U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

Indian Education Discretionary Grant Programs—Native Youth Community Program

CFDA # 84.299A

PR/Award # S299A220013

Gramts.gov Tracking#: GRANT13597556

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

Closing Date: Apr 19, 2022

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General Education Provisions Act Section 427

The Choctaw Nation guarantees equitable access to, and participation for students, teachers, parents, and other program beneficiaries with special needs. The Nation will actively recruit persons with Native American heritage to fill positions and serve as role models for the Native students to be served.

The Nation has designed this program specifically for Native American participants. Resources valuing culture, language, and backgrounds will be included in the program, e.g., examples of Native Americans who have been successful in STEM careers. Positive valuing of their cultural diversity by their peers and the community has been proven to support Native American students. Members of the Choctaw Nation will lead cultural activities and serve as volunteers.

To address gender barriers, the Nation will include activities that positively value women such as books where the heroine overcomes her challenges and specific inclusion of information that value females in math and sciences.

All facilities are handicapped accessible and meet ADA requirements. Students with handicapping conditions are integrated into the classrooms where teachers have appropriate materials and training to implement student's Individual Education Plans (IEP). Project staff will have access to the IEP and will consult with teachers on how they can support learning needs. The computers can be adjusted to provide other services for disabled students on a needs basis. Based on Choctaw Nation policies, all employment and public participation opportunities will be open to all persons, regardless of race, color, religion, national origin, sex, age, or handicap.

Abstract

An abstract is to be submitted in accordance with the following:

1. Abstract Requirements

- Abstracts must not exceed one page and should use language that will be understood by a range of audiences.
- Abstracts must include the project title, goals, and expected outcomes and contributions related to research, policy, and practice.
- Abstracts must include the population(s) to be served.
- Abstracts must include primary activities to be performed by the recipient.
- Abstracts must include subrecipient activities that are known or specified at the time of application submission.

For research applications, abstracts also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that the investigation builds upon and that provides a compelling rationale for this study).
- Research issues, hypotheses and questions being addressed.
- Study design including a brief description of the sample including sample size, methods, principals, and dependent, independent, and control variables, as well as the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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Abstract

The **Choctaw Nation of Oklahoma**, in partnership with **Jones Academy** (BIE-funded school) and **Hartshorne Public School** (LEA), plans to implement *Project Pehlichi's* (Choctaw translation: Leader) *Warriors in Learning and Leadership (WILL) Program* at Choctaw Nation Pre Schools, Head Start centers, and Jones Academy to create culturally aware, competent, confident Native students who are prepared to pursue college and career opportunities. The *Program* is designed to promote educational equity and adequacy in resources and opportunity for underserved student in preschool, elementary, secondary (middle and high school), and out-of-school settings. The Project will implement STEAM activities and Conscious Discipline trainings in CNO Head Start centers and Jones Academy. The *Program* will provide structure and support for Jones Academy students in grades 6th – 12th to enhance the outcomes of college and career success rates by continuing tutoring and college readiness programming at the Student Success Center, housed at the Jones Academy Campus. *Project* staff will host STEAM Camps for Native preferred junior high and high school students on the Jones Academy campus to expose and promote college and career readiness.

The *WILL Program* will **serve 5,000 students (Native preferred)** over the project period. This added investment moves the needle in closing the regional gap Oklahoma students experience with State funding alone.

- 1,240 Head Start students (310 per year)
- 760 Jones Academy students (190 per year)
- 2,710 of NASA Downlinks participants (677 per year for Years 1-4)
- 60 Robotics and E-Sports participants (up to 12 per year)
- 125 Junior High and 125 High School STEAM Camp participants (50 per year)

Need for Project

Gaps and Weaknesses (4 points)

Children in Oklahoma face many barriers in accessing and obtaining success in education and career/college readiness. A child's chances of thriving depend not only on individual, family, and community characteristics but also on the state in which (s)he is born and raised. States vary considerably in wealth and other resources. State policy choices and investments also strongly influence children's chances for success. National data mask a great deal of state and regional variations in child well-being. The well-being of children in Oklahoma ranks among the lowest in the Nation. Furthermore, this ranking is obscured even more by the devastating and detrimental effects of the COVID-19 Pandemic, as the 2021 report was based off data from 2019.

State-to-State Comparison: 2021 Report[1]	
Report	**Oklahoma's Rank**
Overall Child Well-Being	42nd
Economic Well-Being	33rd
Education	45th
Health	42nd
Family and Community	41st

In 2019, 1 in 5 Oklahoma children were reportedly living in poverty, with more than 26% of Oklahoma children whose parents lacked secure employment.[2] In 2019, 72% of Oklahoma's fourth graders were not proficient in reading, [3] and 75% of eighth graders were not proficient in

[1] 2021 Kids Count Data Book. Accessed on 4/1/22 at https://datacenter.kidscount.org/.

[2] Id.

[3] The Nation's Report Card: 2019 Reading State Snapshot Report. Accessed on 4/1/22 at https://nces.ed.gov/nationsreportcard/subject/publications/stt2019/pdf/2020014OK4.pdf.

math.[4] These are systemic issues that often begin early, as 57% (59,000 children) of Oklahoma's young children ages 3 and 4 were not in school.[5] These facts are startling in themselves and build an undeniable frame around Oklahoma's educational struggles. The Oklahoma State School Board Association reports that Oklahoma spends about $1,500 less per student every year than the regional average.[6]

On the National stage in 2015-16, the percentage of students served under the Individuals with Disabilities Education Act (IDEA) was highest for American Indian/Alaska Native (AI/AN) students (17%) compared to the national average of 14%.[7] The percentage of students who dropped out was highest among AI/AN students (27%). In 2015, White students scored higher on national assessments than AI/AN students by a gap of 27 points.[8] Compounding issues is sustained absenteeism, with 35% of AI/AN students reported missing 10 or more days, the highest among all ethnic groups.[9] Disabilities, dropouts, achievement gaps, and absences all contribute to the educational difficulties of Native students.

[4] Nation's Report Card: 2019 Mathematics State Snapshot Report.

[5] 2021 Kids Count Data Book. Accessed on 4/1/22 at https://datacenter.kidscount.org/.

[6] OSSBA. Oklahoma Education Fact Sheet.

[7] NCES. National Center for Education Statistics. Indicator 9: Students with Disabilities. Retrieved April 8, 2022 at https://nces.ed.gov/programs/raceindicators/indicator_rbd.asp.

[8] Id.

