

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

APPLICATION FOR GRANTS
UNDER THE

Indian Education Discretionary Grant Programs—Native Youth Community Program

CFDA # 84.299A

PR/Award # S299A220015

Grants.gov Tracking#: GRANT13598261

OMB No. 1810-0722, Expiration Date: 06/30/2023

Closing Date: Apr 19, 2022

PR/Award # S299A220015

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Blackwater Community School, a Bureau of Indian Education school located on the Gila River Indian Community in Arizona, is submitting **Building a Bridge to a Bright Future** grant application under the Native Youth Community Project Grant in partnership with Gila Crossing Community School, Gila River Indian Community's Tribal Education Department, Arizona State University's Mary Lou Fulton College of Education, and Skyline Gila River High School. This proposal meets the **Competitive Preference Priority 1** as a Tribal Lead Applicants as BWCS is a BIE-funded school on the Gila River Indian Community, **a federally-recognized tribe**. The programs will be offered at three sites, two BIE schools and one state charter high school.

The two goals of the **Building a Bridge to a Bright Future** grant proposal will meet criteria 2- 5 of the absolute priority that address the gaps and limited opportunities available within the community. **Goal 1.** To provide two high quality preschools to ensure all students are ready to learn with a focus on literacy skills critical for middle and high school completion. The preschools will serve **20** 3-4 years old children at each site, for a total of **40** children each year. The preschools will be located at **Blackwater Community School and Gila Crossing Community School**. The preschools will implement an evidence-based model under ESSA. The intended outcome is to ensure the preschool children enter kindergarten ready to learn so they acquire the literacy skills by third grade that will lead to high school completion. **Goal 2.** To provide college and career readiness bridge programs for middle and high school students with an emphasis on career exploration in the teaching profession, leadership development, social and emotional learning strategies, and career awareness through job shadowing and internships.

The College and Career Readiness Bridge Program will serve up to **100** students each year in middle and high school (**50 each**) at two host schools. The program will be offered at

Skyline Gila River High School and Gila Crossing Community School. The program is evidence-based and will include a variety of opportunities through job shadowing, internships and mentoring that will lead to the intended outcome of post-secondary education and employment. In addition, **Competitive Preference Priority 3** is addressed in the two Goals of the proposal which will address equity in resources and educational opportunities: The proposed goals include:

- ❖ Elementary, middle and high school settings
- ❖ Career and technical education programs with Central Arizona College
- ❖ Job Shadowing, internships, mentoring opportunities in out-of- school time
- ❖ Arizona State University Native Teacher Recruitment Program
- ❖ Hiring fully certified teachers and Mentors who are Native American and/or have experience working with Native students form within the schools' settings.

Furthermore, the proposal focuses on the **absolute priority criteria: 1. Gila River Indian Community, a federally recognized tribe 2. Goals 1 and 2 prepare Indian students for college and career readiness**

3. Informed by evidence; 4. Focused on barriers or opportunities with community-based strategies and measurable objectives; and 5. Designed and implemented through a partnership of various entities. Each of these is described throughout this proposal.

Collectively, the proposed grant will improve educational opportunities for Gila River Indian Community students *by in service and opportunities addressing the gaps and weaknesses* for Gila River Indian Community (GRIC) students to have college and career readiness skills in order to complete high school.

Building a Bridge to a Bright Future

(1) specific gaps or weaknesses in services, infrastructure, or opportunities -will be addressed (4 points)

Blackwater Community School's (BWCS) **Building a Bridge to a Bright Future** grant proposal in partnership with Gila Crossing Community School (GCCS), Gila River Indian Community's Tribal Education Department (TED), Arizona State University's College of Education (ASU), and Skyline Gila River High School (SGRHS), meets the **Competitive Preference Priority 1** as a Tribal Lead Applicants as BWCS is a **Bureau of Indian Education (BIE)**-funded school and the Gila River Indian Community (GRIC) is a **federally recognized tribe**. Further, the proposal focuses on the **Absolute Priority** criteria: 1. Focused on defined geographic area; 2. Centered on the goal that Indian Students are prepared for college and careers; 3. Informed by evidence; 4. Focused on barriers or opportunities with community-based strategies and measurable objectives; and, 5. Designed and implemented through a partnership of various entities. Each of these is described throughout this proposal.

Collectively, the proposed grant will improve educational opportunities for GRIC students *by addressing gaps and weaknesses in services and identifying opportunities to address those gaps and weaknesses* for GRIC students to have college and career readiness skills in order to complete high school. Moreover, the proposal will ensure equitable access for all students to educational resources and opportunities. (See competitive priority 3.)

Geographic Area: Gila River Indian Community (absolute priority criterion 1)

The two goals of the **Building a Bridge to a Bright Future** grant proposal will meet criteria 2- 5 of the absolute priority that address the gaps and limited opportunities available within the community.

Goal 1. To provide two high quality preschools to ensure all students are ready to learn with a focus on literacy skills critical for middle and high school completion.

Goal 2. To provide a college and career readiness bridge programs for middle and high school students with an emphasis on career exploration and the teaching profession, leadership development, social and emotional learning strategies, and career awareness through job shadowing and internships.

Competitive Preference Priority 3 is addressed in the two Goals of the proposal which will address equity in resources and educational opportunities: The proposed goals include:

- ❖ Elementary, middle and high school settings
- ❖ Career and technical education programs with Central Arizona College
- ❖ Job shadowing, internships, mentoring opportunities in out-of- school time
- ❖ Arizona State University Native Teacher Recruitment Program
- ❖ Hiring fully certified teachers (**Native American preference**) from BIE Schools and **10 Native American Mentors from GRIC** who have experience working with Native students.

The proposed goals include elementary, middle and high school settings in partnership with career and technical education programs with Central Arizona College offered in both the regular school year and out-of-school time including after school and summer school. In addition, Goal 2 includes job shadowing, internships, and mentoring opportunities, with an emphasis on Native students becoming certified teachers utilizing Arizona State Universities **Native American Recruitment Program**. Goals 1 and 2 focus on hiring fully certified teachers who are Native American and/or have experience working with Native students from within the partner schools' settings.

The magnitude of the need for the services to be provided or the activities (3 points)

Geographic Area: Gila River Indian Community (absolute priority criterion 1)

The Community

The Gila River Indian Community (GRIC) is a 374,000-acre Indian Reservation located in South Central Arizona, bordering the Phoenix metropolitan area. The Community lies south of the cities of Phoenix, Tempe, and Chandler, and north of Casa Grande. GRIC is the fourth largest federally recognized Native American Tribe in the United States and consists of two distinct tribes the Pimas (Akimel O’Odham) and Maricopas (Pee Posh).

