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NACA INSPIRED SCHOOLS NETWORK: NARRATIVE

The Native American Community Academy (NACA)-Inspired Schools Network (NISN), headquartered in Albuquerque, NM with eventual reach across five+ states, seeks to replicate and expand best practices recognized at the state and national levels for culturally-relevant, rigorous academics, and sharing of Indigenous values and perspectives in education at seven schools in three states through the proposed replication and expansion project. The NISN is modeled on the Native American Community Academy (NACA), a 6-12 grade public charter school in Albuquerque, NM that has significantly improved academic proficiency and college entrance among a largely low-income Native American student population. Even though many students enter 6th grade far behind grade level, NACA students catch up quickly. Their academic achievement, proficiency, retention, graduation, and college attendance far outpaces their Native American peers at the district, state, and national levels.

For decades, schools with high Native American student populations have historically set disconnected expectations for their students. Too often in the United States, Native American students have not had the opportunity to access schools that effectively support Native American identity, culture, language, college preparation, and community. The NISN emerged in response to demand for replication of the successful NACA model, and following a 3-year pilot has rapidly expanded since its founding in 2014. Its mission is to transform Indigenous education by engaging communities, building networked schools of academic excellence and cultural relevance, and serving Native American students from early learning to adulthood so that they are secure in their identity, healthy, and holistically prepared as lifelong learners and leaders in their communities. Using CSP funding, NISN plans to support the creation/relaunch of seven

schools in three states, ultimately serving 2,690 students (which reflects 1,080 new seats made possible through project funds) by 2021.

ABSOLUTE PRIORITIES

(1) Experience Operating or Managing High-Quality Charter Schools. The NISN is like a traditional charter management organization in that it is a nonprofit organization that shares functions, key supports, and resources with and among charter schools in its network. Traditional CMOs are not authorized to operate in New Mexico, but the NISN fulfills similar functions. Further, the NISN is replicating a highly successful, high-quality charter school model that has a decade of results, is uniquely rooted in cultural inclusiveness, and allows for community-level customization based on local needs. Through an intensive two-year Fellowship program and ongoing technical assistance, central network and regional supports, NISN is identifying opportunities to launch new charter schools, and/or to “restart” tribally controlled grant schools based on the NACA model. In addition to NACA, there are currently two NISN schools open: Dream Diné, an elementary school in Shiprock, NM, which opened in 2014, and Dził Dit Ł'ooí School of Empowerment, Action and Perseverance (DEAP), a middle school in Navajo, NM that opened in 2015. Three schools are underway, including a NACA elementary school scheduled to open in August on the same campus as the current grade 6-12 school, and schools in Gallup and Santa Clara Pueblo. Additionally, work began in early 2016 to open two new schools in New Mexico, three schools in Oklahoma, and foundational discussions are underway for expansion to ████████ by 2019 – all the subject of this application. NISN establishes schools in high-need, urban and rural, Native American communities that, with NISN support, will outperform peer schools and prepare all students for success in college, leadership, careers, and their communities.

While the NISN model allows for community customization and tribal input, it adheres to fundamental processes and best practices established at NACA and honed in subsequent years with the intention to replicate the model across Indigenous communities. Founded in 2006, NACA's innovative community-led school design model builds on policy recommendations for Native American students and implements a holistic approach to education through integrated content that includes Indigenous studies, storytelling, oral traditions, cultural history, Native languages, community presentations, service learning, social emotional learning, and Native literature as part of a rigorous, Common Core-based college preparatory curriculum. NACA has ensured a quality program attuned to the needs of its predominately Native American student body by developing a structure that includes staff collaboration, community involvement, curriculum writing, field testing, revision, and in-service teacher training; this approach and findings will be replicated at all NISN member institutions. Top-quality staff and fellows are recruited from among local, regional, and national candidates who exhibit a deep connection to Indigenous education and who reflect the students NACA serves, and strong collaboration with schools and districts to develop and utilize culturally relevant curricula and allows students to develop leadership skills, be academically prepared for college, have a strong self-identity, and be emotionally and physically healthy. The NISN will replicate the NACA model within communities, either launching new schools or restarting existing low-performing schools, via the two-year Fellowship, which recruits experienced educational leaders to work in highly Native American communities.

NACA has grown into a major influence on Indigenous education in New Mexico and beyond. It serves 15% of all Native students in the Albuquerque Public School District, and represents students from 60 tribes, drawing from around the city and surrounding Pueblos and

tribal lands. In spite of serving low-income Native American students who tend to enter 6th grade years behind grade level, NACA consistently outperforms state and district averages for Native American students. More impressively, it performs on par or better than state averages for all students. It received a ‘B’ on the most recent NM Public Education Department Report Card (2014-2015), receiving ‘A’s’ on student college and career readiness and opportunity to learn. (See section 4.a.2.i for details on how NACA has been closing achievement gaps compared to peers in the District and statewide; please see Appendix F for more information and data on student achievement). Among high school students who have been with NACA since the 9th grade, 92% graduate and 83% go onto college—in spite of the fact that three-quarters of NACA students come from families where no one has attended college. This accomplishment is particularly impressive in the context of Albuquerque Public School District graduation rates. In 2015, the District’s four-year graduation rate dropped to only 61.7%, and sunk to a paltry 45.5% for Native American students (NMPED, 2015).

Part of NACA’s success is its holistic focus on wellness, which is an integral part of NACA’s curriculum. Wellness provides the balance necessary for a child to succeed as a student and throughout his or her lifetime and is informed by research-based practices to support student social emotional learning (Bavarian, et al, 2014; Fryberg, et al, 2013). It is further predicated on work to increase equity in education and in particular, how Indigenous education can be transformed to meet Native students’ holistic needs (Smith, 2003). To combat the many barriers facing Native children today, NACA incorporates personal wellness classes into the day and has multiple collaborative programs to help students, their families, and staff receive physical, emotional, and nutritional support. NACA’s Personal Wellness coursework is designed around physical wellness, traditional land and plant medicines, body autonomy, and expression, and it is

responsive to the unique health disparities and risk factors Native American students face (e.g., higher risk for diabetes, suicide, and substance abuse) (NM Dept. of Health, 2013). In the public education system, wellness is often an afterthought. At NISN member schools, it will be the responsibility of school leaders to maintain wellness as a central objective through programming for students, professional development for staff, and engagement with community. Staff, students, and families at NISN schools will utilize some variation of the NACA Wellness Wheel (pictured below) to articulate and visually record perceptions, goals, and assessments of their intellectual, physical, social/emotional, and community and relationship wellness.



NACA offers a full menu of student support and behavioral health services to students, families, and staff, and it is the goal to incorporate these offerings at NISN schools as they become established as well. Services include consultation, case management and referral; crisis intervention; a special room for reflection and meditation; staff wellness; and community outreach. Examples of NACA’s partnerships include First Nations Community Healthsource for a School-Based Health Center; Bernalillo County Pathways program to link to primary care, housing, employment, and education; and the NM Office on Substance Abuse Prevention for

peer-led mentoring and focus groups. The focus on wellness has paid off with better outcomes for students. On the most recent state Youth Risk and Resiliency Survey (2013), NACA students scored better than state averages on many health, wellness, and safety measures. Standouts include lower than average obesity and alcohol use among high school students, and lower levels of food insecurity and higher levels of meeting physical activity recommendations among middle schools students (YRRS, 2013).

In its first year of operation in 2014-2015, Dream Diné, an elementary school and the NISN's second school to open, also outperformed state averages, scoring a 'B' on the New Mexico Public Education Department Report Card. Dream Diné focuses its education on physical fitness, starting each day with running, as well as a close relationship to nature, linking academic lessons to the outdoors and traditional Diné agriculture so students learn about their culture as they gain reading, math, and science proficiency. Dream Diné serves 100% Navajo students in a rural and highly low-income community (fully 42.2% of Shiprock residents live in poverty) (U.S. Census, 2014). NACA's third school to open, DEAP, does not yet have data available, as it opened in August 2015. NISN will be pleased to share the state report card when it becomes available.

(2) Low-Income Demographic. As it expands, NISN is committed to maintaining focus on the highest need populations, especially Native Americans, in the most impoverished areas of the country. Native American children face many risk factors that complicate their success in school and in life. For instance, in New Mexico they are the racial group with the greatest percentage of youth living in poverty (40%, compared to 30% Hispanic and 12% White). In ██████████ 38.5% of Native Americans are in poverty, and in Oklahoma the rate is 22.5% (U.S. Census, 2014). At NACA, over 82% of students are economically disadvantaged and qualify for Free and Reduced

Price Lunch (FRPL), versus 68% statewide (NMPED, 2014). This pattern of high economic need will be present in all communities served by the NISN schools proposed under this project. To illustrate, below are low-income statistics for communities with existing NISN-affiliated schools and those planned as replication sites. In all communities currently served, student free and reduced price lunch statistics indicate that the majority of students are low-income.

Low-Income Statistics in Current NISN Areas*			
Target Areas	Overall poverty	Poverty among	District FRPL
Acoma Pueblo, NM	29.9%	29.8%	75.2%
Albuquerque, NM	17.9%	30.6%	61.7%
Cochiti Pueblo, NM	26.8%	15%	78.9%
Gallup, NM	21.9%	36%	81.6%
Navajo, NM	56.9%	59.4%	81.6%
Santa Clara Pueblo, NM	33.1%	56.3%	75%
Shiprock, NM	40.7%	42.2%	76.5%

**Poverty data U.S. Census, American Community Survey 2013. School data from NM Public Education Department.*

Below are sites planned for replication. In districts served, FRPL measures indicate that a large proportion of students served will also be low-income.

Low-Income Statistics in Areas Targeted for NISN Dissemination*			
Target Areas	Overall poverty	Poverty among	District FRPL
[REDACTED]	18.2%	22.3%	80%
[REDACTED]	28.6%	37%	99%
[REDACTED]	18.6%	26.6%	77%

	26.2%	100%	92.5%
	20.0%	23.4%	91%
	42.3%	44.9%	78%
	48.4%	48.4%	94%

**Poverty data U.S. Census, American Community Survey 2013. School data from NM Public Education Department, Oklahoma Department of Education, and [redacted] Department of Education.*

COMPETITIVE PREFERENCE PRIORITIES:

1) Serving High-Need Students. NISN will target its efforts on high need communities that are not currently served by a high quality school. Need is exceptionally great across states in the Southwest. New Mexico's overall child well-being is ranked 49th out of 50 states by the Annie E. Casey Foundation (2015), which assessed states through diverse indicators, including economic well-being, education, health, family, and community. [redacted] fares little better in 45th place and Oklahoma ranks 37th. The study demonstrates:

Indicators of Child Wellbeing and Academic Outcomes					
States	Children	4 th grade	8 th grade math	On-time	Children with
New Mexico	30% (146,000)	24%	21%	72%	5% (17,000)
[redacted]	26%	30%	35%	76%	1.5%

	(408,000)				(54,000)
Oklahoma	22%	33%	23%	79%	3%
	(208,000)				(18,000)

**Fourth grade reading and eighth grade math proficiency were chosen as indicators with measures available across all three states; they align to GPRA program performance measures.*

Across all three states, these critical childhood indicators are worse than national averages. At NACA, 82% of students qualify for two or more high-need designations, including Native American (94%), students with disabilities (16.3%), and English Language Learners (8.9%), and low-income (82%). As it expands, NISN will target communities with similarly high levels of need in order to maximize positive impact on improving education across the region.

