

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 # S299A160098

Grants.gov Tracking#: GRANT12176168

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="Salish Kootenai College"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="81-0378823"/>	* c. Organizational DUNS: <input type="text" value="1134883990000"/>

d. Address:

* Street1: <input type="text" value="58138 Hwy 93 Box 70"/>
Street2: <input type="text"/>
* City: <input type="text" value="Pablo"/>
County/Parish: <input type="text" value="Lake"/>
* 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="59855-0000"/>

e. Organizational Unit:

Department Name: <input type="text" value="Education"/>	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="Mrs."/>	* First Name: <input type="text" value="Cindy"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="O'Dell"/>	
Suffix: <input type="text" value="Ph.D"/>	
Title: <input type="text" value="Director"/>	

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

* Telephone Number: <input type="text" value="406-275-4800"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email: <input type="text" value="cindy_odell@skc.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:

I: Indian/Native American Tribal Government (Federally Recognized)

Type of Applicant 3: Select Applicant Type:

K: Indian/Native American Tribally Designated Organization

*** 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:**

Es Xcimi: Braiding Resources to Increase College and Career Readiness of American Indian Students (BRICCR)

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.

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="3,578,594.00"/>
* 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="3,578,594.00"/>

*** 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

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.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Audrey Plouffe</p>	<p>TITLE</p> <p>IVP/CFO</p>
<p>APPLICANT ORGANIZATION</p> <p>Salish Kootenai College</p>	<p>DATE SUBMITTED</p> <p>05/31/2016</p>

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

1. * Type of Federal Action: <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	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: Salish Kootenai College

* Street 1: 58138 HWY 93 Box 70 Street 2: _____

* City: Pablo State: MT: Montana Zip: 59855

Congressional District, if known: MT-001

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: Indian Education -- Special Programs for Indian Children
	CFDA Number, if applicable: 84.299

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
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10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name: Audrey Middle Name: _____

* Last Name: Plouffe Suffix: _____

* Street 1: 58138 HWY 93 Box 70 Street 2: _____

* City: Pablo State: MT: Montana Zip: 59855

b. Individual Performing Services (including address if different from No. 10a)

Prefix _____ * First Name: Cindy Middle Name: _____

* Last Name: O'Dell Suffix: _____

* Street 1: _____ Street 2: _____

* City: _____ State: _____ Zip: _____

11. 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: Audrey Plouffe

* Name: Prefix _____ * First Name: Audrey Middle Name: _____
* Last Name: Plouffe Suffix: _____

Title: IVP/CFO Telephone No.: 406-275-4800 Date: 05/31/2016

Federal Use Only: Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S299A160098

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 and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

	Add Attachment	Delete Attachment	View Attachment
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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.

* APPLICANT'S ORGANIZATION	
Salish Kootenai College	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Audrey"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Plouffe"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="IVP/CFO"/>	
* SIGNATURE: <input type="text" value="Audrey Plouffe"/>	* DATE: <input type="text" value="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:

[Add Attachment](#)

[Delete Attachment](#)

[View Attachment](#)

Project Abstract

Salish Kootenai College, the Tribal College (IHE) of the Flathead Indian Reservation, proposes to partner with the Tribal Education Department of the Confederated Salish & Kootenai Tribes (CSKT), Two Eagle River School - the BIE-funded Tribal High School, the University of Montana Broader Impacts Group, three local LEAs, (Arlee, Dixon, and St. Ignatius) and two early childhood centers (SKC Early Learning Center and Early Childhood Services Head Start) to provide a comprehensive and strategic process to improve the college and career readiness of American Indian students from preschool through high school. The project emphasizes academic and career preparation for Science, Technology, Engineering, and Math (STEM) careers and Health Sciences Careers, as there is a critical shortage in these areas on reservations and in the general workforce. The name of the Project, “*Es Xcimi*”, is Salish for “getting ready or becoming prepared.” Thus, this is the focus of the Project: to teach and support American Indian youth in culturally responsive ways so they become better prepared for success in their lives through an array of career/college choices.

Es Xcimi: Braiding Resources to Increase College and Career Readiness of American Indian Students (BRICCR) will serve the Flathead Reservation in Northwest Montana (Appendix A). The applicant and partners have conducted a thorough analysis and survey of the greatest barriers for tribal students and have based our Project goals and activities on quantitative and qualitative data that form a comprehensive needs assessment. This needs assessment, with the input of AI parents and family members, indicate the many challenges of AI youth in becoming well prepared for college and careers. The community strengths and opportunities for AI youth were also revealed through this assessment. For example, the recent CSKT Economic Development Plan includes the need for STEM and health care employees, including careers such as hydrologists, foresters,

information technologists, and nurses. However, lack of effective college and career mentoring and preparation along the preK-12 educational continuum limits American Indian students' interest and success in these career areas.

Therefore, this Project plans to increase the college and career mentoring and education of AI students through the following goals: 1) to enhance the disciplined-based literacy skills of PreK-12th grade students; 2) to enhance the career awareness and readiness skills for STEM careers for PreK-12th grade students; 3) to implement culturally relevant, research-based instructional methods to enhance PreK-12th grade student academic mindsets and other related non-cognitive factors; 4) to create a model, data-driven, collaborative structure for improving the career and college readiness of PreK-12th grade AI students that can be replicated throughout the Flathead Reservation, the state of Montana, and nationally, as well.

The research-based strategies to meet these four goals include: a) providing professional development to PreK-12th grade teachers to enhance their culturally responsive teaching/counseling; b) encouraging AI students to form teams to collaborate on a project that responds to a common design challenge inspired by a real-world scenario where over several months, teams brainstorm and prototype their collaborative project, document their ideas and experiences in a team journal, and finally present their final project at a community event; c) providing individual C/C mentoring for AI students and assist them in completing a C/C Planning Form; d) providing early learning experiences to 2-5 year olds using culturally-relevant, research-based interventions.

This Project meets the three Competitive Priorities. 1: All targeted LEAs are on the "List of Small Rural School Achievement" (Appendix J); 2: SKC is an Indian IHE partnering with a BIE and TEA; 3: Our partner, CSKT Tribal Education Department is an awardee under the STEP program (Award # S415A150010).

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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

**Es Xcimi: Braiding Resources to Increase College and Career Readiness
of American Indian Students (BRICCR)**

Introduction

Salish Kootenai College (SKC), the Tribal College of the Flathead Indian Reservation, proposes to partner with the Tribal Education Department of the Confederated Salish & Kootenai Tribes (CSKT), Two Eagle River School (TERS) - the BIE-funded Tribal High School, the University of Montana Broader Impacts Group, three local LEAs, and two early childhood centers to provide a comprehensive and strategic process to improve the college and career readiness of American Indian (AI) students from preschool through high school (Competitive Priority 1, 2 and 3). The project emphasizes academic and career preparation for Science, Technology, Engineering, and Math (STEM) careers and Health Sciences occupations, as there is a critical shortage in these areas on reservations and in the general workforce. The recent CSKT Economic Development Plan includes the need for STEM and health care employees, including careers such as hydrologists, foresters, information technologists, and nurses. However, lack of effective college and career mentoring and preparation along the preK-12 educational continuum limits American Indian students' interest and success in these career areas. The name of the Project, "*Es Xcimi*", is Salish for "getting ready or becoming prepared." Thus, this is the focus of the Project: to teach and support American Indian youth in culturally responsive ways so they become better prepared for success in their lives through an array of career/college choices.

Need for Project

Es Xcimi: Braiding Resources to Increase College and Career Readiness of American Indian Students (BRICCR) has been designed and is being submitted by Salish Kootenai College (SKC)

in collaboration with the CSKT Tribal Education Department (LEA) and Two Eagle River School (TEA).

(i) The extent to which the project is informed by evidence of the greatest barriers.

BRICCR is based on a thorough review and analysis of the greatest barriers for tribal students. Project goals and activities are based on quantitative and qualitative data gathered from CSKT departments, local and state educational data, and related sources, primarily drawn from the last three years. The input of AI parents was also included as discussed in this section and summarized in Appendix B. The greatest barriers are presented below by age group (pre-school through high school), followed by discussion of additional issues impacting tribal students.

Need for effective, culturally relevant preschool: Qualitative data gathered for the Montana Early Learning Challenge Grant (MELCG, 2013) demonstrates the need for enhanced early learning services. While researchers (e.g. Hart & Risley, 2003) have long known the impact of poverty on early childhood literacy, local experts state that preschoolers from lower socioeconomic homes on the Flathead Indian Reservation enter kindergarten with a 60,000 word deficit (personal communication, J. Cajune, May 2016). A global picture of American Indian (AI) children in Montana is one of extreme poverty, poor school readiness, and a persistent achievement gap (MELCG, 2013). In 2013, AI reservations were included as one of four Early Childhood priorities for Montana's 2013 Governor's Early Childhood Initiative. Recognizing the paucity of services and the extraordinary need, Montana Governor's Early Initiative Reform Agenda (2013) included increasing access to quality early learning programs for high needs children: those in poverty, with developmental delays or disabilities, ethnically diverse, or living on tribal lands and ensuring that programs are culturally and linguistically relevant and support family choices.

One of the most successful strategies for preparing children and their families for

kindergarten is access to quality early childhood programs. The need for high quality, culturally responsive preschool services is significant on the Flathead Reservation. While Tribal Head Start programs provide culturally appropriate pre-school, placements are limited; according to CSKT Early Childhood Services, there is a persistent need for Early Childhood Teacher training.

Need for Culturally Relevant Education and Role Models: The need for culturally relevant education and American Indian role models was one of the top priorities for AI families interviewed as part of the Needs Assessment (May, 2016). As one parent noted, “It [culturally relevant education] could help some Native American students see school and education in a new light.”

Need to Increase Reading, Math, and Science Literacy: AI 4th grade students in Montana scored 6th in reading and 4th in math literacy out of ten states with a significant enough American Indian population to provide comparison data. These deficits were continued in 8th grade measures of math and reading, as AI students remain consistently below the literacy levels of non-native comparison groups (Montana Office of Public Instruction, 2015).

Parent/Guardian Need for Increased Information on College and Career Planning

The CSKT Environmental Scan (2013) completed in preparation for Project Launch found that a lack of parent understanding related to school readiness impacted the attendance and success of AI preschool and early elementary students. This need continues through high school; Indian Education Committees (IECs) surveyed during the comprehensive needs assessment noted the need for more information about what factors lead to student achievement.

Need for Improved Coaching to Improve College Preparatory Paths in High School:

High School graduation rates for AI students in Lake County, Montana, which forms the majority of the Flathead Indian Reservation lands, continue to lag far behind nonIndian graduation rates; In

2014, 90.7% of Lake County residents had graduated from high school (U.S. Census), while the drop-out rate for American Indians averaged 65% (Montana Office of Public Instruction). Even more significant is the continuing gap in the number of AI students who graduate from high school with standard college-readiness indicators. In 2014, only 7.6% of graduating AI students took an AP exam, which is significantly less than the 21.6% of the White graduating students that took at least one AP exam. Although not all Montana schools are able to offer AP classes and exams, the number of American Indian students taking AP exams is low (Montana Office of Public Instruction, 2014). According to the ACT and NIEA in *The Condition of Career and College Readiness 2015 – American Indian Students*, “For Native American students and their communities, college and career preparedness is more important than ever before. The benefits of educational achievement directly translate into meaningful careers and economic development opportunities for individuals and communities.Native students and their families must carefully prepare and choose high school coursework that ensures readiness for both college and career success.” Indian families interviewed for the Needs Assessment noted a deficit in understanding the factors that will assist students to enter and be successful in college (Interviews, IECs, May 2016). For example, one parent noted, “Creating strong supports to help individual students meet their educational goals is really important.”

Indian students on the Flathead Reservation are not adequately receiving the opportunities and support they need to be prepared for careers and college at the same rates as non-Indian students. Out of 21 AI seniors attending Polson High School in 2016, 16 completed the ACT test. Only one exceeded the score of 22 (the required score for acceptance into most institutions within the Montana University System), 2 received a score of 21 and the rest ranged from 12 - 19 ACT Composites. For seniors graduating with the Regents' College Prep Core, there were 96 total

seniors with 75 non-Native of whom only 15 or 20% didn't graduate with minimum core, while there were 21 AI seniors of whom 11 or 50% will not graduate with minimum core (personal communication, Polson High School counselor, May 2016).

Indian students and their parents/families do not receive information and assistance to understand the importance of Montana University System requirements, such as the requirement to pass a lab science. Neither do they understand that such decisions must be made early in the student's career, at least by 8th grade generally. There are many essential things Indian parents need to know about educational policies relative to college and career planning that they do not receive. Local needs assessments and surveys from parents involved in Indian Education Committees (IECs) with local LEAs indicated that the top three needs of their children were related to academic needs, educational support, and cultural/language programs. Also listed was a request for help with college preparation and expanding college horizons (JOM Survey, 2015).

Lack of consistent, coordinated, and effective career and college exposure and counseling, including support and information for parents and families: Lack of coordinated and effective services for educational success was cited by AI parents as a major concern (CSKT Environmental Scan for Project Launch, 2015). While multiple entities provide services for AI youth from PreK through high school, these services are not coordinated and do not provide consistent opportunities to interact with students, individually or in groups, to advance student preparedness and academic success.

Local needs assessments have documented that tribal students are not receiving the information and assistance they need to in order to aspire to, prepare for, and successfully pursue careers and/or a college readiness track. Despite many programs in and out of school attempting this goal, it is not happening adequately or in a manner that impacts Indian students and families.

Indian students are not being exposed, especially at an early age, to careers and opportunities in their local community, such as the many possibilities within the Tribal government and local economy. CSKT TED does not have a robust Career Development and College Readiness Department, as do some Tribal Education Departments nationally.

Lack of collaboration and coordination among all the programs serving Indian students with career and college readiness services: There are a multitude of programs Reservation-wide delivering a variety of career/college readiness and general activities and services to Indian children and families. However, there is a serious lack of coordination, communication, and collaboration noted by parents in IECs and in the Environmental Scan for Project Launch

Lack of culturally relevant and effective science exposure and science education: State-wide, science has historically had the lowest proficiency scores among all groups of students. In 2013, AI student proficiency rate in Science CRT scores decreased to 30.4% from a high of 33.0% in 2013, compared with a 65.8% proficiency rate for White students (Montana Office of Public Instruction).

The information gathered by the applicant and partners for this project substantiated knowledge that Indian students are not being equitably or adequately encouraged to aspire to, prepare for, and pursue career and college success, especially in STEM and related health science areas. In addition to the above needs derived from local sources, this project considers needs cited in research and related data. For example, the Hanover Research Group found that underrepresented students, particularly those entering community colleges, face multiple challenges in STEM academic areas. These challenges include lack of academic preparation in math and science, self-doubt related to capabilities, lack of cultural fit with professional identity or the institution, and limited knowledge of college (2014).

(2) Opportunities in the local community to support Indian student.

The Flathead Indian Reservation provides many services to support Indian students, but many of these opportunities remain largely disconnected. One of the goals of BRICCR is to increase the collaboration between the three major partners and the other local LEAs and entities

Salish Kootenai College (SKC) is a tribally controlled college chartered in 1977 under the sovereign governmental authority of the Confederated Salish and Kootenai Tribes. The mission of SKC is to provide quality postsecondary educational opportunities for Native Americans, locally and from throughout the United States. To fulfill its mission, SKC has created meaningful and substantive programs to improve the lives of Native People on the Flathead Indian Reservation and across the United States. One of the most critical programs at SKC is teacher education. The Teacher Education programs at SKC are built upon central principles and beliefs that together form a framework reflective of SKC's individual context, community, and culture. The SKC faculty worked closely with the Education Division Advisory Board consisting of SKC teacher candidates, school administrators, community members, public school teachers, community Head Start representatives, and members of the Salish, Pend d'Oreille, and Kootenai Tribal Culture Committees to identify this framework.

CSKT Tribal Education Department (TED) has extensive expertise in collaborating with and supporting LEAs on the Flathead Reservation. TED is a TEA currently implementing a STEP grant with three Reservation LEAs (St. Ignatius, Arlee, and Dixon). TED works closely with CSKT Early Childhood Services (Head Start and Early Head Start), CSKT Department of Human Resources and Development, Indian Health Services, Kicking Horse Job Corps Center, and other tribal agencies that support education of tribal members. TED has built multiple partnerships with tribal programs and local LEAs.

BRICCR will build TED capacity to inform and support AI students and parents in key

career/college readiness areas - including career and college aspirations and preparation – throughout the pre-K through 12th grade continuum. The project provides an opportunity for TED to devise long-term, intentional strategies to effectively coordinate and/or collaborate with schools, tribal leadership and related programs, SKC, and other providers to increase the college and career readiness of AI students. The TED will develop new services/strategies, including: a) comprehensive, grade specific career exploration and advising activities; b) more effective relationships with K-12 counselors; and c) more intensive individual contacts with students and parents at key transition points. The TED will implement strategies to provide support and intervention strategies required for college preparatory course selection and completion. The TED will develop tribal job shadowing and career education workshops integrated with Tribal Departments, personnel, and programs. The TED will develop grade-leveled, research-based parent and student education materials. The TED will hire new staff to directly assist students in middle and high school in targeted pilot schools (Arlee, Dixon, St. Ignatius and TERS).

Additionally, in collaboration with SKC, the TED will help train school counselors in specific information, strategies, and opportunities to better serve Indian students. The TED will focus on developing information and interventions at key transition points – entry into Kindergarten, transition from elementary to middle school, middle school to high school, and high school to postsecondary programs, and monitoring of college retention.

Two Eagle River School (TERS) is the tribal alternative school of the Confederated Salish and Kootenai Tribes of the Flathead Reservation in northwestern Montana. Built to serve 150 students from grades 8 through 12, the school historically has played an important role as an educational option for tribal students who are looking for a culturally congruent education and/or who may not have experienced success in mainstream public schools. TERS has over the years supported their

students' growth and success using a whole child approach, by providing a communal setting that validates and perpetuates students' tribal identities while simultaneously customizing instruction to meet individual needs. The school's power lies in its ability to successfully work with underserved and/or marginalized students who otherwise have a high likelihood of dropping out before completing high school.

Historically, education was a tool used to assimilate AI people to further their integration into mainstream society. On the contrary, TERS has been unique in its prioritization of culture in every aspect of the school's operation as a means to strengthen students' sense of self and nurture strong relationships with the tribal community, in alignment with tribal values. An emerging body of research indicates the efficacy of culturally congruent instruction in improving AI student achievement (See, for example, Grimberg & Gummer, 2013; Johnson, Sievert, Durglo, Sr., Finley, Adams & Hoffman, 2014). Culturally congruent instruction is operationalized at TERS in pedagogy, the school environment that promotes students' sense of community and values tribal norms, and the contextualized curriculum. Many students who attend TERS find their first school experience in which their worldview is visible in the curriculum and school operation, allowing fuller engagement in their education as Native people.

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

Multiple existing programs and practices, service providers, and funding sources are synergistic with this program and will provide corresponding and relevant activities and resources. The resources of CSKT Tribal Government, including mental health and other service providers brings a wealth of human services programs to bear on the project.

The SKC Early Learning Center provides both preschool and childcare services to children from 2-12 years of age. SKC's Childcare Center is state licensed to serve 41 children, and is

recognized on Montana's Stars to Quality rating system. The curriculum reflects current thinking in early childhood education with an emphasis on language acquisition, culturally responsive curriculum, and strong parent involvement. SKC operates an Upward Bound program, offers dual enrolment coursework, and provides free assistance for high school students in completing the FAFSA. The College is actively involved in numerous efforts to involve AI youth in STEM and HSO-related mentoring, such as youth/family outreach nights at the College focusing on particular career clusters, sponsored by the Native American Career and Technical Education Program (NACTEP). SKC is also the recipient of a National Institutes for Health (NIH) Science Education Partnership Award (SEPA), which will provide funding for implementation of a STEM Academy on the SKC Campus. The STEM Academy will provide STEM-intensive Dual Enrollment courses for AI youth from local high schools in a culturally relevant and validating environment.

Other relevant programs include Indian Education Committees at each K-12 school; composed of AI parents, the committees are chartered by the CSKT to give parents a voice in school operations and education of AI children. CSKT Early Childhood Services operates Head Start and Early Head Start centers throughout the reservation. Each LEA offers supplemental programming to include after school services, reading recovery, and special education services. SKC operates an Upward Bound program, offers dual enrolment coursework, and provides free assistance for high school students in completing the FAFSA.

Quality of the Project Design

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

The geographical area for the proposed project is the Flathead Indian Reservation, home to the Confederated Salish, Kootenai and Pend d'Oreille Tribes of the Flathead Nation in western Montana. See Appendix A for a map of the Reservation.

In 2014-2015, the verified count of AI students on the Flathead Indian Reservation in grades K-12 was 1,190. This project will serve all schools on the Reservation, while targeting four schools with a high percentage of AI students for special interventions (Arlee, St. Ignatius, Dixon, and Two Eagle River School).

(ii) The proposed project is based on scientific research.

The BRICCR Project design is based on scientific research related to strategies that enhance college and career readiness. Research indicates that early intervention and ongoing supportive structures are essential to increasing college and career readiness for students from low socioeconomic backgrounds (McGencey, 2011; Roberts, Jurgens & Burchinal, 2005). The BRICCR Project also follows the research-based structure of the National Office for School Counselor Advocacy in recommending eight components of college and career readiness programming (College Board, n.d.). Project interventions at the early childhood and elementary education levels are based on research to increase literacy, career awareness, STEM skills, and academic mindset. Research-based strategies for middle and high school students include success-coaching, activities to promote academic mindset, and increase science interest/motivation. Evidence-based methods to enhance the skills of area pre-K-12 teachers in providing culturally relevant, engaging science content, literacy instruction, attention to student mindsets, and career and college awareness include: a) providing ample time for teachers to collaborate with each other, practice new ideas or techniques and obtain ongoing support for their implementation; b) utilizing teacher-led teams to advise or help plan professional development; c) and using available technology, including social media, that could enhance collaboration among teachers across levels, subject areas, or buildings (Moore, 2016).

The research foundation for the BRICCR project is further explicated in Appendix F, Research Basis. The evidence basis includes research on career awareness and career pathways, growth mindset, interventions to increase motivation and engagement in science, strategies to improve literacy, and culturally relevant education.

(iii) Goals, Objectives, and Outcomes are Clearly Specified and Measurable.

The overall mission of the Project is to develop and implement a model, comprehensive, Reservation-wide educational reform that provides multiple strategies for improving the college and career preparedness of PreK-12th grade AI students for STEM and Health Science careers through research based, culturally relevant workforce development activities for students, teacher candidates, teachers, counselors, and educational leaders.

Goal 1: Increase the disciplined-based literacy skills of PreK-12th grade students, including reading, mathematics and science.

Objective 1.1: Within three months of the start date, the Principal Investigator (PI) will ensure that, as part of their overall preschool curriculum, 30 preschool children ages 2-5 attending SKC Early Learning Center and 20 children at ECS Mission Head Start are provided challenging yet developmentally appropriate, culturally relevant literacy instruction to increase their early language/literacy skills and content knowledge pertaining to reading, math, and science, as measured by the Developmental Benchmarks on the Montana Early Learning Standards (MELS, 2014) and standardized assessments. Please note for this and all proceeding objectives measuring student growth: *The instruments required to gather the necessary data including the learning and developmental outcomes will be established or selected as part of the BRICCR Project owing to the uniqueness of the population participating in the Project. Each instrument will be subjected to standard procedures utilizing the appropriate professionals to affirm face and content validities*

before being used to gather data.

Measurement: The 2 to 5 y.o. American Indian children attending SKC ELC and ECS Mission Head Start achieving gains of a predetermined magnitude who will be assessed, at a minimum, on language, literacy, mathematics, and science, in addition to formative assessments based on the Montana Early Learning Standards. *A within analysis using the weighted scores from these assessments will allow for the measurement of individual gains while a between analysis using standard scores will generate the students' rank order.*

Outcomes: 50 AI preschool children will receive individualized and group literacy instruction that will enhance their skill development and promote their growth and readiness for kindergarten. The use of the MELS and formative and summative assessments will ensure: a) the use of local benchmarks that are aligned to Montana's K-12 State Standards; and b) a more seamless transition for children, their families, and their teachers.

Objective 1.2: Within six months of the start date, the PI will ensure that, as part of their overall K-12 curriculum, AI students attending targeted schools are provided rigorous, grade-appropriate, culturally relevant instruction to increase their disciplinary-based literacy skills pertaining to reading, math, and science, as measured against the Montana State Standards and Next Generation Science Standards utilizing standardized assessments.

