

**U.S. Department of Education**  
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS  
UNDER THE**

**Indian Demonstration Grants for Indian Children**

**CFDA # 84.299A**

**PR/Award # S299A160057**

**Grants.gov Tracking#: GRANT12175330**

OMB No. 1810-0722, Expiration Date: 06/30/2018

Closing Date: May 31, 2016

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
--	--	--

* 3. Date Received: <input type="text" value="05/31/2016"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

**State Use Only:**

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

**8. APPLICANT INFORMATION:**

* a. Legal Name: <input type="text" value="Stone Child College"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="81-0420650"/>	* c. Organizational DUNS: <input type="text" value="6038046910000"/>

**d. Address:**

* Street1: <input type="text" value="8294 Upper Box Elder Road"/>
Street2: <input type="text"/>
* City: <input type="text" value="Box Elder"/>
County/Parish: <input type="text" value="Hill"/>
* State: <input type="text" value="MT: Montana"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="595210000"/>

**e. Organizational Unit:**

Department Name: <input type="text"/>	Division Name: <input type="text"/>
---------------------------------------	-------------------------------------

**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Nathaniel"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="St.Pierre"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="President"/>
---

Organizational Affiliation: <input type="text"/>
--

* Telephone Number: <input type="text" value="406-395-4875"/>	Fax Number: <input type="text" value="406-395-4836"/>
---	---

* Email: <input type="text" value="nstpierre@stonechild.edu"/>
--

**Application for Federal Assistance SF-424**

**\* 9. Type of Applicant 1: Select Applicant Type:**

U: Tribally Controlled Colleges and Universities (TCCUs)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.299

CFDA Title:

Indian Education -- Special Programs for Indian Children

**\* 12. Funding Opportunity Number:**

ED-GRANTS-022916-002

\* Title:

Office of Elementary and Secondary Education (OESE): Office of Indian Education (OIE): Indian Education Discretionary Grants Programs: Demonstration Grants for Indian Children Program CFDA Number 84.299A

**13. Competition Identification Number:**

84-299A2016-1

Title:

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

Add Attachment

Delete Attachment

View Attachment

**\* 15. Descriptive Title of Applicant's Project:**

Stone Child College Native Youth Community Project

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="551,282.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="551,282.00"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b>	<b>TITLE</b>
Barbara Bacon	President
<b>APPLICANT ORGANIZATION</b>	<b>DATE SUBMITTED</b>
Stone Child College	05/31/2016

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Stone Child College * Street 1: 8294 Upper Box Elder Road    Street 2: * City: Box Elder    State: MT: Montana    Zip: 59521 Congressional District, if known: MT-001		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>		
<b>6. * Federal Department/Agency:</b> Dept of Ed/Office of Elem and Sec Ed	<b>7. * Federal Program Name/Description:</b> Indian Education -- Special Programs for Indian Children CFDA Number, if applicable: 84.299	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$	
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix    * First Name: Not Applicable    Middle Name: * Last Name: Not Applicable    Suffix: * Street 1:    Street 2: * City:    State:    Zip:		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix    * First Name: Not Applicable    Middle Name: * Last Name: Not Applicable    Suffix: * Street 1:    Street 2: * City:    State:    Zip:		
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Barbara Bacon * Name: Prefix: Dr.    * First Name: Nathaniel    Middle Name: * Last Name: St. Pierre    Suffix: Title: President    Telephone No.:    Date: 05/31/2016		
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S299A160057

**NOTICE TO ALL APPLICANTS**

OMB Number: 1894-0005  
Expiration Date: 03/31/2017

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

**To Whom Does This Provision Apply?**

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

**What Does This Provision Require?**

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

**What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?**

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

**Estimated Burden Statement for GEPA Requirements**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

GEPA2016.pdf	Add Attachment	Delete Attachment	View Attachment
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**NOTICE TO ALL APPLICANTS–GEPA REQUIREMENTS:**

Stone Child College's *Native Youth Community Demonstration Project* meets all barriers under section 427 of GEPA. The six barriers will be addressed as follows:

**Gender:** The following table presents the student population by gender at Stone Child College

<b>Institution</b>	<b>Male (%)</b>	<b>Female (%)</b>
Stone Child College	42%	58%

Participants in this program will reflect this gender make-up to the extent possible. We will provide equitable services to students regardless of gender. Therefore, we anticipate that gender will not be an issue in meeting the goals set forth in the application.

**Race:** The following table presents the student population by race at Stone Child College.

<b>Institution</b>	<b>Native American (%)</b>	<b>Non Native (%)</b>
Stone Child College	97%	3%

Participants in this program will reflect this racial make-up to the extent possible. Through our ongoing efforts, we will provide services and activities that are equitable to Native and non-Native students alike. Therefore, we anticipate that race will not be an issue in meeting the goals set forth in the application.

**National Origin:** The following table presents the student population by citizenship at Stone Child College

<b>Institution</b>	<b>American (%)</b>	<b>Canadian (%)*</b>
Stone Child College	100%	0%

\* *At times, we have students who are dual citizens of the United States and Canada and will be eligible for all services. This has never been a barrier in our district because of the close relationship of Chippewa Cree tribal members with Canadian Cree Indians.*

Participants in this program will reflect this national origin make-up to the extent possible. Through our ongoing efforts, we will provide services and activities that are equitable to American and Canadian students alike. Therefore, we anticipate that national origin will not be an issue in meeting the goals set forth in the application.

**Color:** Although 3% of our student body is non-Indian, any non-Indian student that enrolls in Stone Child College will be eligible for all services. Color has never been a barrier for our institution to overcome.

**Disability:** The following table presents the student population by disability status at each of Stone Child College

<b>Institution</b>	<b>Non Disabled (%)</b>	<b>Disabled (%)</b>
Stone Child College	99%	1%

Participants in this program will reflect this disability make-up as much as possible. Through our ongoing efforts, we will provide services and activities that are equitable to all students regardless of disability status.

All facilities are compliant with ADA standards for accessible design. Further, each entity strives to make special accommodations for students who may be physically, visually, or hearing impaired. Specific services for the physically challenged students will be provided on an equitable basis.

**Age:** Age will not be an issue in meeting the goals set forth in the application.

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

<b>* APPLICANT'S ORGANIZATION</b>		
Stone Child College		
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>		
Prefix: Dr.	* First Name: Nathaniel	Middle Name:
* Last Name: St.Pierre	Suffix: Ph. D	
* Title: President		
<b>* SIGNATURE:</b> Barbara Bacon	<b>* DATE:</b> 05/31/2016	

## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this 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 dependent, independent, and control variables, and 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.]

---

## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

## PROJECT ABSTRACT

### Stone Child College 2016 Native Youth Community Project

*Stone Child College (SCC)* is applying for funding for the *Native Youth Community Project (NYCP)* under the Department of Education's Indian Education Demonstration Grants Program to demonstrate the effectiveness of good attendance, peer mentoring, intensive educational projects, and dual enrollment to improve the educational opportunities and achievement of children on the Rocky Boy's Indian Reservation.

**Purpose and Expected Outcomes:** The goal of the project is *"to strengthen the capacity of the Chippewa Cree Tribe, Stone Child College, Rocky Boy School, and Box Elder School to effectively and collaboratively improve the college and career readiness of Indian students on the Rocky Boy's Indian Reservation."* In order to achieve this goal, we have developed the following objectives: Expected outcomes include improved attendance, increased graduation rate, decreased dropout rate, increased postsecondary enrollment, and increased postsecondary persistence.

**Geographical Area Served by the Project:** The project will serve youth residing on or near the Rocky Boy's Indian Reservation. These youth will be current students of Rocky Boy School and Box Elder School, the two schools serving the reservation youth.

**Barriers and Opportunities:** The number one barrier being addressed by this project is chronic absenteeism and the results of those absences (high dropout rate, low grade point average, low postsecondary persistence rate). Additional barriers addressed include drug and alcohol abuse and the reservation's rural location and low income status. Opportunities include several programs already in place at the two partner schools and SCC. These programs, although a good start, are not enough to financially support the major barriers faced by the reservation youth. Other opportunities include a strong cultural/community support system and tribal departments all working toward a common

goal of providing improved educational outcomes for community youth.

**Community Based Strategies and Measurable Objectives: Objective 1 - Student Supports:**

During the project period of September 1, 2016 through August 31, 2020 Stone Child College will provide comprehensive services to high school students at Rocky Boy and Box Elder Schools. Key activities include: 1) CAMP kick-off meeting each year to match up mentors and mentees; 2) Weekly CAMP meetings (mentoring); 3) Quarterly (Saturday) CAMP meetings; 4) Bi-monthly one-on-one academic counseling sessions with students; 5) One on-site visit to a four-year college for twenty high school students per year; 6) Quarterly and summer hands-on learning activities implementing robotics and other active learning tools; 7) Early Assessment Exam administered to all students at the end of 11<sup>th</sup> grade to determine whether they are on track to be college ready; and 8) Enroll at least 30 students per year in dual enrollment courses.

**Objective 2 - Collaborative Efforts:** During the same project period, Stone Child College will work closely with the Chippewa Cree Tribe, Rocky Boy School, and Box Elder School to assess the quality of active learning projects and CAMP through the use of standardized test results, grade reports, student surveys, attendance (school and mentoring/tutoring), and Early Assessment Exam results.

**Objective 3 - Family Supports:** During the same project period, the *SCC NYCP* will improve college and career readiness of local Indian students by providing family supports through the implementation of the *Strengthening Families Program* to at least 30 families with high school students attending the local schools.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

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## **INTRODUCTION:**

*Stone Child College (SCC)* is applying for funding for the *Native Youth Community Project (NYCP)* under the Department of Education's Indian Education Demonstration Grants Program to demonstrate the effectiveness of good attendance, peer mentoring, intensive educational projects, and dual enrollment to improve the educational opportunities and achievement of children on the Rocky Boy's Indian Reservation. The *NYCP* meets the **Absolute Priority**, Native Youth Community Projects. We also meet the following Competitive Preference Priorities: 1) **Competitive Preference Priority One**: Both LEA partnering schools, Box Elder Public Schools and Rocky Boy Public Schools, are eligible under the Small Rural School Achievement (SRSA) Program; and 2) **Competitive Preference Priority Two**: The lead partner, Stone Child College, the community Tribal college, is an accredited Indian institution of higher education. The Chippewa Cree Tribe, an eligible Indian tribe is designated as a partner in this application.

### **Need for Project**

The Rocky Boy's Indian Reservation, located in rural north-central Montana, is the smallest of the seven Indian reservations in the State, and was established by Act of Congress on September 7, 1916. The original reservation consisted of approximately 55,000 acres and in later years more land was added until the reservation reached its present size of more than 122,000 acres. Since the creation of the Rocky Boy's Indian Reservation, intermarriage has combined the Chippewa and Cree Tribes until today Tribal members can be listed on the membership rolls only as Chippewa Cree. The total number of enrolled tribal members is 6,839 of which 4,017 reside on the Reservation. (Tribal Enrollment, 2015) Based on the 2010-2014 American Community Survey 5-year estimates, 95% of the population is American Indian / Alaska Native.

Our community experiences extreme isolation, mountainous road-ways with very limited

pedestrian facilities, extreme weather conditions, and chronic poverty. Our homes and facilities are dispersed. The nearest supermarket is located in Havre, MT, with a population of 9,575, approximately 30 miles from the Rocky Boy Agency. The nearest international airport and major shopping facilities are located in Great Falls, MT, with a population of 59,366, 110 miles from the Agency. Additionally, weather conditions range from -40° F in the winter to 105° F in the summer.

According to the May 2015 Montana Department of Labor unemployment report, the Rocky Boy's Indian Reservation suffers from an unemployment rate of **9.6%**, as compared to the State's rate of **3.4%** and the national rate of **5.5%**. This rate does not account for those who are discouraged workers, chronically unemployed, or not seeking jobs. When factoring in those elements, the unemployment rate varies from 60% in the summer to 80% in the winter. Thirty-six percent (**36%**) of individuals on the Reservation live below the poverty level compared to **15%** for the State and **11%** for the Nation. Additionally, the income levels for the Rocky Boy community fall well below those of communities Statewide and Nationwide. The per capita income for the Rocky Boy's Reservation is **\$11,663** compared to **\$25,997** for the State and **\$28,555** for the Nation. (2014 American Community Survey 5-year estimate)

*SCC's* current enrollment reflects 97% of students being of American Indian descent. Based upon the U.S. Department of Education's definitions of special populations, 93% of the College's student population is low income, 77% are first generation college students, 10% are of Limited English Proficiency, and 1% are disabled. The spring 2016 total student enrollment at SCC was 293 students, including 122 (42%) males and 171 (58%) females. (Source: SCC Registrar, February 2016) The majority of incoming SCC students are from the two local schools, Rocky Boy Schools and Box Elder Schools.

Rocky Boy School (RBS) serves approximately 554 students on the Rocky Boy's Indian

Reservation. Of these, 482 (87%) qualify for free or reduced lunch; 46 (8%) are classified as requiring special education; and 523 (94%) are of American Indian descent. Box Elder School (BES) serves approximately 410 students on or near the Rocky Boy’s Indian Reservation. Of these, 410 (100%) qualify for free or reduced lunch; 60 (15%) are classified as requiring special education; and 400 (98%) are of American Indian descent.

The high school drop out rate is approximately four times the average rate for the State of Montana; many children test below proficient on standardized tests; and juvenile delinquency, substance abuse, and violence have become major youth problems on the reservation in recent years.

Educational attainment of people on the Rocky Boy’s Indian Reservation is significantly lower than people within the State and the Nation. Only **12.6%** of people ages 25 and older, on the reservation, have a Bachelor’s Degree or higher, as compared to **29.3%** for the Nation and **29%** for the State of Montana. These low educational attainment outcomes may partially be attributed to college readiness factors. Specifically, American Indian Students in Montana score significantly lower than their non-Indian counterparts on the ACT College Readiness exams. (Montana American Indian Student Data Report 2014, Montana OPI) The following table shows the 2015 ACT results for American Indian students in Montana as compared to all other students taking the test. *Note: American Indians comprise 10% of the Montana student population.*

<b>2015 Montana ACT College Readiness Mean Test Scores</b>			
	<b>English</b>	<b>Math</b>	<b>Reading</b>
American Indian Students	13.3	15.1	15
Non-Indian Students	19.1	20.4	21
<b>College Readiness Indicator</b>	<b>18</b>	<b>22</b>	<b>21</b>

In addition to low ACT College Readiness scores, local Indian students scored significantly lower than other Montana students on the Montana Smarter Balanced Assessment. (The Smarter Stone Child College Native Youth Community Project Page 3)

Balanced Assessment is a standardized adaptive online assessment in math and English Language Arts (ELA) utilized in Montana to assess its students.) These assessments are administered to students in grades 3-8 and 11. The following table reflects the results of the 2015 Smarter Balanced assessment for RBS students as compared to all Montana students. *Note: Only 70% of the schools in Montana participated in 2015 because this was the official roll-out year for the new assessment - Schools were provided the option to test during this first year.*

<b>2015 Smarter Balanced Assessment Scores</b>						
Key: <b>NP</b> =Nearing Proficiency; <b>Prof</b> =Proficient; <b>Adv.</b> =Advanced; <b>P&amp;A</b> =Proficient&Advanced						
<i>All Grades</i>	<i>Subject</i>	<i>Novice</i>	<i>NP</i>	<i>Prof.</i>	<i>Adv.</i>	<i>P &amp; A</i>
<i>Statewide</i>		27%	28%	31%	14%	<b>45%</b>
<i>Rocky Boy Schools</i>	ELA	60%	28%	10%	2%	<b>12%</b>
<i>Box Elder Schools</i>		50%	29%	19%	2%	<b>21%</b>
<i>Statewide</i>	Math	29%	33%	25%	13%	<b>38%</b>
<i>Rocky Boy Schools</i>		46%	35%	16%	3%	<b>19%</b>
<i>Box Elder Schools</i>		48%	40%	11%	1%	<b>12%</b>

In addition to low academic achievement, low assessment scores, and lack of college readiness, Native American students comprise a high percentage of limited English proficient (LEP) students in the State of Montana. In 2014 there were a total of 3,443 LEP students in the entire State. Of those LEP students, 76% of them were American Indian. (Montana American Indian Student Data Report 2014, Montana OPI) The fact that American Indians only make up 10% of the student population makes this data even more astounding.

