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APPLICATION FOR GRANTS
UNDER THE

Indian Education Discretionary Grant Programs—Native Youth Community Program

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PR/Award # S299A220021

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LAPWAI SCHOOL DISTRICT ABSTRACT

The Lapwai School District, an LEA is applying for the NYCP grant on behalf of the Lapwai Middle/High School (LHMS) that serves approximately 262 students yearly in grades 6-12 where 83% are Native American. The location is the city of Lapwai, home of LHMS, the Nez Perce Tribal Governmental offices and 9 elected Nez Perce Tribal Executive Committee member are located here. We are located in the north central panhandle of Idaho within the Nez Perce Reservation.

We are applying in partnership with the Lapwai Nez Perce Tribal Education Department, the Nez Perce Tribal Circle of Elders, the Nez Perce Tribal Health Authority, Lewis and Clark State College, University of Idaho and the Northwest Indian College (see attachments for agreements) which qualifies us for Competitive Priority #2, a partnership between an LEA and a federally recognized Indian Tribe. We meet the absolute priority as our partnership includes an LEA and Tribal Education Department along with institutes of higher education that will work together to identify and address any inequities and work to prepare students for college and careers with an emphasis on the teaching profession. We will institute a TribalStudent2Teaching grow-our-own program that puts students on a path to become a teacher in our district.

A community needs assessment identified areas of concern. Our city is characterized by high poverty (20.57%), low educational attainment (only 15% have a bachelor's degree or higher) and a recent unemployment figure was 16.9%. The Tribe has identified a need to replace an aging workforce to fill administrative and other positions with qualified persons. Our teacher retention rate is low compared to the state average and currently only 31% of our teachers are Native American (NA) while 83% of LMHS students are NA.

When students returned from pandemic isolation, some had lost a family member sometimes resulting in emotional issues. We saw our graduation rate decrease, academic achievement drop well below the state average and experienced an increase in disciplinary incidents. Student engagement was low and college and career readiness skills are low. We plan to create a Culture of Hope where there are high expectations for students, increased educational opportunities that include relevant coursework, culturally responsive teaching, a positive approach to discipline (restorative justice), family engagement, identification of any barriers or inequities not already identified and increased college and career awareness through college visits, workshops at colleges/universities, dual credit coursework, job-shadowing, work experience and mentoring.

The anticipated outcomes include increased student achievement and increased graduation rate from high school and ultimately from college. Through professional development we expect increased use of restorative justice techniques and culturally responsive teaching. Partnerships with IHEs will result in increased student college and career skills, college credits earned in high school. Student engagement will increase through programs that address the students' culture and language, family engagement and student feeling of well-being and empowerment. Students will experience career exploration, work experience, mentoring, and exposure to career pathways especially teaching,

We want LMHS students to exit high school having goals for the future and being aware of college and employment opportunities. By providing work experience, job shadowing, summer internships and college coursework, students will be on track to have skills needed to be employable. With our college partnerships, students will be able to earn college credits while in high school, giving them a jumpstart on a college degree so they can reach their career goals sooner.

(a) Need for the Project (10 points)

(1) Gaps or weaknesses identified, addressed and magnitude of gaps or weaknesses. (4 pts)

The Lapwai School District (“Lapwai”) #341 (LEA) is applying for the Indian Education Discretionary Grant Programs – Native Youth Community Program (NYCP) as a consortium partnership with:

1. Nez Perce Tribe’s NIMIIPUU Health (Tribal Organization/Indian Health Service)
2. Northwest Indian College – Lapwai Site (TCU)
3. Lewis Clark State College – Native American, Minority & Veteran Services
4. Upward Bound – University of Idaho (TRIO)
5. IKEEP – University of Idaho
6. Lapwai Indian Parent Committee (JOM, Title VI, Title VIII Impact Aid)
7. Nez Perce Tribe – Circle of Elders
8. Lapwai’s Culturally Responsive – Professional Learning Community (PLC)
9. Nez Perce Tribe of Lapwai, Idaho

This qualifies us for **Competitive Priority #2: Tribal Partnership** that includes the Nez Perce Tribal Education Department, the Tribal Circle of Elders and the Tribal Health Authority. **(Partnership agreements are in Attachment)**. Institutes of Higher Education (University of Idaho, Northwest Indian College, Lewis and Clark State College) (Partnership agreements in the Attachment) will work with us on **Competitive Priority #3: Examining Inequity, Resources and Opportunities for underserved youth in middle/high school** and include increasing the number and proportion of experienced, fully certified, in-field, and effective educators, and educators from traditionally under-represented backgrounds. The Culturally Responsive PLC and Lapwai Indian

Education Parent Committee will provide advisory support, advocacy and provide a diversity of perspectives to improve programming and address any inequities. Through our partnerships, we will meet the absolute priority to ensure Indian students in Lapwai are prepared for college and careers. The following shows some additional data about the school and community population.

<ul style="list-style-type: none"> • Poverty is 20.57% • Native American population: 78.19% • Educational Attainment is low • Unemployment: 16.9% • Homeless Students: 15% • Students with Disabilities: 16% 	<ul style="list-style-type: none"> • Students from low-income families: 39% • Four year graduation rate: 69.7% • Meeting College Readiness Benchmarks: 29% • ELA proficiency: 20.1% • Math proficiency: 9.9%
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Sources: U.S. Census American Community Survey 2022; Idahoschools.org

The Nez Perce Tribal Governmental offices and nine (9) elected Nez Perce Tribal Executive Committee (NPTEC) members are located in the City of Lapwai. Nimiipuu Health Service’s clinic is adjacent to the middle high school building, providing medical and behavioral health counseling care. The Nez Perce Tribe is the major stakeholder with 70% or more tribal students in Lapwai schools. Lapwai Middle/High School (LMHS) has 263 students with 78% being Native American. Academically, only 20.1 % of our students are proficient in English/Language Arts and only 9.9% are proficient in mathematics. During the school closure, many students had a hard time keeping up and we had to reduce after school and summer school tutoring.

