albuquerque, NM
- 2005-Present *Principal/Founder*
Native American Community Academy (NACA)
Albuquerque, NM
- 2004 *Native America Educational Outreach Coordinator*
Moving America Forward
- 2002 – 2004 *Principal*
Newcomb Middle School, Central Consolidated School District
Newcomb, New Mexico
- 1998 – 2002 *Assistant Principal*
Miller Creek Middle School, Dixie Public Schools
“California Distinguished School”
San Rafael, CA
- 1996 – 1998 *Assistant Principal*
Taft Middle School, Albuquerque Public Schools
Albuquerque, NM
- 1995 – 1996 *Administrative Intern, Danforth Scholar*
Cooperative Educational Administrative Intern Program
University of New Mexico and Albuquerque Public Schools
Jefferson Middle School
Albuquerque, NM

- 1992 – 1996 *Special Education Teacher, SE/LD/CD. Grades 6.7.8.*
 Jefferson Middle School, Albuquerque Public Schools
 Albuquerque, NM
- 1992 *Student Teacher, SE/BD Grade 6*
 Washington Middle School, Albuquerque Public Schools
 Albuquerque, NM
- 1991 *Research Assistant*
 Indian Educational Center for Excellence, Bernalillo County Schools
 Bernalillo, NM

Certification

Administration K – 12
 New Mexico Department of Education
 California Department of Education

Special Education K – 12
 New Mexico Department of Education
 California Department of Education

Fellowships and Grants

- 2015 *Pahara-Aspen Education Fellow*
 The Aspen Institute
- 2013-Present *Team Lead and Applicant*
 Robert Wood Johnson Foundation
 Native American Community Academy
 Albuquerque, NM
- 2006 – Present *Team Lead and Applicant*
 Coalition of Essential Schools Small Schools Network
 Native American Community Academy
 Oakland, CA
- 2005- Present *Echoing Green Fellow, Cohort 2005*
 New York, NY
- 2005 *Research Fellowship*
 Southwest Educational Development Laboratory
 United States Department of Education
 Austin, TX
- 2003 *Research Fellowship*
 Southwest Educational Development Laboratory
 United States Department of Education
 Austin, TX

Professional Associations and Boards

2013- Present Member, Dream Diné Governing Council

Shiprock, NM

2008 – Present University of New Mexico Health and Sciences Center
Community Advisory Council for UNM Hospital
Albuquerque, NM

2007 – Present Advisory Board Member
Harvard’s Urban Principal’s Center
Cambridge, MA

2007 – Present Vice President, Governing Body
NM Native American Soccer Organization
Albuquerque, NM

2006 – Present Albuquerque Advisory Board Member
New Mexico Community Foundation
Albuquerque, NM

2006 – Present Board Member
Southwest Youth Services, Native American Soccer Project
Albuquerque, NM

2006 – 2008 Advisory Board Member
First Nations Health Source: All My Relations Project
Albuquerque, NM

2006 – Present National Participant and Social Entrepreneur Invitee
New Profit’s Annual Gathering of Leaders
New Paltz, NY

2004 – Present Member, Albuquerque Indigenous Women’s Gathering
Albuquerque, NM

1991 – Present Member, Association of Supervision and Curriculum Development

1998 – 2002 Member, Region J Administration Staff Development Committee
Marin County, CA

Carmen I. Cavnar

(b)(6)

PROFILE

Self-motivated, hard worker and a team player.
Good people skills, bilingual and I work well with diverse staff.
Auditing expertise in government, non-profit and employee benefit plans. AptaFund and Quickbooks Accounting Software
Computer skills include: Microsoft Windows, Microsoft Office

EDUCATION

University of New Mexico
December 2005
Bachelor Degree in Accounting, GPA 3.47

Valley High School
May 2001
High School Diploma, GPA 3.9

LICENSURE

Level Two School Business Official License
Effective July 2012-June 2021

EXPERIENCE

Native American Community Academy Foundation

2015 – Present

Finance Director

- Oversee the NACA Foundation finance department
- Identify new funding opportunities, draft prospective programmatic budgets, and determine cost effectiveness of prospective changes.
- Ensure that all government regulations and requirements are met.
- Monitor banking activities of the organization.
- Ensure adequate cash flow to meet the needs of the School and the Foundation.

Native American Community Academy

July 2012 – 2015

Financial Consultant

- Work with management on the strategic vision specifically in identifying new funding opportunities, the drafting of prospective programmatic budgets, and determining cost effectiveness of prospective changes.
- Ensuring that all government regulations and requirements are met.
- Monitor banking activities of the organization.
- Ensure adequate cash flow to meet the needs of the School.

South Valley Academy

Feb 2009 – Present

Business Manager

- Assist in performing all tasks necessary to achieve the School's mission and growth plans. PR/Award # S299A150050
- Human Resources Management

- Coordinate benefits for staff
- Prepare the payroll with all applicable reports
- Prepare all contracts for both salaried and contractual employees
- Assist Principal with STARS reporting
- Facilitate annual staff training on raising awareness and knowledge of financial management matters, purchasing process and discussed the importance of internal controls.
- Work with the Principal on the strategic vision specifically in identifying new funding opportunities, the drafting of prospective programmatic budgets, and determining cost effectiveness of prospective changes.
- Ensuring that all government regulations and requirements are met.
- Budget Management-development, analysis, and supervision
- Provide the management with an operating budget to ensure school success through cost analysis support.
- Oversee the management and coordination of all fiscal reporting activities for the organization including: organizational revenue/expense and balance sheet reports, reports to funding agencies, and monitoring of organizational and contract/grant budgets on a monthly and quarterly basis.
- Oversee all purchasing and payroll activity for staff and vendors.
- Develop and maintain systems of internal controls.
- Ensure adequate controls are implemented and that substantiating documentation is approved and available such that all purchases may pass independent and governmental audits.
- Oversee the coordination and activities of independent auditors ensuring all audit compliance issues are met, and the preparation of the annual financial statements is in accordance with U.S. GAAP.
- Attend Governing Council and Subcommittee meetings; including being the lead staff on the Audit/Finance Committee.
- Monitor banking activities of the organization.
- Ensure adequate cash flow to meet the needs of the School.
- Oversee the maintenance of the inventory of all fixed assets, including assets purchased with government funds (computers, etc.) assuring all are in accordance with federal regulations. Calculate depreciation and fixed asset roll forward.

MOSS ADAMS LLP

Jan 2006 – Dec 2008

Senior Auditor

- Planned and performed engagements with new risk assessment standards for government entities, non-profits and employee benefit plans.
- Trained and supervised staff.
- Communicated with client and management status of audits.
- Analyzed internal controls.
- Performed analytical tests and ratio analysis.
- Prepared financial statements.
- Trained and assisted staff with software program.

Accounting & Consulting Group, LLP

Jun 2005 -Dec 2005

Auditing Intern

- Performed functions such as testing internal controls and testing for compliance with federal awards.
- Entered trial balances and grouped accounts.
- Created work paper templates
- Performed substantive test work such as cash, receivables, payables, revenue and expenses.

WORK EXPERIENCE

Director of School Development and Evaluation

Albuquerque, NM

NACA-Inspired Schools Network

September 2013 – Present

Supports and works directly with NISN Fellows working in or opening new network schools for the NACA-Inspired Schools Network (NISN). Translating the Fellowship design and outcomes into a plan and managing the execution of that plan in partnership with NISN stakeholders and the Fellows. Oversee the development of Fellow's plans and designs for new schools. Continually evaluating and refining the Fellowship curriculum and model to improve the experience, impact, and results.

Performance Oversight Coordinator

Brooklyn, NY

Charter School Office, New York State Education Department

June 2012 — August 2013

Oversee and manage all aspects of the performance monitoring and evaluation of charter schools directly authorized by the Board of Regents. Supervise and direct activities of professional staff on the oversight team. Manage the development of procedures, protocols, and guidelines for monitoring schools including site visits, review and analysis of data and reports, the charter revision and renewal processes. Serve as team leader, author and facilitator for program monitoring site visits at schools; review and edit all written documents and reports related to oversight; develop written recommendations, reports or memoranda containing policy and evidence-based analysis for consideration by state leadership.

Independent Consultant

Brooklyn, NY

December 2007 — June 2012

Program planning and development, fundraising, research, program monitoring, and evaluation, including an assessment of health/wellness services and safety at BIE schools

Education Administrator

Santa Fe, NM

Charter Schools Division, New Mexico Public Education Department

August 2003 — August 2011

Provide staff support for the Public Education Commission to authorize charter schools. Work with a team to develop and refine systems to evaluate new and renewal charter school applications and monitor the performance of existing schools. Secure \$12.3 million federal Charter School Program grant and manage the re-granting process. Provide technical assistance to community members, school district personnel, prospective applicants, planning-year and operational schools. Manage the division's self-evaluation process, administer surveys, analyze results and make recommendations to senior leadership for continuous improvement. Serve as liaison to schools in varying stages of planning and implementation. Conduct site-monitoring visits and provide feedback on performance as part of NCLB school improvement plans, charter authorizing, and to accredit schools. Collect and analyze data on school performance, write recommendation reports, analyze legislative bills. Manage contracts with service providers and develop strategic partnerships with organizations and key stakeholders to strengthen over-all supports for charter school as a sustainable movement across the state.

Senior Program Officer**Philadelphia, PA and Oakland, CA**

Public/Private Ventures

January 1998 — March 2003

Execute multi-site research demonstration projects, award grants to organizations that implement programs. Provide technical assistance to the field, monitor and report on program activities, challenges, trends and results. Co-author best practices reports and contribute to other P/PV publications. Manage program reconnaissance process to explore the potential for developing initiatives and write concept papers related to college access programs and youth organizing. Provide consultation to organizations such as Stanford University's John Gardner Center for their work in Redwood City, CA on community engagement pertaining to youth. Synthesize key research findings and make presentations at national conferences.

Program Administrator**Austin, TX**

Austin/Travis County Health and Human Services Department

October 1995 — January 1998

Coordinate *Community Change for Youth Development Initiative* in a low-income neighborhood in East Austin. Conduct a local needs assessment, set goals, develop and implement a community-wide agenda related to five core concepts: 1) adult support & guidance, 2) youth involvement in decision-making, 3) support during times of transition, 4) gap activities and 5) work as a developmental tool. Engage residents as decision-makers, form collaborations with schools, faith-based organizations and other youth-service providers; facilitate strategic planning sessions, governance meetings, and technical assistance workshops. Write articles for newsletter, collaborate with team to write grant proposals and draft implementation reports to funders.

Teacher**Austin, TX**

Austin Independent School District

August 1992 — July 1995

Teach elementary school students. Serve as grade-level chairperson and member of the Campus Leadership Team, responsible for making recommendations for policy, budget, and campus improvement.

Program Assistant/Teaching Aide/Tutor

1987-1989 American Indian Upward Bound/TRIBES program, University of Colorado

EDUCATION**M.A. Community Psychology University of Texas at Austin, 1992****Austin, TX****Teacher Certification, University of New Mexico, 1992****Albuquerque, NM****B.A. Psychology, University of Colorado at Boulder, 1989****Boulder, CO****LICENSURE****New Mexico Level II Professional K-8 License****Licensure #229891 expiration June 2022**

Program Director: Teach For America New Mexico, August 2003-June 2008

- Set vision, direction and implementation strategies for training and supporting educators through their first and second years
- Managed team of 7 content experts to execute on-going professional development for region's teacher cohort

Teacher: Smith Lake Elementary, Gallup-McKinley Country Schools, TFA Corps Member, August 2001-August 2003.