Measurement: The percentage of K-12th grade AI children attending targeted schools achieving gains of a predetermined magnitude, at a minimum, on standardized measures of language arts, mathematics, and science.

Outcomes: 300 AI students will receive individualized and group literacy instruction that will enhance their skill development and promote their growth and readiness for college and careers. . (30 teachers targeted for PD who increase their knowledge and skills will impact a minimum of 10

AI students each/year.)

Objective 1.3: Within Year Two, the PI and the Professional Development Coordinators will ensure that professional development opportunities for PreK-12th grade teachers on research/evidence-based disciplinary-focused literacy instruction are developed and provided in multiple formats, specific to teachers' assigned grade or age levels. This professional development will include coursework with credit or renewal units with a focus on cultural relevancy. Professional development activities will include opportunities for coaching/mentoring and will be sustained over time to ensure the greatest impact and most meaningful change in practice. We envision developing a community of learners or PLC (Professional Learning Community) that is engaged in meaningful strategies to improve student literacy. This PD is targeted to those who are teaching in targeted schools and programs.

Measurement: Participants receiving training will be provided with a rubric that allows for the collection of quantitative and qualitative data from self, mentors, and supervisors. Quantitative data will objectify their experiences with key indicators around literacy instruction. Qualitative data gathered for variables not measurable include participants' a) perceptions about literacy learning; b) perceptions about their students' needs and learning concerning literacy; and c) perceptions about the PD. Key indicators to be collected and assessed: the percentage of participants changing their literacy instruction and the effectiveness of the PD which could include data on the learning and developmental gains of their students relative to state standards. Analysis will include calculating individual and aggregate gains on outcome goals taught by the teachers. "Pre-post" data may be gathered from teacher interventions in the form of action research, progress monitoring, behavioral observations and portfolio assessments. In order to inform instruction, individual findings will be further analyzed to identify specific accommodations, modifications, and/or interventions

implemented by the teacher, as well as particular aspects of the teacher's roles that may serve to explain varying degrees of individual growth. These findings will be appropriately integrated into further professional development opportunities.

Outcomes: 30 PreK-12th grade teachers on the Flathead Reservation will receive professional development on disciplinary-based literacy instruction that is grounded in research and builds upon students' cultural understandings. This PD will enhance teachers' skill development so that rigorous and cutting-edge literacy instruction is provided to PreK-12th grade students thus increasing their opportunities to be prepared for college and careers.

Goal 2: Enhance the career awareness and readiness skills for STEM and health related careers for PreK-12th grade AI students

Objective 2.1: Within six months of the start date, the PI will ensure that, as part of their overall preschool curriculum, 30 children ages 2-5 attending SKC Early Learning Center and 20 ECS Mission Head Start children are provided challenging yet developmentally appropriate, culturally relevant instruction to increase their awareness of careers, including awareness of their community, gender biases often associated with STEM careers, and content knowledge pertaining to STEM as measured by the Developmental Benchmarks on the Montana Early Learning Standards (MELS, 2014) and standardized assessments.

Measurement: The 2 to 5 y. o. American Indian children attending SKC Childcare Center's Transition Preschool and ECS's Mission Head Start achieving gains of a predetermined magnitude will be assessed, at a minimum, on career and community awareness, in addition to formative assessments based on the Montana Early Learning Standards. *A within analysis using the weighted scores from these assessments will allow for the measurement of individual gains while a between analysis using standard scores will generate the students' rank order.*

Outcomes: 50 AI preschool children will receive individualized and group instruction that will increase their awareness of careers, improve upon their knowledge and skills in STEM, and thereby, enhance their readiness for kindergarten.

Objective 2.2: Within three months of the start date, the PI and PC will ensure that, as part of their overall K-12 curriculum, AI students attending targeted schools are provided rigorous, grade-appropriate, culturally relevant instruction to increase their awareness and skills regarding career and college planning.

Measurement: 1) The percentage of K-12th grade AI children attending targeted schools achieving gains of a predetermined magnitude, at a minimum, on nationally standardized measures of career and college awareness and preparation. 2) The percentage of AI high school students who develop and make progress on at least one goal on an Annual College/Career Planning Form.

Outcomes: 300 AI students will receive individualized and group instruction that will enhance their skill development and promote their growth and readiness for college and careers. (30 teachers targeted for PD whose increased knowledge and skills will impact a minimum of 10 AI students each/year.) 98 AI high school students will develop and monitor their progress on an Annual C/C Planning Form. This number is based upon the following demographics: 34 Tribally enrolled students attending St. Ignatius High School; 69 at TERS. At least 90% of the students will engage in C/C goal setting.

Objective 2.3: By year three of the Project, the PI will ensure that, as part of their overall K-12 curriculum, AI students attending targeted schools are provided rigorous, grade-appropriate, culturally relevant instruction to increase their knowledge and skills in STEM.

Measurement: The percentage of K-12th grade AI children attending targeted schools achieving gains of a predetermined magnitude, at a minimum, on standardized measures regarding knowledge

of STEM.

Outcomes: 300 AI K-12 students will receive individualized and group instruction that will enhance their interest and knowledge of STEM, which will promote their growth and readiness for STEM and health related college/career choices.

Objective 2.4: By year one of the Project, the PI will ensure that, as part of their out-of-school experiences, 50 AI students attending schools on the Reservation are provided extracurricular activities via the Broader Impacts Group and the Place-Based Challenge Fair to increase their motivation, engagement, and skills in STEM and health careers.

Measurement: The percentage of K-12th grade AI children attending targeted schools participating in the extra-curricular STEM related activities offered by the Broader Impact Group. The Tech Challenge format can be scaled to elementary, middle-, and high-school grade levels and can bring together teams of multiple age levels for near-peer learning. Challenges and accompanying lessons can be structured to support Common Core and Next Generation Science Standards.

Outcomes: 50 AI students form teams to collaborate on a project that responds to a common design challenge inspired by a real-world scenario. Over several months, teams brainstorm and prototype their collaborative project, document their ideas and experiences in a team journal, troubleshoot challenges and failures, and finally present their final project at a community event.

Objective 2.5: By Year Three, the PI and the Professional Development Coordinator will ensure that professional development opportunities for PreK-12th grade teachers on research/evidence-based career and college awareness and preparation instruction are developed and provided in multiple formats, specific to teachers' assigned grade or age levels. This professional development will include coursework with credit or renewal units with a focus on cultural relevancy.

Professional development activities will be structured as mentioned in the previous objectives 1.3.

Measurement: Measurements and analysis will be based upon the same structure as described in the previous objective 1.3

Outcomes: 30 K-12 teachers on the Flathead Reservation will receive professional development on disciplinary-based literacy instruction that is grounded in research and builds upon students' cultural understandings. This PD will enhance teachers' skill development so that rigorous and cutting-edge college and career preparatory instruction is provided to PreK-12th grade AI students thus increasing their opportunities to be aware and prepared for college and careers.

Objective 2.6: By Year Four, the PI and the Professional Development Coordinator will ensure that professional development opportunities for PreK-12th grade teachers on STEM instruction are developed and provided in multiple formats, specific to teachers' assigned grade or age levels. This professional development will include coursework with credit or renewal units with a focus on culturally relevancy. Professional development activities will be structured as mentioned in the previous objectives 1.3

Measurement: Measurements and analysis will be based upon the same structure as described in the previous objective 1.3

Outcomes: 30 K-12 teachers on the Flathead Reservation will receive professional development on disciplinary-based literacy instruction that is grounded in research and builds upon students' cultural understandings. This PD will enhance teachers' skill development so that rigorous and cutting-edge college and career preparatory instruction is provided to PreK-12th grade students thus increasing their opportunities to be aware and prepared for college and careers.

Goal 3: Enhance the growth mindset and non-academic skills of PreK-12th grade AI students

Objective 3.1: Within three months of the start date, the PI will ensure that, as part of their overall preschool curriculum, 30 preschool children ages 2-5 attending SKC ELC and 20 children at ECS

Mission HS are provided challenging yet developmentally appropriate, culturally relevant instruction to increase their awareness of growth mindsets as measured by the Developmental Benchmarks on the Montana Early Learning Standards (MELS, 2014) in the domains of social/emotional and approaches to learning, and standardized assessments based upon Dweck's theory of growth mindsets.

Measurement: The 2 to 5 y.o. American Indian children attending SKC ELC and ECS Mission Head Start achieving gains of a predetermined magnitude who will be assessed, at a minimum, on growth mindsets, in addition to formative assessments based on the Montana Early Learning Standards. *A within analysis using the weighted scores from these assessments will allow for the measurement of individual gains while a between analysis using standard scores will generate the students' rank order.*

Outcomes: 50 preschool children will receive individualized and group instruction that will enhance their awareness of a growth mindset and thus, their readiness for kindergarten.

Objective 3.2: Within six months of the start date, the PI will ensure that, as part of their overall K-12 curriculum, AI students attending targeted schools are provided rigorous, grade-appropriate, culturally relevant instruction to increase their awareness and skills regarding growth mindsets.

Measurement: The percentage of K-12th grade AI children attending targeted schools achieving gains of a predetermined magnitude, at a minimum, on standardized measures of growth mindsets.

Outcomes: 300 AI students will receive individualized and group instruction that will enhance their development of a growth mindset and promote their growth and readiness for college and careers.

Objective 3.3: Within nine months of the start date, the PI and the Professional Development Coordinators will ensure that professional development opportunities for PreK-12th grade teachers

on research/evidence-based growth mindset instruction are developed and provided in multiple formats, specific to teachers' assigned grade or age levels. This professional development will include coursework with credit or renewal units with a focus on cultural relevancy. Professional development activities will be structured as mentioned in the previous objectives 1.3

Measurement: Measurements and analysis will be based upon the same structure as described in the previous objective 1.3

Outcomes: 30 teachers on the Flathead Reservation will receive professional development on growth mindset theory and strategies that are grounded in research and builds upon students' cultural understandings. This PD will enhance teachers' skill development so that rigorous and cutting-edge college and career preparatory instruction is provided to PreK-12th grade students thus increasing their opportunities to be aware and prepared for college and careers.

Goal 4: Design, implement and report on a data-based model employed by the Project analyzing *teacher and student* outcomes in order to inform future and current stakeholders on promising methods to improve the college and career readiness outcomes for AI students from PreK-12th grade.

Objective 4.1: Within three months of the start date, the PI and Project Coordinator will establish a collaborative advisory board with educational, tribal, and parent representation, including individuals with disabilities and cultural and linguistic tribal specialists. The Advisory Board will meet monthly for the first six months in order to support the design and delivery of the Project. A description of potential board members is included in Appendix I

Measurement: Report ratio of number of advisory board meetings contributing to the design and delivery of the Project to total number held. A ratio of 7 to 10 or greater will be considered an appropriate level to meet this objective.

Outcome: The creation and utilization of an Advisory Board that provides input and feedback on BRICCR goals and activities, and ensures that cultural relevancy remains forefront in our decision making.

Objective 4.2: Within six months of the start the start date, the PI, Project Coordinator, and the Evaluator will meet to determine the structure and overall implementation plan of the Project Evaluation.

Measurement: The data which is collected and analyzed will be determined as part of this objective and will be used to inform the PI and its partners with both formative and summative assessments.

Outcome: The Project will have access to data and analysis to make adjustments to the Project, as indicated and will have summative information to inform others.

(iv) The project is appropriate to the needs of the target population or other identified needs.

BRICCR will target the achievement of goals and objectives through an implementation plan that is appropriate to AI students and families and addresses identified needs of these students, the schools serving them, and the CSKT Tribal Education Department. The design of the Project is embedded in the needs and requested support from tribal families, local schools, and other community agencies, as indicated in community needs assessments and IEC parent surveys (2015). This grassroots approach of using the current assessment of needs of AI youth on the Flathead Indian Reservation and the need to develop capacity in the TED and LEA is braided with current evidence or research based practices to improve the services and college/career outcomes for AI students. The project targets issues identified in the needs assessment for AI students across the preK-12 continuum, including the need for increased culturally relevant education, mentoring and coaching for career and college, career awareness and college planning activities, and the need to

improve student motivation and engagement. The project also targets the evidence-based needs of the population to prepare them for the workforce needs of the Flathead Indian Reservation and the larger national economy, including STEM and health occupations, by focusing on math, reading, and science literacy and engagement.

For example, one of the direct outcomes of poverty is delayed language development, and later delays in literacy skills (Carta et al., 2012). Due to lack of skills and resources, children who are raised in poverty also tend to experience impoverished interactions and communication. Language development is one of the best predictors of school success and is therefore be a central pedagogical element of the project. The inclusion of language and culture is central to parents' educational concerns and wishes for their children, as indicated on local surveys (2015). Focusing on a research-based model that promotes children's language development as well as teacher-response contingent communication is a hallmark of quality early intervention. Other research-based practices include dialogic reading, parent-mediated joint-book reading, and milieu teaching (Dunst, 2012). Such strategies will be woven with cultural relevancy and will address critical needs for school success of AI children on the Reservation.

(v) Services involve appropriate partners to maximize effectiveness of services.

The partners for BRICCR include partners with relevant expertise needed to implement the project and achieve the stated outcomes. The major partners, described below under Adequacy of Resources, have expertise in project management, qualified individuals to serve as project personnel, and deep understanding of the strengths and barriers that impact college and career readiness of the AI youth of the Flathead Indian Reservation. The partners, including LEAs, Broadening Impacts Group, and Early Childhood Centers, were chosen because of their demonstrated readiness to improve outcomes for these students. Additionally, each partner brings

its extensive network of additional services that may be utilized to reinforce project activities and maximize effectiveness of services.

Quality of Project Personnel

(i) The qualifications of the principal investigator.

The **Principal Investigator** for the Project is Dr. Cindy O'Dell, the Dean of the Education Division at Salish Kootenai College. Dr. O'Dell is qualified through education and experience to provide oversight to the project. Dr. O'Dell has experience in managing federal grants and over 25 years of professional experience in providing direct services to young children with disabilities, working with diverse families, and providing professional development and leadership to current and future educators. Dr. O'Dell is co-chair of the MT Council of Deans of Education, and Chair of Montana's Certification Standards and Practices Advisory Council,. In addition, she is called upon by educators and agencies across the state on educational issues that involve PreK-adult education, brain research, and diversity training. Dr. O'Dell has a BS in Elementary Education, an MS in Child Development, and an Ed.D. in Educational Leadership. Dr. O'Dell is the primary author of the Montana Early Learning Standards

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

The Project Coordinator (PC) will be hired upon project funding. The qualifications of the PC will include a minimum of a master's degree in education or related field plus tenured experience in education at the PreK-12 level. The PC will be supervised by the PI and responsible for overall coordination of project activities as well as achievement of stated project outcomes.

In addition to the PI key project personnel have relevant education and experience that will lead to successful project implementation. The qualifications of the project evaluator are provided below in the evaluation section. Dr. Nanci Waterhouse will coordinate professional development

activities for Pre-K-5th grade educators and work with the TED coordinators in devising effective career readiness strategies for these grades. Dr. Waterhouse has a doctorate in Curriculum & Instruction with an emphasis in Literacy and has extensive experience in early childhood education. Dr. Waterhouse's research interests include embedding coaching in professional development, authentic literacy education, and supports for social/ emotional well-being in classroom settings.

Dr. Merle Farrier will coordinate professional development activities for 6-12th grade educators and school leaders. Dr. Farrier has 42 years of educational service to Montana education as a classroom teacher, administrator, school psychologist, and university professor, primarily on the Flathead Reservation. Dr. Farrier has a particularly strong focus on analyzing various district, state, and national level assessments. Dr. Farrier's extensive research and assessment experience will be particularly useful in the design, analysis and reporting of the research-based model for this proposed project.

Mr. Bill Swaney, Head of the CSKT Education Department, has written and administered numerous successful proposals to the Administration for Native Americans, the US Department of Education, Bonneville Power Administration, the US Environmental Protection Agency, the US Department of Agriculture, and served as Co-PI on several National Science Foundation projects. Mr. Swaney holds a Master's Degree from the University of Montana and has extensive experience mentoring and advising college students. He served 13 years at Salish Kootenai College as a department head and instructor, and actively assisted with professional development activities for instructors during that time. The recent successful proposal to the Department of Education under the STEP program (Award # S415A150010) resulted in CSKT TED receiving one of 5 awards in the nation under that program.

(iii) Demonstration of capacity to improve outcomes.

Adequacy of Resources

The partners for the proposed project are relevant and committed to implementation and success of the project. The three main partners (SKC, CSKT Tribal Education, and Two Eagle River School) are all dedicated to student success of and have extensive experience in management of projects designed to improve outcomes for AI students.

Salish Kootenai College (SKC): SKC has proven capacity to create and implement programs that improve educational outcomes for AI youth. SKC's Upward Bound program has been in existence for 25 years and served over 700 AI students, with over 60% of those students placed in college. SKC's Early Learning Center has been widely recognized for its effective pre-school program, providing culturally responsive High Scope programming to increase kindergarten readiness. SKC also has extensive experience with programs designed to improve college readiness, including a successful bridge program funded through Jobs for the Future. SKC's work to improve outcomes in developmental (remedial) education has been recognized by entities such as the Institute for Higher Education Policy (IHEP).

SKC will be the primary fiscal agent for the BRICCR. SKC manages over \$15 million dollars in federal grants with a grants office staffed by a full-time grants manager and a full-time accountant supervised by the Chief Financial Officer. The College undergoes annual external audits as required by its accrediting agency, the Northwest Commission on College and Universities. Adequate financial controls are in place to ensure appropriate fiscal management.

CSKT Tribal Education Department (TED): As a department within the CSKT Tribal Government, the TED is in the prime position to help implement and sustain tribal department/programs' involvement in developing and implementing NYCP strategies as described. Coordination between the STEP and NYCP projects regarding data analysis, family engagement strategies, and general

integration with STEP schools help ensure the implementation and success of the NYCP project. The TED administers synergistic programs including a SAMHSA program aimed at reducing drug and alcohol use by reservation youth ages 12-24. Additionally, the TED Department Head is a member of the UM SciNation Advisory Committee (designed to bring science education to Reservation communities) and a former SKC science faculty. The TED has committed to assign a portion of its current staff time to NYCP, bringing experience with schools and families to support project implementation. Lastly, the TED is involved with multiple partners and programs related to Indian student success, including the National Indian Education Association, the National Johnson O'Malley Association, and the Montana Indian Education Association.

Two Eagle River School: The BIE-funded tribal school is fully committed to support NYCP as described. TER's relationships with SKC, the TEA, the community and families, and most importantly their students, are of key relevance and importance to the success of project implementation and success.

UM Broader Impacts Group: Part of the University of Montana's Office of Research and Creative Scholarship, **UM's Broader Impacts Group** partners with UM's research and scholarship community to educate and inspire the people of Montana and close opportunity, knowledge, and achievement gaps statewide. Its spectrUM Discovery Area shares hands-on STEM enrichment with over 50,000 Montanans each year at its Missoula museum and through statewide mobile engagement, and its We Are Montana in the Classroom initiative places UM faculty members and graduate students in K-12 classrooms to inspire over 10,000 students each year about higher education and career pathways. BIG's award-winning, community-based efforts with SciNation, its local steering committee on the Flathead Reservation, bring STEM and role-model engagement to the reservation's K-12 schools, powwows, and community events year round, reaching K-12

learners in every community on the reservation.

for this project, BIG will provide STEM and role-model engagement to enrich the project's science fair programming. Through We Are Montana in the Classroom, faculty members from an array of STEM disciplines will coach and mentor K-12 students as they prepare for and participate in the project's science fairs. During visits to K-12 schools and informal learning settings in each of the communities on the Flathead Reservation, UM role models will share hands-on tech and engineering activities that complement the science fairs' focus areas and highlight opportunities in higher education and STEM career pathways. Role models will also be available to lead coaching sessions as teams respond to each year's science fair challenge and design and build their projects. In addition, spectrUM's staff educators will share mobile science exhibits and hands-on activities at 3 school and community events each year, including the project's science fairs and spectrUM's family science nights.

(ii) Costs are reasonable in relation to number of persons to be served/anticipated results.

A detailed budget narrative is included in the application, which provides justification for all expenses. Resources will assist the CSKT TED and SKC to build the capacity to impact the preparedness of PK-12th grade students for college and careers while encouraging sustainability of the efforts and impact beyond grant funding. Less than 5% of the budget is allocated for Administration of the Project. The salary and fringe of the Project Director (\$24,390) is the only aspect of the budget that does not provide support or direct services to students, LEA staff, or partners. The total budget for Year One is \$890,143; Year Two: \$895,337; Year Three: \$895,337; Year Four: \$897,777 with a total budget of \$3,578,594.

Quality of the Management Plan: *The adequacy of the plan to achieve the objectives.*

The organizational structure and management plan for BRICCR is designed to ensure that

project activities are completed on time and within budget. As the project includes multiple community partners, the organizational structure and design have been crafted to ensure that lines of collaboration, communication, reporting, and budget management lead to effective management of resources as well as continuous progress toward project objectives.

The PI is directly responsible and accountable for overall project management, including budget management and project coordination with the project partners. The PI will supervise the Project Coordinator (PC), who will be responsible for week-to-week coordination of project activities. The PC will be accountable for collaboration with partners, maintaining effective records including minutes and data described in the objectives and evaluation plan, and reporting to the PI any barriers or issues that impact project performance. Both the PI and PC will work with the evaluator to ensure adequate and accurate data is collected.

Each partner entity (TED, LEAs, ECE centers, and other partners) will have one designated representative that is assigned to work collaboratively with the Project Coordinator, participate in phone calls and meetings, provide budget and other reports as required, and work with the project evaluator to ensure data is collected and stored appropriately. The representative, called a “site coordinator” will be accountable for achieving project outcomes pertinent to the site (e.g. incorporating educational strategies, developing/implementing teacher PLCs).

The following project timeline includes defined responsibilities, timelines, and milestones for accomplishing project tasks.

Upon Project Start and within 3 months:

- All new project staff will be hired and oriented to their positions. Responsibility: P.I.
- The initial kick-off meeting of all partners and participating entities will reinforce organizational procedures, communication structures, and reporting timelines. Responsibility:

PI and Project Coordinator.

- TED coaches will meet with school counselors and IECs to establish individual school timelines and structures for Year 1. (Responsibility: Department Head, TED).
- Project evaluator will review the logic model, metrics, and commence input evaluation.
- Advisory Board established and consulted regarding project design and final evaluation metrics. (Responsibility: PI/PC)

Quarterly:

- Major partners (TED, UM Broader Impacts, TERS, SKC PLC leaders) will file written reports. (Responsibility: PC).
- Quarterly project meetings will maintain collaboration and communication and provide evaluation data. Responsibility: PI/PC.

By end of first project year and each subsequent project year through year 4:

- AI children (preK-12th grade) will have received age-appropriate, culturally relevant, and disciplinary-focused literacy components as stated in project objectives (Responsibility: PLC Coordinators).
- Teachers in targeted schools will have received training in providing literacy curriculum components as described above. (Responsibility: PLC Coordinators)
- AI youth grades 7-12 will have received college/career readiness coaching. Information about college/career readiness will have been provided to youth and families. IECs will receive focused training on college/career readiness. (Responsibility: TED Coaches)
- Educators will have received training in growth mindset, culturally relevant pedagogy, and disciplinary literacy and additional training will be planned. (Responsibility: PLC Coordinators).

- AI youth will be engaged in extracurricular activities building STEM/HSO motivation and skills through mentoring and involvement in a Place-Based Challenge Fair. (Responsibility: PC/UM Broader Impacts Group).
- Annual budget reports from service contractors are filed with P.I.

By end of project:

- Dissemination components (video, papers, presentations) completed (Responsibility: PI/PC)

(ii) Methods of evaluation will provide performance feedback .

The Evaluation Plan, further detailed under Quality of Evaluation Plan, is designed to provide timely and appropriate formative performance feedback to the PI, Project Coordinator, and partner entities, permitting assessment of progress toward achievement of objectives, subobjectives, and outcomes as well as summative evaluation of overall program effectiveness in meeting the specific aims of this project. The evaluation design uses the Utilization-Focused Evaluation Model (Patton, 1996) to ensure that the evaluation is useful to and informs decision making by the PI and PC. The plan includes collection of qualitative and quantitative data and ongoing analysis to monitor progress toward project objectives and outcome measures.