[9] García, Emma, and Elaine Weiss. "Student Absenteeism: Who Misses School and How Missing School Matters for Performance." Economic Policy Institute, 25 Sept. 2018, Accessed

Magnitude of Need for Services (3 points)

Defined Geographic Area (Absolute Priority):

Location: Choctaw Nation of Oklahoma

The Choctaw Nation of Oklahoma (CNO) is a federally recognized Tribe, with a 10,992 sq. mile tribal reservation, comprised of a 13-county service area in southeastern Oklahoma. The CNO Reservation encompasses about 15 percent of the state's total area. CNO is the second largest tribal service area in the lower 48 states.[10] According to CNO's Tribal Research Department, the reservation hosts a Native American population of 57,340, of which 45,547 are Choctaw, accounting for more than 75 percent of the population in many communities.[11] The remaining Native American population is made up of as many as 29 different tribes, making this a diverse region with many languages, dialects, and cultures.

In 2014, CNO received designation as the first Tribal *Promise* Zone. As is implied with the designation, this rural region struggles with extreme poverty, unemployment, and low educational attainment. In fact, southeastern Oklahoma has some of the poorest counties in the

on 4/1/22 at https://www.epi.org/publication/student-absenteeism-who-misses-school-and-how-missing-school-matters-for-performance/.

[10] U.S. Census Bureau. 2000 Census of Population and Housing, Summary Population and Housing Characteristics. PHC-1-38, Oklahoma. Washington, D.C. 2002.

[11] Choctaw Nation of Oklahoma Tribal Membership, Internal Choctaw Membership Report, Retrieved March 9, 2022.

state, and indeed, the entire U.S. with all 10.5 counties designated as USDA StrikeForce areas.[12] For example, in 2016, the U.S. Census Bureau estimated a Pittsburg County population of 44,643 with 25% of the residents 19 or younger, nearly 20% being of Native American descent,[13] and 21.7% living below the poverty line.[14] *Project Pehlichi's WILL Program* will bridge the gaps between educational attainment and poverty by providing students with greater access to opportunities. In addition to activities within Pittsburg County, Native American youth in CNO's 13 Head Start locations, STEAM Camp, and NASA Events will be located within the 10.5 counties of the CNO tribal area.

Proposed Project and Services to Address the Need (3 points)

The **Choctaw Nation of Oklahoma**, in partnership with **Jones Academy** (BIE-funded school) and **Hartshorne Public School**, plans to address these needs by implementing *Warriors in Learning and Leadership (WILL) Program* to create culturally aware, competent, confident Native students who are prepared to pursue college and career opportunities. The *WILL Program* will benefit students in grades pre-school through 12th, with approximately 75% of students coming from rural areas and small towns in southeastern Oklahoma.

Ensuring Indian Students are Prepared for College and Careers (Absolute Priority): The Project continues to build upon *Pehlichi's* success in creating a culturally rich learning environment in all Choctaw Nation Head Start Centers, Pre-Schools, and Jones Academy by

[12] USDA StrikeForce for Rural Growth and Opportunity. Retrieved July 27, 2018

[13] US Census Bureau. Fact Finder. Retrieved July 27, 2018.

[14] 2014 Poverty and Median Income Estimates – Counties. U.S. Census Bureau. Small Area Income and Poverty Estimates (SAIPE) Program, December 2013.

implementing STEAM activities and Conscious Discipline trainings; Jones Academy will further these efforts by implementing Information and Technology (IT) programs such as robotics and E-sports programming. The *WILL Program* will provide structure and support for Jones Academy students in grades 6th – 12th to enhance the outcomes of college and career success rates by continuing the Student Success Center, housed at the Jones Academy Campus. *Project* staff will host STEAM Camps for Native preference junior high and high school students on the Jones Academy campus to promote college and career readiness as well as accelerated STEAM activities. *The WILL Program* has the potential to serve 5,000 Native preference students.

With culture being at the heart of Choctaw Nation's work, ensuring our instructors focuses on cultural competency geared toward Native children is integral. Conscious Discipline (CD) is a leader in classroom management and provides a transformational, whole-school solution for social-emotional learning, discipline, and self-regulation. The *WILL Program* will continue this programming and expand it to both Jones Academy staff and Head Start teachers.

When students have the ability to enter the college and career arenas with excellent IT skills and knowledge they are far better equipped for success. Building programs that focus on developing and honing these "tech ed" and computer skills will be critical in preparing students in college and career readiness. These types of programs open doors for scholarships to fund education opportunities for many students who would not be able to pay for them otherwise. Students succeed in their educational endeavors when they have the tools and support needed. Enhancing the Student Success Center established at Jones Academy will ensure 6^{th} – 12^{th} grade students will have access to quality tutoring outside of regular school hours and, furthermore, will have the necessary equipment to succeed. STEAM will be implemented through junior high

and high school summer STEAM Camps, as well as on campus STEAM activities through the Student Success Center and Jones Academy Elementary School.

Quality of Project Design

Possible Replication and Effectiveness of the Approach (10 points)

Since FY18, CNO has been implementing an NYCP program, *Project Pehlichi*, and has seen remarkable success. As part of the evaluation process, stringent analysis will be performed to determine which aspects of the project may be replicated within the Choctaw Nation on future projects and how the project elements may be replicated outside the Nation by other future grantees. Emphasis will be placed on the data gathering and testing strategies most likely to be incorporated into other student outcome driven projects.

Data Analysis from the Past 3 Years – Greatest Barriers (Absolute Priority): Within the last three years, CNO has been operating its current NYCP program, *Project Pehlichi*, which has created meaningful relationships with Native students, parents, and teachers alike. Through these relationships, a better understanding of needs has been established. They are our target audience and are an excellent source of firsthand knowledge of what needs, and gaps, Native children face when it comes to career and college readiness. Native students' educational issues often begin from birth – poverty, rurality, and low-educational attainment of parents. Each issue contributes to the cycle, which prevents students from achieving their potential. The issues the family faces, such as health, social, educational, and other needs create barriers that must be reduced.

Lack of Guardian Involvement and Education: Native American (NA) students from Head Start through high school often experience a lack of guardian involvement, which deeply correlates to existing community, economic, and social barriers. At least 40% of NA student households in Oklahoma are single-parent homes or have grandparents raising their

grandchildren; furthermore, according to The Anne E. Casey Foundation's National report, 15% of Oklahoma children live in a household that lacks a high school diploma.[15] Choctaw Nation's BIE-funded school, Jones Academy (JA), reported that less than 66% of parents from 2017-18 possessed at least a high-school equivalent education. According to school personnel, "Often the parent does not have the ability to fully understand the documentation necessary to fill out admission forms for our school, much less understand the myriad of paperwork to help a child complete financial aid documentation in pursuing post-secondary education and/or career training."[16] There is a literacy deficiency in the parent's ability to promote, support, understand, or utilize the programs and resources available to their student.

Rurality: Due to its rurality, the community lacks access to common resources; for example, the nearest Wal-Mart is a half hour away. JA staff states that most Native American students have not ventured outside their rural communities and are unaware of the immense possibilities that exist beyond them. Hartshorne Public Schools Superintendent Mr. Jason Lindley has expressed his support for this project as it gives Native American students a chance to explore options beyond the community.