- Use of data-driven problem solving to analyze student understanding and to direct instruction
- Student grade-level gains of 1.5 years or greater in all subject areas

Farm Worker: Charles E. Brauer and Son Farms, Stony Branch Growers, 1995-present

- Managed the daily operations of our dairy and crop farming operation
- Established new business model in 2013 to incorporate locally grown produce into the business plan
- Founded and managed Stony Branch Growers www.stonybranchgrowers.com
- Managed operations, production and sales of locally grown produce
- Created a community supported agriculture (CSA) system for selling directly to customers.
- Facilitated learning experiences for interested customers on the use of sustainable agriculture practices

REFERENCES AVAILABLE UPON REQUEST

Curriculum Vitae

Joshua C. Krause, M. Ed.

(b)(6)

Education

Fordham University	MA Curriculum and Assessment	2003---2007
University of Wisconsin – Madison	BA History	2000---2003
University of New Mexico	LLSS PhD in Process	2015---Present

Career

NISN Director of Professional Development and Curriculum and Instruction	2015-Present
Instructor, Central New Mexico Community College’s Alternative Licensure Program and Growing Educators for Native American Communities (GENAC)	2007---2015
Professional Development Lead and Humanities Teacher, Native American Community Academy	2011---Present
2014 Emerging Leader – Association for Supervision and Curriculum Development (ASCD)	2014---2016
Presidential Fellow for Curriculum Development at CNM	2013---2014
Technology Resource Teacher, Bernalillo Public Schools	2007---2008
8 th Grade Humanities Teacher, Mott Hall II, New York City Public Schools	2003---2008

Skills

Highly skilled in the areas of:

- Designing and delivering K---12 and post---secondary professional development
- Extraordinary communication skills and collaborative systems skills

- Conducting teacher---candidate and college faculty performance reviews using qualitative and quantitative data
- Coaching pre---service and current teachers and college faculty in improving the teaching and learning process through a data---drive approach
- Designing education programs to meet national accreditation standards
- Documenting progress toward goals for teachers and college faculty
- Leading
- Instructing K---12 and post---secondary teachers in curriculum, assessment, and instructional design
- Constructing a culture of critique in K---12 and post---secondary institutions
- Designing learning through cooperative problem solving
- Designing and improving program design
- Using the SCALE---UP methodology in classroom design
- Using and teaching the use of Apple/Mac and various online software applications in K---12 and post---secondary settings

Presentations

The American Association of Community Colleges – *Creating a Culture of Critique Among Community College Faculty*
March 2015

The American Association of Community Colleges --- *Applying a Curriculum Model to New Student Orientation*
March 2015

CNM – *Competency---based Education in Community College Education*
September 2014

Native American Community Academy --- *Understanding by Design and Performance Based Assessment Using the Common Core State Standards and PARCC*
Ongoing

Eubank Elementary School – *Understanding by Design (UbD) Training*
Ongoing

DATA Charter School – *Understanding by Design and Performance Based Assessment Using the Common Core State Standards*
May 2013

New Mexico Association for the Education of Young Children – *Common Core Implications for Early Childhood*
January 2013

Twin Buttes Charter School, Zuni, NM – *Understanding by Design (UbD) Training*

January 2012

ASCD National Conference – *Growing Educators for Native American Communities*
March 2012

Culinary Instructors of the Southwest – *Backward Planning for Curriculum Design*
February 2010

College Service

CNM – CHSS In---service – Curriculum Frameworks
2013

New Faculty Institute – Curriculum Development for New Faculty
2012---Present

Education Faculty *Understanding by Design* Curriculum Design and Implementation
2011 – Present

SCALE---UP Interactive Classroom Development
2009---Present

References

Dr. Sydney Gunthorpe, Vice President for Academic Affairs, CNM
505---224---4427
sydney@cnm.edu

Dr. Erica Volkens, Dean of Communications, Humanities and Social Science, CNM
505.224.4674
evolkers@cnm.edu

Kara Bobroff, Founder and Principal, Native American Community Academy
505.379.0002
kbobroff@nacaschool.org

Catron Allred, Director of Education, CNM
505---224---3597
callred2@cnm.edu

Dr. Larry Wakeford, Instructor, Central New Mexico Community College, Alternative
Licensure Program

505---224---4000 x50804
lwakeford@cnm.edu

Kristin Szczepaniec

(b)(6)

Education

Cornell University, Cornell Institute for Public Affairs, Ithaca, NY May 2013
Master of Public Administration, Education Policy & American Indian Studies, GPA 3.87

University of New Mexico, Albuquerque, NM December 2011
Master of Arts, Elementary Education, GPA 4.04

University of Notre Dame, Notre Dame, IN May 2009
Bachelor of Arts, Economics, International Peace Studies. Minor in CST-Service, GPA 3.37
Certificate in International Studies, London, England Spring 2008

Experience

NACA-Inspired Schools Network, Indigenous Education Manager July 2015-Present

- Will design and build the NISN Indigenous Education Knowledge Management System to facilitate the sharing of best practices across schools used by other educators, both nationally and internationally.

Teach For America, Native Alliance Initiative, Director June 2013-2015

- Lead national recruitment strategies with American Indian, Alaska Native, and Native Hawaiian prospects
- Create tools, processes, training resources, and consultation sessions for collaboration across national recruitment teams and regions
- Network with Teach For America staff, corps members and alumni in support of the Native Alliance Initiative
- Develop and execute a annual comprehensive strategy including marketing, communications, social media, culturally responsive pedagogy, corps member satisfaction and retention, forging relationships with Native organizations.
- Evaluate applications to the teaching corps; interview candidates and contribute to admissions decisions

Teach For America Corps Member Advisor Summer 2013

- Manage 12 new teachers toward dramatic academic gains for their middle and elementary school during summer institute.
- Professionally develop new teachers mindsets and skills in behavior management, culturally responsive teaching, diversity, and equity

Ithaca City School District Research Consultant, Ithaca, NY September 2012-May 2013

- Analyze small and large district Instructional Coaching policies, advise for best systems of instructional coaching, and develop a framework that is still being used to create an instructional coaching model in ICSD.
- Selected as one of 12 member design team in district to create system of instructional coaching including hiring, implementation, and evaluation across 12 schools; plan and facilitate meetings, synthesizing ideas to build consensus.
- Design and prepare website for group members to distribute information and manage correspondence.

Native American Community Academy, Albuquerque, NM May 2012-August 2012
Leadership For Educational Equity Fellow

- Coordinated individual and group meetings to work to build an education network in New Mexico with interviews of tribal leaders and officials, state department of education directors, local principals, and teachers
- Evaluated and aligned best practices to both the Indian Education Act with education policies in New Mexico
- Researched and wrote policy proposal report with recommendations on how to integrate and convey culturally relevant pedagogy and exemplar lessons to supplement the implementation of the Common Core SS

Laguna Department of Education, Laguna, NM May 2009-May 2011
Math Teacher, 7th grade, Teach for America Corps Member

- Taught mathematics 10 hrs/day including before and after school tutoring; lesson planning, engaged & communicated with parents, demonstrating patience and perseverance towards closing the achievement gap.
- Led Saturday school and taught experiential lessons to help students who were 4 years behind; students made average 1.5 years cumulative growth in 1st and 2nd year of teaching.

National Indian Youth Leadership Project, Project Venture, Laguna, NM May 2009-May 2011

- Co-Lead National Indian Youth Leadership Project outings via Project Venture guiding and motivating (20-30) students through wilderness experiences and teambuilding exercises 7 times annually for 3-8 day trips.

Presentations

Washington Internships for Native Students. *The Power of Your Story and Why It Matters*. Washington, DC. June 2014

National Conference on Race & Ethnicity in American Higher Education. *Teach For America's Native Alliance Initiative and the Need for more Native Educators*. Indianapolis, IN. May 2014.

United National Indian Tribal Youth Mid-Year Meeting. *Articulating Your Story and the Importance of Education*. Washington, DC. March 2014.

Thomas P. Genné



OBJECTIVE

To utilize skills acquired in education and education management to provide the right people with the right data at the right time in support high quality decision making and accountability.

PROFESSIONAL CHARACTERISTICS

Commitment, Leadership, Team Building, Dedication to Excellence, Positive Work Ethic, Communication, Interpersonal skills, Knowledge about the Profession, Insightful, Experienced

AREAS OF STRENGTH

Assessment and Analysis	Organizational Skills
Curriculum/Instruction	Staff Evaluation/Supervision
Fiscal Management	Communication Skills
Data Collection/Analysis	Customer Focus
Group Facilitation	Grant Development/Management
Collaboration	MS Word, Excel, Access, PowerPoint, Publisher
Team Building	

EDUCATION

1986	M. Ed. Public School Administration University of Alaska Anchorage, Alaska 99508
1976	B.A. English Literature Montclair State University Montclair, New Jersey 07042

CREDENTIALS

Level III-A	New Mexico Instructional Leader License
Level III-B	New Mexico Administrative License

PROFESSIONAL EXPERIENCE

DIRECTOR

DIRECTOR OF DATA, ANALYSIS AND REPORTING 7/2015
NACA Inspired Schools Network
DIRECTOR OF RESEARCH AND ACCOUNTABILITY 7/07-6/15
Albuquerque Public Schools
DIRECTOR OF CURRICULUM AND ASSESSMENTS 7/98-6/01
Lower Yukon School District
DIRECTOR OF FEDERAL/STATE GRANTS AND ENTITLEMENTS 7/98-12/98
Lower Yukon School District

MANAGER

MANAGER OF RESEARCH AND ACCOUNTABILITY SERVICES 7/03-7/07
Albuquerque Public Schools

COORDINATOR

COORDINATOR OF ACCOUNTABILITY SERVICES 1/02-7/03
Albuquerque Public Schools

PRINCIPAL

Lower Yukon School District, Mountain Village, Alaska 7/95 - 6/98
Bering Strait School District, Unalakleet, Alaska 7/92 - 6/95
Yukon Flats School District, Fort Yukon, Alaska 1/92 - 6/92
Kenai Peninsula Borough School District, Soldotna, Alaska 7/89 - 6/90
Bering Strait School District, Unalakleet, Alaska 7/82 - 6/89

INSTRUCTION

ADJUNCT FACULTY 1/91 - 5/91
University of Alaska, School of Education, Anchorage, Alaska
HIGH SCHOOL TEACHER 7/79 - 6/82
North Slope Borough School District, Barrow, Alaska
PRINCIPAL/TEACHER 7/76 - 6/79
Kuspuk School District, Aniak, Alaska

REFERENCES

Russ Romans	Manager of Accountability Services Albuquerque Public Schools (b)(6)
Mike Loughrey	Manager of Assessments, recently retired Albuquerque Public Schools (b)(6)
Chris Brunder	Manager of Testing Services Albuquerque Public Schools (b)(6)
Rich Carlson	Superintendent Cordova School District (b)(6)
Curt Mearns	Manager of Research and Evaluation (APS) former Apex Research & Evaluation (b)(6)
Lynne Rosen	Director of Language and Cultural Equity Albuquerque Public Schools (b)(6)
Shayne Kendall	Director of Student Information Systems Albuquerque Public Schools (b)(6)
Mark Tolley	Director of APS Charter Schools Albuquerque Public Schools (b)(6)
Rev. Kim Kinsey	Pastor, Christ United Methodist Church Albuquerque, New Mexico (b)(6)
Rose-Ann McKernan	Executive Director, Instructional Accountability Albuquerque Public Schools (b)(6)

WORK EXPERIENCE

NACA-Inspired Schools Network Director of Strategic Initiatives July 2015-Present

- Will be responsible for building organizational systems, structures, and practices that provide the most efficient, thorough, effective and relevant outcomes for the NISN staff and schools.

