

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



**APPLICATION FOR GRANTS
UNDER THE**

OIE Demonstration Grants

CFDA # 84.299A

PR/Award # S299A150054

Grants.gov Tracking#: GRANT11950720

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"/>
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* 3. Date Received: <input type="text" value="06/29/2015"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Lumbee Land Development"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="56-2259380"/>	* c. Organizational DUNS: <input type="text" value="6102570860000"/>

d. Address:

* Street1: <input type="text" value="6984 NC Hwy 711 West"/>
Street2: <input type="text"/>
* City: <input type="text" value="Pembroke"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="NC: North Carolina"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="28372-2709"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
---------------------------------------	-------------------------------------

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

Prefix: <input type="text"/>	* First Name: <input type="text" value="April"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Bryant"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Grants Manager"/>	

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

* Telephone Number: <input type="text" value="910-522-5471"/>	Fax Number: <input type="text" value="910-521-7790"/>
---	---

* Email: <input type="text" value="abryant@lumbeetribe.com"/>

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:

J: Indian/Native American Tribal Government (Other than Federally Recognized)

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.299

CFDA Title:

Indian Education -- Special Programs for Indian Children

*** 12. Funding Opportunity Number:**

ED-GRANTS-042815-001

* Title:

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

13. Competition Identification Number:

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Project ACCESS

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="2,400,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,400,000.00"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL <input type="text" value="April Bryant"/>	TITLE <input type="text" value="Grants Management"/>
APPLICANT ORGANIZATION <input type="text" value="Lumbee Land Development"/>	DATE SUBMITTED <input type="text" value="06/29/2015"/>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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

* Name: The Longmire Group

* Street 1: Post Office Drawer 12947 * Street 2:

* City: Raleigh * State: NC: North Carolina * Zip: 27605

Congressional District, if known:

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

6. * Federal Department/Agency: US Department of Education	7. * Federal Program Name/Description: Indian Education -- Special Programs for Indian Children CFDA Number, if applicable: 84.299
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8. Federal Action Number, if known:	9. Award Amount, if known: \$.
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name: Reggie Middle Name
* Last Name: Holley Suffix
* Street 1 * Street 2
* City * State * Zip

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

Prefix * First Name: Reggie Middle Name
* Last Name: Holley 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: April Bryant

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

Title: Grants Manager Telephone No.: 910-522-5471 Date: 06/29/2015

Federal Use Only: Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S299A150054

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 03/31/2017

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. . **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). . Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537. or email ICDOcketMgr@ed.gov and reference the OMB Control Number. 1894-0005.

Optional - You may attach 1 file to this page.

	Add Attachment	Delete Attachment	View Attachment
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CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION Lumbee Land Development	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="April"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Bryant"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Grants Managment"/>	
* SIGNATURE: <input type="text" value="April Bryant"/>	* DATE: <input type="text" value="06/29/2015"/>

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

ABSTRACT

Project ACCESS: Achieving College Opportunities, Community Engagement and Student Success

A partnership led by the Lumbee Tribe of North Carolina and involving the Public Schools of Robeson County, Robeson Community College, and the University of North Carolina at Pembroke, to be titled Project ACCESS, seeks to improve access to higher education and career preparedness for American Indian youth of Robeson County, North Carolina through engagement in the process by Native youth, their families, and the tribal communities. The Lumbee community and Robeson County are besieged with a 31.7% poverty rate, a number of socio-economic barriers, standardized test scores and educational attainment rates that rank among the lowest in the state, and American Indian student retention rates at UNCP that lag behind those of other ethnic groups in the UNC system. To achieve its proposed outcomes, Project ACCESS seeks to attain five goals by the end of Year 4 of the grant. The goals are: 1) Introduce 240 American Indian middle and high school students, along with 1,400 family and tribal community members, to higher education through summer, day, and community camps where they gain a better understanding of higher education and its importance, the college admissions/application process, opportunities available in college, and UNC Pembroke and its historical relationship to the Lumbee community; 2) Promote an awareness of higher education and UNC Pembroke to students in the Public Schools of Robeson County and the Lumbee Tribe and its Boys & Girls Clubs through an annual county-wide “College Day”; 3) Improve the academic support and success of 40 students in the Lumbee Tribe’s Boys & Girls Clubs by implementing an academic tutoring program; 4) Increase the Public Schools of Robeson County’s American Indian student participation in Robeson Community College’s Career and

College Promise program to 685 students, and provide Health Sciences and STEM summer camps to broaden the exposure of the Public Schools of Robeson County's American Indian students to higher education and STEM fields; and, 5) Remove transportation and financial barriers that prevent American Indian students in the Public Schools of Robeson County from participating in Robeson Community College's Career and College program by providing transportation and the cost of books and fees for program participants.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

Project ACCESS:

Achieving College Opportunities, Community Engagement and Student Success

A partnership between the Lumbee Tribe of North Carolina, the Public Schools of Robeson County, Robeson Community College, and the University of North Carolina at Pembroke.

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NEED FOR THE PROJECT

Nestled along the banks of the Lumber River in their ancestral homeland in southeastern North Carolina is the Lumbee Tribe of North Carolina. Robeson, Scotland, Hoke, and Cumberland counties comprise the Lumbee homeland. With more than 55,000 citizens, Lumbees have a rich and colorful history. Between 1864 and 1874, in an event known as the Lowrie War, Lumbee hero Henry Berry Lowrie and his guerilla band of fighters fought for social justice for the Lumbee people. In 1958, Lumbees received national recognition and praise when they confronted the Ku Klux Klan during a Klan rally and chased them into neighboring swamps in an event they proclaim as the “Battle of Hayes Pond.”

(i) The extent to which the project is informed by evidence, which could be either a needs assessment conducted within the last three years or other data analysis of:

- 1. the greatest barriers both in and out of school to the readiness of local Indian students for college and careers.*

Most of the 55,000+ Lumbees call Robeson County home. Pembroke is the headquarters for the tribe. Although a proud people, Lumbees and Robeson County are besieged with socio-economic barriers that inhibit access to higher access and career preparedness. Rural Robeson County is the most ethnically diverse yet third poorest county of its size in the United States. It is designated as a Tier 1, most economically distressed county by the North Carolina Department of Commerce, because of its high unemployment rate of 8%¹ and its extremely high poverty rate of 31.7% (almost twice State rate of 17.5%). Over 40,000 residents of Robeson County are Medicaid eligible and 9,000 residents have no health coverage.

¹ NC Department of Commerce (2015). Retrieved June 24, 2015 from <http://esesc23.esc.state.nc.us/d4/>

Figure 1: Map of North Carolina Counties



Robeson County Demographics

Robeson County is a diverse community. According to the U.S. Census Bureau, Robeson County has the ninth largest population of American Indians in the country. The demographics for the county’s 134,760 citizens, as of 2015, are: 39.5% American Indian/Alaska Native; 32.4% White; 24.7% African American; 0.7% Asian; 8.0% Hispanic or Latino; and 2.5% Two or More Races.² This diversity is also reflected in the student body of the Public Schools of Robeson County (PSRC), Robeson Community College (RCC), and the University of North Carolina at Pembroke (UNCP) – all situated in Robeson County. The school district’s population is 42% American Indian, RCC (45% AI), and UNCP (16%).

While ethnicity alone does not impact student achievement, various social factors associated with ethnicity, such as high poverty, single parent homes, low parental involvement, teen pregnancy, and addictions, can have an adverse effect on student achievement. Sadly, these social factors exist in Robeson County.

Robeson County’s Economy

² US Census Bureau. Robeson County, North Carolina Quick Facts. Retrieved June 24, 2015 from <http://quickfacts.census.gov/qfd/states/37/37155.html>

Rural Robeson County was once home to many mid-size and large manufacturing industries and rich in agricultural production, particularly the tobacco industry. The impact of industry closings, due to jobs shifting overseas and the federal tobacco buy-out left Robeson County burdened with high unemployment and a struggling economy. Statistics from the NC Division of Workforce Solutions confirm that Robeson County has lost over 11,000 jobs, largely in manufacturing since 1993. The huge loss of jobs reduced the regional household income by \$850 million. These losses have had the greatest negative impact on the American Indian, African American, and other minorities who were found to have lower educational attainments and income levels resulting in disproportionate rates of poverty.

Poverty in Robeson County

As a result of the aforementioned economic factors, Robeson County has the highest poverty rate in North Carolina and one of the highest in the nation. Robeson is one of 10 counties in North Carolina that the U.S. Department of Agriculture labels persistently poor, which equates to more than 20% of the population living in poverty through at least three consecutive censuses. Nearly one-third of Robesonians live below the poverty line (31.7%), almost twice the state rate. Per capita income is \$15,644, compared to the state's rate of \$25,284 and the median household is \$29,806 compared to the state's rate of \$46,334.

The county's unemployment rate is 8%.³ Until recently, 19,903 (80.34%) students in the PSRC participated in the Free or Reduced Lunch benefits from the U.S. Department of Agriculture. Consequently, the consistently high unemployment and poverty rates that plague Robeson County make the pursuance of education a struggle. Over 23% of RCC's students are

³ NC Department of Commerce (2015). Retrieved June 24, 2015 from <http://esesc23.esc.state.nc.us/d4/>

employed full-time and over 47% had dependent children. Additionally, and most disturbing, nearly 72% reported receiving \$14,999 or less in annual income.⁴

Education in Robeson County

Even though Robeson County is home to the PSRC, RCC, and UNCP, the county’s academic achievement ranks among the lowest in the state. The PSRC is the local education agency from which the large majority of RCC and more than one-third of UNCP students receive their primary and secondary education. The PSRC district, one of the largest in the state, faces many challenges in serving more than 24,000 students in this underprivileged county. PSRC test scores have consistently fallen behind the state average. The average SAT scores for PSRC seniors (1,275) are below the state average (1,483). In the math section of the SAT, seniors scored 439 compared with the state average of 507; in critical reading seniors scored 426 compared with the state’s 499; and in writing seniors scored 410 compared with the state’s 477. Dropout rates for American Indians are disturbing.

Figure 2 shows that American Indian student retention at UNCP and other four-year public institutions in the state is far below those of their peers in the UNC system.

Figure 2: American Indian Student Retention in UNC System (2014)⁵

	UNCP	UNC System
Freshman Retention	64.9%	82.2%
Sophomore Retention	52.7%	73.5%
Junior Retention	45.3%	68.6%
Senior Retention	40.5%	25.8%
Graduate in Four Years	13.5%	41.2%

⁴ Robeson Community College, *Institutional Survey* (Fall 2014)

⁵ UNC Data Dashboard (2015). Retrieved June 22, 2015 from <http://northcarolina.edu/?q=content/unc-data-dashboard>

As shown in Figure 3, educational attainment in Robeson County lags behind the state, resulting in high numbers of first generation college students and a lack of college and career preparedness.

Figure 3: Robeson County Educational Attainment (2013)

	Robeson County	NC	US
Less than 9 th grade	9.5%	5.4%	5.8%
9th to 12th grade, no diploma	14.6%	8.8%	7.6%
High school graduate (includes equivalency)	33.7%	26.5%	27.8%
Some college, no degree	22.1%	22.0%	21.1%
Associate’s degree	8.0%	8.8%	8.1%
Bachelor’s degree	8.5%	18.4%	18.4%
Graduate or professional degree	3.5%	9.9%	11.2%
Percent high school graduate or higher	75.8%	85.7%	86.6%
Percent bachelor’s degree or higher	12.0%	28.4%	29.6%

Opportunities to Support American Indian Students

(i) The extent to which the project is informed by evidence, which could be either a needs assessment conducted within the last three years or other data analysis of:

2. *Opportunities in the local community to support Indian students.*
3. *Existing local policies, programs, practices, service providers, and funding sources*

Although faced with overwhelming historical barriers to college and career preparedness, there are a number of opportunities in Robeson County provided by the RCC, LTNC, PSRC, and UNCP to support American Indian students. These opportunities have their limits. The Career and College Promise (CCP) program at RCC provides seamless dual enrollment educational opportunities for eligible high school students in order to accelerate degree completion that leads to college transfer or provide entry-level job skills. Participants that choose to enroll in CCP courses can receive a minimum of 30 hours of college credit in an Associate degree; or enroll in classes that lead to a certificate in a Career or Technical Education Pathway. The CCP is free to

all students who maintain a 3.0 GPA and helps every qualified student gain access to an affordable college education.

Since the inception of the CCP, it has struggled with low student enrollment, due to students' difficulty in affording transportation to classes and the cost of books and fees. The consistent high unemployment and poverty rates that plague Robeson County make it difficult for high school students, particularly American Indian students, to participate in academic programs that do not provide transportation or cover the cost of books and fees.

The Lumbee Tribe's three Boys & Girls Clubs (BGC) provide academic and cultural enrichment activities to approximately 400 Lumbee students. Approximately 60-80 students participate in weekly tribal culture classes. Participation in the BGC is limited because of space and the inability of many prospective members to pay the minimal fee to participate in the club.

The PSRC's Indian Education Program, funded by the Title VII grant, serves over 11,000 students. The program also provides academic and cultural enrichment activities for students. The program employs Youth Development Specialists (YDS) who work in the schools with American Indian students to improve their attendance and academic performance. The large number of Native students coupled with a limited budget and YDS positions makes meeting the needs of the district's Native students difficult.

Although there are a number of opportunities in Robeson County to support American Indian students, the need far outways the opportunities. The effort to provide robust outreach efforts to the tribal community and its students is met with the reality that fiscal limitations and geographic proximity present barriers to many needy American Indian students participating in these camps and further advancing their opportunities for career and college preparedness. A partnership led by the Lumbee Tribe and involving the PSRC, RCC, and UNCP serves to

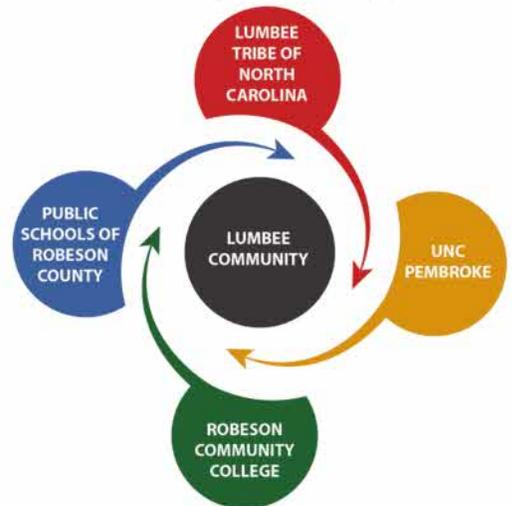
leverage the resources of the partners to strengthen the relationship between the partners and improve opportunities for and outreach efforts to American Indians students, their families, and the tribal communities of Robeson County.

QUALITY OF THE PROJECT DESIGN

As evidenced by a 31.7% poverty rate, a number of socio-economic barriers, standardized test scores and educational attainment and college retention rates that rank among the worst in the state, American Indian youth in Robeson County are in urgent need of an intervention. The LTNC, PSRC, RCC, and UNCP are committed to serving the American Indian youth of Robeson County. The focus of the Project ACCESS is to improve access to higher education and career preparedness for American Indian youth of the county (**Absolute Priority**). Project ACCESS involves a unique yet traditionally Native approach to engage Native youth, their families, and their tribal communities to be active participants in this process. Community is key to developing a college-going culture among the Native youth.