According to Montana OPI, graduation and dropout rates are also a concern for American Indian students. The 5-year (2009-2013) average graduation rate for American Indians in the State had increased to 65% as compared to 87% for White students. The local student graduation rate was

even lower for this same time period at 58%. The 2012-2013 average high school dropout rate for American Indians was 9.6% as compared to 2.8% for White students. The 3-year average high school dropout rate for local students was more than double the rate for American Indians across the State and nearly eight times that of White students in the State, at an astounding 20.7%.

Given the staggering trends among our students in regards to graduation and dropout rates, and low academic achievement rates, there is a crucial need for the proposed *Stone Child College Native Youth Community Project (SCC NYCP)*. This program will improve our capacity to collaboratively address the barriers to college and career readiness that our local Indian students face.

*i. The extent to which the project is informed by evidence...or other data analysis, of:*

*1) The greatest barriers..to the readiness of local Indian students for college and careers;*

In determining our greatest barriers both in and out of school to the readiness of local Indian students for college and careers, we conducted extensive data analysis of dropout and graduation rates, attendance rates, proficiency assessments, and college readiness assessments. We also analyzed risk factors reported in the 2015 Youth Risk Behavior Survey and conducted a 2016 Native Youth College and Career Readiness Survey. As a result of our data analysis efforts, we have identified three barriers for college and careers faced by our local Indian students: 1) poor attendance; 2) drug and alcohol use; and 3) rural location and low income status.

**Barrier #1:** Through our data analysis process, we determined poor attendance as a major barrier to the readiness of local Indian students for college and careers. Chronic absenteeism is a measure of the number of days, including excused and unexcused absences. Researchers often consider 10% of the school year (18 days) as the benchmark for chronic absences. Research shows:

**1) A student who is chronically absent in any year between 8th and 12th grade is 7.4 times likely to drop out of school (Absences Add Up: How School Attendance Influences Student Success,**

August 2014). **2)** Absenteeism greatly influences the chances of completing college. Based on analysis of Rhode Island Data, only 11% of students who are chronically absent, and graduated from High School, made it to their second year of college as compared to 51% of students with good attendance records. (Absences Add Up: How School Attendance Influences Student Success, August 2014). **3)** Based on a mentoring program study in Chicago, reduced absences increased graduation rates and gains in achievement levels were realized.

Box Elder and Rocky Boy Schools both experience an astounding number of students with chronic absences. The average daily attendance for Rocky Boy School, Grades 7-12, during the 2014-15 school year was 85%. During the fourth quarter of the 2014-15 school year there were 1,355 absences and 1,165 tardies. This number is distressing considering the fact that there are only 138 students in grades 7-12 at Rocky Boy School. Analysis of the attendance data and Smarter Balanced assessment scores (presented earlier) reflects a direct correlation between poor attendance and low scores on the STAR Reading assessments.

Box Elder School attendance trends are equally as concerning as those described above for Rocky Boy School. The following table reflects attendance data for grades 9-12 for 2014-2015:

<i>Box Elder School Absences - 2014-2015 School Year</i>			
<i>Grade</i>	<i>Days Absent</i>	<i>Number of Students Absent</i>	<i>%age of Students Absent</i>
9 <sup>th</sup> - 12 <sup>th</sup> (95 total students)	10 or more	64	67%
	18 or more	49	52%
	30 or more	25	26%
	> 40	10	11%
	> 60	6	6%

In summary, 52% of high school students are chronically absent (missed 18 or more days). The following attendance data for the 2014-15 school year for 181 students further reflects the

absenteeism problem at hand: total absences grades 6-12: 3,169; total half absences: 1,649; and total tardies: 3,583. It is important to note that these absences do not reflect suspensions or excused absences such as medical, school related, or cultural related absences. This high absenteeism rate increases the risk of these students dropping out of high school or, if they graduate from high school, at a higher risk for not making it past their first year of college.

Chronic absenteeism, such that we experience in our community, increases the dropout rate; decreases the chance for college completion; and negatively affects grades and grade point average (GPA). The high school dropout rate in 2012-2013 was 10.7% for Rocky Boy Schools and 14.1% for Box Elder Schools as compared to 3.6% for the State of Montana. (Note: this is the most recent data available on the Montana OPI website.) The most recent available data for graduation rates is reflected in the following table ( Montana OPI website-NCLB Report Card):

<i>Graduation Rates</i>		
<i>School</i>	<i>2010-11 Graduation Rate</i>	<i>2011-12 Graduation Rate</i>
Rocky Boy High School	52%	64%
Box Elder High School	47%	53%
<b>State of Montana</b>	82%	83%

Further compounding our need are the low GPAs experienced by our student population. Specifically, during the 2014-2015 school year, 31.88% of Rocky Boy and Box Elder students achieved a GPA between 2.5 and 3.0 and 20.29% achieved a GPA between 3.0 and 4.0. More than 20% of our students attained a GPA of less than 2.0. Many Colleges and Universities require a minimum 2.5 GPA for acceptance. With these standards, nearly half of the students in our community have a reduced chance of being accepted into post-secondary school and, if accepted, an increased chance of dropping out before they reach their second year of college.

In spring 2016, we implemented a Native Youth College and Career Readiness survey to obtain  
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feedback from the community about respondents' perception of the greatest barriers and opportunities to the readiness of local Indian students for college and careers. The study gathered data from Rocky Boy and Box Elder School students, parents, and staff, Stone Child College students and staff, and Tribal community members. The survey was completed by 104 respondents, 50% of whom were students; 12.5% were parents; 18.3% were school staff; 12.5% were other community members; and 6.7% were "other" people who identified themselves as alumni, former students, or teachers. Respondents were provided with a list of answer choices in response to the question: *What makes it most difficult for local Indian students, both in and out of school, to be ready for college or careers?* Respondents were allowed to select as many answer choices as they wanted, and were also able to list additional answers not listed. Respondents identified the biggest barriers for local Indian students to be ready for college or careers as **drugs or alcohol** (64.4% of respondents) and **tardiness and/or absenteeism** (66.3% of respondents). Additionally, 51% of respondents identified lack of parental support as a barrier. The report detailing the survey is located in *Attachment 1: Needs Assessment*.

**Barrier #2:** As identified in the *2016 Native Youth College and Career Readiness Report*, drug or alcohol use was deemed one of the greatest barriers for college and career readiness for local Indian students. Substance abuse is prevalent on the Rocky Boy's Indian Reservation. According to the Chippewa Cree Tribe Law Enforcement, there are a high number of arrests made where substance abuse was a factor in the incident leading to the arrest. Specifically, in 2015, **70%** of all arrests were substance abuse related. The most commonly abused substances on the Reservation are alcohol, methamphetamine, opioids, and marijuana.

Further data analysis of the 2015 Youth Risk Behavior Survey (YRBS) identified similar substance use issues in area high school students. The YRBS is an epidemiologic surveillance

system established by the U.S. Centers for Disease Control and Prevention to assist in monitoring the prevalence of behaviors that influence youth health and put them at risk for significant health and social problems. The following table compares social and drug and alcohol related local students responses compared to the responses of students Statewide:

<i>2015 Youth Risk Behavior Survey</i>		
<i>Subject</i>	<i>Local Students*</i>	<i>Montana Students</i>
In the last 12 months, felt so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities	42%	29%
During the past 12 months, seriously considered attempting suicide	22%	16%
During the past 12 months, actually attempted suicide	27%	9%
Have you ever tried cigarette smoking, even one or two puffs?	76%	39%
Have had at least one drink of alcohol in their lifetime.	60%	70%
Had 5 or more drinks of alcohol within a couple of hours during the last 30 days.	25%	21%
Have used marijuana in their lifetime	74%	38%
Have used cocaine, including powder, crack, or freebase	8%	5%
Have sniffed glue, breathed the contents of aerosol spray cans, or inhaled any paints or sprays to get high	22%	8%
Have used heroin	4%	2%
Have used methamphetamine	10%	3%
Have used synthetic marijuana	47%	10%
Have taken steroid pills or shots without a Doctor's prescription	5%	3%
Have taken a prescription drug without a doctors prescription.	18%	16%

\* 97% of the local students who participated identified themselves as Amer. Indian/Alaska Native.

**Barrier #3:** The rural location and low income status of our community create a gap in  
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opportunities for our students. Students in urban and suburban areas have access to supplemental learning centers such as Sylvan and Kumon, which are unavailable to our rurally isolated students. Further, even if these services were available nearby, very few would have the financial capacity to access them. In order to address this gap, we propose a project which will utilize high-achieving Box Elder and Rocky Boy High School and Stone Child College peer mentors/tutors to work with other participants. Tutoring services, along with the other services proposed herein, will be offered locally at Box Elder School, Rocky Boy School, and **SCC** at no cost to the participants, alleviating budgetary and geographical constraints. Further, we propose the use of hands-on interactive learning activities to supplement course work locally. The focus on local instruction ensures proximity and relevance to students. Also related to our proximity, compared to more densely populated areas, there are simply not as many highly qualified instructors, who are able to provide culturally competent instruction. By utilizing instructors at **SCC**, many of whom are community members themselves, we will effectively address this gap.

***2) Opportunities in the local community to support Indian students; and***

As described previously, in spring 2016, we implemented a Native Youth College and Career Readiness survey to obtain feedback from the community about respondents' perception of the greatest barriers and opportunities to the readiness of local Indian students for college and careers. To identify community members' perception of opportunities in the local community to support Indian students, we posed the question: *What makes it easy for local Indian students, both in and out of school, to be ready for college or careers?* Respondents were provided with a list of possible opportunities, were allowed to select as many choices as they deemed accurate, and were provided the option to include additional comments. Answer choices and responses were: 1) school activities, clubs, and/or programs (72.1% of responses); 2) good parental support (63.5% of responses); 3)

funding availability (61.5% of responses); and 4) classes offered in school (51%).

Opportunities in the local community to support Indian students include activities such as youth sports, rodeo, pow-wow, cultural education, and other cultural activities. Youth sports include, but are not limited to basketball, football, track, and volleyball at the school level. Additionally, basketball tournaments and teams as well as softball are offered at the community level. Basketball is a sport that is popular among all age groups on the Reservation, and is offered as an activity year around. Youth Rodeo is offered at the community level in coordination with the annual pow-wow. Additionally, youth rodeo is offered throughout the year both on the Reservation and nearby in the neighboring town of Havre. An annual Youth Pow-Wow is also facilitated at the same time as the youth rodeo. Cultural Education and Cultural Activities are facilitated both in and out of the school setting. These activities take place throughout the community at *SCC*, Chippewa Cree Family Resource Center, and in family settings.

Additionally, there are programs active on the Reservation which focus on youth and families. These programs include, but are not limited to Native American Children in Schools Project, Apple ConnectED, and Defending Childhood Violence Program. These programs provide opportunities for cultural enrichment, family “fun nights,” youth activities, family strengthening, and incorporation of cultural competency.

As defined in the application instructions for the NYCP, “opportunities” means untapped resources or areas of success that might be used to address the needs of the community. Based on the responses from the *2016 Native Youth College and Career Readiness Report*, we will expand programming to include: family strengthening (to improve parental support); dual enrollment (to build upon classes offered in school); interactive learning and cross-age mentoring (to expand school activities/programs; and student scholarships (to increase funding availability).

**3) Existing local policies, programs, practices, service providers, and funding sources.**

Both Box Elder and Rocky Boy Schools provide a variety of resources to improve students' educational achievement and prepare them for post-secondary educational success. These resources are outlined below:

Box Elder Schools provides resources which include, but are not limited to: 1) *Montana Behavioral Initiative* (MBI) has developed a series of rewards that include daily drawings that reward individual students with good attendance and good behaviors. The program recognizes "student of the month" winners. 2) *Graduation Matters* incorporates rewards for students with good attendance. Students with good attendance are provided with meals and college trips. Additionally, the program includes an eighth grade "send-off" which includes a panel of Box Elder and College graduates who share the importance of good attendance with the 8th grade students. 3) Box Elder Schools also provides quarterly and semester awards in the form of recreational trips to places such as Trampoline Park and the movies for students showing academic achievement and good attendance. 4) *GEAR-UP* provides college visits and college readiness for student participants.

Rocky Boy Schools provides resources which include, but are not limited to: 1) *GEAR-UP* provides college visits and college readiness, and is used to assist students' transition into college after graduation. *GEAR-UP* is currently working with *SCC* to provide dual enrollment for Seniors. Under the dual enrollment program, students take college classes while earning their High School Diploma. 2) *Graduation Matters*, a \$10,000 grant, reduces the dropout rates and decreases credit deficiencies through social development, provision of academic support, and implementation of interest inventories for career readiness. 3) *Montana Behavioral Initiative* (MBI) is incorporated to improve attendance and behavior of all students in grades K-12. The program incorporates quarterly field trips for students with good attendance. 4) *Golden Star Attendance* (GSA) is a small foundation

grant whose goal is to improve attendance and reading proficiency of students in grades 7-12.

The Rocky Boy's Indian Reservation is faced with an epidemic in substance abuse, trauma, and crime. In response, in December 2014 our Chippewa Cree Wellness Coalition / Tribal Action Plan (TAP) presented the need to "*prioritize alcoholism, historical trauma, substance abuse prevention and treatment as primary issues.*" In response to this need to prioritize, the Tribal Council directed that a "*comprehensive program...be developed to address the needs of Tribal members and other Indians living within the exterior boundaries of the Rocky Boy's Indian Reservation.*" The **SCC NYCP** will build upon this directive from Tribal Council through the programmatic components of family strengthening and student counseling.

Through our collaborative efforts with our partners (Chippewa Cree Tribe, Box Elder Schools, and Rocky Boy Schools), **SCC** will implement the **SCC NYCP** in coordination with existing programs. These efforts will ensure coordination of efforts with existing programs while maximizing the effectiveness of the project proposed herein.

### **Quality of Project Design**

***i. (Up to 3 points) The extent to which the project is focused on a defined local geographic area.***

The **SCC NYCP** will serve youth residing on or near the Rocky Boy's Indian Reservation. Specifically, the youth to be served will be students at Rocky Boy School, located on the reservation, and Box Elder School, located on the border of the reservation. A detailed description of the Reservation was provided previously in this narrative. See *Attachment 2: Geographic Area* to view a map of the Rocky Boy's Indian Reservation.

***ii. The extent to which the proposed project is based on scientific research... Indian students.***

The **SCC NYCP** design involves a combination of proven best practices and evidence-based practices, modified to be culturally appropriate for the specific educational needs of the Indian

students on the Rocky Boy's Indian Reservation. These include: 1) Cross-Age Mentoring Program for Children with Adolescent Mentors; 2) implementation of effective strategies for improving student attendance and truancy prevention; 3) SAMHSA's evidence-based Strengthening Families Program; 4) dynamic summer and after school projects; and 5) dual enrollment courses.