First Things First – 2021/2018 Needs & Asset Report & American Indian Survey

Research

Population: In the Demographic Analysis of the Gila River Indian Community Using 2011-2015 American Community Survey (ACS) Estimates based on data from 2011- 2015 tied to the US Census, the population of the region was 13,967 (ACS).

- Number of Children ≤ 6 = 1530 11%
- Household Composition: 58% not living with parent
- Poverty Status: 55% of total (all ages) live in poverty and 66% are children

Economics:

- ❖ Medium Income of all families on Gila River: \$25,700
- ❖ Federal Poverty Guidelines for a family of 4 = \$48,500
- ❖ Single Mother Income: \$10,662 23% of required Federal Income Guideline
- ❖ 78% of children live with a single parent, primarily single mothers.

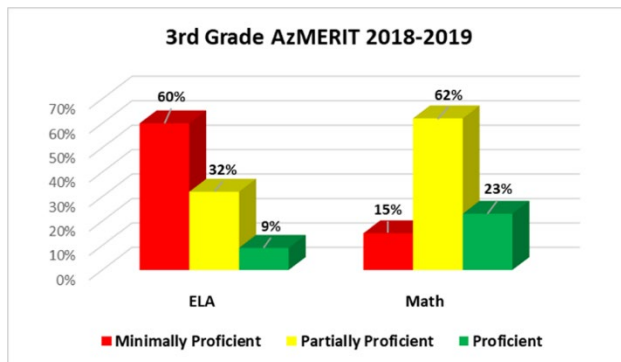
The population profile of the reservation speaks to the need for creative interventions that will support the children living in kinship care by a family member or friend, especially those families with grandparents as the primary guardian of children in the home.

Education: Studies have shown that more than one fourth (26%) of children who were both not reading proficiently in third grade and living in poverty for at least one year do not finish high

school;-that is more than six times the dropout rate for proficient readers (Hernandez, D. 2011). Contributing to the high unemployment and low wage levels are the very high GRIC school dropout rates. The average GRIC high school dropout ranges from 34% to 42%, depending on which high school they attended. **This GRIC high school dropout rate is nearly 4 times the Arizona state average of 9%.** The GRIC high school dropout is nearly 3 times the Arizona average for all ethnic groups, including Native American students. The average educational attainment for GRIC students is as *much as 1 to 3 grades below the state averages* for similar age students (2018 N&A Report).

Students who are at or above grade level reading in third grade are more likely to graduate high school and attend college. The following data is based on the BWCS 2018/19 AZ Merit test results in English Language Arts (ELA). **60%** of BWCS third grade students were not proficient in ELA. GCCS did not take the 2018/2019 AZ Merit Test. The Galileo results for ELA in third grade for SY 2020/2021 indicated that **67.2%** of the students did not pass the test and were not deemed proficient. Because of COVID-19, there was no testing in SY2019.20 and 2020/2021. The data clearly indicates that very few children leaving third grade are reading at the proficiency level.

Blackwater Community School AZ Merit Results



Further, there are specific data on the impact of early childhood education on high school graduation rates and higher education. Evidence demonstrates that early childhood education interventions have positive impacts on high school graduation rates. Early childhood education programs—whether [Head Start](#) or a model program like [Perry Preschool](#)—cause increases in high school graduation rates more than a decade later. The report also demonstrated a correlation to completion of post-secondary credentials for children enrolled in Head Start or similar high quality preschool programs (Brookings, 2016).

These national statistics support the ongoing need for early childhood education as a strategy to address high school graduation and post-secondary education.

(3) proposed project will provide services, address the needs of students at risk of ed failure (3 points)

Preschool

The **Building a Bridge for a Bright Future** proposed grant **supports the identified needs of the at-risk students for educational failure.** The proposal will support two additional preschools located at BWCS and GCCS to provide both the foundational literacy skills developed in preschool so children are entering kindergarten ready to learn in order to become proficient readers in third grade. In 2017, the number of children from 0-5 was 1530 and 32% of these children did not have access to early childhood education and 75% of children 3-5 did not have access to preschool. The proposed two preschools will provide new opportunities for **40** preschool children each year to access a high quality early childhood experience.

Career and College Readiness for Middle and High School Students

Secondly, the proposal includes a middle/high school College and Career Exploration Bridge program located at SGRHS and GCCS to address the high school drop-out rate by creating a viable path for students to obtain the critical skills necessary for college and career

readiness. The College and Career Bridge Program will include career exploration, with an emphasis on teaching, leadership development, social and emotional learning strategies, job shadowing and internships. Currently, this program is not offered and will fill this critical need to engage and motivate the students to stay in school and develop an individualized pathway leading to college and career readiness and internships. .

Both goals address equity to resources/opportunities in the GRIC K-12 system that are community and culturally-based so all students may reach their potential upon graduation from high school. In fact, improving educational outcomes in the community will impact the population, economic, educational and early learning profiles of the community.

(b) Quality of Program Design

(1) design for the proposed project will result possible replication& effectiveness of the approach (10 points)

In order to **replicate** interventions and programs, it is imperative to document how and when programs were implemented. Because of this, the Project Director, Site Coordinators and the Evaluation Team will use a checklist and guidance tool that describes interventions in sufficient detail to allow their replication. The checklist contains the minimum recommended items for describing an intervention for replication. The checklist includes 12 items ranging from name of the intervention to rationale, handouts and how the program was implemented and by whom. These plus other key features—including duration, dose or intensity, mode of delivery, essential processes, and monitoring—all influence efficacy and replicability and will be included in the documentation of the program. In addition to these items, a logic model will also be used to clarify program elements. By depicting the sequence and logic of inputs, processes and outputs, logic models can help ensure that the necessary data are collected to make credible statements of causality (CDC, 1999).

The proposed approach and strategies include implementing Preschool Programs and Middle and High School College and Career Readiness Bridge programs that are designed to be replicated and are **evidence based**. The intended outcomes of the two goals are to 1. To increase access to high quality preschools within the community, and 2. To address the high school drop-out rate on Gila River by enrolling middle and high school students in a College and Career Readiness Bridge Program.

- (2) *The extent to which the goals, objectives, and outcome are clearly specified and measurable (5 points)*
- (3) *proposed project includes review of the relevant literature, plan for implementation, and the use of appropriate methodological tools to ensure successful achievement of project objectives (7 points)*
- (4) *The extent to which the proposed project demonstrates a rationale (10 points)*

Items (2), (3) and (4) are described below together and outline the effectiveness of the approach and strategies employed by the proposed project. Each goal identified in this proposal will include the outcome objectives, relevant research, and methodology and evaluation tool tied to collected evidence.

