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We begin this proposal with a land acknowledgement.

Every community owes its existence and vitality to generations from around the world who contributed their hopes, dreams, and energy to making the history that led to this moment. Some were brought here against their will, some were drawn to leave their distant homes in hope of a better life, and some have lived on this land for more generations than can be counted. Truth and acknowledgment are critical to building mutual respect and connection across all barriers of heritage and difference. We begin this effort to acknowledge what has been buried by honoring the truth. We acknowledge that some of our educational structures are situated on the traditional homelands of the Numu (Northern Paiute), Wasiw (Washoe), Newe (Western Shoshone), Nuwu (Southern Paiute) peoples. We pay respects to their elders past and present; these lands continue to be a gathering place for Indigenous Peoples, and we recognize their deep connections to these places. We extend our appreciation for the opportunity to live and lean on their territory, and we write this Native Youth Community Project application on behalf of the children and families who have lived on the Washoe land for centuries.



Abstract

Washoe County School District (WCSD) will be the applicant in the Native Youth Community Project. WCSD is located northwestern Nevada on the eastern side of the Sierra Nevada Mountains and borders California and Oregon. WCSD serves students from the Reno Sparks Indian Colony (urban in Reno, NV) and Pyramid Lake Paiute Tribe located in the northeastern portion of the county. Of those students, 3,094 have self-identified as American Indian or multi-racial/Alaskan Native (Native) and 913 students report membership in a federally recognized tribe through the federal 506 form representing 112 different tribal nations. Almost half, 44%, of these students are members of two local tribal nations, the Pyramid Lake Paiute Tribe and the Reno Sparks Indian Colony.

Of all WCSD's student populations, Native students *are the lowest performing group across most data points* Over half, 52% of Native students were chronically absent (missed 10% or more of enrolled days) in 2020-21 compared to 39% of all students. In high school 75% of Native students were chronically absent, compared to 59% districtwide. The purpose of the Washoe Native Youth Community Project (Washoe NYCP) is to improve the District's ability to serve Native American students by partnering with local tribal nations to incorporate culturally relevant practices within ESSA evidenced based programs. These programs will engage Native students in school and learning, ensure their social and emotional wellness, and support their readiness for career and college post high school graduation. The Washoe NCYP project will serve approximately 500 Native American students annually who complete a 506 form. **The goal of the project is to improve the educational opportunities and achievement for Native American students in Washoe County, ensuring students graduate career and college ready (Absolute Priority).**



WCSD will work in partnership with the Pyramid Lake Paiute Tribe (*Competitive Preferences 2*) and will serve Native students in grades 6th-12th grade (*Competitive Preference 3*). The project will serve all WCSD's 17 middle schools and 15 high schools. WCSD will also partner with Dean's Future Scholars College at the University of Nevada, Reno to provide summer programming for 6th-12th students preparing them to be career and college ready, and with the opportunity to gain dual credits. The three objectives of the grant are:

1. Improve Native American students' readiness to be college and career ready using an evidence-based mentoring program that monitors academic progress and social and emotional wellness; (Tribal Youth Advocate Specialists, Check & Connect, enrollment in District CTE programs)
2. Provide opportunities for Native American students to increase equitable access to higher education opportunities and/or pursue a career in teaching or another professional/technical field, and (Deans Future Scholars, college trips, tribal Elder Traditional Ecological Knowledge)
3. Advance WCSD data systems and program monitoring processes to implement the cycle of continuous improvement, ensuring that each middle and high school student with a 506 form receives the necessary supports to achieve success along the educational pathway to college and careers. (Evaluator/Data Analyst)

Major outcomes for the project include: 1) increasing the number of Native students who graduate by 19 percentage points from 70% in 2021 to 93% in 2027; 2) and 2) 90% of students mentored by a Tribal YAS will show increases on indicators of school engagement, positive social-emotional well-being, and academic performance.

(a) Need for project

(1) The extent to which specific gaps or weaknesses in services, project, including the nature and magnitude of those gaps or weaknesses.

Washoe County School District (WCSD) is Nevada's second largest school district serving 62,166 students in School Year (SY) 2021-22. WCSD is located in northwestern Nevada on the eastern side of the Sierra Nevada Mountains and borders California and Oregon. WCSD serves students from the Reno Sparks Indian Colony (urban in Reno, NV) and Pyramid Lake Paiute Tribe located in the northeastern portion of the county. There are 3,094 students have self-identified as American Indian or multi-racial/Alaskan Native (Native) and 913 students report membership in a federally recognized tribe through the federal 506 form representing 112 different tribal nations. Almost half, 44%, of these students are members of two local tribal nations, the Pyramid Lake Paiute Tribe and the Reno Sparks Indian Colony.

WCSD has not adequately served Native American students. Of all WCSD's student populations, Native students *are the lowest performing group across most data points*. Over half, 52%, of Native students were chronically absent (missed 10% or more of enrolled days) in SY 2020-21 compared to 39% of all students. In high school, 75% of Native students were chronically absent, compared to 59% districtwide. For 11th grade, Native students, only 2% tested college ready in all four subjects (math, reading, science, and writing). Only 19% of Native students were on-track with core credits at the end of 10th grade, compared to 57% districtwide. Only 15% of Native students in grades 3-8 were proficient in math in SY 2020-21, compared to 31% districtwide (WCSD Data SY 2020-21). Moreover, the disruption of the pandemic is evident in current data and the disproportionate impact on Native students who are NOT on-track for high school graduation and college/career access. For example, Native students experienced a 30-percentage point decline in 10th grade core credit attainment and more than one-third, 39%, of 10th-12th graders from the Reno Sparks Indian Colony are off-pathway to

graduate and/or have dropped out/vanished. Almost two-thirds, 62%, of Pyramid Lake Paiute Tribe students are off-pathway, and 36%, (members of other tribal nations), are off track to graduate (see Figure 1).

Prior to the COVID-19 pandemic, WCSD graduation rates for Native students reached a record high of 81% in 2019 (see Figure 2). Since then, the COVID-19 pandemic has significantly

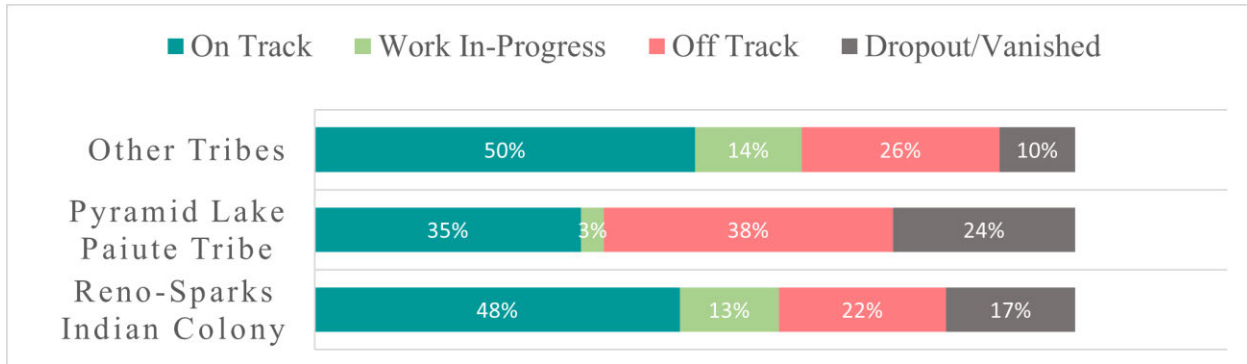


Figure 1

disrupted this progress. These tribal communities have been disproportionately impacted by the virus, ultimately impacting family systems, access to basic needs, supports for physical and mental health and the educational attainment of our communities’ Native youth. Families and students alike experienced significant trauma and loss. Students and families have experienced the triggering effects of viruses and the historical trauma caused in Native communities with viruses and vaccines (Ostler, 2020).