A needs assessment that identified gaps and weaknesses The Lapwai School District completed a 2021-2022 Impact Aid (Title VIII) Questionnaire. The questionnaire is distributed annually to hear the voices of our Native American parents, community members, and Nez Perce Tribal

leaders in the planning and development of Lapwai educational programs. After reviewing the results of the questionnaire, four learning needs emerged as the highest priorities: College and Career Readiness, Advanced Uses of Technology; Nez Perce Language Recovery; Literacy, Reading, and Language; and Student Social-Emotional Learning and Supports.

On a teacher survey we asked teachers about what services they were interested in adding to strengthen and improve outcomes for our students. Areas that had the most answers of “very interested” included Native American Studies, credit recovery, and counseling. When combined with “somewhat interested” additional areas identified were college and career readiness and dual credit offerings. When asked about professional development needs, the two areas with almost everyone “interested” were restorative justice and culturally responsive teaching. On a student survey, the areas students were least satisfied were “discipline practices that are positive “and and the availability of advanced coursework.

In addition to the survey results, partners helped identify challenges within the community. The Nez Perce Tribe has the 4th largest workforce in the Lewis-Clark Valley with 1,346 employees. Major college and career readiness issues of the Nez Perce Tribe is an aging workforce of tribal members and few tribal members trained to fill key or administrative positions. Expressed at each Nez Perce General Council Meeting (May/September annual meeting of the whole Nez Perce Tribe), educational training in all career areas including teaching is most important to the Tribe for future leadership, and the health and well-being of tribal members. The City of Lapwai has a high unemployment rate of 9.15%. The low economic status of the community effects the schools, including online learning at home.

Educational attainment in the community is low which impacts poverty and employment. The impact of attaining a bachelor’s degree is apparent as data in Lapwai has shown that those with a

bachelor's degree are less likely to live in poverty (2.5%) compared to those with only a high school education (26%). Those with less than a 9th grade education (52.38%) are more likely to be unemployed (82.4%) compared to 44.1% for those with only a high school education (Worldpopulationreview.com, 2021). Despite the benefit to individuals to obtain a bachelor's degree, Native Americans are less likely to be enrolled. Current data from the Postsecondary National Policy Institute (2021) shows that only 24% of Native American Indians and Alaska Natives are enrolled compared to 41% of the overall U.S. population and account for less than 1% of both the U.S. undergraduate and graduate student populations.

The Lapwai School District and Nimiipuu Health (Behavioral Health & Counseling) work tirelessly to provide Culturally Responsive Care to students and families still affected by "Intergenerational Historical Trauma (including Indian Boarding Schools or bad educational experiences)" social and emotional issues. Past negative educational experiences suffered by a tribal elder or parent requires Lapwai schools to build a trust level with them, implement school "Restorative Justice" practices that keep their student in school, supports student education achievement, and keeps parents/grandparents informed about their child's well-being. Over the course of the pandemic, many students lost a family member that impacted them emotionally. In addition, we have seen an increase in disciplinary incidents and see a need for an emphasis on social/emotional learning strategies as well as instilling restorative justice techniques.

Although Native American (NA) students could benefit from having role models as teachers that are of the same culture, less than 1% of the teachers are NA according to a study by the National Center for Educational Statistics (2020). The low percent of NA teachers makes it hard for students to see themselves as teachers (Domzalski, 2021). There is a need to increase NA teachers. Local colleges report that of 32 Nez Perce Tribal Students enrolled at Lewis Clark State

College (LCSC), Lewiston, Idaho (located 13 miles from Lapwai) for 2021-2022: only two are in Elementary Education, 9 are Technical Students, 22 are Academic Students, and 1 is a Non-Degree Student. LCSC has a total enrollment of 226 Native American Students. Of the 800 Native students attending Northwest Indian College, no students are seeking an Elementary or Secondary Education degree. The University of Idaho has 60 Native American students; 6 are seeking a teaching degree.

(2) Magnitude of need for services or the activities to be provided... (3 points)

While we have initiated some reform efforts, the pandemic took back many of our gains. We increased our graduation rate to the 80-89% range, but this past year, it dropped to 69.7%. Disciplinary referrals increased after the pandemic. During the first semester of the 2021-2022 school year, Lapwai Middle High School has experienced a resurgence of in-school suspensions, out-of-school suspensions, and request for student expulsion. We compared the data to date to data from the entire previous year and found that the number of days of in-school suspension went from 3 to 123.5 days of suspension. Out of school suspension increased from 20 days to 143 days. The number of students involved in all incidents increased from 11 last year to 83 this year to date. LMHS will use grant funds to change staff and teacher's mindset from punitive to restorative, implement Restorative Justice and Discipline, provide social and emotional support, and provide professional development for teachers on how to use restorative justice techniques. Students and parents will also receive more Restorative Justice training.

Academically, LMHS students are well below the state average. In English/Language Arts (ELA), only 20.8% are proficient compared to 54.5% of the state average and in math, only 7.1% are proficient compared to the state average of 40.3%. Low student engagement may be one

reason. The Idaho state student engagement survey results indicate the student engagement is below the state average as follows:

Student Engagement Category	School	State	Difference
Overall	25.5%	45.7%	-20.2%
Cognitive: Extent to which student is invested in learning.	19.8%	40.9%	-21.1%
Behavioral: student’s efforts in the classroom	37.6%	52.9%	-15.3%
Emotional: how a student feels about classroom & school.	19%	43.4%	-24.4%

At LMHS, only 31% of teachers are Native American while 83% of the students are Native American. The teacher retention rate is only 63.6% compared to the state average of 90.8%. This grant could address this need. The Tribal departments have indicated that there is an aging workforce and a need for qualified NA replacements. Low educational attainment in the community limits availability of qualified workers. It is important that the school increase college and career readiness activities so that community needs can be met.