Implementation evaluation will begin upon program start and assist in program management by providing indicators of the quality of inputs and activities including effective processes and utilization of program resources. Outcomes evaluation will begin approximately one year following project start, and include ongoing collaboration of the IHE, TEA, LEAs, and other partners including Indian families through involvement of the IECs. The evaluation consultant will provide timely, and comprehensive reports to the PI, the TEA and primary LEA.

(iii) Indian tribes and parents of Indian children involved in planning and implementation.

The Project has been developed and will be implemented by three partners who are each

tribal educational entities and highly experienced in working with and involving Indian parents on a regular basis in multiple ways -- a tribal college, a tribal education department and a tribal BIE grant school. Indian parents have been directly involved in the conceptualization and development of this project via the needs assessment and project design. The TED administers the JOM program and coordinates the activities of the Indian Parent Committees (IECs) at each reservation school. The CSKT Tribal Council appoints members to a Tribal Education Committee (TEC). Both groups were consulted about needs of Indian children in relation to career and college readiness and identification of related NYCP strategies to address these needs. Additionally, Two Eagle River School – whose school board serves as their Indian parent committee/IEC - surveyed their parents separately regarding specific needs at TERS.

The project design clearly shows that Indian parents will be directly involved in implementation and evaluation of the activities throughout the grant period:

--The Project Coordinator and TED representative will hold regular Project consultations and updates monthly meetings with all school IECs, and an annual Project planning meeting at reservation-wide joint IEC training/meeting.

-- Tribal Education will work with partners to create college/career readiness information packets, trainings, and individual parental advising strategies for all grade levels.

-- Indian parents will be consulted in the implementation of the early childhood program.

-- TERS NYCP strategies will include ongoing involvement with Indian parents.

(iv) The project is designed to build capacity and yield results beyond the grant period.

The project design and implementation plans include strategies to provide sustainability of the project beyond the terms of the grant. The project will 1) increase the capacity of the CSKT Tribal Education Department to provide career and college counseling for AI students; 2) enhance

the cooperation and connections between the three major partners as well as the other LEAs, 3) advance the science pedagogy skills for pre-school through K-12 educators and counselors working with AI students, 4) increase the efficacy of the Indian Education Committees in local schools, 5) create materials and messaging for AI youth and families about the importance of career/college planning that may be used beyond the grant period, and 6) create a sustainable model for increasing the college and career readiness of AI students.

Results from the project will continue as these strategies create sustainable changes and produce ongoing results. Measurement of project outcomes and dissemination of results to partner LEAs and the IECs is expected to increase reservation-wide interest in the educational strategies along the preK-12 educational continuum. Results will be presented at the annual CSKT TED PIR Day and more broadly disseminated through venues such as the annual Montana Association of Career and Technical Education meeting, the Montana Indian Education for All Annual Summit, and the annual American Indian Higher Education Consortium meeting.

Project Evaluation

(i) The evaluation provides guidance about effective strategies.

Dr. Stacey Sherwin will provide evaluation of the project, working with Dr. Ferrier in ongoing review of evaluation metrics. Dr. Sherwin holds a Ph.D. in Educational Leadership from the University of Nebraska, Lincoln, and a Certificate in Evaluation Practice from George Washington University. Dr. Sherwin has evaluated numerous projects in Native American contexts, primarily focusing on education and community health initiatives including the NIH-funded RISE program at SKC and the CSKT TED STEP Program. Dr. Sherwin has expertise in evaluation methodology and assessment as well as college and career readiness. She will also assist with compliance with FERPA standards and completion of IRB requirements.

The evaluation plan provides a structure for evaluation timeline and metrics, data analysis and reporting, and use of evaluation data for program improvement and final outcomes measurement. The evaluation plan logic model (following Lawton et al, 2014) describes project inputs, activities, outputs, and projected outcomes. The Indigenous Evaluation Model (LaFrance & Nichols, 2009) provides a context through emphasis on developing evaluation metrics that are culturally acceptable, respectful of tribal sovereignty, and attentive to issues of data ownership.

Input/implementation evaluation will begin upon program start and assist in program management through monitoring fidelity of implementation and the quality of inputs and activities, providing feedback concerning effective processes and utilization of program resources. Outcomes evaluation will begin approximately one year following project start and include ongoing involvement of the project partners including IECs and LEAs. Outcomes measures will be based on research-based measures of career and college readiness (e.g. Conley, 2007). College readiness will be defined as “The level of preparation a student needs in order to enroll and succeed – without remediation – in credit-bearing coursework at a postsecondary institution” (ACT, 2008). Career readiness will be defined as the ability to identify and articulate skills, strengths, knowledge, and experiences related to the desired career and possessing relevant work-ready skills (NACE).

The final evaluation will provide a summative assessment of the effectiveness of the project in improving college and career readiness of students along the preK- 12 continuum, providing information pertinent to the TEA, LEAs, and the U.S. Department of Education as these entities seek to determine which program components should be sustained and disseminated for replication. The final report will also include required GPRA measures.

The evaluation plan, provided below, lists key evaluation questions, timeline, types of data, methods/instruments, and method of data analysis.

Evaluation Question 1: Are inputs appropriate and adequate to lead to project success?

Sub components include initial implementation: hires, establishment of advisory group, adequacy of organizational structure and communication between partners, and IEC involvement. Evaluation will occur at 3 months, 6 months, and then every 6 months. Data will include meeting minutes, interviews, and document review.

Evaluation Question 2: What are the baseline data for the selected evaluation measures?

Baseline measures will be gathered for three cohorts of students and will include LEA-level data that provides evidence of initial college and career readiness. PreK data will include mindset and career awareness. K-6 data will include math/reading proficiency of AI students (measure – standardized testing data for cohort), career understanding (survey to be developed), and mindset. Data elements for grades 7-12 grade will be based on *Data Elements for the Eight Components of College and Career Readiness*, collegeboard.org) and include career aspirations, academic planning, participation in extracurricular and career exploration activities, college admission and financial planning, and academic course election/grades as well as math/reading/science proficiency. Assessment of the mindset will utilize assessments that have been standardized and validated (Souza, 2015). Analysis will be completed by Dr. Sherwin and validated by Dr. Ferrier. An initial survey of TED staff will provide baseline data concerning staff capacity.

Evaluation Question 3: Are project activities implemented as planned?

Subcomponents include youth, IEC, and educator satisfaction with relevant activities; review of curricular materials utilized in project activities; and extracurricular and Challenge Fair evaluation. Data will include satisfaction surveys, curricular materials, advisory group minutes, calendar of project activities, and documentation of science fair preparation and implementation. Analysis of these measures will occur as activities are completed.

Evaluation Question 4: Do project outputs meet the needs of the target population?

Sub components include the effectiveness of processes for data management, effectiveness of materials designed for students/families, and whether activities and outputs are reaching the target population. Data to be collected will include participation rates of AI students/families in various activities, numbers of students meeting with coaches, participation rates in PLCs and quality of pedagogical changes, and student/family engagement in extracurricular science activities. Data will be collected by the PC and analyzed by the PC and evaluator.

Evaluation Question 5: Did the project achieve its short-term goals?

Sub components of Evaluation Question 5 include measurement of short-term goals as delineated in the project objectives (above).

Evaluation Question 6: Did the project achieve its stated long-term goals?

Final evaluation will include collection of student and teacher metrics as well as final evaluation of overall project outcomes including TED capacity and strength of partner collaborations (tools to be developed).

Initial data analysis will be provided by Dr. Sherwin. In keeping with the Indigenous Evaluation Framework, initial data analysis and reporting will be reviewed by stakeholders such as the Advisory Committee or IECs to provide their input on the meaning of data. Reports of formative assessment will be provided at 3 months, 6 months, 12 months, and then every 6 months to ensure that program staff has information to indicate adequacy of inputs and activities. The evaluators will review report findings and recommendations with the PI/PC. Reports will be used to inform decisions, including decisions about process, outcomes, improvements, resource allocation, or changes in strategies to achieve the outcomes. A final project report will provide a summary of the successes, challenges, and replicable components of the project.

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APPENDIX A Geographical Location of the Project

The Flathead Indian Reservation is the home of the Confederated Salish, Kootenai and Pend d'Oreille Tribes. Of the approximately 7,753 enrolled tribal members, about 5,000 live on or near the Reservation. North of I-90 between Missoula and Kalispell, farming valleys and massive mountain peaks of northwestern Montana surround the Flathead Reservation. The reservation comprises over 1.3 million acres.

SKC, TERS, and TED are all located in Pablo, MT.



Appendix B

Greatest Barriers to Readiness of AI Students for College and Careers

BRICCR is based on a thorough review and analysis of the greatest barriers for tribal students. Project goals and activities are based on quantitative and qualitative data gathered from CSKT departments, local and state educational data, and related sources, primarily drawn from the last three years. The input of AI parents was also included as discussed in this section and summarized in Appendix B. The greatest barriers are presented below by age group (pre-school through high school), followed by discussion of additional issues impacting tribal students.

Need for effective, culturally relevant preschool: Qualitative data gathered for the Montana Early Learning Challenge Grant (MELCG, 2013) demonstrates the need for enhanced early learning services. While researchers (e.g. Hart & Risley, 2003) have long known the impact of poverty on early childhood literacy, local experts state that preschoolers from lower socioeconomic homes on the Flathead Indian Reservation enter kindergarten with a 60,000 word deficit (personal communication, J. Cajune, May 2016). A global picture of American Indian (AI) children in Montana is one of extreme poverty, poor school readiness, and a persistent achievement gap (MELCG, 2013). In 2013, AI reservations were included as one of four Early Childhood priorities for Montana's 2013 Governor's Early Childhood Initiative. Recognizing the paucity of services and the extraordinary need, Montana Governor's Early Initiative Reform Agenda (2013) included increasing access to quality early learning programs for high needs children: those in poverty, with developmental delays or disabilities, ethnically diverse, or living on tribal lands and ensuring that programs are culturally and linguistically relevant and support family choices.

One of the most successful strategies for preparing children and their families for kindergarten is access to quality early childhood programs. The need for high quality, culturally responsive preschool services is significant on the Flathead Reservation. While Tribal Head Start

programs provide culturally appropriate pre-school, placements are limited; according to CSKT Early Childhood Services, there is a persistent need for Early Childhood Teacher training.

Need for Culturally Relevant Education and Role Models: The need for culturally relevant education and American Indian role models was one of the top priorities for AI families interviewed as part of the Needs Assessment (May, 2016). As one parent noted, “It [culturally relevant education] could help some Native American students see school and education in a new light.”

Need to Increase Reading, Math, and Science Literacy: AI 4th grade students in Montana scored 6th in reading and 4th in math literacy out of ten states with a significant enough American Indian population to provide comparison data. These deficits were continued in 8th grade measures of math and reading, as AI students remain consistently below the literacy levels of non-native comparison groups (Montana Office of Public Instruction, 2015).

Parent/Guardian Need for Increased Information on College and Career Planning

The CSKT Environmental Scan (2013) completed in preparation for Project Launch found that a lack of parent understanding related to school readiness impacted the attendance and success of AI preschool and early elementary students. This need continues through high school; Indian Education Committees (IECs) surveyed during the comprehensive needs assessment noted the need for more information about what factors lead to student achievement.

Need for Improved Coaching to Improve College Preparatory Paths in High School:

High School graduation rates for AI students in Lake County, Montana, which forms the majority of the Flathead Indian Reservation lands, continue to lag far behind nonIndian graduation rates; In 2014, 90.7% of Lake County residents had graduated from high school (U.S. Census), while the drop-out rate for American Indians averaged 65% (Montana Office of Public Instruction). Even more significant is the continuing gap in the number of AI students who graduate from high school with standard college-readiness indicators. In

2014, only 7.6% of graduating AI students took an AP exam, which is significantly less than the 21.6% of the White graduating students that took at least one AP exam. Although not all Montana schools are able to offer AP classes and exams, the number of American Indian students taking AP exams is low (Montana Office of Public Instruction, 2014). According to the ACT and NIEA in *The Condition of Career and College Readiness 2015 – American Indian Students*, “For Native American students and their communities, college and career preparedness is more important than ever before. The benefits of educational achievement directly translate into meaningful careers and economic development opportunities for individuals and communities....Native students and their families must carefully prepare and choose high school coursework that ensures readiness for both college and career success.” Indian families interviewed for the Needs Assessment noted a deficit in understanding the factors that will assist students to enter and be successful in college (Interviews, IECs, May 2016). For example, one parent noted, “Creating strong supports to help individual students meet their educational goals is really important.”

Indian students on the Flathead Reservation are not adequately receiving the opportunities and support they need to be prepared for careers and college at the same rates as non-Indian students. Out of 21 AI seniors attending Polson High School in 2016, 16 completed the ACT test. Only one exceeded the score of 22 (the required score for acceptance into most institutions within the Montana University System), 2 received a score of 21 and the rest ranged from 12 - 19 ACT Composites. For seniors graduating with the Regents' College Prep Core, there were 96 total seniors with 75 non-Native of whom only 15 or 20% didn't graduate with minimum core, while there were 21 AI seniors of whom 11 or 50% will not graduate with minimum core (personal communication, Polson High School counselor, May 2016).

Indian students and their parents/families do not receive information and assistance to understand the importance of Montana University System requirements, such as the requirement to pass a lab science. Neither do they understand that such decisions must be made early in the student's career, at least by 8th grade generally. There are many essential things Indian parents need to know about educational policies relative to college and career planning that they do not receive. Local needs assessments and surveys from

parents involved in Indian Education Committees (IECs) with local LEAs indicated that the top three needs of their children were related to academic needs, educational support, and cultural/language programs. Also listed was a request for help with college preparation and expanding college horizons (JOM Survey, 2015).

Lack of consistent, coordinated, and effective career and college exposure and counseling, including

support and information for parents and families: Lack of coordinated and effective services for educational success was cited by AI parents as a major concern (CSKT Environmental Scan for Project Launch, 2015). While multiple entities provide services for AI youth from PreK through high school, these services are not coordinated and do not provide consistent opportunities to interact with students, individually or in groups, to advance student preparedness and academic success.

Local needs assessments have documented that tribal students are not receiving the information and assistance they need to in order to aspire to, prepare for, and successfully pursue careers and/or a college readiness track. Despite many programs in and out of school attempting this goal, it is not happening adequately or in a manner that impacts Indian students and families. Indian students are not being exposed, especially at an early age, to careers and opportunities in their local community, such as the many possibilities within the Tribal government and local economy. CSKT TED does not have a robust Career Development and College Readiness Department, as do some Tribal Education Departments nationally.

Lack of collaboration and coordination among all the programs serving Indian students with career

and college readiness services: There are a multitude of programs Reservation-wide delivering a variety of career/college readiness and general activities and services to Indian children and families. However, there is a serious lack of coordination, communication, and collaboration noted by parents in IECs and in the Environmental Scan for Project Launch.

Lack of culturally relevant and effective science exposure and science education:

State-wide, science has historically had the lowest proficiency scores among all groups of students. In 2013, AI student proficiency rate in Science CRT scores decreased to 30.4% from a high of 33.0% in 2013, compared with a 65.8% proficiency rate for White students (Montana Office of Public Instruction).

Appendix C

Existing Local Policies, Programs, Service Providers, and Funding Sources

Multiple existing programs and practices, service providers, and funding sources are synergistic with this program and will provide corresponding and relevant activities and resources. The resources of CSKT Tribal Government bring a wealth of human services programs to bear on the project. Relevant services include CSKT Social Services, which works with local schools to problem-solve issues related to American Indian (AI) student school attendance. Early Childhood Services coordinates Head Start Centers in all reservation towns, and Mental Health Services provides counseling services for children and families. The CSKT Natural Resources Department sponsors various science-related activities including River Honoring and presentations in local school systems. CSKT Tribal Education provides numerous services including an annual Professional Instruction-Related (PIR) Day that provides culturally related professional development for all reservation K-12 teachers.

Salish Kootenai College provides numerous programs and services that enhance the career and college readiness of AI youth. The SKC Early Learning Center provides both preschool and childcare services to children from 2-12 years of age. SKC operates an Upward Bound program, offers dual enrolment coursework, and provides free assistance for high school students completing the FAFSA. Career pathways offer opportunities for AI youth to explore career clusters and take dual enrollment course while in high school. SKC's new Science Education Partnership Award, awarded in spring 2016 by the National Institutes of Health, will offer a Science Academy with dual enrollment and a research internship for up to 20 AI high school Juniors and Seniors per year.

The Tribal Education Committee, appointed by the CSKT Tribal Government, and Indian Education Committees and Indian Education Coordinators at each reservation school district provide additional support for this project. The Kootenai and Salish Pend d'Oreille Cultures

Committees provide support for culturally relevant curricula and language programs for youth.

Community-based resources include Boys and Girls Clubs in Ronan and Polson, which offer extracurricular activities and mentoring; Lake County Employment Services, which provides employment counseling and services for families; and Lake County Development, which provides one-time grants for community development including youth programs. The Lake County Best Beginnings Partnership works with a consortium of local entities to develop tools for child care providers, deliver various professional development and training opportunities to those working with the early childhood population, raise policy concerns, and promote a more informed “school readiness” perspective across the community.

Additionally, every school district has a full complement of professionals including counselors, reading and curriculum specialists, and other professionals that provide services for AI youth.

Arlee Joint School District No. 8

72220 Fyant St. – Arlee, Montana 59821 (406)726-3216 Fax (406)726-3940



Trustees:

Rick Desjarlais – Chairperson
Kris Gardner - Vice-Chairperson
Tom Haynes– Trustee
Wendy Forgey – Trustee
Lisa Koetter – Trustee

Administrative Staff:

Dave Whitesell – Superintendent
Don Holst – Elementary Principal
Jim Taylor – JHS/HS Principal

Dr. Sandra Boham, President
Salish Kootenai College
P. O. Box 70
Pablo, MT 59855

Dr. Boham,

As Superintendent of Arlee Joint School District #8, I am expressing our support for *Es Xcimi: Braiding Resources to Increase College and Career Readiness of American Indian Students*. I have served as Superintendent at two Flathead Reservation schools, and I know the value of projects such as these in helping our youth.

We are supportive of any project that reaches across grade levels, incorporates multiple partners and encourages sustainability of the program to increase the career awareness and options for college for our students. We see engagement in the science disciplines, as envisioned in the project, as a critical component to assist our students in college and career readiness. We welcome the collaboration of Salish Kootenai College, the Tribal Education Department, and our school in this worthwhile endeavor.

Again, we offer our full endorsement of this project, and we will seek opportunities for our students to participate, as well as our teaching staff.

Sincerely,

A handwritten signature in dark ink, appearing to read "David Whitesell". The signature is fluid and cursive, written in a professional style.

David Whitesell, Superintendent
Arlee Joint School District #8

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**Dixon Public Schools
District #9
Sanders County**

P.O. Box 10
411 B Street
Dixon, Montana 59831

Phone 406-246-3566
FAX: 406-246-3379

May 30, 2016

Dr. Sandra Boham, President
Salish Kootenai College
PO Box 70
Pablo, Montana 59855

Dear Dr. Boham,

After reading the proposal for the collaboration, Es Xcimi: Braiding Resources to Increase College and Career Readiness of American Indian Students (BRICCR), I am excited to offer my complete support. As a district Superintendent/Principal of a rural reservation elementary school serving children birth through grade eight, I truly see the value of a project focused on increasing both college and career readiness for our American Indian students.

Es Xcimi's science, technology, engineering, and math focus serves a purpose for all stakeholders. With high poverty, significant achievement gap, varied cultural identification and high a dropout rate, students across the Flathead Reservation are at a disadvantage before they even step into an instructional institution. A program stretching across the vertical age bands encourages sustainability and longevity increasing the chance of success resulting in a transformative experience for student participants. It is my hope that through broader exposure to career options, students find interest and opportunity across these professional fields and utilize skills learned to better our community over time.

One critical goal of Es Xcimi is to identify and connect the key stakeholders and cultural advisors in order to develop an ongoing, sustainable plan to coordinate existing services and develop new ones, particularly those relative to college and career readiness. As a prior participant of the Big Sky Science Partnership, a collaborative project connecting the National Science and Foundation, regional K-8 Schools, tribal communities and institutions of higher education, I have lived the benefits of a culturally responsive, content-rich braided initiative such as this. The professional development, cultural focus, collegial conversation, and sharing of resources is invaluable in strengthening the system of support for our American Indian students, their families and educators throughout the system.

I have no doubt that the joint efforts of all involved will provide new and needed opportunity for students in need of greater choice as they determine their unique pathway to a successful and productive future.

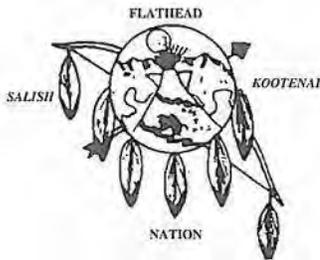
Thank you for your consideration,

Sincerely,

(b)(6)

Crista Anderson | Principal





THE CONFEDERATED SALISH AND KOOTENAI TRIBES
OF THE FLATHEAD NATION

P.O. BOX 278
Pablo, Montana 59855
(406) 275-2700
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www.cskt.org



A People of Vision

A Confederation of the Salish,
Pend d' Oreille
and Kootenai Tribes

TRIBAL COUNCIL MEMBERS:

Vernon S. Finley - Chairman
Len Twoteeth - Vice Chair
Troy Felsman - Secretary
Anita Matt - Treasurer
Ronald Trahan
Shelly R. Fyant
Leonard W. Gray
Carole Lankford
Dennis Clairmont
Patty Stevens

Dr. Sandra Boham, President
Salish Kootenai College
P. O. Box 70
Pablo, MT 59855

Dr. Boham,

On behalf of the Kootenai Culture Committee, I am expressing our support for your project on Career and College Readiness for the youth of our Reservation.

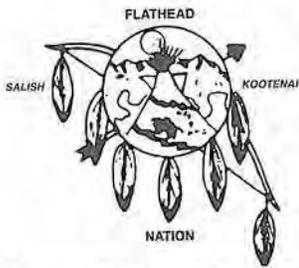
As we understand it, the project will target students across the Flathead Reservation in all grade levels and seek to help better prepare them either for a college course of study or for a chosen career path. With the combined resources of Salish Kootenai College, the Tribal Education Department, and the various Reservation schools we feel this project has a high likelihood for success.

We would be glad to offer our endorsement as well as our support of the project, and myself and the staff of the Kootenai Culture Committee would offer our participation, advice and guidance to help ensure the success of this project.

Sincerely,

(b)(6)

Daniel Stiffarm, Director
Kootenai Culture Committee
Confederated Salish and Kootenai Tribes
P.O. Box 155
Elmo, MT 59915



THE CONFEDERATED SALISH AND KOOTENAI TRIBES
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Dr. Sandra Boham, President
Salish Kootenai College
P. O. Box 70
Pablo, MT 59855

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Shelly R. Fyant
Leonard W. Gray
Carole Lankford
Dennis Clairmont
Patty Stevens

Dr. Boham,

On behalf of the Salish/Pend d'Oreille Culture Committee, I am expressing our support for your project on Career and College Readiness for the youth of our Reservation.

As we understand it, the project will target students across the Flathead Reservation in all grade levels and seek to help better prepare them either for a college course of study or for a chosen career path. With the combined resources of Salish Kootenai College, the Tribal Education Department, and the various Reservation schools we feel this project has a high likelihood for success.

We would be glad to offer our endorsement as well as our support of the project, and myself and the staff of the Salish/Pend d'Oreille Culture Committee would offer our participation, advice and guidance to help ensure the success of this project.

Sincerely,

(b)(6)

Antoine Incashola, Director
Salish/Pend d'Oreille Culture Committee

Memorandum of Understanding

***Es Xcimi*: Braiding Resources to Increase College and Career Readiness for American Indian Students (BRICCR)**

This Memorandum of Understanding is entered into by the following partners:

**Salish Kootenai College
Confederated Salish and Kootenai Tribes' Early Childhood Services Department**

The following signed and dated Memorandum of Understanding (MOU) provides evidence of a strong partnership and commitments for program design, implementation, supervision, management, evaluation, and program improvement related to Native American student preparedness for careers and/or post-secondary education.

Upon mutual written agreement, this MOU may be modified, extended, or terminated.