The following goals and objectives are SMART (specific, measureable, achievable, relevant and time-bound) and will be tied to the two main outcomes of this proposal: to increase access to two high quality preschools within the community, and to address the high school drop-out rate on Gila River by enrolling middle and high school students in a College and Career Readiness Bridge Program.

Goal 1: Establish two demonstration preschool sites to expand high quality education to meet the unfulfilled need on Gila River Indian Reservation.

Rationale: The number of children not receiving a high quality preschool education is over 75% because of the limited availability of community or school-based programs. Therefore, it is imperative that this need be met with the proposed two high-quality preschools. The 2018 N&A Report concluded that the degree to which people in a community are engaged and succeeding

in educational settings can have profound impacts on the developmental and economic resources available to children and families in that region. The research is clear that access to high quality preschools has a profound impact on the families and communities for decades as it relates to high school completion, post-secondary education and employment.

Research

The 2018 N&A Report stated: “The importance of education begins early in life. Preschool participation has been shown to better prepare young children for kindergarten by supporting good school attendance practices and honing socio-emotional, cognitive, and physical skills. Starting in kindergarten, poor school attendance can cause children to fall behind, leading to lowered proficiency in reading and math, and increased grade-retention. Early education is laying an important foundation for the future. Students who are at or above grade level reading in third grade are more likely to graduate high school and attend college. A family’s economic circumstances can multiply this effect: more than one-fourth (26%) of children who were both not reading proficiently in third grade and living in poverty for at least a year do not finish high school – that is more than six times the dropout rate for proficient readers.

The partner schools have adopted Houghton Mifflin, “Journeys” reading curriculum, which is rated ‘Strong’ under the ESSA guidelines for evidence-based curriculum. In a recent publication (July 2016) of **What Works Clearinghouse**TM, *Foundational Skills to Support Reading for Understanding in Kindergarten Through Third Grade*, the following data was reported: *Achieving high levels of literacy among young readers continues to be a challenge in the United States. In 2013, only 35 percent of 4th-graders scored at or above a proficient level on the National Assessment of Educational Progress—numbers that have remained largely unchanged since 1992.*

The North Carolina Fact Sheet concluded that, “The ability to read is essential to a child’s success in life. Reading in the early grades predicts high school success. Those who read well, go on to graduate, but those who aren’t reading well by the end of third grade, are four times more likely to drop out of high school. The document concludes with the following statement, “Beginning developmentally appropriate literacy programs at an early age is the most effective preventative action against reading failure” (NC Early Childhood Foundation, 2017).

Objective 1: The number of children enrolled in the high quality preschool programs at BWCS and GCCS will increase by 10% per year of the grant as measured by attendance and enrollment.

Method: The preschool teachers will collect enrollment data on all students who enter into the preschool program throughout the year.

Outcome/Evidence: The Evaluator will collect enrollment and attendance data to determine if the 10% goal was met and data on how long each newly enrolled student participated in the programs. This quantitative data will be the basis for recruitment and retention efforts for upcoming years.

Objective 2: By the beginning of each school year, both preschool teachers will be trained on and/or receive refresher training on Literacy Express™ and Work Sampling Assessment Tools.

Method: The core literacy curriculum will be Literacy Express™ which meets the ESSA requirement of “Strong” for evidence-based curriculum for preschool. Literacy Express™ is a comprehensive preschool curriculum that has structured thematic units on oral language, emergent literacy, math, science, general knowledge, and social and emotional development. Teachers will be trained on this curriculum and how to use with Work Sampling Assessment Tools.

Outcome/Evidence: The Evaluator will collect data on attendance, program implementation observations from tracking documents and Work Sampling. A summary report will be developed with recommendations for planning purposes. This data will be both quantitative and qualitative in nature based on attendance and teacher observations to determine mastery of the preschool curriculum.

Objective 3: By the end of each school year, 85% enrolled preschool children will increase language, literacy, Native language/Culture and communication skills by 10% as measured by the DIAL-4 and Work Sampling instruments and formative assessment data on Native language/culture.

Method: The children will be assessed using Work Sampling and Developmental Indicators for Assessment of Learning (DIAL-4) instruments and teacher assessment. Student portfolios and teacher observations will be the basis of determining kindergarten readiness and developmental stages of learning. In addition, weekly Native language/Culture classes will be scheduled.

The preschool program will utilize the scientifically researched Literacy Express™ that incorporates language and literacy, math, science, social, physical and emotional development in conjunction with Native language and culture. The Arizona State Department Early Literacy Standards will be incorporated into the daily lessons and tracked for student mastery.

Outcome/Evidence: The Evaluator will collect data on participation in the Literacy Express™ and classroom observations on the implementation of the curricula. In addition, the Evaluator will collect both quantitative and qualitative data from Work Sampling and DIAL-4™ to determine if 85% of the children demonstrated increased language arts skills, including Native Language/Culture (O’Odham language).

Objective 4: By the end of each school year, 90% of the enrolled children will demonstrate an increase in kindergarten readiness skills by 10% as measured by school based assessment tools.

Method: The preschool teachers will incorporate the Arizona Early Literacy Standards into the daily lessons and tracked for student mastery and kindergarten readiness. Student portfolios, assessment data and teacher observations will be the basis of determining kindergarten readiness and developmental stages of learning. All age eligible preschool children transitioning into kindergarten will have a transition plan developed by the preschool teachers, kindergarten teachers and parents to ensure successful transition to kindergarten. Eligible children will visit kindergarten classrooms in April to prepare for the transition. The preschool teacher will follow up in August to ensure that the transition has gone according to the transition plan.

Outcome/Evidence: The Evaluator will collect assessment data in order to create a baseline and trend data report on kindergarten readiness skills at each preschool site. This data will be used for future planning of the preschool program. The data collected will be both quantitative and qualitative tied to assessments and teacher observations.

Objective 6: By September 2025, 85% of preschool children entering third grade from the demonstration preschools will demonstrate reading proficiency compared to other students entering third grade as measured by DIBELS, NWEA and the AZ high stakes ELA tests.

Method: The literacy/ELA data will be collected on the cohort preschool students who are in third grade and this will be compared to the third grade students who didn't participate in the demonstration preschool to determine if the literacy levels of the cohort group are greater, lesser or same as their peers in third grade based on both formative assessment – DIBELS and NWEA and the summative assessment – Arizona Academic Standards Assessment (AASA).