The project will implement Cross-Age Mentoring Program (CAMP) for Children with Adolescent Mentors, an evidence-based peer mentoring program listed on SAMHSA's National Registry of Evidence-based Programs and Practices (NREPP). CAMP will link students in high school and college with younger students, and will benefit both mentors and mentees with outcomes of connectedness, self-esteem, and academic achievement. Mentors and mentees will be paired up at the beginning of each school year. CAMP participants will meet once a week after school, and one Saturday per quarter. Parents will have the opportunity to participate in the Saturday meetings to meet with their children's mentors and see the work their children have done. This intervention has been implemented in at least 7 sites across four states serving 550 youth in urban, suburban, and rural geographic locations. CAMP will adapted to meet the unique needs of our Indian youth.

The *SCC NYCP* will implement a combination of three student attendance and truancy prevention strategies listed in Fifteen Effective Strategies for Improving Student Attendance and Truancy Prevention (National Dropout Prevention Center/Network). These strategies are (1) mentoring/tutoring; (2) after-school and summer opportunities; and (3) active learning. As mentioned, peer mentoring will be provided utilizing CAMP. Additionally, we will provide tutoring sessions and summer intensive courses in coordination with current programming. We will incorporate online interactive learning strategies such as MathTutor, MathMedia, Robotics, and ReadWriteThink. The students will access these lessons through iPads at *SCC* or the Schools, since very few of the students have access to computers within their homes. We will take proven

techniques (summer lessons to bridge the summer slide and tutoring to enhance lessons) and build upon them by offering courses which are directly responsive to student needs. Active learning engages students in the learning process by allowing them to discover new, creative, fun ways to solve problems and achieve success while being taught that there are different ways to learn. Active learning projects such as MathTutor, MathMedia, and ReadWriteThink will be implemented after school and during the summer. MathTutor and MathMedia are proven, curriculum-based math learning software packages with demonstrated success in boosting student performance on standardized tests. It includes pre-algebra, algebra 1, geometry, algebra 2, trigonometry, and calculus tutorial software, and can be utilized for both remediation and enhancement. MathTutor and MathMedia are aligned with Common Core Standards, which are the standards utilized by both Box Elder and Rocky Boy Schools. ReadWriteThink is an online interactive learning tool which has been aligned with the Common Core Standards. This online tool includes, but is not limited to grade-level lessons, interactive activities, and calendar activities in English/language arts. It also provides parent and after school resources which will be incorporated into the project. The use of robotics will help our students build and strengthen cognitive development in a concrete and tangible manner in areas such as math, engineering, communication skills, strategic thinking, and goal-oriented thinking. Robotics will assist students in becoming actively involved in their own education and building a foundation for success and achievement of goals, including goals for post-secondary success.

We will also implement the *Strengthening Families Program*, a nationally and internationally recognized parent and family strengthening program for high risk families. This evidence-based family skills training program is designed to improve parenting skills and family relationships, reduce delinquency and alcohol and drug abuse in children, and improve social competencies and school performance. This program is currently being implemented in our Tribal Social Services

Department. Program Staff will collaborate with the Tribe to alleviate duplication of services.

We propose the use of dual enrollment courses to improve student readiness for post secondary instruction. Literature shows that dual enrollment can have positive impacts on student outcomes including high school graduation rates, matriculation, and post secondary performance. Most dual enrollment courses are offered to and/or pursued by high achieving students. Our idea is novel in that we will provide dual enrollment courses to students who are not the typical participants in dual enrollment courses. Our participants will primarily be from low income families, many will be at or below proficient levels in math and English, and will be rural, native learners. We aim to demonstrate positive outcomes when we test dual enrollment, a proven strategy, among a unique group of students.

***iii. The extent to which the goals, objectives, and outcomes...are clearly specified and measurable.***

The goal of the *SCC NYCP* is “to strengthen the capacity of the Chippewa Cree Tribe, Stone Child College, Rocky Boy School, and Box Elder School to effectively and collaboratively improve the college and career readiness of Indian students on the Rocky Boy’s Indian Reservation.” In order to achieve this goal, we have developed the following objectives:

**Objective 1 - Student Supports:** During the project period of September 1, 2016 through August 31, 2020 Stone Child College will provide comprehensive services to high school students at Rocky Boy and Box Elder Schools. Key activities include: 1) CAMP kick-off meeting each year to match up mentors and mentees; 2) Weekly CAMP meetings (mentoring); 3) Quarterly (Saturday) CAMP meetings; 4) Bi-monthly one-on-one academic counseling sessions with students; 5) One on-site visit to a four-year college for twenty high school students per year; 6) Quarterly and summer hands-on learning activities implementing robotics and other active learning tools; 7) Early Assessment Exam administered to all students at the end of 11<sup>th</sup> grade to determine whether they are on track to

be college ready; and 8) Enroll at least 30 students per year in dual enrollment courses. The achievement of Objective 1 will be evidenced by selection records, participant files, meeting schedules and notes, counseling session sign-in sheets, travel records, dual enrollment course records (attendance, schedule, and grades), mentor/tutor records, summer and quarterly session records (attendance, schedule, and grades), participant surveys, purchase records and results from the on-site external evaluation.

**Objective 2 - Collaborative Efforts:** During the same project period, Stone Child College will work closely with the Chippewa Cree Tribe, Rocky Boy School, and Box Elder School to assess the quality of active learning projects and CAMP through the use of standardized test results, grade reports, student surveys, attendance (school and mentoring/tutoring), and Early Assessment Exam results. The achievement of Objective 2 will be evidenced by the final Student Assessment Report, improved student academic outcomes, decreased dropout rate, improved attendance, annual reports, curriculum modifications, meeting records, and results from the on-site external evaluation.

**Objective 3 - Family Supports:** During the same project period, the *SCC NYCP* will improve college and career readiness of local Indian students by providing family supports through the implementation of the *Strengthening Families Program* to at least 30 families with high school students attending the local schools. Services provided under the *Strengthening Families Program* include evidence-based parenting and family strengthening for high-risk families. The achievement of Objective 3 will be measured by project records, reports, *Strengthening Families* attendance records, and external evaluation results.

*iv. The extent to which the design of the proposed project is appropriate...other identified needs.*

Most prominently, we serve low income, rurally isolated, Native American students at risk for academic failure. We will systematically address each of these challenges as described below.

**Rural Isolation:** To alleviate the effects of rural isolation, we are relying on existing resources to provide services. Rather than trying to draw qualified individuals to a rurally isolated area, we will use current instructors at *SCC* to teach courses and high achieving high school and Stone Child College student mentors to mentor the students. Further, we will leverage high quality online and hands-on instruction tools (MathTutor, MathMedia, Robotics, and ReadWriteThink) that are not limited by our proximity to urban centers. We will also work collaboratively with the Tribe and Tribal programs to not only provide culturally appropriate services, but to alleviate duplication of services provided to program participants.

**Low Income Families:** Keeping our resources local and using free or low-cost online resources keeps costs low for the College and the participants. Further, all services provided to students and families will be provided at no cost to them. Finally, by providing these services, Indian students will be prepared for College and, as a result, will spend less time in College reducing the time between when they start college and when they can start a well-paying job.

**Indian Students:** Although no one learning style can be applied to all Native American students, there are certain learning patterns that emerge when these students are examined as a whole. A research study (Pewewardy, 2002) examined the learning styles of Native American students and found that Native students generally learn in ways “characterized by factors of social/affective emphasis, harmony, holistic perspectives, expressive creativity, and nonverbal communication.” He also found that students must believe that there is respect for their backgrounds and culture and that Native American students thrive in a dynamic learning environment that is responsive to their needs and learning styles. We are addressing these factors by giving students peer mentors/tutors and using existing staff that are sensitive to the culture of our students. Additionally, the *Strengthening Families Program* has been implemented in our community in the past, and has been effective in

treating high risk families.

*v. The extent to which the services to be provided..the effectiveness of project services.*

Through meaningful, ongoing collaboration with the Chippewa Cree Tribe, Rocky Boy School and Box Elder School, we will work toward the goal, objectives, and activities set fourth in this application to prepare Indian students in our community for educational success. The commitment of each of these partners is detailed in Attachment 3: Consortium Agreement, and roles and responsibilities is provided the Adequacy of Resources section of this proposal.

In addition to the aforementioned formal partnership, the project will incorporate informal partnerships with people and agencies throughout the community. These informal partnerships include: **Parents and Families:** Parents and families are an integral part of student success. Therefore we will include parents and families in project activities to maximize the effectiveness of services provided to participants. This collaboration includes, but is not limited to: 1) phone calls to parents for attendance monitoring, student achievement, and other correspondence; 2) invitation to parents to participate in after-school and summer hands-on activities; and 3) ongoing communication regarding progress and success of their student(s). Additional parental collaboration will be provided for high-risk families, and will include more intense services which will include home visits (as needed) for students with continued poor attendance and implementation of *Strengthening Families Program* strategies. **Stone Child College Board of Directors:** The SCC Board of Directors is the governing body of the college and has oversight of all college programs and departments. As such, the project will share status updates with the Board on a monthly basis. **Chippewa Cree Tribal Departments:** We will collaborate, as needed with Tribal Departments as needed to improve the success of community youth education outcomes. Collaboration may include: communication with Tribal Social Services regarding families participating in the *Strengthening*

*Families Program*; referrals to departments such as Tribal Social Services, Tribal Courts, or Tribal Law Enforcement (for chronic absenteeism); and referrals to Tribal Departments and programs for community events that will improve the educational outcomes of students (annual pow-wow, annual youth rodeo, community basketball, and sporting events).

In summary, our collaboration efforts with both informal and formal partners will maximize the effectiveness of project services by: 1) engaging families with their children's education; 2) providing appropriate sanctions and rewards for attendance habits; and 3) adapting our programming to include appropriate cultural activities.

### **Quality of Project Personal**

Currently, the **SCC** College Board of Regents is 100% American Indian; administration is 90% American Indian; faculty and staff are approximately 80% American Indian; approximately 65% of staff are women; 23% of staff are senior citizens; and .03% of staff are disabled. **SCC** will provide equal employment opportunity and treatment for all applicants and staff in recruitment, hiring, retention, assignment, transfer, promotion and training. Such equal employment opportunity will be provided without discrimination with respect to race, creed, color, national origin, age, marital status or non job-related physical, sensory or mental disabilities, except insofar as such disabilities meet minimal occupational qualifications. **SCC** encourages applications from individuals who are members of groups that have been traditionally underrepresented. Our statistics reflect past and present employment practices as an Equal Employment Agency. **SCC** addressed GEPA Requirements in the ED GEPA 427 form.

#### ***i) The qualifications, including relevant training and experience...principal investigator***

The Project Director (Ms. Marquieta Jilot) will serve in a full time capacity. She will oversee the daily operation of the project and will complete all duties as described in the management plan.

Ms. Jilot holds a Bachelor of Science with a major in Technical Management and a minor in Project Management. She has two years of experience in program management and three years experience as accounting manager. She has a thorough knowledge of computer systems, including word processing, assessment, and data management software. She has demonstrated ability to communicate effectively orally and in writing, establish effective working relationships with fellow employees, *SCC* Board, Tribal Council, subcontractors, and other Federal Agencies. Please see *Attachment 4: Resumes and Job Description* for further detail.

***ii) The qualifications, including relevant training and experience of key project personnel.***

Qualifications of the Dean of Student Services (Ms. Aimee Montes), who will have direct oversight of the project on a daily basis, include a Master of Business Administration and Bachelor of Arts: Business Administration / Marketing. She has seven years of experience in student services and managerial positions. Ms. Montes will contribute 5% of her time to the project as an in kind contribution. Please see *Attachment 4: Resumes and Job Description* for further detail.

Two full-time School Liaisons (one to serve at Rocky Boy School and one at Box Elder School) will be hired to oversee daily activities in accordance with the management plan. This position will require a Bachelor's Degree in Education (or related field). He/She will require a thorough knowledge of computer systems, including word processing, assessment, and data management software He/She will also be required to attend training in CAMP and hands-on learning activities such as MathTutor, MathMedia, Robotics, and ReadWriteThink. This position also requires the ability to communicate effectively orally and in writing, establish effective relationships with students, teachers, parents, and community members. See *Attachment 4: Resumes and Job Descriptions* for a complete job description.

To the extent feasible, we will provide Indian Preference in all hiring decisions as allowed under

Public Law 93-638, the Indian Self- Determination and Education Assistance Act, and will give Indian organizations and Indian-owned economic enterprises, as defined in section 3 of the Indian Financing Act of 1974 (25U.S.C. 1452e)), preference in the award of contracts in connection with the administration of the grant.

*iii) The extent to which the applicant, or one of its partners...through other sources*

As described previously in the need section “Existing local policies, programs, practices, service providers, and funding sources” *SCC*, Rocky Boy School, and Box Elder School implement a variety of federally and state funded programs which demonstrate the capacity to improve outcomes that are relevant to the project focus through experience with these funding sources. Some specific examples include *SCC*’s Minority Science and Improvement Program (MSEIP), NSF Targeted STEM Infusion Project, Demonstration Project and Rocky Boy School’s Native American Children in Schools Project (NACSP). An objective under the MSEIP is to increase post-secondary graduation rates in STEM fields by 10%. In the first year of the project (2013-2014), the postsecondary graduation rate was improved by 37.5% from baseline. An objective under the TSIP STEM Infusion Project is to provide intensive math courses to at least 36 students per year. During the first year of the project (2014-2015), *SCC* provided intensive math courses to a total of 42 students. Objectives of the NACSP include improving reading and State CRT assessment scores, cultural sensitivity training, increasing parental involvement, and increasing college enrollment. Rocky Boy Schools has implemented innovative strategies which have resulted in marked improvement in reading for elementary and high school students and have increased college enrollment. It is important to note that the mentioned programs are only a small sample of the number of programs *SCC* and its partners have successfully implemented over the years.

Additionally, *SCC* has sound fiscal policies and accounting systems capable of meeting the

compliance requirement for tribal, federal, state, and private funding agencies. Through the implementation of these policies and procedures, **SCC** supports an accounting system that tracks every dollar spent using acceptable accounting practices.

### **Adequacy of Resources**

#### ***i. The relevance and demonstrated commitment of each partner...success of the project.***

**SCC** is centrally located on the Rocky Boy's Indian Reservation, approximately eight miles from Box Elder Schools and five miles from Rocky Boy Schools and the Tribal Office. To reflect their commitment to the project, consortium members will provide the following:

*Stone Child College:* Administration, management, communications, facilities, classrooms state-of-the art electronic equipment, reporting, budgeting, staffing, coordinating, on-line study guides, summer intensive course offerings, post-secondary instructors, dual enrollment courses, library, modern classrooms, computers, counseling, tutoring, transportation, and child care services.

*Rocky Boy and Box Elder High Schools:* The schools shall work collaboratively with **SCC** staff on recruitment and selection of eligible participants and on-site placement of school liaisons. Local coordination efforts include regular meetings with the school administrators to ensure all agree to the proposed activities. The schools will also provide annual review of the report developed under Objective 2 – Collaborative Efforts in order to ensure that courses are meeting student needs. They will provide information to the Project Director regarding student performance as requested. Finally, they are each committed to sending one representative to attend the annual Project Director's meeting the first three years of the grant. See *Attachment 3: Consortium Agreement*.