The parties to this MOU will collaborate and contribute to the *Es Xcimi*: Braiding Resources to Increase College and Career Readiness for American Indian Students as follows:

1. **Jointly consult and mutually approve an Annual Implementation Plan for the BRICCR Project at ECS.**
2. **Provide timely participation of ongoing reviews to include quarterly reviews and updates of the Project's progress and results as identified in the Annual Implementation Plan.**
3. **Participate in evaluation activities and analysis of student progress in skills and knowledge as outlined in the Project proposal for Pre-K students.**

Salish Kootenai College (SKC) will:

1. **Provide Project administration and staff, including the (a) principal investigator, (b) project coordinator, and (c) professional development and data analysis personnel in support of this project as outlined in the Project proposal and plan.**
2. **Provide leadership necessary to holistically manage all aspects of the Project including implementation, evaluation, documentation, and reporting.**
3. **The principal investigator will consult with partners regarding distribution of funds and will have final authority over final disposition of funds as necessary to efficaciously meet the goals and objectives of the Project.**
4. **Facilitate communication among partners as appropriate.**
5. **Participate in Project activities with ECS as outlined in the Project proposal and Annual Implementation Plan.**
6. **Provide professional development opportunities such as Growth Mindset and culturally relevant school counseling.**
7. **Provide Institutional Review Board approval of all implementation and evaluation activities including collection of human subjects data.**

ECS will:

1. Promote and support teachers' and appropriate staff members' participation in BRICCR professional development opportunities.
2. Provide resources including staff time, facilities, transportation, information resources, inclusion of BRICCR staff and partners in appropriate school meetings and trainings that are consistent with the BRICCR Project Plan.
3. Work with the Project Coordinator and Project Evaluator to evaluate Project effectiveness and student growth, including providing access to student and school data within FERPA guidelines and applicable laws and policies.

This agreement may be amended by all parties as needed given 30 days notice and approval of Project funders.

(b)(6)

Dr. Sandra Boham, President
Salish Kootenai College

5-31-16

Date

(b)(6)

Jeanne Christopher, Department Head
CSKT Tribal Education Department

May 31, 2016

Date

(b)(6)

Cindy O'Dell
SKC Education Division Chair

5-31-16

Date

St. Ignatius Middle & High School
Jason Sargent Superintendent



Phone 406-745-3811 P.O. Box 1540 St. Ignatius, MT 59865 Fax 406-745-4060

Date: 5-28-16

To: Dr. Sandra Boham, President
Salish Kootenai College
P.O. Box 70
Pablo, MT 59855

Re: CTE for Youth -Letter of Support

Dr. Boham;

This is a letter of support for the Career and College Readiness Grant for the youth of our Reservation.

We would support the possible partnership with Tribal Education Department, Salish Kootenai College and School District #28. Career Technical Education is the best investment we can make for our students. The future careers for students are changing and exposing students to career opportunities for these systems is crucial to our student's future. We are excited about connecting careers, science, education and discovery into our student's educational experience in as many ways possible.

Please let me know if there is anything else you may need from me. We look forward to learning more about the possibility and opportunity to partner and work together.

Sincerely;

A handwritten signature in blue ink, appearing to read 'Jason Sargent', is written over a faint, larger version of the same signature.

Jason Sargent, Superintendent
School District #28
St. Ignatius, MT
406-396-7839

Memorandum of Understanding

Es Xcimi: Braiding Resources to Increase College and Career Readiness of American Indian Students (BRICCR)

This Memorandum of Understanding is entered into by the following partners:

**Salish Kootenai College
Confederated Salish and Kootenai Tribes' Tribal Education Department
Two Eagle River School**

The following signed and dated Memorandum of Understanding (MOU) provides evidence of a strong partnership and commitments for program design, implementation, supervision, management, evaluation, and program improvement related to Native American student preparedness for careers and/or post-secondary education.

Upon mutual written agreement, this MOU may be modified, extended, or terminated.

The parties to this MOU will collaborate and contribute to the *Es Xcimi: Braiding Resources to Increase College and Career Readiness for American Indian Students* as follows:

1. Jointly consult and mutually approve an Annual Implementation Plan for the BRICCR Project at Two Eagle River School (TERS).
2. Provide timely participation of ongoing reviews to include quarterly reviews and updates of the Project's progress and results as identified in the Annual Implementation Plan.
3. Participate in evaluation activities and analysis of student progress in skills and knowledge as outlined in the Project proposal.

Salish Kootenai College (SKC) will:

1. Provide Project administration and staff, including the (a) principal investigator, (b) project coordinator, and (c) professional development and data analysis personnel in support of this project as outlined in the Project proposal and plan.
2. Provide leadership necessary to holistically manage all aspects of the Project including implementation, evaluation, documentation, and reporting.
3. The principal investigator will consult with partners regarding distribution of funds and will have final authority over final disposition of funds as necessary to efficaciously meet the goals and objectives of the Project.
4. Facilitate communication among partners as appropriate.
5. Participate in Project activities with TERS and Tribal Education Department (TED) as outlined in the Project proposal and Annual Implementation Plan.
6. Provide professional development opportunities such as Growth Mindset and culturally relevant school counseling.
7. Provide Institutional Review Board approval of all implementation and evaluation activities including collection of human subjects data.

The Confederated Salish Kootenai Tribes' (CSKT) Tribal Education Department will:

1. Provide Project career counseling and exploration opportunities in conjunction with SKC and TERS as mutually agreed upon.
2. Provide BRICCR staff to deliver additional career/post high school educational counseling and advising to all tribal students at TERS as agreed upon in the Annual Implementation Plan.
3. Work with TERS to provide resources and information regarding CSKT's employment needs and how to properly prepare employment applications, best practices for subsequent interviews, and review executive functioning skills generally expected of all employment including school counseling and other career exploration programs and activities.

TERS will:

1. Help facilitate Indian student participation in BRICCR career and college readiness activities as agreed upon in the Annual Implementation Plan.
2. Promote and support teacher, counselor, and appropriate staff participation in BRICCR professional development opportunities.
3. Provide resources including staff time, facilities, transportation, information resources, inclusion of BRICCR staff and partners in appropriate school meetings and trainings that are consistent with the BRICCR Project Plan.
4. Work with the Project Coordinator and Project Evaluator to evaluate Project effectiveness and student growth, including providing access to student and school data within FERPA guidelines and school policies.

This agreement may be amended by all parties as needed given 30 days notice and approval of Project funders.

(b)(6)

Dr. Sandra Boham, President
Salish Kootenai College

5/31/14

Date

(b)(6)

William Swaney, Department Head
CSKT Tribal Education Department

5/31/16

Date

Sandra Boham for Rodney Bird
Rodney Bird, Superintendent
Two Eagle River School

5-31-14

Date

Appendix D

Evidence of Capacity to Improve Project-Relevant Outcomes

The three main partners - Salish Kootenai College (SKC), CSKT Tribal Education (TED), and Two Eagle River School (TERS) – are all experienced in management of projects relevant to the project and funded through other sources.

SKC has extensive experience in creation and implementation of successful programs that improve educational outcomes for AI youth. SKC's Upward Bound program has been in existence for 25 years and served over 700 AI students, with over 60% of those students placed in college, compared with a 33% average college-going rate for American Indians state-wide and a 61% college-going rate for non-Indians. SKC has provided successful teacher education programs funded by the National Science Foundation (NSF), including the Big Sky Science Partnership, a professional learning community consists of teachers from Montana reservations and Missoula area K-8 schools; and science and science education faculty from Salish Kootenai College and state universities. SKC also has extensive experience with programs designed to improve college readiness of high school graduates, including a successful bridge program funded through Jobs for the Future; the program increased student college placement scores by up to 40 points, moving 60% of students into college-level coursework. SKC's work to improve outcomes in developmental (remedial) education has been recognized by entities such as the Institute for Higher Education Policy (IHEP). SKC administers approximately \$15 million dollars per year in other federal, state, and private grants targeting improved education, health, environment, and cultural perpetuation for tribal students and Flathead Indian Reservation residents.

CSKT Tribal Education administers synergistic programs including a SAMHSA program

though the Department of Health and Human Services, Substance Abuse and Mental Health Services Administration aimed at reducing drug and alcohol use by reservation youth ages 12-24. TED is a recipient of a 2015 State Tribal Education Partnership (STEP) grant in partnership with the Montana Office of Public Instruction and three Reservation LEAs (St. Ignatius, Arlee, and Dixon).

TERS has operated successful funded programs including a 21st Century Community Learning Grant that provided health after school activities for TERS students.

Appendix E

Evidence of Involvement of Indian Tribes and Parents

The Project has been developed and will be implemented by three partners who are each tribal educational entities and highly experienced in working with and involving Indian parents on a regular basis in multiple ways -- a tribal college, a tribal education department and a tribal BIE grant school. These entities bring their substantial experience working with American Indian (AI) students and families as well as significant understanding of research-based strategies to enhance the college and career readiness of AI students.

Indian parents have been directly involved in the conceptualization and development of this project via the needs assessment and project design. Both the Tribal Education Committee (TEC), which is appointed by the CSKT Tribal Council, and the Indian Education Committees (IECs) consisting of parents at each school on the reservation were consulted about the needs of Indian children in relation to career and college readiness and the identification of NYCP strategies to address these needs. Additionally, Two Eagle River School – whose school board serves as their Indian parent committee/IEC - surveyed their parents separately regarding specific needs at TERS.

AI parents/guardians will be directly involved in implementation and evaluation of the activities throughout the grant period. The project evaluator will be providing evaluation data for review and comment by IECs, the TEC, the project Advisory Board, and other AI stakeholders. In addition, AI parents/guardians will be afforded the opportunity to provide feedback and guidance on the project through monthly meetings with all school IECs and an annual NYCP planning meeting at reservation-wide joint IEC training/meeting. AI parents will be consulted in the implementation of the early childhood program and materials such as curriculum maps that promote college and career awareness to be developed for AI youth.

Appendix F

Demonstration of Research Basis

The BRICCR Project design is based on research related to strategies to enhance college and career readiness. Research indicates that early intervention and ongoing supportive structures are essential to increasing college and career readiness for students from low socioeconomic backgrounds (McGencey, 2011; Roberts, Jurgens & Burchinal, 2005). Dougherty and Fleming (2012) showed that less than 20% of students from high-poverty schools who were “Far Off Track” in proficiency benchmarks were able to reach proficiency by the 11th grade. Local results substantiate these results, as students who are far below proficiency standards are most likely to drop out of school or fail to reach proficiency benchmarks. As noted by Dougherty and Fleming (2012), efforts to close academic preparation gaps should begin as early as possible, be more intensive, and take as long as necessary. Therefore, this proposal is based on the need for strategic, consistent, and needs-based interventions along the preK-12 continuum. Research cited below offers examples of the evidence base for this proposal.

Evidence-based methods to enhance the skills of area pre-K-12 teachers in providing culturally relevant, engaging science content, literacy instruction, attention to student mindsets, and career and college awareness include: a) providing ample time for teachers to collaborate with each other, practice new ideas or techniques and obtain ongoing support for their implementation; b) utilizing teacher-led teams to advise or help plan professional development; c) and using available technology, including social media, that could enhance collaboration among teachers across levels, subject areas, or buildings (Moore, 2016).

Career awareness and development: Research demonstrates that career awareness changes with developmental maturity and occupational knowledge changes over time. Early exposure to occupations and career clusters and parent education about college and career readiness impacts

career developmental learning (e.g. Watson & McMahon, 2005). Hanover Research (2012) found that middle school students “benefit both academically and vocationally from career development programs that promote career exploration skills, as well as increase knowledge of career options and career paths...An essential component of the career awareness phase often taught in elementary schools is the development of self-awareness.” Ongoing student exposure and parental education, culminating in active career planning by late middle school, is critical to college and career readiness by 12th grade.

Growth Mindset: Academic Mindset activities have been shown to improve educational outcomes for a wide variety of students across the educational continuum (Project for Education Research that Scales). Work by researchers including Carol Dweck (2006) and Angela Duckworth (2016) present clear evidence that students can adopt a growth mindset which improves academic performance (Paunesku et al, 2015; Yeager, et al, 2013). Researchers suggest that subtle linguistic cues and overt curriculum modifications can impact student motivation, resilience, and perspectives related to education (e.g. Cimpian et al, 2007), even in early childhood and elementary school levels.

STEM and HSO Awareness: Maltese and Tai (2010) found that student interest in STEM begins prior to middle school. A growing body of research shows that students who do not find personal meaning or relevance in STEM will not pursue STEM beyond what is required in school (e.g. Basu & Barton, 2007). The use of disciplinary-based reading, exposure to AI scientists and mentors, and the implementation of a science fair with indigenous research components are aligned with research demonstrating the need to develop pathways for youth development leading to STEM and health science occupations (e.g. the research-based evaluation of Project Exploration).

Extracurricular Science Activities and Science Fairs: Sahin (2013)s showed that students who participated in science fairs and extracurricular mentored science fair preparation outperformed the national average in terms of post-secondary admissions and STEM major selections. Multiple years of science fair project competition were positively related with students choosing a post-secondary STEM major ($\chi^2(4) = 5.32, p = .255$). Access to science experts and meaningful, long-term exposure to STEM were shown to be key to a successful youth science program (Lyon, Jeffri, & St. Louis, n.d.). Rahm, Martel-Reny, and Moore (2010) concluded that extra-curricular after-school programs offered youth a meaningful way to “relate to science in concordance with their own lived experiences, resulting in “I will” and “I can” attitudes and a sense of hope for the future within which science becomes a tool for action.”

Coaching: Research also demonstrates the effectiveness of coaching models in increasing the career and college readiness of middle and high school students. The BRICCR Project also follows the research-based structure of the National Office for School Counselor Advocacy in recommending eight components of college and career readiness programming (College Board, n.d.). The Institute for Education Science provides evidence-based recommendations to increase college readiness including ensuring that students understand what a college-ready curriculum is by 8th grade, and engaging and assisting students to complete critical steps in college readiness such as applying for financial aid and completing college applications. Schools such as Hart County High School, located in a rural Appalachian school district, have demonstrated that coaches that work with students and families about college and career preparation, including use of career maps or pathways, can dramatically improve student readiness.

Finally, the use of culturally relevant educational strategies is a research-proven strategy to support increased science and math achievement in AI students (Grimberg, B. & Gummer, E.,

2013; Johnson, A., Sievert, R., Durglo, Sr., M., Finley, V., Adams, L. & Hofmann, M., 2014).
STEM learning for these students requires connections through students' cultural beliefs and practices and connection to real-world experiences (Kaser, 2010).

Appendix G

Description of Continuing Activities

The partners for the proposed project will remain committed to college and career readiness of American Indian students following the grant period. The three main partners (Salish Kootenai College (SKC), CSKT Tribal Education (TED), and Two Eagle River School (TERS) are all dedicated to student success and will continuously seek internal strategies and externally-funded resources to continue the grant activities. SKC, TED, and TER will persist in their commitment to effective collaboration and enhancement of structures to improve the college

Importantly, grant activities are designed to promote systematic, reservation-wide, and long-lasting change by 1) increasing the capacity of the CSKT Tribal Education Department to provide career and college counseling for AI students; 2) enhancing the cooperation and connections between the three major partners as well as the other LEAs, 3) advancing the pedagogical skills for pre-school through K-12 educators and counselors working with AI students, 4) increasing the efficacy of the Indian Education Committees in local schools, and 5) creating sustainable materials and messaging for AI youth and families about the importance of career/college planning that may be used beyond the grant period.

The three primary entities will remain engaged in project activities following the grant period. Salish Kootenai College is committed to increasing the college readiness of students on the Flathead Indian Reservation and will continue to provide opportunities for K-12 student career exploration and engagement in STEM through activities such as outreach nights. SKC will also continue to provide quality early childhood education and teacher education and STEM/HSO engagement through outreach activities. The TED will sustain the coaching/mentoring of AI students, continue to provide culturally appropriate student/family materials related to college and career readiness, and work with high school students regarding financial readiness for

college. TED will also continue to provide annual PIR days as a venue for working with teachers in all reservation school districts on topics such as Mindset and career awareness. TERS is committed to increasing the college/career preparation of its students; the training provided through the grant will enhance the capacity of the counselor and other staff to provide effective guidance related to college and careers.

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CYNTHIA G. O'DELL

EDUCATION

Ed.D. in Educational Leadership
The University of Montana, Missoula, MT May 2010

M.S. Degree in Child Development
Montana State University, Bozeman, MT June 1985

B.S. Degree in Elementary Education
University of Oregon, Eugene, OR March 1982

PROFESSIONAL EXPERIENCE

Current Position: Dean of Education, Salish Kootenai College,
Pablo, MT

Responsibilities include: directly supervising the Early Childhood Education, Elementary Education and Secondary Education programs, faculty, and departmental activities; conducting, analyzing, and reporting assessment activities for program accreditation and curriculum improvements; teaching education courses on diversity, Indian education, exceptional learners and action research; advising early childhood and elementary education students including monitoring class performance and degree status; observing and providing students with feedback during field experience and student teaching; supervising and implementing grant activities for federal and state grants awarded to SKC through the Department of Education, the Office of Indian Education, and the Department of Health and Human Services; participating on college committees such as the Outcomes and Assessment Committee; participating on state, national, and local councils such as the Montana Certification, Standards and Practices Advisory Council, the Montana Council of Deans, and the Montana Early Childhood Higher Education Council; and assisting with various community service projects. January 2002 to present.

PROFESSIONAL EXPERIENCE

Special Services Coordinator, Flathead Head Start, Ronan, MT

Responsibilities included: Assessing and qualifying Head Start children for special services; providing or coordinating these services with parents, public schools and mental health agencies; supervising teachers and aides working with children with special needs; developing culturally relevant developmental checklists to assess children's development and growth; conducting functional behavioral assessments for children with challenging behaviors; and providing professional development to all teaching staff to work with children with disabilities. Skills required and utilized: familiarity with Montana state and federal special education laws and their application at the local level; familiarity with behavior management techniques, and ability to implement positive guidance techniques in a classroom setting; a demonstrated ability to establish positive relationships and to effectively communicate with teachers, parents and administrators; the ability to plan and implement a teacher training/professional development plan for Head Start teachers. February 1997 to January 2002

PROFESSIONAL EXPERIENCE

Special Needs Teacher, Son-Rise Program, Bigfork, MT

Attended training at the Option Institute in Scheffield, Mass. in order to work with an autistic child in a home-based, child-centered program. Responsibilities included providing instructional activities to the individual child; training other individuals in the Son-Rise program which included observing, videotaping and providing written and verbal feedback; attending and leading weekly group meetings; and participating in ongoing feedback sessions to improve skills and knowledge. November 1994 to September 1995

PUBLICATIONS

Assessment Tools:

- Owings, N., Mills, P., & O'Dell, C. (1988). *Learning Inventory of Kindergarten Experiences*. Seattle, Washington: University of Washington Press.
- Owings, N., Workman, S. O'Dell, C. (1985). *Play, Language and Drawing Representational Behavior Scale*. Co-author of a scale used to assess the representational behaviors of children 9 months to 5 years of age. Conducted reliability and validity statistical analysis for the scale.

Abstracts:

- Gilliard, J. L. & O'Dell, C. (2008). *Teacher Education at a Tribal College: Satisfying Accreditation Standards within the Context of Culturally Relevant Curriculum and Instruction*. Abstract published in the International Globalization, Diversity and Education conference proceedings, Spokane, WA.
- O'Dell, C., Grant, J. & Christopher, J. (May 2004). Abstract and application for the 2004 Carter Partnership Award. This application was selected as a semi-finalist for the 2004 competition.

Scholarly Manuscripts Submitted for Publication to Peer Reviewed Journal:

- O'Dell, C. & Gillard, J. L. *Developing a conceptual framework for the Early Childhood and Elementary Education Programs at a Tribal college: Lessons Learned*. Paper submitted to The Teacher Educator, April 2007.

Non-Published Work:

- O'Dell, C. *An Investigation of the phenomenon of shortages of Indian teachers through the described experiences of leaders in teacher preparation from Montana's tribal colleges*. Doctoral Dissertation, May 2010.

Funded State and Federal Grants:

- Title 3: Development of an Early Childhood Education Bachelor's Degree (2006-2011) – a five-year grant from the U. S. Department of Education to develop an early childhood BA program and support Salish Kootenai College's endowment fund (\$1,975,000).
- Pre-Service Teacher Training Grants (grants awarded in 2005-2009; 2008-2012, 2010-2014 and 2012-2016)– four year grants funded by the Office of Indian Education through the Department of Education to assist Indian students in earning a bachelor's degree in elementary education, an endorsement in special education or a master's degree in educational leadership in order to become licensed and employed in schools serving high percentages on Native American children (\$848,716; \$1,171,751; \$1,058,000).

- Endorsement Partnership Project (2009-2012) – a four year grant funded by the Office of Indian Education to provide support to 15 Native American students working towards an endorsement/master’s degree in special education and 5 Native American students working towards an endorsement/master’s degree in educational leadership. This grant is a partnership with The University of Montana (\$1,250,000).
- Specialized Training Grant (2007-2008) – a one year grant from the State of Montana Department of Public Health and Human Services to provide Touchpoints coursework and support to students engaging in Touchpoints mentoring (\$13,000).
- Child Care Provider Grant (2006-2009) – a three year grant from the State of Montana Department of Public Health and Human Services to provide learning materials and support for continued accreditation for the Salish Kootenai College Child Care Center (\$37,000).
- Infant Toddler Mentoring (2005-2007)– a two-year grant funded by the state of Montana Department of Public Health and Human Services to provide mentoring for students completing the Touchpoints training (\$58,000).
- Child Care Access Means Parents in School (2002-2006) – a four year grant funded by the U. S. Department of Education to provide a stipend for students for child care expenses in order to attend SKC (\$47,200).
- Head Start Partnership Grant (2001-2006) - a five-year grant funded by the Administration for Children, Youth and Families to assist the tribal Head Start program to meet the mandate for qualified teachers having an associate degree (\$594,700).
- Teacher Training in Remote Areas for Child Development Associate Certification (1988-1992) – a five year grant funded by the Administration for Children, Youth and Families to assist 20 early educators in receiving the national CDA credential (\$102,792).

SYNERGISTIC ACTIVITIES AND COLLABORATORS

- The Department of Education: Member of the Negotiated Rule Making Committee on Teacher Preparation. January

2012 to April 2012.

- Elected to serve as the Higher Education Representative for the Montana Council of Deans on the Montana Certification Standards and Practices Advisory Council. (July 2011 to present).
- Vanderbilt Peabody College, Claremont Graduate University and the U. S. Department of Education: Completed the IRIS (IDEA 04 and Research for Inclusive Settings) Training of Trainers, Park City, Utah. Provide contracted services and professional development to college and university faculty, particularly at Tribal Colleges. 9/2008 to present.
- Monarch Center: collaboration to assist with the development and enhancement of special education and linguistic diverse teacher training programs. 1/2006 to present.
- Brain Based Teaching and Learning Conference. Coordinated a regional conference for teachers and school personnel featuring Eric Jensen (June 2009).
- The Effects of Trauma on the Brain. Coordinated a training event for teachers, counselors, social and health care workers featuring Dr. Bruce Perry from Child Trauma.org (May 2009).
- West-Ed Program for Infant Toddler Caregiving Training of Trainers. Completed all five modules of training. Washington, DC & San Diego, California. 4/02,10/02 & 1/08.
- Cultural Framework of Poverty Workshop. Helena, Montana. 1/08.
- Certified Trainer for the Brazelton Touchpoints Center and Boston University School of Medicine. Boston, Massachusetts. 5/03
- Department of Health and Human Services: Grant Reviewer. Washington, DC. 6/03.
- Montana State University's Secret Life of the Brain Training of Trainers. Bozeman, Montana. 4/02.

- Son-Rise Program, Option Institute. Training for working with special needs children As a result of this training, I assisted a parent of a child with autism to implement an individualized, home-based program for her child. After four years of this program, the child was re-evaluated and was found to have no signs of autism. Scheffield, Massachusetts. 11/94 to 9/95.

SPEAKING

ENGAGEMENTS:

LOCAL AND REGIONAL

- O’Dell, C. (October 2012) *Leadership Theories and Philosophies*. Presentation to the SKC Nursing Program, Pablo, Montana.
- O’Dell, C. (June 2012). Developing a mission, vision, and guiding principles for the SKC nursing program. Faculty and staff development, Pablo, Montana.
- O’Dell, C. Ruhman, D. Burland, A & Davey, C. (September 2008). “*Technology, Talents and Teaching.*” Presentation to the Salish Kootenai College faculty inservice, Pablo, Montana.
- O’Dell, C. (May 2008). “*Assessment in Education.*” Spring Quarter Faculty Development at Salish Kootenai College, Pablo, Montana.
- O’Dell, C. (May 2008). “*Choosing educational toys for your baby.*” Early Head Start Parent Meeting, Ronan, Montana.
- O’Dell, C., Ruhman, D. & Burland, A. (March – July 2007).
- Presentations to the Montana Board of Education for accreditation of the elementary education program at Salish Kootenai College, Helena, Montana.
- O’Dell, C. (September 2007). “*Welcoming Address to New Faculty: The top things I love about SKC.*” New faculty orientation, Pablo, Montana.
- O’Dell, C. (May 2006). “*The Discoveries of Infancy: How do infants learn?*” Early Head Start Parent Meeting, Ronan, Montana.
- O’Dell, C. (June 2006). “*Introduction of Dr. T. Berry Brazelton.*” Touchpoints Mentoring Conference, Pablo, Montana.