Of those Native students who are on-track to graduate, there is a disproportionate number of Native students who are not college and career ready. The number of District students on-track to

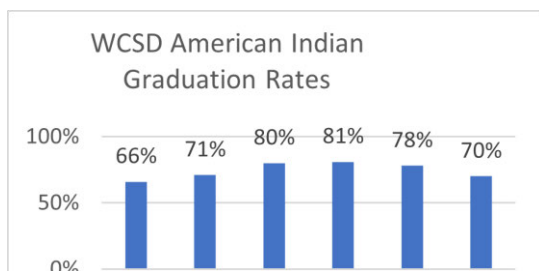


Figure 2

receive an honors diploma, 20%, is twice the percentage of Native students, 10%, who are on-track to receive the same diploma.

The COVID-19 pandemic disproportionately impacted Native communities nationally. The

Native population experienced infection rates more than three and a half times higher than non-Hispanic whites and were four times more likely to be hospitalized (ihs.gov). Infection rates for Pyramid Lake Paiute Tribe and the Nixon community were 134 cases per 1,000 people compared to zip codes with twice the median income as residents of Pyramid Lake Paiute Tribe and had less than half the number of COVID-19 cases at 56 cases per 1,000 people (Hidalgo, J., 2021).

During SY 2020-2021, the Natchez Elementary School (Natchez ES) principal reported students had lost five parents/guardians in one classroom within one month's time. Natchez ES is 78% Native students and is located on Pyramid Lake Paiute Tribal reservation. With 106 students, the collective loss and grief Native students experienced during the pandemic had a significant impact on the emotional health and well-being of these students and families.

During the past two years, WCSD's Native American Culture & Education Program (Title VI funded) and Parent Advisory Council (PAC) worked with WCSD to advocate for equitable support of Native students during the pandemic. In SY 2020-21, many Native students chose to remain on distance learning for fear of losing their family members to the disease. Broadband internet was not available in the most remote communities of Hungry Valley (Reno Sparks Indian Colony) and on the Pyramid Lake Paiute Tribal reservation. WCSD did purchase Wi-Fi hot spots, but the devices did not receive strong signals in remote communities. Families with multiple children were sharing a laptop, and many students were trying to complete high school classes on their cell phones. While the District was able to obtain more student computers and reliable hot spots, delays in connection and educational access were significant for Native youth.

(2) The magnitude of the need for the services/activities to be provided.

The magnitude of need services is: 1) lack of full-time Tribal Youth Advocacy Specialists (Tribal YAS) to mentor middle and high school students to keep students on the pathway to graduation career and college ready; 2) lack of afterschool and summer programming and

transportation in rural tribal communities; 3) Native students not being able to connect with each other due to the pandemic and distance learning and lack of cultural and enrichment activities (also due to pandemic) that leads to affirmation of cultural identity and healthy adolescent development; 4) lack of consistent student data on Native students to identify students at risk of academic failure and/or social and emotional wellness.

Only 25% of WCSD Native students (with a 506 form) have access to an adult school mentor, and due to lack of funding, these mentors are only part-time. Affordable, high-quality summer/school break programs are scarce in the rural tribal communities and nearly non-existent during the pandemic. Transportation is also a huge barrier, as Pyramid Lake Paiute community is 35 miles north of Reno. During the pandemic, many Native students chose to participate in SY 2020-21 Distance Learning leaving little opportunities to engage with their peers.

(3) The proposed project will provide services to address the needs of students at risk.

The WCSD Native American Culture & Education Program and the Pyramid Lake Paiute Tribe will partner on the **Washoe Native Youth Community Project** (Washoe NYCP) to equitably support WCSD's Native middle and high school students to be career and college ready (*Absolute Priority*). This will assist students to be career and college ready after graduating high school. The Washoe NYCP is a three-pronged approach to support Native students.

1. Provide culturally responsive, evidence-based school-mentoring program, Check & Connect, implemented by Tribal Youth Advocacy Specialists or approximately 500 Native 6th-12th grade students (with 506 form). This will help students stay on the pathway to graduation and to be career and college ready.
2. Enroll Native students in the Dean's Future Scholars program, an established summer program for first-generation college students, provide opportunities for college visits both in state and out of state, and be mentored by a tribal Elders.

3. Apply an intensive systemic approach to monitor Native students’ academic and social emotional progress with data. An Evaluator/Data Analyst will work with Washoe NYCP staff, students, and the Washoe NYCP partners to build capacity to use data for assisting student and their families with targeted, equitable support. All three strategies are grounded in ESSA evidence to improve outcomes for students.

Culturally responsive evidence-based school mentoring: The Tribal Youth Advocacy

Specialists will partner with school staff to build capacity within schools to provide advocacy for Native students and implement mentoring strategies within each school’s existing Multi-Tiered Systems of Supports (MTSS) framework. This will be accomplished by providing training support for Check & Connect Mentoring Program (ESSA Evidence Level 1: Strong) and direct service mentoring to students struggling with attendance, credit attainment and persistence in school (ESSA Evidence Level 1: Strong).

One of the most important factors to supporting the resiliency of youth is to ensure the presence of a caring and consistent adult to support school engagement. Programs such as Check & Connect can provide significant personal connection that teach and promote healthy prosocial behaviors and achieve meaningful and measurable changes (Coyne-Foresi, 2016). The program will consist of four components of implementation: 1) The Mentor: Tribal YAS and other school staff that are ‘matched’ with students who are able to build strong, caring relationships; 2) “Check” Component: Monitoring student progress; 3) “Connect” individualized and personal meetings with the student and staff to discuss progress and challenges that have been encountered, and 4) Parent/Family Engagement: Partnering with the family to ensure the educational needs of the student is met (Maynard, Kjellstarnd, & Thompson, 2014).