(3) Project services address needs of students at risk of educational failure... (3 points)

Lapwai will provide a NYCP program targeted at middle and high school students in grades 6-12 that addresses identified needs and improves outcomes for students and our community.

Need: Improve academic performance. To prevent educational failure, Lapwai NA students need to move from an atmosphere where they experienced low expectations or feelings of low success to a place where they are surrounded by high expectations. Culturally Responsive Care Techniques and School Student Empowerment efforts provide a welcoming environment, an atmosphere of respect and safety, emphasis on strengths, resources, and resilience. Our historically underserved students haven’t been given access to the same experiences and quality

of education as students who are “achieving.” For students not on track to graduate on time, there will be opportunities to utilize computers and evidence-based programs to increase academic skills, and take credit recovery courses.

Need: Increase student engagement and provide culturally responsive teaching. One way to increase NA student engagement is to provide meaningful education that includes their language and culture. By adding an Indigenous Social Science teacher, students will have access to meaningful courses such as Native American Studies and Native American Literature and that person will provide culturally responsive instruction, and serve as a mentor to NA students. We will also provide professional development on culturally responsive teaching techniques.

Need Addressed: College and Career Readiness for Career Pathways in the Community. We will offer advanced coursework, partner with local colleges and universities to provide dual credit opportunities and college visits. We will institute a Tribal Student 2 Teaching program using a grow-our-own model for highly capable and interested NA students that incorporates best practices within teacher preparation courses, such as experiential learning and course alignment with learning standards.

We will seek job-shadowing and summer internship opportunities with the help of partners, expose students to professional career pathways within an overall career awareness framework that includes professional-technical careers, school to work, and careers for students with disabilities. We will offer elective classes focused on career prerequisites and opportunities to shadow career professionals. Through our partnerships with colleges and universities, we will have students make college visits, participate in leadership training, attend workshops at the college and provide dual credit courses for students to gain college credit while in high school.

Need Addressed: Reduce Suspensions/Expulsions and provide a positive environment.

We will hire a restorative justice (RJ) coordinator who will lead efforts to fully implement a school-wide RJ program. This person will work with teachers to help them emphasize positive behavior support and student empowerment. He/She will provide professional development and coaching to help teachers utilize strategies effectively. Social and emotional support will be provided in class as well as through our partnerships with the Nimiipuu Health Center.

Need Addressed: Social Emotional Empowerment/Family Engagement Lapwai NYCP staff will use the action steps of “Culturally Responsive Care (CRC)” techniques of the Lapwai Indian Education Department. These steps are adapted for the Lapwai community and proven effective and accepted as ongoing CRC support effort for the well-being and welfare of our community members. Action steps include:

- Culturally Responsive Care techniques is “emergency self-help” techniques for school use in crisis situations that involve student & family.
- School finds providers with ability to be culturally responsive based on an awareness of their personal culture and of the diversity within the local community.
- School schedules regular meetings with providers for crisis response training and inclusion into the school crisis plan.
- Providers can communicate effectively with student and family from diverse cultural backgrounds, in the home or cultural settings.
- Providers demonstrate patience, which comes out of understanding cultural standards.
- Providers will understand family dynamics, extended family, and generally the social services system.

We will work closely with families to help them gain knowledge about their child’s performance, new opportunities and acquaint them with college requirements and financial aid.

Quality of the Project Design (37 points)

(1) Design will result in information to guide possible replication... (10 points)

A qualified program evaluator will gather descriptive information on the development and implementation of the project from the start as well as demographic data to provide the context. The project is designed to collect comprehensive data to guide replication. The evaluator will conduct formative and summative evaluation to help determine the effectiveness of strategies we use and to make any recommended changes to improve programming. He/She will work with us to identify any areas in need of attention, inform us of our objective progress and provide guidance as we develop information about replication of the project. The evaluation process will examine a variety of perspectives, students, parents, staff, and partners, all of which will be useful in determining effectiveness as well as eliciting any recommendations to make program adjustments to be shared with anyone interested in replication.

(2). Goals, objectives and outcomes are clearly specified and measurable ...(5 points)

The Lapwai Indian Education Department and the Culturally Responsive – PLC (Professional Learning Community or Team of Teachers) are the lead department for the NYCP grant. They welcome partners to attend Lapwai focus group meetings 1) Culturally Responsive PLC, 2) Assessment and Instruction PLC, 3) College and Career Readiness, 4) Positive Behavior Intervention Support PLC, and 5) Special Forces PLC (students with disabilities). Weekly PLC meeting are held to advance SMART goal attainment. Goals and objectives include”

Goal #1. During the 2022-2027 (60 months) Lapwai Native Youth Community Program, (Grades 6-12), will provide college/career readiness opportunities to at least 98% of students that facilitates awareness of career pathways, college requirements, and includes job shadowing or work experience.

Objective 1.1. 95% of students will indicate they are knowledgeable about college requirements as indicated on a survey.

Objective 1.2: 95% of students will indicate that they are aware of at least 3 career opportunities as demonstrated on a survey.

Objective 1.3: At least 90% of students will have participated in career awareness, career preparation on job shadowing experience as indicated by enrollment.

Goal 2: Promote Native American Students in the Teaching Profession by providing “TribalStudent2Teaching” strategies to highly capable interested students that incorporates best practices within teacher preparation courses, such as experiential learning and alignment within learning standards.

Objective 2.1: 95% of students that participate in the training on best practices will indicate they feel knowledgeable about the teaching profession and requirements as indicated on a survey.

Objective 2.2: 95% of student that indicated a possible interest in teaching will indicate they have had at least one teaching experience as indicated on counselor log.

Goal 3: Provide a positive school environment that results in fewer disciplinary incidents, student empowerment, increased academic performance and student engagement.