Native Culture & the American Education System: "[Native] students have not succeeded in American schools, whose values and purpose are culturally incongruent with their cultures."[17] Native American (NA) students are naturally humble, reserved, and quiet. Teachers indicate that

[15] 2018 Kids Count Data Book.

[16] David Sanchez, College/Career Counselor. Personal Communication. July 30, 2018.

[17] Suzanne Benally, "Serving American Indian Students, Participation in Accelerated Learning Opportunities," Western Interstate Commission for Higher Education, April, 2004.

they do not openly volunteer to speak in front of classes, but when challenged to complete group project presentations, perform at optimal levels. A lack of confidence plagues many NA students.

Cultural Lag: A parent may have an appreciation for the education of their child(ren), however, may not fully recognize the value of post-secondary instruction. Their perception of life is to meet the immediate needs such as bills, food, transportation, work, the children's health, and welfare. The ideas of planning, organization, forecasting, and preparation are in the abstract rather than in the concrete world. The parent struggles to prioritize education because there are pressing matters that require the attention of that day.

Digital Disconnects: While most students and their families do have cell phones and some digital devices, these individuals often do not have access to the internet, Wi-Fi, or a computer at home. Families are often plagued by unstable income to support any consistent telecommunications service. The inability to maintain steady employment also hinders the parents' ability to provide a desktop, a laptop, or internet services to meet the family's needs. Instability in income also creates inconsistent transportation abilities to meet students' needs, which precludes any transportation to and from extra-curricular activities and college visits.

Data Analysis from the Past 3 Years – Local Community Opportunities (Absolute Priority): Many initiatives developed by the Choctaw Nation Education Department support and contribute to the educational success of all students throughout southeastern Oklahoma. All Jones Academy / Hartshorne Public School students have the opportunity to participate in the Choctaw Nation Youth Advisory Board (YAB), an organization that facilitates community servant leadership. Choctaw Nation High School Student Services (HSSS) provides ACT workshops, ACT testing fee reimbursement, college prep study guides, and counseling services to students who are Choctaw Nation tribal members. The Choctaw Nation Higher Education

Program provides scholarships to high school-aged tribal members concurrently enrolled in college courses to help fund the purchase of books and supplies. Choctaw Nation Career Development provides services in career guidance, assessment testing, academic remediation, and employment services for tribal members.

Kiamichi Technology Centers (KTC) has facilities conveniently located in southeastern Oklahoma to provide educational opportunities for every person, no matter what stage in their education process. KTC offers the following postsecondary programs: Business Administration & Information Technology, Criminal Justice, Environmental and Spatial Technology (EAST), Emergency Medical Services, Health Science, and Practical Nursing. Eastern Oklahoma State College, located in Wilburton, offers four Associates degrees in STEM-related fields: Life Science, Physical Science, Nursing, and Respiratory Therapy. Oklahoma State University – Institute of Technology (OSU-IT), located in Okmulgee, offers two technical degrees: an Associate in Applied Science and a Bachelor of Technology. Degrees can be obtained in automotive technologies, culinary arts, engineering, nursing & health, visual communications, and many more.

Data Analysis from the Past 3 Years – Local Policies, Programs, Practices, Service Providers, and Funding Sources (Absolute Priority): To succeed in school, students' fundamental needs must be met. *Project Pehlichi* (Choctaw translation: Leader) will take a holistic approach to social service delivery by referring Native American families to organizations, such as Choctaw Nation Health and Behavioral Health Services, WIC, and other Choctaw Nation and tribal social service programs, to ensure basic needs are met.

Choctaw Nation Head Start (CNHS) works in collaboration with families and communities to provide a quality program committed to the wellness of the entire family. Head

Start, the large-scale federally funded pre-school program, has been shown to improve outcomes long after pre-school, including high school completion and health outcomes. The likelihood of students pursuing higher education is increased between 4 and 12 percentage points by Head Start participation. Further estimates indicate the effects of Head Start not only on postsecondary education but also on completion of a post-secondary credential, including a license or certificate, an associate degree, or a bachelor's degree.[18]

Jones Academy was established in 1891 by the Choctaw Nation of Oklahoma and is located on a 540-acre campus, approximately five miles northeast of Hartshorne, Oklahoma. Students reside in two dormitory buildings, each divided into elementary and secondary wings. Students range in grades from 1st through 12th, with approximately 75 percent of students from rural areas and small towns in eastern Oklahoma. In 2012, Jones Academy Elementary, a BIE-funded school, opened a state-of-the-art facility for 1st -6th grades. Junior High and High School students in grades 7th-12th attend Hartshorne Public Schools. Each Jones Academy student is a member of a federally recognized Indian tribe.

Measurable Goals, Objectives, and Outcomes (5 points)

Project Pehlichi's WILL Program's goal is to create ***culturally aware, competent, confident Native students who are prepared to pursue college and career opportunities***. Four goals with related objectives and measurable outcomes have been created to ensure Native American student success prior to and beyond high school graduation.

[18] Schanzenbach, Diane Whitmore, and Lauren Bauer. "The Long-Term Impact of the Head Start Program." *Brookings*, Brookings, 22 Aug. 2017.

Focus on Barriers or Opportunities with a Community Based Strategy and Measurable Objectives (Absolute Priority): *Project Pehlichi's WILL Program* is designed to successfully address the previously identified needs of the target population – Head Start, especially basic needs; Jones Academy Elementary students, reading foundation; Jones Academy, 6th – 12th grade Student Success Center; and STEAM educational needs for all levels. CNO has identified specific weaknesses in student performance from pre-k through 12th grade, through research of test scores, and school/parent involvement, and linked those weaknesses to create *Project Pehlichi*. Through the assessment process and reporting, staff will learn about each student's individual knowledge, skills, grade level function, and progress. Staff will also access the needs of the group as a whole. Assessment will then guide in teaching and tutoring activities as well as professional development to equip staff and successfully address students' needs. Native American culture will be woven into the fabric of the project and celebrated to improve student confidence and self-reliance.

Project Pehlichi's WILL Program has opted for a community-based strategy to promote STEAM programming and move the needle when it comes to Native student's engagement and pursuit of education. By partnering so heavily with community stakeholders, the Project hopes to change attitudes about school programming and Native achievement.

Goal One: *Head Start and Jones Academy (JA) Staff* - Conscious Discipline (CD) training/professional development continues with all head start/preschool/daycare staff and expands to include the JA staff throughout the project period.
Objective 1.1: By the end of each project year, 80 percent of all 3- and 4-year-olds will achieve predetermined gains, as determined by pre/post-test comparison in language and cognitive of the Gold Teaching Strategies assessment.