a. Supporting High Need Students Who are Members of Federally Recognized Indian

Tribes.. The proposed project addresses Competitive Preference Priority 1a. The NISN will serve Native American students from federally recognized tribes in rural and reservation areas, as well as addressing the academic and cultural needs of Native students in urban areas, where they especially face cultural isolation and other risk factors. While Native Americans comprise just 1.7% of the United States population, Native Americans are 4.4% of Arizona’s, 9.2% of New Mexico’s, and 7.2% of Oklahoma’s populations. Native Americans are ██████████ in 22 tribal communities ██████████ and New Mexico and by 38 tribes in Oklahoma (U.S. Census, 2014). The NISN model will serve students located across urban, rural, and reservation areas through linking high-quality education to culture and tradition, grounding students in a sense of identity, language, and culture wherever they live while creating intentional pathways toward success in college and career. NACA enables a high-concentration environment that grounds students in their tribal identities and uses curricula designed especially for Native

American youth. The school provides physical, mental, and spiritual wellness programming, community experience, and challenging coursework, using culturally relevant examples and methodologies such as oral storytelling, debating solutions for issues facing tribal groups, and five Native American languages (Lakota, Navajo, Keres, Zuni, and Tiwa). Six core values of respect, responsibility, community service, culture, perseverance, and reflection are incorporated into all aspects of NACA. The school's approach supports Indigenous leadership models, ensuring the challenging Common Core-based coursework is taught in a manner that engages the Native American student (Cajete, 2015; Santamaría, et al, 2014). This culturally responsive approach will be replicated at all NISN member schools, which will be held accountable through a member performance contract, an NISN Scorecard, and annual reviews. Areas targeted for NISN expansion are heavily Native American, and will either focus on a single tribe (in the case of schools located on or near reservation land), or attract students from many tribes (in the case of schools located in more diverse urban settings, like NACA). The specific approach will be determined by the community and local tribes, as appropriate to local contexts, and guided by an NISN Fellow.

2) Promoting Diversity. While NACA and the NISN have been designed with the needs of Native American students in mind, the framework is inclusive and encourages diversity to accommodate variations in individual community needs. NACA is a public school that enrolls using a lottery system, per state law, and does not turn away students due to socioeconomic status, learning or physical ability, or race/ethnicity. NACA's student body is 94% Native American and represents 60 tribes with distinct languages, cultures, and traditions. This far exceeds the district's Native American student proportion of 5%. Further, NACA welcomes students with special needs and English Language Learners. In 2015, NACA's student body

included 8.9% English Language Learner (ELL) students, below the state proportion of 15% and the district's 17%. This relatively lower rate of ELL students reflects the fact that NACA does not serve a high number of recent migrants; most students come from families whose history in the area predates colonization and monolingual (non-English-speaking) households are increasingly rare. In fact, NACA is a standout in teaching students the Indigenous languages of their family and ancestors to reclaim their history and cultures. Indigenous language is a core component of the NACA curriculum and developing an Indigenous identity. Students can study Lakota, Navajo, Keres, Zuni, and Tiwa. Of those students who are ELLs, most are Native American language speakers (as opposed to other district ELLs which primarily include Spanish speakers). NACA's students are much more economically disadvantaged than either state or district, at 99.6% for NACA in 2015, 72% for the state, and 69% for the district (NMPED, 2015). The proportion of students with disabilities is similar to state and district numbers, with 16.8% of NACA students, 15% of state students, and 16% of district students classified as having a disability.

The two other NISN schools, Dream Diné and DEAP, are public schools located on the Navajo Nation and therefore largely serve reservation residents, but are open to any applicants in the area. As an organization designed to serve Native American communities, NACA believes that leadership and staff should reflect that population, while incorporating diversity to achieve a broad worldview. For instance, NACA staff/faculty is 65% Native, representing 20 tribes. Dream Diné and DEAP staff are currently 100% Native, reflective of the local populations. As it expands its network, NISN will make every effort to enroll a student body that both targets the highest needs students while also being reflective of local diversity and to hire staff that are representative of the populations served by NISN.

While NACA focuses its efforts on the most consistently underserved and underperforming group of students in the nation – Native Americans – over the long term, the NISN seeks to refine approaches to accommodate a diverse range of cultural needs so that students of different backgrounds can attain the benefits of the unique culturally inclusive approach, and to benefit from a diverse student body that avoids racial isolation. Once the NISN has a greater body of evidence of the model’s efficacy, it could be piloted as a general approach with other cultural groups. For instance, NISN is planning to [REDACTED]

[REDACTED] (Census, 2014). Colonias are informal border communities without infrastructure and minimal resources; places with extremely high need for quality schools. The [REDACTED] received a ‘D’ on its most recent Public Education Department report card, reflecting limited quality school choices.

3) Novice Applicant. NISN is a novice applicant that has never received a Replication and Expansion grant or been part of a group that received a grant. Formed in 2014, it has not applied for this or other opportunities through the U.S. Department of Education and has no active discretionary grants under this competition. This proposal will, however, leverage progress made under a Dissemination grant awarded to the NACA Foundation in 2015—that grant was awarded to the NACA Foundation, not NISN, which targets different schools and does not overlap with the work proposed here.

INVITATIONAL PRIORITY: RIGOROUS EVALUATION. If selected for funding, NISN commits to a rigorous evaluation. It already is undergoing independent evaluation processes with its contracted evaluator, Quadrant Metrics, whose research design follows a quasi-experimental

model with pre- and post-surveys between study and control groups selected across school locations.

SELECTION CRITERIA

(a) QUALITY OF THE ELIGIBLE APPLICANT

(1) Increasing student academic achievement. Native American students' struggles go back over 150 years, and were first systematically documented in the late 1960s, when the U.S. Senate Special Subcommittee on Indian Education issued a report entitled *Indian Education: A National Tragedy, a National Challenge* (1969). The report concluded: "national policies for educating American Indians are a failure of major proportions." The report blamed efforts to force Native children to accept cultural values other than their own as one of the major flaws in Native education and as a leading cause of high dropout rates. The most common response has not been to design schools that incorporate Native culture, language, and education approaches, but rather to continue to assimilate Native students into Western culture and learning styles. Today, with about 93% of the roughly 607,000 Native students in the United States attending public schools and only about 7% attending the 184 schools in the Bureau of Indian Education system (The Education Trust, 2013; Natl. Indian Education Study, 2012), a large achievement gap between Native American students and their non-Native peers persists. In fact, Native student achievement has not increased since the early 2000s, unlike growing positive achievement results for every other major ethnic group in the United States. The gaps separating Native American students from their white peers has actually widened over time. The Education Trust's most recent National Indian Education Study (2012) found that only 18% of Native 4th graders were proficient or advanced in reading on the National Assessment of Educational Progress, compared with 42% of white 4th graders. Similarly, only 17% of Native 8th graders were

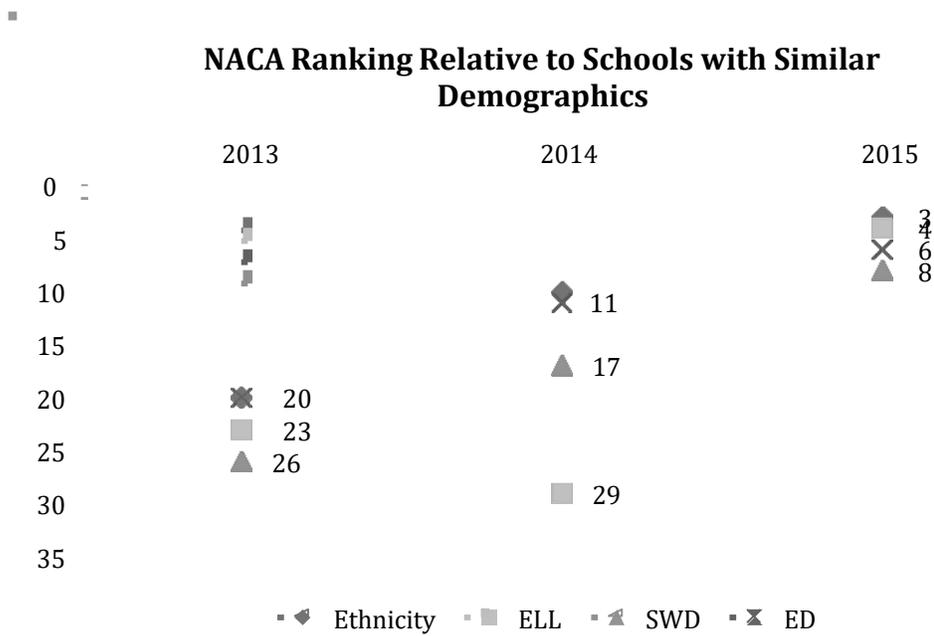
proficient or advanced in math, and nearly half—46%—were below the basic level. The numbers for white students were exactly the opposite—17% of white 8th graders were below basic, and 43% were proficient or advanced.

These gaps in proficiency portend troubling high-school graduation, college readiness, post-secondary attainment, and career outlooks for Native students. While the nation’s 4-year high school graduation rate has risen to a 40-year high of 81%, just 68% of Native students complete high school on time (NCES, 2014). The Native American graduation rate is a paltry 45.5% in the Albuquerque Public School District, where the NISN is headquartered (NMPED, 2015). Nationally, only one in four Native graduates who took the ACT scored at the college-ready level in math, and about one-third scored at the college-ready level in reading. Among white graduates who took the ACT, more than half scored at the college-ready level in math, while nearly two-thirds scored as college-ready in reading (Education Trust, 2013). Only 12% of Native young adults (age 25-34) have a bachelor’s degree or higher, compared with 37% of white students and 31% of all students (NCES, 2012).

Within this context, NACA has demonstrated a strong ability to consistently improve student performance, close achievement gaps, increase student academic proficiency, and maintain high retention and graduation rates. Since New Mexico adopted a report card system in 2010, NACA has shown steady progress in improving across a number of metrics, including schoolwide school growth, opportunity to learn, and college and career readiness. In the past three years, NACA has outperformed state averages and particularly stands out in school growth, opportunity to learn, and college and career readiness, receiving ‘A’s’ on the 2015 Report Card. When looking at Native American peer students only, NACA’s accomplishments are even more impressive, as described in section 2.i, below.

In a decade, NACA has quickly risen as an award-winning, replicable model for best practices in education and social innovation, receiving national and international accolades for its work—the success of which spurred the creation of the NISN in 2014. NACA was cited as a best practices model in a report on Indian Education in New Mexico (Jojola and Lee, 2011); was recognized as a Metlife/National Association of Secondary School Principals Breakthrough School for its success working with low-income and at-risk students (2013); was highlighted by the state Legislative Finance Committee as one of eight schools in New Mexico to show great promise (2015); recognized by Teach for America as a “School to Learn From” (2015); and Ashoka as a “Changemaker School” (2015); and featured by the State Bilingual Education Committee as an Academic Language Development for All Project school, which lauded its bilingual approach drawing on Native languages and high level of parent and community engagement (2016).