The two studies of Check & Connect that meet What Works Clearinghouse (WWC) group design standards reported findings in: 1) staying in school, 2) progressing in school, and 3)

completing school. A 2005 study reported Check & Connect students were statistically significantly less likely to have dropped out of school at the end of the fourth follow-up (Sinclair et al., 2005). Youth who met regularly with a Check & Connect mentor exhibited a 37% increase in the rate of persistent attendance that persisted through a four-year, long-term follow-up (Maynard et al., 2014).

WWC also released a practice guide on best practices for dropout prevention in secondary schools. WWC's guide recommends a three-step process, including identifying a single person to be the students' primary advocate, developing a menu of support options advocates can use to help students, and supporting advocates with ongoing training and ways to track their progress. The Tribal YAS will provide exactly this type of support by providing individualized support to Native students who have or are at risk of dropping out of school.

Summer programs and college visits: The University of Nevada, Reno (UNR) Dean's Future Scholars (DFS) program (ESSA Evidence Level 3: Promising) has a successful 22-year history of helping diverse, first-generation college students graduate from high school, access to higher education, and contribute back to Nevada's workforce and public education system. A correlational examination of the impact of DFS on high school graduation found program participation is beneficial to students who are learning English: DFS students in English Learning (EL) programs were 47% more likely to graduate from high school than DFS students not in EL programs. Among all students, attending at least one summer session, is related to graduation attainment, and the likelihood of graduating on-time. This increases with each additional summer students participate in DFS. Those who completed six summer sessions were most likely to graduate on-time compared to those who completed fewer than six sessions (92% probability of graduating). Other research shows participants continue to out-perform their peers in their school, district, and the state, averaging a 95% high school graduation rate for the past

five years prior to the pandemic (NV Legislative Report, 2021). Another indicator of success is the type of high school degree earned. Since the first DFS cohort graduated high school in 2006, 66% of DFSs graduates have earned an Advanced Diploma, College and Career Readiness Diploma, or an Honors Diploma - 17 percentage points higher when compared to WCSD Class of 2019. The DFS program has provided a direct pathway from 6th grade to UNR. DFS has maintained an overall college retention rate of 86%. To date, 160 students earned UNR bachelor's degrees, 13 earned two bachelor's degrees, 32 earned UNR master's degrees, five earned two master's degrees, and the first two DFS college students earned doctoral degrees.

Use of data to for cycle of continuous improvement: A crucial aspect of the Washoe NYCP is to employ a full time Evaluator/Data Analyst (ESSA Evidence Level 3: Promising). A study on data coaching by Marsh, McCombs & Martorell (2010) demonstrated data coaching impact with statistical models showing that data analysis support has a significant association with both perceived improvements in teaching ($p<.001$) and higher student achievement in reading ($p<.001$) and math ($p<.01$). In a follow-up study, Marsh, McCombs & Martorell (2012) found a statistically significant relationship between reviewing data with core subject teachers and student achievement ($P<.001$).

Furthermore, WCSD has developed a robust *Data Warehouse* that allows administrators, teachers, students, and parents to access and share pertinent student data to improve student achievement. Data can be retrieved on district, school, subpopulation, and student trends related to academics, social and emotional health, and attendance. These data points are placed in the *Early Warning Risk Index*, which identifies students in need of support to prevent them from dropping out of school. The District also uses the Infinite Campus Student Information System/Parent Portal to help parents connect to their child's education. This system predicts which students are at-risk for dropping out and may be in need of support (mental or physical

health) so District personnel can respond faster in helping students receive needed services. The Early Warning Risk Index system will be used by Washoe NYCP staff to identify Native students who may be at risk of dropping out of school, experiencing a social or emotional crisis, and students who are on the pathway to graduation, but may need guidance to help them succeed.

(b) Quality of project design

(1) Implementing and evaluating the project resulting in information to guide replication.

(2) The goals, objectives, and outcomes by the proposed project are measurable.

The Washoe NYCP has significant merit in both its implementation and evaluation of programs leading to replication in other projects. WCSD has successfully used student graduation advocates, Check & Connect, and Evaluator/Data Analyst to reduce chronic absenteeism, effectively mentored students to stay on track to graduate, and used student data to intensely monitor student progress. These programs have been funded with Project Prevent (direct federal US DOE), Title IVA, and general funds. The use of these programs and tools demonstrates careful monitoring of students help students stay on the pathway to graduation and be career and college ready.

The goal of the Washoe NYCP is to improve the educational opportunities and achievement for Native American students in Washoe County, ensuring students graduate career and college ready (*Absolute Priority*). This will be achieved through three objectives:

1. Improve Native American students' readiness to be college and career ready using an evidence-based mentoring program that monitors academic progress and social and emotional wellness; (Tribal Youth Advocacy Specialists, Check & Connect, Career Technical Education)
2. Provide opportunities for Native American students to increase equitable access to higher education opportunities and/or pursue a career in teaching or another

- professional/technical field, and (Deans Future Scholars, college trips, tribal Elders - Traditional Ecological Knowledge)
3. Advance WCSD data systems and program monitoring processes to implement the cycle of continuous improvement, ensuring that each middle and high school student with a 506 form receives the necessary supports to achieve success along the educational pathway to college and careers. (Evaluator/Data Analyst)

Objective 1: Washoe NYCP will hire four full-time *Tribal Youth Advocacy Specialists¹* (*Tribal YAS*) and a *Washoe NYCP Project Coordinator* to provide intensive and strategic supports for grades, attendance, and credit attainment for Native middle and high school students with a 506 form. Washoe NYCP will be intentional in recruiting members of tribal communities to serve in these positions, bridging relational trust and cultural connections. Tribal YAS will serve students through this targeted, multilevel approach implementing the Check & Connect Mentoring model, culturally responsive practices, and providing equitable supports for access to career and technical education courses and high school programs. *Computers, office furniture, mileage and supplies will be in budget for all staff in this grant. Coordinator will attend national Indian Education conference for this grant or related subject. Printing of educational materials regards to college or cultural trips and academic progress.*

The primary roles of the Tribal YAS will be to establish trusting, culturally responsive relationships with approximately 500 Native middle and high students (with 506 form) and remove barriers to school engagement and attendance (*Competitive Preference 3*). Tribal YAS will be trained in the *Check & Connect Mentoring* model, will collaborate with the project's *Evaluator/Data Analyst*, and will use ongoing data reports from WCSD's Infinite Campus (IC)

¹ ***Bold Italics indicates budget item***

Student Information System. (See Objective 3). The Washoe NYCP Coordinator will oversee the work of the Tribal YAS and the implementation and training of Check & Connect.