With the Lumbee community at the heart of its conceptual framework, Project ACCESS consists of seven interrelated components: 1) create a **Community Engagement Center**; 2) provide **summer residential, day, and community camps**; 3) hold a “**College Day**,” 4) create an **academic tutoring program** for the BGC; 5) increase participation RCC’s **Career and College Promise (CCP) program** and **Health Science and STEM summer camps**; 6) **remove of transportation and financial barriers** to participating in the CCP; and, 7) conduct a **needs assessment** of Robeson County’s American Indian community.

Figure 4: Conceptual Framework for Project ACCESS



**Figure 5: Project Design Chart for
Project ACCESS (Achieving College Opportunities, Community Engagement and Student Success)**

GOAL: To improve access to higher education and career preparedness for American Indian youth of Robeson County through partnerships between the Lumbee Tribe of North Carolina (LTNC), the Public Schools of Robeson County (PSRC), Robeson Community College (RCC), and the University of North Carolina at Pembroke (UNCP) that will engage Native youth, their families, and their tribal communities to be active participants in the process.

1. Southeast American Indian Studies Program Community Engagement Center (UNC Pembroke)

Goal 1.1: Introduce American Indian middle and high school students, along with their families and tribal community, to higher education through summer, day, and community camps where they gain a better understanding of higher education and its importance, the college admissions/application process, opportunities available in college, and UNC Pembroke and its historical relationship to the Lumbee community.

Activities	Action Items	Objectives
<p>1.1.1. Provide seven (7) three-day residential summer camps for rising American Indian sophomores and juniors in high school in the PSRC that will be held in June and July at UNCP. Each camp cohort will consist of twenty-four (24) students – with a minimum of three (3) students from each of the six (6) public high schools and Early College in Robeson County, for a total of 168 students.</p>	<ol style="list-style-type: none"> 1. Hire a Community Engagement Specialist to coordinate the camps and serve as a liaison between UNCP and the LTNC, PSRC, and RCC. 2. Leverage the resources of UNCP, the LTNC, the Lumbee Tribe’s Boys & Girls Clubs (BGC), and the PSRC to recruit students and promote the camps. 3. Employ four (4) UNCP students to serve as camp counselors and mentors. 4. Utilize UNCP faculty and staff to design and deliver a curriculum for the camp. 	<ol style="list-style-type: none"> 1. Expose 168 students to university campus life and learn about the admission and financial aid process as evidenced by an essay that describes and identifies the key elements of the process. 2. At the end of each camp, 24 students will complete a college application and essay. 3. At the conclusion of each camp, 24 students will have an opportunity to practice interview skills and complete a resume that highlights the student’s qualities and strengths. 4. Learn test taking tips and strategies for improving scores on the SAT and ACT such that 80% of students will correctly identify key test taking strategies. 5. 100% of students will exhibit increased cultural competencies by visiting historical Lumbee sites and UNCP’s Museum of the Southeast American Indian, and playing in a game of social stickball through a roundtable discussion. 6. 100% of student parents/guardians will participate in the last day of the camp, exposing them to the college environment and the financial aid process. 7. 10% of participants will apply to an institution of higher education.
<p>1.1.2. Provide six (6) Saturday day camps at UNCP during the academic school year for rising seventh and eighth grade American Indian students in the PSRC and the BGC. Each camp will consist of twelve (12) students – with a minimum of one (1) student from each of the six (6) public high schools and Early College in Robeson</p>	<ol style="list-style-type: none"> 1. The Community Engagement Specialist will coordinate the camps. 2. Leverage the resources of UNCP, the LTNC, BGC, and the PSRC to recruit students and promote the camps. 3. Employ two (2) UNCP students to serve as camp counselors and mentors. 4. Utilize UNCP faculty and staff to design and deliver a curriculum for the camp. 	<ol style="list-style-type: none"> 1. Expose 72 students to higher education, the application process, and UNCP. 2. 80% of camp participants will become proficient in SAT/ACT test taking strategies as evidenced by student survey. 3. Learn about STEM (science, technology, engineering, and math) fields and career opportunities in those fields; 90% of participants can identify career opportunities associated with STEM fields in a self-administered test. 4. 100% of participants will identify tips for healthy eating and healthy lifestyles via a poster competition. 5. 72 students will learn more about specific needs that arise from

County, for a total of 72 students.		meetings with the community and will examine these needs through a round-table discussion. 6. 10% of camp participants will identify UNCP as one of their top three choices for college as evidenced by a student survey.
1.1.3. Provide one (1) community camp each quarter at each of the seven (7) Lumbee community buildings for 50 Lumbee tribal members per camp (28 total camps with 1,400 participants).	<ol style="list-style-type: none"> 1. The Community Engagement Specialist will coordinate the camps. 2. Leverage the resources of UNCP, the LTNC, BGC, and the PSRC to promote the camps and recruit participants. 3. Utilize UNCP faculty and staff to design and deliver a curriculum for the camp. 4. During Year 1 of the project, UNCP, in conjunction with the LTNC, PSRC, and RCC, will conduct a needs assessment of the American Indian community to identify issues that have the greatest impact on college access for American Indian youth. 5. Host one College Fair at each of the seven (7) Lumbee community buildings where participants will learn more about UNCP, RCC, and other institutions of higher education. 	<ol style="list-style-type: none"> 1. 1,400 participants will attend community camps to broaden the exposure and awareness of participants to UNCP and higher education through presentations and talking circles. 2. 90% of participants will illustrate an increased awareness of issues in higher education such as the application process, college preparedness, and paying for college via a self-administered survey. 3. 90% of participants will express improve preparedness to support student’s efforts to attend an institution of higher education, including but not limited to college preparedness, the application process, and how to pay for college. 4. Programming for Years 2 through 4 of the community camps will reflect issues that arise from the needs assessment conducted during Year 1.
Goal 1.2: Promote an awareness of higher education and UNCP to students in the PSRC and the LTNC and its BGC through an annual “College Day.”		
Activity	Action Items	Objectives
<ol style="list-style-type: none"> 1.2.1. Increase family and tribal community engagement with institutions of higher education, the LTNC, and the PSRC, and promote a college-going culture. 1.2.2. Increase awareness of UNCP’s history, degree programs, and other educational opportunities among the Lumbee community. 	<ol style="list-style-type: none"> 1. The Community Engagement Specialist will coordinate the event and serve as UNCP’s liaison with the LTNC, PSRC, and RCC. 2. Encourage employees and students in the PSRC, LTNC and the Early College at RCC to wear college attire. 3. Coordinate opportunities for UNCP students, faculty, staff, and alumni to volunteer in the PSRC and at the BGC on the day of the event. 4. Disseminate information about UNCP’s history and degree programs to students in the PSRC, BGC, and RCC’s Early College. 	<ol style="list-style-type: none"> 1. Hold an annual “College Day” in conjunction with the LTNC, the PSRC, and RCC.
Goal 1.3: Improve the academic support and success of students in the BGC.		
Activity	Action Items	Objective
1.3.1. Provide an academic tutoring program that utilizes UNCP students to serve as tutors for students in the BGC.	<ol style="list-style-type: none"> 1. The Community Engagement Specialist will coordinate the tutoring program. 2. Recruit and hire UNCP students, particularly education majors, to provide individual tutoring sessions geared to improving reading, writing, and math skills. 3. Improve student academic performance in the classroom utilizing effective study skills. 	<ol style="list-style-type: none"> 1. Identify forty (40) students at the Lumbee Tribe’s three (3) BGC’s who will receive two (2) thirty (30) minute tutoring sessions per week (40 total hours per week).

		4. Collect baseline data on BGC student academic performance utilizing report cards and other available assessment results.	
2. Career and College Promise (Robeson Community College)			
Goal 2.1: Increase PSRC’s American Indian student participation in RCC’s Career and College Promise (CCP) program, and provide Health Science and STEM summer camps to broaden the exposure of PSRC’s American Indian student to higher education and STEM fields.			
Activities		Action Items	Objectives
2.1.1. Increase the number of PSRC students in Career and College Promise (CCP) classes.	<ol style="list-style-type: none"> Hire two (2) Career and College Advisors to assist with enrollment management. Provide college credit classes at area high schools, RCC and PSRC Career Center. Utilize technology, e.g. highway classroom at RCC, to offer classes at multiple high schools. Provide one-on-one career and college advising to students to facilitate successful completion of CCP pathways. Partner with the LTNC and the PSRC to offer community information sessions that focus on Career and College options at RCC. 	<ol style="list-style-type: none"> Increase the number of CCP participants to 400 by Year 2 and 685 by Year 4, based on a baseline of approximately 259 current enrollees. 90% of CCP enrollment will successfully complete one college level course each term. 50% of CCP enrollment will successfully complete two college level courses each term. 50% of Nurse Aide will earn Nurse Aide I certification as evidenced by the NC Nurse Aide I Registry. 50% of EMS will earn EMT-Basic certification as evidenced by the NC Office of EMS Registry. 	
2.1.2. Provide four (4) annual Health Science and STEM summer camps for 60 K-12 students to broaden their exposure to higher education.	<ol style="list-style-type: none"> Employ RCC faculty and PSRC faculty to design and deliver curriculum for PSRC K-12 students. Aggressively recruit Career Technical Education (CTE) pathway students from PSRC to enroll in CCP pathways for Computer Information Technology, Electrical Electronics, and Industrial Systems Technology. Increase female enrollment in CCP STEM-related pathways. Invite local employers to facilitate workshops that will introduce students to the skill sets needed to work in STEM and related careers. 	<ol style="list-style-type: none"> Increase the number of females in STEM education by 5%. Recruit 10% of summer camp participants into CCP classes. Enroll 5% of summer camp female participants into CCP classes. 	
3. Career and College Promise (Public Schools of Robeson County)			
Goal 3.1: Remove transportation and financial barriers that prevent PSRC’s American Indian students from participating in RCC’s CCP program.			
Activity		Action Items	Objectives
3.1.1. Provide transportation and cost of books and fees for CCP participants.	<ol style="list-style-type: none"> Transport PSRC CCP students to RCC, PSRC, Career Center, or other designated sites to attend classes. Provide transportation for PSRC participants to summer camps at UNCP and RCC. Pay costs for CCP participants’ books and fees (related to CCP classes). Partner with the LTNC and PSRC to help disseminate CCP information via parent educational sessions that showcase the benefits of the CCP program for students. Work with PSRC Indian Education to better serve Native youth by providing additional academic resources, and increased exposure to higher education 	<ol style="list-style-type: none"> Increase the number of students who are academically prepared to attend college by 15%. Expand the skills set of CTE students who are entering the workplace by 15%. Increase the number of students who complete high school with a college credential (certificate) by 10%. Increase the number of college credit hours achieved by CCP participants by 20%. 	

(ii) *The extent to which the project is focused on a defined local geographical area.*

The project partners – the LTNC, PSRC, RCC, and UNCP - and the population of American Indian students to be served are located in Robeson County, North Carolina.

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

(v) *The extent to which the proposed project is supported by strong theory (as defined in 34 CFR*

77.1 (c)

The 2000 census data confirmed an increase in new majority “minority” populations and by 2020, children of color will constitute 46% of the public school population.

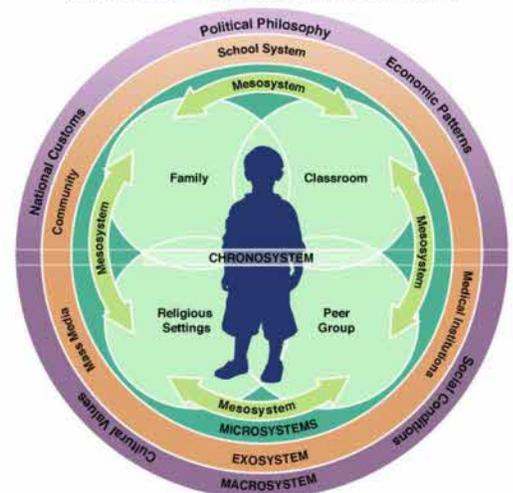
“Parent knows their children best, are in the best position to inform schools about their children’s needs and capacities and are deeply invested in their children’s success.”⁶

Consequently, new strategies to encourage parental involvement are becoming more essential for student

success and this is increasingly significant for the American Indian family.

Numerous studies, projects and activities with varying degrees of success have sought to improve family engagement in education. Both scientific and quasi-scientific research has explored various methodologies with variety of target groups in a search for meaningful factors (e.g., sociodemographic factors such as parent’s education, income, age, race, single vs. two-parent, etc.). One significant research drawback is that few studies have focused on non-

Figure 6: Bronfenbrenner's Ecological Model of Child Development



⁶ King, S. & A. Goodwin. (2002). *Culturally Responsive Parental Involvement: Concrete Understandings and Basic Strategies*. Washington, DC: American Association of Colleges for Teacher Education.

reservation Indians and more specifically on Lumbee families. In lieu of this methodological drawback, scientific research has produced promising results in that they can be culturally adjusted to provide suitable for research and application interventions for further exploration and demonstration that is targeted to the non-reservation American Indian.

Social ecology and social capital provide insightful theoretical frameworks in helping conceptualize and design programmatic activities. For example, the Bronfenbrenner Ecological Model of Child Development is based on “complex layers of environment with all having an effect on an individual’s development. ... The interaction between factors in the child’s maturing biology, his immediate family and community environment and the societal landscape fuels and steers his/her development. Changes or conflict in any one layer will ripple throughout other layers.”⁷

In examining potential ripples, one could consider Coffman (2000) who suggests that parental involvement requires that parents must be able to ask the right questions. The project sought to help parents identify education issues and then develop their own series of questions.

The power of this technique “helps parents organize their thoughts, prioritize their concerns and come up with ways to effectively communicate their concerns.”⁸

Social ecology is embraced with the theory of social capital theory. Key to this theory is that “social networks have value.” It can increase productivity in the individual and the community. This ideas was first offered by L. J. Hanifan, a state supervisor of rural schools.

⁷ Bronfenbrenner, U. (1994). Ecological models of human development. *International Encyclopedia of Education*, Vol. 3, 2nd.Ed. Oxford: Elsevier.

⁸ Coffman, J. (2000). *The right question project: Capacity building to achieve large-scale sustainable impact*. Cambridge, MA: Harvard Family Research Project.

Research evidence suggests family and community engagement can provide a multiplicity of regards for the individual, family and community. Dorfman and Fisher (2002) provided evidence that helped foster connections between students, families and providing (1) families with tools to support their children and (2) by building respectful relationships between home and school. Several successful strategies have included “education summits” and “helping teachers learn”⁹ about the specific needs of American Indian students. In their book, *The Evidence-based Parenting Practitioner’s Handbook*, Kratochwill et. al. (2004) in summarizing thirty years of research findings suggest “that it is not good enough to simply transport the new ways of working into the community and expect them to be effective: great attention has to be given to *the quality of the intervention and the implementation*.”¹⁰

Continuing research repeatedly suggest the critical nature of family and community engagement in student success, particularly among first-generation students. And this project proposes to build upon known factors. “If students are to be successful in meeting a core of academic standards, they need to be sufficiently motivated and persistent to do the work. The academic behaviors that are important for student success can be grouped into three broad areas” (Robbins et., 2004): 1) Motivation (goal-directed activities); 2) Social Engagement (interpersonal); and, 3) Self-Regulation (control emotional responses).