Objective 3.1: Provide professional development on restorative justice techniques that results in a 10% reduction in student disciplinary incidents.

Objective 3.2: As a result of restorative justice techniques, 90% of students will report that they have increased self-empowerment and feel valued on a survey.

Objective 3.3: 90% of teachers will report that they are utilizing restorative justice techniques in their classroom as the result of training/coaching.

Objective 3.4: Academic performance in reading and math will increase by 10 percentage points by the end of the grant period.

Goal 4: Provide opportunities that increase students connection to their culture and results in increased knowledge.

Objective 4.1: 80% of students will have the opportunity to take coursework in Native American studies, Native American Literature or related course as indicated on enrollment data.

Objective 4.2: Provide professional development on culturally responsive teaching that results in 95% of teachers reporting that they are comfortable with utilizing the techniques.

(3) Design includes high quality literature review & plan for implementation... (7 points)

Our high quality review of literature focused on recent studies supported by evidence and that addressed a NA population similar to the demographic we serve and especially those that described “best practices” with a goal to choose strategies that address our identified needs in our NA students to improve academic outcomes and student engagement through culturally responsive teaching and relevant coursework. Relevant research that guided our plan follows.

We plan to create a positive learning culture. The National Center for Chronic Disease Prevention and Health Promotion (2022) indicated that cultural and traditional teachings and practices build strength and resilience and support healthy lives as well as building an increased sense of belonging to tribe and a sense of connection to culture and intergenerational interactions serve as strategies that have a positive impact on well-being. Broddus (2018) indicated that culturally responsive systems are key to improving outcomes for NA students. Krasnoff (2016) listed features of culturally responsive teaching that include high expectations, contribute to positive academic and social outcomes, value diversity, use diverse resources, monitor progress, and adapt instruction as needed and that CRT best practices include fostering a positive

interrelationship among students, families, community, and schools. Oakes and Maday (2009) stated that respecting and supporting a student's culture and language is important and education needs to be relevant. Krasnoff (2016) synthesized other studies that showed culturally responsive best practices

Another proven effective strategy is restorative justice techniques. In reviewing what we could do to reduce disciplinary incidents, we found studies on services provided to Native populations found to be effective that included RJ that was used by the Nez Perce tribe in juvenile justice. A paper by Brittan et.al (2002) describes RJ as an inter-cultural approach to dispute-resolution. In a summary of findings from several individual reports, Lewis (2009) identifies positive results across schools implementing RJ including one from a high school that reports "violent acts and serious incidents" dropped 52% in the first year of implementation with an additional drop through the first half of year two. McCold's (2002, 2008) analysis of RJ programs indicated positive increases in self-esteem.

To improve educational outcomes for students, Heinrich (2022) describes research results linking online credit recovery programs to increased graduation rates. Coennen (2020) found that students prefer to take online courses over traditional classroom courses for credit recovery. Two online programs proven effective with our Native American students include the IXL program that meets the required rigor of the What Works Clearinghouse (ESAA Research Report, 2019) for effectiveness in reading/language arts and math. We have used a limited number of licenses and found that students like it and are having success with it. The Edmentum (previously Plato) program is another effective program. Century Analytics conducted research that showed students using it had academic gains in English/Language Arts and Math. Our students that have used it have found it to be engaging and helpful.

Castagno & Brayboy (2008) suggested that social and emotional learning curricula delivered through culturally responsive pedagogy could be a strategy to narrow an achievement gap between American Indian and non-Native. Others point out that it is even more important for academic success for those that experience a misalignment between cultural values and mainstream education can even reduce the the impact of poverty (Powers, (2005), Stephens et. al, (2012) and Chain et. al (2017).

College and Career Readiness Researchers looking at strategies to best to prepare students for college and careers that includes practical education and career planning skills and assistance (ACT, 2015); re-aligning courses with professional priorities, Warren et. al (2015) and creating partnerships with postsecondary institutions (Conley & McGaughy, 2012). According to Reinhardt et. al (2020) college and career readiness is one area that students would benefit most from and by meeting the needs of NA students we are creating access to advanced coursework and technology. Brayboy and Maaka (2015) point out that students need to be aware of college admission requirements well before they enter high school. Exposing students to a variety of careers results in more-informed choices (Detken et. al, 2021; Metlife, 2011, Robles, 2012, Rosen et al., 2018). In a secondary analysis of the National Indian Education Study (NIES) the authors found that parent education was a significant factor affecting whether students had a plan to attend college(Higheagle Strong, Carbonneau, and Austin, 2018).

Wai (2021) reported that for students who come from rural areas there may be less of an expectation to attend college, or even a barrier due to unfamiliarity and field-trip-based intervention could meaningfully affect student college decisions and preparation. According to a study by Smith et. al (2022) early access opportunities to college campuses can be beneficial for students. According to the Institute of Education Sciences What Works Clearinghouse (2017)

another strategy beneficial to students is the opportunity for dual enrollment which can contribute to completing high school and college readiness.

Research has shown the value of recruiting people from communities to transition as teachers within their home communities (Fenwick, 2001; Gist, Bianco, & Lynn (2018 Skinner, Garretton, & Schultz, 2011; Valenzuela, 2016) which is why we believe we need to start early in interesting NA students in the field of education and start a grow-our-own program.. Hanover Research (2019) provided “best practices” in a high school grow our own program that will be incorporated into our program to engage students in teaching as a career choice, HS courses that provide effective learning experiences and experiential learning in a standards-based curriculum, partnerships with postsecondary institutions, and a focus on college readiness in the curriculum.

(4) Extent to which the proposed project demonstrates a rationale. (10 points)

The rationale for our program was based on needs identified through a needs assessment and review of community data and considering alternatives to address the needs based on input from stakeholders and a review of the literature. Strategies and programs utilized are evidence based and have been proven successful with Native American students. Partnerships were selected that support proposed activities and partner representatives contributed to the needs assessment and planning. The rationale for our project is rooted in the logic model we developed that identifies the needs we plan to address, the inputs/resources, outputs and outputs/outcomes expected.