NACA has become adept at increasing academic achievement of high-risk, high need students, including Native Americans, economically disadvantaged (ED) students, English Language Learners (ELL), and students with disabilities (SWD). When analyzing performance of high-need educationally disadvantaged students, it is helpful to put the discussion in the context of similar schools to show how well NACA performs relative to its peer schools across the state. To illustrate this, below is a figure demonstrating NACA’s overall performance serving various student populations relative to 36 similar schools in the state. These rankings analyze a range of factors (school growth, opportunity to learn, graduation, and college and career readiness) and are provided as part of the state’s annual report card. NACA has shown marked improvement in serving high-need groups over the past three years, increasing to one of the most capable schools in the state among the schools that serve students with similar profiles.



** ELL=English Language Learners, SWD=Students with Disabilities, ED=Economically Disadvantaged*

Further, NACA encourages all students to take advantage of college preparatory opportunities while still enrolled in high school. For instance, dual credit coursework enrollment at NACA is very high. In 2015, 70.9% of students took dual credit courses. Of these, participation rates were as follows for key subgroups: 69.7% for Native Americans, 76.4% for economically disadvantaged students, 78.2% for students with disabilities, and 69.2% for ELL students. Dual credit participation is free for public school students and makes college more accessible, while reducing the time and cost to eventually attain a post-graduate degree. See the following section, 2.i., for further details on how NACA has been highly successful in serving Native American students in particular, and Appendix F for further examples of NACA’s success in promoting college and career readiness opportunities among all students.

A critical component of increasing student achievement is involving family and community, including tribes, in the school. NACA was formed on community input and heavily

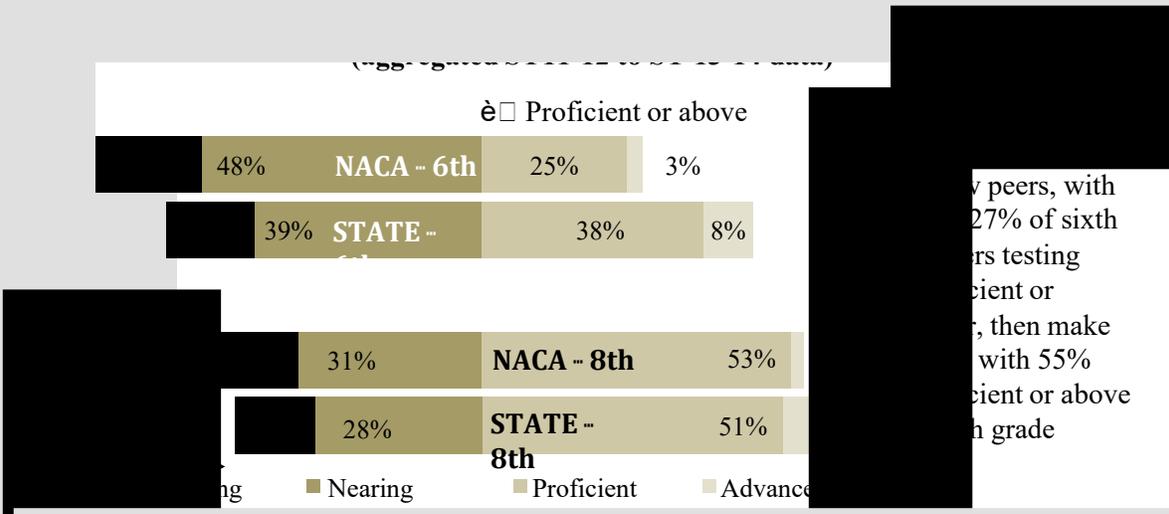
engages families and communities in its activities and planning processes. In fact, on the most recent state report card, NACA received 5 points, the maximum, for showing exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities. These activities include feast days, an annual Pow Wow, regular parent-teacher meetings, a school-based health center that serves students and families, and Indigenous language and culture classes. All NACA students participate in Indigenous core classes, including five Native languages offered for foreign language credit. Based on family demand, NACA even developed evening language classes so parents can be more engaged in their culture while their students are also learning.

In the cases of students who do not have strong familial supports, NACA stands in as role model and mentor. For instance, the Hiyupo Project is an enrichment and engagement program that has received national recognition from the Robert Wood Johnson Foundation. It focuses on the general low achievement of young men of color by empowering young Native American male youth to further their education and become leaders. This project is closing the achievement gap between NACA's male and female students by: mentoring students throughout their years at NACA; teaching fraternal and paternal roles in Native communities through coursework and extracurricular opportunities and interventions; and instituting cultural interventions for mental, physical, emotional, and social health. NACA's young men, many of whom come from female-headed households or who otherwise do not have strong male role models, have benefited from this consistent mentorship and engagement embedded in traditional practices carried out after school, such as building a sweat lodge or gathering traditional plants.

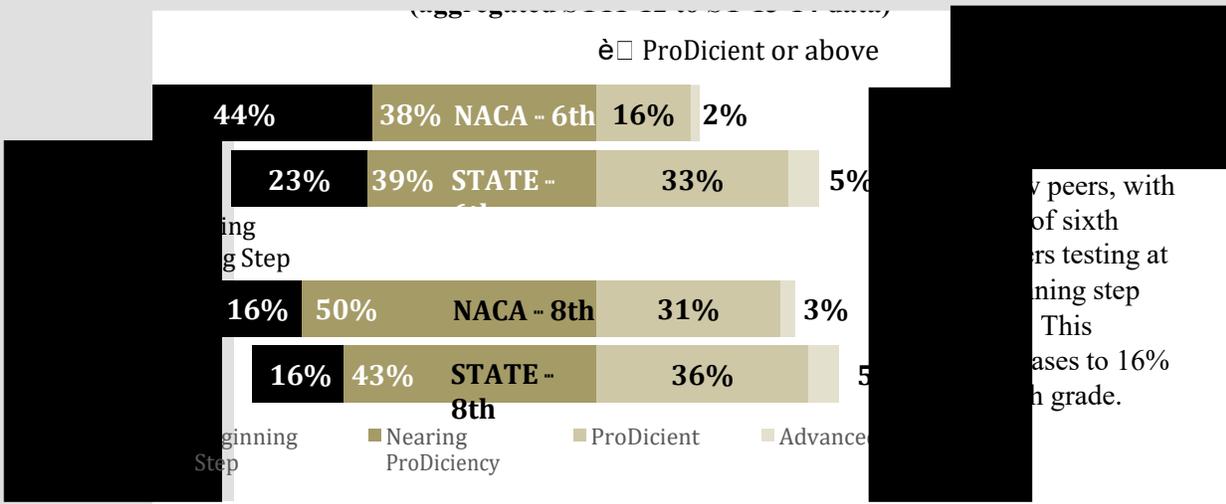
(2)(i) Closing achievement gaps. NACA's progress toward increasing proficiency, academic outcomes, and closing achievement gaps needs to be placed in the context of Native American

education at a national and state level. NACA is reimagining effective, rigorous, and high-performing academic achievement for Native American students, reversing bleak statistics and demonstrating significant positive outcomes.

Middle School Progress: A disproportionately large number of high-need students enter NACA in 6th grade significantly below grade level. Prior to 2015, when the New Mexico Public Education Department adopted the Partnership for Assessment of Readiness for College and Careers (PARCC) test, it used the following designations to measure proficiency: Beginning Steps, Nearing Proficiency, Proficient, and Advanced. Looking at the years 2011-2014 in NMPED standardized test scores in math and reading for the incoming 6th grade class, NACA students tested significantly behind New Mexico peers when they began, yet by the 8th grade showed accelerated growth in closing the achievement gap. NACA students moved up in their academic achievement, doubling the rate of those meeting proficiency by 8th grade in both math and reading, while drastically reducing those rated at Beginning Steps for proficiency. Below are comparative testing levels for all students, using three years of data prior to the PARCC adoption (for which comparison is not yet available) to show growth and that demonstrate that NACA students start significantly behind but close the achievement gap over time.



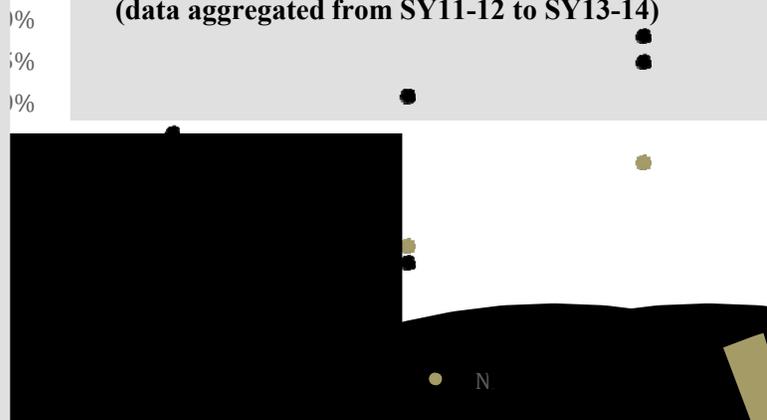
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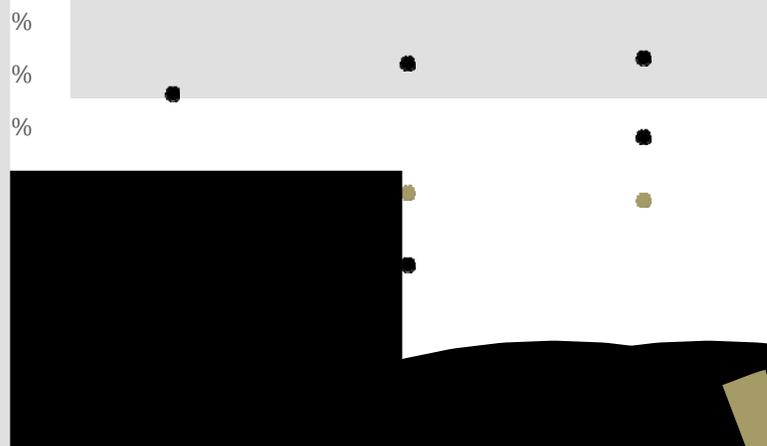
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While NACA students are dramatically closing the achievement gap compared to all New Mexico students, they also far outpaced growth when compared to Native American students statewide in New Mexico in 2011-2014. NACA students made rapid gains, almost catching up to overall state proficiency levels, while Native American students generally in the state maintained large proficiency gaps:

**NACA, All NM Students, All NM Native American Students
(data aggregated from SY11-12 to SY13-14)**

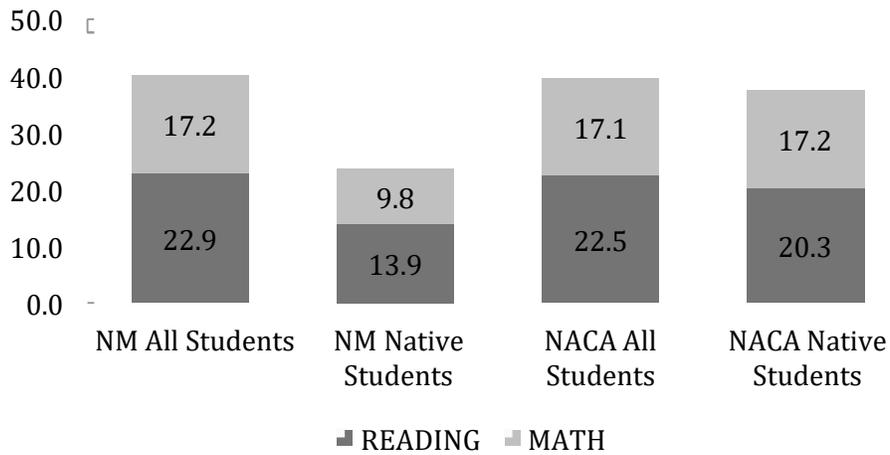


**Students Proficient or Better on SBA 6th
NACA, All NM Students, All NM Native American Students
(data aggregated from SY11-12 to SY13-14)**



In 2015, the state changed from the SBA to the PARCC assessment, so data are not continuous from prior years. However, 2015 data for reading and math show continued progress toward closing gaps. Under the PARCC assessment, NACA's 8th grade students showed massive gains in 2015 to nearly completely erase proficiency gaps compared to the average New Mexican student in both reading and math, and achieving at nearly twice the rate of Native American 8th graders statewide, as shown below.