To accomplish these, families need assistance and support and while research provides a critical framework, the addition of wisdom which has been *tried and tested* often comes from *the*

⁹ Dorfman, D., & Fisher, A. (2002). Building relationships for student success: School-family-community partnerships and student achievement in the Northwest. Portland, OR: Northwest Regional Educational Laboratory

¹⁰ Kratochwill, T. R., McDonald, L., Levin, J. R., Bear-Tibbetts, H. Y., & Demaray, M. K. (2004). Families and schools together: An experimental analysis of a parent-mediated multi-family group program for American Indian children. *Journal of School Psychology*, 42, 359-383.

human experience. In our case, a traditional proverb embodies this wisdom; “it takes a village to raise a child.”

“A substantial body of evidence demonstrates that family and community participation is a crucial resource not only for individual student achievement, but also for catalyzing and sustaining school improvement and for building school cultures that support all students (Comer & Haynes, 1992; Epstein 1995; Henderson & Mapp 2002; Sebring et al. 2006; Henderson et al. 2007). There is also ample evidence that schools serving large populations of students of color and students living in poverty have historically been the least successful at such engagement (Lareau & Horvat, 1999; Bryk & Schneider 2002; Epstein & Sanders 2006, Olivos 2012).”¹¹

In *Expanding Underrepresented Minority Participation: America’s Science and Technology Talent at the Crossroads*, the National Academies emphasizes the need for a national commitment to increase the participation of underrepresented minorities in science and engineering: “Our sources for the future of S&E workforce are uncertain; the demographics of our domestic population are shifting dramatically; and diversity in S&E is a strength that benefits both diverse groups and the nation as a whole.” In order to accomplish this three societal benefits are achieved by improving STEM education: (1) A citizenry better educated in science and engineering strengthens democracy and informed participation in a world in which STEM is more important than ever to policy; (2) Minority communities will be stronger with greater access to experts who understand science and engineering problems (e.g., water quality and toxic waste dumps) and policy choices for them; and (3) STEM-educated workers will be better able

¹¹ McAlister, S. (2013). Why Community Engagement Matters in School Turnaround. VUE (Winter/Spring). Annenberg Institute for School Reform, 35-42.

to perform in environments characterized by risk and complexity.¹² According to Nora Carr (2011), chief of staff for North Carolina’s Guilford County Schools, states; “Parents have a profound impact on student achievement, so engaging them should be as important to your school’s mission as improving instruction.¹³ Additional research “suggests the more schools integrate with their community, the more effectively they draw upon the community’s full range of resources.”¹⁴

Project ACCESS seeks to build upon a community-based learning model which can be a vital component for enhancing family/community engagement by targeting student social development and awareness. Through this, “students cultivate tolerance, cooperation and civic-mindedness and they acquire an improved ability and desire to address community needs and social issues.”¹⁵ As illustrated in responses to an April, 2015 survey, *UNC-Pembroke Native American Student Engagement and Campus Climate Study*, 95.2% of Indian students reported that their family *supports* their academic decisions and 83.2% of “my tribe/village community *wants me to* succeed. The apparent disconnect is the lack of a creditable, responsive mechanism to promote, provide as well as act as a conduit for information, discussion, and extended

¹² National Academy of Sciences, National Academy of Engineering, and Institute of Medicine. (2011). *Expanding Underrepresented Minority Participation: American’s Science & Technology Talent at the Crossroads*. Washington, DC: The National Academies Press, 28.

¹³ Carr, Nora (2011). *Community Engagement is Vital*, American School Board Journal, 198 (3), pp. 38-39.

¹⁴ Binger, Steven, Linda Quinn & Kevin Sullivan (2003). *Schools as Centers of Community: A Citizen’s Guide for Planning and Design*. Washington, D.C.: National Clearing House for Educational Facilities, KnowledgeWorks Foundation, Council of Educational Facility Planners International, Building Educational Success Together, Coalition for Community Schools, p. 3.

¹⁵ Peterson, T. H. (2009). Engaged scholarship: Reflections and research on the pedagogy of social change. . Teaching in Higher Education 14(5), 541-552.

opportunities for engagement. Once informed and empowered, the family and community can access and draw from existing resources to help proactively address and meet the needs of American Indian students.

By tapping the strengths of the Lumbee community, the leadership of the LTNC, the programs of RCC and UNCP, and the expertise of the PSRC, the project seeks to rebuild a framework designed to address the pressing needs of Lumbee students while enhancing the capacity and responsiveness of a new partnership in collectively working toward targeted goals.

- (iv) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.*
- (v) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs*
- (vi) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.*

Project Partners

The strength of the Project ACCESS project design is the quality of the partners, their resources, knowledgebase, and access to the American Indian community, and their commitment to serving and engaging the American Indian youth, their families, and the tribal communities in Robeson County. The attached Memorandums of Understanding clearly define the roles and responsibilities of each partner along with their commitment to Project ACCESS.

Lumbee Tribe of North Carolina

The lead partner in the project is the Lumbee Tribe of North Carolina (LTNC). The Tribe provides a number of housing-related services to tribal members that support educational, socio-economic, and cultural development. They are funded primarily through a grant from the US Department of Housing and Urban Development. The LTNC meets the **Competitive Preference Priority Two**.

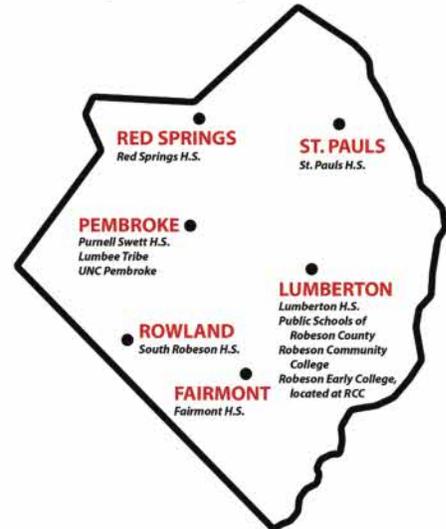
Public Schools of Robeson County

With approximately 24,000 students, the Public Schools of Robeson County (PSRC) is one of the largest school systems in the state. PSRC's Indian Education Program, funded by the Title VII grant, serves over 11,000 students (**Competitive Preference Priority Three**). Headquartered in Lumberton, PSRC is an eligible LEA under the US Department of Education's Rural and Low-income School Program (**Competitive Preference Priority One**). PSRC is also an eligible partner under **Competitive Preference Priority Two**.

Robeson Community College

Robeson Community College (RCC), an accredited comprehensive, two-year public institution, is a member of the distinguished North Carolina Community College System. Located in Lumberton, RCC was established as a technical institute in 1965, and is a Title IV Minority-Serving Institution with greater than 78% minorities of which 46.7% are American Indians and greater than 80% first generation college students. Of part-time students enrolled, American Indians account for 48% of the population. RCC is also an eligible partner under **Competitive Preference Priority Two**.

Figure 7: Map of Robeson County and Project Partners



The University of North Carolina at Pembroke

The University of North Carolina at Pembroke (UNCP), located in Pembroke, was founded in 1887 to train Lumbee teachers. It has grown to become a comprehensive, regional master's level degree-granting university and one of 17 institutions that comprise the University of North Carolina system.

UNCP is a Title IV Minority-Serving Institution (55% minority enrollment – 15% American Indian). The university also serves a large number of underrepresented students on the basis of income with 59% of first time full-time students receiving Pell grant in the 2013-14 academic year and 91% receiving some form of financial aid. Additionally, UNCP serves a large number of first generation students. UNCP is also an eligible partner under **Competitive Preference Priority Two**.

Work to be Completed

The five interrelated components of Project ACCESS have goals, objectives, and outcomes that are clearly specified and measurable.

Component One: Establish a Community Engagement Center with UNCP's Southeast American Indian Studies Program

The Southeast American Indian Studies Program (SAIS) at UNCP was established in 2012 with a goal for UNCP to become the premiere teaching and research institute for the study of Southeastern Native peoples. Project ACCESS will serve as a cornerstone for SAIS' nation building and outreach efforts with the Lumbee community in Robeson County.

To facilitate SAIS' outreach efforts, and to promote relationship building between the Lumbee community and the project partners, a Community Engagement Center (CEC) will be

established at UNCP under SAIS. The CEC, to be lead by a Community Engagement Specialist (CES), will:

1. utilize residential summer, day, and community camps to introduce American Indian youth, their families and communities, to higher education.
2. host an annual “College Day” to promote higher education to Native youth and their community in Robeson County;
3. improve the academic support and success of students in the BGC through the creation of an academic tutoring program.

Component Two: Provide summer residential, day, and community camps where American youth, their families, and the tribal community gain a better understanding of higher education;

Residential Summer Camps

UNCP hosted a “Native Nations Summit” on April 20, 2015 with tribal leaders from North Carolina to learn more about the needs of tribal communities. One theme that emerged was the need for summer camps for American Indian students at UNCP that prepared them for college. With that in mind, the CEC at UNCP, through Project ACCESS, will provide seven (7) three-day **residential summer camps** for 168 rising American Indian sophomores and juniors in high school in the PSRC.

The residential summer camps will expose 168 students to university campus life and teach them about the admission and financial aid process. During the camps, students will:

1. complete a college application and essay.
2. practice interview skills and complete a resume.
3. 80% of students will correctly identify key test taking strategies.

4. 100% of students will exhibit increased cultural competencies.
5. parents/guardians will participate in the last day of the camp, exposing them to the college environment, the financial aid process, and providing families with tools to better support their students persistence in higher education.
6. 10% of participants will apply to an institution of higher education.

The CES will coordinate the camps while four UNCP students will be employed as camp counselors. The counselors will serve as mentors and role models for camp participants. The project partners will recruit participants and promote the camps.

Saturday Day Camps

Six (6) **Saturday day camps** will be held at UNCP during the academic school year for 72 rising seventh and eighth grade American Indian students in the PSRC and the BGC. Each day camp will focus on a different topic, including exposure of students to higher education, the application process, and UNCP, along with test taking strategies to improve students' standardized test scores. To improve students' standardized test scores, 80% of participants will become proficient in SAT/ACT test taking strategies, as assessed by a student survey. The CES will coordinate the camps, utilizing the resources of the project partners to promote the camps.

Community Camps

The community camps will engage Lumbee communities directly in efforts to improve American Indian student access to higher education through community camps held at the Lumbee Tribe's seven community buildings. One (1) **community camp** will be held each quarter at each of the seven (7) Lumbee community buildings for 50 Lumbee tribal members. They will broaden the exposure and awareness of 1,400 participants to UNCP and issues in higher education through presentations and talking circles. 90% of participant's will express

preparedness to support student's efforts to attend college. In addition, a College Fair will be held at each community building.

The CES will coordinate the camps. The project partners will promote the camps.

Component Three: Hold a annual county-wide "College Day;"

Another theme that emerged from UNCP's "Native Nations Summit" was the need for a county-wide event to celebrate higher education and UNCP. The CES will coordinate an annual county-wide "**College Day**" to promote an awareness of higher education, RCC, and UNCP. Students, faculty, and staff at the PSRC, LTNC, the BGC, and the Early College at RCC as well as county residents will wear their favorite college attire. The event will promote a college-going culture in the county. The CES will coordinate opportunities for UNCP students, faculty, staff, and alumni to volunteer in the PSRC and at the BGC on the day of the event.

Component Four: Improve the academic support and success of BGC students through the creation of an academic tutoring program;

The CES will coordinate an **academic tutoring program** at the Lumbee Tribe's BGC that serves to improve the academic support and success of participating students. Forty (40) students at the Lumbee Tribe's three (3) BGC's will receive two (2) thirty (30) minute tutoring sessions per week. UNCP students, particularly education majors, will be employed to provide individual tutoring sessions geared to improving reading, writing, and math skills. Baseline data on the students' academic performance will be collected to develop a plan for improving the students' performance.

Component Five: Increase participation by PSRC's American Indian students in RCC's Career and College Promise (CCP) program and Health Science and STEM summer camps; Career and College Promise Program at RCC

The **Career and College Promise (CCP) program** at RCC provides seamless dual enrollment educational opportunities for high school students to accelerate completion of college certificates, diploma, and associate degrees that lead to college transfer or provide entry-level job skills. Primary CCP enrollment has been in English 111 and Math 171 – classes offered in the evening that are requirements for the Associate of Arts and Associate of Science degrees. New offerings in CCP include Nurse Aide I and Nurse Aide II. Completion of these programs provide students with credentials to obtain employment and build pathways into RCC’s Licensed Practical Nurse and Associate’s Degree in Nursing programs as well as the Bachelors of Science in Nursing program at UNCP. The PSRC is limited in the number of Nurse Aide classes it can offer. Consequently, demand for the classes is high at the county’s high schools. CCP plans to expand to other pathways, including culinary arts, computer information technology, industrial systems, and electrical systems, as a means for attracting new students.

Through Project ACCESSS, CCP will increase the number of participants to 685 students by Year 4 of the grant. Two (2) Career and College Advisor (CCA) will be hired by RCC to assist with enrollment management, scheduling classes, and to provide individualized career and college advising to students to facilitate successful completion of CCP pathways. The CCA’s will also attend UNCP’s grant-funded projects, disseminate information about grant activities, and serve as liaisons between RCC and the LTNC, the project coordinator, PSRC, and UNCP. Utilizing technology, such as RCC’s highway classroom, CCP will offer college credit classes at RCC, county high schools, and the PSRC Career Center.

Beyond the goal of increasing the number of participants in the CCP, 90% of CCP participants will successfully complete one college level course each term while 50% will successfully complete two college level courses each term. 50% of Nurse Aide students will earn

Nurse Aide I certification as evidenced by the NC Nurse Aide I Registry. 50% of EMS students will earn EMT-Basic certification as evidenced by the NC Office of EMS Registry.

Health and STEM Summer Camps at RCC

RCC will also provide STEM summer camps for PSRC's K-12 American Indian students to broaden their exposure to higher education, STEM fields, technical trades, and career preparedness. The i2 Camp will expose 20 middle school students to STEM fields through fun, hands-on activities. The Health Science Camp will expose 20 rising high school juniors and seniors to radiography, respiratory therapy, EMS-Paramedic, and nursing. Participants will also participate in anatomy, physiology, and chemistry activities in the Life Sciences labs, and job shadow at a local health care facility. The ISEE Camp will expose students to industrial systems and electrical electronics.

RCC recently had a National Aeronautics and Space Administration Curriculum Improvement grant to offer similar types of summer camps. Participation was excellent. With past participation as an indicator of future success, goals for the camps include recruiting 10% of summer camp participants into CCP classes. To increase female participation in the sciences, the camps will increase the number of females in STEM education by 5% and enroll 5% of summer camp female participants into CCP classes.

