

## Applicant

## Application for Funding Cooperation

|   |                                  |   |                                  |
|---|----------------------------------|---|----------------------------------|
| Business Name of Individual                                 | Oshki-Maajitaawin PLLC           | Street Address, including City, State, and ZIP Code | 3615 BIA RD 8 Belcourt ND, 58316 |
| Contact Person  | Alexis Davis                     | Title   | Consultant / Business Owner      |
| Phone   | 701-278-2949                     | Email   | DavisAlexis72899@gmail.com       |
| Authorized Representative                                   | Click or tap here to enter text. | Title   | Click or tap here to enter text. |
| Phone   | Click or tap here to enter text. | Email   | Click or tap here to enter text. |
| Federal Employer Tax Id #                                   |                                  | Unique Entity Identifier #                          | 39-3521311                       |
| Dates of Active Registration in System for Award Management |                                  |   | June 2025 - August 2025          |

Total Amount of Funding Request

221,400.00

Total Hours of Service

2600 hrs

Project Period

2025-2027

Signature

Alexis Davis

Name

Alexis Davis

Name of the Person Submitting this Form (print)

Date of Signature

08-15-2025

# Budget Summary

**Applicant:** Alexis Davis

**Project Period:** 2025-2028

|                      | Grant Request | Match | Total    |
|----------------------|---------------|-------|----------|
| Budget Categories:   |               |       |          |
| Personnel            | 124,800.00    | -     | -        |
| Fringe Benefits      | -             | -     | -        |
| Travel               | 2,000.00      | -     | 2,000.00 |
| Supplies             | 74,600.00     | -     | -        |
| Subaward/Contractual | -             | -     | -        |
| Other Direct Costs   | -             | -     | -        |
| Indirect Costs       | 20,000.00     | -     | -        |
| Total Grant Funds    | 221,400.00    | -     | 2,000.00 |

# Budget Detail Worksheet and Narrative

**Applicant:** Alexis Davis

**Project Period:** 2025-2028

| Personnel             |              |               |                    | Total Grant Period |       |       |
|-----------------------|--------------|---------------|--------------------|--------------------|-------|-------|
| Position              | Name         | Annual Salary | Grant Allocation % | Grant Request      | Match | Total |
| Consultant            | Alexis Davis | 124,800       | 0                  |                    |       |       |
|                       |              |               | #DIV/0!            |                    |       |       |
|                       |              |               | #DIV/0!            |                    |       |       |
|                       |              |               | #DIV/0!            |                    |       |       |
|                       |              |               | #DIV/0!            |                    |       |       |
| Total Personnel Costs |              |               |                    | \$0                | \$0   | \$0   |

*Personnel Narrative:*  
I will meet and follow the established narrative timeline and goals outlined in my proposal, ensuring that all project milestones are reached on schedule This inc

| Fringe Benefits       |      |                 |                    | Total Grant Period |       |       |
|-----------------------|------|-----------------|--------------------|--------------------|-------|-------|
| Position              | Name | Annual Benefits | Grant Allocation % | Grant Request      | Match | Total |
|                       |      |                 | #DIV/0!            |                    |       |       |
|                       |      |                 | #DIV/0!            |                    |       |       |
|                       |      |                 | #DIV/0!            |                    |       |       |
|                       |      |                 | #DIV/0!            |                    |       |       |
|                       |      |                 | #DIV/0!            |                    |       |       |
| Total Fringe Benefits |      |                 |                    | \$0                | \$0   | \$0   |

*Fringe Benefits Narrative:*

| Travel  |              |  | Total Grant Period |       |         |
|---|--------------|--|--------------------|-------|---------|
| Purpose   | Location     | Expense Type<br>(Hotel/Mileage/Per Diem) | Grant Request      | Match | Total   |
| Meeting with Tribal Comm  | North Dakota |  |                    |       | \$2,000 |
|   |              |  |                    |       |         |
|   |              |  |                    |       |         |
|   |              |  |                    |       |         |
| Total Travel Costs  |              |  | \$0                | \$0   | \$2,000 |
| <b>Travel Costs Narrative:</b><br>12 trips per year (1 per month)<br><br>Average 150 miles round trip each<br><br>Mileage: $12 \times 150 = 1,800$ miles $\times \$0.67 = \$1,206$<br><br>Meals (if trips are full day): $\$20 \times 12$ trips = \$240<br><br>Lodging (if overnight once or twice): $\$150 \times 2 = \$300$ |              |  |                    |       |         |