Laguna Middle School, Teacher July 2011-May 2014

- Developed and implemented engaging and effective social studies lessons with a 100% Native student population
- Created and delivered a tribal government curriculum focused on the Pueblo of Laguna government structure
- Actively participated in grade level, English team, and intervention and behavioral team professional development meetings

AfterSchool Program Site Coordinator – Laguna Middle School February 2013-May 2013

- Led a seven member educator team and 90+ students in the daily activities of managing a MicroSociety
- Facilitated staff meetings to implement solutions for organization, communication, and safety issues

EDUCATION

Master of Arts, Policy, Organization, and Leadership Studies Anticipated June 2015
Stanford University, Stanford, California GPA: 3.8/4.0

Master of Arts, Secondary Education May 2014
University of New Mexico, Gallup, New Mexico GPA: 4.0/4.0

Bachelor of Science, Business Management May 2011
Emphasis: American Indian Studies
Arizona State University Tempe, Arizona
GPA: 3.38/4.0
Receipt of: ASU Leadership Scholarship Program, Gates Millennium Scholarship, and White Mountain Apache Tribal Scholarship

American University Washington D.C. Summer 2010
Courses Completed: American Indian Community Development and Professional Development

INTERNSHIPS and PROGRAMS

Native American Cultural Center Frosh Fellows Graduate Mentor January 2015 - Present

- Mentor a freshman student in the process of researching culturally relevant pedagogy.
- Coordinate and facilitate a research forum with the cohort of graduate mentors.

Leading through Education, Activism, & Diversity Graduate Assistant September 2014-Present

- Assist LEAD staff from Stanford's four ethnic community centers in the development of the LEAD program
- Develop writing curriculum for LEAD program and assess the writing of undergraduate students
- Support and facilitate the social change project of a small group of undergraduate students
- Redesign the graduate assistant position and create student feedback materials to inform program design

Nation Building for Native Youth, Co-Facilitator/Youth Mentor July 2014-July 2014

- Facilitated Native Youth empowerment conference, focusing on individual and tribal sovereignty.
- Mentored youth clan groups in creating capstone projects targeting major tribal issues

Teach for America 2011 Corps Member June 2011-May 2013

- Teacher, 7th and 8th Grade Social Studies and Laguna Culture (Laguna Middle School)
- Successful completion of Teach for America two-year professional development program

Summer Internship June 2010-July 2010
U.S. Department of Veteran Affairs (Center for Veteran Enterprise), Washington D.C.

- Maintained small business profiles and performed Risk Assessment for CVE Verification Process

RELEVANT EXPERIENCE

Student Council Advisor August 2012-May 2014

- Facilitated meetings and school-wide events with an eighteen member student council
- Developed the communicative, organizational, and leadership skill of student council members

6th and 7th Grade Volleyball Coach PR/Award # S299A150052011-November 2012
Page 12

- Developed the athletic, communicative, and leadership skills and ability of two groups of fifteen student-athletes

Co-Vice President
Youth Ambassador

October 2009-October 2011
October 2008-October 2009

National Congress of American Indians (NCAI) Youth Commission

- Advocated for Indian Education Issues across multicultural communities in conjunction with the NCAI tribal leaders.
- Facilitated and presided over Youth Commission conference meetings to identify solutions for Native Youth issues
- *Receipt of Ernie Stevens Jr. Native Youth Leadership Award*

Co-President
Vice President
Secretary

July 2009 – July 2011
July 2008 – July 2009
July 2007 – July 2008
July 2006 – July 2007

Female Member-at-Large

United National Indian Tribal Youth (UNITY)

- Led over 150 youth councils at National and Mid Year Conferences in various leadership building activities
- Managed and facilitated the duties and discussions of a ten member executive committee.
- Organized a National Initiative to Strengthen Native Families and proposed and received approval of Substance Abuse and Native Youth White House Summit Resolution at the National Congress of American Indians Annual Convention

HONORS, ORGANIZATIONS, & VOLUNTEER ACTIVITIES

- Students Providing Awareness, Resources, & Knowledge to Start College (2007-2011), ASU Student Foundation (2007-2011), Alpha Pi Omega Sorority, Inc. (2010-present), Multicultural Greek Council – Alpha Pi Omega Delegate (2011), Nick Lowery Youth Foundation (2008-2014), Native Alliance Initiative (2011-Present), Stanford Native American Graduate Students (2014-Present), Stanford Powwow Alumni Committee (2014-Present).

Professional Objective: Advanced Leadership in Education

Education and Licensure

M.A., Education Administration, New Mexico Highlands University, 1999
Post-Bachelors Special Education PK-12, University of Albuquerque, 1986
B.A., Psychology, University of Albuquerque, 1984
Education Administration, Level 3-B, K-12, NM License
Secondary Education, Level 3-A Instructional Leader w/endorsement in Psychology, 7-12, NM License
Special Education, Level 3-A Instructional Leader PK-12, NM License

Related Experience

NACA-Inspired Schools Network Consultant, 2015-Present
Academic Dean, 2013-Present
Dean of Students, 2010-2013
Director of Special Education, February 2008-2011
Special Education Director, July 2004-2007
Professional Development Special Education Coordinator, November 2002-July 2004
Program Specialist, July 1999-November 2002
Special Education Teacher, August 1986-May 1999; August 2007-December 2007

Supervision

- ❖ Oversee **student discipline, credit recovery, summer school, transcript review, and special education services**; Provided **oversight of Student Support Services** for students and families; Develop **handbook for staff and students**; Responsible for **ELL W-APT and ACCESS testing**; Supervised and evaluated related service personnel and special education coordinator
- ❖ Supervised **district implementation and compliance of federal and state programs** for students with disabilities (IDEA)
- ❖ Supervision of diagnosticians, related service personnel and special education support staff
- ❖ Supervised staff of twenty (20) support teachers in the **New Teacher Support Program**, which provides support and professional development to new teachers
- ❖ Liaison for district with **APS/UNM Special Education Partnership** programs

Budget and Finance

- ❖ Managed **IDEA Special Education Budget**
- ❖ Managed Special Education Professional Development Budget
- ❖ Administered budget for **Carl Perkins Grant** of \$40,000

Curriculum

- ❖ Implemented **Tier II and III reading curriculum** for all students
- ❖ Provide **appropriate curriculum** for new teachers within the Special Education Department
- ❖ Administered **curricular program** for students with disabilities (IDEA Part B/C), including Interim Alternative Educational Setting, preschool/child find activities, and transition program for 18-22 year olds, and graduation options
- ❖ Monitored federal mandates including **OCR, FERPA, and Federal Title Programs** for identified special education students
- ❖ Served on **district curriculum adoption committees** for language arts, science, and social studies

Staff Development and Related Experience

- ❖ **Trained facilitator in Restorative Practices and Circles**
- ❖ **Trained facilitator in Teen-Talking Circles**
- ❖ **Provide professional development** in the area of **Restorative Practices and Circles**
- ❖ **Provide professional development** opportunities for teachers, ancillary, and paraprofessionals
- ❖ **Developed and organized mentor training**

Daniel M. Ulibarri

PROFILE

I have worked with volunteers, government officials, legislators, business executives and lobbyists to accomplish goals and objectives. I am seeking to continue to work where I can excel in the areas of leadership and administration.

EXPERIENCE

April 2014- Current NACA Inspired School Network Albuquerque, NM
Chief Operating Officer/Facilities Director

- Senior Leader within NACA Inspired School Network (NISN); developing and building all functions of the network
- Builds external partnerships to support NISN's work
- Manages the financial and operational aspects of NISN's work
- Operationalizes key aspects of NISN's strategy and vision
- Manages the relationship between the network and the schools on the ground
- Builds critical aspects of the major infrastructure needed to establish the network as a critical lever in educational opportunity

July 2007- March 2014 Educate New Mexico, Inc. Albuquerque, NM
Executive Director

- Assured that the organization has a long-range strategy which achieves its mission, and toward which it makes consistent and timely progress.
- Conducted television, radio and print media interviews as the primary spokesperson for the organization.
- Spoke to individuals and groups concerning the program and education reform issues.
- Provided leadership in developing program, organizational and financial plans with the Board of Directors and staff, and carry out plans and policies authorized by the board.
- Promoted active and broad participation by volunteers in all areas of the organization's work.
- Maintained official records and documents, and ensure compliance with federal, state and local regulations.
- Maintained a working knowledge of significant developments and trends in the field.
- Saw that the board is kept fully informed on the condition of the organization and all important factors influencing it.
- Publicized the activities of the organization, its programs and goals.
- Established sound working relationships and cooperative arrangements with community groups and organizations.
- Represented the programs and point of view of the organization to agencies, organizations, and the general public.
- Responsible for the recruitment, employment, and release of all personnel, both paid staff, contract and volunteers.
- Responsible for developing and maintaining sound financial practices.
- Worked with the staff, Executive Committee, and the board in preparing a budget; see that the organization operates within budget guidelines.
- Ensured that adequate funds are available to permit the organization to carry out its work.
- Jointly, with the president and secretary of the board of directors, conducted official correspondence of the organization, and jointly, with designated officers, execute legal documents.
- Developed all fundraising activities.

2007-2009 **New Mexico Association of Nonpublic Schools** **Albuquerque, NM**

Lobbyist

- Lobbied legislators on all laws regarding nonpublic schools.
- Spoke to nonpublic school groups concerning education bills and issues.
- Reported all legislative activity each week during the state legislature.
- Met with NMANS Board of Directors to assure all plans and activities were accomplished and performed.
- Coordinated the Nonpublic Schools Day at the Legislature annually.
- Advised the NMANS Board of Directors on advocacy activities and policies

2004-2007 **Credit Union Association of NM** **Albuquerque, NM**

Director of Public Affairs

- Lobbied state and federal legislators for credit union interests.
- Coordinated grassroots efforts to convey credit union concerns to policy makers
- Developed and organized the state and federal political fundraising.
- Developed, monitored and implemented the government relations program through committees, chapters and districts ensuring Association objectives are achieved.
- Liaison for the Governmental Affairs Committee including agenda, policy and presentation preparation.
- Monitored and analyzed developing trends and changes in regulatory roles and regulations and communicates the changes and trends to credit unions statewide.
- Monitored and coordinated the contract lobbyist's activities.
- Monitored votes on both federal and state credit union legislation.
- Wrote political articles for the Association newsletter and keep New Mexico credit unions informed of pending and completed legislation and tax issues via the web page, e-mail and written correspondence.
- Managed the political and governmental affairs budget, political contributions, records and reports required by state and federal government agencies.
- Organized, planned, and attended CUNA's Governmental Affairs Conference and Hike the Hill to Washington, D.C. and any events/legislative visits associated with the legislative session in Santa Fe.
- Worked with Credit Union National Association and Affiliates as the liaison for the Public Affairs Department of the Association.