8th Grade PARCC Proficiencies, 2015



(3) Attendance/retention, graduation, college entrance, and college persistence. Even working with a low-income, often transient student body as they move in and out of Albuquerque from rural, neighboring reservation lands, NACA has consistently surpassed attendance, retention, graduation, and college entrance and persistence for the District and the state. In 2015, NACA’s dropout rate was only 2.2%, a decrease from 4% in 2013, and a strong retention rate compared to a statewide dropout average of 4.4% and a district average of 6.1% in 2015 (NMPED, 2015). NACA’s attendance rates have also risen over the past three years, from an average of 93.1% in 2013 to around 99% in 2015. Attendance across subgroups rose consistently too: Native American student and economically disadvantaged student attendance was both 93.1% in 2013 and over 98% in 2015; it was 91.1% for disabled students in 2013 and over 98% in 2015; and it was 93.7% for ELL students in 2013 and over 98% in 2015 as well.

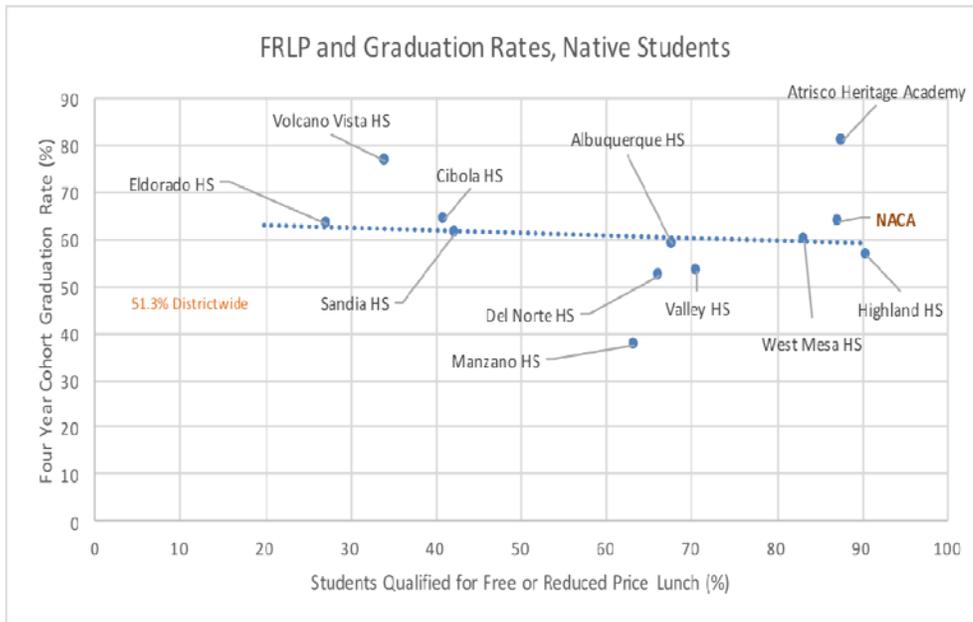
On-time graduation rates for Native American students at NACA compared to those of Albuquerque Public Schools have been at least 5% higher since 2012, with a nearly 22 percentage point lead over APS in 2015 (67.4% NACA versus merely 45.5% for APS) (NMPED, 2015). When accounting for students who remain at NACA since the 9th grade, 92%

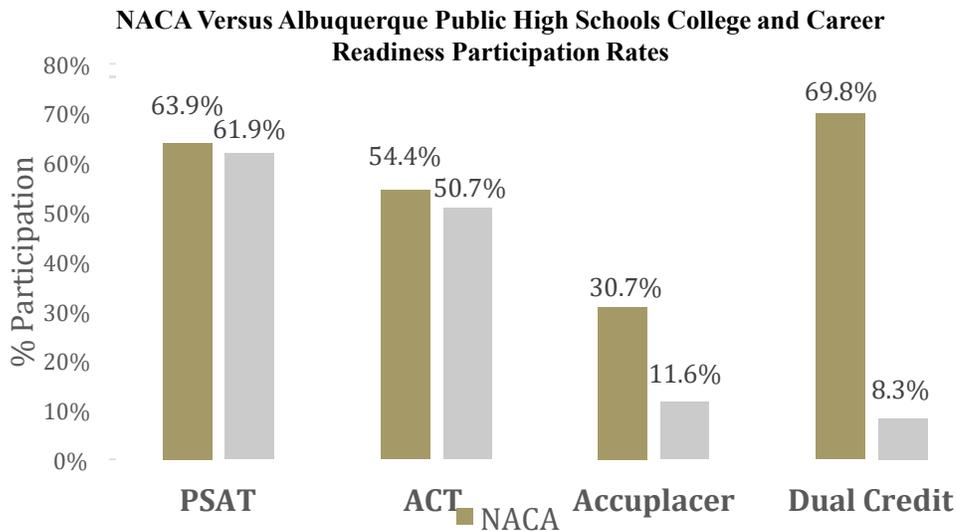
of seniors have graduated, which is more than 29% higher than the New Mexico graduation rate for Native American students, and 100% of graduates have received a college acceptance. This is especially remarkable, as 75% of NACA's student body come from families who are not college educated. Of NACA graduates, 83% go on to pursue a college degree immediately after their Senior year, more than four times the national average for Native American students (Bellwether Education Assoc., 2014). NACA is embarking on a data analysis effort to examine college persistence among our students through collaboration between the College Engagement Director and Director of Data and Accountability.

To support high school students and their families in their journeys to college and careers, NACA has a highly active College Engagement Program, which gives families the tools that make college accessible for as many students as possible. Seniors take a mandatory College Engagement seminar that provides them with information on college, the application process, financial aid, and scholarships. Advisers and teachers offer students dual credit and ACT/SAT support. This is evident in the high rates of participation of NACA students, with 100% of NACA graduating seniors participating in dual enrollment coursework (compared to 6% participation statewide) (NMPED, 2015). Along with the cost-savings and academic acceleration inherent in taking courses for both high school and college credit, the state reports that dual credit participation increases the likelihood to graduate and it offers the enriching experience of being a high school student on a college campus to develop a college-going mindset (NMPED, 2015). It is critical to introduce students to the idea that college is accessible, as most will be the first in their families to go to college, through increasing students' preparation for college and creating a college-going mindset. NACA offers workshops for students and parents on the application process and financial aid options. The College Engagement Program encourages

parents to become involved in NACA events and activities, building relationships with other parents and community partners and strengthening the NACA community. All students apply to at least 10 colleges/universities and NACA provides them with comprehensive support.

NACA student participation in college readiness activities is impressive when measured against College and Career Readiness testing at peer APS schools, with 50% or more FRPL (peer schools): 54.4% take the ACT (versus 50.7% average), 12.7% take the ACT PLAN (versus 2%), and 30.7% take AccuPlacer (versus 11.6%) (see figure below). Further, the following chart shows NACA’s graduation rates, in comparison to all APS high schools by proportion of students qualifying for FRPL. In 2015, NACA was among the highest performing schools with a high FRPL proportion and exceeded the graduation rates of top-ranking schools with much lower levels of poverty:





* average of 13 public HS school rates, as raw student numbers not available

Substantiating NACA high school student progress toward graduation, college, and career readiness, NACA received an ‘A’ in College and Career Readiness on its last two NMPED report cards. Students have been accepted to notable institutions, including Bard College, Barnard College, Bennington College, Brown University, Columbia University, Colorado State University, Dartmouth College, John Cabot University (Rome), Loyola University, Macalester College, Pomona College, Princeton University, Williams College, and Yale University. See Appendix F for additional detail on student achievement over the past three years.¹

(b) CONTRIBUTION IN ASSISTING EDUCATIONALLY DISADVANTAGED STUDENTS

(1) Educationally disadvantaged students. As mentioned in Absolute Priority 2, nearly all communities targeted for school replication have high instances of poverty and most students will come from low-income families. Over 82% of NACA students qualify for FRPL, an indicator of being from a low-income family. At full enrollment at the end of the project period,

¹ Dream Diné students are too young to take standardized testing. Its first class of third graders will enroll in 2016-17; results are not back for the 6-7 grade students at DEAP (NMPED anticipates release in November 2016).

NISN projects serving 1,080 additional students at seven schools across three states, the majority of whom are projected to be educationally disadvantaged. The proposed project will serve students across three states: New Mexico, where the NISN was launched and currently focuses its work, as well as expansion to [REDACTED] and Oklahoma. All participating communities will serve educationally disadvantaged areas with significant Native American student populations and will be predominantly low-income (see Absolute Priority 2). The table below shows District- level data pertaining to student educational disadvantage for selected communities. (See also section 4.a.1, above, for details on how NACA, the model school for NISN, has improved its ability to serve educationally disadvantaged students in the past three years. Across groups, NACA has improved its standing to become one of the best performing schools in the state among those that serve similarly disadvantaged students.)

[REDACTED]	ELL: 31.1%; Students with Disabilities (SWD): 12.3%; Economically Disadvantaged (ED): 80%; Native Americans: 3%
[REDACTED]	ELL: 34%; SWD: 16%; ED: 100%; Native American: 43%
[REDACTED]	ELL: 3.3%; SWD: 16%; ED: 77%; Native: 16%
[REDACTED]	ELL: 36%; SWD: 14%; ED: 100%; Native: 0% (Note: [REDACTED] is 96% Hispanic)
[REDACTED]	ELL: 18.1%; SWD: 16.5%; ED: 91%; Native: 6%
[REDACTED]	ELL: 1%; SWD: 15.7%; ED: 100%; Native American: 97.3%
[REDACTED]	ELL: 4.3%; SWD: 10.8%; ED: 98%; Native American:

[REDACTED]	98.8%
[REDACTED]	

Sources: NM Public Education Department, Oklahoma Department of Education, and [REDACTED] Department of Education.