The Washoe NYCP staff will work with the District’s Career & Technical Education (CTE) Department to support Native youth in exploring CTE options (*Competitive Priority 3*). Tribal YAS will support Native 8th graders to complete the computer assessment, Nevada Career Explorer, which helps students identify areas of strength and interest aligned with high school CTE courses. Tribal YAS will collaborate with WCSD’s Parent University to host informational sessions for students and their families about the options available in WCSD, including CTE high schools with a two- or four-year course of study, including a dedicated course of study in education and child development. The Tribal YAS will assist students in navigating the high school course catalog and select appropriate classes based on their Nevada Career Explorer assessment and their desires. The Tribal YAS will oversee student applications for any of WCSD’s CTE high schools and/or class selection to ensure applications are not a barrier to fulfilling a students’ expressed interest.

| Table 1: Washoe NYCP Objective 1 Activities, Outcomes, and Targets | | |
|---|---|--|
| Activity | Outcome | Target |
| 1.1. Washoe NYCP staffing | 1.1.a. Positive mentor-mentee relationships indicated by trust and respect. | 1.1.a. 100% of mentees will positively characterize the relationship with Tribal YAS mentor. |
| 1.2. Check & Connect (C & C) mentoring | 1.2.a. School engagement indicated by sense of school connectedness and school attendance of more than 90% of days enrolled (29% MS, 25% HS in 2021). | 1.2. By the end of each grant year, 90% of students mentored by a Tribal YAS will show increases in: 1) school engagement, 2) positive social- |

| | | |
|---|---|--|
| | <p>1.2.b. Well-being indicated by social-emotional competency and annual major discipline event rate (24 events per 100 students in 2021).</p> <p>1.2.c. Academic performance indicated by course grades, SBAC achievement score, credits earned, and pathway to graduation status.</p> <p>1.2.d. CTE class and program enrollment.</p> <p>1.2.e. Four-year adjusted cohort graduation rate and proportion of honors, advanced, or College/Career Readiness diplomas.</p> | <p>emotional well-being, and 3) academic performance.</p> <p>1.2.d. The number of Native students enrolled in a CTE class or program will increase annually (N=80 in 2022).</p> <p>1.2.e. By the end of the grant period, the Native American student cohort graduation rate will increase by 19 ppts from 70% in 2021 to 93% in 2027. The percent of the cohort who earn advanced diplomas will increase from 30% in 2021 to 40% in 2027.</p> |
| <p>Note: SY 2021-22 data are not yet available, and targets are based on SY 2020-21 data. Targets will be amended, if appropriate, after Year 1 baseline data is established.</p> | | |

Objective 2: Washoe NYCP will partner with *Dean’s Future Scholars* (enter into a formal contract for services) provide summer supports using a researched-based educational pathway for 25 Native middle and 45 high school students each year of the grant. The emphasis for the middle school summer program will be to foster long-term relationships, community-building, provide STEM activities, exposure to the college campus, and cultural education with tribal elders selected by the Pyramid Lake Paiute Tribe (*Competitive Preference #2*). The DFS summer program will gradually intensify the number of weeks and requirements as students matriculate from 7th to 8th grade and through high school with dual credit attainment opportunities

(*Competitive Preference 3*). Native students participating in the program will experience the following:

- **6th & 7th Grade** – DFS will provide a three-week summer program including STEM activities, college campus exposure, and cultural education with tribal elders. Students will build relationships in a community steeped in a college-going culture and make connections with their peers who have a similar goal.
- **8th & 9th Grade** – Mentoring, expansion to a six-week summer program (STEM, campus exposure, cultural education), and dual credit courses through Truckee Meadows Community College (TMCC).
- **10th & 11th Grade** – Mentoring, six-week summer program with tutoring in core subjects, dual credit courses through TMCC, and pedagogical instructional practices for future teachers.
- **12th Grade** – Mentoring focused on college application process including the Nevada System of Higher Education Tuition Fee Waiver, tribal colleges, two dual-credit courses through UNR and summer job shadowing with a DFS teacher in collaboration with Pyramid Lake Paiute Tribe job opportunities.

DFS's commitment to its program participants is a minimum of six years. All students are accepted to DFS, and no students are exempt based on test scores or exited from the program due to grades, attendance, or behavior. The Washoe NYCP Coordinator and the Tribal YAS will work with DFS to intentionally transition students from mentoring during the school year to the DFS summer program to create a year-round continuum of supports. DFS will provide transportation, meals during the program hours, fees required for dual credit courses, supplies, technology, and internet access students may need to complete these courses. DFS will also provide stipends to Pyramid Lake Tribal Paiute elders to provide cultural education.

Pyramid Lake Paiute Tribe will provide Traditional Ecological Knowledge (TEK) evolving from generations of experience; a base that is incomparable in terms of the depth, breadth, and holistic perspectives that it provides for a given ecosystem of the area. TEK is often highly developed relating to traditional Indigenous areas and can span hundreds of years back through multiple generations. Local elders will have conversations about TEK, and/or create activities for students to participate in that will include hunting/gathering activities, activities with pinenuts, stories, drum making, or beading, to list just a few valuable and culturally rich activities.

The Washoe NYCP staff will also organize *college field trips and cultural events or activities (includes transportation, lodging and meals)* during school breaks for Native youth to understand various options for higher education and to learn more about their culture. During WCSD's Fall Break, the Washoe NYCP will take participating Native youth to regional Nevada colleges (UNR and TMCC). During WCSD's two-week Spring Break and during Summer Break, the Washoe NYCP will organize trips to Tribal Colleges and Universities. *Elders* and staff from hosting higher education institutions will also share cultural experiences and connections during these trips from local community Native American cultural centers near the Tribal Colleges and Universities.

The Washoe NYCP Coordinator will set up a Washoe NYCP Leadership Team comprised of members from local tribal members expanding beyond the consortium with Pyramid Lake Paiute Tribe to include representatives from the Reno Sparks Indian Colony. The Washoe NYCP Leadership Team will also have leaders from Dean's Future Scholars program, WCSD's Career and Technical Education (CTE) Department, and Truckee Meadows Community College.

| Table 2. Washoe NYCP Objective 2 Activities, Outcomes, and Targets | | |
|--|---|---|
| Activity | Outcome | Target |
| 2.1. DFS | <p>2.1.a. Interest in college.</p> <p>2.1.b. Sense of connection to Native community.</p> | <p>2.1.a. 90% of DFS participants will show interest in college opportunities.</p> <p>2.1.b. 90% of DFS participants will report connection to Native community.</p> |
| 2.2. College readiness | <p>2.2.a. Dual credits earned.</p> <p>2.2.b-c. Readiness for college indicated by a) knowledge of how to apply to college and attain a college degree, and b) number of completed college applications.</p> <p>2.2.d. Family ability to support their children’s post-secondary enrollment indicated by knowledge, skills, and confidence about college access.</p> | <p>2.2.a. By 2027, 16% of Native 12th grade students will have earned high school credits in one or more dual credit courses by graduation (8% in 2021).</p> <p>2.2.b. 90% of Native students who participate in DFS, college tours, or CTE workshops will know how to apply to college.</p> <p>2.2.c. The percent of Native students who apply to a post-secondary institution will increase annually from Year 1 baseline.</p> <p>2.2.d. 90% of Native families will report increased ability to support their children’s post-secondary enrollment.</p> |
| 2.4. Community partnerships | 2.4.a-b. (GPRA 2): Community collaboration indicated by: a) number of formal and informal | 2.4.a. By the end of the grant, the number of active community partnerships that promote college and career readiness |

| | | |
|---------------------------------|---|---|
| and Washoe NYCP Leadership Team | community partnerships, and b) partnership quality indicated by shared goals, effective communication, and sense of progress. | among Native students will increase from Year 1 baseline. 2.4.b. 95% of community partners will be satisfied with the partnership. |
|---------------------------------|---|---|

Note: Sy 2021-22 data are not yet available, and targets are based on Sy 2020-21 data. Targets will be amended, if appropriate, after Year 1 baseline data is established.

