

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



APPLICATION FOR GRANTS
UNDER THE

Native American Language Grant Program

CFDA # 84.415B

PR/Award # S415B170031

Grants.gov Tracking#: GRANT12431281

OMB No. , Expiration Date:

Closing Date: Jun 19, 2017

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

Application for Federal Assistance SF-424

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

* 3. Date Received: <input type="text" value="06/19/2017"/>	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"/>
-------------------------------------------------	-------------------------------------------------------

B. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="86-0093307"/>	* c. Organizational DUNS: <input type="text" value="0359408810000"/>
----------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------

d. Address:

* Street1:	<input type="text" value="PO Box 0"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="San Carlos"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="AZ: Arizona"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="85550-0000"/>

e. Organizational Unit:

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

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

Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Flora"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Talas"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="928-475-2336"/>	Fax Number: <input type="text" value="928-475-2416"/>
---------------------------------------------------------------	-------------------------------------------------------

* Email:

Application for Federal Assistance SF-424

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

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

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.415

CFDA Title:

State Tribal Education Partnership (STEP)

*** 12. Funding Opportunity Number:**

ED-GRANTS-050417-001

* Title:

Office of Elementary and Secondary Education (OESE); Office of Indian Education (OIE); Indian Education Discretionary Grants Programs: Native American Language (NAL@ED) Program CFDA Number 84.415B

13. Competition Identification Number:

84-415B2017-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

San Carlos Apache Tribe One People - One Nation Project

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="1,486,517.00"/>
* 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="1,486,517.00"/>

*** 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:

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

OMB Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization

San Carlos Apache Tribe

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	237,500.00	244,625.00	251,964.00			734,089.00
2. Fringe Benefits	76,000.00	82,800.00	80,628.00			239,428.00
3. Travel	9,250.00	9,250.00	9,250.00			27,750.00
4. Equipment	0.00	0.00	0.00			0.00
5. Supplies	30,670.00	22,500.00	21,100.00			74,270.00
6. Contractual	85,500.00	85,500.00	71,500.00			242,500.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	57,000.00	58,000.00	58,000.00			173,000.00
9. Total Direct Costs (lines 1-8)	495,920.00	502,675.00	492,442.00			1,491,037.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	495,920.00	502,675.00	492,442.00			1,491,037.00

***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) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) 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 %.

PR/Award # S415B170031

Name of Institution/Organization San Carlos Apache Tribe	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)

ED 524

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	TITLE
Rex Comanche	Chairman
APPLICANT ORGANIZATION	DATE SUBMITTED
San Carlos Apache Tribe	06/19/2017

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

4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: San Carlos Apache Tribe * Street 1: PO Box 0 Street 2: _____ * City: San Carlos State: AZ: Arizona Zip: 85550 Congressional District, if known: _____		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: Education	7. * Federal Program Name/Description: State Tribal Education Partnership (STEP) CFDA Number, if applicable: 84.415	
8. Federal Action Number, if known: 	9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant: Prefix _____ * First Name: Not Applicable Middle Name: _____ * Last Name: Not Applicable Suffix: _____ * Street 1: _____ Street 2: _____ * City: _____ State: _____ Zip: _____		
b. Individual Performing Services (including address if different from No. 10a) Prefix _____ * First Name: Not Applicable Middle Name: _____ * Last Name: Not Applicable Suffix: _____ * Street 1: _____ Street 2: _____ * City: _____ State: _____ Zip: _____		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.		
* Signature: Rex Comanche		
* Name: Prefix Mr. * First Name Terry Middle Name _____ * Last Name Rambler Suffix _____		
Title: Chairman	Telephone No.: 928-475-2336	Date: 06/19/2017
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

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

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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		
San Carlos Apache Tribe		
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE		
Prefix: Mr.	* First Name: Terry	Middle Name:
* Last Name: Rambler	Suffix:	
* Title: Chairman		
* SIGNATURE: Rex Comanche	* DATE: 06/19/2017	

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	To be hired		To be hired	

Address:

Street1:	Po Box 0
Street2:	
City:	San Carlos
County:	Gila
State:	AZ: Arizona
Zip Code:	85550-000
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
928-475-2336	928-475-2416

Email Address:

flora.talas@ed.scot-nsn.gov

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) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

--

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

	Add Attachment	Delete Attachment	View Attachment
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Abstract

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

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

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

You may now Close the Form

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

* Attachment:

Project Abstract

- 1) Institution: state the official name of the applicant's Institution or Entity: San Carlos Apache Tribe
- 2) Eligibility: state the eligibility category the applicant meets: Indian tribe
- 3) Native Language(s): Name of the Native American language for instruction: Apache
- 4) Partners: identify any participating entities if apply as a consortium
San Carlos Apache tribe: Education Department, Language Preservation Office;
San Carlos Apache College, San Carlos Unified School District
- 5) Project Title: state the title of the proposed project: ***One People - One Nation Project***
- 6) Priorities: Indicate the absolute priority and which, if any, of the competitive priorities or invitational priority your project is addressing.
Absolute priority: Projects that will take place in one or more schools of a State-funded local educational agency (LEA)
Competitive priorities:
 1. Lead applicant or a partner receives, or is eligible to receive, a formula grant under title VI of the ESEA, and commits to use all or part of that formula grant to help sustain this project after conclusion of the grant period.
 2. Application submitted by an Indian tribe
- 7) Project Goals: state proposed project goals, objectives, and performance outcomes
Goal: *Establish the use of the Apache language in everyday conversation as well as more poetically heightened expressive contexts that reflect Apache culture and character.*
Objectives relate to both impact on student language proficiency, Academic performance, and attendance. Enabling measures support the attainment of the objectives.
- 8) Project Description: state a brief description of major project activities
The San Carlos Apache Language Preservation Project is a proposed three year initiative to develop a school based language preservation curriculum and associated assessments, recruit and train Apache language teachers, and Apache Language proficiency develop among the San Carlos Apache Indian students pre-K – Grade 12 that will lead to enhancement of the apache culture in everyday life. The program incorporates:
Curriculum development; Teacher recruitment and training to be conducted by San Carlos Apache College, and School based instruction and expansion of Apache based content instruction during the three years of the project. The program will focus in Year 1 Pre-school –Primary grades, Year 2 Middle grade to Grade 8 Year 3: Grades 9-12. Supplemental instruction will be provided by the Tribe's Pathway to College and Apache College Programs. Community partners will provide activity based learning opportunities so students are immersed in Apache Language.
- 9) School Data: provide key school information including participating school, grades, total number of participating Native American and Alaska Native students to be served.
Early Childhood Education programs offered by the Tribe and four schools in the San Carlos Unified School District encompassing grades Pre-K to 12 and over 1,500 children and youth.
- 10) Contact: Project Director's name, telephone and e-mail: Ms. Flora Talas. Telephone: 928-4785-2336 E-Mail: flora.talas@ed.scot-nsn.gov

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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

San Carlos Apache Tribe
Ndeh Nation - One People - One Nation Project
Application for Native American Language (NAL@ED) Program Grant Funding
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San Carlos Apache Tribe

Ndeh Nation - One People - One Nation Project
Application for Native American Language (NAL@ED) Program Grant Funding
Project Narrative

(a) Quality of the project design

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

“You cannot bring back the language from many years ago but you can save the language that’s being spoken today” (R.Nash 86 year old elder | grandmother of our community)

The "Apache" Ndeh (The People) are a culturally rich society with heritage tied to Mother Earth which is evident to this day, our existence is steeped with thousands of years of clanship lineage and knowledge passed down for centuries, However, our language is endangered.

The most recent Community Language Survey of 1,276 households conducted by the Tribal Language Department found a strong desire by all respondents to revitalize the Apache language on the San Carlos Reservation. Almost 90% of the respondents believed that the Apache language is in danger of being lost, and more than ninety-five percent (95%) said that keeping the language alive is important to them and that it is important for the children to speak Apache. However, the survey also indicated a number of alarming trends in Apache language use in the community. Whereas eighty-five percent (85%) of the surveys administered to the elders were conducted in Apache and 100% claimed to be able to communicate fluently in Apache, less than 10% of the respondents aged fifty indicated they could speak Apache. The steep decline is even more pronounced when performance is taken into account: only two percent (2%) of this group was able to respond to survey questions in Apache. Moreover, more than a third of the

survey participants said that they did not know any young people who either spoke or understood Apache.

The number of people who heard Apache “all the time” in the home growing up has declined in lock-step with the decline in Apache language use in the community. The survey also found that the vast majority of Apache that is spoken in the home nowadays is directed by elders to other elders. Children are rarely addressed in Apache. Only four percent (4%) of respondents claimed to speak Apache to their children. The reasons for not learning to speak Apache have shifted generationally. According to the survey many adults noted that they grew up off the Reservation or were never taught, whereas younger speakers were more apt to mention fear of being teased or ridiculed for how they sounded when they tried to speak Apache.