Outcome/Evidence: The Evaluator will compile the third grade literacy data from DIBELS, NWEA and AASA to establish if there is a link tied to proficiency in ELA that demonstrates the demonstration preschool cohort group impacted the third grade ELA scores. A summary report will be compiled and presented with the findings to the Administration for future planning.

Goal 2: To provide a College and Career Readiness Bridge Programs for middle and high school students at SGRHS and GCCCS with an emphasis on career exploration and the teaching profession, leadership development, social and emotional learning strategies, and career awareness through job shadowing and internships.

Rationale: Contributing to the high unemployment and low wage levels are the very high GRIC school dropout rates. The average GRIC high school dropout ranges from 34% to 42%, depending on which high school they attended. **This GRIC high school dropout rate is nearly 4 times the Arizona state average of 9%.** The GRIC high school dropout is nearly 3 times the Arizona average for all ethnic groups, including Native American students. The average educational attainment for GRIC students is as *much as 1 to 3 grades below the state averages* for similar age students (2018 N&A Report). Creating a pathway to graduation is critical to the overall health and future of the community to ensure every student is prepared to enter the workforce with 21st skills. In addition, all Gila River high school students have to attend a feeder school outside of the reservation which has contributed to the high drop-out rate.

Skyline Gila River High School: This partner school has a high graduation rate, over 90%, of students who complete high school. The student body is basically 100% students from Gila River and is grades 5-12. The current enrollment is 227 students and 29 of them are seniors in SY 2021/2022. “The small class sizes, dedicate teachers who are sensitive to the cultural history of the community contribute to this success rate. The school focuses on providing at-risk

students with high quality educational programs and services designed to stimulate life-long learning while developing character through academics, athletics and the arts” The three year graduation rate has been: 2019 = 93%; 2020 = 82%; 2021 = 88% (Skyline Gila River).

Research: *Research has identified middle school as a time when students can benefit the most from career exploration, a process of building self-awareness, learning about potential careers, and developing a plan for reaching future goals. Career exploration engages middle school students at a time when they are at a higher risk for disengaging from learning due to challenges in forming identity, coping with puberty and navigating new environments. It also capitalizes on their developing abilities to think abstractly, and their preferences for teamwork and active learning through relevant real-life scenarios. These preferences make middle school a natural time for students to learn about careers and develop skills such as problem solving, critical thinking and teamwork through career exploration activities. While career exploration has proven benefits for middle-grades students, programs and activities can be difficult to implement due to a lack of funding, a focus on core academic courses and overburdened school counselors. Educators, administrators and counselors have developed a variety of flexible practices to overcome these barriers.* Association for Career and Technical Education (ACTE, 2017).

In the report titled, ***Impacts of Ramp-Up to Readiness™ after one year of implementation***, the authors identified the following rationale for college and career readiness programs. *College education is fundamental to students' upward mobility, states' economic growth, and the country's economic competitiveness. Researchers have forecast that 63 percent of future jobs will require a college degree, yet in the coming years the United States will likely produce 3 million fewer college graduates than are needed to fill workforce demand. With these statistics and projections in mind, policymakers are placing greater emphasis on motivating high*

school students to attend college and on ensuring that students have the skills needed to succeed in college. Minnesota legislators, for example, have called on the public K-12 education system to motivate middle school students to attend college and to help high school students plan for college as a means of attaining their career aspirations. To better enable middle and high schools to increase college participation and success rates among their students, the University of Minnesota's College Readiness Consortium developed Ramp-Up to Readiness™ (Ramp-Up), a school wide advisory program to increase students' likelihood of college enrollment and completion by enhancing five dimensions of college readiness (academic, admissions, career, financial, and personal-social) among middle school and high school students (Lindsay, 2017).

Middle and High School College and Career Readiness Bridge Program

(CCRB): Grades 5-12

Objective 1: Teachers, once hired from existing teaching staff, will be trained via the web site on the California Career Center (CCC) College and Career Readiness program lesson components and supporting resources for grades 5-12.

Method: All teachers will prepare an Essential Elements (EEI) of Instruction lesson plan utilizing the CCC lesson units during the Summer Bridge program. The teachers will have training on the CCC lesson plans in a preservice prior to the program implementation.

Outcome/Evidence: The Evaluator will review the observations made by the Site Coordinator at each school to determine the level of implementation and the quality of instruction tied to the school's evaluation/ observation model. The data from these observations will be collected and a summary report will be presented to the Administrators of the grant.

Objective 2: Each year of the grant there will be a 20% increase in the number of students who enroll in the Career and College Readiness Bridge Program in 5th -12th grades as measured by attendance, participation in College and Career Readiness Fairs and enrollment data.

Method: Each January, the partner schools will host an Exploration Fair on the CCRB program for recruitment purposes for the Bridge program. The agenda, participation logs will provide counselors with contact information to move forward on recruitment for the summer program. The middle and high school teachers/counselors will collect enrollment data on all students who enter into the College and Career Readiness Bridge throughout the year. All grant partners and community employers will be involved in the Fair. To increase interest in the program, the Student Council at SGRHS will meet with the 5th - 8th grade students on their transition plans as well as help facilitate the College and Career Readiness Annual Fair.

Outcomes/Evidence: The Evaluator will collect enrollment and attendance data, Exploration Fair participation logs to determine if the 20% goal was met and data on how long each newly enrolled student participated in the programs. This quantitative data will be the basis for recruitment and retention efforts for upcoming years.

Objective 3: Each year of the grant, 90% of the students in the Career and College Readiness Bridge Program will increase their knowledge of careers, learning strategies, career awareness and leadership as measured by pre and post surveys and middle and high school plans.

Method: The CCC curriculum is accessed on-line and provides each student with an information planning tool that incorporates the following components:

- ❖ Middle school students will develop a transition plan for high school.

High School students will create a portfolio on a College and Career Action Plan for credit in Senior Year. (See Skyline Gila River Course Handbook in attachments.)

- ❖ Topics that are covered in the 5th – 12th grade program are Career Options, Getting a Job, Education and Training options, Challenges, Money Management and videos of students talking about jobs and college experiences
- ❖ The job shadowing opportunities will occur in the third week of the Summer Program and/or out-of-school times during the academic year.
- ❖ 10 GRIC Native American Mentors will be recruited through GRIC Tribal Education Department (TED) who will meet monthly with assigned students.
- ❖ The high school internships will be developed during the first year of the grant in conjunction with TED, ASU **Native American Recruitment Program**, and within the partner schools.
- ❖ Guest Speakers from ASU’s Mary Lou Fulton College of Education’s **Native American Recruitment Program**, Central AZ College – Dual Enrollment and CTE programs; and TED for Community-based careers opportunities.
- ❖ **Outcomes/Evidence:** The Evaluator will collect data on attendance, program implementation, job shadowing and internships, review of middle and high school plans and student and stakeholder surveys to determine if 100% of students completed plans and demonstrated an increase in knowledge on College and Career Readiness, counselor feedback, summary report will be developed with recommendations for planning purposes. This data will be both quantitative and qualitative in nature based on attendance/participation and surveys to determine the effectiveness of the College and Career Readiness Bridge Program.