Component Six: Removal of transportation and financial barriers that prevent PSRC's American Indian students from participating in RCC's CCP program;

Since the inception of the CCP, RCC has struggled with low student enrollment in the CCP-identified course offerings due to students' difficulty in affording transportation to classes and the cost of books and fees. The high unemployment and poverty rates that plague Robeson County make it difficult for high school students, particularly those who are American Indian, to

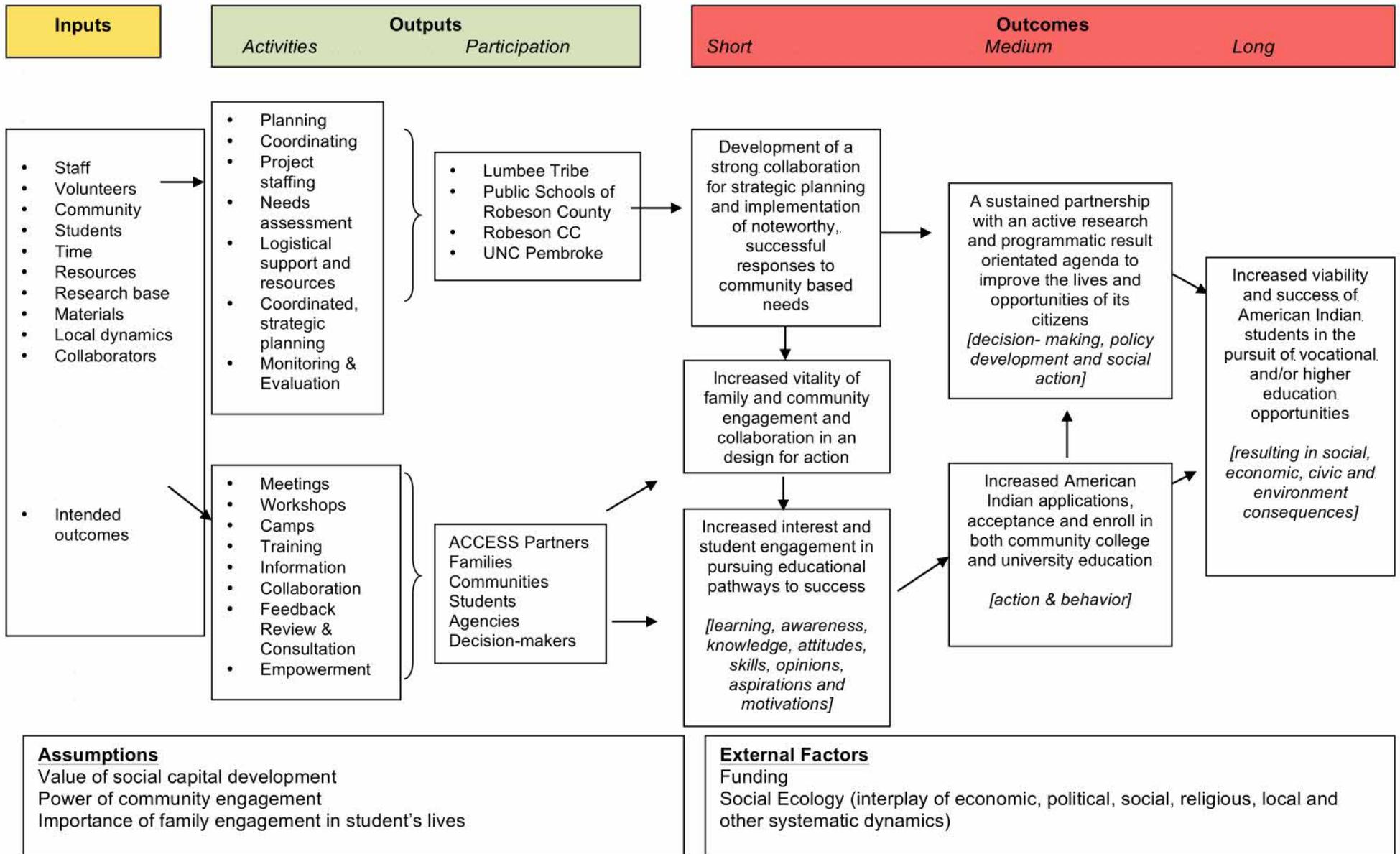
participate in academic programs that do not provide transportation. Robeson County is geographically the largest county in the state.

To **remove the transportation and financial barriers** that prevent PSRC's American Indian students from participating in RCC's CCP program, Project ACCESS will provide transportation to classes and cover the cost of CCP participants' books and fees (related to CCP classes). The project will transport PSRC's CCP students to RCC, UNCP, PSRC's Career Center, or other designated sites to attend classes, as well as transport PSRC students to participate in summer camps at UNCP and RCC. Removal of these barriers will expand the skills set of CTE students by 15%, increase the number of students who complete high school with a college credential (certificate) by 10%, and, increase the number of college credit hours achieved by CCP participants by 20%. Taking Associate of Arts and Associate of Sciences classes, free of charge, while in high school reduces costs to students and their families when the student enrolls in a two- or four-year institution after graduation from high school, improves access to higher education, and accelerates degree completion. CCP will partner with the LTNC and PSRC to disseminate CCP information via parent educational sessions that showcase the program.

Component Seven: conduct a needs assessment of the American Indian community to identify issues that have the greatest impact on college access for American Indian youth.

During Year 1 of the project, UNCP, in conjunction with the LTNC, PSRC, and RCC, will conduct a needs assessment of the American Indian community to identify issues that have the greatest impact on college access for American Indian youth. Students, their families, and the tribal community, during the camps at UNCP and RCC, will be surveyed. Programming for Years 2 through 4 of UNCP's community camps will reflect issues that arise from the needs assessment conducted during Year 1.

Figure 8: Project ACCESS Logic Model



QUALITY OF PROJECT PERSONNEL

The policy of the Lumbee Tribe is to provide equal opportunity in employment to all employees and applicants for employment. No person will be discriminated against in employment because of race, religion, color, sex, age, national origin, disability, military status, or any other characteristic protected by applicable federal or state law.

For Project ACCESS, the Lumbee Tribe is committed to selecting qualified personnel who are members of an American Indian tribe. The Principal Investigator is Mr. Stuart Locklear. Mr. Stuart is a member of the Lumbee Tribe with an extensive career in education and the private sector. The Co-Principal Investigators are Mr. Lawrence Locklear (UNCP), Dr. Linda Emanuel (PSRC) and Mr. Ronnie Locklear (RCC). Mr. Lawrence has three years experience teaching in the PSRC and almost 16 years experience in higher education. A former Speaker and member of the Lumbee Tribal Council, Mr. Lawrence has practical insight into the needs of the Lumbee community and its youth. In his current role as program coordinator for the Southeast American Indian Studies Program at UNCP, he serves in a leadership capacity essential to improving access to higher education for Lumbee youth. Mr. Locklear will be instrumental in building a partnership between UNCP and the other project partners to better serve the Lumbee community. Dr. Linda Emanuel has over 40 years of experience in teaching and administration in K-12. She is a legendary Lumbee educator who continues to lobby state and federal lawmakers to provide needed resources and opportunities to the local impoverished and rural LEA. She is the current supervisor of the PSRC Indian Education Program and has oversight for several Title III, IV, and V grants received by the local LEA. Mr. Ronnie Locklear, a member of the Lumbee Tribe, is the director of Enrollment at RCC and has over 25 years experience in education, specifically counseling and admissions. Mr. Ronnie has extensive experience working

with Native youth and will work with the CCP staff advisors to recruit PSRC students to enroll in college credit courses designed to prepare them for higher education or professional careers. The Co-PI's will have direct oversight of the project and project personnel at their respective sites. Their in-kind level of commitment to the project will be 10%.

The project coordinator for Project ACCESS will be a highly qualified individual who possess a minimum of a master's degree in counseling education, counseling, psychology, sociology, social work or a related field. A minimum of three years of experience in education project management, student counseling services, student career counseling services or a similar field is required. An understanding of the educational, social, financial and career needs of American Indian students to be served by the project is necessary. A prospective candidate must demonstrate strong oral and written communication skills and the ability to communicate effectively with individuals from diverse backgrounds and cultures as well as to lead teams effectively. This position is critical to the success of the project as responsibilities will include: manage the identification and notification of participants; manage and guide the execution of activities; communicate project information to the evaluator; present information sessions and public presentations about the program; provide fiscal management and reporting for the project; work closely with the project partners to insure compliance with all procedures and regulations; and, represent the Lumbee Tribe at meetings, recruitment events, and grant conferences, etc. The project coordinator will devote 100% time to the project.

The community engagement specialist (CES) for Project ACCESS will coordinate the Southeast American Indian Studies Program's Community Engagement Center at UNCP. The highly qualified candidate must possess a bachelor's degree but a master's degree is preferred. A prospective candidate must demonstrate: knowledge of Robeson County, North Carolina, the

Lumbee Tribe, and have experience working with American Indian communities and organizations; an understanding of the educational, social, financial and career needs of American Indian students to be served by the project; experience in college student success, i.e. success coaching; strong public relations, communication, presentation, written, and verbal skills; excellent record keeping, organizational, and data analysis skills; the ability to work as a team member and under minimal direction and supervision; and, availability to work evenings and Saturdays. The position is critical to Project ACCESS, working with the Lumbee Tribe and the other project partners to better serve the Lumbee community, and the coordination of SAIS' Community Engagement Center as responsibilities will include: design and implement summer, day, and community camps; coordinate an annual "College Day"; design and implement an academic tutoring program with the Lumbee Tribe's Boys & Girls Club; facilitate community meetings with the Lumbee community in Robeson County to determine needs related to improving access to higher education and college preparedness; and, facilitate information sessions with the Lumbee Tribe's Boys & Girls Clubs about college preparedness. The CES will serve as 12-month staff and will commit 100% time to the project.

The career and college advisors (CCA) will serve as recruiters and counselors for RCC. These positions are critical to the success of the project, working with the PSRC to enroll high school students in college courses that will prepare them for college or professional employment. Further, the CCAs will be instrumental in helping the CES to develop and implement community activities designed to increase awareness of the college opportunities available to American Indian students. Candidates for the CCA positions must possess a minimum of a bachelor's degree in education or counseling, with at least three years of experience in student advising. The CCA will serve as 11-month staff and commit 100% time to the project.

ADEQUACY OF RESOURCES

The Lumbee Tribe and its partners are dedicated to the implementation and success of Project ACCESS. As the lead partner, the LTNC fully commits the availability and utilization of all its tribal facilities, including seven tribal community centers and three Boys & Girls Clubs in Robeson County, for project activities. The LTNC will leverage its organizational resources to maximize the impact of the project by hosting community outreach sessions and roundtables, assisting in organizing and leading cultural events, and serving as the lead for disseminating news and information related to project activities and events. The tribe's seven tribal community centers will host community camps for students, their families, and the local communities.

RCC and UNCP will support the program via utilization of classrooms, laboratories, residence halls, and student common areas for program activities. Additionally, both institutions will provide student mentors to assist with academic enrichment sessions and summer camps. The PSRC commits to the use of its Career Center facility and classrooms at each of the six high schools for CCP classes and instructional labs. In addition, the PSRC's activity buses will be utilized to transport students to RCC and other LTNC sites for project activities. RCC and UNCP will also utilize the institutions' human resources and the knowledge and expertise of faculty and staff to design and deliver on-site and community programming. Campus partners at UNCP that will support the project include the Office of Admissions, the Office of Financial Aid, the Southeast American Indian Studies Program, and numerous other academic and administrative departments.

The budget for the Project ACCESS is not only sensible, but it is also economical and sufficient to fulfill the goals of the project. The proposed project period will commence in 2015 and terminate in 2019.

QUALITY OF EXPERIENCE

The LTNC and the project partners are fortunate to have several existing programs and a number of resources from which to build a highly successful Project ACCESS program. The project partners have extensive experience in managing grant resources, which is reflected in the \$87 million dollars in grants managed by the partners. Currently, the LTNC is manages over \$14 million in grant resources, PSRC (over \$39 million), RCC (over \$22 million), and UNCP (\$12 million). The model utilized for the primary design of Project ACCESS is the PSRC's federal Indian Education Program, which is designed to support American Indian students from disadvantaged backgrounds. PSRC's Indian Education program provides opportunities for academic development, assists students with college and career preparedness, and serves to motivate students toward the successful completion of their secondary education. Services provided to students that will be easily adapted to this project include: college and career preparedness; tutoring; academic advising; career development; financial aid assistance; and cultural enrichment.

QUALITY OF THE MANAGEMENT PLAN

The LTNC, under the leadership of Chairman Paul Brooks, will serve as the lead for Project ACCESS and assume all administrative and oversight responsibilities, including fiscal management and compliance as well as project reporting.

As the first task of the PI, Mr. Stuart Locklear, will develop and lead a selection committee tasked with reviewing and hiring a qualified Project Coordinator. The project management team will subsequently consist of the three (3) Co-PI, the LTNC Director of Business Affairs, and the RCC Director of Grants. The specialization of each member of the management team will lend to checks and balances throughout the funding period.

The LTNC Business Affairs Office will oversee the administration of the project budget, including purchasing, billing, monitoring of expenditures, financial reporting, and payroll duties. All financial administration will be conducted in accordance with grant guidelines and federal and state accounting principles and regulations.

The Project Coordinator, reporting to the Principal Investigator, will facilitate day-to-day operations of the project, communicate regularly with the project team and stakeholders, and is responsible for ensuring implementation of all project activities. Further, the Project Coordinator will represent the project at grant conferences, community meetings, and recruitment events.

Data tracking will be conducted via the implementation of an activity database that supports the needs of Project ACCESS participants. The design of the system will mirror RCC's Student Support Services (TRIO) StudentAccess™ database. The design of the system is flexible enough to adapt from TRIO to Project ACCESS and will meticulously track student counseling, advising, academic, enrichment, and cultural information for daily use and reporting purposes. Data will be provided to an external evaluator throughout the life of the project for analysis and reporting. The project evaluator will meet regularly with the Project Coordinator and staff to discuss progress as well as any problems and potential modifications.

The formation of a project advisory team will be accomplished within six months of NOGA. The team will be composed of the Project PI and Co-PI's, the Project Coordinator, the PSRC's Director of Indian Education, the Director of UNCP's SAIS, the RCC Assistant VP for College Transfer and Health Sciences, and key Lumbee stakeholders. The advisory team's organizational structure will mirror the PSRC's Indian Education Advisory panel, which allows parents of American Indian children to serve as members and advisors and, consequently, be more engaged in the academic development of their children.

Figure 9: Project ACCESS Timeline

	Oct 2015 - Sep 2016				Oct 2016 - Sep 2017				Oct 2017 - Sep 2018				Oct 2018 - Sep 2019			
QUARTER	Q1	Q2	Q3	Q4												
Community Engagement Center																
Hire Community Engagement Specialist																
Hire camp counselors and mentors																
Host college fair at Lumbee community buildings																
Design cultural activities with project partners																
Summer Residential, Day, and Community Camps (UNCP)																
Host Residential Summer Camps																
Market summer and enrichment camps																
Provide community camp for tribal members																
"College Day"																
Disseminate information about UNCP.																
Encourage employees & students in the PSRC, LTNC and the Early College at RCC to wear college attire																
Disseminate information about RCC's academic programs																
Academic Tutoring Program at BGC																
Recruit UNCP staff to design tutoring program																
Recruit UNCP students to provide individual tutoring																
Collect baseline data on BGC student academics																
Career and College Program and STEM Summer Camps (RCC)																
Hire (2) Career and College Advisors																
Provide summer camps for K-12 students to broaden their exposure to higher education.																
Removal of Transportation and Financial Barrier																
Provide transportation for CCP student to classes																
Pay costs for CCP participants' books & fees																
Work with PSRC Indian Education to better serve American Indian youth in all capacities, including providing additional academic resources, greater exposure to higher education, and more participation in cultural events and activities.																
Needs Assessment																
UNCP, in conjunction with partners, will lead an effort to compile a formal needs assessment for the Lumbee community.																