(2) Location of schools (created or expanded). The purpose of NISN is to create high quality school options that are culturally responsive where no other good educational options exist, not to compete with existing quality schools. This project will replicate the NISN model at seven schools across the three targeted states. New Mexico work is well established through NACA’s 10-year history, the creation of two schools through a community-led engagement process (Dream Diné and DEAP), two schools opening in the Fall 2016 (in Santa Clara and Gallup), and Fellows participating in the program from Acoma, Cochiti, and [REDACTED] Pueblos, and [REDACTED]. Initial work in both expansion states is underway, with [REDACTED] in Oklahoma and a Regional Support Office being established, and introductory work conducted in [REDACTED]. A brief summary of expansion work follows:

Oklahoma: NISN has been working with Teach For America, the Tribal Education Department National Assembly, and the Oklahoma Public School Resource Center, which have offered working space for NISN Fellows, supported Fellow recruitment, and have facilitated meetings with local tribal and educational authorities as well as community members who have inquired about NACA. NISN will work with these partners to facilitate relationships with local authorities and tribes, support a regional NISN Director to oversee Fellows locally, and helping NISN leadership navigate Oklahoma state public school policies and regulations. NISN has received several Fellowship applications, and has selected three Fellows to participate in the program

beginning in Fall 2016. Fellows will develop strong relationships with community-based and tribal organizations located in each community served.

[REDACTED]: In August 2015, NISN met with partners in [REDACTED] to discuss the educational landscape for charter schools, tribally controlled schools, and Native American education. With the [REDACTED] as host, NISN STAFF had the opportunity to discuss education policy and state government-to-government relationships with [REDACTED]

The schedule for replication and expansion across the three states is as follows:

NISN Expansion/Replication Plans and Details

		2017-18		2018-19		2019-20		2020-21		2021-22	
State	Location/Name if Known	Grades	# of /Seats								
New Mex.	Albuquerque (NACA); Opened in 2006; Elem in 2016	K-3; 6-12	11; 550	K-4; 6-12	12; 600	K-12	12; 600	K-12	13; 650	K-12	13; 650
	Shiprock (Dream Dine)	K-4	5; 100	K-5	6; 120	K-6	7; 140	K-7	8; 160	K-8	9; 180
	Navajo (DEAP); Opened in 2015	6-9	4; 120	6-10	5; 150	6-11	6; 180	6-12	7; 210	6-12	8; 240
	Gallup (Six Directions); Opening in 2016	6-8	3; 120	6-9	4; 160	6-10	5; 200	6-11	6; 240	6-12	7; 280
	Santa Clara Pueblo (Kha'p-o Academy); Relaunch in 2016	K-6	7; 140								
	Cochiti (Keres Learning Academy); Elementary opening in 2017	K-1	2; 40	K-2	3; 60	K-3	4; 80	K-4	5; 100	K-5	6; 120

	[REDACTED]	[REDACTED]		2; 60		3; 90		4; 120		5; 150
	[REDACTED]	[REDACTED]		2; 60		3; 90		4; 120		5; 150
OK	[REDACTED]		2; 60		3; 90		4; 120		5; 150	6; 180
	[REDACTED]		2; 60		3; 90		4; 120		5; 150	6; 180
	[REDACTED]*		2; 60		3; 90		4; 120		5; 150	6; 180
	[REDACTED]	[REDACTED]	[REDACTED]			2; 60		3; 90		4; 120
[REDACTED]	[REDACTED]	[REDACTED]				2; 60		3; 90		4; 120
TOTAL SEATS			1250		1620		2000		2370	2690
GROWTH PER YEAR					30%		23%		19%	14%
NEW SEATS			180		390		660		870	1080

Additional schools will also open during the project period, but NISN is applying to this program for support of the schools with an asterisk (*) behind the location. While two locations are being considered for [REDACTED] rollout plans include just one during the grant period.

(c) QUALITY OF PROJECT DESIGN

Based on demand for a replicable framework and more resources for Native American students and teachers, the leaders of NACA began work in 2011 to determine the best avenues to grow and expand the quantitative and empirical success of the NACA model in a scalable, flexible, and accountable manner, which resulted in the creation of the NISN. With funding from the W.K. Kellogg Foundation, NISN-related work has developed along a three-pronged dissemination strategy: best practice sharing, teacher training, and the network itself.

1. Best practice sharing: NACA shares information and increases awareness for the model through documentation of practices and attendance at forums, conferences, and targeted community meetings. NACA has had the opportunity to present findings in significant arenas, including the following highlights: 1) participation by Kara Bobroff (Navajo/Lakota), NACA Founder, in the White House’s “Principals at ED,” part of the Principal Ambassador Fellow Program that encourages national dialogue about public education and education policy at the federal level, as well as meetings with U.S. Department of Education and Department of Interior staff to discuss the NACA model, BIE restructuring, and opportunities for Native American education; 2) hosting U.S. Department of Education staff for a NACA site visit; 3) a presentation by Kara Bobroff and NACA’s Head of School at the Breaking Ranks 2015 School Showcase in San Diego, CA, at the invitation of the National Association of Secondary School Principals; and 4) a meeting with the Native American Student Achievement Advisory Council in South Dakota (established by Executive Order of the Governor) to share findings.

2. Educational Leader/Teacher Training: NACA has increased the number of teachers with expertise in serving Native American students through four methods. 1) Growing Educators for Native American Communities (GENAC): NACA, in partnership with Central New Mexico

Community College (CNM), launched GENAC, a post-baccalaureate alternative teacher-licensure program prior to launching NISN. GENAC is geared toward individuals who aspire to be teachers or school leaders in Native American communities and now functions as a resource pool for NISN communities. NACA teachers are guest speakers for the program and provide student teaching opportunities for GENAC students to gain experience teaching Native American students. 2) Curriculum Planning Institute: NACA leads the Institute, committed to ensuring alignment between New Mexico Common Core State Standards and Indigenous education standards and philosophies to incorporate best practices for Native American students. This includes professional development regarding essential understandings in Native American education; development of lessons and tangible ways to incorporate Indigenous education standards in classrooms; assessment pieces to gauge progress; and a network for teachers to share best practices. 3) Online Curriculum Hub: NACA has created an online curriculum hub using www.coursesites.com for teacher and administrator curriculum planning and team-based sharing. As the NISN grows and evidence of what works in various contexts builds, additional content will be added to the Hub from other NISN member schools.

3. NACA-Inspired Schools Network (NISN): In only two years since full launch, the NISN is developing into a model for a cohesive, community-led network of schools aligned with a common guiding philosophy, while maintaining communities' independence to address unique needs and desires. NISN network schools sign performance contracts and agree to be leaders in Indigenous education, integrating personal health, cultural identity, and academic excellence so that every student is holistically well. The NISN has built into its structure comprehensive resources and technical supports to ensure faithful adaptation of the NACA approach and a high level of excellence and cultural relevancy across all member schools. The Fellowship is the

primary replication mechanism to expand the NISN approach to new communities, with an educational leader guiding the process and ensuring adherence to milestones.

NISN recruits, identifies, selects, and supports Fellows to facilitate a process to launch community-designed charter schools, or “restart” Bureau of Indian Education (BIE) schools through the tribally controlled grant (TCG) process (TCG schools are directly controlled and operated by tribes under grants from the BIE). Network schools will use the NACA community-led school design model, and build off its curriculum and programs. Each school will integrate academic rigor with local Native culture, language, and customs, enabling all Native students the chance to succeed in school and graduate from high school prepared for success in college and their communities. Member schools create and maintain their program in three critical ways:

- 1) Integration of academic excellence and cultural relevance: NISN schools use curriculum, pedagogy, and assessments designed to meet Common Core State Standards and practices, with data-backed evaluation of outcomes. Teachers use the Understanding by Design framework, emphasizing student onus, questioning, and inquiry. Education is achieved through employing Indigenous languages and culturally based teaching practices with real-world applications.
- 2) Focus on holistic wellness: A wellness framework, based on the one developed at NACA but customized for each community, is integrated into the approach for students and staff; services, supports, and programs are oriented around Mental, Spiritual, Physical, and Emotional Health; and interactions between teachers and students are respectful with sensitivity to historical trauma in Native communities.
- 3) Community transformation: NISN will be a key facilitator of community connections, creating partnerships with organizations that ensure alignment between community needs

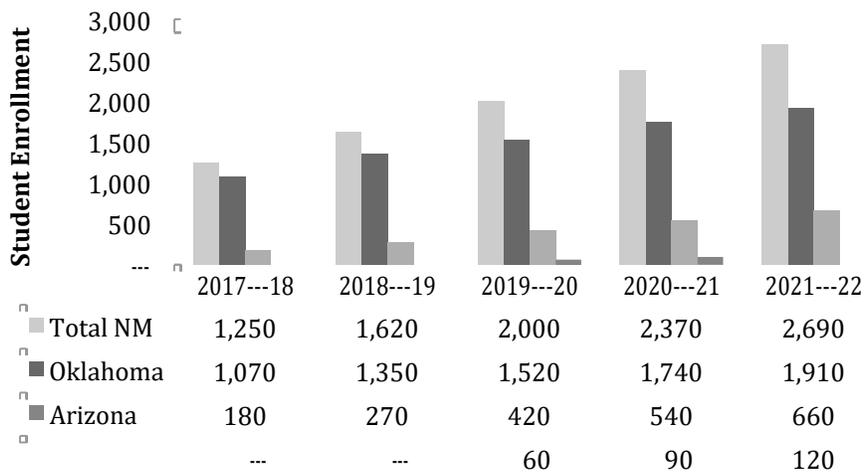
and priorities and school outcomes and deliverables. NISN believes that each school will be an anchor for long lasting community change, as evidenced by NACA's community and outcomes.

The philosophy of NISN schools is that they are created from the collective vision of community members, families, educators, the business sector, experts in Indigenous education, students, and local leaders. Each community is unified by a desire for students to be academically prepared for college, secure in their identity, and healthy. The key driver for each NISN school is an overarching commitment to the community served, thus realizing a shared vision for a school that meets the needs of Native American students through college preparation, holistic wellness, language and culture, and identity exploration.

Using the Understanding by Design framework, NISN schools develop curriculum and aligned assessments that emphasize the transfer, use, and application of learned skills in an authentic evaluation. This emphasis is the foundation for encompassing Common Core-aligned skills with culturally relevant content and real-world applications. Each community develops its curricular framework and addresses language, culture, wellness, and college preparation. NACA curriculum and accompanying lesson plans will be available via the Curriculum Hub.

(1) Measureable and attainable goals, objectives, and outcomes. Over the next five years, NISN plans to open between nine and 15 schools in three states that will serve 2,690 students by 2021. This application supports seven of these schools, reflecting 1,080 new seats by 2021-2022, with annual growth illustrated below.

NISN Enrollment Growth Projections



The NISN has already expanded ahead of initial projections because of high levels of demand and interest; it will launch the network at three sites in Oklahoma in 2016 (for a planning and development period; schools will open in 2017), fully two years before initial projections, and an additional one to three sites in [REDACTED] by 2019 (this application reflects support for one school site). Oklahoma and [REDACTED] were selected as the best states for expansion in part because of significant concentrations of Native American populations, but also because an assessment of possible sites revealed high-need, community interest and commitment to the NISN vision at sites selected, and state educational environments that accommodate charter schools. Prior to beginning the work of designing a school, each community engages in a year of regular meetings with an NISN Fellow assigned to the site to ensure full input, a high degree of commitment and ownership to support long-term viability of the school, and buy-in of relevant tribal entities.

While the network is new, it is based on a school model that demonstrated 10 years of continued success and shows early signs of success in replication at Dream Diné and DEAP in New Mexico. Stakeholders in states to be served are fully on board to support communities and launch schools. NISN will continue to serve majority Native American communities, both on

and off reservation lands, where the community has committed to substantial input and participation to support school redesign or creation. Below are the specific goals, objectives, and outcomes for project-specific performance measures. Please also see the attached logic model.

