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**APPLICATION FOR GRANTS**  
**UNDER THE**

**Indian Education Discretionary Grant Programs—Native Youth Community Program**

**CFDA # 84.299A**

**PR/Award # S299A220012**

**Grants.gov Tracking#: GRANT13597121**

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PR/Award # S299A220012

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### **Culture and Schools Together (CAST) ABSTRACT**

Niobrara Public Schools, a rural K-12 school district in Knox County, Nebraska, is located on the confluence of the Niobrara and Missouri rivers. CAST will serve 138 Native American (60% of student population) students in both Niobrara Elementary and Niobrara Secondary schools (2 schools). CAST seeks to increase the number of Native American youth who are prepared for college/career, pursue a post-secondary degree in educationally based employment, and increase self-awareness and identity through culturally relevant curriculum and activities.

Niobrara Culture and Schools Together (CAST) meets the Absolute Priority through a proposed Native Youth Community Project which focuses on ensuring Native American students from the defined geographic area are prepared for college and career. This will be achieved by implementing evidence-based and data-informed procedures to prepare Native American students to successfully transition from high school to post-secondary opportunities. CAST also meets Competitive Preference Priority 2 as partnerships have been established between Niobrara Public Schools and The Ponca Tribe of Nebraska, The Santee Sioux Nation, and local community colleges and business. Competitive Preference Priority 3 is also established through opportunities (in and outside of school) for elementary, middle, and high school students to decrease barriers for college and career preparation through the activities and evidence based strategies.

Recent data gathering revealed three barriers for Native American students in the areas of 1) College and Career Readiness, 2) Cultural Connectedness, and 3) Underrepresented Educators.

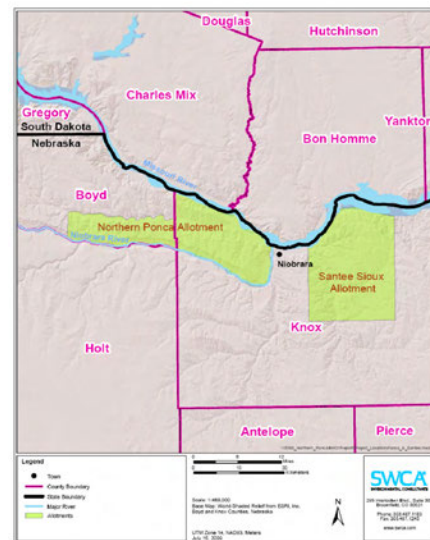
CAST will address the “College and Career Readiness” and “Underrepresented Educators” barriers for Native American students through implementation of a mentorship program and career pathway which have been found to be effective strategies to support students through various studies. Mentorships will ensure Native American students are given individualized support in the development of their post-secondary plans. The grant also supports Native American students through a Human Development and Educational Career Pathway to increase the number of students seeking degrees and employment in the educational field to increase the number of educators from typically underrepresented populations. A Family and Consumer Science (FCS) teacher will be hired to develop and teach courses in the pathway. Mentors and the FCS teacher will work together to provide Native American students with opportunities to explore educational careers through job-shadowing, teacher assistant assignments, and dual credit coursework.

The “Cultural Connectedness” barrier will be addressed through providing students in Niobrara Schools the opportunity to participate in a minimum of 20 culturally based activities, along with culturally relevant curriculum, throughout the school year (during the school day/year, after school, and during the summer). Participation in cultural activities will increase the cultural sensitivity and understanding of both Native American and Non-Native American students.

Niobrara Public Schools will work with The Ponca Tribe of Nebraska, The Santee Sioux Nation, Nebraska Indian Community College, Wayne State College and the University of Nebraska-Lincoln to ensure college and career readiness through measurable objectives that will be monitored over five years and acted upon by our leadership team and the partnering tribes, organizations and schools.

### **Defined Geographic Area to Be Served**

Niobrara Public Schools, in partnership with The Ponca Tribe of Nebraska and the Santee Sioux Nation, plan to respond to the lack of Native American teachers within our local, state and federal school systems. Culture and Schools Together (CAST) is designed to engage students in their K-12 experiences by encouraging, promoting and assisting them to become an educational professional with a focus on teachers. The Ponca Tribe of Nebraska has a Headquarters located in Niobrara and is home to the Tribe's original lands. Niobrara is adjacent to the Santee Sioux Nation and the Village of Santee just thirteen miles from Niobrara. Niobrara Public Schools accepts option enrollment students from Santee due to several factors including, but not limited to, smaller class sizes, parents working in Niobrara, expanded student opportunities, and personal choice. An image of the area shows the location of Niobrara in reference to the Ponca Tribe of Nebraska and the Santee Sioux Nation Reservation. CAST will serve 138 Native American (60% of student population) students in the K-12 Niobrara Public Schools.



### **Absolute Priority and Competitive Preference Priorities 2 & 3**

*Absolute Priority:* Niobrara Cultural and Schools Together (CAST) meets the Absolute Priority through a proposed Native Youth Community Project which focuses on ensuring Native American students from the defined geographic area are prepared for college and career. This

will be achieved by implementing evidence-based and data-informed procedures to prepare Native American students to successfully transition from high school to post-secondary opportunities.

*Competitive Preference Priority 2:* CAST also meets Competitive Preference Priority 2 as partnerships have been established between Niobrara Public Schools and The Ponca Tribe of Nebraska, The Santee Sioux Nation, and local community colleges and universities.

*Competitive Preference Priority 3:* CAST establishes Competitive Preference Priority 3 through opportunities (in and outside of school) for elementary, middle, and high school students to improve college and career preparation through evidence based strategies.

Niobrara Public Schools has a need for educators and school personnel from the local tribe(s) to support the unique cultural identities of the students in Niobrara Public Schools. Currently, Niobrara Public School has 8% of classroom teachers that are Native American while over 60% of the student body identifies as Native American. The percentage of Native American teachers is significantly lower than the student population of the same race.

CAST proposes to improve college/career readiness and cultural connectedness by hiring Native American mentors and a Family and Consumer Science (FCS) teacher to develop a Human Development and Education Careers Pathway to address this need for fully certified and effective educators, with a focus on developing teachers from typically underrepresented backgrounds through collaboration with partners (the Santee Sioux Nation, The Ponca Tribe of Nebraska, NICC, WSC and UNL-ROOTS Program). In addition, the use of Native American mentors will increase the number of traditionally underrepresented backgrounds of individuals on campus working with Niobrara's Native American youth.

Students beginning in elementary school will have access to the following opportunities to increase Native American college and career readiness, knowledge and pursuit of educational profession careers, and cultural connectedness.