Supporting the Tribe’s commitment to revitalize our traditional language are the schools and recently opened Tribal College. The Tribal council authorized the Tribe’s Education and Language and Culture Departments to partner with the Pre-K-Grade 14 educational system to develop the **One People - One Nation** Language Revitalization plan and apply for the Native American Language Program funding. The NALP funds will be used to fund the start-up costs in the schools and build the infrastructure. The Tribe’s long-range goal is to:

Establish the use of the Apache language in everyday conversation as well as more poetically heightened expressive contexts that reflect Apache culture and character.

In a continuing effort to realize this goal, the following Native American Language Program objective, enabling objectives, and strategies were developed. Given the above findings including the fact that less than ten percent (10%) of our adults and youth speak or understand any of the Apache language, the following are ambitious; but attainable objectives.

Objective 1.1	By August, 2020: Children and youth participants who have been in the program for three years will demonstrate competence in Apache based on an age appropriate Apache Language Proficiency Examination (to be developed): Novice Level: Fifty percent (50%); Competent Level: Twenty percent (20%); Proficient Level: ten percent (10%).
Objective 1.2	<p>The percentage of participating students meeting the state academic standards for their grade will increase from the baseline of 4% in English Language Arts and 8% in Math to 8% and 16% respectively in year 1; 16% in English Language Arts and 24% in Math in year 2; and 24% in English Language Arts and 32% in Math in year 3 based on the state Assessment: AZMerits).</p> <p>Measure 4: The difference between the average daily attendance of participating students and the average daily attendance of all students in the comparison group (e.g. school, LEA, SEA, other).</p>
Objective 1.3	Average daily attendance of participating students will increase from the baseline rate of 88% to 92% in year 1, 94% in year 2, and 96% in year 3 based on district reporting to the State.
Enabling Objective 1-3.1:	By August 2019, develop research based Instruction Alignment and Pacing Guide (IAPG) for Apache Instruction, Grades Pre-K-12.
Enabling Objective 1-3.2:	By August 2019, increase the number of high quality and effective teachers of the Apache Language. August 2019: 8; August 2020: 16; August 2021: 24

Enabling Objective 1-3.3:	Annually, beginning in August 2019, increase the number of grades and classes taught in Apache: August 2019: Pre-K – Grade 3; August 2020: Pre-K-Grade 8; August 2021: Pre-K-Grade 12.
Enabling Objective 1-3.4:	Each year, increase the number of students participating in either an Apache Language class or in a content class taught in Apache: May 2020: 350; May 2021: 900; May 2022: 1500
Objective 2	By August 2020, 100% of participating students will value and demonstrate appreciation of their Apache culture as evidenced by their: <ul style="list-style-type: none"> • Participation in cultural events • Proficiency in the Apache Language (Objective 1).
Enabling Objective 2.1	By May 2018 and annually thereafter, all participating schools will hold monthly Apache Culture celebrations with a culminating end of year celebration planned and conducted by their students.

(2) The extent to which the project design will ensure that students’ progress toward high-level fluency goals in the Native language.

The San Carlos Apache **One People - One Nation** Language Preservation Project proposes a sustained, intense, and comprehensive plan to develop a high level of Apache fluency and appreciation of their heritage among our youth. It is a proposed three year initiative to develop a school based language preservation curriculum and associated assessments, recruit and train Apache language teachers, and develop Apache language proficiency develop among the San Carlos Apache students pre-K – Grade 12 who attend the Tribe’s early childhood education and the San Carlos Unified School District schools. It targets the use of Apache in everyday life by our youth and encompasses appreciating their heritage and culture. The program incorporates:

- The establishment of a curriculum center that will develop an *Apache Language Instruction Alignment and Pacing Guide (IAPG)* and related instructional materials and assessments for Grades Pre-K-12. The IAPG will not only provide teachers with the content and related instructional strategies and resources; but it will act as a fidelity of implementation instrument that will be used when monitoring the classroom and school programs. Schools will work with Curriculum Center staff to ensure teachers follow the curriculum and support instruction.
- Training of teachers by San Carlos Apache College, and recruitment as needed of teachers by the Tribe and School District, in both the Apache language (content) and pedagogy (curriculum and instructional practice). The College, supported by Tribe's Language Preservation Office and its staff and elder volunteers will train teachers both in Apache Language and in the strategies for teaching students the language. Both Language and Content teachers. Teachers and staff will be trained in the theory and practice of language immersion.
- School based instruction and expansion of Apache based content instruction during the three years of the project. The program will focus:
 - Year 1 Pre-school – Primary grades, with elective and after school programs for high school students to be held at the Education Department and College
 - Year 2 Middle grade to Grade 8 with elective and after school programs for interested high school students to be held at the Education Department and College
 - Year 3: Grades 9-12 with elective and after school programs for interested students to be held at the Education Department and College. During this time

period, the Tribe will work with the College and high school to establish dual credit classes

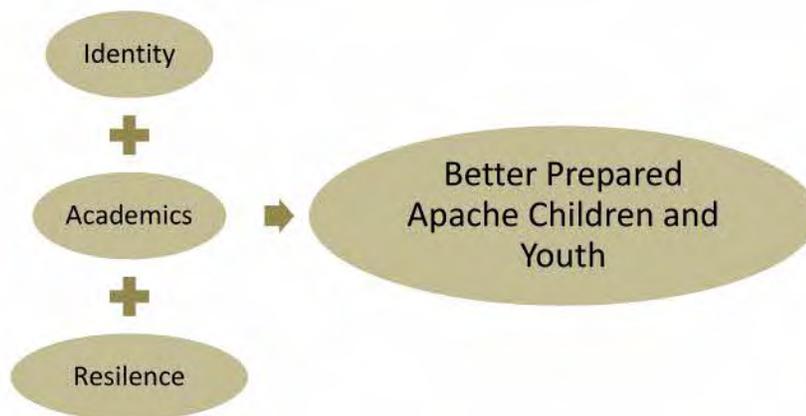
- Supplemental instruction provided by the Tribe’s Pathway to College and Apache College Programs. College readiness and planning activities will incorporate inspirational lessons and presentations. The programs will make use of our most valuable infrastructural resource, our elders who are fluent speakers of Apache, presentations by Elders.
- Community and Tribal Department partners that will provide activity based learning opportunities so students are immersed in Apache Language. Preschool and school-aged children and youth will attend language immersion camps throughout the school year and summer. Family programs will be sponsored. Safe and supportive environments for language learning based on the “language nests” model that have been developed in Hawaii and New Zealand will be established. Moreover, in launching this pilot program, the Tribe also will accomplish the goals of making use of our most valuable infrastructural resource, our elders who are fluent speakers of their Native language, and the goal of involving families in the transmission and learning of the San Carlos Apache language.

(3) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

The *One People - One Nation* Project represents a new paradigm for how we support and educate our youth. It accomplishes three critical elements that will result in success:

1. Develops an **Identity** among our youth of who they are by them knowing our language, traditions, culture, and values.

2. Strengthens their **Academics Preparation** by embedding the Apache Language in their learning and using activity based learning so students apply and are immersed in the content.
3. Builds **Resilience and Strength of Character**. As students progress, they will develop greater confidence in their own abilities and persevere through life's challenges



Over ninety-five percent (95%) of the San Carlos Apache Tribal members desire to keep the Apache language alive. *One People - One Nation* does this by investing in the development of the curriculum, training of staff, and building an ethos in our schools and programs that will be sustained beyond Federal funding.

One People - One Nation is designed to provide direct interventions for the participants and establish a culture and infrastructure of support that will continue. By beginning the program in the early grades and expanding *One People - One Nation* to the upper grades as students' progress through schooling, we will build continued external support. The commitment by the partners to the project coupled with the willingness to work cooperatively and not be restricted by pre-existing limitations provides another sure foundation for continued project support after federal funding ends.

Partner dedication is reflected by the substantial allocation of in-kind support. In addition, individual Management Board members will be empowered by their respective agencies to commit resources and expertise to the project.

While there is a history of cooperation, most programs have worked primarily in their independent services. ***One People - One Nation*** expands the cooperative efforts so agencies and services from all sectors will work together on our children and youth with focused services. Our plan proposes that as benchmarks are accomplished and success demonstrated, the partners will possess the data to request additional funding. With this support, ***One People - One Nation*** will be integrated into the schools and community. Finally, the potential for continued support is reflected in the project design. Since there is significant investment in capacity building of the curriculum and our teachers as well as changes in the infrastructure of our schools, ***One People - One Nation*** and its services, programs, and commitment will be sustained long after funding ends. Our plan stipulates we include strategies demonstrating success into our systemic reform and change the way we do business.

(4) The extent to which the project includes a plan for data collection and reporting to track long-term student academic and other outcomes after the project is complete.

