

Application for Funding – Cover Page

Applicant Agency

Business Name	Fargo Public Schools – Native American Education Program	Street Address Including City, State, and ZIP Code	700 7th Street S, Fargo, ND 58103
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Federal Employer Tax Id #	45-6000294	Unique Entity Identifier #	ED1SY9SP1KR3
Dates of Active Registration in System for Award Management			7/09/2024 – 7/09/2025

Targeted Intervention(s) to be Implemented	Culturally responsive instruction and case management
Total Amount of Funding Request	\$197,158
Willing to Accept Less Funding (Y/N)	Yes
Evidenced-Based Program/Services (Y/N)	Yes
Name and Source of Evidenced-Based Program/Services	Culturally responsive instruction – Institute of Education Sciences Guide to Conducting a Needs Assessment for American Indian Students. Case Management - US. Department of Education, Substance Abuse and Mental Health Services Administration, Institute of Education Sciences.
School(s) or School District to be Served	Fargo Public Schools and West Fargo Public Schools
Estimated Number of Youth to be Served	1,100
Estimated Number of Minority Youth to be Served	1,000

Fargo/West Fargo Public Schools Native American Education Program School-Based Intervention Grant Proposal

Fargo Public Schools is submitting this application as the fiscal agent for the Consortium of the Fargo/West Fargo Public Schools' Native American Education Program to partner with a mental health provider in providing enhanced programming services for two years to Native American students in both school districts.

Description of the Project (15%)

This project has two primary components targeting Native American students: enhanced cultural infusion in schools and targeted case management. Both activities are extensions of current services being provided through the Native American Education Program and both address the needs of Native American students and their families in Fargo Public Schools (FPS) and West Fargo Public Schools (WFPS). Cultural infusion will encompass weekly cultural teachings in schools and culturally sensitive mentoring services. Targeted case management will be provided through a partnership with a mental health provider to at-risk Native American students.

Data Used To Determine What Intervention(s) Are Needed

Attendance rates, chronic absenteeism, and graduation rates reported on ND Insights reveal gaps between Native American students and their peers in both districts. For FPS, the last three school years show an average attendance rate between 91-92% for all students. In contrast, it is between 84-85% for Native American students. In WFPS the gap is less, with the average attendance rate ranging between 94-95% for all students and between 91-92% for Native American students.

Chronic absenteeism in both districts is bleaker. As reported on ND Insights, for the last three school years, FPS' chronic absenteeism rate has ranged from 26-29%, consistently staying at least 6% above the state rate. For FPS Native American students, however, the rate is substantially higher, ranging from 53-55%. WFPS' rate has consistently stayed approximately 5% below the state rate at 12-15%. However, for WFPS Native American students, it has been 28-34%. In both districts, the on-time graduation rate for Native American students has averaged at least 26% below the rate for all students in the same three school year period.

Strategies Already Implemented

The Native American Education Program coordinator and social worker have laid a strong foundation for student and family support upon which the requested funds will expand. Both staff members provide case management services, sharing a caseload of 50 students, and they host monthly events for Native American students and families, funded through their Title VI grant award as well as both district's general funds. Warrior

Circles, which provide cultural and emotional support, are held monthly in nine schools across both districts.

Nexus-Path Family Healing (Nexus-Path) currently provides case management services in both districts. In FPS, Nexus-Path is contracted with one middle school and one K-8 special education day program. In WFPS, five Nexus-Path case managers provide therapy services to identified students districtwide. Native American students are not specifically prioritized in these current services. However, the requested grant funds will be used in part to contract with a mental health provider like Nexus-Path to provide case management to Native American students in both districts identified as most at risk.

Intended Impact of the Intervention Being Implemented

The intended impact of the cultural infusion and the targeted case management is to increase academic outcomes for Native American students through culturally sensitive supports that increase students' self-esteem, promote positive cultural identity, and foster connections to school to increase belongingness and safety.

Project Planning, Design, and Implementation (35%)

If awarded, the project will begin in Spring 2025 with a Request for Proposal to secure a mental health provider as a partner. During this time, the Native American Education Program will begin recruiting three mentors, with a priority for Native American candidates or candidates with demonstrated cultural competency. Program staff will also begin planning weekly teachings and events in collaboration with local Native American community leaders to design a comprehensive calendar for cultural infusion. All services, including mentoring, cultural programming, and case management, will be fully implemented during the 2025-2026 and 2026-2027 school year.

Mentors will work 10 hours per week each during both school years, supporting Native American students in the greatest-need high schools. They will form relationships with the youth they serve, advocate for them within their school community, and support spiritual needs by introducing and enhancing students' connection to their Native American community and resources.