QUALITY OF THE PROJECT EVALUATION

The evaluation plan will serve a three-fold purpose to: (1) serve as a project management tool (*process evaluation*) to monitor progress and facilitate programmatic adjustments to enhance efficiency and performance through a scheduled review of activities and objectives; (2) identify effective strategies for replication or testing in other settings; and, (3) provide quantitative and qualitative information (*summative evaluation*) to stakeholders (e.g., families, community, project partners, grantor) as to the level of success in achieving project objectives.

The evaluation model is adapted from Davidson & Wehipeihana (2010) and Kirkpatrick¹ to answer the following questions: 1) Did the project meet the overall needs? 2) Was any change significant and was it attributable to the project? 3) How valuable are the outcomes to the organization, other stakeholders, and participants? 4) What worked and what did not? 5) What were unintended consequences? 6) Can the project be scaled up? and, 6) Can the project be replicated elsewhere?

To that end, there are four interlinking chains of evidence that the project will evaluate:

- Level 1: Reaction - to what degree participants react favorably to the information
- Level 2: Learning - to what degree participants acquire the intended knowledge, skills, and attitudes based on their participation in the activities/events
- Level 3: Behavior - to what degree participants apply what they learned as a result of the activities and information received
- Level 4: Results - to what degree targeted outcomes occur as a result of the activities and subsequent follow-ups

¹ <http://www.kirkpatrickpartners.com>, retrieved June 15, 2015.

The specific elements of the evaluation design focus on data, collection, methods, instruments, analysis, reporting, and utilization. Each of these is summarized below:

- Data: The evaluation will collect both quantitative and qualitative data and responses to project-designed workshop activity/participation surveys, observation counts, self-reports, pre-posttests, roundtable discussions, interviews, and focus groups from participant groups (e.g., students, parents, project staff). Available school-student data will also be collected to aid in the design and delivery of target-focused activities (e.g., student-community-project accessibility, transportation, etc.). Project data will be collected via a Internet database.
- When: School-student data will be collected as soon as possible once the project has been established to enable a quick turn-around in finalizing logistical support and project design elements. Activity related data will be collected at the time/place of participation (e.g., camps, community meetings, workshops). Project data will collected on a monthly basis.
- Methods: As outlined previously, existing student data will be utilized; project generated data will come from project-designed instruments related to activities (e.g., workshops, tests, focus groups, interviews, general discussion, project data-reports, surveys, etc.).
- Instruments: These instruments will be developed within the first six-months after project funding: 1) End-of session evaluations; 2) Tests: pre and post; 3) Surveys: attitude and/or opinion; 4) Attendance records data form; 5) Distribution of materials data form; 6) Questionnaires; 7) Interview checklist; 8) Observation checklist; 9) Focus group worksheets; 10) Data reporting form; 11) Field observation checklist.
- Data analysis: Mixed-Approach (i.e., both qualitative and quantitative data will be analyzed)
 - Qualitative: Process assessment and Pattern identification (Link qualitative interviews, conversations, and participant observation to track change in situation)

- Quantitative: Descriptive statistics, Frequency counts (rate, duration) of specific behaviors/conditions, Test scores, Survey results, and, Numbers/percentages of people with certain characteristics
- Reports: Below is a summary of three project reports and schedules, which are in addition to other grant-required reports.
 - Monthly Project Report will provide ongoing snapshot of project activities. The preliminary process evaluation disseminated one week after the month's end.
 - Quarterly Evaluation Summary will provide project "process" assessment and be disseminated within two weeks after the quarter's end
 - Yearly Evaluation Report will provide results and outcomes and will be disseminated within one month after the yearly project ends
- Information Use: As indicated in the Reports section above, the *Monthly Project Report* will be compiled and disseminated to project partners for information and action/review. This will assist in ongoing monitoring and assessment for partner and project management. The *Quarterly Evaluation Summary*, for project partners, will provide a process evaluation that assesses progress, challenges, and recommendations. These reports will be used for strategic planning to aid in the discussion and facilitation of project adjustments to ensure ongoing quality and outcome successes. The *Yearly Evaluation Report* will be shared with interested communities, project partners, and other potential stakeholders (e.g., funding source). It will report on project successes and challenges (e.g., what works vs. what does not). It will also examine the project's potential for replication in other regions and populations.

Other Attachment File(s)

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Memorandum of Understanding06
between
The Lumbee Tribe of North Carolina
and
The University of North Carolina at Pembroke

Purpose

This Memorandum of Understanding (MOU) is entered into in the spirit of collaboration by the Lumbee Tribe of North Carolina, here-in-after designated Project ACCESS (Achieving College Opportunities, Community Engagement, and Student Success) Partnership Lead, and the University of North Carolina at Pembroke, here-in-after designated Project ACCESS Partnership Member, to describe how their resources and expertise will be utilized to better academically prepare and serve American Indian youth in Robeson County, North Carolina. The primary purpose of this MOU is to establish a partnership that will ensure the successful implementation of the Indian Education Demonstration Grant Program (CFDA 84.299A), administered by the Office of Elementary and Secondary Education of the U.S. Department of Education.

Roles and Responsibilities

The goal of the Project ACCESS Partnership is to improve access to higher education and career preparedness for American Indian youth of Robeson County, North Carolina through partnerships between the Lumbee Tribe of North Carolina (LTNC), the Public Schools of Robeson County (PSRC), Robeson Community College (RCC), and the University of North Carolina at Pembroke (UNCP) that will engage Native youth, their families, and their tribal communities to be active participants in the process.

The Lumbee Tribe of North Carolina will facilitate communication with and between the member partners and the U.S. Department of Education; will track programmatic and fiscal progress against goals; will submit combined quarterly narrative programmatic reports; will submit prior approval requests as dictated by the cost principles; will serve as the lead fiscal agency to request funds from the U.S. Department of Education and reimburse partner institutions; submit all requests for modification of the partnership award statement of work; will provide technical assistance and training related to programmatic, fiscal and reporting requirements; and will procure the evaluator for the project.

The University of North Carolina at Pembroke will, via grant resources, design, implement, and deliver summer, day, and community camps for American Indian students, their families and tribal communities in conjunction with the LTNC and the PSRC; coordinate “UNC Pembroke Day” in conjunction with the LTNC and PSRC; and, design, implement, and deliver an academic tutoring program for students in the Lumbee Tribe’s Boys & Girls Clubs. UNCP will fully support the efforts of the collaboration with LTNC, PSRC, and RCC. Additionally, the Partnership Member will adhere to deadlines for submission of requests for specific grant-related materials, data, and reports made by the Partnership Lead.

Other Terms and Conditions

The effective date of this MOU shall be the data of the grant award or the date of the signatures, whichever is later. This MOU shall remain in effect through October 1, 2019. A review shall be done at the end of each year of the four-year grant period, and the MOU will be updated as needed. Records created, maintained, and used by partners in this agreement shall meet all state and federal confidentiality requirements.

The partnership will adhere to all federal, state, and local laws, and follow the Administrative and National Policy Requirements outlined by the U.S. Department of Education. Each partner will comply with Equal Employment Opportunity Commission practices and ensure that no person shall be discriminated against in consideration for receipt of training services.

Signatures

(b)(6)

Paul Brooks, Chair
Lumbee Tribe of North Carolina

(b)(6)

Dr. Chantal O'Neal, Director
Office of Sponsored Research and Programs
The University of North Carolina at
Pembroke

6/24/15
Date

06/23/2015
Date

Memorandum of Understanding

Purpose

This Memorandum of Understanding (MOU) is entered into in the spirit of collaboration by *The Lumbee Tribe of North Carolina*, here-in-after designated **Achieving College Opportunities, Community Engagement and Student Success (ACCESS) Project** Partnership Lead, and *Robeson Community College*, here-in-after designated **ACCESS** Partnership Member, to describe how their resources and expertise will be utilized to better academically prepare and serve Native American Youth in Robeson County. The primary purpose of this MOU is to establish a partnership that will ensure the successful implementation of the Native Youth Community Project (NYCP) Grant under the U.S. Department of Education.

Roles and Responsibilities

The goal of the ACCESS Partnership is to improve access to higher education and career preparedness for American Indian youth of Robeson County through partnerships between the Lumbee Tribe of North Carolina, the Public Schools of Robeson County, Robeson Community College, and the University of North Carolina at Pembroke that will engage Native youth, their families, and their tribal communities to be active participants in the process.

The Lumbee Tribe of North Carolina will facilitate consortium communication with and between the member partners and the U.S. Department of Education; will track programmatic and fiscal progress against goals; will submit combined quarterly narrative programmatic reports; will submit prior approval requests as dictated by the cost principles; will serve as the lead fiscal agency to request funds from the U.S. Department of Education and reimburse partner institutions, submit all requests for modification of the partnership award statement of work; will provide technical assistance and training related to programmatic, fiscal and reporting requirements; and will procure the evaluator for the project.

Robeson Community College will employ Career and College Advisors to aggressively recruit high school students to participate in the Career and College Promise Program (CCP), host summer academic and enrichment programs, and work with The Lumbee Tribe of NC to hold cultural events and activities on the campus. The Partner will provide orientation, supportive services, will offer training in CCP programs of study; will encourage acquisition of industry recognized credentials awarded by the Institution, as well as external agencies; and will assist students in efforts to matriculate into diploma or degree programs. Additionally, the Partner will adhere to deadlines for submission of requests for specific grant-related materials, data, and reports made by the Lead Partner.

Other Terms and Conditions

The effective date of this MOU shall be the date of the grant award or the date of the signatures, whichever is later. This Memorandum of Understanding shall remain in effect through October 1, 2019. A review shall be done at the end of each year of the four year grant period, and the MOU will be updated as needed. Records created, maintained and used by partners in this agreement shall meet all State and Federal confidentiality requirements.

The partnership will adhere to all Federal, State, and Local laws, and follow the Administrative and National Policy Requirements outlined by the U.S. Department of Education. Each partner will comply with Equal Employment Opportunity Commission practices and ensure that no person shall be discriminated against in consideration for receipt of training services.

Signatures
(b)(6)

Paul Brooks, Tribal Chairman
The Lumbee Tribe of North Carolina

6/22/15
Date

(b)(6)

Dr. Pamela Hilbert, President
Robeson Community College

6/19/15
Date

Memorandum of Understanding

Purpose

This Memorandum of Understanding (MOU) is entered into in the spirit of collaboration by The Lumbee Tribe of North Carolina, here-in-after designated Achieving College Opportunities, Community Engagement and Student Success (ACCESS) Project Partnership Lead, and the Public Schools of Robeson County, here-in-after designated ACCESS Partnership Member, to describe how their resources and expertise will be utilized to better academically prepare and serve Native American Youth in Robeson County. The primary purpose of this MOU is to establish a partnership that will ensure the successful implementation of the Native Youth Community Project (NYCP) Grant under the U.S. Department of Education.

Roles and Responsibilities

The goal of the ACCESS Partnership is to improve access to higher education and career preparedness for American Indian youth of Robeson County through partnerships between the Lumbee Tribe of North Carolina, the Public Schools of Robeson County, Robeson Community College and the University of North Carolina at Pembroke that will engage Native youth, their families, and their tribal communities to be active participants in the process.

The Lumbee Tribe of North Carolina will facilitate consortium communication with and between the member partners and the U.S. Department of Education; will track programmatic and fiscal progress against goals; will submit combined quarterly narrative programmatic reports; will submit prior approval requests as dictated by the cost principles; will serve as the lead fiscal agency to request funds from the U.S. Department of Education and reimburse partner institutions, submit all requests for modification of the partnership award statement of work; will provide technical assistance and training related to programmatic, fiscal and reporting requirements; and will procure the evaluator for the project.

The Public Schools of Robeson County will assist in providing transportation, via grant resources, for high school students that are enrolled in Career and College Promise courses to Robeson Community College, the PSRC Career Center or other designated sites where classes are being held. PSRC will fully support the efforts of the project through collaboration with Robeson Community College to encourage full implementation of the Career and College Promise initiative, partner with UNC Pembroke to recruit Native students for summer academic and enrichment programs; and work with the Lumbee Tribe to enhance cultural awareness activities by leveraging resources provided by Indian Education funds. Additionally, the Partner will adhere to deadlines for submission of requests for specific grant-related materials, data, and reports made by the Lead Partner.

Other Terms and Conditions

The effective date of this MOU shall be the data of the grant award or the data of the signatures, whichever is later. This MOU shall remain in effect through October 1, 2019. A review shall be done at the end of each year of the four year grant period, and the MOU will be updated as needed. Records created, maintained and used by partners in this agreement shall meet all State and Federal confidentiality requirements.

The partnership will adhere to all Federal, State, and Local laws, and follow the Administrative and National Policy Requirements outlined by the U.S. Department of Education. Each partner will comply with Equal Employment Opportunity Commission practices and ensure that no person shall be discriminated against in consideration for receipt of training services.

Signatures

(b)(6)

Paul Brooks, Tribal Chairman
The Lumbee Tribe of North Carolina

6/24/15

Date

(b)(6)

Dr. Linda Emanuel
Public Schools of Robeson County

6/24/15

Date

(b)(6)

QUALIFICATIONS SUMMARY

Proven track record of accomplishments that includes developing and implementing marketing strategies, increasing sales, business development success, and organization building. Extensive international management experience. Able to build and sustain mutually, profitable relationships.

PROFESSIONAL HISTORY

Lumbee Tribe of North Carolina, Pembroke, North Carolina, August 2013 – Present
Grants and Planning Manager

Quarksoft LLC, San Jose, California, January 2007 – June 2013

CEO of this custom enterprise software and technology development firm. Responsible for all aspects of financial management, sales, marketing, information systems, operations, and personnel.

ROBESON COMMUNITY COLLEGE, Lumberton, North Carolina, April 2004 – December 2006
Vice-President of Business Services

- Responsible for all financial and reporting functions for this \$27M organization.
- Responsible for selection, development, and implementation all information technology (IT) services.
- Managed all construction and renovation projects

ROBESON COMMUNITY COLLEGE, Lumberton, North Carolina, September 2002 – March 2004

Instructor of computer science, business, and mathematics. Courses taught include Business Math, Principles of Management, Database Concepts and Applications, Introduction to Computers, Introduction to the Internet, Data Communications/Networking, Network Support, and Hardware Installation and Maintenance.

MATRIX.NET INCORPORATED, Austin, Texas, October 2000 – August 2001

Technical Sales Manager of this Internet and network performance monitoring startup. Provided technical support during sales calls, customer requirements evaluation, and product demonstrations.

- Technical lead on sales team that closed \$1.85M contract for broadband quality monitoring services with a large telecommunications provider.
- Responsible for all international sales inquiries.
- Provided customer support during service and product evaluation and on an ongoing basis.