2002-2004 **Hispanic Council for Reform and Educational Options** **Washington, DC**

Project Manager

- Coordinated statewide project including Dallas, Ft. Worth, Houston, San Antonio and Austin
- Supervised 10 full-time staff and 13 part-time staff
- Provided leadership, direction, motivation and vision to all staff
- Hired/Recruited new staff
- Collaborated with legislators, lobbyists, community activists to strategize
- Created a reporting system/process of accountability
- Organized ceremonies and events
- Facilitated staff meetings
- Created training manual for all staff and volunteer advocates
- Approved all financial reimbursement requests
- Developed employee manuals, goals, organization for small businesses
- Conducted staff training on teamwork and leadership
- Provided cost analysis including profit sheets and financial forecasting

2000-2002 **Educate New Mexico, Inc.** **Albuquerque, NM**

Program Administrator

- Created processes for database management and administration
- Developed parent volunteers to fundraise and advocate
- Coordinated events and activities for parents
- Allocated funds to over 80 schools statewide
- Prepared statistics for Board of Directors
- Facilitated press releases for various events

1999–2000 **SER, SF Jobs for Progress, Inc** **Santa Fe, NM**

Accounting Systems Coordinator

- Prepared W-2's & 1099's
- Developed new hire induction process
- Coordinated all employee benefits
- Processed payroll for all staff
- Facilitated monthly financial reports

1996-1999 **New Mexico Dept. of Labor** **Albuquerque, NM**

Budget Analyst 3

- Facilitated \$50 million Operating Budget and Appropriation Request annually
- Updated weekly and monthly staffing patterns
- Performed monthly financial analysis
- Coordinated work with other departments to ensure accuracy and efficiency

EDUCATION

1992-1996 **Sterling College** **Sterling, KS**

- B.S., Business Administration
- Basketball scholarship

COMPUTER SKILLS

- Microsoft Office XP (Word, Excel, Access, Outlook and PowerPoint)
- Quicken, Quickbooks
- MIP accounting system
- State of New Mexico Budget Preparation System & FARS

ADDITIONAL TRAINING

- “Developing the Leaders Around You” (John Maxwell)
- Completed Compliance School for Credit Unions

ADDITIONAL EXPERIENCE

- Treasurer for the Community Dental Services, Inc. Board (2007-2011)
- Speaker at the Hispanic Council for Reform in Educational Options Conference 2005
- Coordinated “Passion In Action” 2004 rally in Austin, TX with 2,000+ in attendance
- Speaker/Presenter at Latino Civil Rights Summit 2002 in Kansas City, MO
- Speaker/Presenter at the “Catch the Vision” 2002 National Conference in Denver, CO
- Master of Ceremonies at “Champions Ceremony” 2002 in San Antonio, TX
- Board Member for Freedom Alliance (Educational Reform Board 2002)
- Grant Reviewer for US Department of Education (2003)
- Facilitated “Developing the Leader Within You” seminars for organizations

References

Available upon request.

Bibliography: NACA-Inspired Schools Network

Aud, S., et al. "The condition of education 2012 (NCES 2012-045). Washington, DC: National Center for Education Statistics, US Department of Education, (2012).

"Four Year Myth," *Complete College America*. Nov 2014. Web. 25 June 2015.

Jojola, Theodore, PhD and Tiffany Lee, PhD, *Indian Education in New Mexico, 2025*, New Mexico Public Education Department, (2011).

McCarty, Teresa L. "The role of native languages and cultures in American Indian, Alaska Native, and Native Hawaiian student achievement." *State of the Field Policy Brief*, Center for Indian Education, Arizona State University, (2011).

McCarty, Teresa, and Tiffany Lee. "Critical culturally sustaining/revitalizing pedagogy and Indigenous education sovereignty." *Harvard Educational Review* 84.1 (2014): 101-124.

New Mexico Youth Risk and Resiliency Survey: High School 2011 Results, *New Mexico Youth Risk and Resiliency Survey*, (2011).

New Mexico Youth Risk and Resiliency Survey: Middle School 2011 Results, *New Mexico Youth Risk and Resiliency Survey*, (2011).

Office of Standards, Curriculum & Assessment Development, *Department of Diné Education*. Web. 25 June 2015.

“Public High School Graduation Rates, 2013” *National Center for Education Statistics*. Web. 25 June 2015.

"Quality Counts 2015: State Report Cards Map." *Education Week*. 2 Jan. 2015. Web. 25 June 2015.

Reyhner, Jon. "Indigenous language immersion schools for strong Indigenous identities." *Heritage Language Journal* 7.2 (2010): 138-152.

Ross, Terris, et al. "Higher Education: Gaps in Access and Persistence Study. Statistical Analysis Report. NCES 2012-046." *National Center for Education Statistics*, (2012).

The State of Education for Native Students. Publication. Washington, D.C.: Education Trust, 2013. Print.

"Statistics on Native Students." *National Indian Education Association*. Web. 25 June 2015.

Yu, Ting. "Identity, Culture, Academics: A Native School Breaks New Ground | Teach For America." *Teach For America*. 21 Apr. 2015. Web. 25 June 2015.

NACA-Inspired Schools Network Continuing Activities

Description: The NACA-Inspired Schools Network (NISN) has a five-year strategic plan that outlines a scale-up strategy through 2018–2019, which will be updated through annual strategic planning processes to extend beyond the grant period. To enable quality growth and ensure excellence, NISN will focus on six priorities: 1) Build the foundation for growth; 2) Continue to strengthen the Fellowship program; 3) Implement a school performance management system aligned to the Six NISN Core Commitments; 4) Build out a high-quality teaching and learning framework; 5) Create systems/processes to support sound school fiscal and operational management; and 6) Expand impact by opening new schools.

To meet its goals of scale and quality, the NISN Network Support Office (NSO) will focus on delivering support in four areas of core competency: 1) New School Startup Services; 2) Indigenous, College-Preparatory Teaching and Learning Framework; 3) School Leadership Support/Performance Management; and 4) Financial/Operational Support. Direct supports include, but are not limited to: new teacher onboarding; classroom-based teacher professional development; special education services (beyond technical assistance); direct IT, facilities maintenance, transportation, and child nutrition services; local community organizing/local partnership development (beyond making connections); and local development/fundraising. NISN and the Board will continually monitor five aspects of network-level health to inform the pace of growth and the greenlighting of new schools: 1) values and culture; 2) organizational capacity; 3) talent readiness; 4) school success; and 5) finance/operations.

Entities: Partners will include tribes, Fellows, BIE-school staff, the state’s Public Education Department, Teach for America, private and public funders, and community members and agencies in the areas where NISN Fellows locate.

Commitments: At the core of the NISN approach is the community-led school design model. As a result, NISN places the highest importance on expanding to geographies where it has strong community support across multiple stakeholder groups. The support of the community is a primary driver in school design and launch. Once a school is established, it is a separate legal entity and draws on public support for continued funding. This funding is leveraged through NISN relationships, networks with private funders, and tribal supplemental funding support.

Sustainability: NISN has a growth funding model in place that extends through 2024, and which takes into account per-pupil revenue and expenditures from state and other funding streams. (This funding model is available upon request.) In addition, each Fellow prepares an operating budget that is presented to the State of New Mexico for approval as part of the charter application process, or is written with input from the BIE as part of the school grant process. While start-up expenses, including the community engagement process, require outside funding, each school will be self-sustaining by its third year of operations through public and other funding streams.

**Native American Community Academy (NACA) Foundation:
NACA-Inspired Schools Network: Community-Designed Schools Project**

Documentation of Indian Organization

Attached please find the following in reference to each criteria:

(1) Is legally established--

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

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

Attachment: Articles of Incorporation with the State of New Mexico Public Regulation Commission, subsequent amendment, and most recent filing receipt (including current Governing Board list)

(2) Includes in its purposes the promotion of the education of Indians;

Purpose: The purpose of the NACA Foundation is to support the infrastructure, improvements, programs, services, and overall educational advancement of the Native American Community Academy (NACA). NACA is comprised of approximately 380 students in grades 6-12, 95% of whom are Native American. Based on NACA's philosophy and core elements, the Foundation will also develop a model for educational replication and support initiatives that encourage educational innovation and reform. The target population for these initiatives are Native American (Indian) students in Albuquerque, New Mexico, and nationally.

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

Attachment: Governing Board list, with tribal affiliations. Seventy-five percent of governing board members are Indian.

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

Not applicable (NACA Foundation is based in Albuquerque, New Mexico).

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

NACA Foundation is not an organization or subdivision of, nor under direct control of, any institution of higher education.

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

NACA Foundation is not an agency of State or local government.



OFFICE OF THE
PUBLIC REGULATION COMMISSION

CERTIFICATE OF INCORPORATION

OF

NATIVE AMERICAN COMMUNITY ACADEMY

4242764

The Public Regulation Commission certifies that the Articles of Incorporation, duly signed and verified pursuant to the provisions of the
NONPROFIT CORPORATION ACT
(53-8-1 to 53-8-99 NMSA 1978)
have been received by it & are found to conform to law.

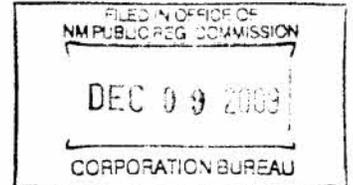
Accordingly, by virtue of the authority vested in it by law, the Public Regulation Commission issues this Certificate of Incorporation & attaches hereto, a duplicate of the Articles of Incorporation.

Dated: DECEMBER 9, 2009

In testimony whereof, the Public Regulation of the State of New Mexico has caused this certificate to be signed by its Chairman and the seal of said Commission to be affixed at the City of Santa Fe.

Chairman

Bureau Chief



ARTICLES OF INCORPORATION
NATIVE AMERICAN COMMUNITY ACADEMY

The undersigned, for the purposes of forming a nonprofit corporation pursuant to the New Mexico Nonprofit Corporation Act, § 53-8-1 N.M.S.A, adopts the following Articles of Incorporation for such corporation:

ARTICLE I

Name

The name of the corporation is Native American Community Academy (the "Corporation").

ARTICLE II

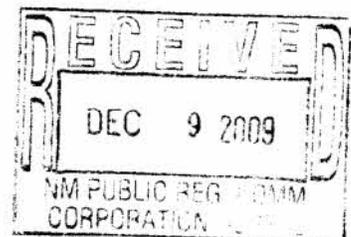
Duration

The period of duration of the Corporation is perpetual.

ARTICLE III

Purpose

The Corporation is organized exclusively for charitable and educational purposes as defined in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"), including creating sustainable education programs by identifying and securing resources that match the mission and vision of educational programming for the Corporation, and creating a network of schools that focus on the Corporation's common core elements and philosophy to address interested communications and initiatives that support educational innovation and reform.



ARTICLE IV

Registered Office and Agent

The street address of the registered office of the Corporation is 1100 Cardenas Dr., SE, Albuquerque, New Mexico 87108. The name of the registered agent of the Corporation, an individual resident of New Mexico whose business office is at the above address, is Kara Bobroff.

ARTICLE V

Members

The Corporation has no members.

ARTICLE VI

Limitations

No part of the net earnings of the Corporation shall inure to the benefit of, or be distributed to, members of the Board of Directors, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the objects and purposes set forth in Article III of these Articles of Incorporation.

No substantial part of the activities of the Corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements concerning) any political campaign on behalf of any candidate for public office.

Notwithstanding any other provision of these Articles of Incorporation the Corporation shall not carry on any other activities not permitted to be carried on by a corporation exempt

under Section 501(c)(3) of the Code, contributions to which are deductible under Section 170 of the Code.

On the dissolution or winding up of the Corporation, its assets, after payment or provision for payment of all debts and liabilities of the Corporation, shall be distributed to one or more other educational organizations organized and operated exclusively under Section 501(c)(3) of the Code.

In the event that the Corporation shall become a "private foundation" within the meaning of Section 509 of the Code, the Corporation's income for each taxable year shall be distributed at such time and in such manner as not to subject it to tax under Section 4942 of the Code, and the Corporation shall be prohibited from engaging in any act of self-dealing as defined in Section 4941(d) of the code, from retaining any excess business holdings as defined in Section 4943(c) of the Code, from making any investments in such manner as to subject this Corporation to tax under Section 4944 of the Code, and from making any taxable expenditures as defined in Section 4945(d) of the Code, and in all sections of the Code.