Elementary School	Middle School	High School
<ul style="list-style-type: none"> <li>• Career Exploration</li> <li>• Culturally Relevant Social/Emotional Learning</li> <li>• Summer Program</li> <li>• Cultural Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Career Exploration</li> <li>• Culturally Relevant Social/Emotional Learning</li> <li>• Interest/Skill Inventories</li> <li>• Beginning Development of an Individualized College/Career Plan</li> <li>• Job Shadowing</li> <li>• Teacher Assistant</li> <li>• Summer Program</li> <li>• Cultural Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Career Exploration</li> <li>• Culturally Relevant Social/Emotional Learning</li> <li>• Interest/Skill Inventories</li> <li>• Beginning Development of an Individualized College/Career Plan</li> <li>• Job Shadowing</li> <li>• Teacher Assistant</li> <li>• Summer Program</li> <li>• Dual Credit</li> <li>• Cultural Activities</li> <li>• Work-Release</li> <li>• College visits</li> </ul>

**Native Youth Community Project**  
Niobrara Community and School Together (CAST)  
NARRATIVE  
**Need for a Project (1, 2, 3)**

Communities and School Together (CAST) is designed to address the current inequities in educational opportunities for Native American students. Native American students do not have adequate access to college and career opportunities resulting in lack of postsecondary readiness. Native American students have limited exposure to teachers from similar ethnic backgrounds, and many are living in nontraditional family structures.

**College and Career Readiness:**

There is a significant discrepancy in the number of Native American students and non-Native American students who complete and utilize an Individualized College/Career Plan (ICCP). All students are given guidance and instruction on how to create a plan beginning in 6th grade, however, according to a student survey conducted on March 24, 2022, 72.5% of non-Native students reported completing and utilizing the plan while only 56.3% of Native American students reported the same. Furthermore, 65% of non-Native American students reported they have spoken to the guidance counselor about their post-secondary plans as opposed to only 53% of Native students. Survey results confirmed that several Native American students did not complete college scholarships, applications or explore other funding opportunities.

Native American students surveyed identified they would utilize additional staff members or mentors that would check in on them regularly to ensure they are on track with their career planning. In a Ponca/Santee Educational Meeting (April 5, 2022) with students and parents, parents reported they believe their student(s) would benefit from a mentor in order for their child



to prepare for college or career. One parent shared his son's experience - his son did not proceed after the first year because he was unfamiliar with where to go for support at the college. When surveyed, approximately 50% of students in grades 7-12 reported concerns that they would be unable to move away from home, live independently, and/or manage college because they do not know what it would be like. Mentorships would focus not only on the application and paperwork associated with post-secondary education or career, but also on navigating the campus and community and exploring who and where students can turn to when they need support.

Comparing local and national data it is clear that Native American students are below their peers in attending post-secondary education institutions. According to The Postsecondary National Policy Institute, only 24% of 18-24 year-old Native Americans are enrolled in college as compared to the national average of 41%.<sup>1</sup> Of the Native American students who do attend college, only 41% graduate within the first six years as compared to the national average of 63% of all students. Not only are Native Americans students less likely to attend a post-secondary education institution, they are less likely to finish.

Native American students represent over 60% of the student population at Niobrara Public Schools. CAST will address the college/career readiness barrier and current conditions through the hiring of the following: Project Director, Grant Coordinator, a Family and Consumer Science teacher, Native American mentors and Implementation Consulting Group for implementation and outcome evaluation. **The Grant Coordinator and Implementation Consulting Group (ICG)** will ensure that the entire program is implemented with fidelity,

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<sup>1</sup> <https://pnpi.org/native-american-students/>

outcomes are measured, and the project becomes sustainable. **The Family and Consumer**

**Science teacher** will collaborate with the Nebraska Indian Community College (NICC), Wayne State College (WSC) and the University of Nebraska-Lincoln to 1) develop a Human Development and Educational Career Pathway and 2) establish dual credit coursework that will begin the college pathway for Niobrara's Native American students. **Mentors** will work directly with the school counselor and Native American students to complete individualized college/career plans (ICCP) and all activities associated with the discovery, exploration, and implementation of post-secondary plans.

**Underrepresented Educators:**

Nationally, schools are in dire need of certified, highly qualified teachers. A nationwide shortage of teachers is impacting schools across the country. Rural communities, such as Niobrara, struggle to attract and keep effective teachers.<sup>2</sup> Beyond the need for highly qualified teachers, Niobrara Public Schools has a need for educators and school personnel from the local tribe(s) to support the unique cultural identities of the students in Niobrara Public Schools.

Currently, Niobrara Public School has 8% of classroom teachers that are Native American while over 60% of the student body identifies as Native American. The percentage of Native American teachers is significantly lower than the student population of the same race. According to a National Center for Education Statistics (NCES) 2020 report, there are nearly 3.5 million teachers in the United States, and only 0.5 percent of them are Native American or

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<sup>2</sup> "Elevating Teacher Effectiveness in a Rural Community: Findings from a Teacher Incentive Fund Grant. Research Brief." *National Institute for Excellence in Teaching*, National Institute for Excellence in Teaching. 1250 Fourth Street, Santa Monica, CA 90401. Tel: 310-570-4860; Fax: 310-570-4863; Web Site: [Http://www.niet.org](http://www.niet.org), 30 Nov. 2020, <https://eric.ed.gov/?id=ED612454>.

Alaska Native. The need for Native American teachers that can teach and help Native American students envision themselves as future educators is such a great need that states are developing specific programs that focus on developing Native American educators, such as “The University of Oregon’s Sapsil’ ala Teacher Education Master’s Program and “The University of Nebraska’s ROOTS Program”.

CAST will support the nationwide focus and prioritization of increasing the number of credentialed teachers, especially those from underrepresented populations. Students benefit from learning from teachers who resemble themselves and share their culture and beliefs. This is confirmed through studies that have shown that when students of color have teachers that look like them and can affirm their identity, there is a positive impact on graduation rates.<sup>3</sup>

Through the development of a Human Development and Educational Career Pathway, collaboration with Wayne State College, The University of Nebraska-Lincoln, and Nebraska Indian Community College, CAST will encourage and support Native American students with pursuing post-secondary education, receive the necessary diploma/credential, and work with historically underrepresented populations of students.

### **Cultural Connectedness:**

CAST will provide all students with opportunities to participate in culturally relevant curriculum and activities to help ensure the culture continues to thrive through the Native American youth at Niobrara Public Schools. Culture is a part of every individual and helps shape each individual's perceptions of the world. There is growing recognition that “culture is fundamental to effective intervention design, implementation, and research” for Native American

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<sup>3</sup>

<https://releases.jhu.edu/2018/11/12/black-students-who-have-one-black-teacher-more-likely-to-go-to-college/>

students.<sup>4</sup> CAST will support the education and development of the Native American culture through cultural activities. The current social/emotional curriculum utilized at Niobrara Public Schools will be reviewed for cultural relevance and updated to include the Native American cultural perspective.

Families often support the development of a child's culture by encouraging their children to participate in activities that connect with their culture, talking about the family's traditions and building a sense of pride about their culture. Unfortunately, many of the students at Niobrara Public School do not live in "traditional" family structures. Eighty percent of all students at NPS live with at least one natural parent, while only 68% of Native American students live with at least one natural parent and only 20% live with both natural parents.