*Chippewa Cree Tribe:* The Tribe has authorized **SCC** to submit and administer this application for its **SCC NYCP**. (See *Attachment 5: Tribal Resolution*.) The Tribe will work collaboratively with **SCC** staff on recruitment and selection of eligible participants and will provide annual review of the

report developed under Objective 2 – Collaborative Efforts in order to ensure that courses are meeting student needs. They will serve in an advisory capacity to project staff regarding Tribal and community resources available to student. Finally, they are each committed to sending one representative to attend the annual Project Director's meeting the first three years of the grant. See *Attachment 3: Consortium Agreement.*

***ii. The extent to which the costs are reasonable...results and benefits***

The proposed costs of our project are reasonable, reflecting actual operating costs essential to serving the needs of the target population. *SCC* requests consideration of the facts set forth in the needs statement, program design, and the information presented throughout this application in determining the reasonableness of costs compared to the project's objectives. Note that the planning process included a thorough assessment of budgetary needs in order to implement the proposed project, ensuring that budget projections were adequate to achieve the objectives. This project was designed to have long-lasting and significant benefits to the students on our Reservation. We anticipate results of increased high school graduation, college enrollment, improved postsecondary GPAs, and higher college completion rates. These effects will eventually lead to a culture of success among the students, where strong academic performance is the norm. It will build self esteem among the student participants and pride among their families and communities. Ultimately, a shift toward academic success will improve the employability and earning potential of our tribal members, creating a healthy economy and reducing the poverty level on the Reservation.

We are proposing a project which will work closely with at least 150 high school students. While this number of students may seem low when compared to urban applicants' proposed numbers, we have chosen this target because it is the most appropriately proportioned to the staff we have available, and the size of our student population. We have deliberately chosen a manageable number

of students so that we can give our students more direct individualized attention (instruction, tutoring, mentoring counseling). We anticipate that the following measures will be achieved: 1) at least 80% of participating students will successfully complete CAMP activities each year of the project; 2) at least 80% of participating students will successfully complete at least one hands-on learning project (MathTutor, MathMedia, ReadWriteThink, Robotics); 3) at least 95% of project participants will graduate from high school with their incoming 9th grade cohort; 4) at least 90% of those participants graduating from high school will enroll in postsecondary education; and 5) at least 80% of students enrolled in a postsecondary institution will persist to a second year.

### **Quality of the Management Plan**

#### ***i. The adequacy of the management plan to achieve the objectives...project tasks.***

In the management plan directly below, we present a series of strategies designed to guide *SCC* as we achieve project objectives. Each task in this plan contains details on *when* (the timeline), *who* (responsibility), and *what* (a measure/milestone).

#### **Strategies to Support Objective 1- Student Supports:**

**1.1** - By mid-month 2, the Dean of Student Services, Project Director, and School Liaisons will select at least 15 high school (or college) mentors and 15 mentees from each of the local high schools based on selection criteria approved by the College Board (60 students total). These students will remain in the program for a minimum of one year. **1.2** - Within the first 3 weeks of the school year, the Project Director and School Liaisons will hold student orientation. **1.3** - Within the first 3 weeks of the school year, the Project Director and School Liaisons will develop a schedule for the quarterly CAMP meetings, coordinating with the partners and parents. **1.4** - For each month subsequent to month 2, the Project Director and School Liaisons will conduct monthly group meetings with the participants at the College. **1.5** - For each month subsequent to month 2, the

School Liaisons will establish a set schedule to observe and monitor students monthly to discuss specific needs and gaps in programming. **1.6** - Following the selection of students, the School Liaisons will contact parents at least monthly to discuss their child's role and progress in the program. **1.7** - During the fall and spring semesters of each year, **SCC** will offer one dual enrollment course per semester, in the subject areas of math, science, and English. (Subjects are dynamic; specific topics will vary based upon student need – see Objective 2 – Collaborative Efforts) **1.8** - During June-July of each summer and during after-school hours, the Project Director and School Liaisons will conduct hands-on learning activities implementing robotics and other active learning tools; (subjects are dynamic and specific topics will vary from year to year based upon student need – see Objective 2 – Collaborative Efforts). **1.9** - By the end of month 6, the Dean of Student Services, Project Director, and School Liaisons will develop selection criteria to use when selecting students to participate in the summer visit to a four year college. Selection criteria will include student participation in all activities (dual enrollment courses, CAMP activities, hands-on learning activities, tutoring sessions, meetings), grade reports, attendance, participant interest in furthering education, and academic improvement. **1.10** The Project Director and School Liaisons will select five students from each school to visit a State university During July-August of each year using the pre-developed selection criteria. **1.11** - By the end each project year, the Dean of Student Services, Project Director, and school liaisons will select a new group CAMP student participants. **1.12** - Beginning when the first students are seniors (Fall 2016), and continuing through the end of the project period, the Project Director and School Liaisons will work with students to submit college/university applications in time for tribal and federal financial aid deadlines.

**Strategies to Support Objective 2 - Collaborative Efforts:**

**2.1** - During May-June of each year, the School Liaisons will administer the Early Assessment

exam among participating students who have just completed their junior year of high school in order to determine whether they are on track to be college ready. **2.2** - During May-June of each year, the School Liaisons will administer surveys among parents, students, and teachers to ascertain whether participants' study habits and/or classroom behaviors have changed. Surveys will be developed in January-February of 2017, and will be updated as needed in subsequent years. **2.3** - During July and August of each year the Dean of Student Services, Project Director, School Liaisons, mentors, and instructors ("the team") will meet bi-weekly to discuss current courses and assess student needs. Student need will be ascertained based on qualitative feedback such as student survey results, Early Assessment Exam results, and academic performance. **2.4** - By the end of September of each year, the team will submit a report to the **SCC** Board, Chippewa Cree Tribal Council, and the Superintendent of each high school which contains information to either (1) support the continuation of courses as planned without further modification, or (2) guide modifications to the course content/schedules. **2.5** - If modifications to the curricula are necessary, the team will develop and finalize changes by February of each year, allowing for feedback from key staff at the college, Tribe and schools prior to its implementation the following project year. **2.6** - During the remainder of each project year, the team will meet quarterly to discuss the dual enrollment, CAMP activities, and on-hands learning activities, and whether they are meeting student needs. **2.7** - During the final six months of the project, the Project Director will compile a Best Practices Guide, which includes data from project activities and specific program implementation challenges and successes.

### **Strategies to Support Objective 3 - Family Supports:**

**3.1** - During the first month of each school year, the School Liaisons will make recommendations for students and families to participate in the *Strengthening Families Program* based on identified risk factors such as poor attendance, behavioral issues, and poor academic

achievement. **3.2** - Once recommendations are made, the Project Director will contact the *Chippewa Cree Tribe Family Resource Center* to determine if any of the students recommended are already receiving services from them. **3.3** - Once verification is made that services are not being duplicated, the School Liaisons will contact families to participate in the *Strengthening Families Program*.

**3.4** - Thirty (30) families per year will be provided with services over 14 lessons under the *Strengthening Families Program*. **3.5** - Monitoring and identifying risk factors will continue throughout the school year, and newly identified families will receive services under the *Strengthening Families Program* as new cohort groups of families are identified. **3.6** - The School Liaisons will monitor the progress of the students whose families participated in the program, and will report their findings on a monthly basis to the Project Director.

**ii. *The extent to which the methods of evaluation will provide performance feedback...outcomes.***

An external evaluator will conduct semi-annual (formative) and annual (summative) evaluations. The formative evaluations will include the progress of meeting the GPRA Performance Measures, interviewing project staff, and reviewing project records to determine if the project has implemented project strategies according to the time schedule, and progress of the students. The external evaluator will make recommendations for improvement and/or modifications at the end of the formative and summative visits.

The external evaluator will determine how the project is progressing in meeting the project objectives outlined earlier in this application. The following questions will be answered based upon evaluation of the data provided at the on-site external evaluations:

**Student Supports:** Did annual CAMP kick-off meetings take place? Did weekly CAMP mentoring meetings occur? Did quarterly Saturday CAMP meetings take place? Did bi-monthly one-on-one academic counseling session with students take place? Did twenty high school students per

year visit a four-year college? Did quarterly and summer hands-on learning activities implementing robotics and other active learning tools take place? Were Early Assessment Exams administered to all 11<sup>th</sup> grade students annually? Did the project enroll at least 30 students per year in dual enrollment courses?

**Collaborative Efforts:** Did the project realize improved student academic outcomes in core subjects? Was there a decrease in the dropout rate? and Did attendance improve? Did community collaborative efforts that promote college and career readiness of Indian children increase?

**Family Supports:** Did at least 30 families participate in the *Strengthening Families Program*?

The external evaluator will review project records to determine if adequate progress toward obtaining the final targets is being made.

*iii) The extent to which Indian tribes and parents of Indian children...proposed activities.*

Prior to the planning process for this application, the Superintendents for both Rocky Boy and Box Elder Schools presented data to the Chippewa Cree Tribal Council pertaining to the dire need for improved attendance and educational outcomes for community youth.

In spring 2016 a *Native Youth College and Career Readiness Survey* was distributed to students, parents, tribal departments, and community members to determine the greatest barriers and opportunities for Indian students on the Rocky Boy's Indian Reservation. The survey was open for three months, and was disseminated at Rocky Boy School, Box Elder School, Stone Child College, in person at cultural events, and via social media. The responses provided valuable insight on the needs proposed within this application. The full report summarizing the survey results can be viewed in *Attachment 1: Needs Assessment*.

Parents and teachers will participate in an annual survey designed to assess students' academic behaviors. These survey results will be used in determining whether dual enrollment or summer

intensive course curricula should be modified. Additionally, the School Liaisons will contact parents at least twice annually to discuss their child's role and progress in the program. Finally, as described previously, parents and families are integral to the success of their students, thus we consider parents informal partners to this project.

***iv) The extent to which the proposed project is designed...of Federal financial assistance.***

By implementing the *SCC NYCP*, we will establish a reservation-wide collaborative effort which will promote college and career readiness of Indian children on the reservation. To ensure the continued success beyond Federal financial assistance, we have created the following long-term sustainability strategies: 1) we will assume project responsibility beyond the funding period. These roles are as such that *SCC* and its partners will provide social and political support and resources; 2) beyond the funding period, we will leverage this plan's comprehensive approach to generate funding from national, regional, and local agencies and foundations to continue the improvement of educational outcomes for Indian students; 3) to ensure this project's quality and functionality, the project's strategies and objectives include the modification of delivery strategies based upon qualitative and quantitative evaluations, as set forth in this proposal. The project outcomes will have sustainable, on-going benefits for Indian students in our community. Our efforts will result in an effective strategies that will improve the educational outcomes of Indian students on the Rocky Boy's Indian Reservation.

**Quality of the Project Evaluation**

***i) The extent to which the evaluation will provide guidance...in other settings.***

*SCC* will employ a methodology shown to be an effective means of documenting similar projects. It provides for continuous feedback and improvement through monthly internal reports and semi-annual external evaluation reports. Using the feedback mechanisms we will develop a Best

Practices Guide, which will contain information on successes and challenges related to implementation, and participant achievement. Because the Best Practices Guide will have one main purpose, to provide guidance about effective strategies suitable for replication or testing in other settings, the guide will be developed with a single audience – educators interested in implementing a similar or expanded project. We will use multiple platforms to distribute the Guide including presentations at local and possibly regional schools, radio announcements via our tribal radio station (KHEW), and poster presentations at national and regional education conferences.

Thorough, feasible, and appropriate evaluation methods will be used to assess the goals, objectives, and outcomes of this project. Formative evaluations will measure the on-going progress of this project on a semi-annual basis. Project staff will be responsible for generating monthly reports and periodically assessing project activities according to the goals, objectives, and timelines, as set forth in this application. External formative and summative evaluations will be conducted by an experienced professional American Indian evaluator. Furthermore, progress toward meeting the Office of Indian Education’s GPRA Indicators will also be tracked, monitored, and reported. These evaluation and assessment results will provide staff with real-time feedback on how effectively they are meeting performance targets and to improve project services on a continuous basis and will serve as tools to develop the Best Practices Guide.

We will work with *RJS & Associates, Inc. (RJS)* to implement the external evaluation. They are a locally owned, 100% American Indian controlled and staffed resource development corporation that has over 35 years of experience administering scientifically sound, culturally appropriate, external evaluations. This firm’s professional associates are specialists in internal and external evaluations, strategic planning, proposal development, needs assessments, market studies and profiles, resource development, training and technical assistance, and conference coordination. *RJS*

has conducted the majority of external evaluations of SCC's Federal projects during the past fifteen years.

RJS proposes to use the Center for Disease Control's (CDC's) Evaluation Framework to evaluate the project. The framework is a practical, non-prescriptive tool, designed to summarize and organize essential elements of program evaluation. The CDC Evaluation framework consists of the following components: 1) Steps in the Evaluation Practice: engage stakeholders (those involved, those affected, primary intended users); describe the program (need, expected effects, activities, resources, stage, context, logic model; focus the evaluation design (purpose, users, uses, questions, methods, agreements); gather credible evidence (indicators, sources, quality, quantity, logistics); justify conclusions (standards, analysis/synthesis, interpretation, judgement, recommendations); and ensure use and share lessons learned (design, preparation, feedback, follow-up, dissemination). 2) Standards for Effective Evaluation: utility (serve the information needs of intended users); feasibility (be realistic, prudent, diplomatic, and frugal); propriety (behave legally, ethically, and with due regard for the welfare of those involved and those affected); and accuracy (reveal and convey technically accurate information)

The development of this grant application has overseen the implementation of the first three of these components: engage stakeholders (the parents, students, teachers, SCC instructors, and other educators); describe the program (needs, expected benefits, significance); and focus the evaluation design (identify purpose, uses for data, questions, measures, methods). This leaves three components to implement during the project period: gather credible evidence, justify conclusions, and ensure use/share lessons learned. The process for the first two components was described in the previous pages; the remaining four components are described below.

Focus of the evaluation design: The purpose of the evaluation is to examine the project at the process

and outcome levels. During process level evaluation, the evaluator will assess whether project activities are being implemented in accordance with the project plan. The result from this evaluation will put into context the outcomes. During outcome level evaluation, the evaluator will use data gathered regarding student performance to assess whether the intended outcomes are being achieved. Specific questions, data, and measures are described in the section below.

Gather credible evidence: We will gather data which will present a well-rounded picture of project activities to key stakeholders (project staff, students, administrators). Specific data, indicators, sources, and logistics are described below.

Justify Conclusion: The conclusion of the evaluation is justified when the evaluative evidenced is compared to pre-approved standards. In the process level evaluation, the management plan will be used as the standard to determine whether activities were implemented as planned. In the outcome evaluation, GPRA measures and other measures set forth by the applicant will be used as the standard for determining whether the intended outcomes have been achieved.

Ensure use and share lessons learned: This is described in detail in below.

The evaluation plan allows for process and outcome level evaluation. When paired together, these two types of evaluation inform whether intended outcomes are being reached with data that indicates whether non-adherence to the implementation plan played a role in achieving these outcomes. To successfully implement an informative process level evaluation, the external evaluator will conduct a mid-year formative evaluation and a summative evaluation at the end of each project year. The evaluation will include interviews of project staff, review of schedules, monitoring course enrollment/attendance records, review of meeting minutes between project staff and partners, compiled survey results (from parents, students and instructors), review of Early Assessment Exam results, and review of internal reports.

As part of the semi-annual and annual evaluation, the evaluator will make commendations to staff for especially effective progress, and recommendations for improvement and modifications. The Project Director and School Liaisons will be responsible for gathering, analyzing, and compiling survey results (from parents, teachers, instructors, and students) and data regarding academic achievement (graduation rates, attendance, enrollment rates, grades) and sharing the data with the external evaluator. These data will be utilized to monitor progress in relation to the GPRA Indicators and project objectives.