- O'Dell, C. (May 2005). "*Educational Opportunities at Salish Kootenai College.*" A presentation to PEO Chapter AI, Polson, Montana.
- O'Dell, C & Sherwin, S. (June 2005). "*Outcomes and Assessment at Salish Kootenai College.*" A presentation to the Salish Kootenai College Board of Directors Annual Retreat, Columbia Falls, Montana.
- O'Dell, C. (September 2005). "*Teacher Preparation at Salish Kootenai College .*" Delta Kappa Gamma, Polson, Montana.

STATE

- O'Dell, C. & Morris, S. (October 2012). "*Updates on the Montana Early Learning Guidelines and Knowledge Base.*" A presentation to the Montana Early Childhood Conference, Kalispell, Montana.
- O'Dell, C. (July 2012). "*Indian Education for All in Montana's Teacher Preparation Programs*". A presentation to Montana's CSPAC and Board of Public Education, Helena, Montana.
- O'Dell, C. & Rudolph, M. (April 2012). "*Meeting the needs of our early readers and their families: Using brain research to inform our environments, interactions and relationships*" Pre-conference Presentation for the Montana Library Association Annual Conference, Big Sky, Montana.
- O'Dell, C. (November 2010). "*An investigation of the phenomenon of shortages of Indian teachers through the described experiences of leaders in teacher preparation from Montana's tribal colleges*" Presentation to the Montana Higher Education Consortium on doctoral research, Bozeman, Montana.
- O'Dell, C. (September 2010). "*A Journey in Cultural Competence*" In-service and Keynote Address to Bozeman Head Start teaching and administrative staff, Bozeman, Montana.
- O'Dell, C. (September 2008). "*Infant Brain Development: Implications for Early Literacy Learning.*" Montana School Librarians Association Conference, Livingston, Montana.

- O'Dell, C. & Rudolph M. (August 2008). "*Your Baby's Brain: Wider than the Big Sky – a True Montana Treasure.*" Families and Learning Conference, Missoula, Montana.
- O'Dell, C. (October 2007). "*Career options and preparation for high school students considering careers in early education.*" Montana Association of Career and Technical Educators Conference, Bozeman, Montana.
- O'Dell, C. (October 2007). "*Creative Environments for Young Children.*" Montana Association for the Education of Young Children state conference, Kalispell, Montana.
- O'Dell, C. (May 2006). "*Brain Development: A study of research and theory with implications for learning.*" Keynote presenter for Dawson Community College's Shaping the Future Conference, Glendive, Montana.
- O'Dell, C. & Grant, J. (August 2004). "*Indian Education for All in Higher Education.*" Presentation and Seminar Coordinator for The University of Montana School of Education faculty, Salish Kootenai College, Pablo, Montana.
- O'Dell, C. & Grant, J. (August 2003). "*Enhancing Child Development through Environments, Curriculum and Pedagogy.*" Innovation Center for Community and Youth Development for the Nkwusm Salish Language Immersion School, Arlee, Montana.
- O'Dell, C., Gilliard, J. L., & Skunk Cap, L. (October 2003). "*Affirming Culture in the Early Childhood Setting.*" Region VIII Head Start and Montana Early Childhood Conference, Billings, Montana.

NATIONAL

- O'Dell, C., et. al. (August 2012). "Reclaiming Education as a Tool for Healing." Organizer, host, and presenter for a national community learning exchange with the Institute for Ethical Leadership, Pablo, Montana.
- O'Dell, C., et. al. (April 2012). "*IRIS faculty seminar for North Carolina's institutions of higher education*" Co-presenter for IRIS. Charlotte, North Carolina.
- O'Dell, C. (February 2011). "*Tribal College and Teacher Preparation – Strengths, Challenges and Actions*"

Presentation to Educational Testing Services Invitational Conference of Many Cultures, One Common Thread. Princeton, New Jersey.

- O'Dell, C. and Rudolph, M. (November 2010) "*Preparing Candidates to Work with Young Children with Disabilities Who Are Culturally and Linguistically Diverse by Enhancing Teacher Preparation Through Increased Opportunities in Early Childhood Special Education*" Presentation to the Monarch Center Conference.
- O'Dell, C. (August 2009). "*Implementing a Successful Indian Teacher Training Project*" Presentation to the Office of Indian Education grantees and administrators at the 2009 Project Director's Meeting, Washington, DC.
- O'Dell, C. & Gilliard, J. L. (February 2008). "*Teacher Education at a Tribal College: Satisfying Accreditation Standards Within the Context of Culturally Relevant Curriculum and Instruction.*" 2008 International Globalization, Diversity and Education Conference, Spokane, Washington.
- O'Dell, C. (January 2007). "*Scholarship of Teaching and Learning: Keynote Introduction and SoTL in Action Focus Group*" 2007 National Scholarship of Teaching and Learning Conference for Minority Serving Institutions: Teaching and Learning for Empowerment, Atlanta, Georgia.
- O'Dell, C. (May 2007). "*Mentoring with Touchpoints: A collaborative model.*" Native American Touchpoints Advisory Council, Polson, Montana.
- O'Dell, C. & Sherwin, S. (February 2006). "*Assessing Learning and Engagement of Minority Students.*" The Collaboration for the Advancement of College Teaching and Learning Professional Development Conference, Bloomington, Minnesota.
- Workman, S. & O'Dell, C. (May 1985). *Play, Language and Drawing Representational Behavior Scale*, presentation to the National Conference for the Council for Exceptional Children.

AWARDS AND LEADERSHIP POSITIONS

- Contracted by the Montana Early Childhood Project to update the Montana Early Learning Guidelines and create an alignment with state K-12 standards.
- Selected to serve on Montana's State Consortium on Educator Effectiveness (September 2010 to present) to collaborate with Montana's Superintendent of Schools, the Montana Office of Public Instruction and 3 other Montana deans of education on this consortium whose mission is to improve the effectiveness of educators by creating a continuum of growth that begins in pre-service and lasts through the end of an educator's career.
- Class 8 Montana Licensure Council. Selected to serve on Montana's Class 8 Licensure Review Council to review and approve to the Office of Public Instruction applications for teaching licensure for those individuals who work at post-secondary institutions and wish to teach secondary education students (2008 to present).
- Chair of the Montana Early Childhood Higher Education Consortium. Elected Chair (September 2010) for this organization that coordinates college level professional development opportunities for early childhood practitioners.
- Recipient of the 2009 American Indian College Fund/Salish Kootenai College Faculty Member of the Year
- Member of the Golden Key International Honour Society, 2008.
- Recipient of the Salish Kootenai College 2007 Distinguished Service Award for "outstanding work done on behalf of Salish Kootenai College."
- Montana Board of Public Education's Distance Learning Task Force from 2006-2008.
- Chair of the Montana Early Childhood Advisory Council for 2007, and have served on the Council from 2005 to 2008 as the Higher Education Representative.
- Confederated Salish and Kootenai Tribe's Touchpoints Team as a team member and trainer

- Member of the Montana Higher Education Consortium.
- Member of the Montana Council of Deans of Education
- The Confederated Salish and Kootenai Tribes School Readiness Task Force.
- Faculty development leader at Salish Kootenai College including the Content-Oriented Writing Group, the Engaging and Assessing Student Learning Group, and Communication and the 4-C's (Communication, Critical Thinking, Citizenship and Culture) Group.
- Salish Kootenai College's Assessment and Outcomes Committee and recently conducted a faculty workshop on assessment of student learning.
- Montana Early Childhood Service Award, 10/1989.
- Active member of the following Professional Organizations, Schools and Agencies:
 - National Association for the Education of Young Children
 - Association for the Education of Childhood International
 - American Educational Research Association
 - American Association for Colleges of Teacher Education
 - Parent's Let's Unite for Kids
 - Registered with the Montana Early Care and Education Career Development Trainer Directory, Montana State University
 - Montana Early Care and Education Practitioner Registry Level 7 – Montana Early Childhood Project
 - Montana Early Childhood Higher Education Consortium Chair
 - University of Montana-Western Education Department Advisory Board
 - Montana Association for the Education of Young Children. State Treasurer 11/89 to 1/94

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WILLIAM R. SWANEY

EDUCATION

1990, 1993 University of Montana Missoula, MT
B. S., M. S. Wildlife Biology
Bachelor of Science degree, conferred 1990, GPA 3.0, Master of Science Degree conferred 1993, GPA 3.92. Thesis research on effects of predation on ground-nesting bird communities in Western Montana.

PROFESSIONAL EXPERIENCE

2015-present Confederated Salish & Kootenai Tribes Pablo MT
Tribal Education Department Head

Administer department with twelve employees, four who work with public education and higher education, two who administer a drug and alcohol education prevention program, and four who work at the People's Center. Responsible for administration of \$750,000 in scholarship funding for higher education, approximately \$89,000 in Johnson-O'Malley funding, \$350,000 in tribal funding to support all aspects of department activities, grant funded prevention budget in excess of \$350,000 annually, grant funded education partnership budget of about \$280,000 annually and People's Center budget of \$200,000 annually..

October 2014 S & K Global Solutions Inc. Pablo, MT
Instructor

Assist with delivery of two day training session at Salish Kootenai College in conjunction with the Nuclear Regulatory Commission on issues of radioactive material and the duties and functions of the Nuclear Regulatory Commission.

June – July 2012, 2013, and 2014 University of Montana Missoula, MT
Visiting Faculty

Taught 8 week summer course in the "Bridges to Baccalaureate" program for three summers for approximately 15 students per summer who were transfers from a tribal college to the University of Montana or were tribal students already enrolled at UM.

May 2014 Sinte Gleska University Mission, SD
Adjunct Instructor

Deliver a one week course in watershed management to tribal college students. Field and classroom delivery of materials covering soil, water, vegetation, and animal management encompassing lands where the Rosebud Sioux bison herd was located.

2000-2013 Salish Kootenai College Pablo, MT
Environmental Science Instructor/Natural Resources Department Head

Developed and taught courses in the Natural Resources Department for Environmental Science, Forestry and Hydrology majors. Oversaw program development and growth of department from one bachelor's degree and two associate degrees to a department offering three separate bachelor's degrees and serving approximately 100 students. Administered department of up to six other instructors, including supervision and performance evaluations. Advised students. Served on committees as assigned and appropriate, including various accreditation committees, faculty professional development (chair for 6 years), presidential advisory committee, and community service committee. Oversaw and managed department budgets of approximately \$500,000 annually comprised of various federal funding sources and served as co-PI on other federal grants.

1994 - 2000 Confederated Salish & Kootenai Tribes Pablo MT
Division of Environmental Protection Manager

Administer and oversee environmental protection programs, including Shoreline Protection, Water Quality, Air Quality, and Solid/Hazardous Waste. Correspond with EPA on tribal issues, as well as with other Tribes and agencies. Supervise program managers. Provide guidance for long-range planning of environmental protection programs on the Reservation. Formulate and administer budgets in excess of \$700,000 annually. Pursue funding sources, including grants, and administer these grants. Represent the Tribes and the Division of Environmental Protection in public and professional forums, including numerous presentations to school children of all ages. Organized and hosted 3rd National Tribal Conference on Environmental Management with approximately 500 attendees. Member of EPA's Tribal Operations Committee (national advisory group) and Regional Operations Committee (regional advisory group).

1988-1994 Confederated Salish & Kootenai Tribes Pablo MT
Wildlife Biologist Trainee, Wildlife Biologist

Checked and maintained elevated artificial goose nest structures. Evaluated proposed projects in riparian areas to assess potential impacts on wildlife. Assisted with reintroduction of peregrine falcons. Assisted with migratory bird monitoring efforts. Designed methods for survey of grouse populations on Reservation. Participated in planning efforts under the National Environmental Policy Act for proposed timber sales, including scoping issues, field reconnaissance, and preparation of Environmental Assessments for proposed timber sales. Worked at waterfowl and pheasant hunter check stations. Assigned to interagency activities involving nongame birds and watchable wildlife. Represented CSKT at various professional meetings, including The Wildlife Society, Native American Fish and Wildlife Society, Partners in Flight, Montana Watchable Wildlife, the U. S. Forest Service, and numerous other conferences and training sessions. Made numerous educational presentations to schools.

1984-1987 Confederated Salish and Kootenai Tribes Pablo, MT
Wildlife Technician

Field technician assigned to study funded by the Bonneville Power Administration to evaluate effects of fluctuating water levels on nesting Canada geese on Flathead Lake and the lower Flathead River. Performed surveys for geese via vehicle, boat and aircraft. Set up and operated rocket net capture of geese, and radio collared and leg banded captured geese. Performed foot searches for goose nests and recorded data. Visited nests to record and document nest fate. Assisted with vegetative transects around nests. Recorded activity budgets of broods of geese. Constructed and placed elevated artificial nest structures on Flathead Lake and lower Flathead river and monitored for occupancy and nest fate. Entered and proofread data for activity budgets in spreadsheet format.

REFERENCES

Tim Olson, SKC Division of Science Chair, 406-275-4898

Joe McDonald, SKC President (Emeritus) 406-275-4800

Dan Pletscher, University of Montana, Director of Development, University Initiatives and Chair of Wildlife Biology Department (Emeritus), 406-243-2581

AWARDS RECEIVED

Dean's List, University of Montana

Best Student Paper, Wildlife Society Conclave 1990

EPA Regional Administrator's Award for Cooperative Excellence 1999

CSKT 15 year Service Pin, 2000

SKC 10-year Service Award 2010

Nanci Waterhouse (AKA Moreland) Ed.D.

Curriculum Vitae

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QUALIFICATIONS

- Doctorate of Education in Curriculum and Instruction with an emphasis in Early Childhood and Literacy Education.
- Twenty one years of experience as an educator: nine in early childhood and seven years as a public school educator, including early grades and
- Seven years of experience in Higher Education as an instructor, field mentor, trainer and grant coordinator.
- Two years as field coordinator focused on early childhood teacher professional development.
- One year as early childhood department head.

SKILLS

- Practical skills related to implementing quality early childhood programs that support all children.
- Ability to relate observable behaviors to evidence based practices, and set goals for teacher improvement.
- Ability to scaffold adult learners towards use of evidenced based practices using a strengths-based approach in combination with theory and practice.
- Ability to conduct online course work that builds relationship and collaboration while building skills.

PROFESSIONAL BACKGROUND

EDUCATION

Degrees

2014: University of Montana. Missoula. Doctorate of Education: Curriculum & Instruction/Literacy GPA: 3.97

2003-2006: University of Phoenix: Master's Degree in Curriculum & Instruction with an Emphasis in Early Childhood. Final Paper: Improving Reading through Early Literacy Strategies GPA: 3.89

Nanci Waterhouse (AKA Moreland) Ed.D.

Curriculum Vitae

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A large rectangular box with a black border, indicating a redacted section of the curriculum vitae.

1993-1999: University of Montana. Missoula, Mt. Bachelor of Arts-Education. Emphasis-Elementary Education Minor-Native American Studies GPA: 3.79

Related Courses

Leadership in Teaching and Learning; Lifespan Development and Learning; Growth and Development in Early Childhood; Methods of Teaching in Early Childhood 1 & 2; Early Childhood Assessment Strategies; Foundations in Early Childhood Curriculum; Family & Community Involvement; Early Childhood Play Theories; Qualitative Research; Quantitative Research; Statistics; Advanced Educational Technology; Advanced Educational Psychology; Faculty Roles and Alternative Paradigms; Reading and Writing Programs; Integrating Indian Education for All; Supervising the Teaching of Children's Literature; Supervising the Teaching of Language and Literacy; Sociology of Education and Educational Research.

Workshops & Trainings

2015: Touchpoints Individual Level Training. Boston, MA.

Touchpoints Community Level Training. Alameda, CA

Pre-K CLASS Observation Reliability Training. Pablo, MT.

2013: Division for Early Childhood International Conference. San Francisco, CA.

2012 & 2013: Montana Behavior Initiative Annual Conference: Sessions on Strength Based Coaching, Positive Behavior Supports in Early Childhood; EC Functional Behavior Assessments; Teaching is an Act of Love.

2012: Early Childhood LETRS (Language Essentials for Teachers of Reading and Spelling). Dr. Lucy Hart Paulson, Univ. of Mt. Lewistown, Mt.

2011: Mental Health Recovery in Schools: Psychological First Aid for Schools, Matt Taylor, Montana Safe Schools. Institute for Educational Research and Service.

2009/2011: Indian Education for All Best Practices Conference, Helena, Mt.

2010/2011: National Coalition Building Institute MCPS, Missoula, Mt.

2007- Teacher Reading Academy by Tara Ferriter-Smith (Office of Public Instruction)

2007- Implementing Full Day Kindergarten. Bureau of Education and Research- Missoula, Mt.

2005- Early Literacy Conference. Bureau of Education and Research- Tacoma, WA

Nanci Waterhouse (AKA Moreland) Ed.D.

Curriculum Vitae

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2004-2005-Courageous Conversations, Glen Singleton. Seattle, Washington.

2003 -Non-violent Communication Training-Marshal Rosenberg. Seattle, Washington.

DISSERTATION ABSTRACT:

Changing Participation in Guided Interactive Shared Reading in an Early Childhood

Setting: In the context of a pilot project to implement program-wide change by integrating academic and behavioral supports through an early childhood multi-tiered system, one program was challenged to strengthen two process components of the model: 1) the implementation of an evidence-informed approach to shared reading as recommended in their newly adopted curriculum and 2) the provision of effective professional development (PD) in support of practice implementation. The embedded case study describes the impact of a PD model on two teachers' attempts to integrate dialogic reading (Lonigan & Whitehurst, 1998) and related strategies in a whole class setting through a guided interactive shared reading (GISR) routine in each of their classrooms.

HONORS/AWARDS/ACHIEVEMENTS

May 2014: Honored with providing a commencement address for the Curriculum and Instruction Department Graduation Ceremony.

2013-2014: Leadership and Public Service in the Context of Higher Education Award. Carol G. Williams Foundation: \$1,000 Grant.

2010-2012: Graduate Teaching Assistantship. Curriculum and Instruction Department, Phyllis J. Washington College of Education and Human Sciences. University of Montana.

2011: Invitation and Induction to Phi Delta Kappa Honor Society. University of Montana.

1999: Mortar Board Outstanding Senior Award (President's Recognition Award), University of Montana.

TEACHING EXPERIENCE

2014-Current: Faculty Instructor for Early Childhood and Elementary Departments. Education Division. Salish Kootenai College. Pablo, Mt.

Courses:

- Growth and Development (Prenatal to Young Adulthood)
- Meeting the Needs of Families
- Language and Literacy in Early Childhood
- Social Emotional Growth and Socialization

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- Leadership and Professionalism in Early Childhood
- Teaching Reading and Communication Arts through Children's Literature
- Observation, Documentation and Assessment

2010-2014: Instructor for the Curriculum and Instruction Department with the Phylis J. Washington College of Education and Human Sciences. University of Montana.

Courses Taught:

- Children's Literature and Literacy;
- Reading Methods K-8 (Includes Field Supervision & Mentoring);
- Early Field Experience
- Early Literacy

2009-2010: Infant/Toddler Teacher ASUM Early Learning Center. University of Montana.

2007-2009: 1st/2nd grade Multi-Age Teacher Missoula County Public Schools. Lewis and Clark Elementary

Spring 2006: Special Education Basic Skills Teacher-5-8 yr olds Missoula County Public Schools. Chief Charlo Elementary.

2005-2006: Pre-K/Kindergarten Teacher/Substitute Teacher. Missoula Community School. Missoula, Mt.

2002-2005: Multi-age Teacher. Seattle Public Schools. Seattle, Wa.
Alternative School. #1-Taught 1-3rd Multi-age and 2-5th Multi-age.
Pathfinder Elementary. 4th/5th Multi-age.

2001-2002: Elementary Teacher. Cartwright School District. Phoenix, Az. Cartwright Elementary-5th Grade.

2000-2001: Director/Owner: Sunrise Early Learning Center Ages B-8 years.

1999-2000: Elementary Teacher. Arlee Joint School District, Arlee, MT Arlee Elementary 2nd/4th grade.

1993-1997: Assistant Teacher 3-5 yrs.: Small Wonders Preschool & Childcare. Missoula, Mt

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Certifications:

Montana K-8 Teacher Certification. Office of Public Instruction. Helena, Mt. Literacy Endorsement Qualification (Application Pending)

Level 10 Early Childhood Practitioner Registry. Early Childhood Project. Bozeman, Mt.

Pre-K CLASS Observer. Reliable through May 2016.

RESEARCH/GRANT EXPERIENCE

2012-2014: Co-Coordinator. Early Childhood Project Responsive Education for All Learners (REAL), Early Childhood Systems and Professional Development Grant. Office of Public Instruction. Coordinate system development, planning, implementation and data collection to implement a professional development model that supports multi-tiered systems in early childhood programs.

2012-2014: School Behavioral Health Specialist providing support on multiple grants through the National Native Children's Trauma Center and Co-TEACH preschool at the Institute for Educational Research and Service.

2011-2012: Research Associate. Institute of Educational Research and Service. University of Montana.

Spring 2011: Research Assistant. Big Sky Science Partnership, University of Montana

TEACHING INTERESTS

- Pre-service and In-service Teacher Training/Professional Development in:
 - Early Childhood Development and Methods
 - Early Literacy
 - Reading and Writing Teaching Methods

RESEARCH INTERESTS

- Pre-service and In-service Teacher Programs and Professional Development (including the role of coaching in frameworks bridging theory and practice)
- Early Language and Literacy Experiences

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- Teacher-Child Relationships and Child Engagement
- Culturally Responsive Early Education and Indian Education for All.
- Building Resiliency and Social Emotional Well Being in Young Children.
- Online Learning in Early Childhood

PRESENTATIONS

Odell, C. & Waterhouse, N.L. (October, 2015). *Using the Montana Early Learning Standards to Promote Language and Literacy*. Making Learning Come Alive: Intentionality in Early Care and Education. MTAEYC Conference. Bozeman, Mt.

Waterhouse, N. L. (June, 2014). *Boosting Early Literacy Outcomes through Active Engagement*. Montana Behavior Initiative Annual Conference, Bozeman, Mt.

Waterhouse, N. L. (April, 2014). *Guiding an Interactive Shared Reading Routine with Culturally Responsive Literature*. Shaping the Future Conference, Glendive, Mt.

Waterhouse, N. L. (March, 2014). *Changing Participation in Guided Interactive Shared Reading in an Early Childhood Setting: Preliminary Results*. Phi Delta Kappa International/College of Education and Human Sciences Research Symposium.

Moreland, N. L. & Rides at the Door, M. (October, 2013). *Building Resiliency in Young Children: Pre-Institute*. MtAEYC Honoring our Children Conference. Helena, Mt.

Moreland, N. L. (September, 2013). *Language Interactions*. Crow Agency, Mt. Crow Head Start.

(April, 2013). *Language Modeling and Concept Development*. Lame Deer, Mt: Northern Cheyenne Head Start.

(Spring, 2013) *Introducing Dialogic Reading*. Ravalli Head Start, Confederated Salish Kootenai Early Childhood Services, Kootenai Valley Head Start.

(January, 2013). *Integrating Indian Education for All through Dialogic Reading*. Butte, Mt: Head Start.

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(Fall, 2012; Spring 2014, Winter 2015). *A parent perspective on advocating for children with special needs in the public schools*. Guest Speaker for Inclusion and Collaboration, Dr. Morgan Alwell. Curriculum & Instruction. University of Montana.

(October, 2012). *Increasing Cultural Competence through Interactive Read-a-louds*. Get Out! Reaching Beyond the Classroom Doors. MTAEYC Conference. Kalispell, Mt.

Zimmerman, M.B. & Moreland, N. L. (Fall, 2012). *Introduction to Trauma, The Attachment, Self-Regulation and Competency Framework and Self-Care*. Helena, Mt: Montana Teen Parent Project.

Buscher, C. & Moreland, N.L. (Spring, 2012). *The impact of phonology instruction on pre-service teachers' phonological awareness skills*. Graduate Research Conference. Missoula, Mt: University of Montana.