Objective 1.2: By the end of each year, 100% of all head start/preschool/daycare staff will attend CD professional development including classroom training.
Objective 1.3: By Year 5, 100% of all JA staff will attend CD professional development.
Goal Two: *College and Career Readiness* – Implement and supplement a college and career readiness project that provides structure and support for JA students in grades 6th – 12th to enhance the outcome of high school graduates and college and career success rates (as measured on the grades, ACT and Oklahoma State Assessments, as allowable).
Objective 2: By the end of Year One, the *WILL Program* will: • Increase JA student competency and skills in core subjects, especially reading, by contracting services with a Reading Specialist yearly. • Students will participate in Interest Inventories at the beginning of each school year to support and enhance their career interests and goals. • Host monthly STEAM events at the Student Success Center (SSC). • Increase engagement at the SSC for 6th-12th grade JA and Hartshorne students.
Goal Three: *STEAM Camps– WILL Program* will host competitive based STEAM Camps for junior high and high school students on the JA campus to expose and promote college and career readiness, college tours, and accelerated STEAM activities.
Objective 3.1: Each year, the *Project* will host a summer STEAM Camp for up to **25 Native-preference junior high and high school students (50 total)** at JA.
Objective 3.2: Beginning in Year 1, the *WILL Program* will host an application process for 1st – 8th grade students and schools in the CNO Reservation to participate in NASA Downlinks and STEAM events throughout the grant.

Goal Four: *Project Pehlichi's WILL Program* will provide students with educational activities related to computer science and the advancing technology industry through robotics and E-sports teams as well as mechanical and electrical engineering principles with drones.
Objective 4.1: The JA Robotics team will attend Robotics competitions/trainings annually.
Objective 4.2: In Year 1, *WILL Program* staff will establish an E-Sports Team at JA to foster a commitment to computer science and the information technology field among students.
Objective 4.3: The JA E-Sports Team will attend six competitions each year.
Objective 4.4: The JA E-Sports/Robotics Teams will attend two CNO drone events each year.

Promoting a healthy view of education, developing a reading foundation, and building quality STEAM educational experiences will ensure *WILL Program* participants are prepared to embrace their futures in college and careers. To increase culturally rich experiences in Head Starts, the *WILL Program* will continue to implement Native-focused professional development for Conscious Discipline for CNO Head Start Staff. Conscious Discipline training will be extended to staff at Jones Academy as well. Integrating Conscious Discipline throughout the CNO Reservation will result in strengthening the educational foundations for children and do so for future generations to come.

To enhance the outcome of high school graduates and college and career success rates, the *WILL Program* will support the Student Success Center (SSC) for 6^{th} – 12^{th} grade students on Jones Academy campus. The SSC will have required participation for all 6^{th} – 12^{th} grade Jones Academy students with a "C" or below in the core subjects of Math, Science, History, and English/Language Arts, but will be a support for any student struggling with homework in any class they are taking. The SSC will also provide support in resume building, scholarship

applications, career options, concurrent classes, ACT prep, completing the Free Application for Federal Student Aid (FASFA), and linking students to resources within their tribal affiliation. The SSC will also be open to Hartshorne Public School students (7^{th} – 12^{th}) as needed to bridge the gap between student projects and interaction.

Summer STEAM camp will be held each year, with attendees being selected based on grades, test scores, teacher and counselor recommendations, and personal letter of reference. A total of 25 Native preferred junior high students and 25 Native preferred high school students will be chosen to participate. STEAM is the key to student engagement in learning: STEAM gives students a license to create just for the fun of it, for the beauty of it, for the love of creating. Not enough youth have access to STEAM learning opportunities and too few students see these disciplines as springboards for their careers. Partnering with NASA, *Project Pehlichi's WILL Program* will be able to reach Native students who attend public schools to provide STEAM opportunities. The project will encourage students to consider careers in the areas of STEAM, where Natives are typically underrepresented, and to offer hands-on learning opportunities to generate better cultural awareness around STEAM fields.

Review of Scientific Research and Literature to Ensure High Quality Project Plan and Successful Achievement of Project Objectives (7 points)

Conscious Discipline in CNO Head Start Centers and Jones Academy: Conscious Discipline (CD), a neurodevelopmental model that focuses on internal states first and behavior second, is a framework for understanding certain behaviors. CD is a multidisciplinary approach based on three distinct brain-body states that drive behavior. A recent study published by the Harvard Graduate School of Education, found CD received high ratings in 8 out of 10 categories: "[CD] provides an array of behavior management strategies and classroom structures that

teachers can use to turn everyday situations into learning opportunities."[19] CD is a leader in classroom management and provides a transformational, whole-school solution for social-emotional learning, discipline, and self-regulation.

STEAM (Science, Technology, Engineering, Art, Math) Camps and Programs: Research has shown the significance of STEM (Science, Technology, Engineering and Math) education igniting a movement to teach students 21-century skills to become more competitive with other nations. An increase in math and science course offerings, higher expectations for testing, and an evolution of project-based learning using STEM as a framework for exploration have become commonplace around the country. Incorporation of the arts, initially thought to be a distraction from STEM components, creates well-rounded design-thinkers and skillful communicators set in real-world learning.[20] STEAM will be implemented through *Project Pehlichi's WILL Program's* summer camps. Adding the art component to STEM (Science, Technology, Engineering, Math) helps bring Native American culture into the lives of Indian students and develops the whole learner. Art has always been used as a form of expression in the Native way of life.

STEAM programming is a critical need for students seeking to pursue careers in the Information and Technology field. The COVID-19 Pandemic has created a need for passionate

[19] Jones, Stephanie, et.al. "Navigating SEL from the Inside Out". March 2017. Harvard Graduate School of Education.

[20] Gunn, Jennifer. "Why the "A" in STEAM Education is Just As Important As Every Other Letter." November 8, 2017.

students wanting to pursue technology related careers[21]; while jobs took a hit during the COVID-19 pandemic with 17.6 million fewer positions in May 2020 than there were in May 2019, tech occupations grew by 1.2% in that same period, according to the Bureau of Labor Statistics (BLS).[22] The Pandemic triggered tech hiring trends that are here to stay. STEAM Camps will be reinforced with NASA DownLinks programming – which will allow students to have a question-and-answer session with astronauts live, while in Space. Unique events such as these could lead to a spark of interest that develops into a commitment to a career or college path in STEAM related fields and subject areas. In addition to traditional STEAM programming, E-Sports and Robotics can be a creative gateway for students to develop a life-long interest in computer science and tech related fields.

Rationale and Logic Model (10 points)

The described need of educational enhancement for Native children in the CNO and the above evidence-based approach has informed the *WILL Program's* inputs, resources, and outcomes. Considering the totality of these elements, as well as input from CNO's Education Department and Jones Academy teaching staff, the following logic model was created.