*SCC* will use the following objective performance measures in determining whether intended outcomes have been achieved. Data sources for these indicators are included in brackets following each measure. 1) at least 80% of participating students will successfully complete CAMP activities each year of the project [attendance records, sign in sheets]; 2) at least 80% of participating students will successfully complete at least one hands-on learning project [attendance records, completed projects, sign in sheets]; 3) at least 95% of project participants will graduate from high school with their incoming 9th grade cohort [high school transcripts]; 4) at least 90% of those participants graduating from high school will enroll in postsecondary education [enrollment data from *SCC* registrar's office, higher education applications]; and 5) at least 80% of students enrolled in a postsecondary institution will persist to a second year [student transcripts]

The CDC evaluation framework reiterates what we know about using performance feedback to improve outcomes – that deliberate effort is needed to ensure that the evaluation process and findings are used properly. The framework uses five key elements to achieve this aim: design, preparation, feedback, follow-up, and dissemination.

The design element asks whether the evaluation is appropriate to achieve its intended uses. The entire Quality of the Project Evaluation section describes how it is appropriate. The preparation

element asks whether the project staff and key stakeholders are prepared to use the information. *SCC* has implemented numerous grant-funded programs with and without evaluation components. They are experienced in working with evaluation results to improve their project, and more specifically, are well-equipped to translate reports from *RJS*, specifically. The feedback phase asks about the rapport between the evaluators and program staff. Again, because *SCC* has worked with *RJS* for years on numerous external evaluations, the communication between the two entities has become more fluid and efficient over time.

Finally, the follow-up phase asks some very important questions about what safeguards are in place to prevent misuse of the evaluation and what will prevent lessons learned from being lost. This is a key component - one that we have addressed by involving stakeholders in the planning process. Several key staff and administrators at the College were closely involved in the development of measures and intended outcomes. This creates user buy-in and will help to ensure that the evaluator and the program staff are on the same page, striving for the same outcomes. If an evaluation reports lessons learned, the *SCC* staff will want to use those lessons in order to ensure that the intended outcomes (outcomes they helped develop) are achieved.

*RJS* will use these key elements when implementing the evaluation reports, which will contain data specific to the project, whether activities are being implemented as planned, and whether the project is on track to achieve the intended performance measures. These reports will conclude with a list of action items that can be used to improve program operations. The semi-annual reports will allow staff to see progress and recommendations every six months, which allows for challenges to be recognized and addressed early.

## Other Attachment File(s)

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# STONE CHILD COLLEGE

(b)(6)

[www.stonechild.edu](http://www.stonechild.edu)

Phone: (406)3954875

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## **CONSORTIUM AGREEMENT BETWEEN STONE CHILD COLLEGE, CHIPPEWA CREE TRIBE, ROCKY BOY PUBLIC SCHOOL DISTRICTS 87J-L, & BOX ELDER PUBLIC SCHOOL DISTRICT 13G**

The following is a Consortium Agreement between Stone Child College (SCC), the Chippewa Cree Tribe, and the Rocky Boy's Indian Reservation K-12 educational institutions: Box Elder Public Schools and Rocky Boy Public Schools.

The purpose of this Consortium Agreement is to promote and assure cooperation in the implementation of SCC's U.S. Department of Education – Indian Education Demonstration Grants Program (CFDA 84.299A).

This consortium recognizes the importance of demonstrating Indian Education services for Indian children on the Rocky Boy's Indian Reservation community and to Indian Country at large. In the development of our project, we are cognizant of the basic needs to be addressed by the researched and innovative approaches that will be implemented to improve student learning, promote student success, and promote college and career readiness of Indian children by addressing the following needs:

Need 1: Preparation for high school students to increase competency and skills in core subjects including math, science, history, English, and technology to enable them to transition successfully from secondary to post-secondary institutions.

Need 2: Research-based intervention and support measures that are effective in raising our students' academic achievement levels in one or more of the core academic subjects offered in the schools.

Need 3: Increased community collaborative efforts to improve educational opportunities and preparedness for college.

Need 4: Access to college-oriented courses including math, science, history, English, and technology that will increase competency levels in current course offerings and prepare program participants to enter post-secondary institutions academically.

Based upon extensive planning and data analysis, we have designed a project that will meet these needs and will serve as an exemplary demonstration model for replication throughout Indian Country.

To achieve this, the undersigned will work together to deliver programming as described in the application for federal assistance. Specifically, each party's responsibilities are described below.

### **Stone Child College Roles and Responsibilities:**

- Work collaboratively with the key partner institutions to implement the *Native Youth Community Demonstration Project* in compliance with the requirements set forth by the Department of Education.
- Oversee and administer key functions of the *Native Youth Community Demonstration Project* including finalizing contracts, reporting to the funding agency, managing day-to-day activities, maintaining partnerships, and managing the Project Staff and Peer Mentors.
- Secure and manage contracts for required external services including the external evaluator.
- Oversee the implementation of all activities in the approved management plan, including the recruitment and selection of participants, management of participants, oversight of the educational projects, development and administration of the Early Assessment Exams, implementation of dual enrollment and summer intensive courses, oversight of attendance improvement strategies, and oversight for the tutoring sessions.
- Attend all required travel, including an annual Project Director's meeting the first three years of the grant.
- Submit an annual Quality Assessment Report to the Tribal Council and Schools' Superintendants for review.

### **Chippewa Cree Tribe's Roles and Responsibilities:**

- Work with Stone Child College staff to recruit students including placing flyers in key locations throughout the community, announcing the programs availability and speaking to potential participants individually.
- Annually review the Quality Assessment Report detailing student progress and whether additional community/Tribal resources are needed to respond more appropriately to the students' needs.
- Serve in an advisory capacity to the project staff regarding Tribal/community resources available to students.
- Send one representative to attend the annual Project Director's meeting the first three years of the grant.

### **Box Elder School's Roles and Responsibilities:**

- Work with Stone Child College staff to recruit students including placing flyers in key locations throughout the school, announcing the program's availability to targeted students, and speaking to potential participants individually.
- Annually review the Quality Assessment Report, detailing student progress and whether direct services need to be adjusted to respond more appropriately to their needs.
- Twice annually, communicate with the Project Director regarding participants' grades, attendance, and other academic indicators.
- Send one representative to attend the annual Project Director's meeting the first three years of the grant.

**Rocky Boy School's Roles and Responsibilities:**

- Work with Stone Child College staff to recruit students including placing flyers in key locations throughout the school, announcing the program's availability to targeted students, and speaking to potential participants individually.
- Annually review the Quality Assessment Report, detailing student progress and whether direct services need to be adjusted to respond more appropriately to their needs.
- Twice annually, communicate with the Project Director regarding participants' grades, attendance, and other academic indicators.
- Send one representative to attend the annual Project Director's meeting the first three years of the grant.

The roles and responsibilities described above are contingent on SCC receiving funds requested for the project described in the *Native Youth Community Demonstration Project* grant application. Responsibilities under this Consortium Agreement would coincide with the grant period, anticipated to be September 1, 2016 through August 31, 2020.

We, the undersigned have read and agree with this consortium agreement. Further, we have reviewed the proposed project and approve it.

**PARTNERSHIP SIGNATURES**

(b)(6)

Dr. Nathaniel St. Pierre, President  
Stone Child College

5/24/16

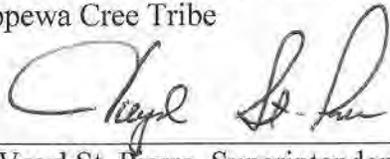
Date

(b)(6)

Mr. Kenneth St. Marks, Tribal Chairman  
Chippewa Cree Tribe

5-24-16

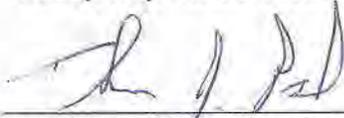
Date



Mr. Voyd St. Pierre, Superintendent  
Rocky Boy Public School Districts 87 J-L

5/25/16

Date



Mr. Thom Peck, Superintendent  
Box Elder Public School District 13-G

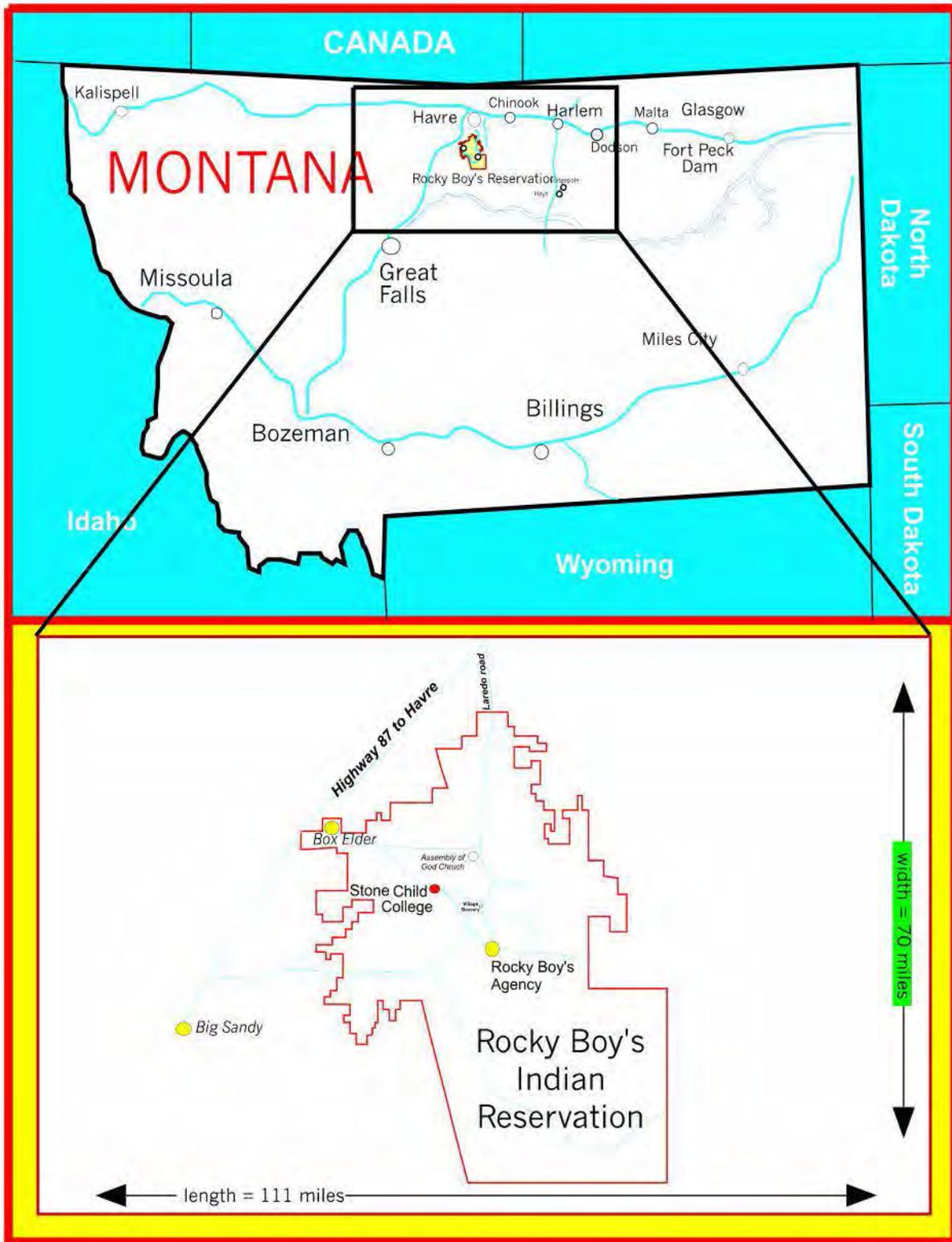
5/24/16

Date

## **DESCRIPTION OF THE DEFINED GEOGRAPHIC AREA TO BE SERVED**

The **Stone Child College 2016 Native Youth Community Project** will serve youth residing on or near the Rocky Boy's Indian Reservation. Specifically, the youth to be served will be students at Rocky Boy School, located on the reservation, and Box Elder School, located on the border of the reservation. A detailed description of the Reservation has been provided in the application narrative. The following page contains a map of the reservation.

# MAP OF ROCKY BOY'S INDIAN RESERVATION



## **NEEDS ASSESSMENT OR OTHER DATA ANALYSIS**

### **Stone Child College 2016 Native Youth Community Project**

In determining our greatest barriers both in and out of school to the readiness of local Indian students for college and careers, we conducted extensive data analysis of dropout and graduation rates, attendance rates, proficiency assessments, and college readiness assessments, all of which are discussed in detail in the application narrative. We also analyzed risk factors reported in the 2015 Youth Risk Behavior Survey (described in the application narrative), and conducted a *2016 Native Youth College and Career Readiness Survey*, included in the following pages.

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## ABSTRACT

This research was conducted to provide the Chippewa Cree Tribe and Stone Child College with information regarding the barriers and opportunities to the readiness of local Indian students for college and careers. The results show tardiness/absenteeism, drugs/alcohol, and lack of parental support are the biggest barriers to college and/or career readiness.

The Rocky Boy's Indian Reservation serves the majority of its Native Youth population at the two area schools: Rocky Boy Public Schools and Box Elder Schools. Other educational agencies serving the community include the Rocky Boy Head Start / Early Head Start and Stone Child College.

## Methodology

This study gathered data from Rocky Boy Public School students and staff, Box Elder Public Schools students and staff, Stone Child College students and staff, and Tribal community members. The survey was completed online and in person during the months of March, April, and May 2016. This research was led by RJS & Associates, Inc., with the assistance of Stone Child College, Box Elder Schools, and Rocky Boy Schools. The tools used to complete this research included SurveyMonkey and Microsoft Excel software. The research design provided rich, self-reported information but limited accuracy of the data provided herein. Time constraints of the research period also affected the scope of this analysis.

## COLLEGE AND CAREER READINESS

To determine the college and career readiness of Indian students on Rocky Boy's Indian Reservation, the following research questions were developed:

### Research Questions

- What are the biggest **barriers** for Indian students on the Rocky Boy's Indian Reservation, both in and out of school, to college and career readiness?
- What are the biggest **opportunities** for Indian students on the Rocky Boy's Indian Reservation, both in and out of school, to college and career readiness?

Data was collected through surveys sent via [www.surveymonkey.com](http://www.surveymonkey.com) and administered in person. The Native Youth College and Career Readiness survey was completed online by 93 students, parents, school staff, alumni, and other community members, and administered in-person to 11 students at Stone Child College. The purpose of the survey is to assess the greatest barriers and opportunities to college and career readiness for Indian students on the Rocky Boy's Indian Reservation.

Of the total 104 respondents, 50% (52) were students; 12.5% (13) were parents; 18.3% (19) were school staff/administration; 12.5% (13) were other community members; and 6.7% (7) were "other." Specifically "other" people identified themselves as alumni, former students, or teachers.

## Survey Administration

The Native Youth College and Career Readiness Survey was administered to students, parents, school staff, alumni, and Community members for the purpose of obtaining their perception of Indian students' readiness for college and careers. The survey consisted of three questions:

Who is completing this survey?

What makes it most difficult for local Indian students, both in and out of school, to be ready for college or careers?

What makes it easy for local Indian students, both in and out of school, to be ready for college or careers?

## Survey Results

Respondents identified the biggest barriers for local Indian students to be ready for college or careers as drugs or alcohol (67 or 64.4% of respondents) and tardiness and/or absenteeism (69 or 66.3% of respondents). Additionally, 51% (53) respondents identified lack of parental support as a barrier. The following table reflects the total number of responses for each answer option:

**What makes it most difficult for local Indian students, both in and out of school, to be ready for college or careers? (Check all that apply.)**

Answer Options	Response Percent	Response Count
Drugs or Alcohol	64.4%	67
Lack of parental support	51.0%	53
Classes at school are too hard	18.3%	19
Classes at school are too easy	12.5%	13
Tardiness and/or absenteeism	66.3%	69
Lack of funding to attend college	30.8%	32
Other (please list)	23.1%	24
<i>answered question</i>		104
<i>skipped question</i>		0

Respondents identified the biggest opportunities for local Indian students to be ready for college or careers as school activities, clubs, and/or programs (75 or 72.1% of respondents); good parental support (66 or 63.5% of respondents); and funding availability (64 or 61.5% of respondents). The following table reflects the total number of respondents for each answer option:

**What makes it easy for local Indian students, both in and out of school, to be ready for college or careers? (Check all that apply.)**

Answer Options	Response Percent	Response Count
Good parental support	63.5%	66
Classes offered in school	51.0%	53
School activities, clubs, and/or programs	72.1%	75

Funding availability	61.5%	64
Other (please list)	13.5%	14
	<i>answered question</i>	104
	<i>skipped question</i>	0

“Other” responses varied, and are included in the *Verbatim Responses Appendix* to this report.