Wolferman, A. F. & Moreland, N. (March, 2012). *Problem Solving Strategies and the Head Start Framework*. Lame Deer, Mt. Northern Cheyenne Head Start.

Moreland, N. & Wilson, D. (Fall, 2011). *Teaching with Tribally Specific Resources*. Montana Education Association Conference. Missoula, Mt.

WRITINGS

Moreland, N. L., Jensen, C., Decker, G. & Schwenke, R. (December, 2013). *Coaching within a Technical Assistance System: A Model to support early childhood educators in Montana*. Submitted by the Best Beginnings STARS to Quality Technical Assistance Coaching Workgroup to the Early Childhood Service Bureau, Montana.

PROFESSIONAL AFFILIATIONS/SERVICE

2015-Current:

- National Association for the Education of Young Children
- Early Childhood Partnership for Professional Development (ECPPD) Member.
- Early Childhood Higher Education Consortium Member.
- ETS Multistate Praxis Early Childhood Assessment Standard Setting Committee. Princeton, NJ (February, 2015).

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- Early EdU State Team, Early EdU Pilot Participant, National Center for Quality Teaching and Learning, New York, NY.

2014

- Vice-President, Board of Directors. Child Start Inc. (Head Start) Missoula, Montana (2012-2014).
- Early Childhood Partnership for Professional Development (ECPD) Chair (2014-2015).
- Literacy Research Association

2013

- Montana Early Childhood Technical Assistance Systems: STARS Coaching Work Group. Early Childhood Service Bureau & Early Childhood Project (MSU). Bozeman, Mt.
- International Reading Association.
- School Committee: National Child Traumatic Stress Network. Member.
- 0-6 Working Group: National Child Traumatic Stress Network. Member.

2011-2012:

- Montana Higher Education Consortium, Chico Hotsprings, Mt.
- Student Evaluation Curriculum Committee, Curriculum and Instruction Department, University of Montana.
- Elementary Education Admissions Committee, Curriculum and Instruction, University of Montana.
- Graduate Student Welcome Panel, Phyllis J. Washington College of Education and Human Sciences. University of Montana.
- PHI Chapter of Delta Kappa Gamma: Association for Women Educators. Missoula, Mt.

2010:

- Judge for Maryfrances Shreeve Award. Phyllis J. Washington College of Education and Human Sciences. University of Montana.
- National Association for the Education of Young Children.

2008-2009

- Missoula County Public Schools (MCPS) Social Studies Standards Curriculum Committee and Steering Committee Member.
- Indian Education for All School Committee. MCPS

Merle J. Farrier

(b)(6)



EDUCATION

Ed.D.	1998	The University of Montana - Educational Leadership Dissertation Title: <i>The Relationship of SAT/ACT Scores to the Superintendency</i>
M.Ed.	1991	The University of Montana - Educational Leadership
B.A.	1969	The University of Montana - Mathematics/Physics

PROFESSIONAL EXPERIENCE

2009 to Present	Salish Kootenai College
2009 to Present	School Psychologist, SCES and other school districts
2006 to 2009	Tenured Track Associate Professor in Educational Leadership, UM-M
2002 to 2009	School Psychologist, Sanders County Educational Services (one day/wk)
2005 to 2007	Program Director, Educational Leadership
2002 to 2006	Tenure Track Assistant Professor in Educational Leadership, UM-M
1999 to 2002	Adjunct Assistant Professor in Educational Leadership, UM-M
1992 to 1999	Faculty affiliate; taught 65 Graduate Credits for School of Education, UM-M on as needed basis
1996 to 1999	K-12 Superintendent/High School Principal - Hot Springs School District
1992 to 1996	K-12 Superintendent – Hot Springs School District
1969 to 1992	7-12 Mathematics/Science/Computer Science Teacher - Hot Springs School District
Other	Served as a school clerk and also as a school trustee in a rural school.

TEACHING, ADMINISTRATION, AND RELATED EXPERIENCES

K-12

Hot Springs Public School - Twenty-three years of teaching experience in mathematics, science, and computer technology in grades 7-12.

Hot Springs Public School - Seven more years K-12 Superintendent with four years of concurrent High School Principal service.

Courses Taught in Educational Leadership: The University of Montana-M

EDLD 697 - Advanced Educational Research
EDLD 694 - Personnel for Restructuring Organizations
EDLD 694 - Dissertation Statistics
EDLD 694 - Multivariate Statistics
EDLD 659 - Advanced School Administration
EDLD 656 - Economics of Public Education (≈ 40 credits)
C&I 618 - Advanced Statistical Procedures in Education (≈ 57 credits)
EDLD 595 - Technology for Administrators
EDLD 583 - Strategic Planning for Technology
C&I 565 - High School Curriculum
EDLD 556 - Montana School Finance (≈ 57 credits)
DLD 520 - Research Methods
EDLD 519 - Measurement and Analysis of Educational Data (≈ 36 credits)
EDLD 502 - Philosophy of Education
C&I 486 - Statistical Procedures in Education (≈ 74 credits)
C&I 455 - Curriculum Development for At Risk Students

My dominant teaching assignments are noted with the approximate number of credits taught listed after the course title.

Teaching Evaluations

An analysis of the past five years of student evaluations produces the following range of frequencies. Of the 590 student evaluations, 67% of the responses were in the highest (Excellent) category while less than 1% (0.8%) was in lowest (Very Poor) category. When comparing the highest two categories (Excellent and Good) with the two lowest categories (Poor and Very Poor), it was found that 89.3% of the ratings were in the highest two categories while 2.9% of the ratings were in the lowest two categories. Consequently, slightly more than 97% of the ratings received from the 590 evaluations were in the Adequate, Good, and Excellent categories. This distribution produces a $\chi^2 > 900$.

Teaching Awards

Awarded The University of Montana Greek Life Outstanding Faculty Recognition Award (May 2003).

SERVICE ACTIVITIES (SELECTED)

General Education Review Committee (2008 to 2009).
Symbolic Systems Committee (2006 to 2008).
Program Director, EDLD (Dec 2005 to Aug 2007).
Chair, Comprehensive Exam Committee (2004 to 2008).
Committee Member, SoE Indian Education for All Committee (2006 to 2008).
Vice Chair, ESEA Task Force (2003 to 2005).
Committee Member, EDLD Admissions Committee (1999 to 2005).
EDLD Representative – Library Representative (1999 to 2009).
EDLD Representative – SoE Foundation (2000 to 2009).
Committee Member, Associate Provost Search Committee (2003).

SCHOLARLY ACTIVITY

Presentations

National, State, and Local Presentations

Zins, E A., Farrier, M. J. (May 2010). *ARRA utilization in Montana education*. Paper accepted for presentation at AEFA. Denver, CO.

Farrier, M. J. (March 2009). *Montana public school funding*. Paper accepted for presentation at AEFA. Nashville, TN.

Lindstrom, J., Farrier, M.J. (September 2008). *Washington State Extension and its willingness to fund Extension*. Purdue Extension, Galaxy II, Joint Council of Extension Professionals. Indianapolis, IN.

Matt, J., Farrier, M. J. (April 2008). Paper accepted for presentation at American Education Finance Association annual meeting. Denver, CO.

Chou, F. M., Farrier, M. J. (March 2008). *Teachers' Perceptions of Higher Education Reform in Taiwan, the Republic of China*. American Institute Higher Education Conference. March 2008. Miami, Florida.

Oliveira, J.C., Farrier, M.J., W.P. McCaw (March 2008). *Eliminating the Native American Achievement Gap*. Paper accepted for presentation at American Educational Research Association (AERA) annual meeting. New York, NY.

Farrier, M.J., Oliveira, J.C. (March 2008). *The state of the states and providences: Montana school funding*. Paper accepted for presentation at American Educational Research Association (AERA) annual meeting. New York, NY.

Oliveira, J.C., Farrier, M.J., W.P. McCaw (January 2008). *Eliminating the Native American Achievement Gap*. School Administrators of Montana (SAM) annual meeting. Missoula, MT.

Presentations (*continued*)

- Farrier, M.J., Pauli J. (July 2007). *Action research for educational leaders*. Leadership Institute for Taiwanese Principals. The University of Montana. Missoula, Montana.
- Farrier, M.J. (2007). *The state of the states and providences: Montana school funding*. AERA-FIPEF. Chicago, IL.
- Farrier, M. J., McCaw, W. P., O'Reilly, F. L., Matt, J., & Lofink, B. (March 2007). *Globalization as the Vehicle for the Validation of Diversity*. 3rd International Globalization, Diversity, and Education Conference. Spokane, WA.
- Farrier, M.J. & Oliveira, J.C. (2006). *The state of the states and providences: Montana school funding*. AERA-FIPEF. San Francisco, CA.
- Wood, R.C., Farrier, M. J., Smith, S., & Oliveira, J. C. (2006). *Determining the cost of providing an adequate education in the state of Montana*. Paper accepted for presentation at AEFA annual meeting. Denver, CO.
- Farrier, M.J. & Oliveira, J.C. (2006). *The state of the states and providences: Montana school funding*. AEFA. Denver, CO.
- Farrier, M.J. & Oliveira, J.C. (2006). *A cost analysis model for funding Montana K-12 education*. Phi Delta Kappa/School of Education Research Symposium, Missoula, MT.
- Farrier, M.J., Pauli J. (August 2006). *Research, the sine qua non of leadership*. Leadership Institute for Taiwanese Principals. The University of Montana. Missoula, Montana.
- Farrier, M.J. (2006, April). *Financing public education*. Presentation to Azerbaijan Educational Fellows. The University of Montana. Missoula, Montana
- Farrier, M.J. (2006). *Philosophical critique of national survey of Educational Leaders' Opinions on Performance Standards for Supervisors*. Invited presentation. Egyptian Ministry of Education officials. Academy for Educational Development
- Farrier, M.J. (2006). *The philosophy of decentralization: the instantiation of centralization*. Invited presentation. Egyptian Ministry of Education officials. Academy for Educational Development (AED).
- Farrier, M. J., Wood R. C., Robson, D. L., & Smith, S., (2005). State of Montana, Helena, MT. *Legislative and public presentation on K-12 funding research*.
- Farrier, M. J., (2005). *Montana school funding litigation*. AEFA annual meeting, St Louis, KY.
- Farrier, M. J., (2004). *Montana school finance*. AERA annual meeting, San Diego, CA.

Presentations (*continued*)

- Farrier, M. J., (2004). *Montana school finance*. AEFA annual meeting, Salt Lake, UT.
- Farrier, M. J., (2003). *Montana school finance*. AERA annual meeting, Chicago, IL
- Farrier, M. J. (2003). *The Merit of No Child Left Behind*. A panel presentation. MCAT (Missoula Community Access Television).
- Farrier, M. J., (2002). *Montana school finance*. AERA annual meeting, New Orleans, LA.
- Sorenson, L. D., Evans, R. E., & Farrier, M. J. (2002). *Superintendents use of site-based councils: role ambiguity and accountability*. AERA annual meeting, New Orleans.
- Farrier, M. J., (2000). MEA/AFT Conference, Billings, MT. *Top ten reasons to be an educator*.
- Farrier, M. J. & Robson, D. L. (1999). *Education in transition: Teacher education*. Leadership Missoula, MT.
- Sorenson, L. D. & Farrier, M. J., (1999). *Administrative control and shared decision making*. UCEA, Minneapolis, MN.
- Farrier, M. J., (1999). *Reality and standardized tests*. MCEL, Bozeman, MT.
- Farrier, M. J., (1999). *Evaluating research*. Breaking Ranks Workshop. Polson, MT.
- Farrier, M. J., (1996). *College entrance exams and the K-12 curricula*. Montana Education Association Convention. Billings, MT.

International Presentations and Experiences

Azerbaijan

- Farrier, M. J. (2006). Educational Fellow/Mentor, The University of Montana. Education Sector Development Project- The Republic of Azerbaijan, American Councils for International Education.
- Farrier, M. J. (2006). Educational Fellow/Mentor, The University of Montana. Education Sector Development Project- The Republic of Azerbaijan, American Councils for International Education.
- Evans, R. D., Farrier, M. J., Sorenson, L. D., McCaw, W. P., Wasta, S., Cracolice, M, Deming, J., Towne, F., & Lofink, B. (2006). *Educational fellow report to American councils for international education*. Education Sector Development Project- The Republic of Azerbaijan, American Councils for International Education.

Canada

- Farrier, M. J., (2005). *Montana school litigation and finance*. AERA annual meeting, Montreal, Quebec.

International Presentations and Experiences (*continued*)

China

Paulson, Kelly, Jepson, van den Pol, Farrier, & Guilford (2007, May). *The Effects of Phonemic Awareness Drills on Phonological Awareness and Word Reading Performance in a Later Learned Alphabetic Script*. ELT in China (4), China, Beijing.

Egypt

McCaw, W. P., & Farrier, M. J. (2006). Co-director, Implementing and managing a decentralized standards-based supervision and appraisal system for Egypt's ministry of education. Academy for Educational Development (AED).

Japan

Lui, K. L., Farrier, M. J. (2006 October). *Leadership Styles and School Performance: Investigating the Relationships in Taiwan*. The 11th Annual International Conference on Industrial Engineering Theory, Applications & Practice. Nagoya, Japan

Taiwan

Farrier, M. J. (2007). Program coordinator for second annual K-12 Principals' Summer Seminar for Taiwanese principals delivered at UM-M July 2007.

Farrier, M. J. (2006). Developed and coordinated first annual Summer K-12 Principals' Seminar for Taiwanese principals delivered at UM-M August 2006.

Farrier, M. J. (2006). Visited Taiwan; initiated an agreement between Chi Nan National University and The University of Montana-M intended to lead to creating a double doctorate degree and masters' degree in educational leadership between the two universities. Similar work was done with Tunghai University regarding a Masters' Degree in Educational Leadership.

Farrier, M. J., (2006). *The essence of the doctorate*. Tunghai University, Taichung, TW.

Farrier, M. J., (2006). *The relationship of leadership to education*. National Chi Nan University, Pulin, TW.

Farrier, M. J., (2005). *The philosophy of higher education globalization*. National Education Symposium, National Chinese Cultural University, Taipei, TW.

Farrier, M. J. (2005). Visited Taiwan; met with Taiwan Ministry of Education, Chi Nan National University, Providence University, and Tunghai University regarding national and institutional requirements to create department level partnerships.

Grants

Montana

- Farrier M.J. (2009). Served as project coordinator for *SKC/UM endorsement partnership project* (O'Dell, C.B., 2009).
- Farrier, M. J.& McCaw, W. P. (2006). *Eliminating the Native American achievement gap*. Graduate Student Grant, funded by the State of Montana. \$16,000.
- Wood, R.C., Farrier, M. J., Robson, D. L., & Smith, S. (2005). *Montana K-12 School Funding Needs Assessment and Cost Analysis*. (2005). Through October 2005, I co-directed with R. Craig Wood, a national consultant, a funded \$168,000 RFP for the State of Montana in order to assess and determine the cost of Montana's constitutional and statutory obligation to adequately fund Montana's public K-12 system.
- Farrier, M. J. (2005). Served as statistical consultant for the following grant: Preparation of special education, related services, and early intervention personnel to serve infants, toddlers, and children with low-incidence disabilities grant. Funded, \$217,927

International

- McCaw, W. P., Farrier, M. J., Koester, O., & Lofink, B. (2006). *Program design: Implementing and managing a decentralized standards-based supervision and appraisal system for Egypt's ministry of education* (PTP Code: 263US06005). Proposal to the Academy for Educational Development (AED). Funded, \$199,121.

Publications

- Farrier, M. J., Zins, E. A., (May 2010). *ARRA utilization in Montana education*. Paper accepted for presentation at AEFA and published online with state of the states documents. Denver, CO. Website pending.
- Liu, K.L., Farrier, M. J. (in progress). *The association of suprasegmentals with reading comprehension for college learners of English in Taiwan universities*.
- Ashmore, R. A., Farrier, M. J. (date pending). *Peer-assisted repeated oral reading: Effects on word recognition and comprehension for Chinese second graders who are learning English as a foreign language*. Journal of Reading Education (research paper accepted, publication date pending).
- Farrier, M. J. (March 20, 2009). *Montana public school funding*. Paper accepted for presentation and published with state of states document AEFA. Nashville, TN.
- Farrier, M. J. (2007). *Montana K-12 funding; an update*. State of the states and providences, 2007. AERA-FIPEF, January 2007.
- Farrier, M. J. (2007). *The retention of Montana K-12 teachers*. Prepared for and published by Montana School Boards Association, Montana Rural Schools Association, and School Administrators of Montana.

Publications (*continued*)

- Oliveira, J.C., Yellowman-Caye, P., Zhou, J., & Chang, H. McCaw, W.P., Farrier, M.J. (May 2007). *Eliminating the Native American Achievement Gap*. Office of Public Instruction; Helena, Montana.
- Farrier, M. J. (2006). *Review of Montana school funding litigation*. States of the states and providences, 2006. AERA-FIPEF, January 2006.
<http://www.aerafiscalsig.org.vt.edu/>
- Farrier, M. J. (Ed.). (2006). *An overview of the national curriculum development process for Azerbaijan: A report to the ministry of education, the Republic of Azerbaijan*. Unpublished manuscript, The University of Montana, Missoula, MT: Elmira Aliyeva.
- Farrier, M. J. (2006). *The Framework for national Azerbaijan curriculum development*. The Education Sector Development Project, The Republic of Azerbaijan. The University of Montana, Missoula, MT 59812): Elmira Aliyeva.
- Evans, R. D., Farrier, M. J., Sorenson, L. D., McCaw, W. P., Wasta, S., Cracolice, M, Deming, J., Towne, F., & Lofink, B. (2006). *Educational fellow report to American councils for international education*. Education Sector Development Project- The Republic of Azerbaijan, American Councils for International Education.
- McCaw, W. P., Farrier, M. J., Matt, J., O'Reilly, F. L., Skinner, T., & Lofink, B. (2006). *Training plan, Implementing and managing a decentralized standards-based supervision and appraisal system for Egypt's ministry of education*. Academy for Educational Development (AED).
- McCaw, W. P., Farrier, M. J., Matt, J., O'Reilly, F. L., & Lofink, B. (2006). *Summary report: Implementing and managing a decentralized standards-based supervision and appraisal system for Egypt's ministry of education to American councils for international education*. Academy for Educational Development (AED).
- Farrier, M. J, Wood, R.C., Robson, D., & Smith, S. (2005). *A cost analysis of Montana quality education*. Presented to the Montana Quality Schools Legislative Interim Committee. Helena, MT.
- Farrier, M. J. (2005). *Accountability and fiscal crisis – state of the states and providences, 2004*. AERA-FIPEF, January 2005.
- Miller, A. J., Farrier, M. J., & Reed, J. (2004). *Sportsmanship attitudes of high school soccer players*. WCPES Western Society Review, Fall, 2004.
- Farrier, M. J. (2004). *Accountability and fiscal crisis – state of the states and providences, 2003*. AERA-FIPEF, January 2004.

Publications (*continued*)

- Paulson, Kelly, Jepson, van den Pol, Farrier, & Guilford (2004). *The effects of an early reading curriculum on language and literacy development of head start children.* Journal of Research in Childhood Education. Spring 2004. V18, Number 3.
- Farrier, M. J. (2003). *The state of the states and providences: Montana school finance.* AERA-FIPEF.
- Ashmore, R.A., Farrier, M. J., Paulson, & Chu (2003). *The effects of phonemic awareness drills on phonological awareness and word reading performance in a later learned alphabetic script.* Reading Improvement.
- Farrier, M. J. (2002). *In search of a more equitable and efficient education system: Montana.* AERA-FIPEF
- Sorenson, L. D., Evans, R. E., & Farrier, M. J. (1999). *Superintendents use of site-based councils: Role ambiguity and accountability.* Paper accepted for presentation at AERA annual meeting, April 2002.
- Sorenson, L. D., Moore A, & Farrier, M. J. (1999). *Superintendents use of site-based councils: Role ambiguity and accountability.* Paper accepted for presentation at UCEA, Minneapolis, MN.
- Farrier, M. J. (1993). *Relationship of ACT/SAT scores to the superintendency.* Dissertation Abstracts, International.

Other Scholarly Activities

- Farrier, M. J., Bachmann, M. S., & Oliveira, J. C. (March 2007). Recruitment and retention of Montana teachers. Research for MSBA, MREA, and SAM.
- Farrier, M. J. (January 2007). Indian Education for All (IEA) Data Analysis and Report. MNCSR.
- Farrier, M. J. (October 2007). Regional Needs Assessment Analysis and Report (IEA). MNCSR.
- Farrier, M. J. (August 2008). IEA 101 Exit Survey Analysis and Report. MNCSR.
- Farrier, M. J. (August 2008). IEA 101 Pretest/Post Test Analysis and Report. MNCSR.
- Farrier, M. J. (August 2008). IEA Impact Evaluation Analysis and Report. MNCSR.
- Farrier, M. J. (January 2008). IEA Institute Program Analysis and Report. WMPER.
- Farrier, M. J. (August 2008). IEA Impact Evaluation Survey Development, Analysis, and Report. WMPER.

Note: MSBA = Montana School Board Association; MREA = Montana Rural Education Association; SAM = School Administrators of Montana; IEA = Indian Education for All; MNCSR = Montana North Central Education Service Region; WMPER = Western Montana Partnership for Educational Resources. NOTE: Some of my service and scholarly activity has been compensated while part has been donated without charge.

ADVISING

Co-Research Advisor with Dr. Bill McCaw (2006-2007) advising four graduate students researching the Native American Achievement Gap. Graduate Student Grant, funded by the State of Montana. (\$16,000 payable to four graduate students).

Since becoming eligible to chair dissertations in the fall of 2002, I have chaired 19 successfully defended dissertations.

I have served as a committee member on a large number of doctorate dissertations and master's degree thesis committees in the School of Education and across campus (1993 to present).

Academic advisor for normal load of doctorate students (1999 to Present) and academic advisor for normal load of master's degree students (1999 to Present).

Academic advisor and program coordinator for master and doctoral degree cohorts, including an international doctoral cohort.

FIELD ACTIVITIES *(Selected)*

PIR Speaker, National, State, and Local Assessment, Hellgate HS (Aug 2009).

PIR Speaker, National, State, and Local Assessment, Cold Springs School (Aug 2009).

MAP Score Analysis, Russell School District (August 2009).

Presented on MAP assessment for Russell School District teachers and principals (May 2009).

Opening day speaker for Whitehall Public Schools (August 2008).

Opening day speaker for Charlo Public Schools (August 2007).

Opening day speaker for Target Range School (August 2006).

Conducted student assessment analysis for Plains School District (May 2008).

Conducted student assessment analysis for Russell School District (April 2006).

Provided Great Falls School District budget committee with a comprehensive overview of Montana school finance (Spring 2008).

FIELD ACTIVITIES *(continued)*

Provided St. Ignatius School District faculty, administrators, and school board with a comprehensive overview of Montana school finance (Spring 2005).

Delivered to faculty, administrators, and school board in the Creston School District an update of changes in Montana school finance appropriate to legislative and judicial changes (May 2005).

Serve as Special Education school psychologist for Sanders County Special Education Cooperative and numerous independent school districts (2002 to Present).

Provided two weeks of professional development to Hot Springs School District (2000).

EDLD Representative – Western Montana Association of School Superintendents (1999 to Present).

LICENSURE

Montana	Class 1	Level 2	Endorsements: Mathematics and Physics
	Class 3	Level 3	Endorsements: 7-12 Principal, K-12 Superintendent
	Class 6	Level 3	Endorsement: School Psychologist

ADDITIONAL TRAINING

Functional Behavior Training (July 2008)

Mandt Trainer (July 2009)

Paraeducator Trainer (September 2009)

PROFESSIONAL AFFILIATIONS

American Educational Research Association (AERA)

American Education Finance Association (AEFA)

School Administrators of Montana (SAM)

Western Montana Association of School Superintendents (WMASS)

Montana North Central Education Service Region (MNCESR)

Western Montana Partnership for Educational Resources (WMPER)

REFERENCES

Don Robson, Ph.D.

Professor and Dean Emeritus (Recently Retired)

The University of Montana

2750 Meriwether St.

Missoula, MT 59803

406-251-5309

Don is a former Dean of the School of Education (and later Associate Provost) at The University of Montana who hired me and worked with me on the Montana K-12 school funding study and had numerous other higher education and public school interactions with me.

REFERENCES *(continued)*

William P. McCaw, Ed.D.