Goal 1: Over five years, create seven new “Proof Points” for integrated Indigenous education that meet Common Core or other standards across the three states targeted.

- **Objective 1:** NISN schools will outperform peer schools and student groups on measures included in state reporting measures, to include reading, mathematics, opportunity to learn, and college and career readiness, and will meet expectations on the NISN Scorecard (see Evaluation section). State and NISN measures will be conducted annually.
 - **Outcome:** NISN member schools will shift the landscape for culturally responsive education and establish standards and benchmarks for what it means to offer an excellent and culturally responsive education.
- **Objective 2:** NISN will serve community needs. At least 90% of student families will rate the school responsive to community, cultural, wellness, and student/family needs, measured by an annual end-of-year survey, with 80% or more satisfaction.
 - **Outcome:** Schools will reflect community transformation, cultural relevance, student wellness, and Indigenous education leadership.

Goal 2: NISN will increase high quality options for community-determined schools across the southwest that are both culturally responsive of community needs and desires and reflective of state and federal mandates by adding 1,080 seats network-wide by Year 5.

- **Objective 1:** Recruit, identify, select, and support one to three Fellows per state (at least one Fellow per new school site) over the five-year project period to facilitate community-informed school replication and provide strong oversight for successful school launch.

- **Outcome:** Create annual cohorts of well-trained leaders armed with knowledge of what works in Indigenous education.
- **Objective 2:** Engage at least 200 community members annually in focus groups, forums, and events at community sites where NISN schools are being replicated. Fellows will hold community-level discussions to identify the strengths, resources, needs, and desires of each community, and regularly follow-up with the community post school launch to ensure continued alignment to community desires.
 - **Outcomes:** Empower communities to examine their goals and resources and pursue better institutions to serve themselves; create a system wherein communities remain engaged in local education as a mechanism for training the next generation of leaders.
- **Objective 3:** Replicate the NISN school model in one to three new communities in each participating state between 2017 and 2021 in urban, rural, and reservation communities with large Native American populations, especially low-income populations, where underperforming schools are present.
 - **Outcome:** 2,690 students will have access to a culturally responsive and academically excellent education through NISN by 2021.

(d) QUALITY OF THE MANAGEMENT PLAN AND PERSONNEL

(1) Management Plan: Responsibilities, Timelines, Milestones. The core mechanism for replicating, expanding, and managing the NISN is the two-year Fellowship program, which provides academic leaders with the tools to start new NISN-affiliated schools, including professional development, academic and business operations support, and school evaluation and accountability frameworks and tools. Grant funds will support expansion into new communities

and states, including intensive community engagement for high-quality school design, local meetings and state and regional convenings, high-level guidance, and technical support, navigating tribal governance structures and policies, and identifying and garnering a network to support school launch.

NISN recruits experienced educational leaders to become Fellows from both local (e.g. area schools and districts) and nationwide sources (e.g., Growing Educators for Native American Communities [alternative licensure] participants; school districts in target communities; Teach for America and other partners, conferences, and forums), then vets candidates based on key dimensions related to mindset, leadership development, experience with Native communities, and teaching expertise. The Fellowship generally progresses as follows with adjustments made as necessary depending on chartering authorizers' timelines:

- Year 1: Residency at NACA, or intensive coordination with the Regional Support Office coupled with Albuquerque site visits for Fellows in [REDACTED] and Oklahoma. Fellows observe, participate in professional development, form design teams consisting of Instructional and Operations Leaders and a Community Engagement Specialist, link community interests to school design, learn from NISN and NACA, and begin plans for charter school application. Fellows lead design teams to build relationships within their specific communities to learn and analyze needs, plan the school launch, and prepare to implement the strategic charter school plan.
- Year 2: Schools launch and enter the startup phase. NISN provides technical assistance, engage school leaders in network opportunities, and gather and evaluate performance metrics focused on excellence and relevance in Native American education.

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

- 1) Community Transformation: Facilitating community-led school design, community engagement, and community transformation as drivers for school design and transformation;
- 2) Curriculum and Instruction: Assessing the elements needed to build strong professional development models and teacher support that lead to innovation in Indigenous education; establishing a model school of excellence and relevance in Native education;
- 3) Core Values: Infusing the core values of the community throughout the school design, organizational operations, and approach to Indigenous leadership development;
- 4) Operations and Management: Developing sustainable systems and processes, aligned with leadership styles of school’s leadership teams that meet authorizers’ requirements;
- 5) Personal Leadership Development: Self-assessing skills, knowledge, and mindset as they relate to the Fellow role in their respective communities and schools; exploring role as a leader guiding efforts for transformation of Indigenous communities; and
- 6) Community Engagement: Community selection for NISN participation is based on four criteria related to resource gaps and availability: community support and desire; NISN and Fellow interest; need and demand; and policy and funding environment.

Please also see the Fellowship Outcomes in Appendix H.

To assess community resources and gaps, Fellows look at need and risk factors, Census statistics, school performance, substance abuse, poor health, and low educational attainment, as well as qualitative input from community sessions with residents. Fellows engage the community through forums, meetings with tribal leaders, surveys, one-on-one relational meetings, and phone calls/door-knocking. Considerations include tribal council/government and community interest

and willingness to participate and enact change, and community interest and receptiveness to change. Selected communities are committed to working closely with NISN and their local Fellow(s) to improve college and career readiness, health, and wellness indicators. An NISN school may be any grouping of K-12 grade levels, depending on the needs of the community.

Fellows will receive support from the Network Support Office and from Regional Support Offices, located in expansion states, including back office supports, technical assistance and training, and limited start-up funding. All schools launched through NISN will be affiliated with the network, articulated in a memorandum of understanding (MOU) and performance contract. Generally, affiliation includes the following three terms: 1) Schools operate in accordance with NISN philosophy and common practices defined by the network; 2) Schools participate in NISN activities and receive targeted school supports; and 3) Schools are accountable to NISN performance standards (see below). Affiliated schools will share common design, operations, and support elements that create NISN's "connective tissue," including:

- NISN Brand: Mutually beneficial to school and network.
- Adherence to NISN Guiding Philosophy and Six Core Commitments.
- Common Practices Aligned to the Six Commitments: Teaching and learning practices that are core to the NISN school model will increase likelihood of school success.
- Leadership Coaching and Capacity Building: NISN is uniquely positioned to provide highly effective, tailored professional development to school leadership teams.
- NISN Scorecard: Common metrics enable NISN to ensure fidelity to model, and to aggregate results to monitor network-level health.
- Participation in NISN Convenings: Sharing information, relationships, and accountability.

- Norm-Referenced Student Growth Assessment: Common "leading indicator" to understand trajectory of school performance.
- Student Data System: Collect data consistently and efficiently; analyze school performance.
- Financial Management System: Reduces burden on schools and increases likelihood of clean audits.
- Startup/Scale-Up Fundraising: NISN support so schools can focus on academic outcomes.

Below is a work plan, showing primary activities, timelines, responsible parties, and milestones.

Work Plan: Activities, Timelines, and Responsibilities*
<p>Activity: Select replication/expansion communities</p> <p>Timeline: Annually, generally by 1st quarter of each year</p> <p>Responsible: Fellows, AB, KS, and JL work with local partners</p> <p>Milestones: Fellows and AB review community interest and need; Select communities based on values alignment with NISN mission</p>
<p>Activity: Establish Regional Support Offices</p> <p>Timeline: Already selected for Oklahoma, Q1, 2018 for [REDACTED]</p> <p>Responsible: DU, JL, Teach for America (in OK) has secured a space via the Oklahoma Public School Resource Center; TBD in [REDACTED]</p> <p>Milestones: Teach for America is OK RSO partner, supporting securing office space; [REDACTED] partner to be determined; RSO selected prior to official expansion</p>
<p>Activity: Recruit Fellows</p> <p>Timeline: Ongoing with a spring application deadline annually</p> <p>Responsible: KB, AB, JL, and SS, and local and national partners</p>

<p>Milestones: Outreach among community partners (priority for Fellows given to local education leaders); Posting on NISN and partner websites, national jobs boards</p>
<p>Activity: Community planning and school design</p> <p>Timeline: Ongoing, with work carried out in Year 1 for each Fellow, weekly (or other frequency) meetings with community members</p> <p>Responsible: Fellows, community leaders, JL, JK, and AB</p> <p>Milestones: Fellows hold community meetings for 1-2 years prior to charter application</p>
<p>Activity: Charter school application</p> <p>Timeline: In accordance with each authorizer’s timeline; NISN anticipates between 2-5 schools applying annually</p> <p>Responsible: Fellow, community leaders, AB, CC, and JL</p> <p>Milestones: Drafts submitted to NISN for review and assistance; Application submitted to appropriate authorizer (varies by state)</p>
<p>Activity: Schools launch</p> <p>Timeline: Year 2 of Fellowship</p> <p>Responsible: Fellows, JK, KS, CC, and AB</p> <p>Milestones: Secure facility; Recruitment and enrollment of students; Hiring teachers/staff; Develop curriculum aligned to state and NISN standards</p>
<p>Activity: Establish IT systems and protocols at sites</p> <p>Timeline: 2 months prior to school launch</p> <p>Responsible: CC and TG</p> <p>Milestones: IT systems in place; Staff trainings on systems and reporting requirements</p>
<p>Activity: NISN performance contracts in place</p>

<p>Timeline: 2 months prior to school launch</p> <p>Responsible: School Boards and leaders, KB negotiate and sign contracts</p> <p>Milestones: Signed contracts</p>
<p>Activity: Annual NISN Scorecard, school reporting, and reviews</p> <p>Timeline: Annually (summer)</p> <p>Responsible: Fellow or another school leader, KB, CC, and TG</p> <p>Milestones: Annual reviews and reports; Assessment meetings with school leaders</p>
<p>Activity: Professional development activities and technical assistance</p> <p>Timeline: Ongoing</p> <p>Responsible: JK, AB, KS, ADFE delivery to Fellows and school staff (small group and 1:1)</p> <p>Milestones: In-person and remote trainings with school staff and Fellows</p>
<p>Activity: Dept. of Education reporting</p> <p>Timeline: Ongoing, as required</p> <p>Responsible: KB, TG, CC2</p> <p>Milestones: Reporting as required, submitted by NSO staff</p>
<p>Activity: Financial Tracking</p> <p>Timeline: Ongoing, as required</p> <p>Responsible: CC2</p> <p>Milestones: Start-up grants to new schools; Disburse funds to schools; Financial reports</p>

** Responsibility Key: KB = Kara Bobroff; DU = Daniel Ulibarri; CC = Corina Chavez; CC2 = Carmen Cavnar; AB = Alan Brauer; JK = Josh Krause; TG = Tom Genné; JL = J’Shon Lee; KS = Kristin Szczepaniec; ADFE = Anpao Duta Flying Earth*

To ensure adequate ongoing management, each charter school in this project will be managed by the Fellow, an administrative and teaching team, and a school board of directors—this team will be responsible for upholding the standards of excellence outlined in the Network MOU and performance contract. Management procedures will be built into the charter contract as well as the by-laws (based on NACA’s existing by-laws but discussed, revised, and voted on by a new council).