It is vital that the school support the Native American cultural instruction for the benefit of both Native American students and Non-Native students. *Building on Yesterday, Looking to Tomorrow* reports that "Indian people have understood for a great many years that it is only by educating our young people that we can reclaim our history and only through culturally responsive education that we will preserve our cultural integrity". It further details that Non-Native students will grow to understand and respect the significance of the Native American culture that helps shape the lives of their Native American peers.<sup>5</sup>

CAST addresses these challenges and provides culturally relevant opportunities through partnerships with the Ponca Tribe of Nebraska, Santee Sioux Nation, Wayne State College,

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<sup>4</sup> Manson, S. M. (2019). The Role of Culture in Effective Intervention Design, Implementation, and Research: Its Universal Importance. *Prevention Science*, 21(S1), 93–97. <https://doi.org/10.1007/s11121-019-01065-7>

<sup>5</sup> JUNEAU C. Building on Yesterday, Looking to Tomorrow. *Phi Delta Kappan*. 2006;88(3):217. doi:10.1177/003172170608800320

Nebraska Indian Community College, University of Nebraska-Lincoln, and Educational Service

Unit 1. CAST will provide a minimum of 20 cultural activities throughout the calendar year that will increase connectedness (self-efficacy and self-advocacy). Cultural activities can include, but are not limited to the following examples: guest speakers, cultural performers, regalia creation, craft making, cultural educator/teacher speakers, cultural artists, etc.

### **Quality of the Project Design (1)**

The goals of the ICG CAST Implementation and Outcomes evaluation is to provide the Niobrara CAST Leadership Team and Advisory Team with actionable performance feedback data on the implementation of CAST project activities and student outcome results to help the teams assess their progress and continuously improve the college and career ready activities and supports provided for Native American students as well as to identify successful strategies that others may benefit from replicating or testing.

To formatively assess progress towards meeting project goals, a number of outcome and implementation measures will be collected. Specifically, measures will be identified for the following: 1) student outcomes; 2) social validity (acceptability) measures; 3) fidelity measures (e.g., mentoring fidelity, job shadowing fidelity); 4) reach of the college and career readiness activities, and 5) district capacity for sustainability. Within 90 days of award, the evaluators will work with the Niobrara CAST Leadership team to finalize the measures used to assess progress and ensure they are aligned to the activities and outcomes identified in the logic model and finalize a Program Implementation (and Objectives) Fidelity Matrix to measure progress meeting short-, mid-, and long-term goals, and finalize an implementation and data collection timeline. The evaluation will center around 5 evaluation questions.

***Question 1: To what extent are students who need the services receiving relevant***

***evidence-based practice support (reach of the activities)?*** To examine the degree to which Native American students received the relevant evidence-based college and career ready activities, trends in the data will be examined over time. The evaluators will gather data from the schools on the number of Native American students participating in various activities and student surveys used for evaluation will include items asking if they participated. ICG will plot the participation data over time to look at the proportion of students out of the total population of Native American students who participate in various activities and look for increases in students receiving the support. Data will be shared with the NPS CAST Leadership and Advisory Teams to assist with action planning.

***Question 2: To what extent are mentors and other staff members implementing the***

***evidence-based activities with fidelity?*** The ICG evaluators will identify or develop (if not already existing) fidelity checks for each of the evidence-based college and career ready activities (e.g., Mentoring fidelity checklist; use of Individualized College and Career Plans) to use to collect data for each mentor and/or staff member implementing the evidence-based activities. The evaluators will plot trends in fidelity data over time and summarize the data to share with the Niobrara CAST Leadership and Advisory Teams to use to identify strengths and areas for additional training or coaching support to improve implementation.

***Question 3: To what extent do Native American students and families and mentors and staff find the college and career ready activities provided by NPS acceptable (e.g., quality, relevance, usefulness)?*** The extent to which all stakeholders report activities as being acceptable will be examined by calculating means, standard deviations, and distributions of scores related to

quality, relevance, usefulness, and total satisfaction from surveys, interviews, and/or focus groups. Analyses will be conducted by stakeholder type and shared with the NPS CAST Leadership and Advisory Teams for use in celebration and identification and action planning for improvement.

***Question 4: To what extent have short-, intermediate-, and long-term outcomes improved for students participating in the CAST college and career ready activities?*** To examine the degree to which there are improvements in student short-, intermediate-, and long-term outcomes (e.g., self-efficacy and self-advocacy; cultural connectedness; academic achievement; course participation; graduation rates; postsecondary participation in courses or training leading to employment; employment), multiple measures will be examined as outlined in the table below. Descriptive statistics will be estimated for all measures including means, standard deviations, and distributions of measures. Baselines will be compared to outcomes in subsequent years to examine the degree to which there is change over time and the degree to which the changes coincide with implementation of the project activities (e.g., fidelity, reach, district capacity).

<b>Student outcome data collected for Native American students:</b>	<b>Measure</b>	<b>Frequency of Data Collection</b>	<b>Responsible for collecting and providing data to evaluators?</b>
Student Achievement	Gr. 8 student readiness for high school (measured by completing Gr. 8 math & ELA)	Yearly in the spring	PD/SC (School Counselor) will be responsible for providing the data to the evaluators
	Gr. 9 student math and ELA grades	Quarterly	
	Scores on the Nebraska state assessment (NSCAS)	Annually	
Student attendance	Attendance records	Monthly	
Student behavior/discipline data	Schoolwide Information System (SWIS) data	Monthly	
Course participation	Dual credit course enrollment	Twice annually	

	Student grades and units	Quarterly	
Participation in internships, paid and unpaid work experiences	Student survey	Twice annually	
ACT scores compared to minimum ACT score requirement to attend college	ACT scores	Annually in June	
Graduation rates	Graduation records; credits	Annually in June	
Postsecondary education or training	Survey of participation Post-Secondary Education (e.g., participation in courses, on-track to obtain 2- or 4-year degree)	Annually	
Employment in the field of education	Survey	Annually	
Cultural Connectedness	<i>Cultural Connectedness Scale or Awareness of Connectedness Scale</i> ; adapted with the Advisory Committee to fit the local tribal context	Quarterly	
Self-efficacy and self-advocacy	Survey developed by ICG in collaboration with the Advisory Committee to ensure cultural fit with the local tribal context	Annually	

***Question 5: To what extent is NPS building an infrastructure to sustain college and career ready activities for Native American students?*** The extent to which NPS is maintaining an infrastructure to sustain the college and career ready activities beyond the life of the grant will be examined by plotting the total and scale scores of an annual District Capacity Assessment.

ICG will work with the NPS CAST Advisory Team to ensure an equity-focused evaluation. This will include working with the advisory committee to define “success” and ensure that success is not simply defined by dominant, mainstream measures. Once success is defined, the evaluation plan will include both measures of success aligned to the local tribal community definition as well as common, mainstream college and career ready expectations for employment, advanced degrees, and/or training leading to employment will be assessed.

Additionally, ICG will work with the Advisory Committee and Leadership Teams to finalize



survey and interview questions. For example, ICG will work with the team to review two scales, the *Cultural Connectedness Scale* (Snowshoe, Crooks, Tremblay, Craig, & Hinson, 2015) and the *Awareness of Connectedness Scale*, developed in Alaska (Mohatt, Fok, Burket, Henry, & Allen, 2011) and make any needed adaptations to best fit the multi-tribal community at NPS.