Objective 3: The Washoe NYCP will hire a full-time *Evaluator/Data Analyst* under WCSD’s Department of Accountability and Research to provide training, coaching, and support to the Washoe NYCP Coordinator and Tribal YAS. The Evaluator/Data Analyst will facilitate bi-weekly meetings with Washoe NYCP staff to monitor Native students’ academic progress using existing real-time data warehouse reports. Support will be provided to Tribal YAS to 1) review District data for a cycle of continuous improvement to monitor and provide targeted support to each student, 2) document connections with students in WCSD’s Infinite Campus (student data system), 3) assess the well-being of the whole child and determine resources to attain benchmark data along the educational pathway (attendance, grades, SBAC achievement, credit attainment, CTE enrollment), and 4) set goals with middle school students to meet CTE high school and course eligibility requirements for rising 9th graders. The Evaluator/Data Analyst will build the capacity of staff to strategically target their mentoring efforts making data-based decisions and ensuring that students who are struggling to meet critical benchmarks are equitably supported with appropriate interventions, resources, and supports. Where possible, Native students will be enlisted to partner with the Evaluator/Analyst to review program outcome data, make sense of the information, and develop recommendations for program improvement. Through this

collaboration the Evaluator/Data Analyst will identify new opportunities for expanded reports or refinement of existing reports, so staff can strategically plan their efforts, monitor students’ progress, and successfully meet the goals of the project.

Evaluator/Data Analyst will also support staff to understand the historical disproportion of Native students achieving honors or college-career ready diplomas, enrollment in high school CTE courses, and to set and monitor achievable goals to significantly reduce this disproportionality. The Washoe NYCP staff will use course enrollment data to backwards map diploma attainment, work with high school counselors, and intervene on class selection to ensure more students are on the correct pathway to earn honors or college and career ready diplomas.

| Table 3. Washoe NYCP Objective 3 Activities, Outcomes, and Targets | | |
|--|--|---|
| Activity | Outcome | Target |
| 3.1. Continuous improvement | 3.1.a. Quality of monitoring process and automated reports indicated by adequacy, utility, and ease of access to data. | 3.1.a. 100% of Tribal YAS will be satisfied with the monitoring process and automated reports. |
| | 3.1.b. (GPRA 1) Percent of annual measurable objectives, as described in the application, that are met annually. | 3.1.b. 90% of measurable objectives will be met annually. |
| | 3.1.c. District inclusiveness of Native students. | 3.1.c. By 2027, the District will systematically listen to, monitor, and respond to Native students’ aspirations and needs. |
| <p>Note: SY 2021-22 data are not yet available, and targets are based on SY 2020-21 data.</p> <p>Targets will be amended, if appropriate, after Year 1 baseline data is established.</p> | | |

(3) Project review of the literature, a high-quality plan for project implementation, use of appropriate methodological tools to ensure successful achievement of project objectives.

(4) The project demonstrates a rationale.

A review of literature upholds the project design to have merit and achievable results (see outcomes, Tables 1-3 pp. 10-16, and see Other Attachments pp.A-11-15, A 18-25). School-based mentoring is an evidence-based practice (DuBois et al., 2011 & 2002) that can address some of these disparities. Data shows youth had improved academic performance and school attendance, strengthened relationships, an increased sense of belonging, increased confidence, and skills because of participating in high quality mentoring programming (Cook et al., 2010, 2015, 2017). These studies emphasize specific strategies to increase effectiveness and culturally responsive practices of the mentoring program aimed at supporting Native youth. Strategies such as the development of quality, close mentor-mentee relationships (Klinck et. al, 2005), incorporating traditional values to help foster a sense of giving back to the community, cultural identity, and pride in the culture (Jones & Skogrand, 2015), purposeful training for mentors and staff on the culture, role of the family and community involvement, language, traditions, history, and potential ongoing impact on historical trauma (Peralta, et al., 2018). Programs should consider a focus on youth’s personal and cultural identity and include cultural components such as games and storytelling (Wallis, et. al, 2015, Kulis, et. al, 2016). Research also shows academic outcomes are improved by programs such as DFS, which aim to 1) strengthen adult–student relationships (Balfanz & Legters, 2006; DuBois & Silverthorn, 2005a, 2005b; Erickson, McDonald, & Elder, 2009; Klaw, Rhodes, & Fitzgerald, 2003) and 2) embed support for students into the regular school schedule (Dynarski & Wood, 1997). Mentoring ties with older peers, such as in the DFS program, have demonstrated success (Karcher, 2005), and mentoring in group contexts has been demonstrated to be successful as well (Hirsch, 2005). The Washoe NYCP plan for implementation of activities to meet project objectives is outlined in Table 4.

Table 4. Washoe NYCP Objectives 1-3 Activities, Person(s) Responsible, and Milestones

| Activities | Person responsible | Milestone & Timeline |
|---|---|---|
| <p>1.1. Washoe NYCP talent acquisition and support:</p> <ul style="list-style-type: none"> • Recruit for Washoe NYCP positions (Coordinator, Tribal YAS Evaluator/Data Analyst) within Native communities. • Tribal YAS training on knowledge of affirming identity, cultural practices, traditional values, and impact of historical trauma. • Incorporate cultural components and affirmation of cultural identity within Check & Connect mentorship interactions and DFS program. | <p>Washoe NYCP Coordinator, Family-School Partnership Administrator, Director of Accountability</p> | <p>✓ Rigorous hiring process with lens on equity in tribal community - Positions filled: Aug. 2022</p> <p>✓ Onboarding and training: Aug.-Sept. 2022</p> |
| <p>1.2. Check & Connect mentoring:</p> <ul style="list-style-type: none"> • Form culturally responsive relationships with students and families. • Monitor on-pathway to graduation and college/career readiness. • Provide coaching, mentoring, and support to students and families. • Provide 11th and 12th grade students technical support on FAFSA, tribal scholarships, and college applications. | <p>Washoe NYCP Coordinator, Tribal YAS, Evaluator/Data Analyst</p> | <p>✓ Check & Connect purchased Fall, staff trained, students identified for mentoring continues through grant period.</p> <p>✓ Review student data: Ongoing</p> |