[21] Ko, Nalea. "Covid-19 Impact on Tech Hiring Trends: BestColleges." BestColleges.com, 23 Aug. 2021, https://www.bestcolleges.com/bootcamps/tracks/covid-impact-on-tech-hiring-trends/.

[22] Bartels, Andrew, et al. "Forecasting in Uncertainty: Despite the Pandemic, US Tech Jobs Grew in 2020, Led by Data and Security Positions." Forrester, 14 Apr. 2021, https://www.forrester.com/blogs/forecasting-in-uncertainty-despite-the-pandemic-us-tech-jobs-grew-in-2020-led-by-data-and-security-positions/.

national network organization promoting personal development, citizenship, and leadership among Native American youth. With the Jones Academy mission statement being, "To empower Native American youth by providing individualized care and development through education, cultural, and spiritual opportunities," select students will attend two UNITY National Youth Leadership Conference during the project period. UNITY's valued resources include more than 200,000 alumni, such as tribal leaders, medical doctors and other health professionals, educators, lawyers, and judges.

The Choctaw Nation of Oklahoma will be represented by the Program Director on the NASA American Indian/Alaskan Native Working Group. This group along with Dr. Andrew Mattioda, Staff Scientist for NASA, Bonnie Murray, NASA Education Specialist, and Barbie Buckner, Educator Professional Development Specialist at NASA Goddard Space Flight Center with Texas State University will provide training and facilitate events for students during the project period.

Meeting Needs Based on Community-Level Data and Direct AN/AI Family Input (5 points)

Since 2015, over 30 federally recognized Indian tribes have been represented in the student population at Jones Academy and Choctaw Nation Head Starts with many of these students being of Choctaw affiliation. The Choctaw Nation as well as the other tribes represented play a significant role in making sure all students benefit from *Project Pehlichi*. Staff will communicate with the student's affiliated tribe to make sure they are participating in any program or entity that will support students in the areas that are needed.

It is well known that children from diverse cultural backgrounds perform better when parents and professionals collaborate to bridge the gap between culture at home and the learning institution. According to research, the most accurate predictor of a student's achievement in

school is not limited to income or social status but from parents being involved in their children's education at school and in the community. The **parents choose** Jones Academy and Early Childhood through the Choctaw Nation because it offers the best of what they can provide for their children. Parents are involved in the enrollment process as well as being involved in Parent Nights, Culture Nights, Parent/Teacher Conferences, and helping to implement their culture into their children's living environment or classrooms. Jones Academy also hosts an annual Family/Alumni Day where families are invited to spend the day with their child.

Jones Academy and CNO Early Childhood Centers have secure campuses with an open-door policy for custodial parents and guardians so that families may participate in the education of their children. A portion of *Project Pehlichi*'s foundation has been built on the needs that have been communicated to the Tribe from families of students. The importance of sensitivity to each child's culture, education, home environment, and the child's basic needs are the basis of this project. Communication on the progress, educational gains and the daily activities of their child will be key in the *Project*'s success.

Quality of the Management Plan

Meeting Project Objectives: Responsibilities, Timelines, and Milestones (14 points)

With the assistance of federal funding, the Choctaw Nation will spark a program rich in culture, and student-engaged learning, which will give confidence that will equip students for their future. *Project Pehlichi* will support students from pre-k through graduation, helping them break the cycles of poverty, illiteracy, lack of education and achievement that challenge them daily. *See Project Milestones Chart below.*

Diversity of Perspectives during Operation (5 points)

Family engagement is a regular practice at most schools and may include activities such as parent-teacher conferences, regular reports about student progress, parent volunteer activities, input on school decision making, or collaboration between teachers and families around meeting individual learning needs (Epstein & Salinas, 2004). Due to the uniqueness of Jones Academy, our staff have become their family. Our teachers, dormitory staff, as well as our Student Success Counselor is in constant contact with the parents, teachers, and school staff. The *WILL Program* tracks parental involvement with pre, mid-year, and post need surveys to keep the families informed and their concerns addressed. Students are also given a needs assessment survey at the beginning and end of the school year. All professional development that is given to staff throughout the project period will be surveyed as well. All activities require our staff to have the ability to recognize the origins and influences of one's cultural heritage and identity to engage and learn from perspectives and experiences that differ from one's own.

Building Capacity and the Future (5 points)

The *WILL Program* will spear head dramatic changes in student success over the project period. Project data will be used as evidence of the success and to seek additional external funding and to allocate funds to continue the effort. The *WILL Program's* project components have been designed to ensure sustainability of ongoing programming. Students who have been involved in *Project Pehlichi's WILL Program* will be enriched with gifts that will last long after the project ends. Teachers and staff will be far more equipped with the tools that it takes to educate the Native students in their classrooms due to the support that *Project* programming and professional development provide. The Choctaw Nation will utilize all available resources for funding including additional discretionary grants that could supplement the *Project*. The

Choctaw Nation will use their discretion on any other activities or costs after *Pehlichi's WILL Program* has ended.

Evidence of Capacity to Improve Outcomes (Absolute Priority): The Choctaw Nation implements a wide range of federal grants including several up to $3,000,000 and with an extensive scope of services. Overall, the Nation provides over 140 critical services, many of which help to reduce poverty, including: low-income housing, workforce development, health care, Head Start Centers, adult GED, higher education scholarships, food distribution, school clothing for children, and other social services aimed at reducing poverty and improving the lives of tribal members.

The *WILL Program* will improve outcomes through the partnership between the Choctaw Nation of Oklahoma, Jones Academy, and Hartshorne Public Schools, incorporating guidance from Jones Academy School Board, Head Start Management Team, and Jones Academy staff including the College and Career Counselor. The benefits of the project beyond the project period include continued use of technology purchased through the grant and the continued implementation of the professional development staff received.

Quality of the Project Evaluation

Performance Feedback and Progress/Achieving Outcomes (4 points)

As a result of years of experience operating Federal grant projects that require external evaluators, the Nation has a pool of highly qualified contract evaluators from which to solicit bids. The Nation will seek bids from companies such as Integrated Concepts, Inc., with over 40 years of combined Federal grant experience; or Ikbi Information Solutions, a Choctaw-owned company experienced in the evaluation of multi-year educational and social service programs.

The evaluator will conduct independent, ongoing evaluation of *Project Pehlichi* to assess progress toward outcomes. The draft evaluation plan for (See Appendices) proposes the following design elements for the selected evaluator to monitor:

1. Types of data to be collected include holistic student data, family/parent perceptions and actions, teacher perceptions, school performance metrics, and college transition data.
2. Data collection timeframes include baseline, quarterly, annually, and project completion.
3. Methods of data collection will include datasets, interview, survey, and pre/post assessments.
4. Instruments of data collection include evaluator-developed surveys, literacy assessments, standardized academic assessments, and school performance reporting.
5. Outcomes data will be analyzed by the external evaluator, comparing to baseline data. Quantitative program data from surveys and assessments will be analyzed in a database created and maintained by the evaluator, while qualitative data from interviews will be aggregated to reveal patterns in perceptions and need for program improvement.
6. Reporting of outcomes and results will occur at least annually with project stakeholders, and more frequently with project personnel to monitor individual and program progress.
7. Project performance reports and surveys will be shared with other tribes and educational organizations to provide information about successes and strategies for replication.