### **Quality of the Project Design (2)**

<b>CAST Goals, Objectives and Performance Measures</b>					
<b>Goal 1: Collaborate with local tribal members, educational institutions, and members of the community to develop and offer a Career Pathway (Human Development and Educational Career) that emphasizes pursuit of teaching professions from typically underrepresented populations (Native American).</b>					
Performance Measure	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5
Hire a Family/Consumer Science Teacher to develop a Human Development and Education Career Pathway.	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
Collaborate with local community and state colleges/universities to develop dual credit opportunities for the Human Development and Educational Career Pathway for students to earn credits (dual credit/dual enrollment) while in highschool. Increase students participating in dual credit courses related to this pathway by 2 per year. Year 1 is development.	0	2	4	6	8
Students and mentors develop individualized college/career plans (ICCP) and document all activities. Increase students who develop and utilize the ICCP by approximately 5% annually from a baseline of 56%.	60%	65%	70%	75%	80%
Increase the number of students actively engaged as a teacher assistant (TA). Increase by 1 student per year from a baseline of 0.	1	2	3	4	5
<b>Goal 2: Increase student's college and career readiness through individualized mentoring support that improves post-secondary outcomes.</b>					
Hire one lead mentor and 4 other mentors to provide tiered levels of mentoring support for students with college and career preparation. Increase the number of mentors by 1/year as the workload develops.	1	2	3	4	5
Increase the number of students participating in mentorships by 5 students/year from a baseline of 0.	5	10	15	20	25
Increase the number of high school students participating in job shadowing and/or internships of	2	3	4	5	6

local professionals by 1 each year from a baseline of 1.					
Expand student world experiences in order to build self-advocacy and confidence in navigating unfamiliar locations, events, or activities. Provide a minimum of 2 experiences per summer increased from a baseline of 0.	2	2	2	2	2
<b>Goal 3: Engage students in culturally relevant activities to increase cultural connectedness.</b>					
Provide education through school-wide cultural activities and programs to ensure typically underrepresented populations are understood and represented in the school community. (Examples: museum visits, visiting artists and professionals, tribal pow wows). Provide 1 activities/program per quarter each year.	4	4	4	4	4
Provide individualized or small group cultural experiences after school or during the summer based on student's interests (examples: regalia making, star quilting, attending community events such as Pow-Wow, dancing, drumming/drum making). Provide 20 opportunities throughout each school year.	20	20	20	20	20
Develop a district sustainability plan for key CAST Project components.	Begin planning		Plan finalized		

### **Quality of the Project Design (3)**

CAST is designed to address the current barriers experienced by Native American students through implementation of the following strategies:

**Mentorships:** Native American mentors will be hired to support the Native American students at Niobrara Public Schools. NPS will partner with local tribes to advertise and recruit individuals to fill these positions. Caring and supporting adults from the same culture as our Native American students is a top priority of CAST because students benefit from learning from teachers who resemble themselves and share their culture and beliefs. This is further supported through studies that have shown that when students of color have teachers that look like them and can affirm their identity, there is a positive impact on graduation rates.<sup>6</sup> In addition, when

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<sup>6</sup>

participating in a mentor program, students demonstrated gains in self-confidence, efficacy, perceptions of peer acceptance, and academic aptitude. In addition, it improved school behavior, cognitive insight, and attendance.<sup>7</sup>

CAST will utilize the Program Design of *Mentoring At-Risk Students Through the Hidden Curriculum of Higher Education*<sup>8</sup> and develop a mentoring program that includes:

- Mission Statement
- Recruiting and Hiring Process
- Matching Process
- Training/Orientation for Mentors
- Roles/Responsibilities
- Evaluation

**Human Development and Educational Career Pathway:** CAST will develop a Human Development and Educational Career Pathway through partnerships with NICC, WSC, UNL and the Educational Service Unit (ESU) to provide students with opportunities to explore educational careers, earn dual credit, and participate in work-based learning and/or job shadowing. Research has shown that graduation rates for students who participated in a career pathway is 93% as compared to the national average of 80%. In addition 91% of high school students who graduate with 2 or more dual credits, enroll in college.<sup>9</sup> As described in *Transition to College Intervention Report: Dual Enrollment Programs a 2017 IES/WWC Intervention Report*, dual credit/enrollment allows high school students to experience college-level courses, and students

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<sup>7</sup> May, J. J., Diane, C., & Andrea, G. (2021). Follow the money or follow the mentors? The impact of mentoring on absenteeism and achievement in high poverty schools. *Journal of Urban Learning Teaching & Research*, 16(1), 1–22.

<sup>8</sup> Buffy Smith. *Mentoring At-Risk Students Through the Hidden Curriculum of Higher Education*. Lexington Books; 2013. Accessed April 6, 2022.

<https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=597549&site=eds-live>

<sup>9</sup> ETS. (2021, December). Career and Technical Education as a Conduit for Skilled Technical Careers: A Targeted Research Review and Framework for Future

who accumulate college credits early and consistently are more likely to attain a college degree and the classes reduce the cost of college.<sup>10</sup>

**Cultural Activities:** CAST will provide interwoven experiences for Native American students in all grade levels to increase self-advocacy, self-efficacy, and cultural identity. Researchers have recently looked at the concept of “cultural connectedness” and found positive mental health outcomes for Native American youth are related to being connected to their culture. According to a report released by *The National Indian Child Welfare Association*, “fostering feelings of being connected to culture is important for youth well-being even if participation in specific practices may not be possible or of interest”.<sup>11</sup> CAST will provide these cultural activities during the school day and in afterschool and summer programs in order to ensure the cultural identity of our Native American students continues to develop.

**Implementation and Evaluation:** The CAST Leadership Team will work with the evaluators (ICG)) to collect actionable performance feedback data on the implementation of CAST project activities and student outcome results to help the team assess their progress and continuously improve the college and career ready activities and supports provided for Native American students as well as to identify successful strategies that others may benefit from replicating or testing.

To formatively assess progress towards meeting project goals, a number of outcome and implementation measures will be collected. Specifically, measures will be identified for the following: 1) student outcomes; 2) social validity (acceptability) measures; 3) fidelity measures (e.g., mentoring fidelity, job shadowing fidelity); 4) reach of the college and career readiness

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<sup>10</sup> <https://visible-learning.org/2018/03/collective-teacher-efficacy-hattie/>

<sup>11</sup> <https://www.nicwa.org/wp-content/uploads/2019/11/2019-10-30-Cultural-Connectedness-Fact-Sheet.pdf>

activities, and 5) district capacity for sustainability. Evaluators will work with the Niobrara CAST Leadership team to finalize the measures used to assess progress and ensure they are aligned to the activities and outcomes identified in the logic model (attachment in Other Project Narrative Attachments) and finalize a Program Implementation Fidelity Matrix to measure progress meeting short-, mid-, and long-term goals, and finalize an implementation and data collection timeline.