ENIDINE COMPANY LIMITED, Tokyo, Japan, May 1993 – January 1997

Representative Director of this engineering firm, which provides specialty shock absorption and vibration isolation services and products. Developed and orchestrated a turn-around plan for this under performing engineering organization. Responsible for all aspects of financial management, sales, marketing, information systems, operations, and personnel.

- Increased sales every year: 6%, 10%, and 17% respectively.
- Developed comprehensive marketing plan, which targeted strategic industries, identified new product requirements, and included detailed competitor profiles.
- Developed marketing materials and redesigned technical information resources.

DIGITAL EQUIPMENT CORPORATION JAPAN, Tokyo, Japan, January 1990- May 1993

Japan Market Research Manager, 1992-1993

Developed strategic plans for US corporate headquarters using Japanese language data sources on market dynamics and key players, which detailed joint venture opportunities and marketing strategies.

Japan Region Demand/Supply Planning Manager, 1990-1992

Facilitated the transfer of shipment forecasting process from US division to Japan subsidiary. Managed cross-functional team to develop product shipment forecasting processes and implement action plans for revenue and profit achievement.

DIGITAL EQUIPMENT CORPORATION, Acton, Massachusetts, June 1986 - December 1990

Japan Region Demand/Supply Planning Manager, 1988-1990

Developed manufacturing product shipment forecasts and product transition strategies. Managed product availability to maximize customer satisfaction and to achieve revenue goals.

ASIC Center Program Manager, 1986-1988.

Promoted the implementation of ASIC technology to design engineering groups. Coordinated all aspects of ASIC product development with design engineering, volume manufacturing, external vendors, and ASIC Center engineering services.

EDUCATION

Bachelor of Science, Computer Science, University of North Carolina -Pembroke,
Pembroke, North Carolina, 2004.

Master of Software Engineering, Carnegie Mellon University,
Pittsburgh, Pennsylvania, August 1998 - December 1999

Computer Science courses, University of North Carolina at Pembroke,
Pembroke, North Carolina, January 1997 - August 1998.

Master of Business Administration, Boston University,
Boston, Massachusetts, May 1986

Japanese Language Program, International Christian University,
Tokyo, Japan, September 1981 – May 1983

Bachelor of Arts, Economics, Duke University,
Durham, North Carolina, 1981

SKILLS

Japanese language: intermediate speaking, reading, and listening comprehension capabilities.

Spanish language: intermediate speaking, reading, and listening comprehension capabilities.

LAWRENCE T. LOCKLEAR

UNCP, P.O. Box 1510, Pembroke, NC 28372 • (910) 775-4579 • lawrence.locklear@uncp.edu

BIOGRAPHY

Lawrence T. Locklear is the program coordinator for the Southeast American Indian Studies Program at the University of North Carolina at Pembroke. He has been employed at UNC Pembroke since 1999, including almost fourteen years as the university web publisher.

Locklear is a student in the Ph.D. program in educational studies with a concentration in higher education at UNC Greensboro. He earned a Master of Public Administration and a Bachelor of Arts in American Indian studies, both from UNC Pembroke, and a Bachelor of Arts in history from North Carolina State University.

An enrolled citizen of the Lumbee Tribe of North Carolina, Locklear, in 2007, appeared in The History Channel's *Aftershock: Beyond the Civil War*, in which he provided historical commentary about Lumbee hero Henry Berry Lowry, his multiracial gang, and their fight for social and political justice in Robeson County between 1864 and 1874. His essay, "Down by the Ol' Lumbee: An Investigation into the Origin and Use of the Word 'Lumbee' Prior to 1952", was published in the 2010 issue of *Native South* journal. In 2014, he co-authored "Hail to UNCP! A 125-Year History of the University of North Carolina at Pembroke" with Dr. Linda Oxendine, former chair of American Indian Studies at UNC Pembroke, and the late Dr. David Eliades, former professor of History at UNC Pembroke.

Locklear has served in numerous leadership capacities at UNC Pembroke and in the American Indian community at the tribal and state levels. He co-chaired UNC Pembroke's 125th Anniversary Committee from 2011 to 2013. Between 2005 and 2008, he served on the Lumbee Tribal Council, including two terms as speaker. From 2007 to 2011, Locklear served as the vice chair for American Indian Women of Proud Nations. Between 2007 and 2011, he was the Lumbee Tribe's representative on the Board of Directors for United Tribes of North Carolina. Locklear is a brother in Phi Sigma Nu, the nation's oldest and largest American Indian fraternity, where he serves on the national executive board as the Chief Dean of Ma'enos.

In 2012, Locklear was awarded the D.T. Smithwick Newspaper and Magazine Article Award by the North Carolina Society of Historians for the article, "'Lumbee' runs through history of local Indians, Robeson County." The following year he was named a co-recipient of UNC Pembroke's inaugural Chancellor's Award of Excellence. In 2014, "Hail to UNCP!" was awarded a Willie Parker Peace History Book Award by the North Carolina Society of Historians.

Ronnie Locklear

(b)(6)

OBJECTIVE:

To secure an administrator position within the community college system and assist individuals in maximizing their full potential

QUALIFICATIONS:

- Counseling new and perspective students during the college admissions process
- Created strategies and managed admissions and recruitment programs
- Planning, implementing and organizing academic advising strategies
- Excellent staff supervisory and motivational skills
- Skilled at learning new concepts quickly while working well under pressure
- Teaching experience in community college environment
- Experience with DATATEL / Colleague software
- Experience with Query builder software
- Experience with Soft-Docs software

EMPLOYMENT EXPERIENCE:

2014 – Present **Robeson Community College** Lumberton, NC

Director Of Admissions and Enrollment Services

- Serve as Director of Admissions. Manage day-to-day operations of the Admissions Office.
- Provide leadership and coordination for admissions, recruiting and enrollment services functions by supervising Admissions, Financial Aid, and Records and Registration.
- Coordinating New Student Orientation activities
- Coordinating recruitment activities
- Develop, implement, and evaluate the annual enrollment plan

2012 – 2014 **Southeastern Community College** Whiteville, NC

Counselor

- Counsel new and returning students.
- Administer and interpret placement assessment test.
- Provide admissions and counseling services to disabled students.
- Assist with recruitment of specific target groups.
- Design and implement academic intervention strategies
- Provide students with personal, professional, and career counseling.
- Disabilities Counselor

2011 – 2011 **Public Schools of Robeson County** Red Springs, NC

Counselor

- Provide consultation with teachers, administrators, school personnel, outside agencies, and social services concerning the welfare of the students.
- Develop student career awareness and needs as a lifelong process of forming basic values, attitudes and interests regarding the future world of work.
- Provide crisis intervention support for students.
- Guide and counsel groups and individual students through the development of educational and career plans.

2009 – 2011 **Robeson Community College** Lumberton, NC

Director of Financial Aid

- Responsible for planning, implementing, and administering federal, state, and institutional student aid

- Process VA benefits, grants, scholarships, and work-study employment
- Monitor student aid process to ensure compliance with federal and state regulations
- Coordinate federal , state , and college programs to meet reporting responsibilities
- Develop and maintain effective information dissemination and public relations on student aid matters

2007 – 2009 **Robeson Community College** Lumberton, NC

Assistant Director of Admissions / Enrollment Management

- Responsible for Admissions counseling for new and returning students
- Coordinated curriculum academic advisor assignments
- Planned and implemented curriculum program change process
- Assisted with academic advising / retention
- Served as Student Government Association advisor

1994 - 2007 **Robeson Community College** Lumberton, NC

Assistant Director of Admissions / Recruitment

- Developed and implemented Recruitment Activity Plan
- Coordinated all off campus recruitment activities
- Assisted Director of Admissions in the development, implementation, and evaluation of the enrollment management process
- Served as Student Government Association advisor

1992 - 1994 **Robeson Community College** Lumberton, NC

Computer Systems Administrator

- Responsible for maintaining main campus computer system
- Monitored system usage and system programming
- Installed all software systems upgrades
- Provided user training and documentation on system software

1988 - 1992 **T&S Plumbing and Electrical** Maxton, NC

Plumber / Electrician

- Responsible for installing as well as testing and troubleshooting electrical equipment and wiring
- Install , repair, test, and troubleshoot plumbing equipment

EDUCATION:

May 1981	High School Diploma	Pembroke Sr. High	Pembroke, NC
May 1985	Bachelor of Science	Pembroke State University	Pembroke, NC
	Major: Math/Computer Science		
May 1996	Masters in Education	Pembroke State University	Pembroke, NC
	Major: Educational Administration / Supervision		
December 2013	Masters in School Counseling	UNC Pembroke	Pembroke, NC

CONTINUING SERVICES

The LTNC and its partners are committed to the sustainability of Project ACCESS and continuing the innovative practices that will emerge through strengthened collaborative efforts with all partners. RCC will be able to sustain the (2) CCA positions through FTE growth in the CCP courses. The anticipated FTE growth will produce sufficient revenue to help assist PSRC with the transportation costs as well. The RCC Foundation will assist in helping locate American Indian donors willing to provide resources for the cost of the fees and books for CCP participants. Further, the Grants Office will continue to look for funding resources and programs to help continue to increase the CCP services offered to PSRC's American Indian youth. The PSRC will commit to finding resources through grants to help reduce the transportation barrier for many American Indian youth. UNCP's SAIS staff will work with the university's Advancement Division to locate prospective American Indian donors to help fund the community engagement specialist position, once the project funding ends. The recent election of an American Indian chancellor at UNCP will provide many opportunities to help grow the SAIS program through discretionary funding and increased support from the local American Indian population. The LTNC will continue to support the program by leveraging resources committed to community engagement. Additionally, the LTNC will seek support from state and federal political representatives to request special funding allocations to continue the successful efforts the grant will provide. It is anticipated the proposed model will receive state and national recognition for its demonstrated ability to foster educational and life success for poverty stricken American Indian youth in Robeson County, North Carolina.

LUMBEE TRIBE OF NORTH CAROLINA

Job Description

Job Title: Director of Indian Education Demonstration Grant .

Reports To: Grant Principle Investigator

General Description of Duties and Responsibilities:

The Manager of Youth Services will be responsible for the management of all current youth services components, and the planning, initiating, and implementation of any new components, supervising all staff in the Youth Services division. The evaluation of these services and the on-going campaign to secure outside funding/ resources for the youth-based activities, programs and services of the Lumbee Tribe shall be vested in this position. The Manager will also be responsible for the supervision, training, development, and evaluation of staff including the management of the organizational budget and coordination of funding sources. This position will be responsible for developing youth programs and services in the tribe's four county services area. Reporting to the National Boys and Girls Clubs organization shall be the Manager's responsibility and maintaining positive contact with this funding entity for timely yearly allocations and access to new monies for existing and any new start Clubs. All activities of the youth services division shall have the ultimate goal of preventing drugs and alcohol abuse among tribal youth through the provision of alternative culturally based lifestyles that build upon a positive self-image founded in being pride of ones history, culture, and tribe.

Specific Description of Duties and Responsibilities:

The Director of Indian Education Demonstration Grant will:

1. Conduct in-service training programs for staff and volunteers.
2. Maintain the approved budget for each component of grant.
3. Promote the increased participation of Lumbee youth in tribal youth programs.
4. Promote and support the standards, objectives and mission of the Lumbee Tribe to provide quality cultural and educational programs to Lumbee youth, including funding source guidelines and regulations.
5. Network, collaborate and maintain a positive relationship with public and private agencies and organizations within the service area.
6. Provide quantitative and qualitative monthly reports to Grant Principal Investigator.
7. Ensure liability insurance coverage and proper chaperone support for all youth planned activities off site.

8. Provide professional liaison with the parents of youth in the various components and address all concerns in a timely and compassionate manner.
9. Ensure a safe and clean environment at the youth services sites and report any accidents or injuries immediately to supervisor.
10. Participate in orientation, training and other personal and professional development related to assigned responsibilities.
11. Perform other duties and responsibilities as assigned.

Minimum Qualifications:

Bachelor Degree in Social Work, Psychology, or related area with 3-5 years directing and managing tribal, social or community – based youth services will be considered. Programmatic and/or grant based experience will be required. Candidates must possess good communication including computer skills, and the ability to relate to diverse populations including youth's parents. Also required is strong organizational skills and a positive proven working relations with both private and public agencies and programs. Strong supervisory experience and the ability to relate to clients in the program are critical qualifications. Some overnight out of area travel required. A valid NC Drivers License is desired.



Career and College Promise Advisor

Robeson Community College is seeking a qualified candidate to serve as a Career and College Promise Advisor. The North Carolina Career and College Promise is an initiative to increase high school participation college classes where they have an opportunity to earn college credit.

Job Description

- The Career and College Promise Advisor will work in collaboration with high school counselors and high school career development.
- Provide college and career advising and registration assistance with enrollment in CCP pathways.
- Maintain records for enrollment, tracking, and reporting purposes
- Participate in any school related activities in which CCP pathways can be promoted, i.e. Parent Nights.
- Potential teaching of one CCP course per semester.
- Work with the Career and College advising team to ensure CCP and college enrollment goals are met and college pathway materials/instructional supplies are disseminated.
- Participate in team meeting and professional development activities as directed by the Director of Admissions/Enrollment Services.
- Engage students, counselors, faculty, parents, and all stakeholders in information sessions related to college success and CCP advising sessions on related topics.
- Maintain quality partnerships with secondary school personnel

Minimum Education

Bachelor’s Degree Preferred – Master’s Preferred

Preferred Experience

Experience in advising high school students for community college courses

Experience with distance education

Experience in college student success i.e. success coaching

Career development or career pathway knowledge

Excellent public relations, communication, written and verbal skills

Excellent record keeping and organizational skills

Ability to work as a team member and under minimal direction and supervision

Special Skills

Strong presentation skills

Availability to work some evenings

Ability to interpret data and multi-task

UNIVERSITY of NORTH CAROLINA
P E M B R O K E

Employment Opportunity: Community Engagement Specialist

The University of North Carolina at Pembroke is seeking a qualified candidate to serve as a Community Engagement Specialist with the Southeast American Indian Studies Program (SAIS). Project ACCESS is an initiative to improve access to higher education and career preparedness for American Indian youth in Robeson County through partnerships between the Lumbee Tribe of North Carolina (LTNC), the Public Schools of Robeson County (PSRC), Robeson Community College (RCC), and UNC Pembroke that will engage Native youth, their families, and their tribal communities to be active participants in the process.

Job Description

- Coordinate SAIS' Community Engagement Center.
- Design and implement residential summer camps for American Indian rising sophomores and juniors in the PSRC's high school that introduce participants to university life and provide insight into the admissions and financial aid process.
- Track and assist summer camp participants with their college application process.
- Design and implement Saturday day camps for American Indian rising seventh and eighth grade students in the PSRC.
- Design and deliver community camps for the Lumbee community in Robeson County that address topics related to higher education and college and career preparedness.
- Serve as a liaison between UNC Pembroke and the LTNC, PSRC, and RCC.
- Coordinate an annual "College Day" with the LTNC, PSRC, and RCC.
- Design and implement an academic tutoring program with the Lumbee Tribe's Boys & Girls Club, which utilizes UNC Pembroke's students and resources.
- Facilitate community meetings with the Lumbee community in Robeson County to determine needs related to improving access to higher education and college preparedness.
- Facilitate information sessions with the Lumbee Tribe's Boys & Girls Clubs about college preparedness.

Minimum Education: Bachelor's degree required. Master's degree preferred.