Guidance Regarding Strategies for Replication (3 points)

As part of the evaluation process, stringent analysis will be performed to determine which aspects of the project may be replicated within the Choctaw Nation on future projects and also how the project elements may be replicated outside the Nation by other future grantees. Emphasis will be placed on the data gathering and testing strategies most likely to be incorporated into other student outcome driven projects.

Competitive Preference – Priority One

The Choctaw Nation of Oklahoma is the lead applicant, and an American Indian Tribe federally recognized by the United States Secretary of the Interior.[23] The Choctaw Nation has carefully selected partners that complement their status as a federally recognized Tribe and lead applicant: 1) Jones Academy, a BIE-funded school, and 2) Hartshorne Public Schools, an LEA that is considered a Rural and Low-Income School program (RLIS).

Competitive Preference – Priority Three

CNO's goal is to move the needle in a meaningful way regarding Native students' engagement and equity in the education arena, especially when it comes to career and college readiness. A key component of that effort is providing students with access to resources and opportunities that would normally be out of reach. The target population of the *WILL Program* is poised with potential to achieve. The *Program* is designed to promote educational equity and adequacy in resources and opportunity for underserved student in preschool, elementary, secondary (middle and high school), and out-of-school settings. The Project will implement STEAM activities and Conscious Discipline trainings in CNO Head Start centers and Jones Academy. The *Program* will provide structure and support for Jones Academy students in grades 6th – 12th to enhance the outcomes of college and career success rates by continuing tutoring and college readiness programming at the Student Success Center, housed at the Jones Academy Campus.

[23] 2016 Federal Register. Federally-recognized Tribes

In House Technological Support including network issues, routers, switches,hardware, software.

Community Culture Church, Eufaula, Ok —

Media/Technology Director

October 2014 - Present

Lead and teach a team of volunteers to perform visual production through presentation, sound and light engineering, as well as live stream services.

Designed and maintain a networking system of all technology equipment and hardware and for multiple locations to include on site and remote.

Launch Team Member, lead installation and maintain all technology equipment and hardware at the temporary and permanent locations.

Lowe's, McAlester, Ok — *Department Manager*

September 2008 - May 2015

Lead a team of sales associates to perform daily tasks and job duties, as well as assist customers with product purchases.

Maintained inventories, identified items that were over or understocked and submitted orders as needed to ensure item availability.

Provided technical assistance to coworkers and customers how to accomplish simple and critical tasks for most Do-It-Yourself type jobs. Utilized communication skills to provide customers with confidence in being able to complete the job.

Worked a flexible work schedule to meet the needs of the company while also managing an organizational structure at home with a family and volunteer positions with church.

EDUCATION

Westwood College, Denver — *Associate Degree*

Associate Degree in Graphic Design-2005

Member of Phi Beta Kappa Honor Society

McAlester High School, McAlester, Ok

May 2000

PROJECTS

Choctaw Nation of Oklahoma STEAM Camp - Hartshorne,

Bureau of Indian Education Oklahoma

To help ease the application process for our bureau-operated schools, this link provides information regarding the most commonly requested materials for employment consideration. Keep in mind that some schools may require additional documents other than those listed.

All Bureau of Indian Education (BIE) schools and facilities in this state are listed below, separated by those operated by BIE and those operated by the tribe via a contract or grant. All schools have the authority to advertise vacancies, to receive and evaluate applications for their vacancies, and select applicants for their vacancies. Some positions which are not based at Schools may be advertised by the BIE Human Resources Office in Albuquerque, New Mexico. Therefore, it is ***very*** important that you read carefully the vacancy announcement before you begin putting together your application package. The vacancy announcement will contain contact information in case you have questions. It is very likely that different positions will have different application requirements and procedures. Schools and facilities may submit vacancy announcements for publication here; however, they are not required to do so. *You will need to contact the schools directly for all information on vacancies at their location.*

Pay careful attention to the application process outlined in vacancy announcements, and submit your application materials in accordance with those instructions.

No document matched your search criteria.

The following schools and offices are operated by the Bureau of Indian Education:

OK/KS Education Line Office
200 NW 4th Street
Oklahoma City OK 73102
405-605-6051
405-605-6057 (fax)

Riverside Indian School (Grade Range: 4-12)
Amy Sahmaunt, Business Manager
101 Riverside Drive

Budget Narrative – CNO Project Pehlichi's WILL Program

The Choctaw Nation Native Youth Community Project, *Project Pehlichi's WILL Program*, will be implemented at Jones Academy (BIE-funded school), Choctaw Nation Head Start Centers, and Hartshorne Public Schools. Service and educational programming will be offered to approximately 2,000 Native American students in pre-school through 12th grade during Year 1. With varying activities suited to each grade level, approximately 5,000 students are eligible to receive services from the project throughout its five-year duration.

Personnel Budget

Position	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Project Director .75 FTE – [redacted]	$60,296	$62,557	$64,903	$67,337	$69,862	$324,955
Program Coord. II 1.0 FTE – [redacted]	$58,770	$60,974	$63,261	$65,633	$68,094	$316,732
Admin. Program Assistant 1.0 FTE – To Be Hired	$40,000	$41,500	$43,056	$44,671	$46,346	$215,573
IT Tech./E-Sports Liaison 1.0 FTE – [redacted]	$53,435	$55,439	$57,518	$59,675	$61,913	$287,980
Counselor/Case Manager 1.0 FTE – [redacted]	$61,125	$63,417	$65,795	$68,262	$70,822	$329,421
Merit / $613 x 5 FTE	$3,065	$3,065	$3,065	$3,065	$3,065	$15,325
Temporary/PRN Staff						
Student Success Coaches (10)	$65,000	$65,000	$65,000	$65,000	$65,000	$325,000
Robotics Coach	$10,000	$10,000	$10,000	$10,000	$10,000	$50,000
STEAM Camp Assistant	$5,000	$5,000	$5,000	$5,000	$5,000	$25,000
STEAM Camp Staff (5)	$10,000	$10,000	$10,000	$10,000	$10,000	$50,000

STEAM Camp Mentors (2)	$7,000	$7,000	$7,000	$7,000	$7,000	$35,000
Merit / $291 x 19 PRN	$5,824	$5,824	$5,824	$5,824	$5,824	$29,120
Total Cost	**$379,515**	**$389,776**	**$400,422**	**$411,467**	**$422,926**	**$2,004,106**

Personnel: The Choctaw Nation of Oklahoma (CNO) aims to hire the highest quality staff so they can truly assist economically and educationally challenged Native Americans to overcome their educational struggles and backgrounds. To be the employer of choice, the CNO offers a top-tier benefits packages and an estimated salary administrative increase of 3.75% annually to all full-time employees. In addition, each full-time employee will receive a lump sum merit grant totaling $613 each year, and temporary/PRN employee will receive $306.50 each year, which is customary under CNO Human Resources' policy and procedure.