ARTICLE VII

Board of Directors

The names and addresses of the Board of Directors are:

Name	Address
Robin Brule	6604 Tesoro Place, NE Albuquerque, NM 87113
Ann Lynn Hall	10916 Woodland Ave., NE Albuquerque, NM 87112
Kara Bobroff	1100 Cardenas Dr., SE Albuquerque, NM 87108

ARTICLE VIII

Incorporator

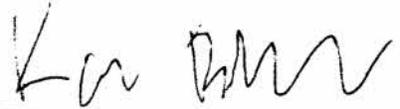
The name and address of the incorporator is:

Name

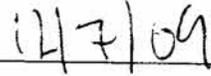
Kara Bobroff

Address

1100 Cardenas Dr., SE
Albuquerque, NM 87108



Incorporator



Date

NEW MEXICO PUBLIC REGULATION COMMISSION

COMMISSIONERS

DISTRICT 1 JASON MARKS
DISTRICT 2 PATRICK H. LYONS
DISTRICT 3 JEROME D. BLOCK
DISTRICT 4 THERESA BECENTI-AGUILAR
DISTRICT 5 BEN L. HALL



P.O. Box 1269
1120 Paseo de Peralta/P.O. Box 1269
Santa Fe, NM 87504-1269

CORPORATION BUREAU
(505) 827-4508

FEBRUARY 25, 2011

SANCHEZ ET AL.
ATTN: LORI VILLA
115 8TH ST. SW
ALBUQUERQUE ,NM 87103

RE: NATIVE AMERICAN COMMUNITY ACADEMY FOUNDATION
SCC#4242764

THIS COMMISSION HAS APPROVED AND FILED THE ARTICLES OF AMENDMENT (REFERENCE #3394475) FOR THE ABOVE CAPTIONED CORPORATION EFFECTIVE FEBRUARY 23, 2011. ENCLOSED IS THE CERTIFICATE OF AMENDMENT WHICH SHOULD BECOME A PERMANENT DOCUMENT OF THE CORPORATION'S CORPORATE RECORDS.

THE ATTACHED CERTIFICATE DOES NOT CONSTITUTE AUTHORIZATION FOR THE ABOVE REFERENCED CORPORATION TO TRANSACT ANY BUSINESS WHICH REQUIRES COMPLIANCE WITH OTHER APPLICABLE FEDERAL OR STATE LAWS, INCLUDING, BUT NOT LIMITED TO, STATE LICENSING REQUIREMENTS. IT IS THE CORPORATION'S SOLE RESPONSIBILITY TO OBTAIN SUCH COMPLIANCE WITH ALL LEGAL REQUIREMENTS APPLICABLE THERETO PRIOR TO ENGAGING IN THE BUSINESS FOR WHICH IT HAS OBTAINED THE ATTACHED CERTIFICATE OF AMENDMENT.

YOUR CANCELLED CHECK, AS VALIDATED BY THIS COMMISSION, IS YOUR RECEIPT. IF YOU HAVE ANY QUESTIONS, PLEASE CONTACT THE CHARTERED DOCUMENT DIVISION AT (505) 827-4511 FOR ASSISTANCE.

CHARTERED DOCUMENT DIVISION
RKL



OFFICE OF THE
PUBLIC REGULATION COMMISSION

CERTIFICATE OF AMENDMENT

OF

NATIVE AMERICAN COMMUNITY ACADEMY FOUNDATION

3394475

The Public Regulation Commission certifies that duplicate originals of the Articles of Amendment attached hereto, duly signed and verified pursuant to the provisions of the
NONPROFIT CORPORATION ACT
(53-8-1 to 53-8-99 NMSA 1978)
have been received by it and are found to conform to law.

Accordingly, by virtue of the authority vested in it by law, the Public Regulation Commission issues this Certificate of Amendment and attaches hereto a duplicate original of the Articles of Amendment.

Dated: FEBRUARY 23, 2011



In testimony whereof, the Public Regulation Commission of the state of New Mexico has caused this certificate to be signed by its chairman and the seal of said Commission to be affixed in the City of Santa Fe.

Patrick H. Lyons
Chairman

Opette P. Drake
Bureau Chief

ARTICLES OF AMENDMENT TO THE ARTICLES OF INCORPORATION

FILED IN OFFICE OF
PUBLIC REG. COMM.

OF

FEB 23 2011

NATIVE AMERICAN COMMUNITY ACADEMY

CORPORATION BUREAU

Pursuant to the provisions of the New Mexico Nonprofit Corporation Act, the undersigned corporation adopts the following Articles of Amendment for the purpose of Amending its Articles of Incorporation:

ARTICLE ONE: The name of the corporation is NATIVE AMERICAN COMMUNITY ACADEMY, NMPRC # 4242764 (the "Corporation").

ARTICLE TWO: The following articles are amended as set forth here:

ARTICLE I

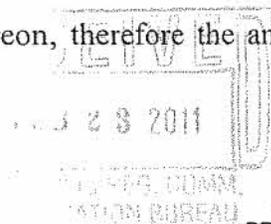
The name of the corporation is NATIVE AMERICAN COMMUNITY ACADEMY FOUNDATION (the "Corporation").

ARTICLE III

Purpose

The Corporation is organized exclusively for charitable and educational purposes as defined in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"), including supporting the infrastructure, improvements, programs, services and overall educational advancement of the Native American Community Academy ("NACA"). Based on NACA's philosophy and core elements, the Foundation will also develop a model for educational replication and support initiatives that encourage educational innovation and reform.

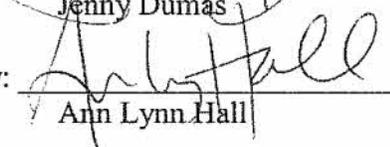
ARTICLE THREE: The date of the meeting of the board of directors at which the amendment was adopted was January 14, 2011. The corporation has no members, or no members entitled to vote thereon, therefore the amendment was adopted by a majority of the board of directors in office.



Dated: February 21, 2011

NATIVE AMERICAN COMMUNITY
ACADEMY

By: 
Jenny Dumas

By: 
Ann Lynn Hall

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New Mexico
Secretary of State
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**Native American Community Academy Foundation
Board of Directors**

Lisa McCulloch Betty's Bath & Day Spa	President
Jenny Dumas, Descendant of Nulhegan Band of the Coosuk Abenaki Nation Nordhaus Law Firm	Vice-President
Justin Solomon, Laguna Pueblo Doughty, Alcaraz, & deGraauw Law Firm	Member
Kara Bobroff, Navajo/Lakota NACA and NACA-Inspired Schools Network	Secretary/Treasurer

NACA-Inspired Schools Network: Community Engagement at Selected Sites



NISN sites within New Mexico

Below is a summary of participation and findings for the two communities that have completed the initial community engagement process and have developed schools. Dream Diné launched in Shiprock, NM in August 2014, and Dzil Ditl'ooi School of Empowerment, Action and Perseverance (DEAP) will open in Navajo, NM in August 2015.

Shiprock

Community Activity: The process began in January 2011, when the NACA Fellow, Gavin Sosa, began monthly trips to Shiprock to sit down with elders, educators, parents, community leaders, and youth. Most of these meetings were one-on-one or in small groups, with larger and less frequent talking circles. The conversations involved approximately 150 people over the course of more than two years of monthly visits. The network grew organically from referrals from meeting participants. Surveys were not a heavily utilized tool; community members responded most positively to dialogues, which engaged them and helped them to gain a sense of ownership over the school redesign process.

The Fellow, along with support from select community members, asked participants to tell their story with education: what were good things that they liked, challenges, and where they see students struggle. The conversations also delved into what resources in the community were not being tapped by schools. This question yielded interesting results, and respondents focused largely on intangible and natural resources, including culture and history, language, geological features (such as the river that runs through town). People were looking for schools that taught language, culture, and incorporated Navajo philosophy and worldviews into lessons. Further, people wished that kids were learning from the natural world, about farming, and sustainable ecosystems. Parents, elders, and educators all wanted their children to be in the world, not just talking about the world.

As the conversations unfolded and more people got involved, people started to use the term “we” and own the concepts. Once that happened, the Fellow invited those who were most engaged to join a planning team, consistently of 5-10 core partners. This let local community members take charge of the ideas and carry it to the next level—discussing grade levels served, curriculum, operations, and logistics. In April 2013, three members of the planning team presented the model to the Board of Directors at the Department of Diné Education in Window Rock. The Board was so moved by the concept that people wept; they were excited about the possibility of a new example for education on the Navajo Nation, which could be paid for by the public education system but reflect Navajo ideals. The resolution passed unanimously. The group also went to local Chapter meetings, and meetings at the two neighboring Chapters. All three passed unanimous resolutions of support. Building this local support was critical to securing a facility, supplemental funding, and covering other necessary costs.

Now that the school is established, it continues to engage stakeholders. The Navajo Nation President is from Shiprock, and his Council delegates have come to the school and met with the staff. They are advising Dream Diné staff on how to secure supplemental funding for growth. A major component of Dream Diné’s ongoing work is to develop community capacity—it is a model for how the Navajo Nation can develop the capacity to provide oversight of schools for Navajo students. For example, NISN methods of evaluation can be adapted by the Navajo Nation. A critical mission of the schools is increasing sovereignty.

The school engages the families of new enrollments, asking them “why did you come to us,” and “what are your aspirations for your child?” Staff share this information with teachers as part of orientation; this summer, staff will ask some parents to be spokespeople and share their thoughts during orientation. Ensuring that Dream Diné’s approach and curriculum aligns with parents’ hopes and dreams for their children is critical. The motto of Dream Diné is “time to bring our children home,” which is a reference to the Long Walk. This school represents the first step to really bringing children to their cultural and linguistic home, while also giving them the tools to succeed in the Western world.

Principal Community-Identified Needs/Priorities: Diné language, understanding the value of place, resource conservation, cultural identity and incorporation of traditional livelihoods, health and wellness

School Type: Charter elementary and middle school

Neighboring School Performance Data:

- BIE Schools

- Beclabito Day School (K-6). Proficiency rates: 31.58% reading, 31.58% math, 57.14% science
 - Shiprock Reservation Dormitory. No data.
 - Shiprock Northwest High School. Proficiency rates: 21.98% reading, 24.44% math, n/a science.
 - Atsa'Biva'a'zh Community School. Proficiency rates: 28.8% reading proficient, 53.2% math, n/a science
- Shiprock is served by the Central Consolidated School District (Public Education Department Report Card Grades, 2013-2014).
 - Of six schools, two received C's (Eva B. Stokely Elementary, Shiprock High), three received D's (Career Prep Alternative, Nizhoni Elementary, Tse'Bit'Ai Middle), and one received an F (Mesa Elementary). No schools received B's or A's.

Navajo

Community Activity: The Red Lake Chapter of the Navajo Nation, with concerns for the educational needs of youth, passed a letter of intent for creating a charter school and presented it to their state representative in the New Mexico legislature. House Memorial 43 was signed during the 2013 session and called for a work group to be formed with the purpose of studying the feasibility of having a bi-state charter in the Red Lake-Navajo area. The work group held monthly meetings between July and December, 2013; it consisted of representatives from the Red Lake Chapter, Crystal Chapter, Red Lake-Navajo Community Action Group, Native American Community Academy, Navajo Nation Office of the President and Vice President, Department of Diné Education, New Mexico Public Education Department's Indian Education Division, Gallup McKinley County Schools, Dream Diné Charter School, New Mexico State

University, New Mexico Indian Affairs, Teach For America-New Mexico, Navajo Nation Council Delegates, New Life Ministries, New Mexico Indian Education Committee, New Mexico House of Representatives, Health Education and Human Services Committee and community members.

Planning team members also facilitated focus groups to provide a platform for community members to discuss options, share ideas and plan. In order to evaluate the demand for a charter school, the planning team members developed a survey to assess the educational needs and hopes of the community. The planning team administered 116 surveys at various locations and events in the community including chapter house meetings, community residences, the New Life Learning Center (a GED program) and at public meetings between September and December 2013. The survey data revealed the following:

- 60% of respondents thought current school lessons were not motivating for students
- 58% thought schools were not safe environments
- 53% thought students did not feel a sense of belonging at school
- 51% indicated that they know someone that has dropped out of school (top reasons for dropouts: substance abuse, family responsibility, financial issues, gangs, lack of interest in school, low academics and pregnancy)
- 87% indicated that education at school should be based on Diné philosophy
- The survey also addressed career opportunities and career path interests. The top three career paths were: Health Services, Natural Resources/Agriculture, and Industrial & Engineering Technology.