Weekly teachings will occur in schools across both districts. Currently, Warrior Circles, facilitated by Native American Education Program staff, provide monthly teachings in 9 schools across both districts (6 in FPS and 3 in WFPS). With grant funds, the program will contract with local Native American leaders and organizations to provide weekly teachings in multiple schools throughout both districts. While these activities will be solidified in the spring of 2025 through project planning and consultation with stakeholders, some tentative ideas are for afterschool clubs that provide opportunities for students to learn about traditional teachings from Native American leaders. The Native American Education program has a strong network of partnerships for the

currently held events and programming, and these contacts will be further accessed along with new opportunities for collaboration.

Case management through the selected mental health provider will target the highest risk students and provide services in a variety of ways: In-school support, routine in-home visits, regular communication with families, and connection to needed services and supports will be integrated into case management. Service delivery will be on a 12-month basis with availability outside school hours as well, including a 24/7 on-call crisis and consultation option.

Support of School Administration and Other Funding Sources

FPS and WFPS currently partner to apply as a Consortium for the Title VI grant award in support of the Native American Education Program. The Consortium's Title VI grant award supports the salaries and benefits of the program staff—one coordinator and one social worker. In combination with Title VI funds and money from each of the districts' local funds, other program costs are supported including supplies, professional development, and events.

Capabilities and Competencies (10%)

Project staff include the following FPS staff members and mental health professionals:

- **Melody Staebner, F/WFPS Native American Education Coordinator.** Melody Staebner oversees the Native American Education Program in FPS and WFPS and provides resources, training, and cultural integration into programming for Native American students. She will oversee the cultural infusion associated with this grant project, working with contractors to plan weekly teachings in schools. She will also supervise the three mentors, checking in with them frequently to discuss student needs. She will be the lead contact for the mental health provider selected to provide case management services.

Melody has 23 years of experience managing and carrying out supervisory personnel functions (e.g. recruiting, interviewing, hiring, evaluating, supervising, etc.) for the purpose of maintaining adequate staffing, enhancing productivity of personnel and achieving objectives within program grants.

- **Darlene Boyle, F/WFPS Native American Education Social Worker.** Darlene Boyle provides services to Native American students in FPS and WFPS that strengthen home, school, and community partnerships and alleviate barriers to learning and achievement. She will support Melody in planning weekly cultural teachings in schools, and she will support and collaborate with the mentors to ensure student needs are met.

- **Ricky White, FPS Cultural Specialist.** Ricky White serves as the cultural specialist for FPS. He supports and nurtures a welcoming and culturally sound environment for Native American students in the Native American Education Program. He collaborates with the Native American Education Program staff and other FPS colleagues in developing comprehensive and integrated efforts to support Native American students. To support grant activities, he will provide technical support for onboarding mentors.
- **TBD, F/WFPS Native American Education Mentors.** The mentors will support identified students, meeting with them weekly at school. They will provide academic, social, emotional, and spiritual support. Mentors will work with Melody Staebner to track attendance for the students they work with, and the mentors will keep Melody aware of any concerns observed relating to students' academics and personal well-being.
- **Stacey Collier, FPS Grant Writer.** Stacey Collier will support fiscal compliance and ensure timely submission of required reports. In collaboration with Melody Staebner, she will oversee the grant budget, manage time and effort reporting, and work with the FPS business office to ensure reimbursement requests are accurate. She will conduct monthly budget reviews to identify and address any erroneous charges allocated to the grant. Additionally, she will organize quarterly meetings with the project team to review progress, spending, and data reporting.

With two years of experience in her role and eight years of experience in public education, Stacey supports fiscal and programmatic compliance for FPS' grant awards. Currently, she supports 37 grant programs, 22 of which are federally funded. She stays informed on updates to the Uniform Grants Guidance as well as statutory and regulatory changes impacting federal programs.

- **TBD, Case Manager.** The case manager will provide targeted support services to identified students in both FPS and WFPS as determined through consultation with Melody Staebner and her team. The case manager will work in close partnership with Native American Education Program staff to ensure the needs of the target population are met effectively and holistically. Central to this role will be data collection on students served, including tracking any applicable data reporting requirements specific to the grant program.

FPS will seek a mental health provider with case managers that hold a bachelor's degree in a human service area and have experience in working with youth. A preference will be for a culturally competent case manager with demonstrated experience in working with at-risk clients from historically underserved populations.

Collecting Performance Data and Continuous Quality Improvement (10%)

The primary goal of the cultural infusion and case management is to increase Native American student engagement in school as measured by attendance rates and chronic absenteeism. These metrics are both tracked in each district's student management systems. The rates will be reviewed annually to compare baseline data with Year 1 and Year 2 outcomes. To ensure timely intervention, mentors and Native American Education Program staff will review attendance data for all Native American students quarterly to identify students with concerning attendance throughout the school year.