#### **Quality of the Project Design (4)**

CAST utilizes three primary project components or strategies in order to improve cultural connectedness and college/career readiness for Native American students. The three components include 1) career pathways, 2) increasing cultural connectedness and 3) mentorships.

**Human Development and Educational Career Pathway:** While Career Technical Education (CTE) or Career Pathways are growing in use and popularity across the country, CTE's effects have not been researched as in depth as other K-12 and postsecondary programs. However, there are several quasi-studies that suggest CTE programs increase graduation rates, college enrollment and produce positive outcomes for students' postsecondary success. Graduation rates for students on a career pathway is 93% as compared to the national average of 80%. Additionally, 91% of students who graduate with 2 or more dual credits, enroll in college.<sup>12</sup>

CAST will develop a Human Development and Educational Career Pathway through partnerships with NICC, WSC, and UNL to provide students opportunities to explore teaching careers, earn dual credit, and participate in work-based learning and/or job shadowing. The use of grant funds to create a partnership between public schools and post-secondary institutions has

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<sup>12</sup> ETS. (2021, December). Career and Technical Education as a Conduit for Skilled Technical Careers: A Targeted Research Review and Framework for Future Research.

been reportedly successful and sustainable in larger districts and will be just as successful in

Niobrara. In 2013, two highly diverse high schools in southern California developed a multi-tiered partnership with local businesses, a local community college, and a nearby University. Through the partnership across time, high school students were provided with early college experience, high-quality transition programming, and alignment of work-based learning and curricula and the district continues to sustain the programming after grant funding ended.<sup>13</sup> Niobrara seeks to replicate the success of a multi-tiered partnership through CAST.

*Dual Credits:* Students will have the opportunity to earn college credits in high school. As described in *Transition to College Intervention Report: Dual Enrollment Programs a 2017 IES/WWC Intervention Report*, dual credit allows high school students to experience college-level courses, and students who accumulate college credits early and consistently are more likely to attain a college degree and the classes reduce the cost of college.<sup>14</sup> Some students will use dual credit coursework to prepare for direct entry into the world of work, while others will use them to get a head start on community college or state college coursework.

**Mentorships:** CAST proposes the use of Native American mentors to support Native American students with personalized career exploration and preparation. Mentoring is a supportive relationship between a youth and a non-parental adult often utilized to work toward a common goal. According to research, mentoring across multiple years resulted in students demonstrating gains in self-confidence, efficacy, perceptions of peer acceptance, and academic

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<sup>13</sup> Burkey, B., California State University, Dominguez Hills, Parrish, H., McBride, M., & Centinela Valley Union School District. (2019). Creating Pathways to Success: Lessons Learned from a Multi-Tiered Partnership Grant. *Journal of Community Engagement and Higher Education*, 11(2), 62–71.

<sup>14</sup> <https://visible-learning.org/2018/03/collective-teacher-efficacy-hattie/>

aptitude. In addition, it improved school behavior, cognitive insight, and attendance.<sup>15</sup> In another study, results indicated participation in a mentoring program reduced discipline referrals (effect size 1.84) and unexcused absences (effect size .79).<sup>16</sup> Native American students in grades 9-12 will work with a mentor with the frequency increasing as the student approaches graduation. Ideally, mentors will work with the same student(s) through high school.

CAST will utilize the Program Design of *Mentoring At-Risk Students Through the Hidden Curriculum of Higher Education*<sup>17</sup> and develop a mentoring program that includes:

- Mission Statement
- Recruiting and Hiring Process
- Matching Process
- Training/Orientation for Mentors
- Roles/Responsibilities
- Evaluation

**Cultural Connectedness:** In a dissertation titled “Influential Factors Affecting the Career Success of Professional Northern Plains Native American Males: A Qualitative Study” researchers identified that cultural values of Native Americans revolve around sharing of resources, cooperation, extended family, present-time orientation, non interference, harmony with nature, consensual leadership, belief in the supernatural and in power found in nature, and respect for elders. Five themes emerged from the data analysis: **(a) the meaning of success:** participants were more likely to define success in terms of meeting personal goals than in monetary terms, **(b) taking active steps to be successful:** participants recognized support

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<sup>15</sup> May, J. J., Diane, C., & Andrea, G. (2021). Follow the money or follow the mentors? The impact of mentoring on absenteeism and achievement in high poverty schools. *Journal of Urban Learning Teaching & Research*, 16(1), 1–22.

<sup>16</sup> Gordon, J., Downey, J., & Bangert, A. (2013). Effects of a School-Based Mentoring Program on School Behavior and Measures of Adolescent Connectedness. *School Community Journal*, 23(2), 227–249.

<sup>17</sup> Buffy Smith. *Mentoring At-Risk Students Through the Hidden Curriculum of Higher Education*. Lexington Books; 2013. Accessed April 6, 2022.  
<https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=597549&site=eds-live>

services on campus and were active in seeking out this support; support was sought from Native-based programs and individuals as well as from supportive non-Native individuals, **(c) family support, role models, and mentors:** participants all reported having a great deal of support from their families and other significant people in their lives; participants also had identifiable role models and mentors both at home and on campus, **(d) learning experiences:** all participants reported having stopped and started college from one to four times prior to their current attempt at college; individuals used what they have learned through their previous experiences in college to be successful in their current attempt and, **(e) connectedness with other Native Americans:** it was important for participants to maintain connection with other Native Americans both at home and on campus.<sup>18</sup>

Because many of the students at Niobrara Public School do not live in “traditional” family structures (68% of Native American students live with at least one natural parent and only 20% live with both natural parents), it is vital that the school support the Native American cultural instruction through planned and purposeful cultural activities to increase their cultural connectedness because “youth who are able to participate in cultural events and practice, talking to them about the deeper meaning of these practices and how they connect youth with their ancestors, community, and land is important for fostering broader feelings of cultural connectedness.”<sup>19</sup>