Associate Professor of Educational Leadership
School of Education
The University of Montana
Office 406-243-5395
bill.mccaw@umontana.edu

Bill is a colleague who has worked extensively with me and is familiar with both my higher education and K-12 work.

Dave Puyear, Executive Director

Montana Rural Education Association
P.O. Box 1612
Helena, MT 59624
406-443-2629

Dave is a longtime associate in Montana education who now is the lead person in Montana who works with rural K-12 schools. Dave is knowledgeable regarding my higher ed and K-12 experience. In addition, Dave provides superintendent search services for school districts in Montana.

Jayna Lutz, Director of Pre Education

School of Education
The University of Montana
Office 406-243-6170
jayna.lutz@umontana.edu

Jayna is knowledgeable regarding my employment at The University of Montana and can verify my employment and service.

Jilyn Oliveira, Doctoral Candidate

(b)(6)

Jilyn is a former masters and doctoral student of mine, a previous rural school principal, now a principal in Helena MT high school; I presently chair her dissertation, and mentored her while she assisted with the K-12 funding study as a graduate student. She is now doing her dissertation on K-12 funding in Montana.

Becky Aaring, Superintendent

Highwood School,
Highwood, Montana
(406) 733-2081
baaring@highwood.k12.mt.us

Ms. Aaring served as a Special Education Coop Board member and superintendent of one of the schools I serve as school psychologist. She can provide information regarding my work as a school psychologist.

REFERENCES *(continued)*

Bev Bangen

(b)(6)

Ms. Bangen was a very active and involved school board member for many years. She is knowledgeable regarding my employment in the Hot Springs School District.

I can provide many more professional references upon request.

Leigh Ann Courville

(b)(6)

**BS Elementary Education, Western Montana College
1997**

AS Early Childhood, Western Montana College 1996

Work Experience

SKC Child Care Director/Transitions Coordinator; Pablo, MT present -2014

- Supervising childcare staff of 9 and 3-4 volunteers per week
- Managing day-to-day operations of the Childcare Center and preschool
- Maintaining and promoting a quality program for children, families, and staff
- Plan and present for monthly socials for children and families
- Maintain licensing standards
- Generate all purchase order, transfer, and check requests for Childcare Center and Transitions Project
- Oversight of planning and implementation of High Scope Curriculum
- Monitor grant funding and activities, childcare budget
- Coordinate staff meetings and trainings

SKC Child Care Lead Teacher/Assistant Director; Pablo, MT present-2013

- Assist in grants management: purchase orders of materials; assessment and evaluation of program
- Daily assistance with the administration of high quality center working with children, families, and staff
- Providing and promoting safe, healthy, and engaging learning environments and opportunities for the children in the center

ECS Early Head Start Site Coordinator; Ronan, MT 2012-2013

- Work with a variety of people including staff, parents, children, community members, and professional partners to transmit information, collaborate and coordinate services
- Supervise, support, assess, train and collaborate with Teacher Supervisors daily operation of EHS classrooms
- Observe teaching teams and provide feedback to improve performance and meet requirements for Early Childhood Services, EHS program requirements, and licensing standards
- Coordinate and plan pre-service training for pre-service and staff development
- Center site audits to include but not limited to: child files, lesson plans, learning environments, screening and assessments, observations, forms
- Review and sign time sheets for EHS classroom staff

- Coordinate and support classroom child ratios by arranging and/or subbing for teachers in the classroom

Early Childhood Specialist, thread; Anchorage, AK 2011-2010

- Developed and implemented professional development training to early educators that met local childcare licensing requirements, CDA content areas, and Early Learning Guidelines
- Presented at annual Anchorage AEYC Early Childhood Conference
- Observed and advised candidates in agency CDA (Child Development Associate) cohort
- Trained by agency to inter-rater reliability using the ECERS-R and provided assessment and direct consultation to Head Start partners
- Maintained and update information relevant to services provided in NACCRRAware for agency record keeping, program data, and reports
- Provided support services and community resources to parents and early educators via warm line and walk-in clients

Family Child Care Business/Consultant; Anchorage, AK -2010-2008

- Research and gather materials needed to run business out of my home including office supplies and learning materials
- Provided primary care for infant/toddler and education based on child's development and parents interest
- Planned and prepared the environment daily
- Continued some consultation and classes by contract for CCR&R

Early Childhood Specialist, Child Care Connection (thread); Anchorage, AK-2008-2007

- Provided warm-line services for parents, early educators, and general community on issues such as child development, understanding the different types of child care settings and what to look for in quality settings, and community resources
- Maintained current information in referral database system
- Provided observation and feedback to CDA candidates
- Taught Infant-Toddler class series to family child care providers and center staff
- Presented at annual Anchorage AEYC Early Childhood Conference
- Attended community events with community partners and shared information about early care and education

Associate Administrator/Toddler Teacher, Children's World Bi-lingual Montessori; Anchorage, AK-2007-2006

- Provided and facilitated the program goals for early care and education of children ages fifteen months to thirty six months and their families
- Mentored and guided 3-4 ESL paraprofessional staff about children's development and support of the program goals
- Maintained and updated necessary paperwork for the classroom for program management

Elementary Substitute Teacher, Anchorage School District; Anchorage, AK-2006

- Completed teaching assignments in a variety of school settings including kindergarten, second, and multi-grade classrooms in the Anchorage area.

HS/EHS Teacher, FNA Early and Head Start Program; Fairbanks, AK-2005-

2004

- Worked as teacher in the Head Start and Early Head Start programs
- Fostered positive professional relationship with staff and families
- Maintained and planned environment that was safe and appropriate to group needs with co-teacher, and assistant
- Developed child goals with collaboration of parents and use of ASQ(Ages and Stages Questionnaire) and helped families access resources as needed

Teacher/Supervisor, Early Childhood Services EHS/HS Program; Ronan, MT 1999-2004

- Supervised all aspects of an infant/toddler environment-serving children from birth to age three.
- Supervised a preschool class of 15-20 three, four, and five year olds including: planning and implementation of lesson plans, discipline, maintaining Individual Education Plans, driving 40-60 mile bus routes daily and guided staff of 4-7 paraprofessionals.
- Collaborated on a team to develop, plan, and train staff on a new curriculum model
- Directed classroom parent activities including: monthly home visits with families, parent meetings, Head Start Family Partnership Plans, and case management as needed.

JOB DESCRIPTION FOR BRICCR PROJECT COORDINATOR
2016

Employee Name: TBD Date:

Position Title: Project Coordinator

Department: Education

Immediate Supervisor: Cindy O'Dell

General Summary (Give a brief summary of the overall purpose of your job.)

The Project Coordinator for the SKC BRICCR Project will ensure overall implementation and coordination of Project activities.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

Responsibilities:

The PC will:

- Ensure proper communication among all partners;
- Coordinate and implement grant objectives at the direction of the PI;
- Collect and manage data;
- Maintain an efficient and effective environment;
- Establish positive relationships with all parties, including students, parents, and colleagues.
- Coordinate annual reservation-wide science fair.

Minimum Qualifications (The minimum knowledge, skills, abilities and education or equivalent required to perform the job.)

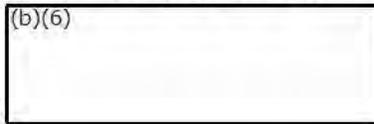
EDUCATION: Master's Degree in Education or related field

EXPERIENCE, SKILLS AND KNOWLEDGE:

- Three years of teaching PreK-12th grade students;
- Two years experience in teaching or mentoring adults with knowledge of teaching and the methods involved in learning and instruction;
- Experience in working with federal or state grants;
- Experience in collecting and managing program data;
- Familiarity with STEM and/or Health Science Careers;
- Strong written, verbal and interpersonal communication skills;
- Strong overall organizational skills, detail-oriented, with an ability to plan and manage multiple projects concurrently.
- Ability to maintain recordkeeping systems and procedures.
- Skills in using Excel, Word, and other software applications to create reports.
- Ability to conduct workshops, seminars, and trainings.

- Commitment to maintain confidentiality.
- Knowledge of the behavior, customs and origins of Salish and Kootenai Tribes and the mission and goals of Salish Kootenai College.

Stacey A. Sherwin



Current Position

- 2010-present Director, Office of Institutional Effectiveness and Salish Kootenai College, Pablo, MT
Responsible for institutional research and effectiveness including institutional accreditation as Accreditation Liaison Officer, learning outcomes assessment, and institutional research functions including surveys and tracking effectiveness indicators.
- 2015-present Interim Director, Career and Technical Programs
Salish Kootenai College
Responsible for management of Federal Native American Career and Technical Program (NACTEP) and State Perkins grants as well as oversight of selected career and technical programs at the College.

Previous Positions

- 2008 - 2010 Associate Director, Office of Institutional Research, Salish Kootenai College, Pablo, MT
- Summer 2008 Interim Director, Nursing Department, Salish Kootenai College
- 2007-2008 Sabbatical Leave
- 2005-2007 RN/BSN Coordinator, Nursing Department, Salish Kootenai College
Institutional Assessment Officer, Salish Kootenai College
- 2003-2005 Assistant Director, Nursing Department, Salish Kootenai College
- 1993-2003 Nursing Faculty, Curriculum Coordinator, Salish Kootenai College

Professional Education

- 2007 Ph.D., Educational Studies with Emphasis, Educational Leadership in Higher Education, University of Nebraska, Lincoln
- 1991 Master of Nursing, Physiological Nursing, University of Washington, Seattle, WA
- 1983 Bachelor of Science, Nursing, University of Colorado Health Sciences Center, Denver, CO
- 2014 Certificate in Evaluation Practice, Evaluator's Institute, George Washington University

Professional Licensure and Certifications

- Inactive Registered Nurse, License #RN-21196, Montana Board of Nursing

Professional Memberships

2006-present	Association of Institutional Research
2003-2005, 2015	American Evaluation Association
2002-2008	Professional Organizational Developer's Network
2000-2007	National League for Nursing
1999-2005	American Association of Higher Education
1999-2004	Montana State Nurses Association
1999-2007	The Collaboration for the Advancement of College Teaching and Learning
1986-2007	American Association of Critical Care Nurses
1983-2010	Sigma Theta Tau

Regional and National Presentations (last five years only)

2016	Panelist, American Indian Student Success Initiative, Achieving the Dream. Atlanta, GA.
2013	Panelist, Driving Higher Education Conversations for 2025: Minority Serving Institutions as Critical Partners. Lumina Foundation for Education, Indianapolis, IN
2013	Doing More With Less: How Minority-Serving Institutions Can Maximize Resources and Implement Cost-Effective Success Strategies. Webinar Presentation for the Institute of Higher Education Policy, Washington, DC
2013	Leading the Way to College Completion. Co-presented with Leticia Bustillos and Steve McCoy. 2013 USA Funds Symposium, Tampa, FL
2012	Using Data to Improve Outcomes for Developmental Studies Students. NAFFO Student Success Collaborative Developmental Education Meeting, Denver, CO
2012	Learning Outcomes Assessment. Presentation for Tohono O'Odham Community College, Tucson, AZ
2012	Breaking Through: Achieving Opportunities and Changing Lives. Co-presented with Darlene Miller and Nate Anderson. AACC Workforce Development Institute, Miami, FL
2011	Adapting Breaking Through to Tribal College Environments. Jobs for the Future Peer Learning Network. St. Louis, MO
2011	Panelist, Institute for Higher Education Summer Academy, Atlanta, GA
2009	Transition Points: GED to Developmental Studies. Presented to Montana TRIO Programs Conference, Kalispell, MT

Publications

2011	Qe es xuyi Nxsqqs xl qe stmtmelis: The Road to Education for Future Generations. Improving Developmental Education at Salish Kootenai College. Tribal College Journal: Fall 2011.
2007	Dissertation, University of Nebraska, Lincoln. Committee Chair: Dr. Miles Bryant. Title: Holding the Door Open: Faculty Perspectives of Roles in Retention of American Indian Students. Available through Digital Commons, University of Nebraska-Lincoln.

Grants and Special Projects (last five years, sample only)

- 2014 Student Support Services Grant, Federal Department of Education Reference Grant Award Number: #P042A150916. Role: Co-Author
- 2014 Turning the TIDE on American Indian STEM Student Success. American Association of Colleges and Universities Grant. Role: Co-P.I.
- 2013 Achieving the Dream Grant. American Indian College Fund and Achieving the Dream. Role: Co-Author and PI.
- 2013 Tribal College Bioscience Consortium - BUILD Planning Grant, National Institutes of Health. Douglas Stevens, PI. Role: Co-Author and External Evaluator
- 2013 Transforming Indigenous Geoscience Education and Research (TIGER), National Science Foundation. Role: Co-Author and External Evaluator.
- 2013 Accreditation Evaluation Team Member, Northwest Commission on Colleges and Universities, Off Site Reviewer, Ilisagvik College, Barrow, AK
- 2012 Accreditation Evaluation Team Member, Northwest Commission on Colleges and Universities, Site Visitor, Central Oregon Community College, Bend, OR
- 2010 Tribal College Breaking Through Grant, Jobs for the Future and American Indian Higher Education Consortium. Role: PI
- 2010 Co-Facilitator, Strategic Planning, Confederated Salish and Kootenai Tribal Council.
- 2010 RISE Grant, National Institutes of Health. Role: Co-Author and Internal Evaluator
- 2009 Student Support Services Grant, U.S. Department of Education. Role: Co-Author
- 2009 Woksape Oyate Supplemental Grant: Spu'Us: Mind-Heart Connections to Professional Advancement. Lilly Foundation and American Indian Higher Education Consortium. Role: PI
- 2009 Lumina Foundation MSI-Models of Success Program Grant. Retention of American Indian Students in Developmental Studies. Role: PI
- 2009 Walmart/Institute for Higher Education Policy Minority Student Success Initiative. Increasing the retention and academic success of minority first generation college students who require basic skills education to achieve success in college-level coursework. Role: PI
- 2008-2010 Evaluator, Minority Education Institution Initiative, McFarland and Associates
- 2008-2010 Evaluator, HIV Prevention for Young Women Attending Minority Institutions. Sponsored by Office of Women's Health, U.S. Department of Health and Human Services

Continuing Education (last five years, sample only)

- 2016 National Association for Career and Technical Education Information, Savannah, GA.
- 2014 NASPA Assessment and Persistence Conference. San Antonio, TX.
- 2013 Crisis Management for School-based Incidents: Partnering Rural Law Enforcement and Local Schools. Federal Emergency Management Agency
- 2012 Essentials of Return on Investment Methodology. Villanova University.
- 2012 National Summit on the Investment Payoff. (Invited Participant.) Institute for Higher Education Policy, Washington, DC

- 2012 Evaluation Research Methods. Evaluator's Institute, George Washington University, Washington, DC
- 2011 Evaluating Training Programs. Evaluator's Institute, George Washington University, Washington, DC
- 2010 Longitudinal Research Design. Data and Decisions Academy. Association of Institutional Research
- 2010 Informing Practice Using Evaluation Models and Theories. Evaluator's Institute, George Washington University, Washington, DC
- 2009 Foundations I Institute: The Practice of Institutional Research. Association of Institutional Research, Nashville, TN
- 2009 40 Years of Moving Higher Education Forward. 40th Annual Conference of the Rocky Mountain Association of Institutional Research. Denver, CO

Awards and Honors

- 2012 Honored by the Institute for Higher Education Policy (IHEP) for Outstanding Work Promoting the Success of First Generation College Students
- 2004 Exemplary Employee Award, Salish Kootenai College, Pablo, MT

Appendix I

BRICCR Advisory Board Members

Amy Burland Faculty SKC
Amy Miller Ronan K-12 teacher
Arlene Bigby Kicking Horse Job Corp Center
Bill Swaney, TED
Bonnie Perry, Principal Dixon Elementary
Brent Benkelman Principal Cherry Valley Elementary
Chaney Bell Salish Culture Committee
Cindy ODell PI
Dan Durglo, Academic VP of SKC
Daniel Stiffarm Kootenai Culture Committee
Don Holst Arlee Principal
Donna Johnson Hot Springs Teacher
Doris Gainan ECS Head Start Coordinator
Doug Ruhman Faculty SKC
Frank Sucha Kindergarten teacher Ronan
Gina Sievert SKC Science Faculty
Jeanne Christopher ECS Head Start Director
Joan Graham Ronan Sped Director
Kathie Maiers SKC Administrative Assistant
Leigh Ann Courville SKC Early Learning Center
Linda Bone Faculty SKC
Lisa Wall-Wilbert Early Childhood Educator
Merle Farrier Faculty SKC
Michael Munson Faculty SKC
Miranda Burland TED Scholarship officer
Molly Billedeaux Teacher Cherry Valley
Nanci Waterhouse Faculty SKC
Rodney Bird, TERS
Sandra Boham, President SKC
Sibley Ligas Arlee Teacher
Stacey Sherwin, Evaluator
Steve McCoy – SKC Department of Academic Success
Terry Cable St. Ignatius High School Teacher
Terry Souhrada Faculty SKC
Thom Peck Principal Arlee High School
Tim Whaling Student teaching supervisor
Also:
Parents from IECs and SKC Early Learning Center
Project Coordinator and other Project staff

LEAs ELIGIBLE for the 2016 Small Rural School Achievement Program (SRSA)

All Local Educational Agencies (LEAs) listed on this page are eligible for the SRSA program for Fiscal Year 2016.

* Only **YELLOW HIGHLIGHTED** LEAs need to **APPLY** using the e-application system at <http://www.CS5.gov>.

For more information for those who need to reapply, see the Federal Register link at <http://www.ed.gov/programs/reapsrsa/applicant.html>

PLEASE NOTE: In some instances, it is possible for the funding formula to yield a grant award of \$0. Under the statutory formula, an eligible district that received more than \$60,000 from Title II-A (Improving Teacher Quality Grants) during SY 2015-16 will not receive an SRSA grant allocation. (However, even if it does not receive an SRSA grant award, that district could still exercise REAP-Flex authority).

For an explanation of the Allocation Formula, go to: <http://www.ed.gov/programs/reapsrsa/awards.html>

For further information on REAP, including the REAP-Flex authority go to: <http://www.ed.gov/programs/reapsrsa/legislation.html> (Click on Program Guidance)

Montana School Districts

NCES LEA ID	State ID	District Name	Mailing Address	City	Zip Code	Telephone	8	9	10	11	12	16	17	18	19	20
1	2	3	4	5	6	7	Local codes of schools in the LEA	Each school has a local code of 7 or 8?	Is the LEA classified as rural by the State?	Average Daily Attendance	Is county population density less than 10 persons/sq. mile?	FY 2015 Title II, Part A allocation amount	FY 2015 Title II, Part D formula allocation amount - PLEASE LEAVE BLANK	FY 2015 Title IV, Part A allocation amount - PLEASE LEAVE BLANK	FY 2015 Title V allocation amount - PLEASE LEAVE BLANK	SRSA eligible
3001710	0861	Absarokee Elem	327 S Woodard Ave	Absarokee	59001	(406) 328-4581	7	YES		155.00	YES	\$5,130				SRSA
3001740	0862	Absarokee H S	327 S Woodard Ave	Absarokee	59001	(406) 328-4583	7	YES		87.00	YES	\$2,807				SRSA
3001860	0577	Alberton K-12 Schools	PO Box 330	Alberton	59820	(406) 722-4413	7	YES		121.00	NO	\$21,436				SRSA
3017460	0536	Alder Elem	PO Box 127	Alder	59710	(406) 842-5285	7	YES		17.00	YES	\$2,637				SRSA
3001950	0096	Alzada Elem	Box 8	Alzada	59311	(406) 828-4445	7	YES		3.00	YES	\$0				SRSA
3001980	0376	Amsterdam Elem	6360 Camp Creek Road	Manhattan	59741	(406) 282-7216	7	YES		158.00	NO	\$8,209				SRSA
3002070	0366	Anderson Elem	10040 Cottonwood Road	Bozeman	59718	(406) 587-1305	7	YES		216.00	NO	\$5,129				SRSA
3002220	0474	Arlee Elem	72220 Fyant Street	Arlee	59821	(406) 726-3216	7	YES		328.00	NO	\$18,576				SRSA
3002250	0475	Arlee H S	72220 Fyant Street	Arlee	59821	(406) 726-3216	7	YES		120.00	NO	\$8,154				SRSA
3002300	1215	Arrowhead Elem	PO Box 37	Livingston	59065	(406) 924-5865	7	YES		39.00	YES	\$15,065				SRSA
3000008	0800	*Ashland Elem	Box 17	Ashland	59003	(406) 784-2568	7	YES		65.00	YES	\$25,196				SRSA
3002490	0498	Auchard Creek Elem	9605 Hwy 287	Wolf Creek	59648	(406) 562-3528	7	YES		10.00	NO	\$0				SRSA
3002430	0502	Augusta Elem	PO Box 307	Augusta	59410	(406) 562-3384	7	YES		66.00	NO	\$9,515				SRSA
3002450	0503	Augusta H S	PO Box 307	Augusta	59410	(406) 562-3384	7	YES		28.00	NO	\$2,216				SRSA
3002550	0720	Avon Elem	PO Box 246	Avon	59713	(406) 492-6191	7	YES		16.00	YES	\$1,809				SRSA
3002570	1218	Ayers Elem	Box 100	Grass Range	59032	(406) 429-2340	7	YES		9.00	YES	\$264				SRSA
3002840	0785	Bainville K-12 Schools	Box 177	Bainville	59212	(406) 769-2321	7	YES		163.00	YES	\$7,999				SRSA
3002730	0244	Baker K-12 Schools	Box 659	Baker	59313	(406) 778-2577	7	YES		476.00	YES	\$22,927				SRSA
3002820	0455	Basin Elem	PO Box 128	Basin	59631	(406) 225-3211	7	YES		15.00	YES	\$1,970				SRSA
3003000	0048	Bear Paw Elem	29815 Clear Creek Road	Chinook	59523	(406) 395-4436	7	YES		5.00	YES	\$880				SRSA
3003090	0006	Beaverhead County H S	104 North Pacific Street	Dillon	59725	(406) 683-2361	6	NO	YES	332.00	YES	\$24,585				SRSA
3003270	0076	Belfry K-12 Schools	PO Box 210	Belfry	59008	(406) 664-3319	8	YES		47.00	YES	\$9,279				SRSA
3003420	0112	Belt Elem	PO Box 197	Belt	59412	(406) 277-3351	8	YES		250.00	NO	\$14,312				SRSA
3003450	0113	Belt H S	PO Box 197	Belt	59412	(406) 277-3351	8	YES		83.00	NO	\$5,583				SRSA
3003480	0171	Benton Lake Elem	17557 Bootlegger Trail	Floweree	59440	(406) 734-5312	7	YES		9.00	YES	\$0				SRSA
3003600	0692	Biddle Elem	Box 397	Biddle	59314	(406) 767-5778	7	YES		6.00	YES	\$0				SRSA
3003760	0137	Big Sandy Elem	PO Box 570	Big Sandy	59520	(406) 378-2502	7	YES		120.00	YES	\$9,469				SRSA
3003750	0138	Big Sandy H S	PO Box 570	Big Sandy	59520	(406) 378-2502	7	YES		43.00	YES	\$5,693				SRSA
3000654	1239	Big Sky School K-12	PO Box 161280	Gallatin Gateway	59716	(406) 995-4281	7	YES		333.00	NO	\$3,598				SRSA
3003800	0865	Big Timber Elem	PO Box 887	Big Timber	59011	(406) 932-5939	7	YES		330.00	YES	\$17,918				SRSA
3003820	0330	Bigfork Elem	PO Box 188	Bigfork	59911	(406) 837-7400	6	NO	YES	568.00	NO	\$43,445				SRSA
3003840	0331	Bigfork H S	PO Box 188	Bigfork	59911	(406) 837-7400	6	NO	YES	282.00	NO	\$15,750				SRSA
3003990	0789	Birney Elem	PO Box 521	Birney	59012	(406) 984-6247	7	YES		10.00	YES	\$3,736				SRSA
3004200	0215	Bloomfield Elem	207 West Bell	Bloomfield	59330	(406) 377-7724	7	YES		3.00	YES	\$2,627				SRSA
3004230	0968	Blue Creek Elem	3652 Blue Creek Road	Billings	59101	(406) 259-0653	8	YES		201.00	NO	\$4,143				SRSA
3004260	0590	*Bonner Elem	PO Box 1004	Bonner	59823	(406) 258-6151	4	NO	YES	363.00	NO	\$35,005				SRSA
3004380	0456	Boulder Elem	PO Box 1346	Boulder	59632	(406) 225-4206	7	YES		170.00	YES	\$14,242				SRSA
3004440	0425	Box Elder Elem	Box 205	Box Elder	59521	(406) 352-3222	7	YES		309.00	YES	\$13,613				SRSA
3004500	0426	Box Elder H S	Box 205	Box Elder	59521	(406) 352-4195	7	YES		113.00	YES	\$2,489				SRSA
3004800	0059	Bridger K-12 Schools	429 W. Park Ave	Bridger	59014	(406) 662-3533	8	YES		202.00	YES	\$18,133				SRSA
3000006	0705	Broadus Elem	Box 500	Broadus	59317	(406) 436-2658	7	YES		137.00	YES	\$14,494				SRSA
3004890	0978	Broadview Elem	PO Box 147	Broadview	59015	(406) 667-2337	8	YES		97.00	NO	\$3,811				SRSA
3004920	0979	Broadview H S	PO Box 147	Broadview	59015	(406) 667-2337	8	YES		46.00	NO	\$1,606				SRSA
3005010	0782	Brockton Elem	PO Box 198	Brockton	59213	(406) 786-3195	7	YES		123.00	YES	\$20,106				SRSA
3005040	0783	Brockton H S	PO Box 198	Brockton	59213	(406) 786-3196	7	YES		39.00	YES	\$4,464				SRSA
3005130	0749	Bronson Elem	PO Box 145	Sidney	59270	(406) 798-3361	7	YES		5.00	YES	\$1,483				SRSA
3005140	0400	*Browning Elem	PO Box 610	Browning	59417	(406) 338-2715	7	YES		1,506.00	YES	\$240,840				SRSA
3005190	0401	*Browning H S	PO Box 610	Browning	59417	(406) 338-2715	7	YES		550.00	YES	\$60,487				SRSA
3005330	0889	Bynum Elem	PO Box 766	Bynum	59419	(406) 469-2373	7	YES		28.00	YES	\$2,450				SRSA
3005460	0969	Canyon Creek Elem	3139 Duck Creek Road	Billings	59101	(406) 656-4471	8	YES		231.00	NO	\$6,305				SRSA
3005550	0458	Cardwell Elem	80 Highway 359	Cardwell	59721	(406) 287-3321	7	YES		47.00	YES	\$11,518				SRSA
3005610	0097	Carter County H S	Box 458	Ekalaka	59324	(406) 775-8767	7	YES		34.00	YES	\$5,837				SRSA
3005760	0159	Carter Elem	Box 158	Carter	59420	(406) 734-5387	7	YES		8.00	YES	\$0				SRSA