Salary: \$45,000

Preferred Experience

- Knowledge of Robeson County, North Carolina, the Lumbee Tribe, and experience working with American Indian communities and organizations
- Experience in college student success i.e. success coaching
- Strong public relations, communication, presentation, written, and verbal skills
- Excellent record keeping, organizational, and data analysis skills
- Ability to work as a team member and under minimal direction and supervision
- Availability to work evenings and Saturdays

ORIGINAL**COLLEGES AND UNIVERSITIES RATE AGREEMENT**

EIN: 56-0894344

DATE:01/13/2012

ORGANIZATION:

FILING REF.: The preceding
agreement was dated
12/09/2008

Robeson Community College

P.O. Box 1420

Lumberton, NC 28359-

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

SECTION I: INDIRECT COST RATES

RATE TYPES:		FIXED	FINAL	PROV. (PROVISIONAL)	PRED. (PREDETERMINED)
<u>EFFECTIVE PERIOD</u>					
<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2011	06/30/2015	42.00	On-Campus	All Programs
PRED.	07/01/2011	06/30/2015	20.80	Off-Campus	All Programs
PROV.	07/01/2015	Until Amended			Use same rates and conditions as those cited for fiscal year ending June 30, 2015.

***BASE**

Direct salaries and wages including all fringe benefits.

ORIGINAL**COLLEGES AND UNIVERSITIES RATE AGREEMENT**

EIN: 1566000805A1

DATE:08/15/2013

ORGANIZATION:

FILING REF.: The preceding
agreement was dated
01/06/2009University of North Carolina at Pembroke
One University Drive
PO Box 1510
Pembroke, NC 28372-1510

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

SECTION I: Facilities And Administrative Cost Rates

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

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2012	06/30/2013	55.00	On-Campus	All Programs
PRED.	07/01/2013	06/30/2017	60.00	On-Campus	All Programs
PRED.	07/01/2012	06/30/2013	16.00	Off-Campus	All Programs
PRED.	07/01/2013	06/30/2017	20.00	Off-Campus	All Programs
PROV.	07/01/2017	Until Amended			Use same rates and conditions as those cited for fiscal year ending June 30, 2017.

*BASE

Direct salaries and wages including vacation, holiday, sick pay and other paid absences but excluding all other fringe benefits.

Lumbee



Constitution

PREAMBLE. In accordance with the inherent power of self-governance of the Lumbee Tribe of North Carolina ("Tribe"), the Tribe adopts this Constitution for the purposes of establishing a tribal government structure, preserving for all time the Lumbee way of life and community, promoting the educational, cultural, social and economic well-being of Lumbee people, and securing justice and freedom for the Lumbee people.

Article I. Territory and Jurisdiction.

1. The territory of the Lumbee Tribe of North Carolina shall include the State of North Carolina;
Amendment: Article I, Section 2 amended March 8, 2003 to read: "The territory of the Lumbee Tribe of North Carolina shall include Robeson, Hoke, Scotland and Cumberland Counties, North Carolina."
2. The Tribe's jurisdiction shall extend to the fullest extent possible under Federal law to:
 - a). all enrolled members of the Tribe, without regard to location or residence;
and
 - b). all persons, property, and activities located or taking place upon the Tribe's territory.

Article II. Membership

1. The general membership of the Tribe shall consist of those persons who apply for enrollment and demonstrate direct descent from a person listed on Source Documents, which are listed on Exhibit A to this Constitution and incorporated herein by reference, and who maintain contact with the Tribe.
2. Notwithstanding eligibility otherwise, no person's application for enrollment shall be accepted if the applicant has not historically or does not presently maintain contact with the Tribe. Enrolled members may be disenrolled for failure to maintain contact with the Tribe, in accordance with a tribal ordinance adopted under this Constitution.
3. Notwithstanding eligibility otherwise, no person's application for enrollment shall be accepted if the applicant is an enrolled member of any other Indian tribe, unless the applicant has relinquished in writing his or her membership in such tribe.
4. The voting general membership shall consist of those members of the Tribe who are eighteen (18) and older and who are registered voters in accordance with duly adopted tribal ordinance(s).
5. The Tribal Council shall have authority to enact such tribal ordinances governing tribal membership as are consistent with this and other articles of this Constitution, provided that no individual shall be eligible for adoption into the Tribe unless such individual can demonstrate Lumbee or other Indian ancestry.

Article III. Distribution of powers.

1. The powers expressed herein and those powers necessary and proper to the exercise of those powers expressed herein are delegated to the specified branch of government by the general membership of the Lumbee Tribe of North Carolina. Those powers not delegated herein are reserved by the general membership of the Tribe.
2. The members of the Tribe shall be secure in their persons and property and such security shall be preserved by the government created by this Constitution.
3. The powers delegated to the legislative, executive, and judicial branches, except as expressly provided in this Constitution, shall be separate and distinct and no branch shall exercise the powers delegated herein to another branch, except for the office of vice-chairman.

Article IV. Recall.

1. The power to recall any elected official of the Lumbee Tribe of North Carolina who is in the second calendar year or later in his or her term is specifically reserved for the general membership of the Tribe.
2. A recall election shall be held when a petition bearing the signatures, names, addresses, and enrollment numbers of at least ten (10) percent of eligible voters who voted in the election from the district electing a tribal official or ten (10) percent of eligible voters who voted in the election for the tribal chairperson, alleging in one hundred (100) words or less that the tribal official is guilty of malfeasance in office, gross disregard for tribal law or custom, or open abuse of authority, and designating three signatories as a Petitioner's Committee, is filed with the Tribal Elections Board.
3. Upon certification of the signatures on and grounds stated in the petition and within no more than five (5) days of its receipt, the Election Board shall:
 - i). serve a copy of the petition upon the named tribal official, who shall have fifteen (15) days from the date of said notice to respond to the reasons stated in the petition in one hundred (100) words or less;
 - ii). immediately upon receipt of any response, serve all members of the Petitioner's Committee with a copy of the same;
 - iii). allow the Petitioner's Committee forty-five (45) days from the date of receipt of the response to collect additional signatures upon their petition;
 - iv). conduct a recall election within ten (10) days of the resubmission of the petition, provided that the petition is signed by twenty (20) percent of the voters who voted in the election for the recalled tribal official;

4. If at least thirty (30) percent of the voters who voted in the election for the recalled official vote and a majority of those voting vote in favor of recall, the Election Board shall declare the office vacant and the vacancy shall be filled in accordance with the appropriate provisions of this Constitution, except that the recalled tribal official shall not be qualified to run for office in that special election.
5. If a recall election on a tribal official fails to obtain a majority of those voting, the Election Board shall not certify any recall petition against that tribal official for a minimum of one year thereafter.

Article V. Initiative.

1. The power to initiate a vote on a tribal ordinance is specifically reserved for the general membership of the Lumbee Tribe of North Carolina.
2. A minimum of ten (10) percent of the eligible voters may initiate consideration of a proposed tribal ordinance by submitting to the Tribal Elections Board a petition bearing the following:
 - i). their signatures, names, addresses, and enrollment numbers;
 - ii). the terms of the proposed tribal ordinance; and
 - iii). the designation of three signatories as a Petitioner's Committee.
3. Upon certification of the signatures on the petition and within no more than five (5) days of its receipt, the Tribal Elections Board shall serve a copy of the petition bearing the proposed tribal ordinance upon the Tribal Council, which shall take the proposed tribal ordinance under consideration and take a vote thereon at its next regularly scheduled meeting, but no more than thirty (30) days after its receipt from the Tribal Election Board.
4. The Tribal Elections Board shall notify all members of the Petitioner's Committee of the Tribal Council's action on the proposed tribal ordinance within five (5) days of such action.
5. If the proposed ordinance is not enacted or is enacted with substantive changes, the Petitioner's Committee shall have thirty (30) days from their receipt of notice of Tribal Council action to collect additional signatures upon their petition proposing a tribal ordinance.
6. The Tribal Elections Board shall conduct an election upon the proposed tribal ordinance within ten (10) days of the resubmission of the petition proposing the tribal ordinance, provided that the petition is signed by twenty (20) percent of eligible voters.
7. If at least thirty (30) percent of the eligible voters participate in the initiative election and a majority of those voting vote in favor of the proposed ordinance,

the Tribal Election Board shall declare the ordinance duly enacted law of the Lumbee Tribe of North Carolina.

Article VI. Referendum.

1. The power to conduct a referendum on any tribal ordinance adopted by the Tribal Council is specifically reserved for the general membership of the Lumbee Tribe of North Carolina.
2. A minimum of ten (10) percent of the eligible voters may initiate a referendum by submitting to the Tribal Elections Board a petition bearing the following:
 - i). their signatures, names, addresses, and enrollment numbers;
 - ii). the terms of the challenged tribal ordinance adopted by the Tribal Council; and
 - iii). the designation of three signatories as a Petitioner's Committee.
3. Upon certification of the signatures of the petition and within no more than five (5) days of its receipt, the Tribal Elections Board shall serve a copy of the petition bearing the challenged tribal ordinance upon the Tribal Council, which shall reconsider its adoption of the challenged ordinance and take a vote thereon at its next regularly scheduled meeting, but no more than thirty (30) days after its receipt from the Tribal Elections Board.
4. The Tribal Elections Board shall notify all members of the Petitioner's Committee of the Tribal Council's action on the challenged tribal ordinance within five (5) days of such action.
5. If the challenged tribal ordinance is not rescinded or substantively altered by the Tribal Council, the Petitioner's Committee shall have thirty (30) days from their receipt of notice of Tribal Council action to collect additional signatures upon their petition for a referendum on the challenged tribal ordinance.
6. The Tribal Elections Board shall conduct a referendum upon the challenged tribal ordinance within ten (10) days of the resubmission of the petition seeking a referendum on the challenged ordinance, provided that the petition is signed by twenty (20) percent of eligible voters.
7. If at least thirty (30) percent of the eligible voters participate in the referendum election and a majority of those voting vote in favor of rescinding the challenged ordinance, the Tribal Elections Board shall declare the ordinance rescinded.

Article VII. Tribal Council.

1. The legislative power to enact ordinances of the Lumbee Tribe of North Carolina shall reside in the Tribal Council. Such legislative power shall include:

- a). the enactment of annual tribal budgets, provided that budgets shall be enacted into tribal law following the conduct of tribal hearing(s) on budgets proposed by the Tribal Chairperson;
 - b). the adoption of rules and regulations governing the Tribal Council's procedure and decorum, consistent with the provisions of this Constitution; and
 - c). the confirmation of either employment or dismissal of a Tribal Administrator.
2. Except as otherwise provided, members of the Tribal Council shall serve three (3) year terms and no council member can serve more than two (2) consecutive terms. The privilege to run for election to the Tribal Council shall be limited to those members of the Lumbee Tribe of North Carolina who at the commencement of the term of office for which the member stands for election:
 - a). are over the age of twenty-one (21);
 - b). have maintained their principal place of residence in the particular council district for which the member stands for election no less than the preceding one (1) year;
 - c). the Tribal Council shall have authority to enact an ordinance governing disqualification from Tribal Council office due to felony conviction.
3. The Tribal Council shall consist of twenty-one (21) members who shall be elected from districts within Lumbee territory. These districts shall have boundaries as drawn in accordance with the provisions of Article XII, section 3, below, which boundaries shall be redrawn within one (1) year following the publication of each decennial federal census to maintain equal representation for each tribal member.
4. The council members shall elect from their members the following officers:
 - a). a speaker, who shall preside over council meetings;
 - b). a vice-chairman, who shall preside over council meetings in the absence of the speaker and who is willing and qualified to serve as chairman in the event that becomes necessary;
 - c). a secretary, who shall oversee the maintenance of all records of proceedings of the council and tribal ordinances; and
 - d). a treasurer, who shall oversee council proceedings to prepare annual tribal budgets.
5. All proceedings of the Tribal Council shall be conducted in public session, except for proceedings certified in advance by the speaker as implicating privacy rights of a tribal employee or member. No proceedings of the Tribal Council

shall take place in the absence of a quorum which shall constitute two-thirds (2/3) of the sitting council members and all decisions of the Tribal Council shall require an affirmative vote of the majority of present council members, except that a veto override shall require two-thirds (2/3) vote.

6. No ordinance enacted by the Tribal Council shall be binding and effective until such ordinance has been posted in a place reserved for this purpose at the offices of the Tribal Council for a period of thirty (30) calendar days following its enactment, provided that such ordinance was not certified for referendum by the Tribal Chairperson in accordance with Article VIII, section 1 (b) within that period. The Tribal Council shall periodically publish in a newspaper of general distribution in Lumbee territory a calendar of proceedings showing all council actions taken and the address and phone number where copies of ordinances are available.
7. Any council member who is absent from three (3) consecutive regularly scheduled meetings of the council shall be removed from office, provided that such absences are unexcused in accordance with a governing tribal ordinance. A vacancy in a Tribal Council seat will also occur automatically upon the death of a Tribal Council member or the occurrence during that member's term of any circumstance listed above in section 2 that would have disqualified the member from serving upon the Tribal Council. Vacancies in Tribal Council seats shall be filled as follows:
 - a). If a Tribal Council seat becomes vacant for any reason and one calendar year or less remains in the term of the vacant seat, then
 - i). the Tribal Council shall schedule, advertise and conduct a public hearing in the district with the vacant seat for the purpose of receiving nominations from district residents to fill the vacancy, then elect as council member for the vacant seat from among those individuals nominated at the public hearing by a 2/3 vote of the Tribal Council;
 - ii). if no candidate described in (i) above is nominated or qualified to serve, the Tribal Council shall appoint a person who would be qualified to stand for election to that seat to serve the remainder of the term.
 - b). If a Tribal Council seat becomes vacant for any reason and more than one calendar year remains in the term of the vacant seat, then:
 - i). a special election shall be conducted to fill the vacancy, and
 - ii). the newly elected council member shall serve out the remainder of the vacated term.

Article VIII. Tribal Chairperson.

1. All executive powers, including implementation of and compliance with annual budgets, of the Lumbee Tribe of North Carolina shall reside in a Tribal Chairperson, who shall cause all laws of the Tribe to be faithfully executed. Specifically, the Tribal Chairperson shall:
 - a). deliver to the general membership an annual State of the Tribe Address during the first week of July, which Address shall include a proposed budget for the upcoming fiscal year;
 - b). within ten (10) days of its passage by the Tribal Council, certify for referendum by the general voting membership any tribal ordinance that affects fundamental rights or interests of the Lumbee Tribe of North Carolina. Any ordinance imposing a tax or authorizing gaming in Lumbee territory shall be deemed to affect fundamental rights or interests of the Tribe. No ordinance certified as requiring a referendum shall be effective unless and until such ordinance is approved by a majority of those voting in the referendum, such referendum to be conducted in accordance with Article V of the Constitution;
 - c). have authority to veto any ordinance enacted by the Tribal Council;
 - d). shall nominate a Tribal Administrator, subject to confirmation by the Tribal Council or its designee(s), the Tribal Administrator can be removed by the same process;
 - e). represent the Lumbee Tribe of North Carolina before all other governments and tribunals, including the United States, the State of North Carolina, and all federal and state agencies.
2. The Tribal Chairperson shall be elected by the voting general membership for a term of three (3) years and shall not serve more than two consecutive terms. The privilege to run for the office of Tribal Chairperson shall be limited to those tribal members who at the commencement of the term:
 - a). are thirty-five (35) years of age or more;
 - b). have maintained his or her principal place of residence in the territory of the Tribe for the preceding one (1) year;
 - c). the Tribal Council shall have authority to enact a tribal ordinance governing disqualification from office of Tribal Chairperson due to felony conviction.
3. A vacancy shall occur in the office of Tribal Chairperson upon the death of the chairperson or the occurrence during that chairperson's term of any circumstance listed above in section 2 that would have disqualified the chairperson from running for office. Vacancies in the office of Tribal Chairperson shall be filled as follows:

- a). If a vacancy occurs in the office of Tribal Chairperson with one calendar year or less remaining in the term of office, then the Tribal Vice-Chairperson shall serve out the term, provided that the Vice-Chairperson would be otherwise qualified to run for the office of Tribal Chairman.
- b). If the vacancy occurs in the office of Tribal Chairperson with more than one calendar year remaining the term of office, then a special election shall be conducted and the newly elected Tribal Chairperson shall serve out the remainder of the vacated term.