Project Director (.75 FTE): The Project Director will have day-to-day responsibility for leadership of the overall program as outlined in the project proposal including, leadership, monitoring program progress, partnership development and collaboration, and submitting Federal reports. Since FY18, [redacted] has served as Project Director. She has done an exemplary job in executing grant goals and objectives in addition to strengthening program design and growing the program overall.

Program Coordinator II (1.0 FTE): The Program Coordinator II will provide support to the Project Director by establishing and maintaining effective working relationship with representatives from all operations that are impacted by the implementation of the grant. They will assist with budget management and procurement keying and requests. They will also provide assistance with program design and reporting. [redacted] will continue her work with *Project Pehlichi's WILL Program* in this role. She has provided the investment needed in the

Program and students it serves to the highest call and has been a critical component of ensuring program goals are met when expected.

Program/Administrative Assistant (1.0 FTE): The Administrative Assistant will provide support to the Project Director by establishing and maintaining effective working relationship with representatives from all operations that are impacted by the implementation of the grant. S/He will provide general office support for a variety of clerical activities and tasks.

IT Service Technician (1.0 FTE): The IT Service Technician will have the responsibility of ensuring the technology used and purchased throughout the Program is properly set up and installed, when necessary. They will be responsible for troubleshooting issues related to the Project's technology and will be responsible for promoting the Project's opportunities and successes throughout the project period. In addition, they will be tasked with establishing and managing the Jones Academy E-Sports Team. [redacted] has been in this position since FY21 and has been a key part of ensuring the Student Success Center (SSC)'s technology and IT programming is meeting the needs of students.

Counselor/Case Manager (1.0 FTE): The Counselor/Case Manager will have day-to-day responsibilities of managing the Student Success Center including managing equipment, student success coach schedules, and ensuring students are receiving the assistance they need to be successful. They will work closely with Hartshorne Public School teachers to monitor student academic progress. They will also be tasked with providing students with career and college readiness counseling and thorough case management. This type of tailored case management and counseling will be key in students achieving their goals, which will be a sign of the *WILL Program's* success. The current SSC Coordinator, [redacted], will be transferring to this

position. The lessons she has learned in the SSC as a coordinator and her experiences as a former School Counselor have prepared her to take on this new role of Counselor/Case Manager.

Temporary/PRN Staff – Student Success Center Coaches (10): Provide one-on-one help to students in 6th – 12th grades in core subjects and other homework or academic needs; provide supervision of students in the Student Success Center. Cost calculation: $32.50/hour x 200 hours x 10 staff = $65,000 per year, or $6,500 per staff, per year.

Temporary/PRN Staff – Robotics Coach: Responsible for conducting practices, traveling with team to competitions, providing equipment maintenance, maintaining memberships and dues for team competition. Will also provide assistance with the Jones Academy E-Sports team. Cost calculation: $35/hour x 285.7 hours = $10,000 per year.

Temporary/PRN Staff – STEAM Camp Assistant: Assist project director and program staff in planning and implementing STEAM Camps on Jones Academy campus. Cost calculation: $25/hour x 200 hours = $5,000 per year.

Temporary/PRN Staff – STEAM Camp Staff (5): Five temporary staff will help in the day-to-day operations in STEAM Camp including assisting all facilitators, director, and students. Camp Staff will conduct extracurricular activities when assigned and chaperone all STEAM Camp trips and events. Cost calculation: $31.25/hour x 64 hours x 5 staff = $10,000 per year, or $2,000 per staff, per year.

Temporary/PRN Staff – STEAM Camp Mentors (2): One male and one female temporary STEAM Camp Mentor will stay on Jones Academy campus with students 24/day during the camp schedule. Mentors will participate with students in all aspects of camp, including overnight

monitoring. Cost calculation: $20/hour x 175 hours x 2 staff = $7,000 per year, or $3,500 per staff, per year.

Fringe Benefits Budget

Type	Rate	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Fringe Total FTE Personnel	31%	$84,824	$88,005	$91,305	$94,729	$98,281	$457,144
Fringe Total FTE Bonus	8.16%	$250	$250	$250	$250	$250	$1,250
Fringe Total Temp/ PRN Personnel	10.75%	$10,428	$10,428	$10,428	$10,428	$10,428	$52,140
Fringe Total Temp/ PRN Bonus	8.16%	$475	$475	$475	$475	$475	$2,375
Total Cost		**$95,977**	**$99,158**	**$102,458**	**$105,882**	**$109,434**	**$512,909**

Fringe benefits rate of 31% will be paid for each full-time employee based on the salaries listed in the Personnel Budget. This rate includes employer's FICA/Medicare 7.65%, Workman's Compensation 2.78%, SUTA .51%, Retirement 4.10%, and Health/Dental Insurance 15.96%. Fringe benefits rate of 10.75% will be paid for each temporary/PRN employee based on the wages listed in the Personnel Budget. This rate includes employer's FICA/Medicare 7.65%, Workman's Compensation 2.59%, and SUTA .51%.

Merit Bonus fringe rates include FICA 7.65% and SUTA .51%.

UNITY National Conference: In Years 1 and 4, two project staff will attend the UNITY National Conference as leaders and chaperones for the Jones Academy UNITY chapter officers. The conference opens opportunities with a leadership focus. Costs include: Mileage (.58/mile x 200 miles x 2 staff) + Lodging ($258/night x 5 nights x 2 staff) + Per Diem ($79/day x 5.5 days x 2 staff) + Airfare ($600/round trip x 2 staff) + Transportation Costs ($25/day x 5 days x 2 staff) + Miscellaneous ([$100 parking + $50 baggage fees + $450 registration fees] x 2 staff) = $6,331 per trip, or approximately $3,165.50 per person.

AISES National Conference: Each Year, four project staff will attend the AISES National Conference as leaders and chaperones for the Jones Academy AISES chapter officers. The conference opens opportunities for internships, networking, and is the premier Native American event for Native teachers and students. Costs include: Mileage (.58/mile x 200 miles x 4 staff) + Lodging ($258/night x 4 nights x 4 staff) + Per Diem ($79/day x 4.5 days x 4 staff) + Airfare ($600/round trip x 4 staff) + Transportation Costs ($25/day x 4 days x 4 staff) + Miscellaneous ([$100 parking + $50 baggage fees + $450 registration fees] x 4 staff) = $11,214 per trip, or approximately $2,803.50 per person.