| | | |
|--|--|---|
| <p>2.1. Dean’s Future Scholars (DFS) provides summer support for Native MS and HS students:</p> <ul style="list-style-type: none"> • Native MS students receive mentoring and participate in STEAM, culture, and leadership courses. • Pyramid Lake Paiute tribal Elders provide cultural education, community-building, and college awareness activities. • Native 12th grade students can job shadow with Dean’s Future Scholars teachers at summer sessions. • Tribal YAS and Dean’s Future Scholars teachers communicate prior to summer for transition of students into summer programs. • Provide transportation, dual credit fees and other materials need to participate in the Dean’s Future Scholars summer program. | <p>Washoe NYCP Coordinator, Tribal YAS, Tribal Elders, DFS staff</p> | <ul style="list-style-type: none"> ✓ 25 MS & 45 HS students enrolled in DFS: Summer 2023, annually ✓ 20 students who job shadow: Summer, annually ✓ College trips planned: Spring 2023, annually ✓ DFS monitoring and review of student data: Ongoing |
| <p>2.2. Tribal YAS support access to CTE programs and courses:</p> <ul style="list-style-type: none"> • Monitor MS students access to HS CTE programs. • Facilitate application to CTE programs. | <p>Tribal YAS CTE Staff</p> | <ul style="list-style-type: none"> ✓ Monitoring meetings: Bi-weekly, ongoing |

| | | |
|--|---|--|
| <p>2.3. Expand opportunities for students and families to learn about college:</p> <ul style="list-style-type: none"> • Native HS students participate in tours of Nevada colleges and other western tribal colleges. • Native students and families attend CTE access workshops and culturally relevant college workshops hosted by Parent University. | <p>Washoe NYCP Coordinator, DFS staff, Parent University staff, CTE Staff</p> | <p>✓ 80% of students participate: annually ✓ 50% of students attend a college tour: Annually</p> |
| <p>2.4. The NYCP Coordinator seeks community partnerships to promote college and careers of Native students.</p> | <p>NYCP Coordinator</p> | <p>✓ Update about contacts: Quarterly</p> |
| <p>3.1. Continuous improvement:</p> <ul style="list-style-type: none"> • Expand WCSD data systems, program monitoring processes, and automated reports to expand student/family understanding to pathway to graduation. • Embed monitoring process for Native students progress within MTSS school processes. • Hold bi-weekly meetings of the Washoe NYCP staff to view student/program-level data and (b) monitor program outreach and supports. • Establish criteria for determining student selection for program. | <p>Evaluator/Data Analyst, NYCP Coordinator, Tribal YAS</p> | <p>✓ Data review meetings: Bi- weekly, Defined monitoring process: Oct. 2022, Inclusion criteria established: Jan. 2023, and Automated report in BIG created: March 2023 ✓ Program and student level monitoring process implemented: Jan. 2023</p> |

(5) The methods of evaluation including objective performance measures related to the intended outcomes and will produce quantitative and qualitative data.

In collaboration with WCSD’s Department of Accountability and led by the Evaluator/Data Analyst, a mixed methods evaluation of Washoe NYCP will:

1. Provide formative and summative information to drive program decision-making and adjustments to resources, personnel, and activities; and
2. Measure the effectiveness of Washoe NYPC activities in providing Native students with opportunities and mentorship that lead to increased engagement, attendance, academic achievement, and career and college readiness outcomes.

Quantitative and qualitative data will be collected and carefully analyzed to describe program activities, fidelity of program implementation, and progress of program activities toward achieving program objectives across outcome, process, and GPRA targets (See Tables 1-

3). The evaluation will rely on six methods to produce data:

1. Focus groups with a sample of students and families to uncover themes related to school engagement and connectedness, career and college readiness, and insights for improving Washoe NYCP strategies. A *survey* may also be administered to all Native students and families to gauge knowledge about college access and other Washoe NYCP priorities.

2. Implementation Checklist will measure the extent to which program strategies and benchmarks are met annually. The checklist will be completed *within semi-structured interviews* with Washoe NYCP Coordinator, Tribal YAS, the Washoe NYCP Leadership Team, and other representatives of DFS and tribal partners. Detailed notes will be taken on interview insights about areas of low implementation/challenge and areas that show substantial progress. A thematic analysis will be completed on qualitative data to reveal implementation quality, successes and challenges, strategies for resolving challenges, and

effective practices.

3. YAS training pre/post-test to determine change in knowledge and skill in areas that correspond to the learning goals of each training event, including affirming identity, cultural practices, traditional values, and impact of historical trauma.

4. Semi-structured interviews with Washoe NYCP Coordinator, Tribal YAS, and partners will be held in conjunction with completing the implementation checklist. Interviews with Tribal YAS will gather insight about their strengths, learning needs, and ideas for strengthening the conditions needed to be successful mentors.

5. Descriptive and quasi-experimental analyses of indicators of engagement, academic performance, and social-emotional well-being will be examined using an *interrupted time series design with comparison groups* to explore group differences across trends over time. Comparison groups will be created based on exposure to program components (i.e., C&C only, DFS only, C&C and DFS, non-NYCP participants). Sample size permitting, students within comparison groups will be matched on time participating in program, grade level, demographic characteristics, academic performance indicators, and school characteristics. Evaluation methods will be refined in partnership with the Washoe NYCP partners, the Washoe NYCP Leadership Team, students, and the program evaluator to ensure each are congruent with Native culture, languages, and values. All aspects of the evaluation will be transparent, respectful of Native communities, and will value the strengths of Native students and their families.

(c) Quality of project personnel. (1) Applications for employment.

All efforts will be made to hire individuals who have established relationships and connections within local tribal communities and are themselves enrolled members of tribal

nations. WCSD will, to the greatest extent possible, provide members of federally recognized tribes preferences and opportunities for training and employment in connection with grant administration and will give preference in the award of contracts to Indian organizations and Indian-owned economic enterprises as defined by section 3 of the Indian Financing Act of 1974 (25 U.S.C. 1452(e)). This is also in alignment with WCSD's current strategic plan, *Response to Recovery and* specifically Goal 2 to attract and hire highly effective personnel to WCSD.

(2) The qualifications, including relevant training and experience, of the project director.

WCSD's Coordinator for Native American Education & Culture Program, [REDACTED], will direct the Washoe NYCP, and supervise the Project Coordinator and the Tribal YAS. [REDACTED]. [REDACTED] reports directly to the Family-School Partnership Administrator, [REDACTED]. [REDACTED] is a member of the Duck Valley Shoshone-Paiute Tribe in Owyhee and is a descendant of the Washoe Tribe. She has 17 years of experience working in tribal communities, education, and youth development. [REDACTED] is the Chairwoman of the Nevada State Indian Education Committee under the Nevada Indian Commission. She serves on the Equity and Inclusion Advisory Committee for the Nevada Association of School Administrators. [REDACTED] directs multiple initiatives to systemically support Native children, youth and families in Washoe County, including WCSD's annual Title VI grant program. Ms. Hunter holds a B.S. in Justice Studies and a Master's in Public Administration, Government and Policy.