## DISCUSSIONS AND CONCLUSIONS

This study provides decision makers with relevant information to be used when creating strategies to improve local Indian students’ readiness for college and careers. It examines the local Indian students’, parents’, educators’ and other community members’ self-reported perceptions of the readiness of local Indian students’ readiness for post-secondary success.

### College and Career Readiness Results

The results are based on mean averages, and indicate that the biggest barriers to local Indian student readiness for college and careers to be drugs / alcohol and school absenteeism / tardies. It is important to note that a high percentage of community members reported lack of parental support as one of the greatest barriers to student success, while a slightly higher percentage attributed parental support as an opportunity for students to succeed.

### Research Limitations

This study was limited by time and access to expert resources. Additional research is needed to test the accuracy of these results. Therefore, this report is only intended to serve as the initial research step in determining the college and career readiness of Indian students on the Rocky Boy’s Indian Reservation.

## APPENDICES

Appendices to this report include the *Verbatim Responses* to questions and the *Native Youth Community Project Survey* utilized to collect the responses for this report.

## Native Youth Community Project

This brief survey is designed to identify the barriers and opportunities to the readiness of local Indian students for college and careers. These results will be used to determine the 2016 Department of Education Native Youth Community Project proposal needs and programmatic design. Your responses are confidential and anonymous, and will be merged with the responses of others. Please answer the questions openly and honestly.

### 1. Who is completing this survey?

- Student  School Staff/Administration
- Parent  Other Community Member
- Other (please specify)

### 2. What makes it most difficult for local Indian students, both in and out of school, to be ready for college or careers? (Check all that apply.)

- Drugs or Alcohol
- Lack of parental support
- Classes at school are too hard
- Classes at school are too easy
- Tardiness and/or absenteeism
- Lack of funding to attend college
- Other (please list)

### 3. What makes it easy for local Indian students, both in and out of school, to be ready for college or careers? (Check all that apply.)

- Good parental support
- Classes offered in school
- School activities, clubs, and/or programs
- Funding availability
- Other (please list)

## Verbatim Responses

The following are the open ended responses to the Native Youth College and Career Readiness survey.

### Who is completing the survey?

- Alumni (3 responses)
- Former student
- Garrick
- Teacher

### What makes it most difficult for local Indian students, both in and out of school to be ready for college or careers?

- Sometimes too nurturing, stuff is done for me instead of teaching me
- Fear
- No motivation
- Getting pregnant!!
- Lazy, drug addicted, irresponsible parents
- Lack of caring faculty and/or administration that truly want to see all, not just a certain group, succeed after high school. It's a shame the school just pays for these teachers to advanced degrees and pays back student loans just to have them go work elsewhere. The teachers who work at Box Elser school all have their kids going to either Big Sansy school or Havre school. That shows how devoted they are to the school they teach at.
- Lazyness entitlement no realistic goals
- Lack of motivation
- Lack of motivation the programs are there but not utilized
- I think children in Native communities don't think they can do it. A college educated Native is like a unicorn. We need more ways to uplift these kids and make them realize that it is possible to go to college and earn a degree.
- Curriculum not structured to prepare students for traditional college methods of learning. Students not experienced in being away from reservation/home for periods of time to help ease the transition into being on their own.
- Community pressure applies to other factors, namely those checked
- Lack of preparation from an early age. Students are not held to a high enough standard and are not given the opportunity to excel. This begins in elementary and middle school and by the time a student reaches adulthood, it is extremely difficult to catch up with their peers.
- Moeny
- Games and drugs
- Difficult to leave community and family

- Disconnected teaching staff who are unaware of and not involved in students lives outside of school. Infrequent training and understanding of best practices for teaching Native American students.
- All the above
- lack of information about scholarship opportunities
- no intrinsic motivation
- Lack of desire to achieve goals after graduation.
- Conforming to expectations of an unfamiliar system
- lack of motivation to get classes done
- Not enough time to balance job/school

**What makes it easy for local Indian students, both in and out of school to be ready for college or careers?**

- Incentive Motivation
- Positive attitude
- Educators that care for the kids and want to see them succeed.. And not teach at the schools only as a payback
- Personal motivation
- Student motivation
- Experience being on their own and responsible prior to going to college.
- No uptight people
- Scholarships
- College experience in the family
- Supportive staff members who are community members and looking to better the community through education.
- All the above
- If other family members have attended and finished college
- Good role models in their lives!

## EVIDENCE OF CAPACITY

### Stone Child College 2016 Native Youth Community Project

As described in the need section of the application narrative “Existing local policies, programs, practices, service providers, and funding sources” **SCC**, the Chippewa Cree Tribe, Rocky Boy School, and Box Elder School implement a variety of federally and state funded programs which demonstrate the capacity to improve outcomes that are relevant to the project focus through experience with these funding sources. Specific examples include **SCC**’s Minority Science and Improvement Program (MSEIP), NSF Targeted STEM Infusion Project, Demonstration Project and Rocky Boy School’s Native American Children in Schools Project (NACSP). An objective under the MSEIP is to increase post-secondary graduation rates in STEM fields by 10%. In the first year of the project (2013-14), the postsecondary graduation rate was improved by 37.5% from baseline. An objective under the TSIP STEM Infusion Project is to provide intensive math courses to at least 36 students per year. During the first year of the project (2014-15), **SCC** provided intensive math courses to a total of 42 students. Objectives of the NACSP include improving reading and State CRT assessment scores, cultural sensitivity training, increasing parental involvement, and increasing college enrollment. Rocky Boy Schools has implemented innovative strategies which have resulted in marked improvement in reading for elementary and high school students and have increased college enrollment. It is important to note that the mentioned programs are only a small sample of the number of programs **SCC** and its partners have successfully implemented over the years.

Additionally, **SCC** has sound fiscal policies and accounting systems capable of meeting the compliance requirement for tribal, federal, state, and private funding agencies. Through the implementation of these policies and procedures, **SCC** supports an accounting system that tracks every dollar spent using acceptable accounting practices.

## EVIDENCE OF INVOLVEMENT OF INDIAN TRIBES AND PARENTS

### Stone Child College 2016 Native Youth Community Project

Prior to the planning process for this application, the Superintendents for both Rocky Boy and Box Elder Schools presented data to the Chippewa Cree Tribal Council pertaining to the dire need for improved attendance and educational outcomes for community youth.

In spring 2016 a *Native Youth College and Career Readiness Survey* was distributed to students, parents, tribal departments, and community members to determine the greatest barriers and opportunities for Indian students on the Rocky Boy's Indian Reservation. The survey was open for three months, and was disseminated at Rocky Boy School, Box Elder School, Stone Child College, in person at cultural events, and via social media. The responses provided valuable insight on the needs proposed within this application. The full report summarizing the survey results can be viewed in *Attachment 1: Needs Assessment*.

Parents and teachers will participate in an annual survey designed to assess students' academic behaviors. These survey results will be used in determining whether dual enrollment or summer intensive course curricula should be modified. Additionally, the School Liaisons will contact parents at least twice annually to discuss their child's role and progress in the program. Finally, as described previously, parents and families are integral to the success of their students, thus we consider parents informal partners to this project.

The Chippewa Cree Tribe is also a formal partner for this project, and will play an integral role in the implementation of project activities as described in the application narrative. Evidence of this partnership is reflected in *Attachment 3: Consortium Agreement*. The Tribe has also authorized Stone Child College to submit this application as evidenced by *Attachment 5: Tribal Resolution*.

## DEMONSTRATION OF RESEARCH BASIS

The *Stone Child College 2016 Native Youth Community Project* design involves a combination of proven best practices and evidence-based practices, modified to be culturally appropriate for the specific educational needs of the Indian students on the Rocky Boy's Indian Reservation. These include: 1) Cross-Age Mentoring Program for Children with Adolescent Mentors; 2) implementation of effective strategies for improving student attendance and truancy prevention; 3) SAMHSA's evidence-based Strengthening Families Program; 4) dynamic summer and after school projects; and 5) dual enrollment courses.

The project will implement Cross-Age Mentoring Program (CAMP) for Children with Adolescent Mentors, an evidence-based peer mentoring program listed on SAMHSA's National Registry of Evidence-based Programs and Practices (NREPP). CAMP will link students in high school and college with younger students, and will benefit both mentors and mentees with outcomes of connectedness, self-esteem, and academic achievement.

The project will implement a combination of three student attendance and truancy prevention strategies listed in Fifteen Effective Strategies for Improving Student Attendance and Truancy Prevention (National Dropout Prevention Center/Network). These strategies are (1) mentoring/tutoring; (2) after-school and summer opportunities; and (3) active learning.

We will also implement the *Strengthening Families Program*, a nationally and internationally recognized parent and family strengthening program for high risk families. This evidence-based family skills training program is designed to improve parenting skills and family relationships, reduce delinquency and alcohol and drug abuse in children, and improve social competencies and school performance.

We propose the use of dual enrollment courses to improve student readiness for post

secondary instruction. Literature shows that dual enrollment can have positive impacts on student outcomes including high school graduation rates, matriculation, and post secondary performance. Most dual enrollment courses are offered to and/or pursued by high achieving students.

The above strategies are described in detail in the application narrative.

## **DESCRIPTION OF CONTINUING ACTIVITIES**

### **Stone Child College 2016 Native Youth Community Project**

This project's objectives have been designed to be completed or self-sustaining by the end of the project period. However, to ensure the continued success of these efforts, we have created the following long-term sustainability strategies:

1. The College will assume project responsibility beyond the four (4) year funding period. These roles are such that Stone Child College will provide social and political support and resources and project partners will continue to contribute to and support the program.
2. Beyond the four (4) year funding period, the College will leverage this program's comprehensive approach to generate funding from national, regional, and local agencies and foundations to implement a tribally-based community model, with a specific emphasis on the strategies set forth under the goals, objectives, and activities of this project.
3. To ensure this project's quality and functionality, the project's strategies and objectives include the modification of delivery strategies based upon qualitative and quantitative evaluations.

The project outcomes will have sustainable, on-going benefits for our community. These efforts will result in an effective, culturally appropriate Indian student educational improvement model which improves the educational outcomes of our community youth in a timely and complete manner. The model will be capable of improving attendance, GPA, and post-secondary success of our community youth thereby preserving the strength and integrity of our community for future generations.

# AIMEE MONTES

(b)(6)

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amontes@stonechild.edu

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## PROFESSIONAL SUMMARY

Experienced in Higher Education with a proven record of dependability and reputation for integrity. Desires a challenging role and would greatly appreciate the opportunity to enhance my career goals with Stone Child College.

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## EXPERIENCE

**2007-2009 Sky Ute Casino Ignacio, CO**

*Sales & Marketing Assistant –*

- Implemented training for new employees
- Developed effective Marketing and Sales Strategies

**2009-2010 Stone Child College Box Elder, MT**

*Registrar- Student Services*

- Student Relations
- Facilitate effective student registration and enrollment
- Secure and Complete student data files

**2010-2015 Stone Child College Box Elder, MT**

*Accounting Manager*

- Assisted in maintaining integrity of general ledger, including chart of accounts
- Preparation of Annual Budgets and Financial Reports
- Prepared financial assessment for SCC Strategic plan

**2015-2016 Stone Child College Box Elder, MT**

*Compliance Officer*

- Ensured the enforcement of all SCC Policies and Procedures
- Ensure and monitor federal guidelines for grants

2016 Current Position – Dean of Students

**2016 Stone Child College Box Elder, MT**

*Current Position- Dean of Students*

- Directs College activities related to student services and campus life
- Encouraging academic success

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## EDUCATION

**2003-2007 Fort Lewis College Durango, CO**

- Bachelor of Arts: Business Administration / Marketing

**2010-2012 Kaplan University**

- MBA: Master of Business Administration

PR/Award # S299A160057

ACCOMPLISHMENTS

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Associate Member of Association of Certified Fraud Examiners

# Marquieta Jilot

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(b)(6)

mjilot@stonechild.edu

## Professional Summary

- Extensive experience working in Higher Education with a proven record of dependability, excellent job performance and a high level of managerial experience.

## Objective

To succeed in an environment of growth and excellence further advancing my career while providing me with job satisfaction, self-development and fulfillment. I want to help guide Stone Child College to future years of success.

## Education

### **BACHELOR OF SCIENCE-TECHNICAL MANAGEMENT | 2017 | DEVRY UNIVERSITY**

- Major: Technical Management
- Minor: Project Management

### **ASSOCIATES-GENERAL BUSINESS | MAY 2008 | STONE CHILD COLLEGE**

- Major: General Business

## Skills & Abilities

### **DETERMINATION**

- I am a very outgoing individual and goal orientated. I strive for excellence in my position(s) I've held here at SCC. And continue to push myself to my fullest potential. I take full advantage of new learning opportunities in order for self-growth. I've proven to be a very dependable employee at SCC for over seven years.

### **ORGANIZATION**

- I have strong organizational skills while working with grant documentation and keep updated files as needed. I am good at establishing a schedule and sticking to it. I administered several grants over the past few years and assisted in all financial reporting.

### **COMMUNICATION**

- Enjoy working with other people. I am an honest and ethical when it comes to working with students and consider myself to be a great role model. I enjoy sharing personal experiences with others in order to help them with their current issues. I have a great rapport with our Local and surrounding High School kids and excellent community ties.

### **LEADERSHIP**

- I understand the importance of building relationship with our youth and the positive influence that I can have on them. I have been a student mentor, tutor and coach for the past several years. It is important to have someone to look up to and I'm a very firm believer in education and personal growth.

## Experience

### **DEMONSTRATION GRANT COORDINATOR | STONE CHILD COLLEGE | 2016-CURRENT**

- Work with 20 high school students from the local schools. Monthly budget tracking and monthly reports. Monitor high school student's current progress. Recruit students to take class at Stone Child College. Track student's grades, attendance, and test scores. Schedule consultants, mentors, and tutors as needed.

### **ACCOUNTING MANAGER | STONE CHILD COLLEGE | 2013-2016**

- Prepared annual budgets and financial reports, reconciliation of bank/ credit card activity, reported monthly financials for board meetings, monitored SCC grant expenditures and guideline requirements. Updated SCC policies and procedures. Supervised summer youth project.

### **ACCOUNTING TECHNICIAN | STONE CHILD COLLEGE | 2006-2010**

- Posting cash deposits, reconciling credit cards, posted monthly bank activity. Worked with Financial Aid office and posted Pell draw downs. Student billing manager and other duties as assigned.

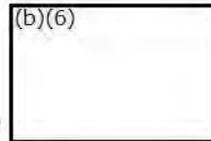
### **OPERATIONS MANAGER | PLAIN GREEN, LLC | 2011-2012**

- Supervised call center managers, screened job applicants, accounts payable manager, drafted and issued compliance letters, approval of online lending applications, reconciliation of A/R's, and other duties as assigned.