In-State Meetings/Events: The Project Director and one other staff member will attend various trainings each year of the project on the campus of the University of Oklahoma and throughout the State to participate in networking. Costs include: Mileage (.58/mile x 200 miles x 2 staff) + Lodging ($96/night x 5 nights x 2 staff) + Per Diem ($59/day x 5.5 days x 2 staff) + Transportation Costs ($25/day x 5 days x 2 staff) + Miscellaneous ([$100 parking + $50 baggage fees] x 2 staff) = $2,391 per year, or approximately $1,196.50 per person.

Equipment Budget

There are no equipment costs.

effectively. The Program Assistant (To Be Hired) will need a computer in Year 1 ($1,295/device x 1 staff) ($818/setup x 1 staff) and the remaining full-time staff will need updated computers in Year 3 ($1,295/device x 4 staff = $5,180) ($818/setup x 4 staff = 3,272). *Computer Software – Adobe subscriptions* will be needed yearly for all full-time employees ($393/subscription x 5 staff = $1,965 per year). *Tech-Ed Hardware/ Technology* ($30,000) to be used by the Jones Academy's E-Sports and Robotics teams will be purchased. Specialized computers are required for E-Sports competitions; CNO's first E-Sports event was held in April of 2022 and the gaming computer setups were donated to Jones Academy after the competition to lay the foundation for their E-Sports team. This highly specialized tech is ever evolving and will need to be refreshed in Year 4.

Furniture: Office space/desks are at full capacity at Jones Academy and a *desk setup with chair* will need to be purchased for the Program Assistant in Year 1 ($2,500). *Furniture for the Student Success Center* ($10,000) will need to be purchased in Year 3 to best meet student needs. Current accommodations are nearing their end of life; the re-fresh will allow students to continue use of the SSC even after the grant period is over. This furniture may include but is not limited: desks, desk chairs, and filing cabinets will establish secure locations for staff to maintain a working environment and secure student data when needed.

Office Supplies: *Miscellaneous office supplies* such as paper, pens, ink, postage, etc. will be purchased for project staff including the Project Director, IT Service Technician, Counselor/Case Manager, Program Coordinator, and Program Administrative Assistant ($210/month x 12 months = $2,520 yearly). *UNITY and AISIES activity and event supplies* (Years 1 and 4 - $300/month x 12 months = $3,600 per year; Years 2, 3, and 5 - $300/month x 10 months = $3,000 per year) will be purchased; these events are critical to student engagement and will provide opportunities

to highlight on-going student work and accomplishment under the AISES and UNITY organizations.

Educational / Training Supplies: *STEAM Camps* ($400 x 50 participants = $20,000 yearly) will be held on Jones Academy campus including all meals, lodging, transportation (as needed) and items such as backpacks, uniformed attire for university travel, camp-specific supplies, needed school technologies and other classroom tools to ensure a successful camp experience and to enhance the lives of the students attending. STEAM Camp for 5th – 8th grades will be held separately from 9th – 12th grades. *Robotics/E-Sports supplies* ($2,500 yearly) will be purchased for the Robotics/E-Sport Team at Jones Academy including items such as robotic parts, motors, table supplies, team competition uniforms (required for competition). *Student Success Center* ($10,000 yearly) student supplies will be purchased so students will be prepared for assignments and to equip coaches with appropriate resources; supplies may include but are not limited to: flash drives, paper, pencils, folders, binders, and all classroom essentials. *Student Success Center subscriptions* for student use will be purchased and renewed monthly ($75/month x 12 months = $900 yearly). *NASA curriculum supplies* will be purchased so students can engage with STEAM programming in a unique and creative way (Year 1 – $15,000; Year 2 – $7,500; Year 3 – $5,000; and Year 4 – $2,500). The application for the NASA Downlinks Event is in Year 1 and the bulk of the program will be completed by the beginning of Year 2, with a gradual phase out by the beginning of Year 5.

Business Cards: In Year 1, *business cards* will be purchased from a contracted print shop ($60/set of 1,000 x 5 staff = $300). The rate is based on Choctaw Nation standard pricing.

Informational Brochures/Rack Cards: In Years 1 and 3, *informational brochures and/or rack cards* providing details about *Project Pehlichi's WILL Program* services and events will be

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

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

Name of Institution/Organization

Choctaw Nation of Oklahoma

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	379,515.00	389,776.00	400,422.00	411,467.00	422,926.00			2,004,106.00
2. Fringe Benefits	95,977.00	99,158.00	102,458.00	105,882.00	109,434.00			512,909.00
3. Travel	34,658.00	28,327.00	28,327.00	27,597.00	21,266.00			140,175.00
4. Equipment	0.00	0.00	0.00	0.00	0.00			0.00
5. Supplies	61,723.00	48,385.00	64,662.00	73,985.00	40,885.00			289,640.00
6. Contractual	86,100.00	86,100.00	86,100.00	86,100.00	86,100.00			430,500.00
7. Construction	0.00	0.00	0.00	0.00	0.00			0.00
8. Other	82,275.00	72,530.00	72,780.00	83,025.00	67,155.00			377,765.00
9. Total Direct Costs (lines 1-8)	740,248.00	724,276.00	754,749.00	788,056.00	747,766.00			3,755,095.00
10. Indirect Costs*	29,682.00	29,321.00	30,712.00	32,035.00	30,458.00			152,208.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	769,930.00	753,597.00	785,461.00	820,091.00	778,224.00			3,907,303.00

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 10/01/2021 To: 09/30/2022 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): Dept of the Interior

The Indirect Cost Rate is 36.40 %.

(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 5.00 %.

(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))?

Name of Institution/Organization	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.	
Choctaw Nation of Oklahoma		

SECTION B - BUDGET SUMMARY
NON-FEDERAL 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	0.00	0.00	0.00	0.00	0.00			0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00			0.00
3. Travel	0.00	0.00	0.00	0.00	0.00			0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00			0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00			0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00			0.00
7. Construction	0.00	0.00	0.00	0.00	0.00			0.00
8. Other	0.00	0.00	0.00	0.00	0.00			0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00			0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00			0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00			0.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

Name of Institution/Organization	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.	
Choctaw Nation of Oklahoma		

IF APPLICABLE: SECTION D - LIMITATION ON ADMINISTRATIVE EXPENSES

(1) List administrative cost cap (x%): ☐

(2) What does your administrative cost cap apply to? ☐ (a) indirect and direct costs or, ☐ (b) only direct costs

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 Administrative								
2. Fringe Benefits Administrative								
3. Travel Administrative								
4. Contractual Administrative								
5. Construction Administrative								
6. Other Administrative								
7. Total Direct Administrative Costs (lines 1-6)								
8. Indirect Costs								
9. Total Administrative Costs								
10. Total Percentage of Administrative Costs								

ED 524