Lapwai School District Logic Model Overview

Needs	Inputs/Resources	Outputs/Outcomes
Academic Achievement	Teacher professional development Credit Recovery/online options High expectations for students	Improved state results in ELA/Math Increased graduation rate Increased effort , motivation and success
Student Engagement	Indigenous Social Science Teacher Relevant coursework for NA students Culturally responsive instruction Restorative Justice Coordinator/Prof. Dev. Culturally competent care	Increase knowledge of NA culture and language Increased student engagement Increased interest in coursework/ improved grades Decreased disciplinary incidents; self empowerment Positive cultural atmosphere; cultural competence
College Career Preparation	College and Career Readiness activities Grow Our Own Program IHE Partnerships, college visits, workshops Dual Credit/ Advanced course offerings/registrar Work experience/internships; mentoring Parent workshops on college/career opportunities	Postsecondary plan Interest in teaching profession College/career knowledge/postsecondary enrollment Accumulation of college credits in high school Employment skills/employability/decreased poverty Knowledge; support for postsecondary ed.

5) Evaluation includes use of objective measures related to intended outcomes. (5 points)

An external evaluator will lead the NYCP evaluation, develop program instruments with input of the program director, and analyze results. Qualitative and quantitative data will be collected to contribute to formative and summative evaluation. The outcome evaluation will include quantitative measures that include standardized norm reference test results, ratings and self-report instruments, student post-secondary enrollment data, observation checklists, student records of attendance, participation, disciplinary incidents, and grades earned. Qualitative data collected will include information from program staff, teachers, students, family members and partners about what is working well, barriers encountered and solutions, and teacher satisfaction with professional development. The evaluation will elicit answers to the following evaluation questions:

Implementation evaluation questions:

- Has the Native Youth Community Program been implemented as intended? If not, why?
- Have the new classes and dual credit been made available to students and when?
- Has Edmentum, IXL, IDLA online course work use been expanded? In what way?
- Has Northwest Indian College, LCSC, UI course work use been expanded? In what way?
- What partnerships/linkages have been established and what do they involve?
- How have Native parents been involved in the NYCP grant activities?
- Have inequities been identified and how are they being addressed?

Outcome evaluation questions:

- How many students have participated in each activity?
- How many students have increased their career and college readiness?

- What skills have students gained from Work Based Learning opportunities?
- How many parents, students, staff, and partners are satisfied with NYCP services offered?
- What post-school outcomes have students experienced?
- How were families involved? What was their perception of the process?
- What methods have resulted in improved student achievement?
 - What increases have there been in college readiness? (increase ACT/SAT test-taking; increased college enrollment; less credit recovery, etc.)
- Have GPRA performance measures been met?

Objective attainment evaluation includes:

Objective Addressed	Area Addressed	Method/timeline
Objectives 1.1, 1.2	Career awareness	Student survey/April yrly
Objective 2.1	Knowledge of teaching profession	Student survey/May yrly
Objective 2.2	Teaching experience; coursework	Enrollment data/may yrly; skill checklist quarterly
Objective 3.1	Disciplinary incidents	Disciplinary incidents compared yrly
Objective 3.2	Student empowerment/self worth	Student survey April yearly
Objective 3.3	Restorative justice use	Teacher survey Dec and May
Objective 3.4	Academic achievement	State test scores yearly; grades
Objective 4.1	Native American courses taken	Enrollment data yearly
Objective 4.2	Culturally responsive teaching	Teacher survey Spring yearly

Academic performance on state tests will be compared yearly to the baseline. An implementation survey will determine the fidelity of implementation and identify barriers and elicit recommendations to improve programming.

Each program year, an annual report of data analysis and recommendations will be provided to guide the future year's plan. Information included in the final report will include student demographic data, program description including all components and assessment results. The methods used will be clearly specified.

(c) Quality of project personnel (12 points)

(1) Applicant encourages applications groups traditionally been underrepresented (6 pts)

The Lapwai School District is an equal employment employer, supports the spirit, policies, and practices of provisions of section 7(b) of the Indian Self-Determination and Education Assistance Act (Pub. L. 93-638). The district may experience "in-house transfers" of current Lapwai Native American staff to OIE grant positions (ref: Indian Preference). The district prohibits discrimination based on race, color, religion, creed, national origin, gender, marital status, age, pregnancy, or the presence of a disability, or any other basis prohibited by law. The district assures compliance to the General Education Provisions Act, Section 427 Requirement. The district and the Lapwai Indian Parent Committee (IPC) amended and signed IPC By-Laws on December 13, 2010. Article II of the By-Laws states "The Indian Parent Committee shall advise the LEA, School Board, Superintendent, school staff, Indian Education Coordinator, and Native community on certain matters that pertain to Indian Education and be directly involved in and review Indian Education proposals and budgets; shall have access to all records and correspondence pertaining to projects/programs; shall review, recommend, and approve all

budgetary changes and revisions; and shall be directly involved in the screening and hiring of the Lapwai Indian Education Coordinator and project/program staff positions.

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

Nez Perce Tribal Member – [REDACTED] will serve as the NYCP Project Director (.5) and Tribal Education Liaison (.5). [REDACTED]' educational background includes Bachelor of Science in Elementary Education K-8, Standard Exceptional Child Generalist K-12, and Master of Education in Special Education. She has served on the Idaho State Board of Education Professional Standards Commissions, Lewis Clark State College Teacher Education Advisory Board, and currently the Idaho State Board of Education Accountability Oversight Committee. [REDACTED] is also a Certified Nursing Assistant.

[REDACTED] is a 1993 graduate of Lapwai High School. [REDACTED] served as a Lapwai Certified Teacher (1999-2019); Lapwai Dean of Students (2019-2021); and currently the Lapwai Indian Education Coordinator (2021-2022) (see Resume Attachment). Her knowledge of the needs of Native American students in Lapwai is integral to providing services to students and overseeing that activities meet their needs. She will address all objectives in the project and ensure that data is collected and provided to evaluator.

(3). Qualifications including relevant training and experience of key personnel (3 points)

Three new positions will be added to support the project and serve our students. Job descriptions using district requirements are in the attachment. One of these positions is a Restorative Justice Coordinator. This person will provide comprehensive and culturally competent restorative justice support to ensure academic success, reduce disproportionate discipline and promote a positive climate and culture. He/She will provide professional

development and follow-up with teachers to ensure that restorative justice procedures are being integrated and will report to the project director. He/She will address objectives 3.1, 3.2, 3.3.

The Indian Education Department (I.E.D.) Registrar is a position that will assist the Project Director and school counselor in maintaining NYCP student records and process native student dual enrollment, transfers (drop/adds), withdrawals from coursework. I.E.D. (Indian Education Department) Registrar will maintain physical and computerized records including student project cumulative folders, progress and failure reports, course rosters, schedule changes, and dual-credit and dual enrollment registration forms. He/She will process and transmit requests for student data to the Director and Grant External Evaluator for project performance and GPRA measurement reporting. He/She will calculate grade point averages for the Project Director's management decisions. He/She will address objectives 1.1, 2.1, 3.1

The Indigenous Social Science Teacher will teach supplemental indigenous high school and college level courses that may include Native American History, Native Language, Native American Literature, Tribal Government, etc. Teach to highly qualified 7th and 8th grade Native American students. The teacher will be a mentor to Native American students. Qualifications include certification as a Secondary 6-12 Humanities Teacher and have demonstrated ability to work with Native American students using culturally responsive teaching, and ability to work with tribal education, tribal service liaisons, tribal agencies, tribal parents and guardians and tribal law enforcement agencies. He/She addresses objectives 4.1 4.2

A Tribal Education Liaison (.5) [REDACTED] will be an expert in University and Tribal protocol issues and developing and implementing programs, activities, and networks that connect the University to reservation-based Native American communities. The person will help develop/implement an online communication network system for educational outreach/feedback

from the Native community and provide assistance to project staff on tribal events, issues and educational needs. She will be the liaison with the tribal departments and the institutes of higher education.

The external evaluator is expected to be [REDACTED] who has worked with Lapwai School District on previous grants. She has a Ph.D. in Special Education and a Master's degree in Counseling. She was formerly an Executive Director of Special Programs for a school district in southern Arizona and an adjunct assistant professor for Northern Arizona University. For the past 20 years, she has been an evaluator on Indian Education Demonstration Grants, Alaska Native grants, Hawaiian Education grants and GEAR UP grants among others. She will consult with project staff quarterly, design project instruments, collect and analyze data and assist in preparing the annual performance report. She will address all objectives.

(d) Quality of project services (10 points)

The Lapwai – Native Youth Community Program (NYCP) will work directly with Native students, their parents, teachers, school administration, tribal leaders, tribal elders, and community in establishing a Culture of Hope and stop student failure or dropping out of school. It requires many to rethink how we view teaching and learning. Instilling optimism in Native students from low-income families cannot be random or occasional; it demands a unified, sustained, school wide effort. To be optimistic and have positive perspective, school improvements come only with attention to attitudes, values, visions, and high expectations of the entire Native community. Together, Lapwai wants to create a school atmosphere focused on optimism, respect, safety, and success. The Lapwai NYCP partnership goal is to implement performance measures centered on ensuring NA students are prepared for college and careers. The partnerships developed will create

a culturally competent career pathway for our students. Lapwai's focus is: fulfilling certification and classes needed, creating unique learning opportunities, growing student's unique learning potential, and strengthening collaboration with identified educational partners to ensure there is a student understanding of all career opportunities including teaching and positions within the Native American community.

(1) Services to be provided involve collaboration of appropriate partners (5 Points)

The Lapwai Indian Education Department has an established working relationship with identified partnerships for the program. The purpose for working together is advance the student/parent empowerment in student's education, delivery of an alternative positive learning environment, focus on college and career readiness, advanced coursework, dual credit and dual enrollment, advanced positive learning experiences in and out of school, and highly qualified teaching by classified and certified teachers. We will identify inequities and together ensure that we are doing what we can to address them.

LMHS will implement a program for college and career readiness of NA students with an emphasis on acquainting school students with the teaching profession and opportunities. The Lapwai School Board of Trustees are primarily Native American. They have adopted Policy Title: Cultural Standards Code 600.4. There are five essential elements that will ensure the district is culturally sensitive and responsive: 1) Value diversity; 2) have the capacity for cultural self-assessment and cultural assessment district-wide; 3) be conscious of the "dynamics" inherent when cultures interact; 4) institutionalize cultural knowledge; and 5) develop adaptations to service delivery reflecting an understanding of diversity between and within cultures. The following partnerships will adhere to this policy in the provision of services.

The Nez Perce Tribal Circle of Elders was formed in 1996. Indian Education Department and Lapwai School District meet with Circle of Elders monthly for guidance and input on program needs. They advocate for our students and school, provide guidance, and promote traditional teachings and ways of learning, work with our classroom teachers, develop interpersonal relationships with our classrooms to decrease dropout rates, encourage community engagement and create ways of self-empowerment for our students. Lapwai School District teachers will be assigned to a community member or Elder. This Elder will serve as a mentor, resource, and direct connection to our community. The majority of our teachers travel from outside the reservation and are non-Native. In tribal communities, elders are considered the “wisdom-keepers” and are held in the highest regard. Why is it important to integrate Native American Elders within the culture of the school? In American Indian cultures, elders are valued as protectors, mentors, teachers, keepers of wisdom, and intergenerational transmitters of cultural knowledge. American Indian elders are often leaders in their communities and are vital in decision making.

Lapwai’s Culturally Responsive – Professional Learning Community (PLC). Provides student/parent Culturally Responsive Care (in and out of school) and promote student achievement. Group efforts lead to include culturally responsive teaching.

Nez Perce Tribe’s Nimiipuu Health (Tribal Organization/Indian Health Service). This partnership will create a culturally competent medical pathway for our students, fulfilling certifications and classes needed, creating unique learning opportunities, growing student’s unique learning potential, and strengthening collaboration with Nimiipuu Health to ensure there is a student understanding of all the opportunities within the Nez Perce community.

Lapwai Indian Parent Committee (JOM, Title VI, Title VIII Impact Aid) will assist the Lapwai School District strategic planning to meet social and emotional needs of NA students. They will

advocate K-12 Differentiated Teacher Instruction to be used in Lapwai Schools, facilitate teacher and paraprofessional training to help understand "American Indian Intergenerational Historical Trauma" and its effect on Native American student's educational success, and promote culturally responsive teaching techniques. Lapwai IPC will recognize Native American student's gifts and talents and multiple intelligences through school sponsored learning activities. They will ensure the use of Nez Perce Language recovery curriculum school wide; advance study and Nez Perce Language college level (dual credit) courses.

In developing advanced educational opportunities and career course work, Lapwai Middle High School has identified local higher education institutions and national evidence-based computer-assisted learning programs that are proven effective, successful, and accepted by Lapwai Native students and their parents. Valuable partners such as the University of Idaho (UI) – Upward Bound Program (TRIO) has created a site-office at Lapwai Middle High School. Upward Bound recruit highly qualified Native students for their summer educational college-bound programs, monitors their student's progress during the regular school year, and provide dual enrollment course work (college level course with a UI Professor) to eligible students. Northwest Indian College – Lapwai Site will provide cultural dual credit course work such as Native American Cultural Sovereignty. Lewis Clark State College (LCSC) is the primary higher education institution in Idaho providing Elementary and Secondary Teacher Education and has a long-term relationship with the Nez Perce Tribe and the Lapwai School District. In a November 24, 1969, the Idaho State Board of Education took Administrative Action in building Lewis Clark State College the following agreement:

- Provide for special recruitment, encouragement, waiver of fees, and assistance with travel for members of the Nez Perce Tribe.

- Present entrance policy for open enrollment in the Vocational-Technical Programs and this will continue to be the practice.

Northwest Indian College – Lapwai Site (TCU), Lewis Clark State College-Native American Minority and Veteran Services, University of Idaho IKEEP and Upward Bound. The role of the colleges is to provide opportunities for our students to visit the campus, take dual credit courses, participate in Native cultural activities, provide college and career readiness information and assist with providing information about college requirements and financial aid.

A comprehensive framework of preparation classes will be developed that engages students in college and career readiness and will provide effective learning experiences, like experiential learning and classroom instruction using a standards-aligned curriculum. Partnerships with postsecondary and community institutions will improve the long-term outcomes of Lapwai’s educational programs. Postsecondary partnerships will provide dual enrollment components that allow Native students to earn college credit in high school. Lapwai will develop articulation agreements with select local colleges and universities. Program collaboration with partners will teach equity and diversity in the teaching workforce in addition to increasing the overall pool of potential Native teachers. Our historically underserved students will be given access to the same experiences and quality of education as students who are “achieving.”

(2) Services offered meet needs as demonstrated by community data (5 points)

After reviewing the results of the 2021-2022 Impact Aid and other community data, we chose the services that we believe will address identified needs that include student achievement well below the state average, low graduation rate (69%) high poverty (20.67%,) low community educational attainment (only 15% have a bachelor’s degree or higher, and high unemployment (16.9%), Tribal representatives expressed the need for educational training in all career areas

including teaching as there are a number of administrative and other positions filled with an aging population. Our school is concerned about the low percent of Native American teachers (31% for a 78% NA student population). By recruiting Native students to consider education as a career, it would be of benefit to the entire community. Data on Lapwai shows that those with a college degree have the best outcomes in while those with lower attainment are often living in poverty.

By working with colleges and universities, we can have students take college credit courses in high school that will help them have a jump start on a college degree while saving them money and to understand the needs and opportunities a college education can address. All of these areas can be addressed through improved educational outcomes for Native students and improved college and career readiness to build a workforce for the future.

(e) Quality of the management plan. (24 points)

(1) Adequacy of management plan to achieve the objectives on time and within budget, including responsibilities, timelines, and milestones for accomplishing tasks. (14 points)

██████████ will be the project director and project staff will report to her. Each objective will be assigned a lead person but the project director and evaluator will address the evaluation of all objectives. Quarterly project meetings will review objective progress, identify any problems/challenges encountered and identify any need for programmatic adjustments.

The budget will be monitored and managed by the project director with a review by the district's business manager to ensure that funds are being expended as indicated in the grant and services are delivered within the budget. We have experience with previous grant-funded projects and have been found in compliance. Budgeted items were allocated based on methods to address needs and objectives. The following table provides an overview of the management plan for the grant. It shows the lead person responsible for the objective, timelines and milestones

Objective (lead)	Milestones/timelines
Proj. Director/ Tribal Liaison/ All	By 8/15 Schedule meeting with evaluator, set up budget By 8/30 Schedule/contract with consultants; meet with partners By 9/1/22: hire project staff, purchase supplies/equipment By 10/1 schedule prof. Development Quarterly: meetings with partners, evaluator, review progress
I.E.D. Registrar/ 2,2	By 9/10: Set up template for tracking enrollment and activity participation; create student database to track students progress Quarterly: provide data to PD and evaluator
RJ Coordinator/ 3,1, 3.2 3.3	By 9/15: Begin work with teachers to provide support on RJ techniques; schedule first professional development meeting Quarterly: Review disciplinary data; consult with teachers
Ind. Soc. Sci. Teacher/ 4.1, 4.2	By 9/1: Teach Native American coursework By 9/25 Identify students that need support and/or mentoring By 9/30 Set up mentor schedule and start
Evaluator/All	By 9/25 Develop instruments/meet with project director 9/1 Quarterly: Collect data; meet with PD to review progress Yearly: Assist with APR, provide annual report on progress

(2) A diversity of perspectives are used. (5 points)

We have the good fortune to have a number of groups represented through our partnerships as well as within the community. We utilize a number of methods to obtain input from our stakeholders through meetings or surveys. Each year we do an Impact Aid questionnaire. We also survey

students, teachers and family members seeking their input. We work closely with the Tribe Circle of Elders, Nimmipuu Health Center and our Culturally Responsive PLC, and the Indian Education Parent Committee to obtain their opinions on the services we have offered and to elicit any suggestions for improvement. These entities represent our Native American students, parents, and community members. The information we obtain is used to improve programming, add or adjust services, determine community needs and seek additional opportunities for our students.

(3) Project designed to build capacity and yield results that extend beyond funding (5 pts)

Through grant activities, we will create a Culture of Hope where students know and appreciate their value and their culture, teachers utilize culturally responsive teaching regularly, and students are treated with respect and dignity. Teachers will receive training in culturally responsive teaching and restorative justice techniques that will continue to be used long after the end of the grant. We will have integrated advanced coursework into our curriculum so that more students are prepared for college and careers and save them money that they would spend on college classes after graduation. We will be giving them a jump start on college and careers.

Through our partnerships with the colleges and universities, we can create career pathways for our students that includes teaching and have our students on track to follow a career path that will add value to our community.

(f) Quality of the project evaluation. (7 points)

(1) Evaluation will provide feedback for periodic assessment of progress... (4 points)

The evaluation will consist of a formative and summative evaluation. A continuous improvement management process will be utilized that is a sequential procedure by which programs can improve themselves by a continuous flow of information that calls for program design, managing program quality, assessing the results, and communicating the results.

Communication of results begins another cycle of improvement with a reconsideration of the program design and ways to improve the design. Within 2 weeks of any data being gathered, it will be summarized, and any recommendations based on the analysis provided to the Project Director. The Evaluator will meet no less than quarterly with the PD to review progress to date and provide any recommendations. At the end of each project year, a summative report for the year comparing results to date will be provided along with recommendations for programmatic adjustment or improvement.

LMHS will use student surveys and demographic data to report annual outcome data for the Ppogram. Lapwai will report the number of Native American students who completed career area educational experiences and the number of these students reported planning to pursue a career in teaching after completing the program. Lapwai will use the NYCP to promote and increase the pool of graduating Lapwai High School students to pursue careers in teaching.

(2) Evaluation will provide guidance about effective strategies for replication (3 points)

To be useful to anyone wanting to replicate a program, it is important that there is a full description of the implementation process, barriers or challenges encountered and their resolution, demographic information about participants, a detailed program description, and information about program outcomes. It is also helpful to include unexpected outcomes. These areas will all be written and made available to anyone requesting information about the entire program or any program component. Other information available will include evaluation instruments utilized, a description of partners and their contributions, suggestions made by partners including teachers and family members. We will disaggregate data to show any differences in outcome by ethnicity, gender and other relevant factors that emerge. Where it appears that more than one strategy has contributed to the outcomes, we will clearly describe that as well.

Additional information is available in the attachments but information about the priorities is as follows:

Absolute Priority: We meet the absolute priority because we are creating a project that is focused on the defined geographic area where LMHS is located (Lapwai city area within the Nez Perce reservation) and will prepare our students for college and careers based on identified needs and addressing any barriers in partnership with our Tribal organizations and institutes of higher education.

Competitive Priority 2: The Lapwai LEA is partnered with the Nez Perce Tribal Education Department, Tribal Circle of Elders and Tribal Health Authority. (See Partnership agreements)

Competitive Priority 3: We are promoting educational equity, adequacy of resources, and opportunities for underserved students in our middle/high school-students in grades 6-12.

Through our partnership with institutes of higher education and tribal departments, we will offer coursework including dual credit that combines academics and pedagogical instructional strategies, at least one full semester course in teaching, job shadowing and work experience opportunities and include training in culturally relevant knowledge and skills and institute a strategic plan with our Tribal and IHE partners supporting a systematic response to hiring Native American teachers that will begin with a Tribal2StudentTeaching grow our own program..



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

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

Name of Institution/Organization

Lapwai 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	197,131.00	197,131.00	197,131.00	197,131.00	197,131.00			985,655.00
2. Fringe Benefits	70,296.00	70,296.00	70,296.00	70,296.00	70,296.00			351,480.00
3. Travel	37,365.00	37,365.00	37,365.00	37,365.00	37,365.00			186,825.00
4. Equipment	37,566.00	4,283.00	4,283.00	4,283.00	4,283.00			54,698.00
5. Supplies	16,800.00	16,800.00	16,800.00	16,800.00	16,800.00			84,000.00
6. Contractual	38,875.00	38,875.00	38,875.00	38,875.00	38,875.00			194,375.00
7. Construction								
8. Other	36,000.00	36,000.00	36,000.00	36,000.00	36,000.00			180,000.00
9. Total Direct Costs (lines 1-8)	434,033.00	400,750.00	400,750.00	400,750.00	400,750.00			2,037,033.00
10. Indirect Costs*	8,768.00	8,095.00	8,095.00	8,095.00	8,095.00			41,148.00
11. Training Stipends								
12. Total Costs (lines 9-11)	442,801.00	408,845.00	408,845.00	408,845.00	408,845.00			2,078,181.00

***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: 07/01/2021 To: 06/30/2022 (mm/dd/yyyy)

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

The Indirect Cost Rate is 2.02%.

(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 # S299A200021

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