The Native American Culture & Education Program is housed under the Family-School Partnerships Department. WCSD's Administrator for that Department is [REDACTED]. She has 20 years experience in family and community engagement, having previously served as Nevada's Statewide Parent Information & Resource Center Grant Director. She was nationally recognized as *EdWeek's* 2016 Leader to Learn From for systemic family engagement efforts in

WCSD. She serves on the national board of the Institute for Educational Leadership's District Leaders Network for Family Engagement. (See Other Attachments A 28-33 for resumes).

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

The WCSD NYCP program will be led by a Project Coordinator who will report directly to WCSD's Native American Culture & Education Program Coordinator who reports directly to the Family-School Partnership Administrator. The Washoe NYCP Coordinator will have a bachelor's degree from an accredited college or university in education, psychology, business, or related field and have grant management experience with a focus on Native American culture, mentoring, education and/or substance abuse and/or violence prevention and intervention. Major responsibilities will include: 1) Provide direct support and leadership for Tribal YAS including day-to-day management and oversight of Check & Connect mentoring program; 2) Work with the Evaluator/Data Analyst to provide streamline data, analysis and identification of students who need mentoring based on academic and social and emotional needs; 3) Establish and maintain cooperative working relationships with the Pyramid Lake Paiute Tribe, Native Elders, the WCSD's CTE Department, DFS, and the Washoe NYCP staff whose roles and relationships affect the development and implementation of this grant proposal; 4) Assist students and parents with understanding intervention for individual students; and 5) Review and analyze evaluation data, and ensure project budget integrity.

The Tribal YAS must have at least successful completion of 30 semester, or 45 quarter units from an accredited college or university in psychology, sociology, social services, humanities, criminal justice or related field and two years' experience. Major job responsibilities include implementing Check & Connect with fidelity, supporting Native American 6th -12th grade students to navigate the system by monitoring their academic progress to keep students on the path to graduation. Focus will be on working with Native students who show early warning signs

of not graduating from high school. Also works with school administration and counselors to identify targeted students for support, works in partnership with counselors and families to set high expectations at home and understand their child’s progress with grades, credit attainment and attendance by accessing the Infinite Campus Parent Portal and through regular, two-way communication; empowers students to monitor their grades, attendance and assessments by utilizing the web-based student portal, works with school leadership including administration, teachers, and counselors to provide individualized support of students.

The Evaluator/Data Analyst must have a bachelor’s degree from an accredited college or university in education, psychology, business, or related field, with extensive course work in statistical analysis; and/or three years of directly applicable experience in a K-12 public school or college/university environment with educational assessment experience. Evaluator/Data Analyst researches, implements, evaluates, and analyzes data pertaining to the goals, objectives, implementation, and priorities of the Washoe NYCP grant. This person will communicate data analysis findings and research information to grant stakeholders, makes complex statistical elements “user-friendly” for data users; develops custom reports from a variety of databases, and assists Washoe NYCP staff in identifying and monitoring Native student progress academics and social and emotion development (See Other Attachments for job descriptions. pp. A 34-39).

(d) Quality of project services

(1) The services to be provided by the proposed project involve the collaboration of appropriate partners.

WCDS has a successful history of working with the Pyramid Lake Paiute Tribe and the Reno Sparks Indian Colony. Under the direction of the District’s Native American Culture & Education Program Coordinator (Title VI) the District has a successful Parent Advisory Committee (PAC) and has engaged in beneficial projects with both tribes, such as sharing costs for after school tutoring, providing Paiute Language classes at three high schools, and providing

wrap around services for identified Native students and their families. WCSD has entered into a **Letter of Agreement** (see Other Attachments, p. A 9-10) with the Pyramid Lake Paiute Tribe to promote positive educational outcomes for Native youth. The partnership will facilitate capacity building within the community, generating positive results and practices for student college-and-career readiness. Pyramid Lake Paiute Tribe staff will identify tribal elders or departments with culture and language knowledge to provide pertinent classroom presentations and cultural programming during the summer months and help identify students for the DFS program.

WCSD has worked with the DFS program for the past 20 years. Since 2000, DFS has worked with Native families from tribal communities, including Reno Sparks Indian Colony and Pyramid Lake Paiute Tribe and has a proven history of addressing barriers that Native youth face. This project would expand that access to a greater number of Native students, making intentional gains in the number of Native youths who are college and career ready.

WCSD's CTE and Evaluation and Research Departments work closely with the Washoe NYCP staff to identify Native students using the Early Warning Risk Index and other pertinent student data. The District's CTE program has a goal *"to develop and implement CTE marketing and recruitment system that continuously identified barrier to program entry and actionable stopes to increase equitable access and focus on those students from underrepresented groups."* The Research and Evaluation Department WCSD has developed a robust Data Warehouse allowing administrators, teachers, students, and parents to access and share pertinent student data to improve student achievement. Data can be retrieved on district, school, subpopulation, and student trends related to academics, social and emotional health, and attendance. These data points are placed in the *Early Warning Risk Index*, which identifies students who need support.

The District also uses the Infinite Campus Student Information System/Parent Portal to help parents connect to their child's education.

The Nevada Department of Education has met with WCSD and plans to support this application by creating a statewide collaboration for Native students.

Finally, WCSD has an established relationship with both Truckee Meadows Community College (TMCC) and University of Nevada, Reno to assist students with enrollment in dual-credits. Students enrolled at TMCC also are offered reduced rates for *college credits* and are eligible for student services such as Job Preparation, Academic Advisement and Transfer Center, Counseling and Career Services, Tutoring, and New Student Services.

(2) The services would meet the needs of the local population.

The WCSD Native American Culture & Education Program has an active PAC to oversee the WCSD's Title VI grant and provides ongoing partnership and shared decision-making on the programs, services, and outcomes of Native youth. The PAC includes enrolled tribal members who are family and community members representing the Reno Sparks Indian Colony, Pyramid Lake Paiute Tribe, the Nevada Urban Indians, and local educators who are members of tribal nations. The WCSD PAC has provided input on the WCSD NYCP initiative concerning scope of work, and communication with the tribe and its members on the project.

(e) Quality of the management plan.

- (1) The adequacy of the management plan to achieve the objectives of the proposed project**
- (2) How the applicant will ensure that a diversity of perspectives are in the operation of the proposed project, including those of parents, teachers, the business community,**

The Washoe NYCP initiative will managed by Department of Family-School Partnerships and as part of WCSD's Native Education and Culture program. Shared decision-making is one of the standards in the WCSD's Family Engagement Policy. Families and communities know their needs best, and their voices should be central to all decision-making about the Washoe NYCP.