## References

LeAnn Montes  
Cory Sangrey-Billy  
Tiffany Galbavy

Attorney General -Chippewa Cree Tribe  
Dean of Academics -Stone Child College  
Financial Aid Administrator -Stone Child College



<b>Stone Child College</b>		
<b>Title of Position:</b> Indian Education Demonstration School Liaison		
<b>Classification:</b>		
Full Time <input checked="" type="checkbox"/>	Regular <input checked="" type="checkbox"/>	
Part Time <input type="checkbox"/>	Temporary <input type="checkbox"/>	

**MINIMUM QUALIFICATIONS:**

- Bachelor’s Degree in Education or related field.
- Knowledge of and prior experience with Indian education programs, preferably at the secondary and post-secondary levels.
- Knowledge of and experience with educational agencies in north central Montana.
- Knowledge of the Rocky Boy Indian Communities as to its geography, population groups, educational needs, and cultural differences.
- Must be computer literate, including the willingness and ability to become proficient in using online learning tools such as Kahn Academy.
- Ability and willingness to implement active learning hands-on projects.

**DESIRED QUALIFICATIONS:**

- A strong awareness and skill set pertaining to disorders and problems affecting secondary students.
- Experience working with families.
- Prior experience working in the secondary and/or post-secondary setting.
- Must possess strong communication, interpersonal, and organizational skills.
- Evidence from past working experience of ability to relate successfully to educationally disadvantaged American Indian individuals.
- Ability to relate well to people and work with traditional, non-traditional, and minority students.
- Thorough knowledge of Chippewa Cree culture, language, and traditions.
- Highly organized, self-motivated individual who doesn’t mind hard work.
- Evidence from past working experience of ability to relate successfully to educationally disadvantaged American Indian individuals.

**DUTIES AND RESPONSIBILITIES:**

- Serve as school liaison for the Indian Demonstration Project in completing program objectives, collect and summarize all documentation, records, and reports for U.S. Department of Education and external evaluator.
- Participate in training for the implementation of CAMP.
- Will be responsible for maintaining monthly reports to the Project Director

- Will establish and maintain an accurate filing system as required by the plan of operations.
- Implements activities to achieve program objectives in cooperation with program staff, Stone Child College, and Consortium members.
- Identifies and uses existing community resources as needed.
- Carries out project services and project design as described in the Indian Demonstration Proposal.
- Implements internal evaluation activities to document program successes and failures.
- Administers surveys in accordance with the program plan, collect and compiles survey data, presents compiled, analyzed data to the external evaluator.
- Advise and makes recommendations to the Consortium for program improvement.
- Other duties as assigned.

**SUPERVISOR:**

Project Director



DEPARTMENT OF HEALTH & HUMAN SERVICES

Program Support Center  
Financial Management Portfolio  
Cost Allocation Services

90 7<sup>th</sup> Street, Suite 4-600  
San Francisco, CA 94103-6705  
PHONE: (415) 437-7820  
FAX: (415) 437-7823  
EMAIL: CAS-SF@psc.hhs.gov

August 22, 2014

Jewel Whitford  
Business Manager  
Stone Child College  
8294 Upper Box Elder Road  
Box Elder, Montana 59521

Dear Mr. Whitford:

A copy of an indirect cost Negotiation Agreement is attached. This Agreement reflects an understanding reached between your organization and a member of my staff concerning the rate(s) that may be used to support your claim for indirect costs on grants and contracts with the Federal Government. Please have the Agreement signed by a duly authorized representative of your organization and return it to me BY EMAIL OR FAX, retaining the copy for your files. We will reproduce and distribute the Agreement to the appropriate awarding organizations of the Federal Government for their use.

An indirect cost proposal together with required supporting information must be submitted to this office for each fiscal year in which your organization claims indirect costs under grants and contracts awarded by the Federal Government. Thus, your next proposal based on your fiscal year ending 06/30/16 is due in our office by 12/31/16.

(b)(6)

Arif Karim, Director  
Cost Allocation Services

Attachment

PLEASE SIGN AND RETURN THE NEGOTIATION AGREEMENT BY EMAIL OR FAX

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 81-0420650

DATE:08/22/2014

ORGANIZATION:

FILING REF.: The preceding agreement was dated 06/25/2009

Stone Child College

Rocky Boy Route, Box 1082

Box Elder, MT 59521

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

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**SECTION I: Facilities And Administrative Cost Rates**

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RATE TYPES:	FIXED	FINAL	PROV. (PROVISIONAL)	PRED. (PREDETERMINED)	
	<u>EFFECTIVE PERIOD</u>				
<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	10/01/2013	06/30/2017	44.70	On-Campus	All Programs
PROV.	07/01/2017	06/30/2018	44.70	On-Campus	All Programs

\*BASE

Modified total direct costs, consisting of all salaries and wages, fringe benefits, materials, supplies, services, travel and subgrants and subcontracts up to the first \$25,000 of each subgrant or subcontract (regardless of the period covered by the subgrant or subcontract). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, student tuition remission, rental costs of off-site facilities, scholarships, and fellowships as well as the portion of each subgrant and subcontract in excess of \$25,000.

ORGANIZATION: Stone Child College

AGREEMENT DATE: 8/22/2014

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**SECTION II: SPECIAL REMARKS**

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TREATMENT OF FRINGE BENEFITS:

This organization charges the actual cost of each fringe benefit direct to Federal projects. However, it uses a fringe benefit rate which is applied to salaries and wages in budgeting fringe benefit costs under project proposals. The fringe benefits listed below are treated as direct costs.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

DEFINITION OF EQUIPMENT

Equipment is defined as tangible nonexpendable personal property having a useful life of more than one year and an acquisition cost of \$2,500 or more per unit.

The following fringe benefits are treated as direct costs:

FICA, WORKERS COMPENSATION, STATE UNEMPLOYMENT INSURANCE, HEALTH INSURANCE, AND RETIREMENT PLAN.

NEXT PROPOSAL DUE DATE

A proposal based on actual costs for fiscal year ending 06/30/16, will be due no later than 12/31/16.

ORGANIZATION: Stone Child College

AGREEMENT DATE: 8/22/2014

**SECTION III: GENERAL**

**A. LIMITATIONS:**

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted; such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

**B. ACCOUNTING CHANGES:**

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

**C. FIXED RATES:**

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

**D. USE BY OTHER FEDERAL AGENCIES:**

The rates in this Agreement were approved in accordance with the authority in Office of Management and Budget Circular A-21, and should be applied to grants, contracts and other agreements covered by this Circular, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

**E. OTHER:**

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:

Stone Child College

(INSTITUTION)

(b)(6)

(SIGNATURE)

NATHANIEL ST. PIERRE

(NAME)

PRESIDENT

(TITLE)

8/28/2014

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(b)(6)

(SIGNATURE)

Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

8/22/2014

(DATE) 3165

HHS REPRESENTATIVE:

Jeanette Lu

Telephone:

(415) 437-7820

# The Chippewa Cree Tribe of the Rocky Boy's Reservation

Phone: (406) 395-4478 or 4210 - Finance Office  
(406) 395-4282 or 4321 - Business Committee

96 Clinic Road  
Box Elder, Montana 59521

Res # 23-16

## A RESOLUTION

**AUTHORIZING SUBMISSION AND ADMINISTRATION OF A DEMONSTRATION GRANT FOR INDIAN CHILDREN PROGRAM FOR A NATIVE YOUTH COMMUNITY PROJECT (NYCP) TO THE DEPARTMENT OF EDUCATION UNDER CFDA NUMBER 84.299A; RUNNING FROM SEPTEMBER 1, 2016 THROUGH AUGUST 30, 2020.**

WHEREAS, the Chippewa Cree Tribal Business Committee is the governing body of the Chippewa Cree Tribe of Rocky Boy's Indian Reservation, Montana, by authority of the Constitution and By-laws of the Chippewa Cree Tribe, approved on the 23rd day of November 1935; and

WHEREAS, pursuant to our inherent sovereignty and constitution and By-laws of the Chippewa Cree Tribe, the Chippewa Cree Business Committee is charged with the duty to promote and protect the health, security, and general welfare of the Chippewa Cree Tribe; and

WHEREAS, the Chippewa Cree Tribe will enter into a consortium agreement led by Stone Child College, and including the Chippewa Cree Tribe, our Local Education Agencies (LEAs), and may include other optional entities within the consortium; and

WHEREAS, Stone Child College, our local Tribally Controlled Community College, has been leading educationally related efforts for over a decade and is the natural home to the proposed Native Youth Community Project (NYCP); and

WHEREAS, Stone Child College has been working cooperatively with our two local education agencies (Box Elder and Rocky Boy Public Schools) to help American Indian children become career- and college-ready; and

WHEREAS, Stone Child College is an accredited community college that was chartered by the Chippewa Cree Business Committee on May 17, 1984 and is recognized by the State of Montana as a non-profit tribally controlled post secondary institution; and

**REVIEWED  
BY CCT-OAG**

WHEREAS, Stone Child College has successfully developed and implemented Indian Education Discretionary Demonstration Grant projects in the past; and

WHEREAS, the Chippewa Cree Business Committee is requesting Stone Child College apply for and administer a four year grant in the amount of up to \$1,000,000 per year from the Department of Education;

NOW, THEREFORE BE IT RESOLVED, by virtue of the power conferred upon the Chippewa Cree Business Committee of the Rocky Boy's Indian Reservation hereby authorizes the Executive Officers of the Tribe (Chairman and Vice Chairman) to sign any and all required documents authorizing Stone Child College to submit this grant application to the Department of Education for Native Youth Community Project (NYCP) under the ED CFDA # 84-299A.

NOW, THEREFORE BE IT FURTHER RESOLVED, that this project will be placed organizationally under Stone Child College. Per the *Federal Register*, the Chippewa Cree Tribe designates Stone Child College to apply on its behalf.

#### CERTIFICATION

I, undersigned, as Secretary/Treasurer of the Business Committee of the Chippewa Cree Tribe, hereby certify that the Business Committee is composed of nine (9) members, of whom eight (8) members constituting a quorum, were present at a meeting, duly and regularly called, noticed, convened and held this 8<sup>th</sup> day of March 2016, and that the foregoing resolution was fully adopted, at such meeting, by the affirmative vote of seven (7) members for zero (0) members against, and that this resolution has not been rescinded or amended in any way.

(b)(6)

Ken St. Marks, Chairman  
Chippewa Cree Tribe

Janice Myers, Secretary/Treasurer  
Chippewa Cree Tribe

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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To add more Budget Narrative attachments, please use the attachment buttons below.

**Stone Child College Native Youth Community Project  
2016 Demonstration Grants for Indian Children**

<b>Line Item</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Total</b>
<b>1. PERSONNEL</b>					
Project Director (1.0 FTE)	\$49,357	\$50,344	\$51,351	\$52,378	\$203,430
School Liaisons (2.0 FTE)	\$80,980	\$82,600	\$84,252	\$85,937	\$333,769
<b>Subtotal Personnel</b>	<b>\$130,337</b>	<b>\$132,944</b>	<b>\$135,603</b>	<b>\$138,315</b>	<b>\$537,199</b>
<b>2. FRINGE (31.81%)</b>	<b>\$41,460</b>	<b>\$42,289</b>	<b>\$43,135</b>	<b>\$43,998</b>	<b>\$170,882</b>
<b>3. TRAVEL</b>					
Project Director's Meeting	\$9,287	\$9,287	\$9,287	\$0	\$27,861
Travel to State Universities	\$12,012	\$12,012	\$12,012	\$12,012	\$48,048
<b>Subtotal Travel</b>	<b>\$21,299</b>	<b>\$21,299</b>	<b>\$21,299</b>	<b>\$12,012</b>	<b>\$75,909</b>
<b>4. EQUIPMENT</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>5. SUPPLIES</b>					
Programmatic Supplies	\$14,400	\$14,400	\$14,400	\$14,400	\$57,600
Computer Systems	\$7,050	\$0	\$0	\$0	\$7,050
Dissemination & Printing	\$2,400	\$2,400	\$2,400	\$2,400	\$9,600
iPad Air 2	\$16,824	\$10,600	\$10,600	\$10,600	\$48,624
Desks	\$1,590	\$0	\$0	\$0	\$1,590
Chairs	\$678	\$0	\$0	\$0	\$678
File Cabinets	\$4,640	\$0	\$0	\$0	\$4,640
<b>Subtotal Supplies</b>	<b>\$47,582</b>	<b>\$27,400</b>	<b>\$27,400</b>	<b>\$27,400</b>	<b>\$129,782</b>
<b>6. CONTRACTUAL</b>					\$0
External Evaluator	\$3,800	\$3,800	\$3,800	\$3,800	\$15,200
Dual Enrollment Instructors	\$3,000	\$3,000	\$3,000	\$3,000	\$12,000
Student Mentors	\$67,200	\$67,200	\$67,200	\$67,200	\$268,800
<b>Subtotal Contractual</b>	<b>\$74,000</b>	<b>\$74,000</b>	<b>\$74,000</b>	<b>\$74,000</b>	<b>\$296,000</b>

**Stone Child College Native Youth Community Project  
2016 Demonstration Grants for Indian Children**

<b>Line Item</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Total</b>
<b>7. CONSTRUCTION</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>8. OTHER</b>					
Applications for iPad Minis	\$750	\$500	\$500	\$500	\$2,250
Tuition and fees	\$23,700	\$23,700	\$23,700	\$23,700	\$94,800
Early Assessment Exam Testing	\$750	\$750	\$750	\$750	\$3,000
Attendance Incentives	\$3,360	\$3,360	\$3,360	\$3,360	\$13,440
Participant Scholarships	\$10,000	\$10,000	\$10,000	\$10,000	\$40,000
Cross Age Mentoring Program	\$4,380	\$4,200	\$4,200	\$4,200	\$16,980
Strengthening Families	\$13,360	\$13,240	\$13,240	\$13,240	\$53,080
Local Mileage	\$10,005	\$10,005	\$10,005	\$10,005	\$40,020
<b>Subtotal Other</b>	<b>\$66,305</b>	<b>\$65,755</b>	<b>\$65,755</b>	<b>\$65,755</b>	<b>\$263,570</b>
<b>9. TOTAL DIRECT COSTS</b>	<b>\$380,983</b>	<b>\$363,687</b>	<b>\$367,192</b>	<b>\$361,480</b>	<b>\$1,473,342</b>
<b>10. INDIRECT COSTS 44.7%</b>	<b>\$170,299</b>	<b>\$162,568</b>	<b>\$164,135</b>	<b>\$161,581</b>	<b>\$658,583</b>
<b>11. TRAINING STIPENDS</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>12. TOTAL COSTS</b>	<b>\$551,282</b>	<b>\$526,255</b>	<b>\$531,327</b>	<b>\$523,061</b>	<b>\$2,131,925</b>

**Budget Narrative**

**1. PERSONNEL** - Personnel rates are consistent with the prevailing wage rate of the area, and are based on Stone Child College’s salary scale. A 2% cost of living increase has been added for years 2 through 4.

**Dean of Student Services:** *Ms. Aimee Montes* will spend 5% of her time in areas such as planning, organizing, staffing, reporting, monitoring, communicating, and budgeting for the project. Ms. Morsette’s time will be an **in-kind** contribution to the project.