| Supplies  |             |               | Total Grant Period |       |       |
|---|-------------|---------------|--------------------|-------|-------|
| Item  | Quantity    | Per Unit Cost | Grant Request      | Match | Total |
| Printer Paper   | \$300.00    |               |                    |       |       |
| Printer / Scanner   | \$300.00    |               |                    |       |       |
| AI Assitant Program   | \$24,000.00 |               |                    |       |       |
| Food  | \$50,000.00 |               |                    |       |       |
| Total Supply Costs  |             |               | \$0                | \$0   | \$0   |
| <b>Supply Costs Narrative:</b><br>Food cost includes providing food for any meeting including tribal peoples. Providing food shows respect and care for those taking time to be at the event. |             |               |                    |       |       |

| 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: |      |      |                    |       |       |

## Program Narrative

*Alexis Victoria Davis | Indigenous Education Consultant*

I am an Indigenous educator, researcher, and consultant grounded in the language, culture, and teachings of the Turtle Mountain Band of Chippewa Indians. I hold a Bachelor's degree in Ojibwe Language, Culture, and History, and I recently completed my Master's degree in Indigenous Education at Arizona State University. My academic and professional background centers on supporting Tribal self-determination through education, restorative practices, and systems change. I currently serve on the North Dakota Systems of Care Region 3 Committee, where I collaborate with partners to ensure Native youth and families in north-central North Dakota receive culturally appropriate support and care.

I establish relationships by showing up in my truth. As an advocate for Indigenous mental health, I have shared my own story across multiple platforms—not for recognition, but to foster genuine connection. I believe that sharing our lived experiences breaks down walls and creates space for deep, human relationships. Whether I'm working with youth, Elders, or professional partners, I lead with vulnerability, honesty, and respect. Once we see one another as whole people—with stories, histories, and emotions—there is a natural foundation for trust, understanding, and shared purpose. My strength lies in transparent and open communication, and I prioritize listening just as much as I speak. This approach helps me build meaningful partnerships rooted in mutual respect and cultural integrity.

Through my consulting business, I help Tribal communities assess their readiness for change, develop Indigenous-led programs, and implement sustainable models of support. A cornerstone of my work is my adaptation of the Community Readiness Model into what I call the *Indigenous Community Readiness Model*. This framework integrates Indigenous values, storytelling, and relational accountability to help Tribal communities identify where they are, where they want to go, and how to get there—on their own terms. I rely heavily on this model to guide community engagement, planning, and evaluation in ways that honor sovereignty and uphold cultural protocols.

**Indigenous restorative justice, both in theory and in my personal practice, is deeply rooted in the belief that true justice begins with generational healing through place.** I believe that our people carry not only the wounds of intergenerational trauma, but also the wisdom and strength of intergenerational knowledge. My approach centers on creating space for Tribal communities to define healing for themselves. It is not about imposing programs or timelines, but about offering the support, resources, and cultural tools necessary for people to do their healing in their own way. Justice, to me, means restoring relationships—with ourselves, our families, our communities, and our ancestors. Every effort I make is grounded in this belief: that healing is a sovereign act, and every Tribal Nation deserves the time, space, and autonomy to reclaim it.

My current vision includes designing and implementing culturally rooted restorative justice programs specifically for Indigenous youth—separated into unique approaches for girls, boys,

Two-Spirit youth, and urban Native youth. Each program would be regionally specific, reflecting the knowledge, customs, and priorities of the Tribal Nations across North Dakota. Rather than adopting mainstream models, I work to create frameworks built from within the community—offering tools that can be adapted by each tribe, school, and family system to support healing and growth.