Objective 4: Each year of the grant there will be an increase of 10% in the high school graduation rate of students who attended the Summer Bridge program at Skyline Gila River and other feeder high schools as measured by school records.

Method: The school counselors and TED will provide data on the graduation rate of GRIC students enrolled in feeder high schools who attended the Summer Bridge program. The quantitative data will provide critical information on the effectiveness of curriculum and associated job shadowing and mentorships.

Outcome/Evidence: The Evaluator will collect graduation data, job shadowing, internships and mentorship data to determine if the Bridge program was a factor in graduation rates. Participants will complete surveys to determine if the planning tools were helpful in mapping their post-secondary career pathways. The quantitative and qualitative data will guide each year of the grant to customize the Bridge program to reflect the college and career options for students.

(5) methods of evaluation use performance measures related to outcomes & produce quant & qual data (5 points)

The outcome evaluation will use objective performance measures that are directly related to the objectives and intended outcomes of the project and will focus on the changes in the target population mainly in the areas of knowledge and behavior. The specific components of the outcome evaluation are based on the stated measurable objectives identified in the grant, which will result in both qualitative and quantitative data such as the percentage of students who became proficient in reading as measured against the dosage of activities offered in the classroom.

Process performance measures include attendance, tracking forms, observations, anecdotal records, parent and stakeholder satisfaction surveys, training and completed high school plans while NWEA scores, graduation rates and reading data are performance measures used to measure the outcome objectives. The combination of these measures will produce both

quantifiable and qualitative data as also described above in the method and evidence paragraphs. These data will drive decisions and will be used to improve the program for the program years.

Quality of Project Personnel

(1) *encourage applications from persons traditionally been underrepresented (6 points)*

Blackwater Community School is committed to actively recruiting and retaining individuals who are members of groups who have been traditionally underrepresented based on race, color, national origin, gender, age or disability. Additionally, Blackwater is steadfast in its selection of project personnel with experience, education and abilities uniquely capable of contributing to the successful implementation of the **Building a Bridget to a Bright Future** program. The personnel selected will recognize the need, significance and ultimate value that the project will contribute to the academic achievements of Native American children.

The recruitment of applicants for employment will be solicited from existing qualified staff at the host schools, many of whom are enrolled members of a Native American Tribe and have been traditionally been underrepresented. In addition, all hiring practices follow the federal guidelines that address race, color, national origin, gender, age or disability. The intent is to hire qualified staff who have experience working within the Gila River Indian Community.

The qualifications of the project director or principal investigator (3 points)

**Project Director: Principal – Blackwater Community School – [REDACTED] – In-Kind
Principal M. Philosophy and M.S. Certified Superintendent, Principal and SEI Instructor**

[REDACTED] has been the Principal of Akimel O’Otham Pee Posh Charter School/ Blackwater Community School since 2015. Prior to this position, he was the Technology Director for the school. He has worked on the Gila River Indian Community for nearly 30 years. He will be the Administrator on the NYCP Grant and coordinate all activities under the grant with the principle partners: Gila Crossing Community School, Gila River Tribal Education

Office, Skyline Gila River High School, ASU Southwest Interdisciplinary Research Center and the First One Hundred Institute. His resume is included in the attachments.

Evaluator/Principal Investigator: The Southwest Interdisciplinary Research Center

(SIRC) is recognized as an Arizona Board of Regents center at Arizona State University. SIRC is affiliated with the School of Social Work within the Watts College of Public Service and Community Solutions. SIRC was selected by the National Institute on Minority Health and Health Disparities as the recipient of a five year, \$6.3 million continuation grant from the National Institutes of Health (NIH). This prestigious award, originally granted to SIRC in 2007, established SIRC as a Center of Excellence with funding that expands its research, training and community outreach focused on improving health and reducing health disparities among racial and ethnic minorities. In September 2017, SIRC received one of twelve national Specialized Center of Excellence for Research on Minority Health and Health Disparities awards, funded by the NIHMD/NIH. The purpose of this program is to support specialized research centers to conduct multidisciplinary research, research training, and community engagement activities focused on improving minority health or reducing health disparities.

██████████ **Senior Research Analyst** has extensive experience in conducting all types of evaluations for the past 25 years. ██████████ has strong skills in all areas of program evaluation and currently serves as the project director of the NIH funded Community Engagement Alliance (CEAL) against COVID-19 statewide grant. ██████████ is also the lead evaluator for two Native Youth literacy grants on the Gila River Indian Community. She is also assisting in the evaluation of the large SIRC Specialized Center of Excellence award from NIH as well as serving as the lead evaluator on a SAMHSA grant to evaluate substance use disorders related curricula across multiple health and behavioral health programs. Resume attached.

The qualifications, training and experience, of key project personnel (3 points)

Project Coordinator- *First One Hundred Institute, Director*

██████████ is the President of the First One Hundred Institute. The Institute supports Indigenous families by creating community based books that promote cultural and linguistic revitalization, pride in Indigenous heritage and identity, early literacy development, enhanced educational achievement, and life-long learning. The First One Hundred Institute has worked for the past fifteen years with the Gila River Indian Community to implement early literacy and native language programs. The Institute has worked with the Akimel O’Otham Charter School for the past four year to support early literacy efforts in their home visiting and pre-school programs. ██████████ has been a teacher, counselor, administrator and chief education officer for the federal school system that educates American Indian children on 63 reservations throughout the nation. ██████████ is an enrolled member in the Kaw Tribe.

The Project Coordinator oversees all program activities by coordinating all activities that have direct or indirect relationship with the partnering communities, including but not limited to, developing a calendar of events, acquiring resources, convening monthly meetings, and developing reports. His resume is included in the attachments.

Site Coordinators – All resumes are available upon request.

██████████, **Assistant Vice Principal, Blackwater Community School**

██████████ has been the Vice Principal for 10 years at Blackwater Community School.

██████████, **Curriculum Director, Gila Crossing Community School**

██████████ has been Curriculum Director and part of the Gila River Indian Community for over 20 years leading several grants as well.

██████████: **Principal Skyline Gila River High School.** He has over 20 years working with Native American students as a Mentor, Counselor and Principal.