Planning team members also went door-to-door to 64 community residences to gather input on existing school options and to further discuss the charter school possibility. Residents identified

concerns for students' safety, educational attainment, educational engagement, dissatisfaction with existing schools, relevancy of the curriculum, and future employment prospects for young people.

Based on these conversations, meetings, and surveys, NISN and local leaders arrived at the school model, which will emphasize an agricultural science based curriculum aligned with Diné Content Standards and Common Core State Standards. To enhance the agriculture component, the school will offer an Agriculture Immersion Program. Students will also complete summer internships with local farmers, universities, and agribusinesses to gain hands-on experience in fields related to agriculture.

Principal Community-Identified Needs/Priorities: Diné language, agricultural science, technology, after school and mentoring programming, health and wellness, and cultural identity

School Type: Charter middle and high school

Neighboring School Performance Data:

- (BIE School) Crystal Boarding School. Proficiency rates (2012-2013): 10.17% reading; 10% math; and 5.08% science. This school did not meet Adequate Yearly Progress targets.
- Gallup McKinley School District schools located in Navajo (Public Education Department Report Card grades, 2013-2104): Navajo Elementary and Navajo Middle Schools both received a D, Navajo Pine High School received a C. The high school scored an F for College and Career Readiness, and a D for Graduation.



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**Native American Community Academy-Inspired School Network (NISN)
Scope of Work
Prepared April 1, 2015**

Project Objective

The Native American Community Academy-Inspired School Network (NISN) seeks to create a data collection and analysis system for its network of new schools to track indicators and metrics.

Background

The Quad is a cloud-based app that collects, aggregates and visualizes data in real time. The Quad was founded in 2011 with The Atlantic Philanthropies to help organizations better understand their external impact and improve strategic decision-making. To-date, over 600 organizations in 30 states have used The Quad. Our objectives are:

1. To rigorously measure the *external impact* of organizations.
2. To provide frequent analyses and data visualizations to assist organizations in *course correction* of their strategies.
3. To change the current *culture of evaluation* towards one of continuous learning.

Scope of Work

This scope of work is for the period **March 30, 2015 through December 31, 2015**. We propose the following set of deliverables for this project, listed chronologically:

1. Strategic consulting to NISN to hone indicators, metrics and data collection methods.
2. Development of a customized, NISN-specific Quad website with NISN-approved indicators, metrics and qualitative questions.
3. Access to The Quad for all NISN schools and community partners.
4. Provision of in-person training sessions and online webinars, as requested, to onboard NISN staff and stakeholders onto The Quad.
5. Ongoing technical support for NISN staff and stakeholders on Quad usage.
6. Annual report of key findings.



the quad

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Timeline

<u>Time Frame</u>	<u>Deliverables</u>
2 weeks	<ul style="list-style-type: none"> Finalize indicators, metrics and qualitative questions Identify all external data sources to import Develop reporting and data import deadlines with NISN
8 weeks	<ul style="list-style-type: none"> Wireframes submitted for final approval Coding
2 weeks	<ul style="list-style-type: none"> Ongoing onboarding training (schedule to be adjusted based on school calendar)
Ongoing	<ul style="list-style-type: none"> Technical support and training

The Quad Squad

Eli Il Yong Lee is a consultant who has survived over twenty-five years of executive leadership, issue advocacy and political campaigns, nationally and in New Mexico. He is a co-founder of The Quad. He has served as campaign manager or general consultant for progressive candidates and issue campaigns and was the founding CEO of the Center for Civic Policy, one of the first civic engagement tables in the country. He is a former Board President of the Asian American Association of New Mexico; a former board member of the State of New Mexico Dr. Martin Luther King, Jr. Commission; and a longtime board member of the Andrew Goodman Foundation, founded by his mentor, Dr. Carolyn Goodman, the mother of murdered Civil Rights worker Andrew Goodman. Columbia University reluctantly graduated him in 1990. Eli remains Korean American and lives in Albuquerque, New Mexico.

Sandra Wechsler brings nearly two decades of experience working to further progressive candidates, issues and policies. She co-founded The Quad after years of working with civic engagement organizations to build aggressive strategies built on focused planning and real-time learning. Sandra specializes in consulting with campaign driven organizations – particularly in the areas of data driven strategy and evaluation. Her professional experience includes campaign management, impact assessment, and leadership development, both locally and nationally, including direction of New Mexico’s only leadership network for progressive advocates. Before starting her own consulting business, Sandra spent years navigating the world of non-profits, community organizing and violence prevention. Sandra received her B.A. in Social Thought and Political Economy from the University of Massachusetts, Amherst and her Masters in Public Health from the University of New Mexico. She also has a dog named Omar, named after her favorite character from the HBO television show, *The Wire*.



the quad

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Clients

Black Civic Engagement Fund

LATINOENGAGEMENTFUND 
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The
ATLANTIC
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EDUCATION FUND



The Partnership Fund
The Partnership Action Fund



YOUTH ENGAGEMENT FUND

GEORGE B.
STORER
FOUNDATION



Solidago
Foundation
Building capacity for social change



SCIF
STATE CAPACITY AND INNOVATION FUND



NACA-Kara Bobroff ▼

Help

Overview Strategic Partnerships School Year Reports Progress Report

Overview

Location:
New Mexico

Users:
NACA-Kara Bobroff

Contact
1234 Lomas Blvd NE
Albuquerque, NM 87106
505-123-4567
karabobroff@nacarocks.com

Clusters:
NACA
NISN

Description
NACA is a charter school focused in Albuquerque, NM and is part of the NISN network.

Strategic Partnerships

For each question below, please select a 1-5 score. The 2 questions and scales are:

1. How aligned in mission is your school with each organization below?
 5=very aligned
 4=somewhat aligned
 3=somewhat unaligned
 2=very unaligned
 1=not sure

2. How often do you have meaningful interaction with each organization below?
 5=every day
 4=once a week
 3=once a month
 2=once a year
 1=never

This data should be updated quarterly.

Organization	Mission Alignment	Meaningful Interaction
School #1	1 = Not Sure ▼	1 = Never ▼
School #2	1 = Not Sure ▼	1 = Never ▼
School #3	1 = Not Sure ▼	1 = Never ▼

In the live site, the list of organizations will continue down by scrolling.



Strategic Partners Map

The visualization tracks the depth and breadth of relationships between organizations within a state and/or nationally over time. You can narrow your search to only view organizations in a particular cluster or issue area by toggling the filter, or you can select the specific organizations you wish to see on the map by checking just those organizations in the sidebar. To get a closer look at the relationships of one organization, click the node to zoom in.





NACA-Kara Bobroff ▼

Help

Overview Strategic Partnerships School Year Reports Progress Report

Note: Your log-in type determines whether this list of questions is for an Admin, a teacher or a student.

School Year 2014-15 ▼

1. How many total students did you have at the end of the year?
2. How many total students did you have at the end of last year?
3. How many 3rd grade students did you have at the end of the school year?
4. How many 11th grade students did you have at the end of the school year?
5. How many 12th grade students did you have at the end of the school year?
6. How many teachers did you have at the end of the school year?
7. How many total staff did you have at the end of the school year?
8. How many students were proficient or above in ELA?
9. How many students were proficient or above in Math?
10. How many students were on-track for college acceptance at the end of the school year?
11. How many third graders achieved literacy standards?
12. How many 11th graders met ACT college readiness benchmarks?

In the live site, the list of questions will continue down by scrolling.



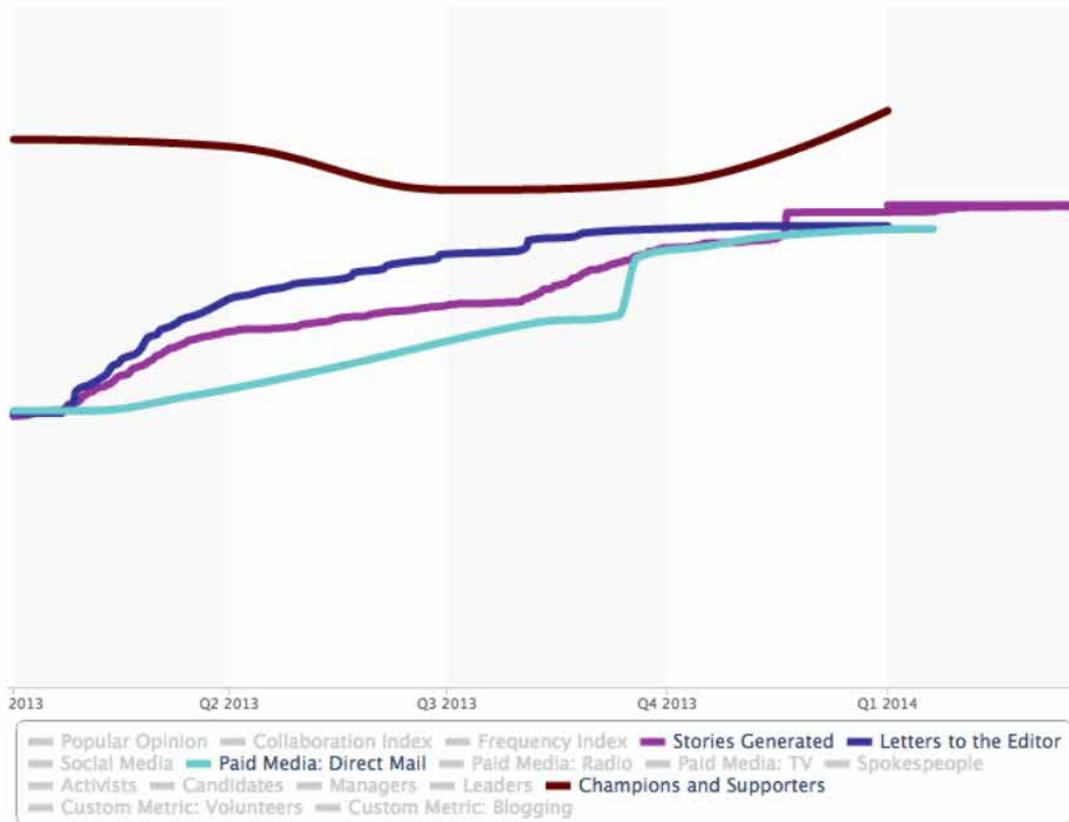


the quad

NACA-Kara Bobroff ▼

Help

Overview Strategic Partnerships School Year Reports Progress Report



Progress Report

1. WKKF narrative question

2. WKKF narrative question

3. WKKF narrative question

Native American Community Academy-Inspired School Network (NISN)
Draft Metrics
Prepared June 1, 2015

Developer Notes

- 1 The NISN national network of schools will grow each year. In Year 1, we will likely have 6-10 schools entering data. Each individual will be treated like an "organization" in the old Quad.
- 2 Below are the standardized metrics that each school will complete, along with data sources and visualizations required.
- 3 Each individual (teacher, admin, student) will have just one campaign per year, named after the school year (e.g. Mary Smith 2014-15, Mary Smith 2015-16, etc.)
- 4 Each school may create their own quantitative, custom metrics.
- 5 Some questions are answered by school administrators; some by students; and some by teachers.
- 6 Data will be collected just once each year, at the end of the school year.