For students receiving case management services, the project also aims to improve positive behavioral outcomes. Behavior incidents as reported in both districts' student management system will be used to measure this goal. Additionally, case managers will conduct quarterly assessments using the Child and Adolescent Needs and Strengths (CANS) tool to guide care planning and monitor progress. Regular in-home visits and family interactions will offer qualitative insights, helping to identify students' needs, strengthen connections to resources, and refine support strategies.

Beyond these specific program goals, the grant team will measure federal performance reporting requirements by tracking individuals served, service delivery, protective factors, and secondary effects as applicable.

Budget Summary

Applicant: Fargo Public Schools - Native American Educator

Project Period: 2/7/2024 - 6/30/2027

	Grant Request	Match	Total
Budget Categories:			
Personnel	48,480.00	-	48,480.00
Fringe Benefits	3,878.00	-	3,878.00
Travel	-	-	-
Supplies	-	-	-
Subaward/Contractual	144,800.00	-	144,800.00
Other Direct Costs	-	-	-
Indirect Costs	-	-	-
Total Grant Funds	197,158.00	-	197,158.00

Budget Detail Worksheet and Narrative

Applicant: Fargo Public Schools - Native American Education I

Project Period: 2/7/2024 - 6/30/2027

Personnel				Total Grant Period		
Position	Name	Annual Salary	Grant Allocation %	Grant Request	Match	Total
Mentors (3) 2025-2026 SY	TBD	24,000	100	\$24,000	\$0	\$24,000
Mentors (3) 2026-2027 SY	TBD	24,480	100	\$24,480	\$0	\$24,480
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Total Personnel Costs				\$48,480	\$0	\$48,480

Total Personnel Costs
 The mentors will be hourly employees paid according to the FPS classified support staff wage schedule. The wage range for these employees is \$18.06 - \$22.48 depending on experience and time in the district. The average of this range (\$20) was used to estimate salaries for the 2025-2026 school year. Starting July 1 of every year, all FPS hourly staff move down one step on the wage schedule. This move results in an average wage increase of 2%. To determine salaries for the mentors for the 2026-2027 school year, a 2% increase was calculated from the 2025-2026 wage.

Three mentors in total will be hired, all working 10 hrs per week for 40 weeks each school year.

Fringe Benefits				Total Grant Period		
Position	Name	Annual Benefits	Grant Allocation %	Grant Request	Match	Total
Mentors (3) 2025-2026 SY	TBD	\$1,920	100%	\$1,920	\$0	\$1,920
Mentors (3) 2026-2027 SY	TBD	\$1,958	100%	\$1,958	\$0	\$1,958
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Total Fringe Benefits				\$3,878	\$0	\$3,878

Fringe Benefits Narrative:
 Since the mentors will be 0.25 FTE employees, they will only be eligible for district-paid fringe benefits including long-term disability, social security, Medicare, and worker safety insurance, totaling 8%

Travel			Total Grant Period		
Purpose	Location	Expense Type (Hotel/Mileage/Per Diem)	Grant Request	Match	Total
Total Travel Costs			\$0	\$0	\$0

Travel Costs Narrative:

Supplies			Total Grant Period		
Item	Quantity	Per Unit Cost	Grant Request	Match	Total
Total Supply Costs			\$0	\$0	\$0

Supply Costs Narrative:

Subawards/Contracts		Total Grant Period		
Description/Purpose	Computation	Grant Request	Match	Total
Case Management Services	\$50,000/year	\$100,000	\$0	\$100,000
Contracted Services for Weekly Cultural Teaching	week for 40 weeks per school year at	\$44,800	\$0	\$44,800
Total Subaward/Contractual Costs		\$144,800	\$0	\$144,800

Subaward/Contractual Costs Narrative:
 The contract for case management services will be \$50,000 per school year. Although the Native American Education Program has been in communication with Nexus-Path for this grant proposal, since the contract amount meets FPS' bidding threshold, a request for proposal will be put out to secure a vendor.

Several contractors will be secured throughout the two-year project to provide weekly cultural teachings in schools. On average, contractors will work 16 hours per week for 40 weeks during the 2025-2026 and 2026-2027 school years. We are estimating an average hourly rate of \$35/hr for these contractors.

Other Direct Costs		Total Grant Period		
Type	Computation	Grant Request	Match	Total
Total Other Direct Costs		\$0	\$0	\$0

Other Direct Costs Narrative:

Indirect Costs			Total Grant Period		
Description	Base	Rate	Grant Request	Match	Total
Total Indirect Costs			\$0	\$0	\$0

Indirect Cost Narrative: