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NACA Inspired Schools Network: Narrative

I. Introduction

The NACA-Inspired Schools Network (NISN) is a charter school support organization providing training and assistance in planning, program design, and initial implementation of a charter school, and technical assistance to educators and operational schools dedicated to academic excellence and cultural relevance in Native American education. Headquartered in Albuquerque, New Mexico, NISN directly supports schools, local communities, tribal governments, and public school districts in a number of states with charter school laws, including New Mexico, Oklahoma, and Colorado, and disseminates information locally, regionally, and nationally. The mission of NISN is to transform Indigenous education by engaging communities and serving Native American students from early learning to adulthood so that they are secure in their identity, holistically healthy, and well-prepared as lifelong learners and leaders in their communities. The goal is to establish new and support existing schools that provide a high-quality education for Native American students that embrace academic rigor while drawing upon and preserving the unique identities, languages, and cultures of Native people. Founded in 2014, NISN emerged from the success of our flagship school, the Native American Community Academy (NACA), and the demand from community stakeholders to replicate NACA's model.

NISN, in partnership with Grow New Mexico and The Grant Plant, seeks \$2,361,499 over three years under USDE CSP National Dissemination grant Absolute Priority 2: Improving Charter School Access to Facilities and Facility Financing. The purpose of our project is to expand opportunities for Native American and other underserved students to attend high-performing, innovative, and culturally responsive charter schools by documenting and disseminating information and best practices in facilities needs assessment, planning, and

resourcing. NISN will partner with Grow New Mexico and The Grant Plant in planning, developing, and implementing this project. Grow New Mexico is a project developed to connect funders to rural areas of New Mexico, and is committed to helping communities, organizations, and tribes fill capacity, expertise, and resource gaps in order to be successful. The Grant Plant is a specialized resource development team supporting nonprofit organizations in grant seeking, prospect research, grants management, and developing stakeholder relations materials.

Together, NISN, Grow New Mexico, and The Grant Plant will expand opportunities for students and families by working with 15 charter schools serving Native American and other underserved student populations in federally impacted, rural, and tribal areas to address knowledge and capacity challenges in accessing and financing facilities in New Mexico, Oklahoma, and Colorado. Our project will engage these diverse schools in an extensive facility planning and resourcing process, including mobilizing and engaging community stakeholders as part of a comprehensive analysis of local facility needs. NISN and Grow New Mexico will provide 1:1 technical assistance, and facilitate linkage to local and state consultants, in the areas of assessment, building and facilities design, and sustainable financial planning and cost management. The Grant Plant and Grow New Mexico will develop funding and resourcing directories covering public (such as city, state and federal grants, per-pupil funding, lending, and capital outlay/bond/mill levy options) and private (such as foundations and other philanthropic sources) opportunities and offer 1:1 support, group trainings, and tools in accessing and actualizing those opportunities. These supports will ultimately be documented and compiled in the form of tools, templates, guides, and trainings that reflect best practices based on real-world challenges for under-resourced schools and communities in meeting their facility needs. No other such concentrated and coordinated effort to meet the needs of charter schools in tribal areas has

previously been undertaken and we anticipate that the information and best practices compiled will be utilized by underserved schools as well as state authorizers and other support agencies in the future to better overcome the challenges they face.

II. Competitive Preference Priority

NISN's project meets the Competitive Preference Priority of "Empowering Families and Individuals to Choose a High-Quality Education that Meets Their Unique Needs." Our project meets this priority by empowering underserved students, including Native American students (*students who are Indians, as defined in section 6151 of the ESEA*) and students served by rural local educational agencies (*SRSA and/or RLIS qualified*) and their families, and other community stakeholders to participate in identifying the community needs to be addressed by school facilities planning and design.

Population Served: NISN serves over 1,000 Native American students and their families from federally recognized tribes in urban, rural and reservation areas through a network of eight operational and twelve developing affiliated schools in New Mexico, Oklahoma, South Dakota, and Colorado. NISN also provides a range of technical and capacity supports to a growing number of non-affiliated schools that present a unique set of jurisdictional and structural issues, including state charters and LEAs, tribally controlled, as well as BIE and BIE-transitioning to tribally controlled K-12 schools serving Native American students.

NISN is committed to supporting excellence in Native American education and works to develop partnerships with established charter schools with large populations of traditionally underserved students including English Language Learners (ELL) and Students with Disabilities (SwD) through Communities of Practice (CoP) centered around social-emotional learning and

college engagement, supported by NISN's technical expertise in culturally responsive and community-led school design and resourcing capacity. Partner CoP schools currently include Amy Biehl High School (New Mexico state charter), and South Valley Academy (Albuquerque Public Schools charter), with two schools in Rio Rancho, NM in the process of joining.

Empowering Families and Individuals: NISN empowers families and individuals to choose a high-quality education that meets their unique needs through our Fellowship program. NISN's Fellowship program provides dedicated educators and administrators with an intensive 2- to 3-year leadership training program centered around NISN's community-based and culturally relevant education model. The Fellowship provides a course of study in culturally responsive Indigenous education and professional development in school leadership. NISN Fellows intern at NACA for one year, as part of a step-by-step process to successfully complete a community-led school design and implement a model curricular approach to academic excellence and cultural relevance.

The Fellowship culminates in a dynamic community engagement process, as each Fellow works with a targeted, high need community to launch a new charter school or transition an existing public or Bureau of Indian Education (BIE) school. Each NISN school undergoes a year-long (or more) community input process to design a school and curricular approach that meets the needs of students, families, and the community at large. NISN is transforming the landscape of educational options for families of Native American and other underserved students by collaborating with and responding to the unique needs and aspirations of local communities, reflecting their values, and reinforcing the worth and potential of their children.

The charter schools that participate in the project will represent developing and establishing schools with varying levels of capacity and different facilities needs and challenges,

from accessing facilities for a new school launch, to accommodating additional grade levels and increased enrollment. Final project participants will be selected after funding is confirmed. Data on anticipated candidates for project participation is below:

School Name	# Students	Status	Location	SRSA/ RLIS	% NA	% ELL	% SwD
1. Native American Community Academy (NACA)	430	Open-2006	Albuquerque, NM	No	84% NA	18% ELL	14% SwD
2. DZİŁ DİŁ'OOÍ School of Empowerment, Action, and Perseverance (DEAP)	28	Open-2015	Navajo, NM	SRSA/ RLIS (State)	100% NA	45% ELL	N/A
3. Dream Diné Charter School	24	Open-2014	Shiprock, NM	RLIS (Local Codes)	100% NA	N/A	N/A
4. Six Directions Indigenous School (SDIS)	73	Open-2016	Gallup, NM	RLIS (Local Codes)	89% NA	32% ELL	N/A
5. Raíces del Saber Community School	TBD	Open in 2019	Las Cruces, NM	No	TBD	TBD	TBD
6. New Charter School in Development (Name TBD)	TBD	TBD	Albuquerque, NM	No	TBD	TBD	TBD

7. South Valley Academy (SVA)	526	Open-1999	Albuquerque, NM	No	N/A	43% ELL	16% SwD
8. Amy Biehl High School (ABHS) Charter	223	Open-2000	Albuquerque, NM	No	4%	10% ELL	17% SwD
9. Tulsa Indian Community Academy (TICA)	TBD	Open in 2019	Tulsa, OK	No	TBD	TBD	TBD
10. First Nations Community School	TBD	Planning/ Open in 2019	Lawton, OK	TBD	TBD	TBD	TBD
11. American Indian Academy of Denver (AIA)	TBD	Open-2019	Denver, CO	No	TBD	TBD	TBD
12-15. Four additional charter schools (in development or operational) to be recruited	TBD	TBD	TBD	TBD	TBD	TBD	TBD

III. Significance of Project

(1) Generalizing findings:

NISN's project objectives are grounded in common capacity and funding challenges faced by all charter schools. Project outputs will be particularly relevant and applicable to all charter schools in New Mexico, Oklahoma, and Colorado as well as national charters schools more generally.

Findings will be especially relevant for schools serving underserved students and those located in

rural, tribal, and federally impacted districts. More generalized applicability is supported by the geographical and capacity range of schools participating in the project. Participating schools have varying enrollment levels from 24 to over 500 students, and are in both urban and rural settings, with at least three in large metro areas (Albuquerque and Denver) and three on current (Navajo Nation) and former (Kiowa, Comanche, and Apache) tribal lands.

NISN schools also serve as a model for other schools serving Native students. NACA, a participating school in NISN's USDE CSP National Dissemination project, is an especially important model of community engagement and academic success. NACA was designed in collaboration with over 150 local community members and offers a holistic curriculum that serves the whole student, promoting academic excellence by integrating culture, language, family support, community connectedness, indigenous leadership and postsecondary preparedness, as well as personal health and wellness traditions. NACA's approach is working; with a current graduation rate of 74%, NACA's Native students are graduating at 27% above the Albuquerque Public Schools (APS) graduation rate for Native students of 47%.¹

NACA regularly hosts national and international school visits for those interested in Native American education and leadership development. NACA's successes and innovations continue to serve as a model for indigenous and community-led education and as a national leader will support NISN in the generalization, modeling, and dissemination of findings and best practices.

¹ New Mexico Public Education Department, Albuquerque Public Schools District Report Card 2017, Cohort of 2016 4-Yr Graduation Rates.

<https://webnew.ped.state.nm.us/bureaus/accountability/graduation/>

(2) Dissemination:

NISN's methods of dissemination ensure that schools can make practical and direct use of tools and resources as they seek to access or fund facilities or expansions. Our dissemination strategy is designed to facilitate ease of access, actionability, and impact in a charter school environment that is very complex.

As a backbone technical assistance organization serving a growing network of affiliated and non-affiliated schools across multiple states, the knowledge and expertise gained in the first year of the USDE CSP National Dissemination project will directly inform all of NISN's current and future support relationships with charter schools operating in a variety of contexts in New Mexico, Colorado, Oklahoma.

During all three years of the project, NISN will be developing, disseminating, and evaluating information and best practices in facilities planning and financing in partnership with 15 charter schools operating in three states, enabling immediate pilot use of strategies and tools developed throughout the course of the 36-month project, presenting findings as they develop at our annual conference, and sharing information with partners. All of these activities will contribute to a broader dissemination of final products, to occur in Year 3 of the project period.

Resources and tools generated through the USDE CSP National Dissemination project will be directly shared with NISN's partner organizations and charter schools engaged in NISN's growing local and regional Communities of Practice. This will enable schools to access not only the tools and resources resulting from the project but the expertise of NISN, Grow New Mexico, and The Grants Plant, as needed. Relevant organizational partners who may assist with dissemination include the Nonprofit Finance Fund, the Tribal Education Departments National Alliance (TEDNA), Teach for America, and the Learning Alliance. NISN is frequently the lead

organization of school and charter school convening projects, such as the 2018 Education Equity Convening project, which supports ten educational community dialogues to increase learning among stakeholders, educators, and community representatives and provide for an opportunity to collectively brainstorm and assess how to address education, school, and facilities challenges in New Mexico. Similar projects will provide other direct dissemination channels for the findings and resources developed through the USDE CSP Dissemination project, building a shared commons for the exchange of ideas and best practices in charter school development.

Findings and resources developed from the proposed project will also be included in NISN's Fellowship curricula and training process. This will impact the way schools are planned from the outset by providing current and future educators and administrators with the support and training they need to access and fund facilities while integrating facilities planning into their community-led and culturally relevant school design and launching process. Information and best practices will also be disseminated through presentations and trainings at NISN's annual all-school convenings in Albuquerque. All resources will be made available on NISN's Online Resource Hub which is open to all educators, enabling wider access across states, and currently has over 2,000 users (see Dissemination Mechanisms).

Indirect dissemination will occur by making information and support materials available to state charter authorizing authorities, tribal governance partners, and education departments. For a list of dissemination outputs and mechanisms, please see Section IV.4 *Dissemination Mechanisms*). Finally, Grow New Mexico and the Grant Plant also work with, and can disseminate to, a number of other charter schools, nonprofit networks, and nationwide resource development networks for which the generated tools and resources will be of value and interest.

(3) Systems Change or Improvement:

NISN's project supports greater educational choice and improved outcomes for Native American students in rural and tribal schools of choice by filling a systemic technical service and support gap and improving the ability of schools to meet their facilities needs in a way that engages and empowers students and their families.

Facilities Needs and Impacts: According to the Penn State Center for Evaluation and Education Policy Analysis, research increasingly demonstrates that school facilities have a "profound impact" on both teachers and students. Poor facilities negatively impact teacher recruitment and retention and student enrollment and can have deleterious effects on student health, behavior, and learning outcomes.² Acquiring, accessing, and funding facilities is a major challenge for all charter school operators but especially so for rural schools. Rural charters tend to be small, limiting per pupil funding opportunities, and access to physical structures is limited.³ This is especially true for federally impacted schools, which lack taxable property and residents have limited or no capacity to issue bonds and raise resources. In 2017, the National Association of Federally Impacted Schools surveyed 218 districts in 37 states and found they had "a collective \$4.2 billion in pressing construction needs and \$13.2 billion in overall construction

² "Evaluation and Education Policy Analysis." SiOWfa16 Science in Our World Certainty and Controversy. <https://sites.psu.edu/ceepa/2015/06/07/the-importance-of-school-facilities-in-improving-student-outcomes/>.

³ "An Analysis of the Charter School Facility Landscape in Albuquerque." Wisconsin Charter Schools | NCSRC. <https://charterschoolcenter.ed.gov/publication/analysis-charter-school-facility-landscape-albuquerque>.

needs" including aging facilities, leaky roofs, and health threats such as lead and mold in buildings.⁴

School facilities on Tribal Lands: Native American students have the lowest academic achievement and graduation rates of any student group in the country.⁵ In recent years, Native American communities and tribal authorities are increasingly recognizing charter schools as "their best opportunity to reach a generation of Indian students who've dropped out or drifted through traditional public schools."⁶ But a complex environment of tribal and federal regulations and constrained capacity and resources has made acquiring and maintaining adequate facilities that meet community needs and aspirations challenging. Native American students in public and Bureau of Indian Education (BIE) schools "routinely face deteriorating school facilities, underpaid teachers, weak curricula, discriminatory treatment, outdated learning tools, and cultural isolation" contributing to persistent achievement gaps and lower graduation rates for

⁴ "Foundations For Learning: The Facilities Needs Of Federally Impacted Schools." Spring, 2017. National Association of Federally Impacted Schools.

https://docs.wixstatic.com/ugd/423d5a_fbc2b27f6f62403399cb0b51a014d778.pdf

⁵ "2014 Native Youth Report - The White House."

https://obamawhitehouse.archives.gov/sites/default/files/docs/20141129nativeyouthreport_final.pdf

⁶ "Tribes Look to Charter Schools for Help." NBCNews.com. December 21, 2004.

http://www.nbcnews.com/id/6742206/ns/us_news-education/t/tribes-look-charter-schools-help/#.WztmPdhKifV.

Native American students.⁷ The Bureau of Indian Affairs Office of Facilities Management and Construction estimates that roughly one-third of BIE schools required a collective investment of approximately \$1.3 billion in order to achieve adequacy, while another \$1 billion would be required to address longstanding maintenance and repair issues.⁸

A 2014 United States Government Accountability Office (GAO) report details the numerous challenges and costs for BIE schools, which share many of the struggles of rural charter schools.⁹ Smaller enrollment numbers and the isolated locations of many BIE schools contribute to higher operation costs in transportation, facilities, and services. Poor road conditions, such as dirt roads or roads in disrepair, and remote locations result in much higher transportation costs for these schools than those of more urban schools. The BIE reports round trip bus trips of up to 320 miles in some cases. Facilities costs include maintaining buildings that are nearly 100 years old in some cases and the GAO team visited a number of schools which did not have functioning heat. BIE schools are also often responsible for funding water and sewer service or trash and snow removal services. One school that the GAO team inspected was housed

⁷"A Quiet Crisis: Federal Funding and Unmet Need in Indian Country." July 2003. U.S. Commission on Civil Rights. <http://www.usccr.gov/pubs/na0703/na0204.pdf>

⁸ Offices of the Department of the Interior. "Broken Promises, Broken Schools: Report of the No Child Left Behind School Facilities and Construction Negotiated Rulemaking Committee." 2011. <https://www.bia.gov/sites/bia.gov/files/assets/as-ia/pdf/idc1-032049.pdf>

⁹ U.S. Government Accountability Office. "Indian Affairs: Bureau of Indian Education Needs to Improve Oversight of School Spending." U.S. Government Accountability Office (U.S. GAO). November 13, 2014. <https://www.gao.gov/products/GAO-15-121>.

in a 50-year old building in a remote location that lacked its own emergency sprinkler system. As a result, school officials provide a fire truck and supplies for the school as well as for the local community.

NISN Fellows work with Native communities to transition BIE schools to community-supported and high-performing charters under the NISN model. Charter schools offer real improvements in educational opportunity but face ongoing challenges in recruiting and retaining teachers and maintaining enrollment due to the poor condition of available facilities, further restricting capacity for addressing urgent facilities needs. Schools such as DEAP in Navajo, NM on the Navajo Nation, has found that portable facilities are an option. However, given ubiquitous infrastructure issues and the high cost of moving from urban areas, portables already on tribal grant lands are in high demand, and there are long waiting lists to access them when they become available.

Filling a systemic gap: Regions with well-developed charter school networks typically have access to a landscape of consulting services, banks that specialize in charter school financing, designers, and developers. This technical and financial infrastructure is nearly non-existent for rural charter schools, forcing schools to make do without 21st century classroom needs such as science or technology rooms; sports facilities; and kitchens and lunch rooms, often in substandard spaces with poor lighting, acoustics, and climate controls, negatively impacting student health and learning outcomes,

NISN, Grow New Mexico, and The Grant Plant's partnership in the USDE CSP National Dissemination project represents a new and groundbreaking approach to meeting this facilities-focused technical assistance, services, and resources gap for charter schools serving Native American students. Together, our combined experience in working with underserved and under-

resourced populations and schools in New Mexico and communities in the surrounding states has prepared us to extend our expertise regionally and nationally.

NISN's ground-up and community-based model for school design represents a systemic change from top-down, one-size-fits-all solutions by empowering charter schools in rural and tribal areas to build facilities that respond directly to the needs of their communities. This model will help schools focus their resources on the cultural and academic priorities that their communities care about the most. DEAP school, for example, reflects the strong agricultural focus of its largely Native American community. Facilities development at DEAP may address not only acquiring additional facilities for expanding enrollment but gardens, hoop houses, and other structures related to community culture and curricula. By creating a flexible and responsive systems of supports, empirically grounded in the realities of schools serving Native students in rural and/or tribal areas, we are positioning these and similar schools to support better learning outcomes; compete more effectively for enrollment; and empower families with the opportunity to send their children to a local school that is designed to respond directly to their unique values and needs.

(4) Capacity building:

For most of the small schools that NISN supports, limited budgets, knowledge, and technical capacity make accessing available resources to address facility needs a challenge in and of itself. Many small, rural, and tribal school administrators and educators are stretched too thin, playing multiple roles, and lack the planning, design, and finance capacity they need to submit competitive facilities proposals and manage them effectively should their projects be approved.

NISN's project addresses these capacity challenges on a case by case basis with each participating school, providing 1:1 technical assistance and advisement, so that administrators

and educators can build their own knowledge and capacity while benefitting from the support of NISN, Grow New Mexico, The Grant Plant, and other contracted experts. As the project progresses, NISN will document and generalize findings, to create a suite of capacity building tools and services referrals that all schools can benefit from at a range of capacity levels. Schools will be able to use resources as most beneficial, with a continuum of options including taking the best practices and training to supplement existing capacity as they move forward in managing their own projects, developing a longer-term relationship with NISN and our partners, and/or using guides and directories to find the right local consultant or advisor to join their team and manage their process to reach the goals of the school and the community.

IV. Quality of the Project Design

(1) Rationale for project:

NISN's project is grounded in research (*see System Change and Improvement*) as well as our experience working with Fellows, community stakeholders, and charter schools in New Mexico, Colorado, and Oklahoma. Charter schools increase the number of high-quality schools available to parents who are seeking the right school to meet their child's unique learning needs and yet the growth of charter schools remains constrained by the challenge of finding and funding adequate facilities.

Our rationale is that schools, especially those serving Native American and other underserved student populations in rural and tribal areas (*see above, Systems Change*) cannot effectively meet the demand of parents and communities for school choice and the best possible education for their children unless they have the capacity and supports they need to plan and finance facilities that meet the needs of their communities. Our project is designed to facilitate effective planning, financing, and management capacity building for 15 schools while

documenting and analyzing best practices specifically targeted to meeting the needs of these traditionally marginalized communities.

This project meets both the needs of students and their families and the aspirations of the schools themselves: charter schools want to grow and meet their community's needs. In New Mexico for instance, a 2016 survey conducted by the National Charter School Resource Center (NCSRC), the Colorado League of Charter Schools (the League), the New Mexico Coalition for Charter Schools (NMCCS), and the National Alliance for Public Charter Schools (the Alliance) found that 72% of Albuquerque charter schools plan to increase their enrollment over the next five years to meet enrollment demand. But to accommodate expanded enrollment these schools must acquire a new or renovate and expand their current facility, and 62% of schools surveyed did not have the space for their projected enrollment increases. Further, 33% of charter schools surveyed reported delays in their opening date due to facilities challenges including "financing, acquisition of property or land, construction, or the lack of available facilities in the desired geographic area."¹⁰ A corresponding survey conducted in Colorado in 2017 found that 65% of charter schools plan to increase enrollment over the next five years, but 44% of those do not currently have adequate facility space to accommodate that enrollment increase. Further, the

¹⁰ "An Analysis of the Charter School Facility Landscape in Albuquerque." Wisconsin Charter Schools | NCSRC. <https://charterschoolcenter.ed.gov/publication/analysis-charter-school-facility-landscape-albuquerque>.

survey found that charter schools in Colorado are relying on operating dollars to support facilities costs, diminishing the investments they can make for students.¹¹

(2) Goals, objectives, and outcomes:

The purpose of the NISN USDE CSP National Dissemination project is to expand school of choice opportunities for Native American and other underserved students by building the capacity of charter schools in under-resourced areas through learning to access and finance facilities. During the three years of the granting period, NISN, Grow New Mexico, and The Grant Plant will provide technical assistance, training, and referrals to 15 new developing and operational charter schools serving Native American and other traditional marginalized students in tribal, rural, and under-resourced regions of New Mexico, Colorado and Oklahoma. In the process we will document common facilities challenges and best practices in identifying and addressing them, to be disseminated in the form of guides, templates, directories, trainings, and curricula. This work has never before been done for these schools, so this process will allow us to establish an initial baseline and develop empirically driven strategies, and specific to schools serving these unique populations regions, in a multi-state context, allowing for regional and national generalization.

Goal 1: Assess the unique facility needs and resource and capacity gaps of charter schools serving Native American and other underserved students in New Mexico, Oklahoma, and Colorado

¹¹ "An Analysis of the Charter School Facility Landscape in Colorado." Wisconsin Charter Schools | NCSRC. <https://charterschoolcenter.ed.gov/publication/analysis-charter-school-facility-landscape-colorado>.

Objective 1	15 charter schools will each complete an initial knowledge survey and a comprehensive assessment of their facilities needs, including existing capacity resources and gaps in meeting those needs within the first twelve months the granting period.
Associated Dissemination Outputs	<i>Facility needs and resources assessment tool</i>
Outcome:	Schools develop and articulate a clear understanding of their own facilities needs, assets, and challenges and regional baseline conditions are established

Goal 2: Develop and document best practices in sustainable facilities planning and management including district approvals, accessing state and other public charter school funding and lending opportunities, technical assistance, and advisory services	
Objective 2	15 charter schools will complete a facilities design and feasibility document, addressing school capacity, fiscal capital management, cost planning, and resource strategies by the end of the first 30 months of the grant period.
Associated Dissemination Outputs	<i>Feasibility study and cost planning template; State and public financing opportunities and regulations guide; Directory of local, state, and regional technical advising and consulting services</i>
Outcome	School leaders learn about facilities options, financing, and how to pursue specific opportunities and have access to expertise.

Goal 3: Establish a community outreach and engagement model for facilities planning that is responsive to and inclusive of local needs and desires	
Objective 3	15 schools will conduct outreach for, engage in, and document (through surveys, notes, and other materials) at least 3 community facilities planning and engagement sessions each throughout the 36-month granting period.
Associated Dissemination Outputs	<i>Documentation and analysis of best practices for community planning sessions; community outreach and engagement campaign materials and feedback documents/surveys; Community-led facilities planning curricula for NISN Fellows/charter school educators and administrators</i>
Outcome	Stakeholders, including families and communities, are engaged in identifying and prioritizing needs and long-term goals for school facilities

Goal 4: Develop and deliver a grant proposal research, writing, and budgeting training module for charter schools facilities funding	
Objective 4	An anticipated 90 charter school representatives will receive training in grants research, writing, and budgeting through on-site and Albuquerque-based workshops at NISN's annual convenings throughout the 36-month granting period.
Associated Dissemination Outputs	<i>Research, writing, and budgeting workshop and training module and curricula; Directory of private granting opportunities</i>
Outcome	Schools are prepared to successfully pursue facilities funding/acquisition that meet identified stakeholder needs.

Goal 5: Develop and disseminate comprehensive resources relevant to the unique facilities needs and challenges faced by charter schools serving Native American and other traditionally marginalized communities in rural, tribal, and other under-resourced areas	
Objective 5	By the end of the 36-month grant period NISN will develop and disseminate at least 9 comprehensive charter school facility assessment and resource tools, made available through up to 10 direct and indirect dissemination mechanisms (<i>See Dissemination Mechanisms</i>)
Associated Dissemination Outputs	<i>1. Facility needs and resources assessment tool; 2 Feasibility study and cost planning template; 3. State and public financing opportunities and regulations guide; 4. Directory of local, state, and regional technical advising and consulting services;5. Community stakeholder curricula, outreach and survey materials; 6. Directory of private granting opportunities; 7. Educator and administrator facilities planning and fundraising curricula; 8. "Wayfinding" module (online videos, "homework" and action plans) that walks schools through the process and instructs on using the above tools; 9. Illustrative case studies.</i>
Outcome	Educators and administrators in regional and national charter schools have access to a suite of best practices tools and resources to assess their facilities needs.

Performance measures: NISN utilized research in the field as well as our direct relationships with over 20 communities, including operating schools and those in the planning and launching

process to establish the general baseline conditions and needs of charter schools serving our target populations and design our objectives. Baseline data specific to knowledge in meeting facilities needs as well as community involvement will be captured via a baseline survey. Findings from this survey will be supported by needs and capacities assessments completed during the first 12 months of the project.

NISN and an outside evaluator will track the achievement of objective milestones and progress towards outcomes through quarterly tracking of successful execution of grant-related activities and pre- and post-surveys of participating schools designed to capture self-reported increases in knowledge, capacity, and inclusion of community stakeholders; changes in levels of community involvement; as well as the likelihood that facilities projects and funding opportunities will be pursued as a result of the NISN project.

Given the intensive nature of the assessments, assistance, analysis, and documentation activities undertaken by NISN and our partners and the limited capacity of many of the participating schools, our grant performance measure targets are ambitious, and promote continued, meaningful improvement. Each performance measure is designed to track project progress in meeting USDE CSP National Dissemination and the Absolute Priority Area 2 goals of developing, identifying, or expanding, and disseminating information on, best practices in supporting charter schools in accessing and financing facilities.

Performance Measure	Target	Data Collection Timeline
# of schools receiving 1:1 facilities design, planning, and funding consulting services directly from or facilitated by	15	Real-time, quarterly and annual reporting; final count, end of Year 3

NISN, Grow New Mexico, and The Grant Plant		
# and type of services and referrals provided to schools	To track	Real-time, quarterly and annual reporting
# of school facilities needs assessments and initial surveys completed	15	Quarterly assessment; final count end of Year 1
# schools facilities design and feasibility documents completed	15	Quarterly assessment; final count end of Year 3
# of grant proposal research, writing, and budgeting trainings	18	Quarterly assessment; final count end of Year 3
# of grant proposal research, writing, and budgeting training attendees	90	Training sign-in and attendance sheets; final count end of Year 3
# of community stakeholder engagement sessions hosted	45	Quarterly assessment; final count end of Year 3
# of students, families, and other community stakeholders who attend community engagement sessions	300	Event sign-in sheets and school head counts, collected quarterly; final count end of Year 3
# of schools reporting that they are integrating community feedback from stakeholder engagement sessions in their facilities planning	15	Survey, end of Year 3
# of schools reporting 1) increased knowledge of best practices for accessing	15	Survey, end of Year 3

and financing facilities and 2) the likelihood they will use that knowledge to access or improve their facilities		
# of information and best practices tools developed and disseminated (<i>see Dissemination Mechanisms</i>)	9	Final count, end of Year 3
# of outlets disseminated to (<i>see Dissemination Mechanisms</i>)	10	Final count, end of Year 3

LOGIC MODEL

Purpose: Expand school of choice opportunities for Native American and other underserved students by developing, identifying, piloting, and disseminating information on best practices in accessing and financing facilities for charter schools in under-resourced areas.

Population: Native American youth in Colorado, New Mexico, and Oklahoma attending developing and operational charter schools.

Assumptions: (1) Charter schools in rural and tribal areas have less access to facilities funding and face unique issues in acquiring facilities. (2) With small staffs, start-up schools have insufficient capacity to evaluate environmental factors such as intricacies involved with tribal/federal property, scarce resources in rural areas, changes in charter laws and variance across states, or changing and varying funding structures for charter schools across states. (3) A lack of technical training and resource knowledge is one of the primary barriers to successfully pursuing facilities funding and building options; if provided with the right training, technical assistance, knowledge, and incentives to pursue facilities funding, school leaders will successfully act on that knowledge.

Environmental considerations: External forces that affect the successes of charter school facility access and programs include: (1) Intricacies involved with tribal/federal property; (2) Scarce resources in rural areas; (3) Changes in charter laws and variance across states; (4) Changing and varying funding structures for charter schools across states.

INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES
<ul style="list-style-type: none"> • NISN staff expertise in charter school operations, curriculum, Indigenous education, community-designed schools • The Grant Plant (contractor) expertise in grant prospecting, research, writing, and training • Grow New Mexico (contractor) expertise in financing, facilities packages, technical assistance • Architect / engineering expertise (contractor) and other local consultants • Funder database subscriptions 	<ul style="list-style-type: none"> • Research funding opportunities, and research/interview consultants in targeted communities to determine those with expertise in financing packages, feasibility studies, planning, grant writing, etc. • Develop and document best practices and options for charter school facilities planning specific to needs of rural and tribal communities • Create a comprehensive resource guide of facility 	<ul style="list-style-type: none"> • 1.1 Pre- and post-surveys, completed, pre & post results analyzed and compiled • 1.2 Facility needs and resources assessment tool updated and finalized • 1.3 On-site needs assessments completed at all participating schools • 2.1 1:1 on-site feasibility and planning consultations documented for all participating schools • 2.2 Research of and referrals to relevant local, states, and 	<p>Short-Term (during grant period)</p> <ol style="list-style-type: none"> 1) Schools develop and articulate a clear understanding of their own facilities needs, assets, and challenges and regional baseline conditions are established 2) School leaders learn about facilities options, financing, and how to pursue specific opportunities and have access to expertise. 3) Stakeholders, including families and communities, are

<ul style="list-style-type: none"> • Funding for project via U.S. Department of Education • NACA leadership and experience • Existing and planning-phase charter schools / staff and stakeholder expertise in facility needs • NISN holistic school framework • In-person and online convenings and trainings • NISN online Resource Hub • NISN Fellowship program • Local, state, federal, and philanthropic funding streams 	<p>funding resources for charter schools (e.g., philanthropic opportunities, CDFI programs, and local government/ bonds/mill levies, and consultants</p> <ul style="list-style-type: none"> • Develop feasibility study template and how-to guide • Freely distribute created resources through multiple on-line and direct channels • Develop a way-finding module (including online training videos, "homework" and actions plans)for new and existing schools' facility needs 	<p>national public and private resources initiated,</p> <ul style="list-style-type: none"> • 2.3 Directory of local, state, and regional technical advising and consulting services completed • 2.4 State and public financing opportunities and regulations guide completed • 2.5 Feasibility study & cost planning template completed • 2.6 Feasibility and cost planning strategy documents completed by all participating schools 	<p>engaged in identifying and prioritizing needs and long-term goals for school facilities</p> <p>4) Schools are prepared to successfully pursue facilities funding/acquisition that meet identified stakeholder needs.</p> <p>5) Educators and administrators in regional and national charter schools have access to a suite of best practices tools and resources to assess their facilities needs.</p> <p><u>Mid-Term</u> (3-5 years)</p> <ul style="list-style-type: none"> • Schools have adequate facilities that meet the learning
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<ul style="list-style-type: none"> • Charter school coalitions and other partners • USDE Dissemination resources • Student enrollment and performance data by state • Tribal leaders and local government • State charter regulations 	<p>and solutions so schools can make effective use of the above resources</p> <ul style="list-style-type: none"> • Conduct additional school recruitment/outreach for participation in project • Provide proposal writing training and 1:1 technical assistance to NISN schools and other recruited schools • Train schools on engaging targeted communities in visioning and planning processes for school and shared resources/space 	<ul style="list-style-type: none"> • 3.1 Remote and on-site consultations with NISN Fellows and participating school leaders on community engagement strategy for facilities initiated with follow-up • 3.2 Outreach material templates, sample event agendas, surveys, and attendance sign-in sheets developed and distributed • 3.3 Community engagement evaluation interviews • 3.4 Community-led facilities planning curricula for NISN 	<p>needs and school visioning, and can accommodate future growth</p> <ul style="list-style-type: none"> • Schools are able to provide additional opportunities for students by filling facilities gaps • Schools realize increased capacity for and subsequent enrollment • Schools develop community tribal buy-in and understanding of importance of school choice and culturally responsive schooling options • Schools have improved assets and financial sustainability <p>Long-Term (after 5 years)</p>
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	<ul style="list-style-type: none"> • Link funding sources to needs in targeted communities • Create curriculum for facilities planning to integrate into NISN fellowship • Hire and engage an external evaluator • Disseminate best practice documentation, guides, and case studies to additional areas/schools via conferences, personal contacts, professional associations, etc. 	<p>Fellows/charter school educators and administrators completed</p> <ul style="list-style-type: none"> • 4.1 Directory of private granting opportunities completed • 4.2 Research, writing, and budgeting workshop and training module developed • 4.3 School needs assessments are reviewed for targeted research of private funding opportunities • 4.4 On-site 1:1 trainings and TA for participating schools provided • 4.5 Grant trainings provided to at least 90 educators 	<ul style="list-style-type: none"> • There is quality access to school choice across rural and tribal areas in areas targeted by grant • Schools see improved student achievement and engagement in school
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		<ul style="list-style-type: none">• 5.1 Compilation and finalization of all materials• 5.2 Press release issued• 5.3 Findings presented at NISN's annual convening• 5.4 All materials submitted to USDE, 15 participating and Communities of Practice schools, at least 10 regional schools serving underserved students, state charter authorizing authorities, tribal governance, and education departments	
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		<ul style="list-style-type: none"> • 5.5 All materials made available on NISN Online Resource Sharing Hub • 5.6 Facilities stakeholder engagement curricula shared with NISN Fellowship cohort 	
<p>EVALUATION:</p> <p>An evaluation will be conducted by an external evaluator (see <i>Quality of Evaluation Plan</i>).</p>			

(3) Exceptional approach:

NISN's project takes a culturally relevant and community-led approach to charter school facilities design and planning that is grounded in the holistic traditions, identities, and languages of Native American and other historically marginalized communities. In harmony with this approach, NISN views the design and planning of schools as its own learning opportunity for students and families, creating new potentials where a school building itself can be effectively used as a learning tool. This philosophy, combined with our emphasis on and expertise in the direct engagement with families and community stakeholders to determine what kinds of spaces are most needed and where the most meaningful investments should be made, makes this project exceptional.

NISN's project prioritizes engaging, teaching, and most importantly, listening to Native and other communities that the traditional education system has historically marginalized, and concretizing what is most important to them in the form of facilities and spaces they can take pride in and ownership of. A study of community participation in school management in developing countries where school administration is weak or under-resourced as it too often is in rural and tribal areas in the United States, offers insight into the importance of this process. The study found that supporting and nurturing community participation and a transparency of processes can close the distance between people and their schools, remove historical mistrust, and establish a culture of mutual respect "by jointly pursuing improvement of schools by sharing

vision, process, and results."¹² By building the engagement and the empowerment of students and families into facilities assessment and planning, NISN's project will not only help to build community schools, but build community trust.

(4) Dissemination mechanisms:

NISN's project will result in 9 dissemination outputs delivered through 10 direct and indirect dissemination mechanisms including:

Dissemination Outputs	Dissemination Mechanisms
<ol style="list-style-type: none"> 1. Facility needs and resources assessment tool; 2. Feasibility study and cost planning template; 3. State and public financing opportunities and regulations guide; 4. Directory of local, state, and regional technical advising and consulting services; 5. Community stakeholder curricula, outreach and survey materials; 	<ol style="list-style-type: none"> 1. NISN's technical assistance and evaluation staff and services 2. NISN's Fellowship training program 3. NISN's annual convening and other conferences and training opportunities 4. Local and regional partnerships with individual charter schools in Communities of Practice 5. Existing partnerships with state charter school coalitions and other education organizations

¹² Nishimura, Mikiko. "Community Participation in School Management in Developing Countries." Oxford Research Encyclopedia of Education. June 06, 2017.
<http://education.oxfordre.com/view/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-64>.

<ul style="list-style-type: none"> 6. Directory of private granting opportunities; 7. Educator and administrator facilities planning and fundraising curricula; 8. "Wayfinding" module (online videos, "homework" and action plans) that walks schools through process and instructs on using the above tools; 9. Illustrative case studies. 	<ul style="list-style-type: none"> 6. NISN's Online Resource Sharing Hub 7. USDE 8. State charter authorizing authorities 9. Tribal governance partners 10. Local education districts and departments
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Resource Sharing Hub: NISN's Online Resource Sharing Hub is an ideal mechanism for wider dissemination and access for outputs developed in the course of the USDE CSP National Dissemination project. The Resource Sharing Hub allows NISN to share curricula, best practices and research, sample lesson plans, and resources across subject areas and grade levels. With more than 2,250 current users, the Hub supports teachers regionally and nationally in developing locally-relevant, comprehensive plans useful in their own curricula and contexts, and content is open to all educators interested in culturally responsive education. Over the past year, NISN has invested time in checking course curriculum plans against a rubric to measure rigor and effectiveness. This and other rubrics, along with data and leading practices, and customizations for different geographical areas are shared via the Resource Sharing Hub, which can be viewed online at <http://www.bit.ly/NISNHub>.

V. Quality of the Management Plan and Adequacy of Resources:

(1) Management plan:

NISN is the lead application for the USDE CSP National Dissemination project, responsible for managing the coordination and convening of partners, and ensuring that project milestones and timelines are being met. NISN's Director of Operations and Facilities Danial Ulibarri, will serve as Project Director with the support of NISN's Fellowship Director, Alan Brauer, and under the oversight of NISN's Executive Director Kara Bobroff.

Upon notification of a USDE CSP award, Mr. Ulibarri and Ms. Bobroff will convene a project Working Group consisting of key partner personnel from primary partner organizations. This group will consist of Alan Brauer, NISN Fellowship Director and Team Leader; Tom Genné, NISN Director of Data, Analysis and Reporting; Mike McGovern, NISN Finance Director; Terry Brunner, Co-Founder and Chief Program Officer at Grow New Mexico; and Erin Hielkema, Co-Founder and Vice President of The Grant Plant. The Working Group will also recruit two critical technical advisors to the project: school architecture planning and design consultant with experience in community-driven project design, and a contracted charter school finance expert (recruited through and managed by Grow New Mexico) with experience in helping schools think about strategic resources and cash flow and developing pro forma financial documents while navigating state charter school financing and federal regulations around charter and BIE schools and tribal governance. One AmeriCorps member (Years 2 and 3) will serve on the Working Group as needed, to be dedicated to assisting NISN and Mr. Ulibarri in the implementation and monitoring of the project.

The Working Group will review, approve and coordinate the authorization and budgeting of grant funds under the leadership and oversight of Michael McGovern, Finance

Director, who will provide quarterly financial reports to NISN's Board of Directors.

Proposed MOUS, consultant contracts, and third-party agreements will require the review and approval of Mr. McGovern and/or Executive Director, Kara Bobroff. Mr. Ulibarri will attend the grantee conference in Washington, D.C.

The first goal of the Working Group team will be to establish a three-year work plan framework confirming and clarifying project roles and establish an agreed upon schedule of quarterly meetings to monitor data collection and measure progress on the achievement of objectives and implementation of activities and timelines. The Working Group will also discuss and define decision-making and oversight authority on the project, to ensure that all partners are effectively implementing the project in a way that is consistently updated and informed by feedback from participating schools and their stakeholder communities. This will be documented via meeting minutes. In addition to these formal quarterly Working Group meetings, all team members will remain in consistent communication (in-person or via teleconference) with coordinated monthly updates throughout the grant period including shared on-line project management documents easily accessible across organizations (using Google docs or another cloud-based tool) that will allow for effective and real time updates to monitor progress and avoid duplications in services.

This Working Group will also form the foundation for an ongoing NISN facilities support collaboration team, building our collaboration into the structure of the program past the term of the USDE CSP project. A detailed workplan follows below:

Milestone	Timeline	Lead Organization and staff
Working Group and Project Management		
0.1 Working Group convened, workplan and quarterly meeting schedule established	October-December 2018	NISN, Kara Bobroff and Daniel Ulibarri; Grow NM, Terry Brunner; TGP, Erin Hielkema
0.2 Budgeting, project cost submission, and approval processes established	October-December 2018	NISN, Kara Bobroff, Daniel Ulibarri, and Mike McGovern; Grow NM, Terry Brunner; TGP, Erin Hielkema
0.3 Communication and coordination plan established	October-December 2018	NISN, Kara Bobroff and Daniel Ulibarri; Grow NM, Terry Brunner; TGP, Erin Hielkema
0.4 Data collection, sharing, and compiling plan completed	October-December 2018	NISN, Daniel Ulibarri, Tom Genné; Grow NM, Terry Brunner, TGP Erin Hielkema, support staff
0.5 Grant activities and expenditures reporting roles and schedule established	October-December 2018	NISN, Kara Bobroff, Daniel Ulibarri, and Mike McGovern; Grow NM, Terry Brunner; TGP, Erin Hielkema
0.6 Independent Evaluator engaged	October-December 2018	NISN, Kara Bobroff and Daniel Ulibarri; Grow NM, Terry Brunner; TGP, Erin Hielkema

0.7 NISN Architectural Consultant engaged	January-March 2019	NISN, Kara Bobroff and Daniel Ulibarri; Grow NM, Terry Brunner
0.8 Grow NM School Financing and Management Consultant engaged	January-March 2019	NISN, Kara Bobroff and Daniel Ulibarri; Grow NM, Terry Brunner
0.9 USDE Annual Reports compiled and submitted	September 2019; September 2020; September 2021	NISN, Kara Bobroff, Daniel Ulibarri, and Mike McGovern; TGP, Erin Hielkema; Independent Evaluator
Objective 1: 15 charter schools will each complete an initial knowledge survey and a comprehensive assessment of their facilities needs, including existing capacity resources and gaps in meeting those needs in the first 12 months of the granting period.		
1.1 Pre- and post-surveys designed, distributed, and completed	January-March, 2019	NISN, Tom Genné and support staff; participating school leadership
1.2 Initial survey results analyzed and compiled	April-May 2019	NISN, Daniel Ulibarri, Tom Genné; TGP Erin Hielkema, support staff
1.3 Facility needs and resources assessment tool working draft completed	April-May 2019	NISN, Daniel Ulibarri, Tom Genné; TGP Erin Hielkema, support staff
1.4 On-site needs assessments completed at all participating	May-November 2019	NISN, Daniel Ulibarri and Architectural Consultant; Grow

schools		NM, Terry Brunner and Consultant
1.5 Facility needs and resources assessment tool updated and finalized	December 2019	NISN, Daniel Ulibarri; TGP, Erin Hielkema, support staff
1.6 Follow up surveys administered	January-March 2020 and 2021	NISN, Tom Genné, participating school leadership, AmeriCorps member
Objective 2: 15 charter schools will complete a facilities design and feasibility document, addressing school capacity, fiscal capital management, cost planning, and resource strategies by the end of the first 30 months of the grant period.		
2.2 Feasibility study and cost planning template working draft completed	April-May 2019	NISN, Daniel Ulibarri; Grow NM, Terry Brunner and Consultant; TGP, Erin Hielkema, support staff
2.1 1:1 on-site feasibility and planning consultations initiated for all participating schools	May-December 2019	NISN, Daniel Ulibarri and Architectural Consultant; Grow NM, Terry Brunner and Consultant
2.3 1:1 expert consultations facilitated and documented	May 2019-September 2021	NISN, Daniel Ulibarri and Architectural Consultant; Grow NM, Terry Brunner and Consultant
2.4 Research of and referrals to relevant local, states, and national public and private resources initiated	June 2019	NISN, Daniel Ulibarri and Architectural Consultant; Grow NM, Terry Brunner and Consultant; TGP, Erin Hielkema, support staff

2.5 Working draft directory of local, state, and regional technical advising and consulting services initiated	June 2019	NISN, Daniel Ulibarri and Architectural Consultant; Grow NM, Terry Brunner and Consultant; TGP, Erin Hielkema, support staff
2.6 Working draft of state and public financing opportunities and regulations guide initiated	June 2019	NISN, Daniel Ulibarri; Grow NM, Terry Brunner and Consultant; TGP, Erin Hielkema, support staff
2.7 Feasibility study and cost planning template completed	December 2019	NISN, Daniel Ulibarri and Architectural Consultant; Grow NM, Terry Brunner and Consultant; TGP, Erin Hielkema, support staff
2.8 Directory of local, state, and regional technical advising and consulting services completed	January-March 2021	NISN, Daniel Ulibarri; Grow NM, Terry Brunner; TGP, Erin Hielkema, support staff
2.9 State and public financing opportunities and regulations guide completed	January-March 2021	NISN, Daniel Ulibarri; Grow NM, Terry Brunner; TGP, Erin Hielkema, support staff
2.10 Feasibility and cost planning strategy documents completed by all participating schools	June-September 2021	NISN, Daniel Ulibarri; Grow NM, Terry Brunner; participating school leaders
Objective 3: 15 schools will conduct outreach for, engage in, and document (through surveys, notes, and other materials) at least 3 community facilities planning and engagement sessions throughout the 36-month granting period.		

3.1 Remote and on-site consultations with NISN Fellows and participating school leaders on community engagement strategy for facilities initiated	October-December 2019	NISN, Alan Brauer
3.2 Outreach material templates, sample event agendas, surveys, and attendance sign-in sheets developed and distributed	October-December 2019	NISN, Alan Brauer, AmeriCorps member
3.3 Follow up consultations	Quarterly, from initial consultation	NISN, Alan Brauer
3.4 Collection and compilation of outreach and other materials	April 2021	NISN, Alan Brauer; TGP, Erin Hielkema and support staff; AmeriCorps member
3.5 Community engagement evaluation interviews	August 2021	NISN, Alan Brauer and Daniel Ulibarri
3.6 Community-led facilities planning curricula for NISN Fellows/charter school educators and administrators completed	September 2021	NISN, Alan Brauer
Objective 4: An anticipated 90 charter school representatives will receive training in grants research, writing, and budgeting through on-site and Albuquerque-based workshops at NISN's annual convenings throughout the 36-month granting period.		

4.1 Directory of relevant private granting opportunities working draft initiated	January 2019	TGP, Erin Hielkema and support staff
4.2 Research, writing, and budgeting workshop and training module developed	January-May 2019	TGP, Erin Hielkema and support staff
4.3 School needs assessments are reviewed for targeted research of private funding opportunities	May-November 2019	TGP, Erin Hielkema and support staff
4.4 NISN Annual Convening	May 2019; May 2020; May 2021	
4.5 On-site 1:1 trainings for participating schools initiated	May 2019	TGP, Erin Hielkema and support staff
4.6 Directory of private granting opportunities completed	January-March 2021	TGP, Erin Hielkema and support staff
4.7 90 educators receive grants training at all participating schools and at NISN's annual convening	September, 2021	TGP, Erin Hielkema and support staff
Objective 5: By the end of the 36-month grant period NISN will develop and disseminate a total of 9 comprehensive charter school facility assessment and resource tools, made available through up to 10 direct and indirect dissemination mechanisms		
5.1 Post survey delivered, completed, and analyzed	January-March 2021	NISN, Daniel Ulibarri, Tom Genné; TGP Erin Hielkema,

		support staff
5.1 Compilation and finalization of all materials	April-May 2021	NISN, Daniel Ulbarri, and AmeriCorps member; TGP, Erin Hielkema and support staff
5.2 Dissemination plan completed	May 2021	NISN, Daniel Ulibarri and Kara Bobroff; Grow New Mexico, Terry Brunner; TGP, Erin Hielkema
5.3 Press release issued	June 2021	NISN, Grow New Mexico, TGP
5.4 Findings presented at NISN's annual convening	June 2021	NISN, Daniel Ulibarri and Kara Bobroff; Grow New Mexico, Terry Brunner; TGP, Erin Hielkema
5.5 All materials submitted to USDE	September 2021	NISN, Daniel Ulibarri and Kara Bobroff
5.6 All materials directly shared with 15 participating and Communities of Practice schools	July-September 2021	NISN, Daniel Ulibarri, Alan Brauer, and AmeriCorps Member; TGP, Erin Hielkema and support staff
5.7 All materials directly shared with at least 10 regional schools serving underserved students	July-September 2021	NISN, Daniel Ulibarri, Alan Brauer, and AmeriCorps Member; TGP, Erin Hielkema and support staff
5.8 All materials made available to state charter authorizing authorities,	July-September 2021	NISN, Daniel Ulibarri and Kara Bobroff

tribal governance, and education departments;		
5.9 All materials made available on NISN Online Resource Sharing Hub	September 2021	NISN
5.10 Facilities stakeholder engagement curricula shared with NISN Fellowship cohort	September 2021	NISN, Alan Brauer

(2) Reasonable costs:

NISN's budget includes only costs that are allowable, reasonable, and necessary for the implementation of this project, including project administration; staff time dedicated to implementation; expert consultants; travel for on-site assessments and trainings; dissemination; and evaluation. Direct administrative costs have been kept to under five percent. This is original work that will serve a significant role by filling a gap in facilities access information available to charter schools serving Native American and other marginalize populations, especially for schools in rural and tribal areas. Requested funds are designed to increase the ability of schools of choice to access high-quality facilities, to better meet the needs of all students, encourage additional enrollment, and ultimately provide an education of excellence. Please see the itemized Budget Narrative for a justification of costs included.

(3) Partners:

NISN will complete this project in partnership with Grow New Mexico and The Grant Plant, both based in Albuquerque where NISN is headquartered.

Grow New Mexico provides technical assistance for communities and nonprofits to help them improve their chances of accessing the funding they need for their projects. Grow New Mexico has expertise in understanding and leveraging public-sector resources, from Mayors to School District Superintendents, and County Commissioners to Chambers of Commerce staff, to access revenue streams and support local community development work. Grow New Mexico has extensive experience in working with tribal communities and regulations and provides support and resources to connect community projects at all scales with the right funding sources.

The Grant Plant (TGP) is a specialized resource development team that works exclusively with not-for-profit and government organizations. Services include grant seeking, prospect research, grants management, and stakeholder relations materials, and our goal is to provide superior and affordable resource development services that assist not-for-profit organizations to better the quality of life for New Mexico residents. Established in 2003, TGP is a small, women-owned business that has provided services that intersect many industries, community anchors, leaders, and visionaries. TGP's team-based process has resulted in the successful awarding of more than \$100 million in funding for not-for-profit organizations and entities in New Mexico, contributing to the culture, economic development, and well-being of people throughout New Mexico.

(4) Adequacy of resources:

NISN has a strong programmatic and administrative center, with a highly dedicated and competent staff, an engaged and active Board of Directors, and committed local and national funders, ensuring our stability and supporting our capacity to carry out the activities associated with our project. NISN receives operational funding from the U.S. Department of Education, the

NoVo Foundation, the W.K. Kellogg Foundation, and the McCune Foundation, among other funders.

NISN Fellows also bring a wealth of knowledge from their home communities and coordinate with NISN in identifying, navigating, and accessing local resources. NISN has developed strong local partnerships with Albuquerque Public Schools and other states, BIE, and tribal school systems in New Mexico, South Dakota, Colorado, and Oklahoma where our Fellows have established or are developing NISN schools. NISN's strong partner base, including Americans for Indian Opportunity, the Center for Civic Policy, the Learning Alliance, and Teach for America, assists NISN in developing a growing national network of partnerships and resources that can be leveraged on behalf of our project and the participating schools.

NISN has successfully delivered and reported on multi-year and multi-million-dollar grants from public and private funders, including through CSP a \$599,668 3-year dissemination grant concluded in May 2018 (U282C160005), and a \$3,208,055 5-year replication grant from 2016 to 2021 (U282M160022), with strong internal controls based on a leadership culture of integrity and transparency that informs our organizational protocols including financial management and timely audits. This leadership culture is also shared by our project partners at Grow New Mexico and The Grant Plant. Grow New Mexico is a highly regarded and extremely effective nonprofit organization, led by career experts in large-scale project and finance management, bringing information, financial, and administrative expertise to New Mexico communities and connecting them to relevant funders. The Grant Plant is led by one of the most highly respected, and award-winning fundraising teams in New Mexico, with a nonprofit arm, The Grants Collective, dedicated to building the capacity of local nonprofits to identify and secure the resources they need. The Grant Plant will provide membership in the Grants

Collective to all participating schools in the project, including subscription access to a network of nonprofit professionals interested in developing skills, insight, and resources for high-performance grant seeking. NISN and The Grant Plant have collaborated on multiple successful proposal, budgeting, and reporting projects including USDE funded projects.

Another set of existing support resources that can be leveraged for this project is NISN's knowledge and experience with the unique charter school environments in the states in which we work. Charter schools across the country typically have limited access to local school district tax levy and bond revenues for school facilities, but charters in New Mexico, where most partner schools for this project are located, are eligible for capital outlay funding if they meet specified criteria.¹³ New Mexico law also requires school districts to share local facilities funds with charter schools relative to enrollment rates and provides lease reimbursement assistance for charters at a rate of \$736 per pupil.¹⁴ Colorado law also provides a per-pupil charter public school facilities funding program (albeit at lower rates); allows charter schools to apply for competitive grants from the state's public school facility financing program; and requires school districts to include at least one charter school representative on any long-term mill levy planning

¹³Charter School Facilities And 2015 Public Building Deadline, New Mexico Legislation Committee, August 17, 2016.

<https://www.nmlegis.gov/handouts/ALESC%20081716%20Item%204%20LESC%20Brief%20Charter%20School%20Facilities.pdf>

¹⁴ "An Analysis of the Charter School Facility Landscape in Albuquerque." Wisconsin Charter Schools | NCSRC. <https://charterschoolcenter.ed.gov/publication/analysis-charter-school-facility-landscape-albuquerque>.

committees.¹⁵ Finally, Oklahoma law provides for the Charter School Incentive Fund, which provides a one-time grant of up to \$50,000 per school to cover costs associated with renovating or remodeling existing buildings and structures, and charter public schools have access to the State Public Common School Building Equalization Fund.¹⁶ The availability of these resources means that with the right technical assistance, knowledge, and tools, partner schools as well as other schools accessing the information and best practices disseminated through this project, can access and expand facilities, and increase enrollment, with a high likelihood of successfully accessing funds and sustaining themselves.

VI. Quality of Project Personnel

(1) Underrepresented groups:

As an organization designed to serve Native American communities, NISN believes that leadership and staff should reflect both that population, as well as include members of other backgrounds and ethnicities to achieve a broad worldview in its daily operations and strategic planning. NISN staff is approximately 75% Native American, while the NISN Board of Directors includes 67% Native leadership. Currently, 100% of NISN's 2018 Fellowship cohort is Native American, and the 2017 cohort 100% was Native American as well.

¹⁵ Grover, Lisa "Facilities Funding for Charter Public Schools." September 2016. National Alliance for Public Charter Schools.

http://www.publiccharters.org/sites/default/files/migrated/wp-content/uploads/2016/09/facilitiesfundingsnapshot2016_FINAL9262016.pdf

¹⁶ Ibid

NISN encourages applications for employment from persons who are members of groups that have traditionally been underrepresented within our staff and throughout the network of schools that we support. Our founding and flagship school, the Native American Community Academy (NACA), reflects NISN's commitment to diversity in their standard hiring notice, which states that NACA seeks "individuals of all ethnic and racial backgrounds to apply for this position, particularly those with a demonstrable and deep commitment to Native American communities and students. We are committed to maximizing the diversity of our organization, as we want to engage all those who can contribute to this effort."

(2) Project director:

NISN's Director of Operations and Facilities, Daniel Ulibarri, will serve as the USDE CSP National Dissemination grant Project Director. Mr. Ulibarri is responsible for ensuring the success of the NISN network and the implementation of the NISN vision, key functions, finance, operations, facilities, and management. He has over 18 years of experience working in management and systems analysis. Daniel previously worked as the Executive Director for Educate New Mexico, Inc., which provides K-12 scholarships to low and moderate income families in New Mexico, and served as the lobbyist there to aid in the passage of educational reform legislation. He also served as State Director for Parent Involvement with the Texas School Choice Program and Director of Public Affairs for the Credit Union Association of New Mexico. Daniel holds a bachelor's degree in business administration from Sterling College. Under the oversight of NISN Executive Director Kara Bobroff, Mr. Ulibarri will coordinate with participating schools and oversee the project implementation and the achievement of project objectives within the established timelines in collaboration with project Working Group members.

(3) Key project personnel:

NISN (lead applicant) key project personnel:

Kara Bobroff (Navajo/Lakota), NISN Executive Director

Kara Bobroff is a lifelong educator and leader with more than 25 years of experience serving her community. After serving as a special education teacher, assistant principal, and principal in several schools, she earned an Echoing Green Fellowship during which she engaged the larger Albuquerque community toward her vision of promoting academically excellent and culturally relevant education for Native American students. She became the Founding Principal of the Native American Community Academy (NACA) in 2006, now an award-winning public charter school dedicated to Native American student success. Under her leadership, NACA has been recognized as a model for effective Indigenous education by the New Mexico Indian Education Sub-Committee; by the National Association of Secondary School Principals (NASSP) as a Breakthrough School—1 of 10 schools in the country recognized for its ability to promote high achievement in spite of serving a large number of students living in poverty (2012); by Teach for America as a “School to Learn From” for delivering an excellent education for students while also maintaining a culturally responsive learning environment (2015); and as an Ashoka Changemaker School for its work in developing empathetic leaders (2015). Ms. Bobroff is now the Executive Director of the NACA Inspired Schools Network (NISN), the first school network in the nation that is focused on improving Native American education, using NACA’s success as a model and guide for a comprehensive fellowship and community engagement program. Ms. Bobroff will provide high-level guidance, partnership and resource referrals, and oversight for the USDE project.

Alan Brauer, NISN Fellowship Director and Team Leader

Alan Brauer plans, executes, and evaluates the NISN Fellowship. He brings a strong background in education and leadership to NISN, coaching and mentoring new teachers to achieve ambitious academic results. He has strong experience building partnerships with districts, communities, and families. Mr. Brauer began his career as a teacher at Smith Lake Elementary School in New Mexico, where he was also a Teach For America Corps member. He continued his work as a leader with Teach For America, both in New Mexico and as a Managing Director and Site Director in Maryland for 12 years. Mr. Brauer earned a Master of Arts in Teaching in Elementary Education from Western New Mexico University and a Bachelor of Arts in History from Goucher College. Mr. Brauer will assist current and previous NISN Fellows and school administrators in leading community and stakeholder engagement sessions and develop a community-informed facilities design and planning curricula for NISN's Fellowship training program.

Tom Genné, NISN Director of Data, Analysis and Reporting

Tom Genné works with each network school team and Fellows to ensure that Student Information Systems (SIS) and Student Assessment Systems (SAS) are in alignment, effective, and accurate. He most recently worked with the Research, Deployment and Accountability Department with Albuquerque Public Schools for the past 15 years and as its Director for the last eight. His responsibilities included leading a team that analyzed data for nearly 90,000 students in order to improve academic outcomes. For many years, Mr. Genné served as Principal of several K-12 schools in rural Alaska, where he worked with Alaskan Native communities. He brings a school leader's experience in establishing schools that serve Indigenous populations. Mr. Genné holds a Master of Education in Public School Administration from the University of Alaska and a Bachelor of Arts in English Literature from Montclair State University. He is

licensed as both a teacher and administrator in the state of New Mexico. Mr. Genné will assist in designing surveys and streamlining data collection and analysis strategies for the USDE CSP National Dissemination project.

Michael McGovern, NISN Finance Director

Mike McGovern oversees NISN's financial operations. Mike brings 25+ years of financial experience and expertise to NISN. He was the principal at the Bean Counters, Inc., a small business specializing in back-office bookkeeping and tax records support to local organizations, maintaining a clientele of 20 organizations at a given time. Mr. McGovern's prior experience also includes working as an accountant with Colliers International, where he was responsible for property management accounting, debit and credit accounting, maintaining reliable and timely financial statements, and record keeping. He holds a Bookkeeping Certificate from Central New Mexico Community College. Mr. McGovern will exercise proper check and balances and appropriate internal controls when authorizing USDE grant funds program expenditures including conforming to budget, and providing financial reporting for the grant, and has experience in the proper oversight of federal award funds and accurate accounting practices.

Grow New Mexico (applicant partner):

Terry Brunner, Co-Founder and Chief Program Officer

Terry Brunner co-founded Grow New Mexico after spending more than 20 years in New Mexico public policy and community development. Mr. Brunner served for 7 years as President Obama's appointee to the position of USDA New Mexico State Director for Rural Development. During that time, he managed investments of more than \$1 billion in housing, small business, renewable energy, and utilities in rural areas throughout New Mexico. Before his time at USDA he served as former U.S. Senator Jeff Bingaman's State Director for 7 years. Mr. Brunner holds a B.A. in

Latin American Studies from the University of Arizona and a M.A. In Latin American Studies with an emphasis in Community and Regional Planning from the University of New Mexico. Mr. Brunner will directly supervise the financial expert consultant and provide participating schools with 1:1 technical assistance and referrals for public facilities financing opportunities and financial management.

The Grant Plant (applicant partner):

Erin Hielkema, Co-Founder and Vice President

Erin Hielkema has over 15 years of experience in grant writing, project management, and business development and administration. Areas of expertise include grant writing, program and project design, project management, data and prospect research, editing, and capacity building. Ms. Hielkema will lead the development and delivery of grants research, writing, and budgeting trainings and consult on and supervise Grow New Mexico and Grant Plant staff in compiling and completion of technical assistance and funder guides and directories. Ms. Hielkema will be assisted by additional team members, including Tara Gohr, Co-Founder, who will support overall oversight; Aly Sanchez, Director of Projects who will lead training on funding research and proposal writing; and Cecily Peterson, Resource Development Officer, who will assist with materials development and communications with partners. The Grants Collective is the nonprofit arm of The Grant Plant, and is also managed by Erin Hielkema and Tara Gohr. The Grants Collective will make network memberships available to each pilot group New Mexico charter school. Memberships enable school administrators to access funding opportunities from funders who include New Mexico in their funding priorities.

VII. Quality of the Project Evaluation:

NISN has engaged **Curtis J. Mearns, PhD**, Pivot Evaluation, to perform our project evaluation.

Dr. Mearns has practiced program evaluation for over 25 years in the field of education, public health, and suicide prevention. He has experience in a variety of federal projects including the US Fish and Wildlife Service, US Forest Service, National Science Foundation, and the Substance Abuse and Mental Health Administration. Dr. Mearns earned his Doctorate in 1997 from the University of Nevada Reno in Experimental Psychology with an emphasis in program evaluation

Evaluation questions include:

1. How can program staff improve materials and events>
2. What knowledge products were produced throughout the grant period, were milestones met, and are products complete, thorough, and accurate?
3. What dissemination activities took place, and what audience did they reach?
4. What knowledge did school leaders gain as a result of their participation in the project?
5. What action was taken as a result of school participation in the project?

This evaluation includes formative evaluation features in addition to outcomes methods. The formative evaluation efforts focus on materials and event feedback (Question 1). Evaluators will begin with standard feedback forms for events, and slowly upgrade them based on participant comments. Program staff will receive results in time to inform their next sessions.

Questions 2 and 3 address performance measures. While many quantitative methods document outcomes, several qualitative elements presented here establish particular outcomes that evade numeric characterization. Generally, those qualitative elements include presence or absence of products and may include comparisons to standards (e.g. national). Many of the

qualitative indicators rely on self-report. Evaluators will collect artifacts confirming self-reported results to the extent those artifacts are accessible independently of NISN.

Many of the quantitative portions of the evaluation will require project staff to coordinate with the evaluator to produce surveys, sign-in sheets, and other documentation that collect required reporting information. Other indicators require analysis of web posting and use.

The following evaluation matrix shows objective performance measures that are clearly related to the intended outcomes.

The Evaluation Matrix answers evaluation questions 2 and 3.

Evaluation Matrix:

OUTCOMES	Indicator	Source
1) School leaders have the opportunity to learn about facilities options, financing, and how to pursue specific opportunities and have access to expertise	N opportunities offered, N orgs participating (receiving) opportunity N participants	Events sign-in sheets
2) Schools begin accessing facilities that will support their enrollment and financial stability goals.	Progress on facilities plan	self report (w/ artifactual backup)
3) Communities (families, school admin/staff, and other stakeholders) support the design plan and goals for school facilities as a result of being involved in the process to identify and prioritize facility and student needs.	N community members participating & amount of diversity	Events sign-in sheets
4) Schools successfully develop a plan to access facilities that meet identified stakeholder needs	Plan developed	NISN records
5) Educators and administrators in regional and national charter schools have access to a suite of best practices tools and resources to assess their facilities needs.	N sites receiving materials, N sites attending rollout event	NISN records

OUTPUTS	Indicator	Source
· 1.1 Pre- and post-surveys, completed, pre & post results analyzed and compiled	Analysis & compilation documents	Pivot analysis records

· 1.2 Facility needs and resources assessment tool updated and finalized	Assessment tool submitted	NISN records (w/ artifactual backup)
· 1.3 On-site needs assessments completed at all participating schools	N on-site needs assessments submitted for all participating schools	Pivot designs forms, NISN records
· 2.1 1:1 on-site feasibility and planning consultations documented for all participating schools	N Consultations documents submitted for all participating schools	Pivot designs forms, NISN records
· 2.2 Research of and referrals to relevant local, states, and national public and private resources initiated,	N Referrals to relevant local, states, & national public & private resources documented & submitted	Pivot designs forms, NISN records
· 2.3 Directory of local, state, and regional technical advising and consulting services completed	Directory of local, state, & regional technical advising & consulting services submitted	NISN records (w/ artifactual backup)
· 2.4 State and public financing opportunities and regulations guide completed	State & public financing opportunities & regulations guide submitted	NISN records (w/ artifactual backup)
· 2.5 Feasibility study & cost planning template completed	Feasibility study & cost planning template submitted	NISN records (w/ artifactual backup)
· 2.6 Feasibility and cost planning strategy documents completed by all participating schools	N documents submitted for all participating schools	Pivot designs forms, NISN records
· 3.1 Remote and on-site consultations with NISN Fellows and participating school leaders on community engagement strategy for facilities initiated with follow-up	N Consultations meeting dates & content documented	Pivot designs forms, NISN records
· 3.2 Outreach material templates, sample event agendas, surveys, and attendance sign-in sheets developed and distributed	Outreach material templates, sample event agendas, surveys, & attendance sign-in sheets submitted w/ distribution list & dates	Pivot designs forms, NISN records
· 3.3 Collection and compilation of outreach and other materials	Outreach & other materials submitted	NISN records (w/ artifactual backup)
· 3.4 Community engagement evaluation interviews	Interview dates submitted	Pivot designs forms, NISN records

·3.5 Community-led facilities planning curricula for NISN Fellows/charter school educators and administrators completed	Curricula submitted	NISN records (w/ artifactual backup)
·4.1 Directory of private granting opportunities completed	Directory submitted	NISN records (w/ artifactual backup)
·4.2 Research, writing, and budgeting workshop and training module developed	Training module submitted	NISN records (w/ artifactual backup)
·4.3 School needs assessments are reviewed for targeted research of private funding opportunities	School needs assessments submitted	NISN records (w/ artifactual backup)
·4.4 On-site 1:1 trainings for participating schools provided	On-site 1:1 trainings for participating schools dates submitted	Pivot designs forms, NISN records
·4.5 Trainings provided to 90 educators at all participating schools and NISN's annual convening	Trainings list with sign in sheets	Pivot designs forms, NISN records (w/ artifactual backup)
·5.1 Compilation and finalization of all materials	Compilation & finalization of all materials	NISN records (w/ artifactual backup)
·5.2 Press release issued	Press release issued date	NISN records (w/ artifactual backup)
·5.3 Findings presented at NISN's annual convening	Presentation materials & date/times submitted	Pivot designs forms, NISN records
·5.4 All materials submitted to USDE, 15 participating and Communities of Practice schools, at least 10 regional schools serving underserved students, state charter authorizing authorities, tribal governance, and education departments	Materials submission log	Pivot designs forms, NISN records
·5.5 All materials made available on NISN Online Resource Sharing Hub	Materials inventory from NISN Online Resource Sharing Hub	Pivot Online Analysis
·5.6 Facilities stakeholder engagement curricula shared with NISN Fellowship cohort	Curricula sharing log (names & dates)	Pivot designs forms, NISN records

The evaluator will work with NISN program staff to determine ultimate learning goals and develop pre and post assessments that address question 4. The evaluator will develop

assessments based on those learning goals and administer them in a pre and post event fashion. To answer question 5, a follow up survey at the end of the grant period will determine what kinds of actions school staff may have taken as a result of project participation.

Pivot evaluation has experience with numerous federal online reporting systems and can facilitate on time reporting for project requirements.