The evaluation of ***One People - One Nation*** is planned to be thorough, appropriate and doable. Data will be collected for individual youth which will allow for a more rigorous, valid, and reliable evaluation. The planned data collection, tracking, analysis and reporting will ensure ***One People - One Nation*** not only meets the reporting requirements of the Department of Education; but it will also facilitate the analysis of the impact on ***One People - One Nation*** on the participating students as compared to San Carlos children and youth who attend off reservation schools. As with all Tribal programs, this evaluation will continue after Federal funding ends as the program and Tribe's Education

Department report back to the School Board and Tribal Council on the performance measures that have been established for the program.

Three types of data will be collected from all participants, analyzed and reported: participation, impact, and attitudes/beliefs. Participation data will be primarily collected by the teachers. Partners will collect participation information for activities they sponsor. To reduce labor costs, all data will be collected electronically using a uniform instrument that includes an ID, type of activity, and duration. Staff will transmit the data to program office weekly thus ensuring timely collection. Participation in partner activities will be submitted as those activities occur. The impact on participants measured by changes in behavior, achievement, and attitude/beliefs will be collected in accordance with the timelines established for each outcome and/or benchmark. Although much of the measures are primarily analyzed and reported yearly, as appropriate, other information (e.g. attendance) will be collected bi-annually.

In addition, two types of surveys will be administered. The first, administered in conjunction with an event or activity, will measure satisfaction with event quality, presentation, and logistics. The second survey, administered annually, will seek to measure the impact of the *One People - One Nation* activities and if the participant used the materials provided and the information learned.

To ensure high data quality, the evaluator will standardize the evaluation protocol and instruments, train staff on data collection, and oversee the data monitoring. *One People - One Nation* and appropriate school staff will be trained on the evaluation procedures prior to data collection. Quality controls are also built into the system so data will be reviewed electronically as it is collected, randomly checked, and monitored. Immediate action will be taken to correct faulty data collection practices and minimize future occurrences.

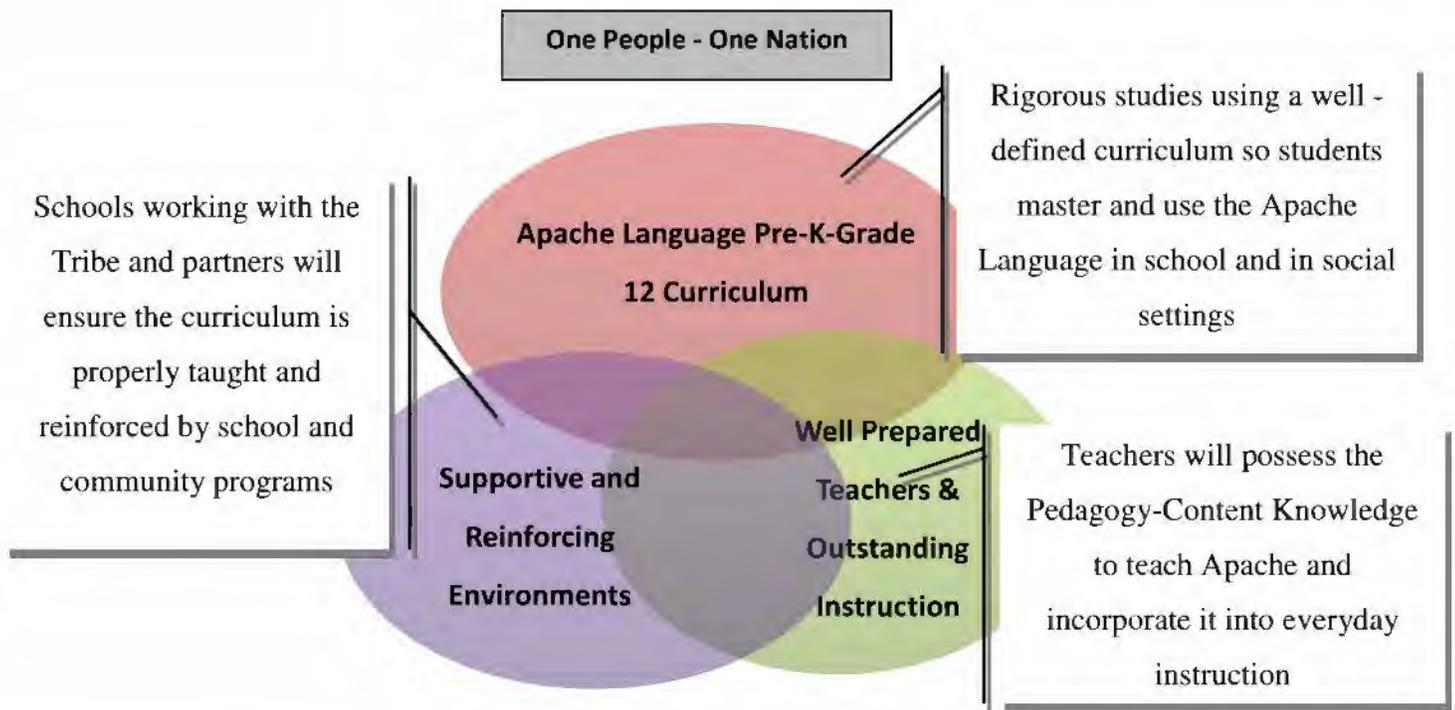
(b) Quality of project services.

(1) The quality of the plan for supporting Native American or Alaska Native language education and development by providing instruction of or through the Native language.

As documented below, *One People - One Nation* incorporates up-to-date research and strives to replicate effective practices. *One People - One Nation* is driven by a compelling

theoretical base founded on the works of Zunker who advocates for a holistic approach to teaching children and youth, *Stringfield* (highly reliable educational organizations), Lopez (No Excuse University Network) and what works as documented by studies conducted of the planned *One People - One Nation* programs.

One People - One Nation proposes to address a significant weakness of traditional language programs which often times represent collections of largely unrelated courses and activities rather than immersing the student in the language and culture. Accordingly, based on the work of *Zunker (2012)* we propose a more concerted approach rather than having resources and services operate as silo programs. *Stringfield (2013)* indicates success also requires focus and leveraging of resources with the realization of not achieving the core goals is not acceptable. The work by Damien Lopez (2011) reinforces the need for creating and maintaining exceptional systems. Lopez maintains that 1) every youth deserves the opportunity to be prepared for his/her future; 2) a youth taught with a focus and applies what she/he is learning is better equipped academically and technically than one who is not given the same preparation; and 3) the foundation for success is creating a culture of universal achievement. Based on this body of work, the San Carlos Apache Tribe designed three concurrent initiatives that will lead to our children and youth learning Apache.



One People - One Nation has been designed to implement this research base approach by supporting the teaching of the Apache language in and outside the classroom.

Curriculum: The curriculum will be designed so teachers establish meaningful goals for their students and students know what is expected of them. The assessments will be valid and reliable measurements of proficiency in the Apache language.

Instruction: Teachers will be prepared to recognize and capitalize on the learnings styles of students. As discussed by Felder and Henriques (1995), students are usually dominant as visual, aural, or kinesthetic learners. Teachers often times instruct in the learning style in which they were taught or in the learning style which best suits them. **One People - One Nation** in-services will prepare teachers so they are able to tailor each lesson in order to ensure that at least a portion

is devoted to each learning style. In this way, each student will receive his or her optimal input for some of the lesson.

In addition, both the curriculum and instruction will be organized so that instruction in Apache comprises at least ninety percent (90%) of the lesson (Sams, 2011); and classrooms have students of different proficiency levels which will promote the best practice of learning from group interaction. (Lightbrown & Spada, 2006).

Supportive and Reinforcing Environments: Language and culture go hand in hand and cannot be separated. So students “fit” into the language community, **One People - One Nation** students will be given a student voice in planning, leading, and participating in cultural activities that will be held both in the schools and throughout the community. This will also include students interacting with Elders at ceremonies and hosting programs on the Tribe’s radio stations.

Finally, **One People - One Nation** includes a Fidelity of Implementation (FOI) assessment that will be used to monitor the quality of the program and its components as well as assess the degree to which classroom instruction, the schools, and the support programs are being carried out as planned. The FOI will be initially conducted by an external evaluator who will train the Curriculum Center and school staff in its use. As described in the management plan, quarterly reports will be provided to the Executive Director, Superintendent, and Tribe’s Education Committee and Council.

(2) The extent to which the project will provide professional development for teachers and, as appropriate, staff and administrators to strengthen the overall language proficiency and academic goals of the school(s) that will be served by the project, including cultural competence training to all staff in the school(s).

The professional development of teachers and staff is being lead by the San Carlos Apache College with the support of the Tribe’s Language Preservation program. It focuses on developing the pedagogical – content knowledge (PCK) of our teachers and will exemplify best

practices in accordance with the standards established by the National Staff Development Council that state professional development must be intensive and supported by on-going coaching and mentoring.