The staff of the Washoe NYCP will work with the existing PAC and recruit members to form a Washoe NYCP Leadership Team for oversight of the grant implementation and local accountability for its outcomes. This leadership team will also have members from local tribal members expanding beyond the consortium with Pyramid Lake Paiute Tribe to include representatives from the Reno Sparks Indian Colony. The Washoe NYCP Leadership Team will leaders from DFS, WCSD’s CTE Department, and TMCC. The focus of the meetings will be to review data and outcomes as specified in this proposal, ensure the community’s voices and needs are represented and collectively solve any challenges with implementation.

Under the Chief Accountability Office, the WCSD’s Grants Department manages more than \$180 million in federal, state, and local funds. WCSD is in compliance with federal agencies in reporting and making progress toward grant goals. Some of the grants WCSD manages includes ESSER I, II, III - \$111M, Project Prevent - \$25M, Project Aware – \$2.5M, Teacher Incentive Fund (TIF) 3 and 4 - \$34M; HS Graduation Initiative, \$11.29M and other Department of HHS grants - \$12.6M. The Grants Department’s Single Audit shows no finding for the past three years. WCSD has been rated “low risk” by Nevada Department of Education’s Risk Assessment.

(3) The extent the proposed project is designed to build capacity and yield results.

The Washoe NYCP three objectives are intentionally designed to yield results beyond the life of the grant by: 1) building staff capacity to support students with culturally responsive and equitable practices for mentoring using Tribal YAS and Check & Connect for Native students to graduate career and college ready; 2) increasing the capacity of DFS to embed culturally responsive summer programming led by the community’s elders and provide a practice of

college visits for Native students; and 3) expanding monitoring and data systems for continuous improvement of Native student academic success and social and emotional well-being.

Objective 3 of the Washoe NYCP is focused on building the capacity of staff to intentionally track key outcomes for Native youth both during the implementation years of the grant and beyond. The Evaluator/Data Analyst will work with the Washoe NYCP staff to build efficient reports and individually track each student's progress, modeling for staff how to analyze the data and address interventions appropriately to the students with the most need. The WCSD Native Education and Culture Program Coordinator will build the capacity of staff through ongoing professional learning on cultural practices and the history of historical trauma, including boarding schools, and its impact on current grandparents raising students in WCSD. This understanding will also extend to summer programming and DFS. By connecting DFS and Pyramid Lake Paiute Tribe Elders, modeling cultural practices and embedding activities such as storytelling, drum making and other cultural practices, DFS staff will expand connections with the Native community to support Native students beyond the life of the grant.

(f) Quality of the project evaluation

(1) The methods of evaluation will provide performance feedback and permit periodic assessment of achieving outcomes.

The evaluation of Washoe NYCP will employ a participatory and utilization-focused approach, and be integrated with ongoing program planning, monitoring, and refinement. These approaches ensure the evaluation process and findings will provide the maximum potential benefit to program improvement and outcomes. Frequent monitoring of evaluation data will allow Washoe NYCP personnel to make timely adjustments of program activities to increase the likelihood of strong outcomes. Two levels of monitoring will occur:

1. Monitoring of student-level progress will occur bi-weekly by Washoe NYCP staff and the project Evaluator/Data Analyst. This review will provide a team-based examination of

student progress while also ensuring data accuracy.

2. Evidence of Washoe NYCP objective obtainment and program activities will be fully reviewed each quarter by the Washoe NYCP Leadership Team. Process indicators, including outputs achieved, will be examined to determine the degree to which program activities have been completed with fidelity.

Evaluation findings will be conveyed to multiple stakeholder groups in various forums, using facilitated discussion formats, to promote use of findings in support of Native students and to improve the Washoe NYCP. These stakeholders will include students, families, school staff, and community partners. Evaluation methods are described in section (b) (5) p. 21.

(2) The evaluation will provide guidance about effective strategies suitable for replication.

Data collection methods are carefully selected to capture valid and reliable evidence of outcome and implementation measures (See section 2 for description of measures). A quasi-experimental design will be used within the outcome evaluation to provide strong evidence about the effectiveness of program activities in producing intermediate and long-term outcomes. The implementation evaluation will monitor process objectives, including benchmarks, describe contextual variables (e.g., school level variables) surrounding Washoe NYCP strategies, and will document program processes so replication can occur. When considered together, findings from the implementation evaluation will help explain program outcomes, particularly where unintended outcomes emerge, and will provide evidence about the conditions that support or impede attainment of Washoe NYCP objectives. Initial findings about the effectiveness of specific program strategies will be reviewed with the Washoe NYCP Leadership Team, Native students, and program partners to assess the suitability of individual strategy's for replication. Recommendations for the replication of promising strategies, pitfalls to avoid (i.e., lessons learned), and strategy adjustments will be provided within annual evaluation reports.



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

OMB Number: 1894-0008
Expiration Date: 09/30/2023

Name of Institution/Organization

Washoe County School District

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

| Budget Categories | Project Year 1 (a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Project Year 6 (f) | Project Year 7 (g) | Total (h) |
|-----------------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------|
| 1. Personnel | 345,000.00 | 358,800.00 | 373,152.00 | 388,080.00 | 403,605.00 | | | 1,868,637.00 |
| 2. Fringe Benefits | 175,350.00 | 179,739.00 | 184,303.00 | 189,050.00 | 193,985.00 | | | 922,427.00 |
| 3. Travel | 38,711.00 | 71,414.00 | 71,414.00 | 71,414.00 | 71,414.00 | | | 324,367.00 |
| 4. Equipment | | | | | | | | |
| 5. Supplies | 30,500.00 | 5,500.00 | 5,500.00 | 5,500.00 | 5,500.00 | | | 52,500.00 |
| 6. Contractual | 100,000.00 | 100,000.00 | 100,000.00 | 100,000.00 | 100,000.00 | | | 500,000.00 |
| 7. Construction | | | | | | | | |
| 8. Other | 1,000.00 | 1,000.00 | 1,000.00 | 1,000.00 | 1,000.00 | | | 5,000.00 |
| 9. Total Direct Costs (lines 1-8) | 690,561.00 | 716,453.00 | 735,369.00 | 755,044.00 | 775,504.00 | | | 3,672,931.00 |
| 10. Indirect Costs* | 18,533.00 | 19,346.00 | 19,939.00 | 20,557.00 | 21,199.00 | | | 99,574.00 |
| 11. Training Stipends | | | | | | | | |
| 12. Total Costs (lines 9-11) | 709,094.00 | 735,799.00 | 755,308.00 | 775,601.00 | 796,703.00 | | | 3,772,505.00 |

***Indirect Cost Information (To Be Completed by Your Business Office):** If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 10/01/2022 To: 09/30/2027 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): Nevada Department of Education

The Indirect Cost Rate is 3.24%.

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

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages? Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

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

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

(6) For Training Rate Programs (check one) -- Are you using a rate that:

Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or, Is included in your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?

PR/Award # S299A200004

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