The **Site Coordinators** will be responsible for logistics, recruitment, and contacting community partners for family engagement events. They will attend monthly meetings with the Project Director and Project Coordinator to provide updates on the scheduled professional development for the preschool staff.

Other personnel include: highly qualified superintendents and principals of partner schools, certified preschool teachers, paraprofessionals, middle and high school teachers, the GRIC Tribal Education Department, and Arizona State University. Each of these is described in detail throughout this proposal and resumes/ job descriptions are included in the attachments.

Quality of Project Services

(1) Services to be provided involve the collaboration (5 points)

The **Building a Bridge to a Bright Future** proposal consists of several key school partners – Blackwater and Gila Crossing Community School - Bureau of Indian Education Schools and Skyline Gila River, an Arizona State Charter School. The enrollment at the BWCS is 333 students grade K-5; GCCS is 422 grades K-8, Skyline is 244 grades 5-12. (Absolute Priority)

The inclusion of the three schools in partnership and/or collaboration with the Tribal Education Department and ASU have designed a proposal that will build on existing services within the partner schools and the community. The expansion of two preschool programs (Goal 1) and the implementation of a College and Career Readiness Bridge Program (Goal 2) will meet the critical needs identified by the community. The coordination of the Preschool programs and the College and Career Readiness Bridge Program will be a shared responsibility of the partners under the direction of the Project Director and Project Coordinator; thereby, maximizing the effectiveness of the project services (see management plan for details of collaboration). The project services include opening two high quality preschool programs and a College and Career Readiness Bridge Program that includes job shadowing, internships and mentorships in support of

the individualized student plans for completion of high school and the transition into post-secondary opportunities in higher education and/or the workforce.

In-kind resources from the partner schools include: Transportation, facilities, technology, staffing, food services, administration, purchasing services, special education staffing and coordination with existing 21st Community Learning grants and the Summer School programs.

Arizona State University Mary Fulton College of Education has designed a new program that targets Native American students to become teachers. The ASU **Native American Recruitment Program** will participate in the College and Career Exploration Fair at Skyline and Gila Crossing and provide information on job shadowing, internship as well as recruit Native American college student speakers for the Bridge program

Central Arizona College (CAC) currently offers dual credit for Skyline's enrolled students.

CAC will participate in the Exploration Fairs and highlight the CTE and the Early Childhood Education programs. Student and faculty speakers will participate in the Bridge program.

These will be the foundation for further post-secondary career exploration options for students.

(2) services meet the needs of the local population, by community-level data, direct input (5 points)

Community Data

The Building a Bridge to a Bright Future (BBFB) proposal's two goals reflect the concerns and strategies identified by the community members during two community-focused events.

BIE Strategic Direction Report 2019

6 goals were identified by GRIC community participants:

1. High-Quality, Early Childhood Education addressed by Building a Bridget to a Bright Future (BBFB) Proposal Goal 1
2. Wellness, Behavioral Health and Safety addressed by BBFB Proposal Goal 2

3. K-12 Instruction and High Academic Standards addressed by BBFB Proposal Goal 2
4. Post-Secondary and Career Readiness addressed by BBFB Proposal Goal 2
5. Self-Determination addressed by BBFB Proposal Goal 1
6. Performance Management addressed by BBFB External Evaluation Process

Included in the report are examples of comments that were collected by participants on ways to achieve these goals.

- ❖ Establish a universal mentoring program from grade school to middle school and from middle school to high school that is peer led (BGFB Goal 2)
- ❖ Make sure they leave elementary and middle school on grade level with confidence to be successful in high school. (BBFB Goals 1 and 2)
- ❖ Summer bridge programs K-elementary-middle-high school (BBFB Goal 2)
- ❖ Hire master degree community members to develop a transition class to post-secondary and career reediness
- ❖ Build a high school

GRIC 2019 Governor's Education Summit

The Governor of Gila River Indian Community convenes an Education Summit on an annual basis. So far there have been five summits hosted by the Governor's office. The purpose of the Summits is to solicit recommendations from parents, grandparents, guardians, and high school students on how to improve education outcomes for GRIC members. The recommendations are reflected in this proposal's focus on early childhood education and improving the retention rate for middle and high school students. Summits were paused during COVID-19.

Community, parent and teacher offered feedback on increasing student achievement, student attendance and parental involvement. A sample of the comments follow.

- ❖ Have education mentors go into the home and offer help
- ❖ Provide enrichment programs at the schools to motivate students to want to go
- ❖ Have tribal leaders talk to students about the future and why school is important
- ❖ Have a mentor program with previous graduates
- ❖ Develop and promote use of skills within the community
- ❖ Tutoring and more support services

In addition, in the Needs section of the proposal, there is extensive data on the profile of GRIC in terms of the populations, economics and education that is centered on a community with high poverty, high unemployment, high drop-out rates in high school and not enough early children education services. The data presented represents the **direct input from the parents and families of Indian children**. Collectively, these data points support the critical need to provide two additional preschool services and a College and Career Readiness Bridge program that creates a comprehensive pathway for middle and high school students to graduate and transition into college and career options which are the two goals of the Building a Bridge to a Bright Future grant proposal.

Quality of the Management Plan

(1) *management plan achieve the objectives including clearly defined responsibilities, timelines, and milestones (14 points)*

The Management Plan is built on in-kind resources at the three host schools for transportation, food services, staffing, technology, facilities and supplies as well as a partnership with the existing 21st Community Learning Grants at the BIE schools, the Summer School program at Skyline Gila River High School and the Gila River Tribal Education Office.

As a result of the in-kind contributions the proposal will be cost effective and support all aspects of the proposal for full implementation. The Management Plan covers the five year grant cycle. Modifications will be made based on data from the Evaluation.

Goal 1: Establish two demonstration preschool sites to expand high quality education to meet the unfulfilled need on Gila River Indian Reservation.