One People - One Nation is designed to prepare eight teachers per year beginning in the pre-K -3 grades in the use of Apache in their classrooms and support the existing Apache Language teachers so they are better prepared to teach Apache and coordinate instruction with content and classroom teachers and leverage the programs by the schools, Tribe, and community. It will also provide trainings to all teachers so they understand the program and how they will be expected to support this initiative. Finally, all new teachers will be expected to participate in orientations and attend the teacher in-services.

Training will focus on the theory and practice of language immersion using a train the trainer approach. It will consist of a multi-part training regimen that takes advantage of the abundance of expertise in indigenous language immersion that exists in the greater southwestern United States.

The Tribe will contract with the University of Arizona American Indian Language Development Institute (AILDI) and the Consortium of Indigenous Language Organizations (CILO) to provide initial onsite training of the trainers and program leadership in how to plan and implement language immersion practices. In year one, CILO instructors will provide on-site training of the Pre-K – Grade 3 teachers and staff in the most effective way of cross-generational language transmission and immersion practices. Specialized training will be provided to the eight lead teachers in the program; however, all teachers and staff members who will have contact with the participating children will attend sessions on the relevancy of the project and supportive practices that they should undertake so they also gain understanding of the ideas and ideals of

language immersion. CILO instructors will then conduct just-in time observations and coaching as well as follow-up workshops through-out the school year. During year one, the Tribe's trainers will observe the trainings and participate so that by the end of year one, they transition to become the lead trainers.

Beginning in year two, the Tribe's trainers will assume lead professional development responsibilities with the support of the AILDI and, as appropriate, CILO trainers. Working with AILDI, the trainers will plan and conduct the intense initial workshop followed by the ongoing follow-up trainings and just in time observations and coaching. By the end of year two, the Tribe's trainers will have responsibility for the in-services with minimum support by the external organizations.

The Project Coordinator will maintain documentation and report to the Executive Director regarding all training workshops held, meetings attended, consultation hours provided, and trainer and participant evaluations. From this documentation the Director will generate internal reports with an assessment of levels of participation, and whether those levels are in keeping with the expectations enumerated in the plan.

Through training workshops and follow-up, the dedicated community of teachers and Apache language speakers will become familiarized with the most current thinking and methodologies for revitalizing Native languages from a knowledgeable and empathetic group of professionals in the field. The project will also provide important outlets for the exchange of ideas and experiences between speakers and non-speakers, elders and younger people, nationally-known experts and local providers, teaching professionals and the community at large. These developing partnerships will lay the foundation for language revitalization work that

involves the entire community in projects that are well understood and have the kind of support necessary for their successful implementation.

(3) 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.

The Tribe, our schools and College, and our partners are committed to the success of the **One People - One Nation** project. As stated, many of our programs have operated in silos. It was the vision and related planning of the **One People - One Nation** project that brought together the San Carlos Apache College, San Carlos schools, and the Tribe's Departments.

The partners have a common understanding of the issues facing our youth and the community, the resources to carry out their commitments, and a willingness to share expertise and resources. All partners are dedicated to project success and have come together using their complementary strengths and expertise to plan the interventions and coordinate their support so **One People - One Nation** can maximize its resources and project effectiveness. The commitment of each partner and the interrelationship of the pledged resources are shown in the following summary of services.

Administration and Oversight: San Carlos Apache Tribe Education Department. Lead agency. The San Carlos Apache Tribe Education Department (Competitive Preference 2) has access to Tribal and non-Tribal resources and agencies not available to other partners. The Education Department is committed to providing administrative leadership. It will dedicate: classrooms, facilities, equipment & supplies, stipends, and sponsor trainers. All Partners: Each will assign a senior administrator to serve on the management council. All will represent the project to other potential stakeholders and work to secure additional resources.

Academic Preparation: San Carlos Unified School District and its schools. The schools are responsible for educating over 1,500 San Carlos Children and youth Each school is committed to

dedicating teachers, counselors, specialized classes, facilities, supplies and transportation. The District will be lead agency to monitor student progress, plan and carryout extended learning activities and improve teaching.

Teacher Training: San Carlos Apache College in partnership with the Tribe's Language Preservation Department. This institution of higher education is committed to working with the schools to improve the quality of instruction and student achievement. They will work with AILDI and CILO to design the teacher training institutes, prepare teachers and develop a Master Teacher (Train the Trainer) program.

Tribe and Elder Support. Tribal Departments. The Departments will organize and sponsor cultural activities and events. They will include students in the planning and conduct of the activities so students develop their leadership and have a voice in the programming. Elders working through the Language Preservation Department are committed to support the youth and lead language and culture programs.

(4) The extent to which the percentage of the school(s) day that instruction will be provided in the Native language is ambitious and is reasonable for the grade level and poplation.

Instruction will take place both in and outside the classroom. As an immersion program it is expected that when teaching Apache, at least 95% of the instruction will be in Apache. It is also planned that students will become more proficient in Apache as they progress from pre-school to grade 12. This in turn will lead to greater use of the Apache Language in non-school settings.

Beginning in the preschool programs, teachers will blend Apache vocabulary into every day instruction. Because our children are language deficient (do not master either English or Apache), the pre-school and primary grade programs will allocate half the school day instructing in English and the remaining half in Apache. It will be a goal that 95% of the time will be in

targeted language being taught/emphasized (English and Apache). Through this strategy, our teachers will be able to develop student fluency in both English and Apache. As students' progress and master English and Apache, teachers will be continue the partial immersion approach knowing that students must pass the State's academic standards in English Language Arts; but blending in the Apache language as appropriate with a continued goal of 50% English instruction and 10-15 hours a week of instruction in Apache.

(c) Quality of project personnel.

The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

One People - One Nation will employ a full time Director who will also act as the Director of the Curriculum Center and facilitate the development of the *Apache Language Instruction Alignment and Pacing Guide*, four teachers of Apache Language and a half time Administrative Assistant who will manage the office, act as bookkeeper and support the specialists. The staff will be hired in strict accordance with Tribal guidelines regarding discrimination of any kind and will be subject to the Tribe's personnel policies. Positions will be advertised through the Tribal Personnel Office.

Steps will be taken to employ personnel, and especially Tribal members, who are considered to be traditionally under-represented and who have succeeded in overcoming the disadvantages of circumstances similar to the intended student population. Tribal law and policy requires advertising each position created for this project in order to insure consideration of multiple candidates and an equitable selection process. The position announcement will describe the education and training requirements, job responsibilities and characteristics including a demonstrated understanding of the barriers facing the target population. The announcements will state that individuals from disadvantaged backgrounds are encouraged to apply and be

disseminated through media, including that which targets underrepresented groups.

(1) The extent to which teachers of the Native language are identified as staff for this project, have teaching experience, and are fluent in the Native language.

All teachers involved in the *One People - One Nation* project including the Apache Language Teachers will be State licensed and will have to demonstrate fluency in Apache as initially certified by the Language Preservation Office.

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

Director Qualifications: Master's preferred, Bachelor's required in Education or related field.

Fluency in Apache required. Experience: Five years of counseling or administrative experience including experience in supervision and program administration; Knowledge of: the community and needs of the target students; the community college and university systems; Understanding of best practices in the education of Native American youth. Skills: Ability to work with diverse groups and broker cooperative efforts; Excellent facilitation skills and accomplishing individual and group efforts; Strong administrative skills to include: ability to lead and supervise staff, communication skills, develop and monitor program budgets.

Teacher Qualifications: Master's preferred, Bachelor's required in Education. State certified in teaching area. Fluency in Apache required. Experience: Five years of teaching experience preferred. Knowledge of: the teaching content; community and needs of the target students; Understanding of best practices in the education of Native American youth. Skills: Ability to work with diverse groups of students; Excellent facilitation skills and accomplishing individual and group efforts; Strong skills in the area of classroom management and instructional practices.

(3) Qualifications, including training and experience, of project consultants or contractors.

One People - One Nation will adhere to with Tribal procurement policy when contracting for services.

The evaluation group will have to demonstrate successful experience in evaluating educational programs and be skilled in designing and conducting confirmatory and exploratory analyses using both qualitative and quantitative tools and methodologies endorsed by USED such as Continuous Improvement Management Model, the Logic Model, and the Concerns Based Adoption Model (CBAM). The evaluation group, Southwest Educational Consulting Associates (SWECA), currently under contract to the Tribe's Education Department has this experience and expertise. SWECA's associates have over seventy-five years of successful experience in designing and conducting evaluations of programs and services at the local, regional, and state levels. During this time they have supported and evaluated Native American educational programs that range from early childhood education to college and career programs. They are experienced in qualitative and quantitative analysis and have designed and lead both experimental and quasi-experimental evaluations.