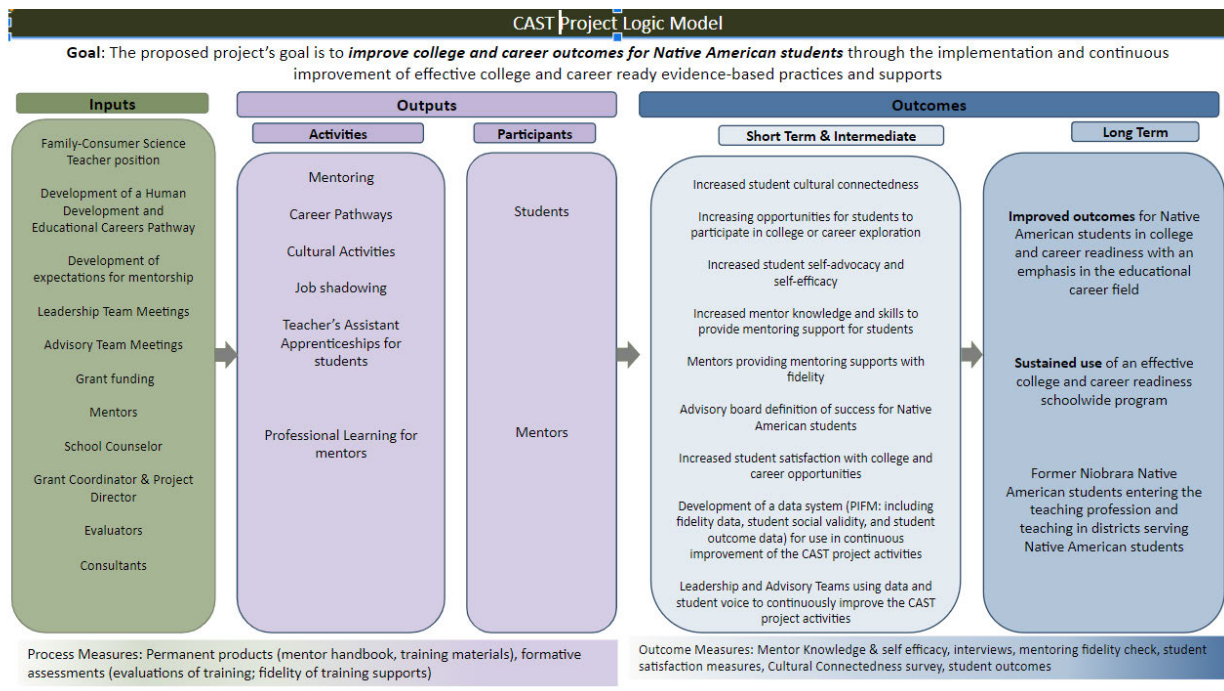
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<sup>18</sup> Guilmino, Adam J., "Influential Factors Affecting the Career Success of Professional Northern Plains Native American Males: A Qualitative Study" (2006). *Theses and Dissertations*. 2707. <https://commons.und.edu/theses/2707>

<sup>19</sup> National Indian Child Welfare Association. (2019, October). *Cultural Connectedness and Indigenous Youth Well-Being Fact Sheet*.



An image of the CAST Logic Model including Inputs, Outputs, and Outcomes for the project is included below. The Logic Model is also included in the Other Project Narrative Attachments section of the application.



### **Quality of the Project Design (5)**

Niobrara CAST Leadership team and evaluators will finalize the measures used to assess progress and ensure they are aligned to the activities and outcomes identified in the logic model and finalize a Program Implementation Fidelity Matrix to measure progress meeting short-, mid-, and long-term goals, and finalize an implementation and data collection timeline. Student outcome data to be collected and the measure utilized is included below.

CAST will collect the following student outcome data for Native American students: student achievement, student attendance, student behavior/discipline data, course participation, participation in internships, paid and unpaid work experience, ACT scores compared to

minimum ACT score requirement to attend college, graduation rates, postsecondary education or training, employment in the field of education, cultural connectedness, self-efficacy and self-advocacy. Both qualitative and quantitative measures will be utilized as outlined in detail in the evaluation portion of the application.

### **Quality of Project Personnel (1)**

Through the tribal and educational partnerships, Niobrara will recruit qualified Native American candidates to apply for open positions (Project Director, Grant Coordinator, Family and Consumer Science Teacher and Mentors). The hiring qualifications will stress a strong understanding and experience working with Native American students and communities. CAST will give preference to Native Americans to the greatest extent possible, as defined in the Indian Financing Act of 1974 (25 U.S.C. 1452c).

Upon hire, the Project Director will work with The Ponca Tribe of Nebraska, The Santee Sioux Nation, NICC and UNL - ROOTS program to recruit members of the community and/or current students in the college programs as possible mentors for Niobrara's Native American students. In a recent Advisory Meeting with partners of CAST (information, questions, feedback), the Dean of Academic Affairs from NICC reported interest in developing a mentorship course in which college students would earn credit for working as mentors at Niobrara. NICC and UNL ROOTS director both gave support for recruiting current college students in their programs to work as mentors. Applicants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability will be given preference.

**Quality of Project Personnel (2)**

**Project Director:** CAST will utilize [REDACTED], Niobrara Public Schools’

Superintendent, an educator with over 20 years of experience working with Native American students and federal projects. [REDACTED] will serve as interim director until a full-time director can be reassigned or hired. Ms. [REDACTED] holds a bachelor’s degree in business education and vocational education and a master’s degree in curriculum and instruction, and graduated with a Specialist Degree in Educational Leadership from Wayne State College. While serving as State and Federal Programs Director of Special Projects for the past 15 years, she has developed a solid working relationship with project partners. She is currently managing a school budget in excess of \$13 million annually and has extensive experience with program management.

**Quality of Project Personnel (3)**

**Project Coordinator:** Ms. [REDACTED] Niobrara’s current Niobrara Cultural Awareness

Through Education (NCATE) Coordinator will transition her duties to the CAST Project Coordinator upon completion of the NCATE grant cycle in 2022. Ms. [REDACTED] has worked with various Tribes over the past 20 years including both The Ponca Tribe of Nebraska and The Santee Sioux Nation (partners of CAST). She has experience with financial management and grant leadership in her most current position at Niobrara Public Schools.. Ms. [REDACTED] holds a Bachelor of Science degree in Business and has been certified as a Tribal Financial Manager through NAFOA and the Arizona State University American Indian Policy Institute.

**Family and Consumer Science Teacher:** The Family and Consumer Science Teacher will be sought once funding is awarded. Candidates must have a current Nebraska Teaching Certificate, and willingness to work with students to enhance their self-reliance.

**Mentors:** Mentor positions will be advertised once the funding is awarded. Candidates must be

willing to work with Native American students ages 5-18 and have the ability to communicate both orally and in writing. A valid driver's license will be necessary for this position. Priority will be given to Native American applicants.

**Project Business Director:** [REDACTED], Niobrara's current Business Manager will serve as CAST project business director. She has 22 years of experience in school or business finance and has experience with federal and state financial coding and federal drawdowns.

### **Quality of Project Services (1)**

Formal partnership agreements and letters of support with the following institutions have been established for this project with the following purposes:

- **Nebraska Indian Community College, Northeast Community College:**
  - Provide certification for students in paraeducator course work and early childhood education while still in high school
  - Develop and deliver dual-credit opportunities for students
  - Coordinate with the Family and Consumer Science teacher to design and deliver courses of study designed to improve student knowledge of human development and educational careers
  - Support hiring of Native American mentors
- **University of Nebraska-Lincoln, Wayne State College (higher education institutions):**
  - Guide programming for students in order for them to utilize credits towards bachelor's degrees
  - Provide a connection with the ROOTS program at UNL to support students who would like to pursue a teaching credential through this grant opportunity

- Support hiring of Native American mentors
- **The Ponca Tribe of Nebraska and the Santee Sioux Nation:**
  - Promote and provide cultural artists, presentations and hands-on activities
  - Support hiring of Native American mentors
  - Identify and provide occupational opportunities for students (job shadow, work study, etc)
- **Educational Service Unit 1:**
  - Provide resources to successfully transition Native American students into post-secondary education.
  - Support efforts to implement the mentorship program through teacher professional development or other requested means

### **Quality of Project Services (2)**

CAST will expand upon existing stakeholder relationships to provide academic, cultural and career guidance and skills whether students intend to enter the workforce directly, pursue career training, or attend college. CAST will encourage educational careers along with the knowledge and insight to identify opportunities for students to become employed in the field of education. A survey conducted in preparation for this application indicated that the students are interested in learning more about and exploring the educational career pathway (15 students). In addition, the College/Career Readiness activities (job-shadowing, work release, and teacher assistant experiences) are vital to getting this program started as there is currently only one student participating in similar activities.