Article IX. Judiciary.

1. The judicial power of the Lumbee Tribe of North Carolina shall reside in the Supreme Court of the Lumbee Constitution and such inferior courts as the Tribal Council may establish. The Supreme Court of the Lumbee Constitution shall have original jurisdiction over all cases and controversies arising under the Lumbee Constitution and all ordinances of the Lumbee Tribe of North Carolina. In the event the Tribal Council establishes inferior courts, the Supreme Court of the Lumbee Constitution shall have appellate jurisdiction only over those cases and controversies arising under tribal ordinances.
2. The rule of law to be applied in the Supreme Court of the Lumbee Constitution in all cases and controversies within its original jurisdiction shall be the will of the Lumbee people as expressed in the Lumbee Constitution, duly adopted tribal ordinances, and Lumbee custom. In the absence of a governing rule of law from these sources, the governing rule shall be federal common law.
3. The Supreme Court of the Lumbee Constitution shall consist of five sitting judges, who shall serve five-year terms; no judge may serve two consecutive terms. These judges shall have the qualifications and be selected as set out below:
 - a). the qualifications for Tribal Chairperson specified in Article V, section 2, shall apply to judges of the Supreme Court of the Lumbee Constitution, except that the minimum age of judges shall be thirty-five (35);
 - b). at all times, two of the sitting judges shall be graduates of accredited law schools and three shall be lay people;
 - c). for the initial appointments to the Court, the Tribal Chairman shall nominate ten qualified candidates, from whom the Tribal Council shall appoint five. By some method of chance, one of the initial appointees shall serve a one-year term, one a two-year term, one a three-year term, one a four-year term, and one a five-year term. Thereafter, each appointed judge shall serve a five-year term. In making nominations and appointments, the Tribal Chairperson and Tribal Council shall to the greatest extent possible select candidates who reside in different areas or communities of the Lumbee territory.

4. There shall be a Chief Judge of the Supreme Court of the Lumbee Constitution who shall bear administrative responsibilities for the conduct of the Court's business and who shall be elected on an annual basis by the sitting judges.

Article X. Elections Board.

1. There shall be an independent Tribal Elections Board of the Lumbee Tribe of North Carolina, which shall have the following authority:
 - a). to promulgate necessary and appropriate regulations under authority of this Constitution and tribal ordinances governing voter registration and the conduct of all regular and special tribal elections;
 - b). to conduct all recall, initiative, and referendum proceedings; and
 - c). any other matters specified herein or authorized by tribal ordinance.
2. The Tribal Elections Board shall consist of five (5) enrolled members over the age of eighteen (18) appointed by the Tribal Council. For purposes of this appointment, the council members shall be divided as equally as possible into five (5) appointing committees by some method of chance. Each of the five appointing committees shall appoint one Elections Board member. The Board members shall serve six-year terms and may not serve consecutive terms.
3. Any matter decided or certified by the Tribal Elections Board shall be deemed final tribal action and shall be reviewable by the Supreme Court of the Lumbee Constitution.

Article XI. Duty of Loyalty.

1. Every elected and appointed tribal official empowered herein shall affirm upon taking office that he or she will abide by this Constitution and laws of the Lumbee Tribe of North Carolina and will, to the best of his or her ability, perform his or her duties with undivided loyalty to the Lumbee Tribe of North Carolina.
2. The first Tribal Council elected under this Constitution shall adopt an ordinance proscribing conflicts of interests in the performance of duties by elected and appointed tribal officials, which ordinance shall require a tribal official to recuse him or herself from any decision or vote affecting his or her pecuniary interest or a family member.

Article XII. Adoption.

1. A referendum on the adoption of this Constitution shall be conducted among the enrolled members of the Lumbee Tribe of North Carolina aged eighteen (18) and above on November 6, 2001.
2. This Constitution shall be deemed adopted if, at the general referendum conducted therefore, a majority of those enrolled members voting vote in favor

of adoption of the same. Specific provisions of the Constitution set out for special vote at the same referendum, if any, shall be deemed adopted upon favorable vote of a majority of those voting on each specific provision as if those provisions were set out in the document itself.

3. Upon adoption, this Constitution shall be considered immediately effective as the governing document for the Lumbee Tribe of North Carolina. The tribal chairperson and Tribal Council members elected on November 7, 2000, shall serve out their full terms, set to expire in November 2003, and shall in the meantime be bound by the terms of this Constitution, subject to the following exceptions and special responsibilities as the first tribal officials to serve under the Constitution:
 - a). the present Tribal Council members shall be deemed council members-at-large in the interim between the adoption of this Constitution and the first set of elections held under the Constitution in November 2003, without regard to district boundaries from which they were elected;
 - b). before the election in November 2003, the present tribal officials shall draw boundaries for the twenty-one (21) Tribal Council districts, provided that:
 - i). each tribal member has equal representation on the Tribal Council; and
 - ii). the boundaries for Tribal Council districts shall be drawn and published throughout the tribal territory no less than sixty (60) days in advance of the election to be held in November 2003;
 - c). for purposes of the conduct of the election to be held in November 2003, the present tribal officials shall serve as election commissioners, authorized to promulgate regulations governing this election only;
 - d). for purposes of the conduct of the election to be held in November 2003, the present tribal officials shall be qualified to stand for office under this Constitution provided that they meet all qualifications therefore, their present term to be counted as their first under this Constitution;
 - e). upon election in November 2003, the twenty-one Tribal Council members shall be divided into three groups of seven by some means of chance, with the first group serving a one year initial term, the second group serving a two year initial term, and the third group serving a three year initial term, after which all Tribal Council members shall serve three year terms.

Article XIII. Amendment.

1. An amendment to the Constitution can be proposed by either two-thirds (2/3) vote of the Tribal Council or by a petition bearing the signatures of five (5) percent of tribal members eighteen years of age or older. Upon certification by

the Tribal Elections Board of a proposed amendment to the Constitution, the Tribal Elections Board shall within ten (10) working days post the proposed amendment at appropriate public places and publish the proposed amendment in newspapers of general distribution.

2. Within sixty (60) days after the posting and publication of a proposed amendment, the Tribal Elections Board shall conduct a special election on the proposed amendment. The amendment shall be adopted upon the majority vote of qualified voters voting in the special election. If adopted, the Tribal Elections Board shall within five (5) days of the special election post the amendment at appropriate public places and publish the amendment in newspapers of general distribution with notice of its adoption by special election. The amendment shall become effective ten (10) working days after its posting and publication.

Adopted November 16, 2001

Amendment 1:

The territory of the Lumbee Tribe of North Carolina shall include Robeson, Hoke, Scotland, and Cumberland Counties.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

**Project ACCESS:
Achieving College Opportunities, Community Engagement and Student Success**

A partnership between the Lumbee Tribe of North Carolina, the Public Schools of Robeson County, Robeson Community College, and the University of North Carolina at Pembroke

BUDGET NARRATIVE

Personnel (\$275,355)

The Project Coordinator will have direct oversight and responsibility of the project. The Coordinator will work 12 months and devote 100% time to the project. The salary is calculated on the LTNC pay scale with a starting salary of \$70,000 per year with a 3% COLA per year. The first year salary is pro-rated to reflect a project start date of October 1.

Fringes (\$102,867)

The fringes are calculated on FICA, Workers Compensation, and health insurance coverage. Total fringes are based on 33%.

Travel (\$16,000)

Local travel: (\$4,160) Local travel to partner sites, LTNC Boys and Girls Clubs, and other tribal lodges and offices calculated at .40 per miles/50 miles per week/52 weeks per year/4 years. Professional Development and Conference Travel: (\$11,840) The Principal Investigator and the Project Coordinator will travel to annual project conferences in Washington, DC and to other related conferences. The costs are calculated as follows: Lodging \$750/Per Diem \$250 and Transportation \$500 per year/4 years.

Supplies (\$11,000)

The need for essential, consumable supplies are necessary for the implementation and delivery of project activities. Supplies will include office, mailing and marketing supplies and other necessary items. The costs for Years 1-3 is \$3,000 per year and \$2,000 for Year 4.

Contractual (\$1,948,678)

Evaluation (\$32,000) The cost of hiring an external evaluator for the project calculated at \$8,000 per year. The evaluator will assist the project team with annual reporting, compiling a community needs assessment and tracking progress and effectiveness of project activities.

Public Schools of Robeson County (\$384,010)

The budget for PSRC is based on the cost of transportation to transport students to RCC, UNC Pembroke and other sites for college classes and academic and enrichment activities.

Additionally, the budget includes the costs of text books and college fees (activity, technology and other fees) associated with curriculum courses.

The costs are calculated are follows: An average 35 miles per round trip calculated at \$2.40 per mile/6 weekly trips/14 weeks per semester/2 semesters = \$75,096 per year. The rate for Year 1 is prorated for a project start date of October 1. Books costs are calculated for those students who need assistance with purchasing texts at \$130 per semester/150 participants. Fees (technology and activity fees) are based on an average cost of \$46 per student/with an average of 150-170 students per year who will require assistance with the fees. The costs are: Year 1 \$4,750, Year 2 \$5,750, Year 3 \$6,800 and Year 4 \$7,100.

Robeson Community College (\$652,156)

Personnel: (\$371,374)

RCC will employ (2) Career and College Promise Coaches to help increase enrollment and in the NC Community College Career and College Promise Initiative that offers free college courses to high school students. The starting salary in accordance with the RCC salary scale is \$40,000 per year with a 3% COLA in Years 2-4. The CCP Coaches will work 11 months and devote 100% time to the project. The salary for Year 1 is prorated to reflect the project start date of October 1.

(Part-time) The Summer Camp personnel salaries are calculated at \$32.50 per hour/30 hours per week which reflects annual salaries of \$14,625 per year.

Fringes: (\$91,213)

The fringes are calculated at 29%, which is inclusive of FICA, Medicare, State Health Plan and Workers Compensation. The part-time fringes are calculated for FICA and Workers Compensation.

Travel (\$28,641)

Local travel will include visits to the six area high schools, the PSRC Career Center and to other RCC sites where classes or activities will be held. The average round trip for local travel is 178 miles/.40 per mile = \$71.20/2 coaches/14 weeks per year = \$1,995. Year 1 local travel amount reflects a start date of October 1.

The costs for the CCP Coaches to attend annual project meetings in Washington, DC and other professional development meetings are calculated as follows: lodging \$350/3 nights/2= \$2,100, transportation \$500/3/2=\$3,000 and per diem \$92/3 nights/2=\$552 (\$5,652 per year).

Supplies (\$11,500)

The cost of consumable supplies for the CCP Coaches is calculated at \$3,000 for Years 1&2, \$3,500 for Year 3 and \$2,000 for Year 4. The procurement of these items will be necessary for full implementation and success of the project.

Miscellaneous (\$8,000)

This cost (\$2,000) will be used to help support the instructional materials needed for the summer enrichment camps.

Indirect Costs (\$141,428)

RCC has an approved Indirect Rate Cost Agreement with a negotiated rate of ___ for salaries and wages. To better meet the needs of area students and ensure success of the project, RCC has reduced its rate to 30%.

UNC Pembroke (\$880,512)

UNC Pembroke will employ one full time Community Engagement Specialist (CES) who will commit 100% time to the project. The CES will work with all project partners to coordinate cultural, academic and enrichment services for native youth and their families. The starting salary for the CES is \$45,000 per year based on the UNC Pembroke salary scale.

The salary for the (7) summer camp counselors are \$13,440 per year/consultants are \$7,000 per year and speaker honorariums are \$6,300 per year.

Fringe Benefits: The fringe rate for the CES includes amounts for FICA, State Health Insurance and the NC Retirement Plan. Total salaries and fringes - \$588,623.

The Indirect Cost Rate amount is \$143,369. UNCP has a 60% negotiated rate, but the budgeted amount reduces the rate to 52% to allot increased resources for student activities.

Day Camp and Tutoring: \$129,635 Salaries for Boys & Girls tutors (\$61,440), Fringes (\$7,158), and Other Costs: (\$29,088).

Professional Development for CES (\$26,029)

Summer Day Camps: \$57,025 Counselors (\$31,816), Fringes (\$1,865), Indirect (\$2,396) and other costs (\$9,189).

Community Camps: \$79,200 Speakers (\$8,400) and other costs (\$70,800).

Other: (\$46,100)

The cost for lease space for the Project Coordinator will be \$6,000 per year/4 years (\$24,000).

The LTNC financial management of the project is calculated at \$5,000 each year (\$20,000) and miscellaneous expenses are calculated at \$525 per year (\$2,100).

Direct Costs: \$2,400,000

Indirect: \$0.00

Total Costs: \$2,400,000

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

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

Name of Institution/Organization

Lumbee Land Development

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	52,501.00	72,100.00	74,263.00	76,491.00		275,355.00
2. Fringe Benefits	17,325.00	27,793.00	28,507.00	29,242.00		102,867.00
3. Travel	4,000.00	4,000.00	4,000.00	4,000.00		16,000.00
4. Equipment						
5. Supplies	3,000.00	3,000.00	3,000.00	2,000.00		11,000.00
6. Contractual	392,356.00	434,031.00	520,538.00	601,753.00		1,948,678.00
7. Construction						
8. Other	11,525.00	11,525.00	11,525.00	11,525.00		46,100.00
9. Total Direct Costs (lines 1-8)	480,707.00	552,449.00	641,833.00	725,011.00		2,400,000.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	480,707.00	552,449.00	641,833.00	725,011.00		2,400,000.00

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

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

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

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

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

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

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

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

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

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

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	<input type="text" value="Stuart"/>	<input type="text"/>	<input type="text" value="Locklear"/>	<input type="text"/>

Address:

Street1:	<input type="text" value="6984 NC Hwy 711 West"/>
Street2:	<input type="text"/>
City:	<input type="text" value="Pembroke"/>
County:	<input type="text"/>
State:	<input type="text" value="NC: North Carolina"/>
Zip Code:	<input type="text" value="28372-2709"/>
Country:	<input type="text" value="USA: UNITED STATES"/>

Phone Number (give area code)	Fax Number (give area code)
<input type="text" value="910-521-7861"/>	<input type="text"/>

Email Address:

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

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

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