Comparable expertise will be required of the teacher training groups. Both the American Indian Language Development Institute (AILDI) and the Consortium of Indigenous Language Organizations (CILO). Founded in 1990 with support from the University of Arizona's Department of Teaching, Learning and Sociocultural Studies (formerly known as Language, Reading and Culture) College of Education and the American Indian Studies, Linguistics and the Graduate College, AILDI has been able to offer a sustained Indigenous language education experience to students, community members, educators, scholars, researchers and language advocates. CILO is a partnership of four organizations brought together by the W.K. Kellogg Foundation. Its mission is to provide training for indigenous teachers, parents and advocates of language revitalization, to assist them in their quest for the survival and renewed intergenerational transmission of their endangered languages. CILO partners have almost 100 years of extensive experience in indigenous language education and program development.

(d) Adequacy of resources.

(1) The extent to which the applicant or a partner has experience in operating a Native language program.

The lead department, the San Carlos Apache Tribe Education Department, has an annual budget of over \$5,000,000 and administers educational programming ranging from Early Head Start to Adult Education and post-secondary programs. It will be supported by the Tribe's Language Preservation Office. Both Directors report to the Tribal Chairman. Both Departments are involved in the Tribe's language preservation efforts.

One People - One Nation will be a critical part of the Tribe's comprehensive Strategic Language Preservation Plan. This work is partially supported by the Administration For Native Americans. It encompasses a comprehensive community plan for language development that emphasizes conversational skills, immersion, and the creation of safe and reassuring environments for learning Apache. The plan divides Apache language revitalization into four "units", the first two of which have been implemented:

- A media unit, through which the Language Preservation Department will take advantage of both traditional (newspaper, radio) and new media (iPod, internet, podcasting) in order to enhance the access that language learners, especially young language learners, can take advantage of.
- An archiving unit that will allow the language revitalization program to record and archive the Apache speech of elders. The San Carlos Apaches are fortunate to still have a number of living tribal members who are fluent speakers of their Native language. But as with every community, we suffer a devastating loss every time an elder, or any fluent Apache speaker, passes away. Through the work of this unit, we hope to alleviate that devastation through archiving of living Apache expression.

The remaining two units have been piloted in selected Head Start classes and will be expanded to the Elementary and Secondary levels through the Native American Language program:

- An immersion unit, charged with developing environments across the community for language immersion classes. These include, for instance, training of teachers and staff, development of programs for preschool and school-aged children, family classes, and language immersion summer camps.
- A curriculum development unit, through which the various stakeholders and participants in language revitalization efforts will come to a sequenced and progressive curriculum for learning and practicing Apache language conversation and expression. As part of this unit in consultation with our partners we will develop tools for assessing the success of the program. Pre- and post-testing of how well children understand imperatives or can distinguish between handling verbs would be possible forms of assessment of progress. One idea linking assessment to curriculum is to have the children prepare a final performance at the end of the school year that would act as a culmination of the learning curve for the participants as well as demonstrate their accomplishments to their families and the community at large. The Language Preservation Office will continue to measure performance against previously set expectations, and consider any changes or events that may have impacted the desired outcome or course of action.

In addition, the San Carlos Unified School District offers Apache (ironically) as a foreign language in the High School. The district recently expanded the Apache language component in the primary school from one 30-minute session to three 45-minute sessions per week. As exponential as this expansion is, it is not enough to achieve the conversational and expressive

fluency that the community desires; however the schools and *One People - One Nation* have used the lessons learned from these initial efforts when planning the Native American Language Development project.

(2) The extent to which the costs of the project are reasonable in relation to the objectives and design of the proposed project.

All San Carlos USD schools and the Tribe's early childhood education programs which educate over 1,500 children and youth will participate in *One People - One Nation*. These are the priority students and the projected costs to serve these youth are very reasonable when considering the (a) location of the program in rural Arizona distant from a major city and having few services, (b) size of the schools, (c) significant need, (d) scope of the program, and (e) expected impact. As a rural reservation located over 120 miles from both Phoenix and Tucson, we must plan for the additional costs associated with serving our small distant schools.

Equipment, supplies, and technical support must be obtained from businesses in these cities.

Additionally, until the recent establishment of the college, the nearest post-secondary institutions were Arizona State University (Phoenix/Tempe Arizona) and the University of Arizona and (Tucson). Much of the support required for College will continued to be provided by the main campuses of ASU and the UofA as well as Dine and Tohono O'odham Tribal College which adds to our costs.

As described in the needs assessment, less than 10% of our adults and fewer children and youth speak or understand Apache. *One People - One Nation* must address the development of the curriculum, training of staff and cultural programming. The project provides an array of services that are both school and community based. This will require intense work, personal contact, and outreach activities to accomplish both initial and continued success. The initial investment by the Native American Language program provides the start-up funding which will

be sustained once the infrastructure is established, teachers are trained, and schools and instruction is re-engineered so that during the three years of the project, over 1,500 children and youth participate in Apache Language classes and develop proficiency in their Apache language and deeper understanding and value of their culture.

(3) The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support.

One People - One Nation is designed to provide direct interventions for San Carlos Apache children and youth and establish a culture and infrastructure of support that will benefit future generations. The commitment by the partners to the *One People - One Nation* project coupled with the willingness to work cooperatively and not be restricted by pre-existing limitations provides the most secure foundation for continued project support after Federal funding ends.

Partner dedication is reflected by the substantial allocation of in-kind support, commitment of leadership, and the resolve of the Tribal Council as evidenced by the Tribal resolution that authorizes *One People - One Nation* project and holds the departments and partners accountable for its success. In addition, individual Management Council members will be empowered by their respective organizations to commit resources and expertise to the project. While the schools have a history of cooperation, the other programs have been successful in their respective programs. *One People - One Nation* expands the cooperative efforts so agencies and services from all sectors will work together on a targeted group of youth with focused services. Our plan proposes that as success is demonstrated, the partners will possess the data to request additional funding from their corporate institutions. Through the leadership of the Tribe and its resources and support, *One People - One Nation* will be integrated into the schools and Tribal

communities and benefit from the influence the Tribe and its Elders have on others. Finally, the potential for continued support is reflected in the project design. Since there is significant investment in capacity building of teachers and community members and changing the infrastructure, *One People - One Nation* and its services, programs, and commitment will be sustained using Tribal and Title IV funding (Competitive preference I) long after funding ends. Our plan stipulates we include strategies demonstrating success into our systemic reform and change the way we do educate our children and conduct business.

(e) Quality of the management plan.

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

The *One People - One Nation* project management plan involves four components: partners committed to success, careful planning that includes a defined seven year action plan identifying critical activities, timelines, responsibilities, and milestones; use of a risk management-opportunities analysis during program start-up; and constant monitoring and evaluation of progress.

The San Carlos Education Department Santa Cruz County School Superintendent's Office which acts as the Educational Service Agency for the Tribe will serve as the lead agency and will provide the overall leadership for the Project. The Executive Director will serve as the chairman of the Management Advisory Council that consists of the senior administrators from each of the partners, three parents representing the primary, middle school and high school grades), and two students (one representing grades 6-9 and the other 9-12). The Management Council provides overall guidance and policy direction. This will be an active board; individual

council members will be empowered to commit resources and expertise to the project. Council members will receive monthly status reports and meet on a quarterly basis to assess progress.

A critical aspect of *One People - One Nation* is to minimize administration, target resources to direct services, and obtain local ownership of the project by having the Partners assign their staff to project activities. The Project Director, supported by key staff, will provide day to day management of the Project. The Project Director has line authority to the Executive Director of the Education Department. Performance of staff will be evaluated based on their progress in meeting work targets and achieving project objectives. School and project leadership will be responsible for submitting monthly status reports and presenting at the Council meetings.

We realize that problems can arise during project implementation. Therefore, the Management Council will conduct a risk-management-opportunities analysis within the first thirty days of the project. All critical activities in the plan will be studied to 1) ascertain potential threats that may have occurred since original planning and impact of such on the planned strategies/activities; 2) analyze impact that unplanned opportunities may have on the project; and 3) develop alternative solutions if an obstacle is identified or conversely how to best incorporate opportunities. This analysis will allow the Council and staff to be in a position to anticipate and be pro-active rather than reacting as crisis occurs. This initial review of the program combined with adherence to the Management Plan, the continuous improvement management approach, internal and external monitoring, and commitment of the partners will ensure *One People - One Nation* realizes the Partner's vision and accomplish its goals.

Figure 3 (organization chart) and Table 4 (Management plan) for describes responsibilities, activities, & timelines.