**Project Director:** (*Marquieta Jilot*) The Project Director (1.0 FTE) will be responsible for implementing the Project in accordance with objectives and management plan; administering and reporting on the Project; implementing evaluation system to measure Project specific performance outcomes and progress in meeting objectives of the Project; and acquisition of all materials and supplies as outlined in the grant. The Project Director’s salary is budgeted at \$49,357 in Year 1. Year 1 total . . . . . **\$49,357**

**School Liaisons:** (*To Be Hired*) We are budgeting for two full-time School Liaisons, who will coordinate day-to-day activities at Rocky Boy School and Box Elder School. The School Liaisons will be responsible for coordination of CAMP activities, active learning activities, and services provided to participants. The School Liaison’s salaries are budgeted at \$40,490 each in year 1. Year 1 total (\$40,490 x 2) . . . . . **\$80,980**

<i>Subtotal Personnel Costs</i>				
<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Total</i>
\$130,337	\$132,944	\$135,603	\$138,315	\$537,199

**2. FRINGE**

Fringe benefits are budgeted at 31.81% of salaries. Following is a breakdown of fringe benefits:

FICA . . . . .	6.20%
Medicare . . . . .	1.45%
Retirement . . . . .	15.00%
Tribal Unemployment . . . . .	3.80%
State Admin . . . . .	0.80%
Workers Compensation . . . . .	0.56%
Severance/Leave Fee . . . . .	2.00%
Employer Wellness Contribution . . . . .	2.00%

<i>Subtotal Fringe</i>				
<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Total</i>
\$41,460	\$42,289	\$43,135	\$43,998	\$170,882

3. **TRAVEL** - When reviewing the reasonableness of travel costs, Stone Child College respectfully request that the reader consider the following factors:

- ✓ Rocky Boy is remotely located. The nearest major airport is 110 miles away.
- ✓ Airfare costs are based upon reasonable estimates from our limited commercial air carriers.
- ✓ Because of our remote location and limited flights, most remote travel requires 1 travel day on either side of the conference or training for a total of 2 extra days of travel.
- ✓ All lodging, meals, and incidental expenses, and mileage rates are calculated based upon GSA published rates (<http://www.gsa.gov>), as of the date of the application.

**Project Director’s Meeting:** As required, we have included travel for the Project Director, two representatives from our partnering schools, and one representative from the Chippewa Cree Tribe to attend a two-day Project Director’s meeting in Washington, DC the first three years of the project. Travel costs are broken down as follows:

<i>Mileage</i> round-trip to Great Falls Airport \$0.54 per mile x 220 miles x 4 vehicles . . . . .	\$475
<i>Airfare</i> at \$835 per person x 4 people . . . . .	\$3,340
<i>Luggage</i> at \$50 per person x 4 people . . . . .	\$200
<i>Lodging</i> at \$226 plus 14.5% lodging tax- \$259 per night x 3 nights x 4 people . . . . .	\$3,108
<i>Per Diem</i> at \$89 per day x 4 days x 4 people . . . . .	\$1,424
<i>Airport Parking</i> at Great Falls International Airport \$35 per vehicle x 4 vehicles . . . . .	\$140
<i>Ground Transportation</i> in Washington DC \$150 per person x 4 people . . . . .	\$600
Subtotal for Project Director’s Meeting year 1 . . . . .	<b>\$9,287</b>

**Travel to four-year institute:** We are budgeting for two day visits to visit a four year institute each year of the project. The trip will be to Salish Kootenai College in Pablo, MT. Ten (10) students from each school and two (2) chaperones will attend each of these college visits. Travel costs are broken down as follows:

<i>Van Rental</i> at \$75 per day x 4 days (2 travel days and 2 on-campus days) . . . . .	\$300
<i>Gasoline Cost</i> at \$300 round trip . . . . .	\$300
<i>Lodging</i> at \$136 plus 4.5% lodging tax- \$143 per night x 3 nights x 6 rooms . . . . .	\$2,574
<i>Per Diem</i> at \$59 per day x 4 days x 12 people . . . . .	\$2,832
Subtotal for Institute visits (\$6,006 x 2 trips (1 for each school)) . . . . .	<b>\$12,012</b>

<i>Subtotal Travel</i>
------------------------

<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Total</i>
\$21,299	\$21,299	\$21,299	\$12,012	\$75,909

**4. EQUIPMENT** - none requested

**5. SUPPLIES**

**Programmatic Supplies:**

*Consumable Supplies:* We are requesting \$200 per month to cover the cost of consumable supplies required to operate the program on a day-to-day basis including general office supplies. Total annual cost of consumable supplies ..... \$2,400

*Active Learning Supplies:* We are budgeting for hands-on active learning supplies at \$1,500 per quarter per school x 4 quarters for a total annual cost of \$12,000. Active learning supplies include supplies such as robotics kits, Lego robotics kits, science activity and experiment kits, and other active learning projects that will be implemented during quarterly and summer hands-on learning sessions. Annual cost for active learning supplies ..... \$12,000

Subtotal Programmatic Supplies ..... **\$14,400**

**Computer Systems:** We are budgeting for new computer systems for the Project Director and School Liaisons. The costs were obtained from [www.dell.com](http://www.dell.com) and [www.hp.com](http://www.hp.com) in April 2015. The estimates are for three XPS 27 Touch desktop computer systems at \$2,100 each and one HP LaserJet Enterprise 500 Color printers M551dn at \$750. Year 1 only ..... **\$7,050**

**Dissemination & Printing:** We are requesting \$200 per month for dissemination and printing supplies. These costs include local radio and print advertisements, flyers, and mailings. Total annual cost ..... **\$2,400**

**iPads:** In order to properly supplement the active learning activities, CAMP activities, and online learning as (MathTutor, MathMedia, Robotics, ReadWriteThink) we are proposing the use of iPads for participants. If students follow through with all project activities, and show improvements in school attendance, grades, and GPA, they will be able to keep the iPad after 2 years of participation. We are proposing the purchase of 30 iPad Air 2 tablets at \$530 each in Year 1. We are also including two Learniture NOR-GNO1007-PK-SO-AZ Outlet locking Tablet Charging Carts with adjustable sleeves at \$462 each (one charging cart for each school). In subsequent years, we will purchase 20 iPad Air2s each year. Year 1 total ..... **\$16,824**

**Desks:** We are budgeting for three Bestar Office Furniture L Desks for the School Liaisons. The estimate of \$795 per desk was obtained from [www.nationalbusinessfurniture.com](http://www.nationalbusinessfurniture.com) in January 2016. Year 1 only ..... \$1,590

**Chairs:** We are budgeting for three NBF Signature Series Linear Collection All-Mesh Office Chairs for the School Liaisons. The estimate of \$339 per chair was obtained from www.nationalbusinessfurniture.com in January 2016 ..... \$678

**File Cabinets:** We are budgeting for four FireKing Turtle Insulated Fireproof locking Vertical 4 drawer Filing Cabinets to file confidential project and student records. These filing cabinets were estimated at \$1,160 each. The estimate was obtained from the Office Depot website in May 2016. \$1,160 each x 2 cabinets x 2 for each school (year 1 only) ..... \$4,640

<i>Subtotal Supplies</i>				
<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Total</i>
\$47,582	\$27,400	\$27,400	\$27,400	\$129,782

**6. CONTRACTUAL**

**External Evaluator:** As detailed in the project narrative, we will hire an external evaluator to implement semi-annual formative and summative evaluations of the project (two visits per year). The costs are based on a rate of \$475 per day x 4 days per report x 2 reports per year ... **\$3,800**

**Dual Enrollment Course Instructors:** Based on SCC’s salary scale, the cost per credit for a course instructor with appropriate qualifications is \$500. The dual enrollment courses will be 3 credits each semester for 2 semesters each year, for a total cost of \$3,000 per year ..... **\$3,000**

**Student Mentors:** As described throughout the narrative, we will use high achieving high school and college students as CAMP peer mentors. The student mentors will receive \$10 per hour x 56 hours per quarter x 30 mentors for a total of \$67,200 per year ..... **\$67,200**

<i>Subtotal Contractual</i>				
<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Total</i>
\$74,000	\$74,000	\$74,000	\$74,000	\$296,000

**7. CONSTRUCTION** - none requested

**8. OTHER**

**Applications for iPad Air2:** We are including the costs for applications for the iPad Air2s which will be used to supplement instruction. Applications may include Calculator4, a scientific calculator for \$3 per app; On the Spot, a supplemental mathematics lessons app, which is available at no cost, but each lesson costs an average of \$2; Math Ref, a resource with over 1400 formulas, examples, and figures to help students with math, physics, and chemistry, priced at \$2; and Pages, a word

processing application, available for \$10. We are requesting costs for applications at \$25 per iPad Mini. As explained above, in Year 1, we will request 30 new iPads and in subsequent years will only request 20 per year. This totals \$750 in Year 1 and \$500 in each subsequent year ..... **\$750**

**Tuition and Fees:** We have included the cost for tuition and fees for the dual enrollment courses. It is important to note that high school students are not eligible for federal financial aid, and since many (if not all) of the participants will be low income, it is fundamental to include funding to cover these costs. Fifteen (15) students from each school will participate in 2 dual enrollment courses per year (one each semester). Dual enrollment courses will be 3 credits per semester at a cost of \$395 per student for each of the 2 semesters (\$790 per year per student). Annual cost \$790 x 30 students ..... **\$23,700**

**Early Assessment Exam Testing:** This covers the cost of printing, facility usage, and other supplies for Early Assessment Exam Testing as described in the project narrative. Based on an estimate of \$750 per year ..... **\$750**

**Attendance Incentives:** We have included attendance incentives for students with significant improvements in attendance. We will monitor attendance of participants monthly, and will provide incentives for students with the most improved attendance. We are budgeting for 30 students per school to receive these incentives semi-annually (60 students x 2 times per year =120). We will also provide incentives to parents and families who participate in and have perfect attendance in the 14 lesson *Strengthening Families Program*. We anticipate 80% of participating families will have perfect attendance (1 parent and 1 student from each family x 24 families=48). We will offer individuals an incentive valued at \$20. 168 incentives x \$20 per incentive. .... **\$3,360**

**Participant Scholarships:** In order to discourage participant turnover, and to subsequently have the most significant impact on each student, we will offer a scholarship to students with significant attendance and academic improvement. Students will earn their scholarship based on participation and achievement in the different components of the project. As they make progress, they will earn scholarships of \$500 per student. Upon high school graduation, they will receive the scholarship. This is budgeted at \$500 for a maximum of 20 students per year ..... **\$10,000**

**Cross Age Mentoring Program (CAMP):** We are budgeting for costs to implement the CAMP program. Following is a breakdown of program costs:

- Program Manual* \$45 each x 2 (1 for each School Liaison) ..... \$90
- Mentor Training Guide* \$45 each x 60 mentors ..... \$2,700
- Connectedness Curriculum* \$45 each x 2 (1 for each School Liaison) ..... \$90
- Mentor's Handbook* \$25 each x 60 mentors ..... \$1,500

The total cost for the CAMP program in year 1 is \$4,380 We will not need the program manuals or connectedness curriculum in years 2 through 4. Therefore, the cost for years 2 through 4 will be \$4,200. Year 1 total ..... **\$4,380**

**Strengthening Families:** We are budgeting for Strengthening Families Programming for 30 families per year as quoted from the [www.strengtheningfamiliesprogram.org](http://www.strengtheningfamiliesprogram.org) website Spring 2016. *Strengthening Families Programming* will be implemented twice per year to add for additional families to be served later in the school year. Group Leaders (2x14 weeks x \$20 per hour x 5 hours/week x 2 times per year) = \$5,600; Site Coordinator (no cost-the School Liaisons will serve as Site Coordinators); food (14 sessions x 15 families x \$10/family x 2 times per year = \$4,200); Child Care ( 14 weeks x 2 staff x \$15 /hour x 3 hours x 2 times per year = \$2,520); Supplies (paper products, toys = \$440); Handbook duplication (30 parents + 30 students x \$8 = \$480); and Manual Duplications (4 trainers x \$30/set - year one only for this cost \$120). Year 1 = \$13,360. Year 1 total ..... **\$13,360**

**Local Mileage:** We are budgeting for local mileage for project staff to travel between Rocky Boy Schools, Box Elder Schools, Chippewa Cree Tribal Office, and Stone Child College to conduct project activities. Additionally, we will transport students as needed for project activities at the schools, the college, and other locations throughout the reservation. Based on the size of our Reservation, and the fact that homes are scattered throughout the area, we anticipate we will travel a total of 1,450 miles a month (between all 3 staff members). 1,450 miles x \$0.575 per mile x 12 months ..... **\$10,005**

<i>Subtotal Other</i>				
<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Total</i>
\$66,305	\$65,755	\$65,755	\$65,755	\$263,570

**9. TOTAL DIRECT COSTS**

<i>Total Direct Costs</i>				
<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Total</i>
\$380,983	\$363,687	\$367,192	\$361,480	\$1,473,342

**10. INDIRECT COSTS**

We have an approved indirect rate of 44.7%. Please see attached indirect cost rate agreement.

<i>Total Indirect Costs</i>				
<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Total</i>
\$170,299	\$162,568	\$164,135	\$161,581	\$658,584

**11. TRAINING STIPENDS - none requested**

**12. TOTAL COST**

<i>Total Cost</i>				
<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Total</i>
\$551,282	\$526,255	\$531,327	\$523,061	\$2,131,925

***Statutory Administrative Cost Limit:***

Total proposed administrative costs are \$76,634 (3.5946%) and, as such, do not exceed the 5% limit. The below table outlines the total administrative costs for this proposal:

<i>Item</i>	<i>Total Budgeted</i>	<i>% Administrative</i>	<i>Total Admin Cost</i>
<i>Personnel</i>	\$537,199	10%	\$53,720
<i>Fringe</i>	\$170,882	10%	\$17,088
<i>Director's Meeting</i>	\$27,861	10%	\$2,786
<i>Evaluation</i>	\$15,200	20%	\$3,040
<b><i>Total Costs</i></b>	<b>\$2,131,925</b>	<b>3.5946%</b>	<b>\$76,634</b>

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424

**1. Project Director:**

Prefix: Ms.	First Name: Aimee	Middle Name:	Last Name: Montes	Suffix:
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Address:

Street1:	8294 Upper Box Elder Road
Street2:	
City:	Box Elder
County:	
State:	MT: Montana
Zip Code:	59521
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
406-395-4875	406-395-4836

Email Address:  
amontes@stonechild.edu

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?  
 Yes  No  Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?  
 Yes  No

b. Are ALL the research activities proposed designated to be exempt from the regulations?  
 Yes Provide Exemption(s) #:  1  2  3  4  5  6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 06/30/2017

Name of Institution/Organization

Stone Child College

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)	Total (f)
1. Personnel	130,337.00	132,944.00	135,603.00	138,315.00		537,199.00
2. Fringe Benefits	41,460.00	42,289.00	43,135.00	43,998.00		170,882.00
3. Travel	21,299.00	21,299.00	21,299.00	12,012.00		75,909.00
4. Equipment	0.00	0.00		0.00		0.00
5. Supplies	47,582.00	27,400.00	27,400.00	27,400.00		129,782.00
6. Contractual	74,000.00	74,000.00	74,000.00	74,000.00		296,000.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	66,305.00	65,755.00	65,755.00	65,755.00		263,570.00
9. Total Direct Costs (lines 1-8)	380,983.00	363,687.00	367,192.00	361,480.00		1,473,342.00
10. Indirect Costs*	170,299.00	162,568.00	164,135.00	161,581.00		658,583.00
11. Training Stipends	0.00	0.00	0.00	0.00		0.00
12. Total Costs (lines 9-11)	551,282.00	526,255.00	531,327.00	523,061.00		2,131,925.00

**\*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: 10/01/2013 To: 06/30/2018 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): Department of Health and Human Services

The Indirect Cost Rate is 44.70%.

(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  %.  
PR/Award # S299A160057

Name of Institution/Organization Stone Child College	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.	
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**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)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00		0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00		0.00
3. Travel	0.00	0.00	0.00	0.00		0.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	0.00	0.00	0.00	0.00		0.00
6. Contractual	0.00	0.00	0.00	0.00		0.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	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
10. Indirect Costs	0.00	0.00	0.00	0.00		0.00
11. Training Stipends	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

**SECTION C - BUDGET NARRATIVE (see instructions)**

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