Internal NISN ID	Header (for Quad layout)	Data Source	Quad Language	Data Type	Formula	Visualization (P2G = Progress to Goal bar charts)
	General	School Admin	How many total students did you have at the end of the year?	Number		
	General	School Admin	How many total students did you have at the end of last year?	Number		None
	General	School Admin	How many 3rd grade students did you have at the end of the school year?	Number		None
	General	School Admin	How many 11th grade students did you have at the end of the school year?	Number		None
		School Admin	How many 12th grade students did you have at the end of the school year?			None
	General	School Admin	How many teachers did you have at the end of the school year?			None
	General	School Admin	How many total staff did you have at the end of the school year?			None
	Profile	Student	What grade level are you?	Number		None
	Profile	Student	What is your gender?	Male / Female		None
1.a.1	Academic Excellence & Relevance	School Admin	How many students were proficient or above in ELA?	Number	this metric divided by total students	P2G of formula
1.a.2	Academic Excellence & Relevance	School Admin	How many students were proficient or above in Math?	Number	this metric divided by total students	P2G of formula
	Academic Excellence & Relevance	School Admin	How many students were on-track for college acceptance at the end of the school year?	Number	this metric divided by total students	P2G of formula
1.b.1	Academic Excellence & Relevance	School Admin	How many third graders achieved literacy standards?	Number	this metric divided by total third graders	P2G of formula
1.b.2	Academic Excellence & Relevance	School Admin	How many 11th graders met ACT college readiness benchmarks?	Number	this metric divided by total eleventh graders	P2G of formula
1.c.1	Academic Excellence & Relevance	School Admin	How many seniors graduated high school?	Number	this metric divided by total twelfth graders	P2G of formula

1.d.1	Academic Excellence & Relevance	School Admin	What is your 6-year college graduation rate?	Percent	Aggregate of 1.c.1 responses for each year divided by aggregate of total 12th graders each year	P2G of formula
1.e.1	Academic Excellence & Relevance	School Admin	For each grade, please calculate the percentage of grade's courses that related to identity and culture, and then create an average of all the grades and enter it here.	Percent		P2G of formula
1.f.1	Academic Excellence & Relevance	School Admin	Does your school offer students an indigenous language program, grounded in the community's context?	Yes/No		P2G of formula
1.g.1	Academic Excellence & Relevance	School Admin	How many students achieved 1.5 years of growth or higher on NWEA-MAP OR performing at or above grade level this year?	Number	this metric divided by total students	P2G of formula
2.a.1	NISN Core Values & Culture	Student	Did you feel respected and heard in interactions with your peers this school year?	3=Yes 2=Not Sure 1=No	Create average score of all responses	P2G of formula
		Student	Did you feel respected and heard in interactions with the staff at your school this school year?	5=Very Respected 4=Somewhat Respected 3=Not Sure 2=Somewhat Disrespected 1=Very Disrespected	Create average score of all responses	P2G of formula
2.b.1	NISN Core Values & Culture	School Admin	How many students attended at least 4 student conferences aligned with the school's core values/wellness philosophy this school year?	Number		P2G
2.c.1	NISN Core Values & Culture	School Admin	How many individual students participated in community service this school year (ADD DESCRIPTOR)?	Number		P2G
3.a.1	Community Transformation	Student	How engaged is your family in the school?	5=Very Engaged 4=Somewhat Engaged 3=Not Sure 2=Somewhat Engaged 1=Very Engaged	Create average score of all responses	P2G of formula
3.b.1	Community Transformation	School Admin	How many alumni connected with your school at least one time this year? "Connected includes activities like volunteering and donating but would not include a school	Number		P2G of formula

3.c.1	Community Transformation	School Admin	How aligned in mission is your school with each organization below? [NOTE: include NISN schools in the list as well as community partners]	5=Very Aligned 4=Somewhat Aligned 3=Not Sure 2=Somewhat Unaligned 1=Very Unaligned		Strategic Partnerships viz
		School Admin	How often do you have meaningful interaction with each organization below? [NOTE: include NISN schools in the list as well as community partners]	5=every day 4=once a week 3=once a month 2=once a year 1=never		Strategic Partnerships, viz
	Continuous Improvement					
4.a.1	Continuous Improvement			1.a.1	$(y_2 - y_1) / y_1$ where y_2 = ELA proficiency rate from this year and y_1 = proficiency rate from last year	P2G of formula
4.a.2	Continuous Improvement			1.a.2	$(y_2 - y_1) / y_1$ where y_2 = Math proficiency rate from this year and y_1 = proficiency rate from last year	P2G of formula
4.b.1	Continuous Improvement	Teacher	I received sufficient high-quality professional development this school year.	5=Strongly Agree 4=Somewhat Agree 3=Not Sure 2=Somewhat Disagree 1=Strongly Disagree	Create average score of all responses	P2G of formula
5.a.1	Leadership in Indigenous Education	Teacher	My school's programming this school year was consistent with the school's mission.	5=Strongly Agree 4=Somewhat Agree 3=Not Sure 2=Somewhat Disagree 1=Strongly Disagree	Create average score of all responses	P2G of formula
5.b.1	Leadership in Indigenous Education	Teacher	I have innovated, improved and refined my practice of indigenous education.	5=Strongly Agree 4=Somewhat Agree 3=Not Sure 2=Somewhat Disagree 1=Strongly Disagree	Create average score of all responses	P2G of formula
5.c.1	Leadership in Indigenous Education	see 3.c.1				
	Leadership in Indigenous Education	Student	I have access to healthy food at school.	5=Strongly Agree 4=Somewhat Agree 3=Not Sure 2=Somewhat Disagree 1=Strongly Disagree	Create average score of all responses	P2G of formula
6.a.1	Operating Effectiveness & Efficiency	School Admin	How many students re-enrolled from last year?	Percent	this metric divided by total students from last year (in "General")	P2G of formula
6.c.1	Operating Effectiveness & Efficiency	School Admin	What was the variance to budget for the school year?	Percent		P2G

6.d.1	Operating Effectiveness & Efficiency	School Admin	What was your average days of cash-on-hand for the year?	Number		P2G
6.e.1	Operating Effectiveness & Efficiency	School Admin	Are core operations sustainable on current state and federal funding?	Yes/No		P2G
6.f.1	Operating Effectiveness & Efficiency	School Admin	What percent of your meeting enrollment projections were met at the end of the year?	Percent		P2G
6.g.1	Operating Effectiveness & Efficiency	School Admin	Was your reporting of data to your authorizer (e.g. SOAP, STARS) on time?	Yes/No		P2G
		School Admin	Was your reporting of data to NISN (e.g. SOAP, STARS) on time?	Yes/No		P2G
		School Admin	Was your reporting of data to your authorizer (e.g. SOAP, STARS) accurate?	Yes/No		P2G
		School Admin	Was your reporting of data to NISN (e.g. SOAP, STARS) accurate?	Yes/No		P2G
		School Admin	How many staff did you have this year that you would like to retain next year?	Number		
6.h.1	Operating Effectiveness & Efficiency	School Admin	How many staff did you retain this year that you wanted to retain?	Number	this metric divided by total desirable staff (line 62)	P2G of formula
6.i.1	Operating Effectiveness & Efficiency	School Admin	How many of your teachers were rated effective?	Number	this metric divided by total teachers	P2G of formula
		School Admin	How many of your teachers were rated highly effective?	Number	this metric divided by total teachers	P2G of formula
			How many of your teachers were rated exemplary?	Number	this metric divided by total teachers	P2G of formula
	Qualitative Questions	School Admin	TBD	Qualitative, for "Progress Report" section		

ID	Commitment	Indicator	School Year data						
			13-14	14-15	15-16	16-17	17-18	18-19	19-20
1.a.1 1.a.2 1.b.1 1.b.2 1.c.1 1.d.1 1.e.1 1.f.1 1.g.1	Academic Excellence & Relevance	% students scoring proficient or above on state assessment	Row intentionally left blank						
		- ELA							
		- Math							
		% students on-track for college acceptance	Row intentionally left blank						
		- 3rd graders achieving literacy standards							
		- 11th graders meeting ACT college readiness benchmarks							
		% students graduating high school							
		6-year college graduation rate ¹							
		% student's academic day engaged in instruction focused on identity and incorporates culture (student self-report or looking at courses, structure of the day, program of studies)							
		Does the school offer student access to a high quality Indigenous language program grounded in the community's context							
% students achieving 1.5 years of growth or higher on NWEA-MAP OR performing at or above grade level									
2.a.1 2.b.1 2.c.1	NISN Core Values & Culture	% students reporting they feel respected and heard in interactions with their peers and school staff							
% Student are engaged in student conferences aligned with the school's core values and wellness philosophy at least 4 times per year									
% of students participating in community service									
3.a.1 3.b.1 3.c.1	Community Transformation	% of students reporting that their families are engaged in their school							
% alumni maintaining connection with school at least once per year									
Community Partner Collaboration Index (the Quad)									
4.a.1 4.a.2 4.b.1	Continuous Improvement	Increase in proficiency rate over prior year	Row intentionally left blank						
- ELA									
- Math									
% teachers who agree or strongly agree that they receive sufficient high-quality PD									



June 26, 2015

Bureau of Indian Education
Division of Administration
1101 Indian School Rd. NW
Albuquerque, NM 87104

Dear Bureau of Indian Education staff,

The NACA Foundation is providing this notice that it is submitting an application to the U.S. Department of Education for the Indian Education Demonstration Grants program, CFDA number 84.299A.

Please find attached a copy of the Abstract for this application. The Santa Clara Pueblo is a partner in the application, and the NACA-Inspired Schools Network is working with the Pueblo in its efforts to re-grant the BIE controlled Santa Clara Day School to tribal control.

If you have any questions about the application, please contact me at 505-266-0992 or kbobroff@nacaschool.org.

With warmest wishes

(b)(6)

Kara Bobroff (Navajo/Lakota)
NACA-Inspired Schools Network Executive Director

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

NACA Foundation

The Indian Education Demonstration Grants: Budget Narrative

NACA-Inspired Schools Network

The Native American Community Academy (NACA) Foundation is applying for an Indian Education Demonstration Grant for the NACA-Inspired Schools Network. Below are descriptions of the expenses reflected on Form ED-524. The federal request for each year 1-4 is \$590,925.50. The total federal request for the program over the four-year period is \$2,363,702, with \$2,148,820 being direct costs and \$214,882 being indirect charges. The applicant is contributing \$(b)(4) in non-federal funds to the project.

OPERATIONAL PERIOD

The operational period of the grant will be 48 months and includes implementation, scale-up, and reporting. The applicant, through the NISN, has already undergone an extensive planning period. Students served are estimated at 1,080 over the 4-year grant period, with infrastructure put in place to serve a large number of additional students statewide in New Mexico and in other states after the end of the grant period.

CALCULATIONS FEDERAL COSTS

A. Personnel

Cost Item	Year 1	Year 2	Year 3	Year 4	Total
Executive Director	\$0	\$0	\$0	\$0	\$0
Program Support Specialist	\$0	\$0	\$0	\$0	\$0

Finance Director	\$0	\$0	\$0	\$0	\$0
Business Manager	\$0	\$0	\$0	\$0	\$0
Director of Data Analysis and Evaluation	\$0	\$0	\$0	\$0	\$0
Director of School Development	\$0	\$0	\$0	\$0	\$0
Fellowship Director	\$0	\$0	\$0	\$0	\$0
Indigenous Education Knowledge Manager	\$0	\$0	\$0	\$0	\$0
Director of PD/Curriculum & Instruction	\$0	\$0	\$0	\$0	\$0
Director of Strategic Initiatives	\$0	\$0	\$0	\$0	\$0
Student Support Specialist/SPED	\$0	\$0	\$0	\$0	\$0
Fellows	\$150,000	\$150,000	\$150,000	\$150,000	\$600,000
Total	\$150,000	\$150,000	\$150,000	\$150,000	\$600,000

NISN will have the following key staff, all of whom will be dedicated full-time (1.0 FTE) to the project:

- Executive (1.0 FTE): The NACA Foundation does not request federal funds to support the Executive Director (Kara Bobroff) base salary of \$125,000 per year. Ms. Bobroff will be responsible for overseeing all NISN staff and contractors, meeting with participating communities and Fellows, conducting community outreach, supporting the expansion of NISN, and performing outreach and marketing to make a wider audience aware of the model. She will ensure that the Network Support Office successfully implements NISN priorities, oversee the program, and provide vital startup, academic, and business operations support.
- Program Support Specialist (1.0 FTE): The NACA Foundation does not request federal funds to support the Program Support Specialist (to be hired) base salary of \$40,000 per year. This person will directly support the Executive Director with her duties, including communications, scheduling, reaching out and maintaining contact with network members, and providing other general support as called upon.