Figure 3: Organization Chart

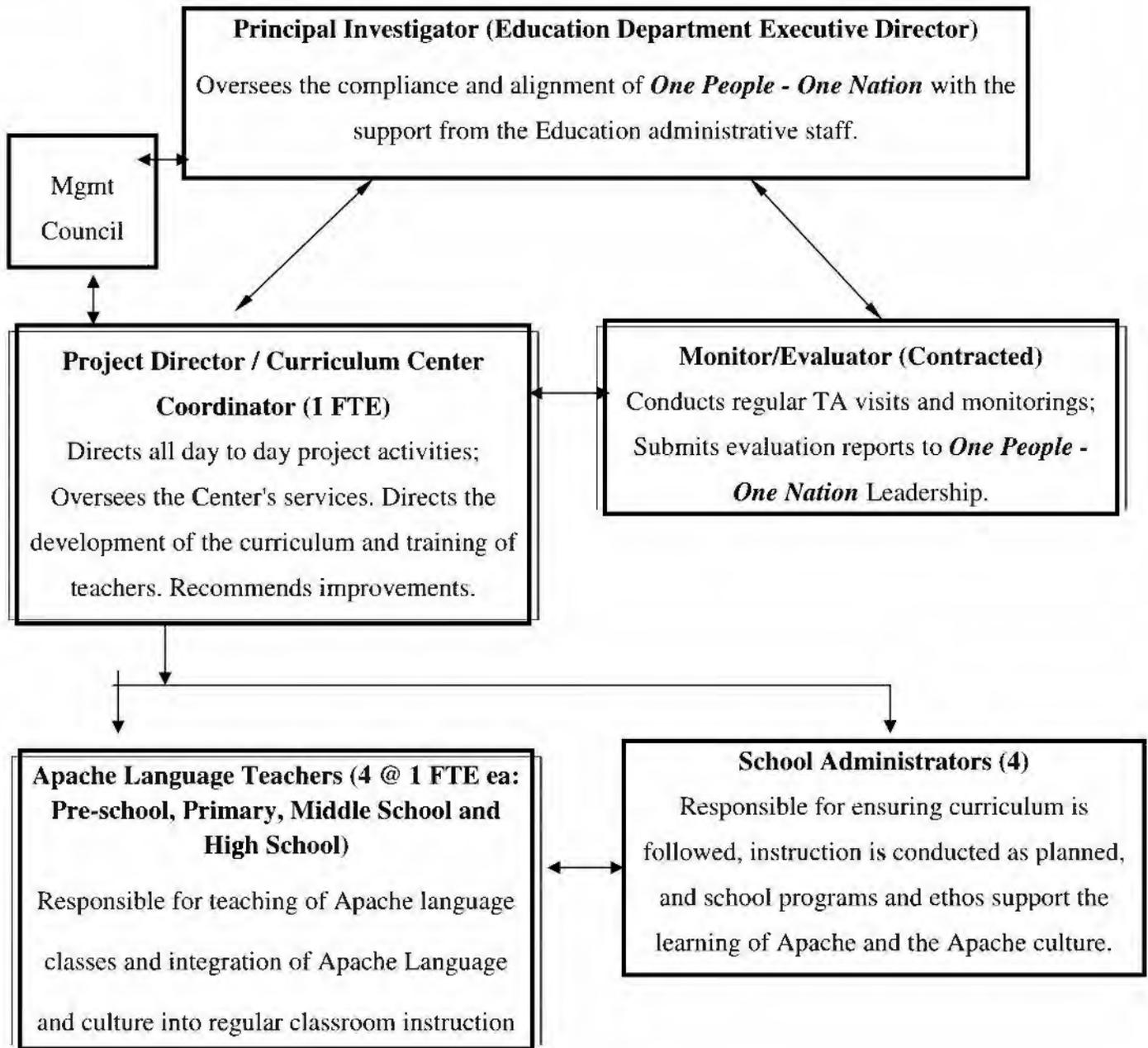


Table 4: One People - One Nation Management Plan, Timelines, and Responsibilities

(PI : Executive Director; Supt: Superintendent of SCUSD; Dir: Director; MC: Management Council; Eval: Evaluator)

Milestone Associated Indicator - Benchmark	Timelines	Responsibility
Startup and Administrative Program Oversight:		
Conduct risk management-opportunities study	11/17; July in years 2-3	PI, MC, Eval
Hire Staff. Contract with service providers	11/17	PI, Supt
Partner mtg to review program & intro key staff	11-12/17; Yrs 2-3: June	PI, Director
Confirm annual work plans	12/17; Yrs 2-3: April	Director
Open Curriculum Center; begin curriculum development using the backmapping model with the initial focus on the pre-school and primary grades.	Begin 11/17	PI, Dir, Supt, MC,
Complete initial drafts of the <i>Apache Language Instruction Alignment and Pacing Guide</i> . Finalize guide after year of pilot and refinement	Pre-K-grade 3: 7/18 Grade 4-8: 7/19 Grade 9-12: 7/20	Director
Monitor classroom instruction	12/17	Principals
Evaluate curriculum and obtain feedback from teachers and students	5/18; then annually with monthly reviews by teachers at staff mtgs	Dir. & Prin

Quarterly & annual Mgmt Council Mtgs & Evals	Annually: ea Qtr	PI, Dir, Eval
Obj 1: Increase academic performance		
Begin professional development of teachers	1st Qtr 2017	Dir / Principals
Establish Apache Language courses	1/18; Annually	Dir; Coaches
Establish monthly meeting schedule of Apache Language Teachers and classroom teachers	1/18	Dir & Pncipals
Assess Academic Press; Begin After school & supplemental programs at Center & College	Mar 2018	Director and Partners
Design Language Development support class	Jan-Jun 2018	Dir / Principals
Design academic enrichment classes at schools & Education / Curriculum Center.	Jan through May 2018 Review 3rd Qtr annually	Dir / Principals
Provide summer enrichment camps.	Begin Summer 2018	Dir & Partners
Obj 2: Students will value and demonstrate appreciation of their Apache culture		
Begin outreach and activities	January 2018	Director
Conduct local parent and Elder mtgs.	Begin 1/18/, quarterly	Dir & Partners
Develop web site	2/18; Qrtly. Update WS	Dir & Partners
Begin school based programs	March 2018	Principals
Begin community programs	June 2018	Director & Partners

One People - One Nation has standardized its communication procedures so all partners will be fully informed of project operations and be actively involved in project decisions. This will facilitate feedback and provide for continuous improvement. *One People - One Nation* will adhere to the Concerns Based Adoption Reporting Model advanced by the American Institute for Research. Monthly, quarterly, and annual reports will be provided to the members of the Management Team, *One People - One Nation* staff, Management Advisory Council, staff, and the Partners. The project director, based on reports from key staff, will issue monthly operational planning and status reports prior to each meeting that reviews the previous month's activities, reports successes, identifies concerns and recommended corrections, and the plans for the coming month. Quarterly, *One People - One Nation* will receive an interim progress assessment from the evaluator that considers the fidelity of implementation based on a rubric based checklist, the quality of the activities as compared to researched based practices and measures of success and the impact as defined by achievement of the benchmarks, The report will include recommendations for improvement. The evaluator will issue an annual report so the management team and stakeholders can comprehensively review previous year accomplishments, analyze satisfaction and plan future year revisions to the plan. *One People - One Nation* will strive to promote constructive feedback and show contributions are valued so all parties become invested in the program. This inclusive partnership will facilitate continuous improvement, ensure focus to core project activities, and assure that *One People - One Nation* is addressing student needs.

(2) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

Ms. Flora Talas, Executive Director of Education, will act as the Principal Investigator and be responsible for overall compliance, program quality, and fidelity in implementing the project as designed. She is supported by her administrative team and Assistant Director.

The project will be managed by a fulltime Director who will also direct the Curriculum Center. He/she will have responsibility for planning and directing project activities, related timelines, and budget. The Director will be supported by personnel from project and partner staff. The lead teachers are full time. Each will be assigned to a major school. Assignments will be reevaluated in March 2018 and annually thereafter.

The Project will contract for technology specialist services to establish the electronic library of curriculum, teacher trainers who will in turn train College staff so by the end of the project, our staff can lead the training efforts, and evaluation services (projected to be .3 FTE) to provide an external evaluation of the project and assessment of student progress. Since *One People - One Nation* proposes to capitalize on our student's interest in their culture and the support by families and the Elders, we will be able to recruit community members to volunteer to lead activities and support our children and youth.

f) Quality of the project evaluation.

(1) The extent to which each proposed performance target is ambitious, yet achievable, compared to the baseline for each performance measure.

Based on the most recent community assessment, less than 10% of our children and youth speak or understand Apache. Only four percent (4%) of respondents claimed to speak Apache to their children.

Given the above findings and its reality, the proposed performance targets are ambitious, yet reasonable. The student performance objective reflects increasing number of children and youth demonstrating level of proficiency in the Apache language. As students progress through

the grades, their proficiency levels will improve so that by the end of the project fifty percent will score at the novice level, twenty percent at the competent level, and ten percent at the Proficient level. Improvement in fluency will continue as these students participate in ongoing classes and activities.