The NISN Network Support Office (NSO), located in Albuquerque, NM, will play a vital role in supporting Fellows to prepare for the responsibilities of launching a school, and supporting schools to increase student achievement and college readiness continually, providing schools with critical school startup, academic, and business operations support. The NSO will focus on delivering support in four areas of core competency: 1) New School Startup Services (e.g., building relationships with community stakeholders, school design, site selection and facilities acquisition, and writing and processing the charter application request); 2) Indigenous, College-Preparatory Teaching and Learning Framework that integrates the essential values of the local community into a standards-based college preparatory curriculum grounded in research and best practices; 3) School Leadership Support and Performance Management; and 4) Financial and Operational Support, including cost efficiencies from centralized back-office operations and specialized expertise in areas such as food services, transportation, procurement of materials and equipment, information technology (IT) infrastructure, and operational management systems. The NSO will also provide support in the areas of legal and marketing; special education technical assistance; state/national community partnership development; and industry and talent sourcing partnerships. These functions will be reinforced locally by a Regional Support Office, centrally located in each additional state of operations.

(2) Business Plan: Improving, Sustaining, and Ensuring Quality. The NISN is centrally managed by the NSO in New Mexico, and will be supported in each additional state by a Regional Support Office (RSO). (See section 4.d.5) NISN staff in the NSO share seven core responsibilities as the Network grows: 1) Organization leadership and strategy, 2) Development and partnerships, 3) Fellowship program design and management, 4) School start-up assistance, 5) Ongoing academic supports, 6) Ongoing operations supports, and 7) Governance and performance management. Fellows in member school communities are responsible for working with community members to secure and maintain their own facilities within the community served, but the NSO and RSO are available to offer support with this process. In some cases, a school building will already exist that can be repurposed. Further, the Fellows are also responsible for recruiting and hiring well-qualified staff and teachers to launch the school. Human resource and financial management functions during the first 3-4 years of operation will be supported by the NSO staff, but schools are expected to take on more administrative and financial responsibilities over time so that they become self-sufficient and sustaining. Member schools will receive limited startup funds at the outset of school launch, but will be financially sustained over the long-term based on state formula funding based on the number of students enrolled.

The NISN is led by a Board of Directors, which offers several areas of expertise, knowledge, and skills (e.g., legal, financial), and includes at least one parent from an NISN school. They are committed to NISN's vision for learning and student success in all aspects of their lives, serve as role models for students, and believe in giving back to the community.

NISN has a Performance Management plan in place to ensure quality, continuous improvement, and sustainability of the network as it grows, as well as continued student

academic progress. Prior to launch, schools sign a four-year performance contract with NISN, which includes a requirement to be tracked and an annual evaluation of progress toward meeting metrics aligned to each of the Six NISN Core Commitments: 1) Academic Excellence and Cultural Relevance, 2) NISN Core Values and Culture, 3) Community Transformation, 4) Continuous Improvement, 5) Leadership in Indigenous Education, and 6) Operating Effectiveness and Efficiency. The NISN has developed a Scorecard, which draws from state- level education measures, cultural and linguistic competency metrics, and the NISN Core Commitments.

NISN is working with its evaluator, Quadrant Metrics, to launch The Quad, a cloud based system created in 2011 with the Atlantic Philanthropies that will allow all schools to track the same metrics and analyze progress. To date, over 800 organizations in 30 states have used The Quad, which seeks to measure the external impact of organizations, to provide analyses and data visualizations to assist organizations in course correction, and to change the current culture of evaluation towards one of continuous learning. The Quad collects, aggregates, and visualizes data in real time. Baseline data are collected for each school in its first year of operation and is tracked annually. Student and school outcomes will be shared publicly and results from school performance will be compiled as part of performance measurement of individual schools and of the network. Please see Appendix H for examples of the data visualization available, as well as a set of questions asked to each set of stakeholders during 2015-16 (pilot year for The Quad implementation); results will be complete during July 2016.

Annual School Quality Reviews will be conducted by a team that consists of NISN staff and at least one leader from a peer school within the network. Reviews will focus on evidence of common practices aligned to the Six Commitments and will only be shared with the school

leadership team. Schools will provide Scorecard data annually and will undergo an in-person school review annually in their first four years of operation. After Year 4, schools will continue to provide data annually, but will only be reviewed in-person every two to three years (though they may elect to be reviewed more frequently).

The NISN will draw on additional assessments, including: logs of staff professional development; quarterly review of teachers' plans with feedback and coaching; logs of parent attendance at events and volunteer service; bi-annual parent, student, and staff surveys; and student self-reports at least twice/annually.

(3) Financial and Operating Model. The NISN has financial policies and procedures in place, adopted by the Board of Directors. The Board of Directors has the authority to execute policies in the best interest of NISN within the parameters of the Agency's Articles of Incorporation, Bylaws, and laws. The Board of Directors monitors the overall operation of the agency. The Board meets on a monthly basis to oversee compliance with budget, administration, program and planning needs of the agency. The Board also assigns appropriately qualified members, staff, and volunteers to committees for financial oversight and audit compliance. The Executive Director has the responsibility for administering these policies and ensuring compliance with procedures that have been approved by the Board of Directors. A complete review of the policies shall be conducted by the Board and its Finance and Audit & Compliance Committees every two years. The policy and procedure guidelines are designed to: protect the assets of NISN; ensure the maintenance of accurate records of NISN's financial activities; provide a framework of operating standards and behavioral expectations; and ensure compliance with federal, state, and local legal and reporting requirements.

Employees who have access to NISN funds in any form must follow the prescribed procedures for recording, handling, and protecting money as detailed in these Financial Policies and Procedures manuals or other explanatory materials, or both. NISN imposes strict standards to prevent fraud and dishonesty. NISN has financial controls and operating procedures in place to ensure accurate and timely transactions and recordkeeping that align with regulatory and other controls that ensure the integrity of financial operations and accurate and timely reporting. Financial staff are well-trained and financial policies and procedures will align with Generally Accepted Accounting Principles. NISN maintains a secure, reliable electronic and hard copy environment for all financial and client records and meets the requirements of the Sarbanes-Oxley Act of 2002 that mandates a formal records retention and destruction policy.

The gap between public funding and operating expenses across NISN schools will vary depending on specific state funding environments and school-level choices around staffing and program elements. NISN has secured the support of several philanthropic foundations to cover operating expenses and provide support to schools as they start-up; these include the W.K. Kellogg Foundation and McCune Foundation (both of which have provided a letter of support), among several others. Over time, the NISN expects all schools to reach financial sustainability based on the public revenues they receive from state and federal sources alone. Furthermore, schools reaching scale in this manner will also contribute to the cost of NISN-provided supports and services through a management fee, which will be charged based on state revenue sources. See also Appendix G for financial projections.

The NISN contracted with Bellwether Education Partners to develop a five-year strategic plan and financial sustainability model, both for the Network and each member school. As part of this work, Bellwether created school-level budgets based on actual state funding formulas and

planned enrollments, as well as detailed expense estimates for schools planned to launch within the Network's expansion years (see Appendix G). These formulas will be applied to help new schools also developed detailed budgets, keeping in mind charter school per-pupil funding levels, and common staffing ratios and models. Generally speaking, it is projected that schools will be able to reach financial sustainability so long as they follow staffing ratios of 20 students per teacher in elementary, middle, and combined K-8 schools, and a ratio of 15 students per teacher in 6-12 and 9-12 schools. Member schools receive financial supports from the NISN to help with start-up costs in their first years of operation. As schools become established and scale up, they receive state funding based on the number of students served, as well as Title I and FRPL funding and other designated formulas. They can also apply for supplemental supports such as out-of-school time or enrichment activities, as funds become available from the state and private sources. The NISN Network Support Office provides grant seeking and fundraising capacity building to help schools successfully seek additional federal, state, foundation, and corporate donations to supplement state funds. Schools are expected to be self-sustaining over time.

In addition to school commitments via the NISN contracts, communities must be highly committed and engaged in the school. At NACA, Dream Diné, and DEAP, the currently open NISN schools, community and family members perform critical functions even after the planning phase by volunteering for events, offering field trip suggestions, and being highly involved in the students' lives. Other partners that are committed to this project include the following: Katarina Sandoval, Albuquerque Public School District Chief of Staff (NACA school authorizer); Brent Bushey, Oklahoma Public School Resource Center; Phil Gover and Quinton Roman Nose, Tribal Education Departments National Assembly; Nate Morrison, Teach for America NM; Leslie Daugherty, Teach for America OK; Darryl Cobb, Charter School Growth

Fund; Wendy Lewis, McCune Foundation; and Kara Carlisle, W.K. Kellogg Foundation. See attached letters of support for specific statements of support and commitments.

(4) Underperforming School Closure Plan. NISN will review the membership of all schools annually to verify that they are meeting high performance expectations as outlined in their performance contracts, or are on a trajectory to do so. If a school is found to be underperforming and not improving according to the NISN Scorecard and state-established performance metrics, NISN will deploy supports to help the school improve. NISN NSO and RSO staff will help school staff to review data and develop a school improvement plan that addresses the causes of underperformance with specific timelines and actions, approved by the NISN Governing Board and the school's Board. Further, NISN will deploy additional supports such as coaching and professional development to leadership and staff. Under the terms of the membership contract, the NISN is empowered to help the school undergo staffing and leadership changes if it is determined that existing school staff are not willing and/or able to make the necessary improvements. In this case, the NISN will work with the school board to identify and fill talent/skill gaps through provision of additional staff or change in existing staff. If a school shows no good-faith effort to improve performance and outcomes, it will be removed from the NISN and the school will be referred to its authorizer to determine plans for closure or turnaround.

NISN charter schools will be subject to federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, physical or mental handicap, serious medical condition, race, creed, color, sex, gender identity, sexual orientation, spousal affiliation, national origin, religion, ancestry or need for special education services. All NISN schools must comply with the Individuals with Disabilities Education Act (IDEA), as well as

state law, ensuring every student who is admitted with an IEP or Section 504 Accommodations Plan from his/her previous school receives assistance and interventions according to the State's Response to Intervention (RTI) Framework. The RTI Framework includes the Student Assistance Team, which supplements regular education functions, conducts evaluations and develops accommodations plans under Section 504, develops individual student academic improvement plans, and receives and analyzes evaluation requests for special education and gifted education services.

(5) Key Staff Qualifications. The project is staffed by highly qualified and motivated individuals, located at the NSO in Albuquerque, whose capacity will be augmented by staff located at RSOs located in Oklahoma [REDACTED] and, by 2018, in [REDACTED] Key NISN staff and qualifications are as follows:

Project Director/Executive Director: The Project Director will be NISN's Executive Director and NACA Founder, Kara Bobroff. Ms. Bobroff is Navajo/Lakota and was raised in Albuquerque. She has experience with teaching middle school students with behavioral disorders in Albuquerque, and served as Assistant Principal at a low-income urban school in Albuquerque and for four years in Marin County, CA. As Principal of Newcomb Middle School in New Mexico, Ms. Bobroff worked with Navajo students on seven reservation communities. She facilitated dozens of conversations that led to the founding of NACA in 2006, and subsequently NISN in 2014. She has been recognized as one of the "Best Emerging Social Entrepreneurs" in the country by President Obama, awarded a national Echoing Green Fellowship, is a current Pahara-Aspen Education Fellow, and was appointed to the President's Advisory Council on Faith-Based and Neighborhood Partnerships. She received her Master's in Special Education and an Ed.S. in Educational Administration from the University of New Mexico.