- Finance Director (1.0 FTE). The NACA Foundation does not request federal funds to support the Finance Director (Carmen Cavnar) base salary of \$102,000 per year. Working through the NACA Foundation, Ms. Cavnar will be responsible for project fiscal oversight and management.
- Business Manager: (1.0 FTE). The NACA Foundation does not request federal funds to support the Business Manager (to be hired) base salary of \$50,000 per year. This person will support the Executive Director and other NISN staff with daily administrative tasks, including communications, scheduling, and other needs that arise.
- Director of Data Analysis and Evaluation (1.0 FTE). The NACA Foundation does not request federal funds to support the Director of Data Analysis and Evaluation (Tom Genné) base salary of \$59,000 per year. He will ensure that NISN Student Information Systems and Student Assessment Systems align and are accurate to capture the indicators for the NISN Scorecard.
- Director of School Development (1.0 FTE). The NACA Foundation does not request federal funds to support the Director of School Development (Corina Chavez) base salary of \$115,000 per year. She will oversee the growth and development of the network and ensure that school needs are met, including connecting resources and large-scale strategic thinking.
- Fellowship Director (1.0 FTE). The NACA Foundation does not request federal funds to support the Fellowship Director (Alan Brauer) base salary of \$69,000 per year. He will be responsible for overseeing the Fellowship program, including recruiting fellows, making sure they complete their first year coursework and that their projects within communities stay on track and are adequately documented.
- Indigenous Education Knowledge Manager (1.0 FTE). The NACA Foundation does not request federal funds to support the Indigenous Education Knowledge Manager (Kristen

Szczepaniec) base salary of \$60,000 per year. She will leverage her experience with Teach for America and working in Native communities, including as a teacher in Laguna Pueblo, to ensure that curricula are aligned with NISN and tribal values to ensure an excellent and relevant education. She will design and build the NISN Indigenous Education Knowledge Management System to facilitate the sharing of best practices across schools used by other educators, both nationally and internationally.

- Director of Professional Development/Curriculum and Instruction (1.0 FTE). The NACA Foundation does not request federal funds to support the Director of Professional Development/Curriculum and Instruction (Josh Krause) base salary of \$70,000 per year. He will oversee professional development of NISN staff and fellows, as well as professional development needed within member communities. A curricular expert, he will also consult with communities to ensure that proposed curricula meet local, NISN, and state standards for excellence and relevance.
- Director of Strategic Initiatives (1.0 FTE). The NACA Foundation does not request federal funds to support the Director of Strategic Initiatives (J'shon Lee) base salary of \$70,000 per year. Ms. Lee will lead the NISN team in building organizational systems, structures, and practices that provide the most efficient, thorough, effective and relevant outcomes for the NISN staff and schools.
- Student Support Specialist (1.0 FTE). The NACA Foundation does not request federal funds to support the Student Support Specialist (Rena Cash) base salary of \$40,000 per year. Ms. Cash is knowledgeable in special education service delivery models and compliance, and understands the state's new graduation requirements. She is an expert at building systems of support for students and will ensure that schools across the NISN have strong systems in place.

- NISN Fellows. The NACA Foundation requests \$150,000 per year for years 1-4 for six NISN Fellows who are working in communities (as named in the proposal) at a level of \$25,000 per year per fellow. Fellows will conduct an extensive community engagement and data gathering process, work within each community to design a school, support the charter or grant school application process, help to identify and secure funding, and perform other tasks as needed. These individuals will be critical links between the NISN and the communities in the network and will support the communities in every aspect of school redesign. They are supported in this effort by the Fellowship Director.

B. Fringe Benefits

Cost Item	Year 1	Year 2	Year 3	Year 4	Total
Fringe Benefits 30% of salaries	\$45,000	\$5,000	\$5,000	\$45,000	\$180,000
Total	\$45,000	\$45,000	\$45,000	\$45,000	\$180,000

Fringe benefit costs are calculated at 30% on average of salaries requested and include benefits (health insurance and dental insurance are fixed rates and therefore not applicable overall as a percent of salaries).

C. Travel

Cost Item	Year 1	Year 2	Year 3	Year 4	Total
Convening Expenses	\$0	\$0	\$0	\$0	\$0
Travel to Communities	\$17,500	\$17,500	\$17,500	\$17,500	\$70,000
Out-of-State Travel: Washington, D.C. airfare	\$4,200	\$4,200	\$4,200	\$4,200	\$4,050
Out of State Travel: Lodging	\$3,717	\$3,717	\$3,717	\$3,717	\$14,868
Out of State Travel: Washington, D.C. per diem/meal and incidental expenses	\$1,988	\$1,988	\$1,988	\$1,988	\$7,952
Total	\$27,405	\$27,405	\$27,405	\$27,405	\$109,620

- Convening expenses: The NACA Foundation does not request federal funds for convenings of community members and leaders, NISN staff, and Fellows. Estimated annual funds required are \$9,000.
- Travel to communities: \$17,500 requested for travel to communities in Northwest New Mexico from the NISN offices in Albuquerque and among participating communities. Calculated at the rate of \$0.55 cents per mile for six Fellows and the Executive Director, averaging 4,545.45 miles per year per person.
- Travel:
 - Airfare: \$4,200 requested. Airfare to Washington D.C. once per year calculated for six NISN Fellows and one NISN staff person, averaging \$600 per round/trip flight. $\$600 \times 7 \text{ personnel} = \$4,200$.
 - Lodging: \$3,717 requested. Lodging in Washington, D.C. calculated at the \$177 federal per diem for lodging, estimated 3 nights, 7 rooms (Six NISN Fellows and one NISN staff person). $\$177 \times 3 \text{ nights} \times 7 \text{ staff} = \$3,717$
 - Per Diem/Incidentals: \$1,988 requested. Calculated at current \$71 federal per diem rate for seven staff (Six Fellows and one NISN staff person) for four days, accounting for travel time at the beginning and end of each trip. $\$71 \times 4 \text{ days} \times 7 \text{ staff} = \$1,988$.

D. Equipment

The NACA Foundation does not request equipment.

E. Supplies

Cost Item	Year 1	Year 2	Year 3	Year 4	Total
Supplies	\$0	\$0	\$0	\$0	\$0

Office Technology	\$0	\$0	\$0	\$0	\$0
School Technology	\$25,000	\$25,000	\$25,000	\$25,000	\$100,000
Total	\$25,000	\$25,000	\$25,000	\$25,000	\$100,000

- **Supplies:** The NACA Foundation does not request federal funds for NISN office supplies, which is calculated at \$10,000 per year, based on known needs for office supplies, software, and technology.
- **Office Technology:** The NACA Foundation does not request federal funds for NISN office technology, which is calculated at \$15,000 per year, based on known needs for office supplies, software, and technology.
- **School Technology:** \$25,000 per year requested in each of years 1-4. While specific needs will be determined by individual school, the NACA Foundation anticipates approximately \$4,167 per year for each of the school sites to fulfill needs for such things as desktop and laptop computers, projectors, and tablets to facilitate student learning and augment school resources. $\$4,167 \times 6 \text{ schools} = \$25,000$.

F. Consultants/Contracts

Cost Item	Year 1	Year 2	Year 3	Year 4	Total
Third Party Fellow Training	\$0	\$0	\$0	\$0	\$0
Third Party Evaluation	\$72,000	\$72,000	\$72,000	\$72,000	\$288,000
Grant Reporting/Project Management	\$7,800	\$7,800	\$7,800	\$7,800	\$31,200
Total	\$79,800	\$79,800	\$79,800	\$79,800	\$319,200

- **Third Party Fellow Training:** The NACA Foundation does not request federal funds to cover the cost of additional training by third party experts in Indigenous Education for its NISN Fellows, which is calculated at \$60,000 per year.

- Evaluator: The NACA Foundation will contract with New Mexico-based Quadrant Metrics for the third party evaluation. Funding of \$72,000 is requested in year of years 1-4. The NACA Foundation will award \$72,000 annually to Quadrant to conduct project evaluation activities, calculated at approximately 12% of total award. This fee is based on reasonable and customary fees for like project evaluation in our region.
- Grant Reporting/Project Management: \$7,800 is requested in each of years 1-4. The NACA Foundation will contract grants management services to ensure compliance with reporting and other requirements. Calculated at \$65/hr for 10/hrs per month x 12 months = \$7,800.

G. Construction

Construction expenses are unallowable. The NACA Foundation does not request construction expenses.

H. Other

Cost Item	Year 1	Year 2	Year 3	Year 4	Total
Communication (Social Media, Website, Printing)	\$10,000	\$10,000	\$10,000	\$10,000	\$40,000
Start-up Grants for Schools	\$200,000	\$200,000	\$200,000	\$200,000	\$800,000
Total	\$210,000	\$210,000	\$210,000	\$210,000	\$840,000

- Communications: \$10,000 per year is requested in each of years 1-4. Costs calculated based on current and projected needs for social media and outreach, website design and maintenance services, and printing needs (fliers, posters, and communication materials).
\$10,000 x 4 years = \$40,000.

- Startup Grants for Schools: \$200,000 is requested in each of years 1-4; one for each of the 4 schools not yet opened or ready to open that are participating in the proposed project.
 $\$50,000 \times 4 \text{ schools} = \$200,000$.

I. Indirect Costs

An applicant with no previous ICR can use a de minimis rate of 10 percent of modified total direct costs (MTDC); these applicants do not need to negotiate for this rate. Indirect costs are calculated at 10% of Total Direct Costs, allowable without an established and federally approved indirect cost rate. The 10% rate is applied against a Direct Cost base of \$537,205 per year, for a total indirect cost of \$53,720.50 per year. Total requested project direct costs for all four years are \$2,148,820 x 10% yields a total indirect cost of \$214,882.

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

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

Name of Institution/Organization

Native American Community Academy Foundation

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	150,000.00	150,000.00	150,000.00	150,000.00		600,000.00
2. Fringe Benefits	45,000.00	45,000.00	45,000.00	45,000.00		180,000.00
3. Travel	27,405.00	27,405.00	27,405.00	27,405.00		109,620.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	25,000.00	25,000.00	25,000.00	25,000.00		100,000.00
6. Contractual	79,800.00	79,800.00	79,800.00	79,800.00		319,200.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	210,000.00	210,000.00	210,000.00	210,000.00		840,000.00
9. Total Direct Costs (lines 1-8)	537,205.00	537,205.00	537,205.00	537,205.00		2,148,820.00
10. Indirect Costs*	53,720.50	53,720.50	53,720.50	53,720.50		214,882.00
11. Training Stipends	0.00	0.00	0.00	0.00		0.00
12. Total Costs (lines 9-11)	590,925.50	590,925.50	590,925.50	590,925.50		2,363,702.00

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

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

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

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

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

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

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

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

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Kara		Bobroff	

Address:

Street1:	1000 Indian School Rd. NW
Street2:	
City:	Albuquerque
County:	Bernalillo
State:	NM: New Mexico
Zip Code:	87104
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
505-266-0992	

Email Address:

kbobroff@nacaschool.org

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #:

--

No Provide Assurance #, if available:

--

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

	Add Attachment	Delete Attachment	View Attachment
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