Similarly, Objective 2 (100% of participating students will value and demonstrate appreciation of their Apache culture as evidenced by their: participation in cultural events and proficiency in the Apache Language) is reasonable and supports the attainment of objective 1. As students participate in increased number of events and become involved with and have ownership over the cultural programming, their respect for and value of the Apache culture will improve.

Both Objective 1 and 2 are aligned with enabling objectives. These process performance measures were designed so the training, curriculum development, and involvement of the community are phased into the project in a scaffolding approach so they can be introduced, piloted, refined, and established over the course of the project.

Finally, the objectives and targets are aligned to the Grant Performance Results Act performance measures that have been established for the Native American Language Program. Attainable, but challenging targets have been established for student proficiency in the Apache language, student mastery of the State's academic standards, and attendance.

(2) The quality of the applicant's plan to collect and report reliable, valid, and meaningful performance data, including the applicant's capacity to collect such data, as evidenced by high-quality data collection, analysis, and reporting in other projects or research.

One People - One Nation proposes to answer four key questions: Does its presence: 1) Create develop proficiency in the Apache language; 2) Academically prepare youth for post-

secondary studies and jobs of the future; 3) Build resilience so students overcome the challenges they encounter; and 4) Provide students an identity about themselves and their future. These questions are summarized in our goals: *Establish the use of the Apache language in everyday conversation as well as more poetically heightened expressive contexts that reflect Apache culture and character* and related objectives. The evaluation will accomplish this by measuring student progress in attaining the performance measures that will compare participant progress against baseline data. The objectives will be evaluated by comparing treatment students to students having similar demographics but not participating in the program or who attend other non-participating schools that educate our children and youth.

The importance of addressing these questions through this level of evaluation is essential. Although research has determined a relationship between a supportive caring school environment and the development of positive attitudes, the studies have not found a clear relationship between a sense of school community and language development and actual student achievement (Schaps, 2005). Schaps further reports that to be effective, a supportive school culture may need to be combined with academic press. Yet, despite the apparent importance of how to best educate youth, this comprehensive approach is one of the least studied areas. ***One People - One Nation*** and its evaluation will address this need by studying the impact of the promising interventions, how they can be best implemented and leveraged so as to best prepare our youth. Our evaluation design follows.

Methods and Design: The methods will consist of two components, a *Fidelity of Implementation Study* and a *Student Impact Study*. The ***One People - One Nation*** project will be implemented in grades Pre-K – 12 initially in the pre-K-primary grades and expanded to grades 4-12 in years 2-3 and by the end of the project have over 1,500 participating students. Baseline data and data from

other similar schools with similar characteristics will serve as a comparison groups. Baseline and performance data will be matched. This will be a Cluster Quasi-Experimental design where students within schools will be the units of analysis. Following What Works Clearinghouse specifications, baseline equivalence will be determined on the pretests and the posttest will be the outcome variable. The effectiveness of the program will be determined with the outcome measures. The outcome posttest comparisons using WWC guidelines for independent t tests, analysis of covariance, and corrections for clustering will be used to determine program impact.

The *Fidelity of Implementation Study* (FOI) will analyze key components and outcomes of the project using measurable thresholds for acceptable implementation. Although student outcome data will be collected and analyzed in the first two years of the project, the study of project implementation and refinement will be the primary evaluation as *One People - One Nation* is continually refined and expanded. The study will provide leadership with on-going, formative feedback. Data provided will validate project activities are of high quality, on schedule, and likely to result in attainment of the goals and objectives. The assessment of benchmark data will provide leadership with guidance on the potential outcomes once the program is fully implemented.

This type of evaluation has been previously conducted by the evaluation team in over 20 studies involving over \$33 million in funding of Indian Education Demonstration grants (Child Readiness, Pathways to College and Success Through Education Project), Investing in Innovation (i3) programs, Language Development projects, student support programs and comprehensive school reform efforts. The San Carlos Apache Tribe has used these types of studies to both measure impact and refine and improve its educational initiatives.

(3) The extent to which the data collection and reporting methods the applicant would use to track long-term student academic outcomes after the project is complete are likely to yield reliable, valid, and meaningful performance data.

The evaluation design (Fidelity of Implementation and Impact Studies) and its Logic Model that was created when planning the *One People - One Nation* project are structured so the effectiveness of strategies can be ascertained. The proposed design meets What Works Clearinghouse standards with reservation. The evaluators are highly qualified and will work independently of the project. The analysis is designed to be performed at the strategy and activity level, consequently data collection will be sufficiently disaggregated so that, to the extent feasible, there can be direct correlation between activities and strategies and outcomes. The reports will provide the context for the analysis and conclusions. These will be shared in accordance with the *One People - One Nation* dissemination plan thus enabling the Tribe to communicate the evaluation results and practices not only to the governing school board and Tribal Council; but to groups beyond those involved in the project and enable *One People - One Nation* to expand its partnerships, gain sustaining support; and share what works with other communities. Since the project was established by the Tribal Council and will be established as part of the Education Department's and Language Preservation Department's core programs, annual reports will be made to both the Tribe's Education Committee and the Tribal Council.

One People - One Nation objectives and performance measures incorporate formative and summative measures to assess project implementation and impact. The summative evaluation will consist of an analysis of the extent to which project objectives are met based on the defined performance measures. The formative studies are quarterly analyses of the fidelity of project implementation. All objectives are unprejudiced, easily measured and clearly relate to the intended outcomes. Whereas most of the benchmarks indicators are objective, determining the quality of an activity can be a subjective decision. Therefore, we will assess quality by comparing activities to research-based practices and employing expert consultation through an external evaluator to review implementation, monitor client satisfaction and participation.

Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

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Part 6: Other Attachments

San Carlos Apache Tribe
One People - One Nation Project

<input type="checkbox"/> Applicant Information for NAL@ED program	Attached
<input type="checkbox"/> Proof of Indian Organization (if applicable)	Attached
<input type="checkbox"/> Signed Consortium Agreement (if applicable)	Not Applicable
<input type="checkbox"/> Tribal Certification (if applicable)	Not Applicable
<input type="checkbox"/> Request for Competitive Preference Priority One (if applicable)	Attached
<input type="checkbox"/> Indirect Cost Rate Agreement	Not Applicable
<input type="checkbox"/> Administrative Cost Limit Waiver Request (if applicable)	Not Applicable

Attachment: Competitive Preference Priority One

Note: This document is only required if requesting consideration for Competitive Preference Priority 1. An applicant must include this information in Part 6 of its application as an uploaded document.

Competitive Preference Point One: Five points are awarded to an application for a project in which either the lead applicant or a partner receives, or is eligible to receive, a formula grant under title VI of the ESEA, and commits to use all or part of that formula grant to help sustain this project after conclusion of the grant period.

Name of entity with Title VI grant San Carlos Unified School District

Title VI formula grant to LEAs Identification: PR# S060A1_____

Current Application Cycle for SY 2017-2018:

- Single-Year Application
- Multi-Year Application
- Continuing Multi-Year Application (Year ___ of 4)

Does your application type require a Parent Committee?

- Yes
- No

Describe the following:

- 1) What school year will the applicant begin using the Title VI formula grant funds to help support this project? SY 2018
- 2) What percentage of the Title VI grant will be used for this project? 25%
- 3) If parent committee input and approval will need to be obtained, how will you communicate this to the parent committee, and what is the timeline for obtaining approval for the change in activities on the Title VI application?

San Carlos Unified School District will commit Title VI funding at the end of the Federal funding period to sustain the *One People - One Nation Project*. this will be included as an agenda item in the first meeting of SY 2018. At that time it will be noticed as a discussion item with action to be taken at a subsequent meeting as the project is being implemented.



San Carlos Apache Tribe
EDUCATION DEPARTMENT
 P.O. BOX 0
 SAN CARLOS, AZ 85550

Phone: (928) 475-2336 ~ Fax: (928) 475-2507



Terry Rambler
 Chairman

Tao Etpison
 Vice Chairman

Attachment: Tribal Certification

Not Applicable, Applicant Agency is the San Carlos Apache Tribe

Note: This document is required for non-tribal applicants. An applicant described below must include this information in Part 6 of its application as an uploaded document.

Directions: An applicant that is an LEA (including a public charter school that is an LEA), a school operated by the BIE or a nontribal for-profit or nonprofit organization must attach this certification, signed by an authorized representative of one of the following, on whose land the school or program is located, or that is an entity served by the school, or whose members are served by the school: an Indian Tribe or Tribal organization, a TCU, an Alaska Native Regional Corporation or an Alaska Native nonprofit organization or a Native Hawaiian organization.