Finance Director: Fiscal oversight and management will be directed by Carmen Cavnar, Finance Director. Ms. Cavnar previously worked as Senior Auditor for Moss Adams LLP where she planned new risk assessment standards for government entities, non-profits and employee benefit plans, and prepared audits and financial statements for an array of clients. She also served as the business manager for the South Valley Academy in Albuquerque. She provides the NISN with an experienced financial specialist for budgeting, preparation and analysis, and consultation. She holds a Bachelor's degree in Accounting from the University of New Mexico and a Level Two School Business Official License. She has experience managing large, multi-year, federal grants, including from the Department of Education.

The NISN NSO provides schools with startup, academic, and business operations support for the RSOs and member schools. NISN includes the following staff:

- Daniel Ulibarri, Chief Operating Officer, has over 18 years' experience in fiscal management, systems analysis, and managing organizations and projects. Prior to working for the NISN, he served as the Executive Director for Educate New Mexico, Inc., and with the Texas School Choice Program as the State Director for Parent Involvement. He also was a budget analyst for the New Mexico Department of Labor. Daniels holds a B.S. in Business Administration from Sterling College.
- Corina Chavez, Director of School Development and Evaluation, has worked in education for nearly 30 years. Ms. Chavez previously was the Performance Oversight Coordinator for the New York State Education Department. Prior to that, she worked as an Independent Consultant with Bureau of Indian Education schools. Ms. Chavez was also employed by the NM Public Education Department to authorize charter schools and worked for a national organization, Public/Private Ventures that specialized in program replication. She holds an

M.A. in Community Psychology from the University of Texas and B.A. in Psychology from the University of Colorado.

- Alan Brauer, NISN Fellowship Director and Education Team Leader, most recently was the Senior Managing Director for Teach for America Teacher Leadership Development in Baltimore. He holds a M.A.T. in Elementary Education from Western New Mexico University. He is responsible for Fellowship learning strands and hands-on practice.
- Josh Krause, NISN Director of Professional Development and Curriculum and Instruction, has worked for NACA for five years, transitioning to NISN from a role as a lead Instructor of GENAC, which trains teachers to serve in Native American communities. He is a master in Understanding by Design planning to teach the Common Core in K-12. He will work with NISN Fellows and school teams on professional development plans, technical assistance in Curricular Design and Assessment, and train teachers as they develop Excellent and Relevant curricula.
- Tom Genné, NISN Data Analysis and Evaluation Director, served as a Director of Assessment and Accountability with the APS District for 15 years and has familiarity with State and federal reporting requirements. He will ensure that NISN Student Information and Student Assessment Systems align and are accurate. Tom also served as principal of a rural school in Alaska and worked with the Alaskan Native communities as a school leader.
- J'Shon Lee, Director of Strategic Initiatives (White Mountain Apache). Ms. Lee will lead NISN in building organizational systems, structures, and practices that provide for efficient, thorough, effective, and relevant outcomes for NISN. She has a Masters in Policy, Organization, and Leadership Studies from Stanford University and a Masters in Secondary Education from University of New Mexico. She served as a teacher on Laguna Pueblo.

- Kristin Szczepaniec, Indigenous Education Manager (Seneca Nation). Previously, she served as a Math teacher at the Pueblo of Laguna and as the Director of Strategic Initiatives for Teach for America's Native American Initiative. She will design and build the NISN Indigenous Education Knowledge Management System to facilitate the sharing of best practices across schools used by other educators, both nationally and internationally.
- Anpao Duta Flying Earth, NACA Head of School and Mentor Teacher (Maricopa Pima). Mr. Flying Earth has worked with NACA since its inception in 2006, serving as Director of Language and Cultural Instruction and Outreach and Community Programs Coordinator. He tracks and measures student progress, coordinates community involvement, works with community colleges to align coursework, recruits guest language speakers, and serves as mentor to NISN Fellows. He is expert in replicating culture- and language-based models. He holds a Bachelor of Arts in Government from Cornell University.
- Current NISN Fellows include: Mike Dabrieo; Lane Towery; Marvis Aragon, Joseph Martin, and Gweneth Torivio from the Pueblo of Acoma; Tracey Cordero from the Pueblo of Cochiti; and Zane Rosette from the Chippewa-Cree Tribe (to plan a NACA elementary school in Albuquerque). The next cohort of Fellows will be named in early July. NISN plans to continue its rate of expansion over the five-year project period, adding 3-9 new Fellows per year across communities in the three targeted states.

(e) QUALITY OF THE EVALUATION PLAN

NISN has contracted with Quadrant Metrics to design and deliver an independent evaluation. To assist to uniform data collection and tracking across an expanding number of sites, Quadrant Metrics developed the Quad, a cloud-based assessment tool that collects quantitative and qualitative data at NISN sites and facilitate compilation into reports that support rigorous

formative and summative assessments. The stakeholders of NISN's evaluation comprise the following, for each NISN school: Students; teachers; administrators, including the NISN Fellow/s at each site; family members of students; and community partners. Quadrant Metrics has created a data collection and analysis system for the NISN network of schools to track indicators and metrics toward measuring schools' progress in terms of excellence, community transformation, cultural relevance, student wellness, and leadership. To determine the network's progress toward its vision, each stakeholder answers a set of quantitative and qualitative questions into The Quad's online system twice a year during a set timeframe. The questions are standardized within each stakeholder category. For example, all students are asked a standard set of questions related to their learning experience twice a year, and all teachers are asked a standard set of questions twice a year related to their teaching experience. The survey also provides room for open-ended responses (see Appendix H for a complete list). Each school will have a designated School Lead who will be responsible for ensuring administration of the survey (generally, this will be the NISN Fellow).

NISN is developing an NISN Scorecard with common metrics related to national and state proficiency measures, as well as Native Education-specific and health and wellness metrics, to gauge the school's success addressing the needs of the whole child. The Scorecard will enable NISN to ensure fidelity to the model across school sites, and to aggregate results to monitor network-level performance. The design of this scorecard and The Quad system are being conducted by Quadrant Metrics, led by two principals: Eli Il Yong Lee is a consultant with 25+ years of executive leadership, issue advocacy, and political campaigns, nationally and in New Mexico. Sandra Wechsler, MPH, brings two decades of experience in civic engagement organizations to build aggressive strategies focused on planning and real-time learning. Sandra

specializes in data driven strategy and evaluation. She has experience with campaign and non-profit management, impact assessment, and leadership development.

Taken in conjunction with existing state education measures, these mechanisms allow leaders to assess impact while also recognizing the relationships between academics, community engagement, and wellness, something that is not part of the current mainstream educational system and also something that is not currently being assessed. Findings will inform future school development and can affect the way education is delivered across Native American communities statewide. The Quad system was piloted in 2015-16 and is now in the final stages of its test phase, and is scheduled to be ready for full use in schools by Fall 2016.

Quadrant Metrics will analyze the proposed NISN project along the following performance measures:

- Member school performance, based on NISN Report Card scores and student test scores, and indications of continuous improvement, based on year-over-year improvements in both grades and student proficiency scores during the life of the grant.
- Commitment to and performance on the Six NISN Commitments, including: 1) Academic Excellence and Cultural Relevance, 2) NISN Core Values and Culture, 3) Community Transformation, 4) Continuous Improvement, 5) Leadership in Indigenous Education, and 6) Operating Effectiveness and Efficiency; and measured by surveys administered to the five sets of stakeholders (students; teachers; administrators, including the NISN Fellow/s at each site; family members of students; and community partners).

Internally, NISN will analyze:

- Quality of Fellows recruited, based on experience in the educational field, commitment to the NISN mission and vision, work products throughout the project period, and retention of

Fellows for the full duration of the program.

- Sustained Network growth, measured by number of new schools opened or expanded each year.

Further, NISN is planning to exchange its practices and Indigenous education charter school infrastructure with other highly Native American populated states. It has already developed a strong network of regional and national partners and has established strong working relationships with researchers at the University of New Mexico who have also reported on the model in peer reviewed journals (McCarty and Lee, 2015; Lee, 2015; Jojola and Lee, 2011). NISN staff are working at the invitation of Oklahoma's Teach for America office and the Oklahoma Public School Resource Center, and have spoken with local leaders about expanding to [REDACTED] as described above within the project period. The NISN model was conceived with replication in mind, and is therefore a system of guidelines on what works for Native American education. These guidelines can be adapted in local communities and tailored to local needs and mission.

4. APPLICATION REQUIREMENTS:

a. Project Objectives: See 4. Selection Criteria, c.1, and e.

b. Current Operations and Management: See 1. Absolute Priority, 1; and 4. Selection Criteria, d.1 and d.2.

c. Federal Education Funds: NISN requests \$2,697,397 over 5 years; see the attached budget.

d. Educational Program: See 1. Absolute Priorities; 2. Competitive Preference Priorities; and 4. Selection Criteria, a, b, and c. Over the project period, NISN will expand to three states, adding approximately 9 to 15 schools (seven supported by the proposed grant) that serve students from pre-K through 12th grade. As public charter schools, members will be enrolled via lottery system, with efforts to be inclusive of minority, English Language, Learners, students with disabilities, and otherwise educationally disadvantaged students. Schools will be located in areas with poorly performing schools and seek to offer a high-quality alternative that increases student achievement. Curricula will be developed with the needs of specific communities in mind, but will be based on best practices established by NACA and will utilize the Understanding by Design framework.

e. Administrative Relationship: See 1. Absolute Priority, 1.

f. Continued Operation: See 4. Selection Criteria, d.1, d.2, and d.3. NISN will be sustained via operating fees from member school sites. Once established, schools will be sustained like other public charter schools, using state formula and discretionary funding.

g. Parent/Community Involvement: See 4. Selection Criteria, a.1, and a.3; and d.2.

h. Waivers: NISN requests no waivers.

i. Funding and Usage: See 4. Selection Criteria, d.1, d.2, and d.3.

j. Dissemination/Marketing for Diverse Enrollment: See 2. Competitive Preference Priority, 2. NISN, via Fellows, works with local communities to encourage active involvement in school development and launch, as well as with families to encourage them to enroll their child(ren). Given the community-based nature of these schools, marketing outreach for individual schools is focused on the communities themselves. NISN works with its national partners and tribal leadership around the region to identify future sites for expansion, as well as to recruit new Fellows. Please also see the GEPA statement for NISN strategies to reach remote, rural Native families who may not have internet access.

k. IDEA Compliance: See 4. Selection Criteria, d.4.

l. Compliance: NISN has had no compliance issues within the last three years.

m. Other Charter Schools Managed/Operated by Applicant: See 1. Absolute Priority, 1 and Appendix E.

n. Quality: See Appendix F and Appendix H. Also see 4. Selection Criteria, a.1, a.2, and a.3.

1) Performance: See 4. Selection Criteria, a.1, a.2, and a.3.

2) Attendance and retention: See 4. Selection Criteria, a.3.

3) Graduation, college attendance, and college persistence: See 4. Selection Criteria, a.3. **o.**

Other Information/Assurances: Please see Appendix A, Charter School Program Assurances; and Appendix D, Proof of Nonprofit Status; GEPA Section 427; SF 424B Assurances – Non-Construction Programs; Grants.gov Lobby form; and Certification Regarding Lobbying.