Task(s)/Objectives	Person(s) Responsible	Timeline/Milestones
1.1 Establish two High quality preschools located at BWCS and GCCS	Project Director, Project Coordinator, Preschool Teachers, Paraprofessionals, Site Coordinators; HR Department, Business Office, Technology Department (school resources) and Evaluator	October 2022 – First Stakeholders meeting followed by quarterly meetings December 2022 – June 2023
1.2 Recruit and hire two preschool teachers and two paraprofessionals	Project Director, Project Coordinator, HR and Site Coordinators, Evaluator	October – November 2022

		Advertise, screen and hire required staff for preschool programs at each site.
1.3 Recruit 20 preschool students at each site, (40) including participation in Child Find events	Project Director, Project Coordinator, Site Coordinators, preschool and special education staff.	October 2022 Recruitment Fair at Host schools Yearly in summer/ fall
1.4 Professional Training with preschool staff on Literacy Express™ Work Sampling and DIAL -4	Project Director, Project Coordinator, Site Coordinators, preschool staff and trainers.	November 2022 Ongoing quarterly for all 5 years of program implementation
1.5 Implement a fully operational preschool program at each school that includes purchasing classroom materials, EEI lesson plans, Literacy Express™ learning centers, Native Culture/Language, field trips, early screening and referrals, Open Houses and parent/teacher conferences	Project Director, Project Coordinator, Site Coordinators, preschool staff. Special Education staff, Language/Culture teacher, Purchasing Office, Evaluator	November 2022 – May 2027

<p>1.6 Maintain data on attendance, enrollment, and preschool benchmarks utilizing Literacy Express™ curriculum as measured by Work Sampling and DIAL-4 Assessment Tools</p>	<p>Project Director, Project Coordinator, Site Coordinators, preschool staff</p>	<p>November 2022 – May 2027</p>
<p>1.7. Participate in annual kindergarten transition meetings</p>	<p>Project Director, Project Coordinator, Site Coordinators, preschool staff. Special Education staff and Kindergarten staff</p>	<p>April 2023 – May 2027</p>
<p>1.8 Evaluation Process for collection of data from all objectives that are tied observational notes from preschool staff, Site Coordinator and Evaluator. There will be a focus on a 10% increase in annual enrollment and if the 85% goal of literacy has been achieved by the end of third grade for cohort group.</p>	<p>Project Director, Project Coordinator, Site Coordinators, preschool staff. Special Education staff and Evaluator</p>	<p>November 2022 – August 2027</p>

1.9 Preparation and presentation of Annual Evaluation Report for planning purposes	Project Director, Project Coordinator, Site Coordinators, preschool staff. Special Education staff and Evaluator	May 2023 – August 2027
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Goal 2: To provide a College and Career Readiness Exploration Bridge (CCREB) Programs for middle and high school students with an emphasis on career exploration and the teaching profession, leadership development, social and emotional learning strategies, and career awareness through job shadowing and internships.

Tasks/Objectives	Person(s) Responsible	Timeline/Milestones
2.1 Plan for the CCRB program at two host schools – Skyline and Gila Crossing	Project Director, Project Coordinator, Site Coordinators, Host School Staff, Community Partners, Evaluator	October 2022 for first meeting then quarterly meetings thereafter from November 2022 – June 2027. The focus of the stakeholders’ meeting will be to solidify & enhance the Summer Bridge Program and identify job shadowing, mentorships and

		internships for students with the community, ASU and CAC.
2.2 Recruit and hire middle and high school teachers for Summer Bridge program from existing staff at the host schools	Project Director, Project Coordinator, Site Coordinators, Host School Staff, HR Departments	October 2022 – 2027
2.3 Professional Development training on CCC curriculum for Summer School. Even though the program begins in June, the hired teachers need time to plan the lessons and identify materials and resources	Project Director, Project Coordinator, Site Coordinators, Host School Staff, Purchasing Office, Evaluator	November 2022 – May 2027 quarterly during grant implementation The hired teachers will meet quarterly to review the CCC curriculum and prepare the lessons and resources for the Summer Bridge Program.
2.4 Host Community Recruitment Open House for CCRB Program at the two host schools. The Fairs will involve community	Project Director, Project Coordinator, Site Coordinators, Host School Staff, Purchasing Office, Evaluator	January and April of each year of the grant implementation

<p>partners from ASU, CAC and TED. The target population is middle and high school students and their families. The supplies for the hosted events will be ordered. In addition, the facilities, curriculum, transportation, etc. (In-kind) will be discussed at the College and Career Readiness Bridge Program Open House. Participation logs and follow up logs will be maintained.</p>		<p>The Open House will be informational on the CCREB program and will serve as a recruitment fair for students to participate in the program. The combination of the in-kind contributions and the grant will ensure that all interested students can participate in the program with no barriers.</p>
<p>2.5 Implement the College and Career Readiness Summer Bridge Program at the host schools. Data on attendance, High School credit, minutes from Stakeholder meetings will be maintained. A data base on potential community outreach will be created</p>	<p>Project Director, Project Coordinator, Site Coordinators, Host School Staff, Community Partners, Evaluator</p>	<p>January 2023 – June 2023, The program begins in June; however, host schools will be using the SY 2022/2023 as a planning phase for implementation. Program will be</p>

<p>that includes speakers, field trips, and other tangible activities offered in the program.</p>		<p>implemented each spring thereafter during grant implementation</p>
<p>2.6 Establish Job Shadowing, Mentorships, and Internships that will be offered to students in the summer and school year. A data base will be created in order to match students with opportunities that are identified by the host schools, TED, ASU and CAC. Completion rates will be tracked to determine the effectiveness of these options and to identify new options each year of the grant.</p>	<p>Project Director, Project Coordinator, Site Coordinators, Host School Staff, Community Partners – ASU,CAC, TED and Evaluator</p>	<p>June 2023 – June 2027 Throughout the grant at the quarterly stakeholder meetings, these opportunities for students will be discussed and identified in order to match students with the options from the Summer Bridge Program. There will be an emphasis on the Teaching professions.</p>
<p>Evaluation of the CCREP program will be conducted during the summer sessions and during the school year as students are</p>	<p>Project Director, Project Coordinator, Site Coordinators, Host School Staff, Community Partners, Evaluator</p>	<p>October 2022 – August 2027 The Evaluator will be part of the Stakeholders’ meetings in order</p>

matched with career opportunities. A summative report tied to formative data, surveys, and minutes will be prepared for future planning.		to document the planning, implementation and community outreach components of the grant.
1.7 Preparation and presentation of Annual Evaluation Report for planning purposes to determine if the 10% increase in enrollment was met, 100% of enrolled students created their career plans, and that the graduation rate increased by 10% of the cohort students compared to other feeder high schools.	Project Director, Project Coordinator, Site Coordinators, Host School Staff, Community Partners, Evaluator	Each year of implementation from May 2023 – September 2027

Evaluation Tasks/Objectives	Person(s) Responsible	Timeline/Milestone
Develop evaluation plan; Develop benchmarks; Assess impact of teaching, student gains and outcomes; Visit school	Evaluator at Arizona State University, Project Director, Project Coordinator	Oct. 2022 - June 2027 Visit school campus quarterly;