To do this, I rely heavily on my *Indigenous Community Readiness Model*—a culturally grounded adaptation of the traditional Community Readiness Model. This model is rooted in Indigenous ways of knowing and follows a community-centered, relational approach to readiness and change. I begin by conducting in-depth, trust-based listening sessions with youth, Elders, educators, caregivers, and Tribal leadership to understand the community's current awareness, capacity, and cultural strengths. From there, I assess the community's stage of readiness across several dimensions—including leadership support, community climate, local knowledge of issues, and available resources.

Rather than imposing a one-size-fits-all program, I use this model to co-create next steps with the community. For example, if a community is in an early stage of readiness, I focus on building awareness through youth talking circles, community storytelling events, and education around traditional conflict resolution practices. If a community is further along, we move into program design and implementation—always guided by cultural values and supported by local facilitators trained in restorative approaches that align with their Nation's teachings.

This model ensures that programs are not only culturally appropriate, but also sustainable, because they are developed at the community's pace and in alignment with their expressed needs and readiness. Through this process, I aim to help every Tribal Nation in North Dakota build a restorative justice system that reflects their own traditions of healing, accountability, and relational repair.

I led the creation of the *Bizaan Room* (Quiet Room) initiative at Turtle Mountain Elementary School, which used Anishinaabe philosophy to respond to behavioral issues with compassion and calm, not punishment. This experience deepened my understanding of racial disparities in school discipline and reinforced my commitment to culturally competent solutions. Whether developing school-based interventions or broader community programs, I ensure every effort is responsive to the historical and present realities of Indigenous peoples.

I've worked on projects that involve research, curriculum development, community facilitation, and interagency collaboration. I'm comfortable leading trainings, moderating community meetings, and offering strategic planning support to both Tribal governments and non-Native partners. I also have experience writing reports, analyzing qualitative and quantitative data, and synthesizing findings into accessible formats for broad community use.

Ultimately, my work is about bridging generations and building systems rooted in Indigenous knowledge, love, and strength. I believe every Tribal Nation deserves tools designed by and for them—not generic programs. By weaving together cultural values, community voice, and



strategic readiness, I help Native communities move toward their goals in powerful and lasting ways.

## **Year 1: Relationship Building & Readiness Assessment**

**Goal:** Build trust, assess each community's stage of readiness, and gather foundational data.

### **Quarter 1–2**

- Identify and meet with Tribal Nations and urban Native communities across North Dakota.
- Offer tobacco and honor cultural protocols for initiating partnerships.
- Conduct introductions with Tribal leadership, school boards, educators, and community leaders.
- Facilitate listening sessions and community visits to establish relational trust.

### **Quarter 3–4**

- Begin readiness assessments using the *Indigenous Community Readiness Model*:
    - Assess leadership support, community awareness, resources, and cultural alignment.
    - Use surveys, talking circles, and storytelling to gather qualitative and quantitative data.
  - Categorize each community's stage of readiness (e.g., no awareness, denial/resistance, preplanning, preparation, etc.).
  - Begin capacity mapping: identify existing youth support programs, cultural leaders, and resources.
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## **Year 2: Capacity Building & Program Co-Design**

**Goal:** Increase community readiness, build internal capacity, and co-create programs with each community.

### **Quarter 1–2**

- For communities in early stages of readiness:
  - Host community events (e.g., feasts, film screenings, Elder-youth dialogues) to build awareness of youth needs and traditional restorative practices.
  - Offer training on historical trauma, cultural approaches to justice, and youth voice.
- For communities in later stages of readiness:
  - Form local advisory circles (including Elders, youth, school staff, and parents).

- Begin co-design of gender-specific and regionally tailored restorative justice programs.
- Host community design sessions to ensure grassroots involvement.

#### **Quarter 3–4**

- Develop pilot programs for each population:
  - Indigenous girls (focus on cultural identity, safety, empowerment).
  - Indigenous boys (focus on accountability, ceremony, and mentorship).
  - Two-Spirit youth (focus on inclusion, identity affirmation, and safety).
  - Urban Native youth (focus on cultural reconnection and community building).
- Train local facilitators in restorative practices grounded in Tribal teachings.
- Establish evaluation methods and data collection tools (culturally safe and relevant).