Mentors will support Native American students in their pursuit of College/Career after high school. Native American students surveyed identified they would utilize additional staff members or mentors that would check in on them regularly to ensure they are on track with their career planning. In a recent Ponca/Santee Educational Meeting (April 5, 2022) with students, parents, and school personnel, parents reported they believe their student(s) would benefit from individualized mentorship in order for their child to prepare for college or career after high school. When surveyed, approximately 50% of students in grades 7-12 reported concerns that they would be unable to move away from home, live independently, and/or manage college. Mentorships would focus on 1) career exploration 2) post-secondary education and 3) self-advocacy skills.

Niobrara Public Schools currently incorporates cultural activities into the curriculum that emphasize the Native American heritage and traditions. CAST would expand upon these offerings by providing increased Native American cultural activities for all students. Only 20% of Native American students attending Niobrara Public Schools live in “traditional” two parent households. Niobrara is committed to ensuring the Native American culture continues to thrive in the Native American youth and will provide these opportunities for students who do not have these opportunities outside of school. During a Ponca/Santee Parent Meeting held on April 5, 2022, student participants expressed that they appreciated the cultural activities that have taken place at the school and they hope there are more in the future.

#### **Quality of the Management Plan (1)**

Through the use of evidence based practices, implementation with fidelity, and increased levels of student support, CAST will achieve the objectives set forth in the project. CAST

requires leadership, fiscal oversight, clear responsibilities, regular input from partners including students and families, and a system to monitor staff and student success. The project will be implemented, managed, and housed by Niobrara Public Schools' Administrative Department. Superintendent, [REDACTED], will supervise project personnel, payroll, and procurement as direct supervisor as the project director. Personnel matters will be overseen by existing personnel policies and procedures. The district currently manages over 55 employees and a \$13 million annual budget.

CAST will utilize ICG evaluators [REDACTED], [REDACTED], and [REDACTED] to provide performance feedback data on the implementation of CAST project activities and student outcomes.

Management Plan Year One: July 2022 - July 2023		
Activity	Responsible Parties	Time Frame
PD reassigned to begin grant work and supporting programs, notify schools and partners of award, LT and Advisory Committee are notified.	Project Director (PD), Grant Coordinator (GC), Leadership Team (LT), Business Office	Within 30 days of Project Award
Leadership Team Meetings begin (Ongoing biweekly)	PD, LT	90 days after project award
Tribe and district complete contracts to hire staff	Business Offices	
Tribe and districts hire program-funded staff	Tribe and districts	
Program information meetings at school	PD, LT	
LT develops expectations for mentorships	LT	
New staff training (mentors)	PD, GC	
College bound 12 <sup>th</sup> graders identified	Mentors School Counselor (SC)	
Year One Management Plan Timeline finalized	PD, LT	
Prepare Program Implementation Fidelity Matrix and Updated Year One Evaluation Plan	Evaluators LT	
Begin Development of Human Dev. and Educ Pathway	PD, Tribe, Advisory Committee (AC)	
1 <sup>st</sup> Advisory Committee (AC) Meeting	PD, LT, AC	September 2022
Provide professional learning for mentors	PD, GC	
Complete collection of baseline data for all schools.	PD, Evaluators	October 2022
Students begin meeting with Mentors	GC, Mentors	
Evaluator/LT conduct first Fidelity Matrix review	PD, LT, Eval.	

Begin development of ICCP plans for all students	PD, Mentors, SC	
Students begin participating in job-shadow and teacher assistant positions		
Develop Yrs. 2-5 management timeline	PD, LT, Evaluators	Feb. 2023
Begin planning for Summer 2023 activities	PD, Mentors	March 2023
Evaluator/LT conduct second Fidelity Matrix review	PD, LT, Evaluators	
2 <sup>nd</sup> Advisory Committee Meeting	PD, GC, AC	
Mentors and 12 <sup>th</sup> graders complete ICCP and participate in community exploration and college visits	GC, SC, Mentors	
Yrs. 2-4 management timeline approved.	PD, LT, Evaluators	April 2023
Begin planning for summer 2023 PD for teachers	GC, LT, AC	June 2023
Review program Year One progress as measured by Fidelity Matrix/Project Goals	LT, AC, Evaluators	
Year two plan finalized	PD, LT, Evaluators	
Finalize plans for summer 2023 internships/ activities	LT, PD, Mentors	
Summer activities	Tribe, LT, Mentors	July/Aug. 2023
Update PIFM and prepare annual report for the US DOE	PD, GC, Evaluators	MONTHLY
Manage/Update Budget	GC, LT., Business Dir.	

### **Quality of the Management Plan (2)**

The following teams will meet with the various members and role of each team outlined below.

<b>Leadership Team</b> School Administration Project Director Project Coordinator FCS Teacher Consultants	Purpose: The <b>Leadership Team</b> will meet <b>monthly</b> to guide the program, review data and measure progress using goals, objectives and implementation timelines. The Leadership Team will work closely with district administration to plan, implement and support CAST objectives. The Leadership Team meetings will guide program implementation and continuous improvement. These meetings will also provide the time to examine and address the data from the evaluation tool (PIFM) and other feedback.
<b>Advisory Team</b> School Administration Project Director Project Coordinator Tribal Representatives NICC/WSC/UNL parents and students Evaluators	Purpose: The <b>Advisory Committee</b> will meet <b>quarterly</b> to: (a) review progress towards meeting the goals, (b) determine if and how the needs of students are being addressed, and (c) identify how the partners and schools can/are collaborating. District administration will participate to ensure the school's needs are addressed and progress towards meeting benchmarks is met.



**Quality of the Management Plan (3)**

CAST will develop a Sustainability Planning Team which include the Superintendent, School Board Member(s), Project Director, Project Coordinator, and ICG Consultants. Beginning in Fall 2025, the team will meet to develop a sustainability plan with the goal to sustain mentors, the FCS teacher, and cultural activities beyond the grant through possible funding sources including district funds, tribal funds, and future grant opportunities. The planning team will develop a sustainability plan by October 2026, one year before the grant ends. The team will consider following: sharing the FCS teacher with another local school or providing opportunities for students from different districts to participate in the Human Development and Educational Career Pathway, replicating existing mentorship programs that exist with little/no funding or receiving funding support through the local tribes, hiring former students who participated in the pathway to fill vacant positions and increase the number of Native American teachers on campus, and encouraging the FCS to obtain a counseling endorsement to fulfill the roles of the project director to manage and maintain the mentor program and focus on college/career readiness for Native American students.