<p>campus quarterly; Observe classroom activities; Meet with staff and director; Provide frequent feedback; Write summative evaluation report.</p>		<p>August 2022 – June 2027</p> <p>Prepare quarterly formative reports and provide feedback;</p> <p>Oct. 2022 – June 2027 Attend monthly stakeholder meetings;</p> <p>August of each year Write summative evaluation reports</p>
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(2). ensure that a diversity of perspectives include parents, teachers, a variety of fields (5 points)

In order to include Indian tribes and parents of Indian children, teachers, business community, disciplinary and professional fields, and other key stakeholders, the **Building a Bridge to a Bright Future** project used community-based participatory research (CPBR), a *collaborative approach to research that equitably involves all partners in the research process and recognizes the unique strengths that each brings.* (Faridi, et al, 2007). This project engaged in CPBR through the 2018 Needs and Assets Report and utilized the following data sources: 1) Quantitative data obtained from various Gila River Indian Community departments and agencies, 2) Findings from qualitative data collection conducted in 2018 and 2021 specifically for the needs assessment report through key informant interviews and group discussions with service providers in the region; and 3) Data from the 2021 First Things First Gila River Indian Community Parent and Caregiver Survey. From this, the focus of improving the reading proficiency (and subsequent academic success) of Indian children by third grade was derived from the community. Plus, the connection to high school graduation and literacy was documented in the Needs section and was called out as a community goal. As a result, using this model of research that actively engaged the community will likely result in higher gains in literacy proficiency and higher graduation rates.

(3) project is designed to build capacity, yield results beyond the period of Fed assistance. (5 points)

In order to build capacity and yield results that will extend past the grant funding, a robust Sustainability Plan was designed by the Project Team. However, planning for sustainability is not a single event or a linear process but a continuous process where many activities will occur before and during the grant period. Main pieces of the plan include: creating an action strategy; securing community support; integrating the program services into community infrastructures; building a leadership team; and using data to drive decisions. By

basing decisions on data, project staff and partners to make informed decisions on any changes or adaptations that may need to be made to meet goals and objectives and determine which parts of the project to continue past federal financial assistance. Through frequent meetings, data reviews and performance reports, the project can be assessed and compared over time. In addition, by ensuring that services and programs are an integral part of the community and regular activities of an organization will help ensure their longevity. Developing program materials during the grant period will enable programs to continue services after funding ended without significant financial burden. The Project Team realized that programs that adopt efficient practices during the grant are likely to be sustainable and are fully committed to this plan.

Quality of the Project Evaluation (7 points)

(1) methods of evaluation provide feedback and assessment of progress toward outcomes (4 points)

A major goal of the evaluation is to provide ongoing information to the project staff so they may adjust their activities as necessary to enhance project success as performance measures occur. The evaluation design includes performance feedback in all areas of the two major goals. The evaluation team will use site visits and frequent data checks on the preschool and bridge programs. After each site visit, the teachers, site coordinators and principals will receive a rating chart, summary of visit, identification of areas of improvement as well as recommendations. The evaluation will measure *the actual classroom experiences against the program as prescribed*. The evaluator will provide feedback on a monthly basis as well as a written final report which will include the results from both the process and outcome evaluation. Feedback will answer such questions as: Are program services and activities being delivered as planned? Is the program reaching the target population? Is the quality of the program services adequate? Does the program outcome data indicate the program is achieving its desired results? Is there a significant difference in program performance among students? Sites?

The evaluation model will be utilized for the five year grant cycle. Modifications to the process and outcome evaluation will be determined based on the data collective in the annual summative report in consultation with the Project Director, Site Coordinators, stakeholder team and key facilitators at all implementation sites. Evaluation data from progress monitoring will provide details for immediate feedback and guidance that will determine if the strategies being used are effective for the students being served. Through providing ongoing information, the project staff can adjust their activities as necessary to enhance project success.

(2) *evaluation provide guidance about effective strategies for replication or testing (3 points)*

One of the primary goals of this evaluation is to capture the dynamics of the given set of activities to allow future replication of the project on the reservation, and the *Building a Bridge to a Bright Future* will serve as a model for the expansion of the preschool and bridge programs reservation wide. This expansion will improve educational opportunities for Gila River Indian Community students starting in preschool and continuing in middle and high school by providing students with college and career readiness skills.

A secondary goal of this evaluation is to provide ongoing information to the project staff so they may adjust their activities as necessary to enhance project success thus making recording of lessons learned an important element to avoiding mistakes in subsequent replications which is what this evaluation will do.

Replication and sustainability are built into the program design. By providing data on the success of this project, the community will be able to determine the feasibility of supporting additional preschool and bridge programs at other schools. Also, it is the intent that the data collected on this program will demonstrate the direct correlation between a child's participation in a preschool program and academic gains in K-3, and participation in the bridge programs and

an increase in college and career readiness, increase in graduation rates and leadership development, and social and emotional learning strategies.

Further, the Project Director, Project Coordinator and the Evaluation Team will use a checklist and guidance tool that describes the interventions in sufficient detail to allow for replication of the project. Expanding this project reservation wide meets the critical needs of the members and the economic development of the community. Summative evaluation data gathered for the quarterly and yearly performance reports will provide the project and the Office of Indian Education with implementation strategies that are successful and can be used for replication both within and outside of the Gila River Indian Community.



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

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

Name of Institution/Organization

Blackwater Community School

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	178,500.00	178,500.00	178,500.00	178,500.00	178,500.00			892,500.00
2. Fringe Benefits	58,625.00	58,625.00	58,625.00	58,625.00	58,625.00			293,125.00
3. Travel	15,120.00	15,120.00	15,120.00	15,120.00	15,120.00			75,600.00
4. Equipment	53,015.00	16,500.00	16,500.00	16,500.00	16,500.00			119,015.00
5. Supplies	41,800.00	26,000.00	26,000.00	26,000.00	26,000.00			145,800.00
6. Contractual	129,206.00	129,206.00	129,206.00	129,206.00	129,206.00			646,030.00
7. Construction	0.00	0.00	0.00	0.00	0.00			0.00
8. Other	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00			50,000.00
9. Total Direct Costs (lines 1-8)	486,266.00	433,951.00	433,951.00	433,951.00	433,951.00			2,222,070.00
10. Indirect Costs*	11,856.00	11,856.00	11,856.00	11,856.00	11,856.00			59,280.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	498,122.00	445,807.00	445,807.00	445,807.00	445,807.00			2,281,350.00

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

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify):
 The Indirect Cost Rate is %.
- (3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).
- (4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.
- (5) For Restricted Rate Programs (check one) – Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
- (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 # S299A200015

Page e192