Applicant Agency Name:

Applicant Type:

- A local educational agency, including a public charter school
- A school operated by the Bureau of Indian Education.
- A nontribal for-profit or nonprofit organization.

I hereby certify that:

- a. The school in which the project will take place, or the applicant organization, has the capacity to provide education primarily through a Native American or an Alaska Native language.
- b. There will be sufficient speakers of the target language at the school or available to be hired by the school or applicant organization.
- c. If the applicant is an LEA that is subject to the consultation requirements of ESEA section 8538, the Tribe also certifies that it has been consulted on the contents of this application as required under ESEA section 8538.

The entity signing below is (check one):

- an Indian Tribe or Tribal organization
- a Tribal College or University
- an Alaska Native Regional Corporation or an Alaska Native nonprofit organization
- a Native Hawaiian organization

The entity signing below is connected to the applicant by the following (check all that apply):

- the school or program is located on our land
- our organization or members are served by the school

Signed by the following authorized official representative of the Tribe or organization:

(b)(6) _____, *Chairman* *6/6/17*
 Name and Title Organization Date
San Carlos Apache Tribe

Attachment: Applicant Information for NAL@ED program

Note: This document is required for all applicants. An applicant must include this information in Part 6 of its application as an uploaded document.

Applicant Name: San Carlos Apache Tribe

Instructional language

Name of the Native American or Alaska Native language for instruction: Apache

School information

Select the name of the governing entity of the school in which the project will take place:

X local educational agency: San Carlos Unified School District

X tribal educational agency or department San Carlos Apache Tribe Department of Education

charter organization

private organization

other governing entity Name: San Carlos Apache College

Organizational information

School's accreditation status: State of Arizona State Board of Education

a. If applicable, list any partnerships with institutions of higher education. San Carlos Apache College

b. If applicable, list any indigenous language schooling and research cooperatives. Not Applicable

Grade level

Grade level(s) for targeted students in proposed project: Pre-K - 12

Pre- and Post- assessments.

1. Is a pre- and post- assessment of Native language proficiency available? No

2. Will grant funds be used for developing a pre- and post- assessment of Native language proficiency? Yes

Program Participants	
Total number of students attending the school	Number of students to be served by the project
1800	Direct Instruction: 983

Instructional Hours		
Total number of instructional hours per week at the school	The number of hours of instruction per week in which the Native American or Alaska Native language will be taught (as a language).	The number of hours of instruction per week in which the Native American or Alaska Native language will be used to teach content classes.
25	20	Year 110 Progressing each year as teachers become skilled in the Language and associate pedagogy

Project Description

The San Carlos Apache Language Preservation Project is a proposed three year initiative to develop a school based language preservation curriculum and associated assessments, recruit and train Apache language teachers, and Apache Language proficiency develop among the San Carlos Apache Indian students pre-K – Grade 12 that will lead to enhancement of the apache culture in everyday life. The program incorporates:

- Curriculum development
- Teacher recruitment and training to be conducted by San Carlos Apache College
- School based instruction and expansion of Apache based content instruction during the three years of the project. The program will focus:
 - Year 1 Pre-school –Primary grades, with elective and after school programs for high school students to be held at the Education Department and College
 - Year 2 Middle grade to Grade 8 with elective and after school programs for interested high school students to be held at the Education Department and College
 - Year 3: Grades 9-12 with elective and after school programs for interested students to be held at the Education Department and College. During this time period, the Tribe will work with the College and high school to establish dual credit classes
- Supplemental instruction provided by the Tribe’s Pathway to college and Apache College Programs
- Community partnerships that will provide activity based learning opportunities so students are immersed in Apache Language

Program Assurance

The applicant assures that—

- (a) the school in which the project will be located is engaged in meeting State or tribally designated long-term goals for students, as may be required by applicable Federal, State, or tribal law;
- (b) the school provides assessments of students using the Native American or Alaska Native language of instruction, where possible;
- (c) the qualifications of all instructional and leadership personnel at such school is sufficient to deliver high-quality education through the Native American or Alaska Native language used in the school; and
- (d) the school will collect and report to the public data relative to student achievement and, if appropriate, rates of high school graduation, career readiness, and enrollment in postsecondary education or workforce development programs, of students who are enrolled in the school's programs.

Signed by the following authorized representative of the applicant:

Name: (b)(6) Date: 6/16/17

Title: Chairman

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

**Native American Language (NAL@ED) Program
San Carlos Apache Indian Tribe Pathway to College Project
Ndeh Nation - One People - One Nation Project
SY 2018-2020 INSTRUCTIONAL BUDGET
For Budget Period Ending June 30, 2014
(assuming a July 1 to June 30 Fiscal Year)**

	Year 1	Year 2	Year 3	Total
1. PERSONNEL				
Project Director/ Director of Curriculum Center. (1 FTE) Plan and manage the Project day to day operations. Report to the Education Executive Director. Responsible for development of Curriculum, Planning teacher training, and establishment of supplemental programs that will support the learning of Apache language and project goals.	48,000	49,440	50,923	148,363
Administrative Assistant: Half time responsible for bookkeeping, Office management, and dissemination efforts. Supports Site Specialists and Director with their responsibilities.	13,500	13,905	14,322	41,727
Apache Language Teachers (4 FTE). Responsible for the teaching of Apache Language in the assigned schools and ensuring Apache is used in classroom instruction. Plan, conduct and facilitate activities that promote cultural heritage, academic success, civic engagement, leadership, positive self-esteem and healthy relationships. Budgeted @ \$44,000 each	176,000	181,280	186,718	543,998
PERSONNEL TOTAL	237,500	244,625	251,964	734,089

2. FRINGE BENEFITS				
Full Time Employee Benefits @ 32%	76,000	78,280	80,628	234,908
FRINGE BENEFITS TOTAL	76,000	78,280	80,628	234,908

Federal Budget continued Page 2	Year 1	Year 2	Year 3	Total
3. TRAVEL (out of state)				
Travel Out of State for Director and one staff to attend Indian Education meetings. Air fare and ground transportation: (\$1,200), Lodging and per diem: (\$2,000), Meetings and conference expenses: (\$1,200)	4,400	4,400	4,400	13,200
Travel in state: Instate and Reservation travel computed at 10,000 miles at 48.5 cents per mile, quarterly meetings of management team, home and community visits, travel to universities and colleges.	4,850	4,850	4,850	14,550
TRAVEL TOTAL	9,250	9,250	9,250	27,750
4. EQUIPMENT	0	0	0	0
EQUIPMENT TOTAL	0	0	0	0
5. SUPPLIES				
College informational materials and supplies for curriculum development and instructional supplies. Initially budgeted at \$5,000 for the center and \$2,500 per school.	15,000	15,000	15,000	45,000
Training materials for teacher trainings includes duplication cost. Initially budgeted at \$2,000	2,000	2,000	2,000	6,000
Employee tools total cost Year 1: One Desktop computer (\$1,500); four Laptop computers @ \$2,000 ea. (\$8,000); Two printers @ \$400 each (\$800). Software (\$2,000); Annual: Telephone, office supplies and printing cost,. Reduce in years 3 and 4.	13,670	5,500	4,100	23,270
SUPPLIES TOTAL	30,670	22,500	21,100	74,270

Federal Budget continued Page 3	Year 1	Year 2	Year 3	Total
6. CONTRACTUAL				
Professional Training Seminars for eight teachers and their participating classroom teachers through AILDI and CILO. Training will include summer intense training, on-going workshops throughout the school year and just in time observation and coaching.	48,000	48,000	34,000	130,000
External Evaluator and Management Consultant. Southwest Educational Consulting Associates, Conduct on-site assessments, prepare quarterly and annual reports, and advise Advisory Board and Management Team. Project 23 days per year. Budgeted at approved state Mohave Educational Services Consortium (purchasing	37,500	37,500	37,500	112,500
CONTRACTUAL TOTAL	85,500	85,500	71,500	242,500
8. OTHER				
Cultural programs to be held at schools and in community, Contract with elders to lead programs - \$10,000.	10,000	10,000	10,000	30,000
Stipends for participating classroom and content area teachers. Budgeted @ 18 teachers per year @ \$2,500 per teacher.	45,000	45,000	45,000	135,000
Student travel to visit college campuses & participate in career awareness activities. Begin year one and expand opportunities each year.	2,000	3,000	3,000	8,000
OTHER TOTAL	57,000	58,000	58,000	173,000
9. DIRECT CHARGES TOTAL	495,920	498,155	492,442	1,486,517
Federal Budget continued	Year 1	Year 2	Year 3	Total
10. INDIRECT CHARGES @.07	0	0	0	0
11. SCHOLARSHIPS and TUITION ASSISTANCE	0	0	0	0
Scholarships for eligible participants	0	0	0	0
INSTRUCTIONAL TOTAL	495,920	498,155	492,442	1,486,517