**Quality of the Project Evaluation (i, ii)**

The goals of the ICG CAST Implementation and Outcomes evaluation is to provide the Niobrara CAST Leadership Team and Advisory Committee with actionable performance feedback data on the implementation of CAST project activities and student outcome results to help the teams assess their progress and continuously improve the college and career ready activities and supports provided for Native American students as well as to identify successful strategies that others may benefit from replicating or testing.

To formatively assess progress towards meeting project goals, a number of outcome and implementation measures will be collected. Specifically, measures will be identified for the following: 1) student outcomes; 2) social validity (acceptability) measures; 3) fidelity measures (e.g., mentoring fidelity, job shadowing fidelity); 4) reach of the college and career readiness activities, and 5) district capacity for sustainability. Within 90 days of award, the evaluators will work with the Niobrara CAST Leadership team to finalize the measures used to assess progress and ensure they are aligned to the activities and outcomes identified in the logic model and finalize a Program Implementation Fidelity Matrix to measure progress meeting short-, mid-, and long-term goals, and finalize an implementation and data collection timeline. The evaluation will center around 5 evaluation questions.

***Question 1: To what extent are students who need the services receiving relevant evidence-based practice support (reach of the activities)?*** To examine the degree to which Native American students received the relevant evidence-based college and career ready activities, trends in the data will be examined over time. The evaluators will gather data from the schools on the number of Native American students participating in various activities and student surveys used for evaluation will include items asking if they participated. ICG will plot the participation data over time to look at the proportion of students out of the total population of Native American students who participate in various activities and look for increases in students receiving the supports. Data will be shared with the NPS CAST Leadership and Advisory Teams to assist with action planning.

***Question 2: To what extent are mentors and other staff members implementing the***

***evidence-based activities with fidelity?*** The ICG evaluators will identify or develop (if not already existing) fidelity checks for each of the evidence-based college and career ready activities (e.g., Mentoring fidelity checklist; use of Individualized College and Career Plans) to use to collect data for each mentor and/or staff member implementing the evidence-based activities. The evaluators will plot trends in fidelity data over time and summarize the data to share with the Niobrara CAST Leadership and Advisory Teams to use to identify strengths and areas for additional training or coaching support to improve implementation.

***Question 3: To what extent do Native American students and families and mentors and staff find the college and career ready activities provided by NPS acceptable (e.g., quality, relevance, usefulness)?*** The extent to which all stakeholders report activities as being acceptable will be examined by calculating means, standard deviations, and distributions of scores related to quality, relevance, usefulness, and total satisfaction from surveys, interviews, and/or focus groups. Analyses will be conducted by stakeholder type and shared with the NPS CAST Leadership and Advisory Teams for use in celebration and identification and action planning for improvement.

***Question 4: To what extent have short-, intermediate-, and long-term outcomes improved for students participating in the CAST college and career ready activities?*** To examine the degree to which there are improvements in student short-, intermediate-, and long-term outcomes (e.g., self-efficacy and self-advocacy; cultural connectedness; academic achievement; course participation; graduation rates; postsecondary participation in courses or training leading to employment; employment), multiple measures will be examined as outlined

in the table below. Descriptive statistics will be estimated for all measures including means, standard deviations, and distributions of measures. Baselines will be compared to outcomes in subsequent years to examine the degree to which there is change over time and the degree to which the changes coincide with implementation of the project activities (e.g., fidelity, reach, district capacity).

Student outcome data collected for Native American students:	Measure	Frequency of Data Collection	Responsible for collecting and providing data to evaluators?
Student Achievement	Gr. 8 student readiness for high school (measured by completing Gr. 8 math & ELA)	Yearly in the spring	PD/SC (School Counselor) will be responsible for providing the data to the evaluators
	Gr. 9 student math and ELA grades	Quarterly	
	Scores on the Nebraska state assessment (NSCAS)	Annually	
Student attendance	Attendance records	Monthly	
Student behavior/discipline data	Schoolwide Information System (SWIS) data	Monthly	
Course participation	Dual credit course enrollment	Twice annually	
	Student grades and units	Quarterly	
Participation in internships, paid and unpaid work experiences	Student survey	Twice annually	
ACT scores compared to minimum ACT score requirement to attend college	ACT scores	Annually in June	
Graduation rates	Graduation records; credits	Annually in June	
Postsecondary education or training	Survey of participation Post-Secondary Education (e.g., participation in courses, on-track to obtain 2- or 4-year degree)	Annually	
Employment in the field of education	Survey	Annually	
Cultural Connectedness	<i>Cultural Connectedness Scale</i> or <i>Awareness of Connectedness Scale</i> ; adapted with the Advisory Committee to fit the local tribal context	Quarterly	
Self-efficacy and self-advocacy	Survey developed by ICG in collaboration with the Advisory Committee to ensure cultural fit with the local tribal context	Annually	

***Question 5: To what extent is NPS building an infrastructure to sustain college and career ready activities for Native American students?*** The extent to which NPS is maintaining an infrastructure to sustain the college and career ready activities beyond the life of the grant will be examined by plotting the total and scale scores of an annual District Capacity Assessment.

ICG will work with the NPS CAST Advisory Team to ensure an equity-focused evaluation. This will include working with the advisory committee to define “success” and ensure that success is not simply defined by dominant, mainstream measures. Once success is defined, the evaluation plan will include both measures of success aligned to the local tribal community definition as well as common, mainstream college and career ready expectations for employment, advanced degrees, and/or training leading to employment will be assessed. Additionally, ICG will work with the Advisory Committee and Leadership Teams to finalize survey and interview questions. For example, ICG will work with the team to review two scales, the *Cultural Connectedness Scale* (Snowshoe, Crooks, Tremblay, Craig, & Hinson, 2015) and the *Awareness of Connectedness Scale*, developed in Alaska (Mohatt, Fok, Burket, Henry, & Allen, 2011) and make any needed adaptations to best fit the multi-tribal community at NPS.



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

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

Name of Institution/Organization

NIOBRARA PUBLIC SCHOOLS

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	273,000.00	290,000.00	300,000.00	317,000.00	327,000.00			1,507,000.00
2. Fringe Benefits	144,350.00	146,750.00	148,750.00	151,150.00	153,150.00			744,150.00
3. Travel	30,000.00	30,000.00	30,000.00	30,000.00	30,000.00			150,000.00
4. Equipment								
5. Supplies	5,800.00	5,900.00	6,000.00	6,000.00	6,000.00			29,700.00
6. Contractual	130,000.00	130,500.00	131,025.00	131,576.00	132,155.00			655,256.00
7. Construction								
8. Other	1,000.00	1,500.00	2,000.00	2,500.00	3,000.00			10,000.00
9. Total Direct Costs (lines 1-8)	584,150.00	604,650.00	617,775.00	638,226.00	651,305.00			3,096,106.00
10. Indirect Costs*								
11. Training Stipends								
12. Total Costs (lines 9-11)	584,150.00	604,650.00	617,775.00	638,226.00	651,305.00			3,096,106.00

\*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 # S299A200010

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