Montana School Districts

NCES LEA ID	State ID	District Name	Mailing Address	City	Zip Code	Telephone	8	9	10	11	12	16	17	18	19	20
3005880	0101	Cascade Elem	PO Box 529	Cascade	59421	(406) 468-2671	8	YES		189.00	NO	\$18,027				SRSA
3005910	0102	Cascade H S	PO Box 529	Cascade	59421	(406) 468-2267	8	YES		97.00	NO	\$4,222				SRSA
3005990	0317	Cayuse Prairie Elem	897 Lake Blaine Road	Kalispell	59901	(406) 756-4560	7	YES		245.00	NO	\$10,194				SRSA
3025130	0104	Centerville Elem	693 Stockett Rd Box 100	Sand Coulee	59472	(406) 736-5167	8	YES		191.00	NO	\$7,482				SRSA
3025140	0105	Centerville H S	693 Stockett Rd Box 100	Sand Coulee	59472	(406) 736-5167	8	YES		68.00	NO	\$2,653				SRSA
3006112	1205	Charlo Elem	PO Box 10	Charlo	59824	(406) 644-2206	7	YES		190.00	NO	\$15,255				SRSA
3006115	1206	Charlo H S	PO Box 10	Charlo	59824	(406) 644-2206	7	YES		90.00	NO	\$7,699				SRSA
3000098	1236	Chester-Joplin-Inverness El	Box 550	Chester	59522	(406) 759-5108	7	YES		166.00	YES	\$14,882				SRSA
3000101	1237	Chester-Joplin-Inverness HS	Box 550	Chester	59522	(406) 759-5108	7	YES		67.00	YES	\$9,521				SRSA
3006260	0028	Chinook Elem	Box 1059	Chinook	59523	(406) 357-2236	7	YES		261.00	YES	\$19,394				SRSA
3006270	0029	Chinook H S	Box 1059	Chinook	59523	(406) 357-2236	7	YES		117.00	YES	\$6,885				SRSA
3006320	0883	Choteau Elem	204 7th Ave NW	Choteau	59422	(406) 466-5364	7	YES		211.00	YES	\$14,317				SRSA
3006330	0884	Choteau H S	204 7th Ave NW	Choteau	59422	(406) 466-5303	7	YES		112.00	YES	\$5,899				SRSA
3006790	0547	Circle Elem	Box 99	Circle	59215	(406) 485-3600	7	YES		140.00	YES	\$13,659				SRSA
3006810	0548	Circle H S	Box 99	Circle	59215	(406) 485-3600	7	YES		73.00	YES	\$5,863				SRSA
3006840	0452	Clancy Elem	Box 209	Clancy	59634	(406) 933-5575	7	YES		261.00	YES	\$9,535				SRSA
3004050	0032	Cleveland Elem	22820 Cleveland Road	Chinook	59523	(406) 357-2018	7	YES		8.00	YES	\$1,483				SRSA
3006870	0595	Clinton Elem	PO Box 250	Clinton	59825	(406) 825-3113	8	YES		188.00	NO	\$8,672				SRSA
3007030	0387	Cohagen Elem	PO Box 113	Cohagen	59322	(406) 557-2717	7	YES		11.00	YES	\$2,107				SRSA
3007050	0796	Colstrip Elem	PO Box 159	Colstrip	59323	(406) 748-4699	7	YES		415.00	YES	\$23,077				SRSA
3007080	0797	Colstrip H S	PO Box 159	Colstrip	59323	(406) 748-4699	7	YES		204.00	YES	\$6,449				SRSA
3007190	0848	Columbus Elem	433 N 3rd St	Columbus	59019	(406) 322-5373	7	YES		485.00	YES	\$23,057				SRSA
3007200	0849	Columbus H S	433 N 3rd St	Columbus	59019	(406) 322-5373	7	YES		208.00	YES	\$5,231				SRSA
3007330	0674	Conrad Elem	215 South Maryland St	Conrad	59425	(406) 278-5521	6	NO	YES	362.00	YES	\$28,304				SRSA
3007320	0675	Conrad H S	215 South Maryland St	Conrad	59425	(406) 278-5521	6	NO	YES	165.00	YES	\$9,569				SRSA
3007350	0617	Cooke City Elem	PO Box 586	YNP	82190	(307) 344-9034	7	YES		3.00	YES	\$0				SRSA
3014150	0445	Cottonwood Elem	PO Box 1024	Havre	59501	(406) 394-2273	7	YES		49.00	YES	\$2,770				SRSA
3007500	0359	Cottonwood Elem	13233 Cottonwood Road	Bozeman	59718	(406) 763-4903	7	YES		49.00	NO	\$843				SRSA
3007710	0316	Creston Elem	4495 Montana 35	Kalispell	59901	(406) 755-2859	7	YES		83.00	NO	\$7,796				SRSA
3007830	0777	Culbertson Elem	Box 459	Culbertson	59218	(406) 787-6241	7	YES		204.00	YES	\$11,490				SRSA
3007860	0778	Culbertson H S	Box 459	Culbertson	59218	(406) 787-6241	7	YES		65.00	YES	\$4,432				SRSA
3008130	0975	Custer K-12 Schools	Box 69	Custer	59024	(406) 856-4117	8	YES		72.00	NO	\$5,359				SRSA
3008280	0740	*Darby K-12 Schools	209 School Drive	Darby	59829	(406) 821-3841	7	YES		334.00	NO	\$63,400				SRSA
3008310	0424	Davey Elem	PO Box 1829	Havre	59501	(406) 265-4506	7	YES		11.00	YES	\$934				SRSA
3008470	1193	Deer Creek Elem	12 Road 564	Glendive	59330	(406) 687-3724	7	YES		21.00	YES	\$4,185				SRSA
3008670	0712	*Deer Lodge Elem	444 Montana Avenue	Deer Lodge	59722	(406) 846-1553	6	NO	YES	442.00	NO	\$49,182				SRSA
3008700	0307	Deer Park Elem	2105 Middle Road	Columbia Falls	59912	(406) 892-5388	7	YES		126.00	NO	\$10,128				SRSA
3008730	0264	Deerfield Elem	1211 Oro Country Road	Lewistown	59457	(406) 538-3852	7	YES		13.00	YES	\$292				SRSA
3008860	0281	Denton Elem	PO Box 1048	Denton	59430	(406) 567-2270	7	YES		43.00	YES	\$5,398				SRSA
3008850	0282	Denton H S	PO Box 1048	Denton	59430	(406) 567-2270	7	YES		32.00	YES	\$1,470				SRSA
3000091	9034	Dept of Corrections-Youth	PO Box 201301	Helena	59620	(406) 444-3930	7	YES		46.00	YES	\$496				SRSA
3008910	0005	*Dillon Elem	22 North Cotton	Dillon	59725	(406) 683-4311	6	NO	YES	712.00	YES	\$66,762				SRSA
3009000	0843	Divide Elem	PO Box 9	Divide	59727	(406) 267-3347	5	NO	YES	5.00	NO	\$902				SRSA
3009030	0809	Dixon Elem	PO Box 10	Dixon	59831	(406) 246-3566	7	YES		48.00	YES	\$8,260				SRSA
3009120	0648	Dodson K-12	Box 278	Dodson	59524	(406) 383-4361	7	YES		75.00	YES	\$12,762				SRSA
3009180	0419	Drummond Elem	Box 349, 108 West Edwards	Drummond	59832	(406) 288-3283	7	YES		103.00	YES	\$8,008				SRSA
3009210	0420	Drummond H S	Box 349, 108 West Edwards	Drummond	59832	(406) 288-3281	7	YES		84.00	YES	\$5,175				SRSA
3009330	0671	Dupuyer Elem	PO Box 149	Dupuyer	59432	(406) 472-3297	7	YES		1.00	YES	\$1,800				SRSA
3000102	1235	*Dutton/Brady K-12 Schools	101 2nd St NE	Dutton	59433	(406) 476-3201	7	YES		149.00	YES	\$26,546				SRSA
3009510	0404	East Glacier Park Elem	Box 150	E Glacier Park	59434	(406) 226-5543	7	YES		50.00	YES	\$6,381				SRSA
3009670	0087	Ekalaka Elem	Box 458	Ekalaka	59324	(406) 775-8767	7	YES		81.00	YES	\$5,695				SRSA
3009720	0972	Elder Grove Elem	1532 South 64 Street W	Billings	59106	(406) 656-2893	8	YES		527.00	NO	\$12,644				SRSA
3009780	0719	Elliston Elem	PO Box 160	Elliston	59728	(406) 492-7676	7	YES		13.00	YES	\$2,045				SRSA
3009840	0981	Elysian Elem	6416 Elysian Road	Billings	59101	(406) 656-4101	8	YES		285.00	NO	\$4,821				SRSA
3009930	0546	Ennis K-12 Schools	Box 517	Ennis	59729	(406) 682-4258	7	YES		345.00	YES	\$18,183				SRSA
3010080	0527	*Eureka Elem	PO Box 2000	Eureka	59917	(406) 297-5650	7	YES		431.00	YES	\$52,853				SRSA
3010140	0890	Fairfield Elem	Box 399	Fairfield	59436	(406) 467-2425	7	YES		172.00	YES	\$9,295				SRSA
3010170	0891	Fairfield H S	Box 399	Fairfield	59436	(406) 467-2528	7	YES		110.00	YES	\$7,793				SRSA
3010230	0308	Fair-Mont-Egan Elem	797 Fairmont Road	Kalispell	59901	(406) 755-7072	7	YES		165.00	NO	\$5,704				SRSA
3010210	0750	Fairview Elem	PO Box 467	Fairview	59221	(406) 742-5265	7	YES		194.00	YES	\$16,675				SRSA
3010290	0751	Fairview H S	PO Box 467	Fairview	59221	(406) 742-5265	7	YES		107.00	YES	\$5,037				SRSA
3010800	0853	Fishtail Elem	PO Box 75	Fishtail	59028	(406) 328-4277	7	YES		4.00	YES	\$1,038				SRSA
3011160	0790	Forsyth Elem	Box 319	Forsyth	59327	(406) 346-2796	7	YES		255.00	YES	\$19,476				SRSA

Locate codes of schools in the LEA

Each school has a locale code of 7 or 8?

Is the LEA defined as rural by the State?

Average Daily Attendance

Is county population density less than 10 persons/sq. miles?

FY 2015 Title II, Part A allocation amount

FY 2015 Title II, Part D formula allocation amount - PLEASE LEAVE BLANK

FY 2015 Title IV, Part A allocation amount - PLEASE LEAVE BLANK

FY 2015 Title V allocation amount - PLEASE LEAVE BLANK

SRSA eligible

Montana School Districts

NCES LEA ID	State ID	District Name	Mailing Address	City	Zip Code	Telephone	8	9	10	11	12	16	17	18	19	20
3011190	0791	Forsyth H S	Box 319	Forsyth	59327	(406) 346-2796	7	YES		117.00	YES	\$5,577				SRSA
3011240	0133	Fort Benton Elem	PO Box 399	Fort Benton	59442	(406) 622-5691	7	YES		203.00	YES	\$17,485				SRSA
3011260	0134	Fort Benton H S	PO Box 399	Fort Benton	59442	(406) 622-5691	7	YES		70.00	YES	\$5,601				SRSA
3011340	0529	Fortine Elem	Box 96	Fortine	59918	(406) 882-4531	7	YES		76.00	YES	\$5,206				SRSA
3011420	0927	Frazer Elem	PO Box 488	Frazer	59225	(406) 695-2241	7	YES		110.00	YES	\$18,885				SRSA
3011460	0928	Frazer H S	PO Box 488	Frazer	59225	(406) 695-2241	7	YES		41.00	YES	\$5,392				SRSA
3011550	0786	Froid Elem	Box 218	Froid	59226	(406) 766-2342	7	YES		76.00	YES	\$3,988				SRSA
3011580	0787	Froid H S	Box 218	Froid	59226	(406) 766-2342	7	YES		30.00	YES	\$1,698				SRSA
3011650	0072	Fromberg K-12	319 School Street	Fromberg	59029	(406) 668-7755	8	YES		99.00	YES	\$12,257				SRSA
3011670	0774	Frontier Elem	6996 Roy St.	Wolf Point	59201	(406) 653-2501	7	YES		125.00	YES	\$8,062				SRSA
3011730	0915	Galata Elem	Box 76	Galata	59444	(406) 432-2123	7	YES		3.00	YES	\$0				SRSA
3011790	0364	Gallatin Gateway Elem	PO Box 265	Gallatin Gateway	59730	(406) 763-4415	7	YES		149.00	NO	\$7,707				SRSA
3011820	0614	Gardiner Elem	510 Stone Street	Gardiner	59030	(406) 848-7563	7	YES		115.00	YES	\$5,448				SRSA
3011850	1191	Gardiner H S	510 Stone Street	Gardiner	59030	(406) 848-7563	7	YES		83.00	YES	\$3,075				SRSA
3011880	0378	Garfield County H S	Box 409	Jordan	59337	(406) 557-2259	7	YES		39.00	YES	\$4,192				SRSA
3021480	0718	Garrison Elem	33 School House Rd	Garrison	59731	(406) 846-1043	7	YES		21.00	YES	\$765				SRSA
3012210	0154	Geraldine K-12	PO Box 347	Geraldine	59446	(406) 737-4371	7	YES		85.00	YES	\$7,651				SRSA
3012270	0472	Geyser Elem	PO Box 70	Geyser	59447	(406) 735-4368	7	YES		34.00	YES	\$4,720				SRSA
3012300	0473	Geyser H S	PO Box 70	Geyser	59447	(406) 735-4368	7	YES		23.00	YES	\$1,390				SRSA
3012350	1217	Gildford Colony Elem	PO Box 138	Gildford	59525	(406) 376-3249	7	YES		12.00	YES	\$261				SRSA
3012420	0926	Glasgow K-12 Schools	Box 28	Glasgow	59230	(406) 228-2406	6	NO	YES	812.00	YES	\$54,360				SRSA
3012570	0721	Gold Creek Elem	PO Box 330011	Gold Creek	59733	(406) 288-3580	7	YES		7.00	YES	\$1,135				SRSA
3012600	0896	Golden Ridge Elem	1374 Hiway 408	Fairfield	59436	(406) 467-2010	7	YES		38.00	YES	\$4,583				SRSA
3012900	0003	Grant Elem	811 E Orr	Dillon	59725	(406) 683-2257	7	YES		5.00	YES	\$4,540				SRSA
3012960	0268	Grass Range Elem	PO Box 58	Grass Range	59032	(406) 428-2341	7	YES		35.00	YES	\$4,555				SRSA
3012990	0269	Grass Range H S	PO Box 58	Grass Range	59032	(406) 428-2341	7	YES		17.00	YES	\$1,852				SRSA
3013110	0900	Greenfield Elem	590 Hwy 431	Fairfield	59436	(406) 467-2433	7	YES		86.00	YES	\$10,549				SRSA
3013140	0872	Greycliff Elem	PO Box 65	Greycliff	59033	(406) 932-8641	7	YES		6.00	YES	\$1,924				SRSA
3013200	0418	Hall Elem	109 West Main	Hall	59837	(406) 288-3440	7	YES		32.00	YES	\$4,679				SRSA
3013395	0030	Harlem Elem	PO Box 339	Harlem	59526	(406) 353-2289	7	YES		417.00	YES	\$52,417				SRSA
3013400	0031	Harlem H S	PO Box 339	Harlem	59526	(406) 353-2289	7	YES		138.00	YES	\$11,651				SRSA
3013440	0945	Harlowton Elem	PO Box 288	Harlowton	59036	(406) 832-4822	7	YES		202.00	YES	\$16,130				SRSA
3013470	0946	Harlowton H S	PO Box 288	Harlowton	59036	(406) 832-4822	7	YES		71.00	YES	\$5,039				SRSA
3013530	0543	Harrison K-12 Schools	PO Box 7	Harrison	59735	(406) 685-3428	7	YES		72.00	YES	\$7,261				SRSA
3013280	0078	Hawks Home Elem	11 Talcott Lane	Hammond	59332	(406) 427-5404	7	YES		8.00	YES	\$0				SRSA
3013660	1213	Hays-Lodge Pole K-12 Schls	PO Box 110	Hays	59527	(406) 673-3120	7	YES		228.00	YES	\$48,872				SRSA
3000099	1226	Heart Butte K-12 Schools	PO Box 259	Heart Butte	59448	(406) 338-3344	7	YES		194.00	YES	\$23,505				SRSA
3013800	0320	Helena Flats Elem	1000 Helena Flats Road	Kalispell	59901	(406) 257-2301	7	YES		218.00	NO	\$11,145				SRSA
3013890	0717	Helmville Elem	PO Box 91	Helmville	59843	(406) 793-5656	7	YES		15.00	YES	\$1,485				SRSA
3014070	0146	Highwood K-12	160 West Street South	Highwood	59450	(406) 733-2081	7	YES		89.00	YES	\$4,880				SRSA
3014340	0932	Hinsdale Elem	PO Box 398	Hinsdale	59241	(406) 364-2314	7	YES		45.00	YES	\$2,644				SRSA
3014370	0933	Hinsdale H S	PO Box 398	Hinsdale	59241	(406) 364-2314	7	YES		20.00	YES	\$1,161				SRSA
3014430	0469	Hobson K-12 Schools	PO Box 410	Hobson	59452	(406) 423-5545	7	YES		105.00	YES	\$8,534				SRSA
3014640	0815	Hot Springs K-12	PO Box 1005	Hot Springs	59845	(406) 741-2962	7	YES		196.00	NO	\$25,070				SRSA
3014760	0923	Hysham K-12 Schools	PO Box 272	Hysham	59038	(406) 342-5237	7	YES		70.00	YES	\$9,651				SRSA
3015060	0014	Jackson Elem	PO Box 835	Jackson	59736	(406) 834-3138	7	YES		6.00	YES	\$854				SRSA
3015120	0457	Jefferson H S	PO Box 838	Boulder	59632	(406) 225-3740	7	YES		210.00	YES	\$13,096				SRSA
3015200	0060	Joliet Elem	PO Box 590	Joliet	59041	(406) 962-3541	8	YES		235.00	YES	\$10,698				SRSA
3015260	0061	Joliet H S	PO Box 590	Joliet	59041	(406) 962-3541	8	YES		125.00	YES	\$5,159				SRSA
3015340	0377	Jordan Elem	Box 409	Jordan	59337	(406) 557-2259	7	YES		89.00	YES	\$6,515				SRSA
3015360	0948	Judith Gap Elem	PO Box 67	Judith Gap	59453	(406) 473-2211	7	YES		21.00	YES	\$6,581				SRSA
3015390	0949	Judith Gap H S	PO Box 67	Judith Gap	59453	(406) 473-2211	7	YES		6.00	YES	\$1,537				SRSA
3015510	0386	Kester Elem	2031 Haxby Road	Jordan	59337	(406) 557-6127	7	YES		10.00	YES	\$0				SRSA
3015570	0323	Kila Elem	PO Box 40	Kila	59920	(406) 257-2428	7	YES		158.00	NO	\$14,765				SRSA
3015610	0272	King Colony Elem	982 Jenni Road	Lewistown	59457	(406) 366-9918	7	YES		6.00	YES	\$1,297				SRSA
3007980	0187	Kinsey Elem	7 Mastin Rd	Kinsey	59338	(406) 232-2440	7	YES		59.00	YES	\$1,492				SRSA
3015640	0173	Kircher Elem	331 Kircher Creek Rd	Miles City	59301	(406) 234-2761	7	YES		31.00	YES	\$14,222				SRSA
3015690	0161	Knees Elem	1018 Charlson Drive	Brady	59420	(406) 734-5312	7	YES		13.00	YES	\$1,329				SRSA
3015990	0768	Lambert Elem	Box 260	Lambert	59243	(406) 774-3333	7	YES		91.00	YES	\$5,062				SRSA
3016020	0769	Lambert H S	Box 260	Lambert	59243	(406) 774-3333	7	YES		45.00	YES	\$1,370				SRSA
3016050	0792	Lame Deer Elem	Box 96	Lame Deer	59043	(406) 477-6308	7	YES		445.00	YES	\$75,252				SRSA
3000095	1230	Lame Deer H S	Box 96	Lame Deer	59043	(406) 477-6305	7	YES		136.00	YES	\$39,390				SRSA
3016110	0367	LaMotte Elem	841 Bear Canyon Road	Bozeman	59715	(406) 586-2838	7	YES		63.00	NO	\$5,456				SRSA

Local codes of schools in the LEA
 Each school has a local code of 7 or 8?
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 Average Daily Attendance
 Is county population density less than 10 persons/sq. miles?
 FY 2015 Title II, Part A allocation amount
 FY 2015 Title II, Part D formula allocation amount - PLEASE LEAVE BLANK
 FY 2015 Title IV, Part A allocation amount - PLEASE LEAVE BLANK
 FY 2015 Title V allocation amount - PLEASE LEAVE BLANK
 SRSA eligible

Montana School Districts

NCES LEA ID	State ID	District Name	Mailing Address	City	Zip Code	Telephone	8	9	10	11	12	16	17	18	19	20
3016290	0411	Lavina K-12 Schools	PO Box 290	Lavina	59046	(406) 636-2761	8	YES		72.00	YES	\$6,512				SRSA
3000093	1224	Liberty Elem	PO Box 78 333 2100 Rd S	Galata	59444	(406) 432-5265	7	YES		16.00	YES	\$0				SRSA
3016710	0009	Lima K-12 Schools	PO Box 186	Lima	59739	(406) 276-3571	7	YES		59.00	YES	\$5,827				SRSA
3016770	0528	Lincoln County H S	PO Box 2000	Eureka	59917	(406) 297-5650	7	YES		275.00	YES	\$13,471				SRSA
3016810	1221	Lincoln K-12 Schools	PO Box 39	Lincoln	59839	(406) 362-4201	7	YES		113.00	NO	\$21,236				SRSA
3008400	0216	Lindsay Elem	PO Box 185	Lindsay	59339	(406) 584-7592	7	YES		18.00	YES	\$5,553				SRSA
3017010	0025	Lodge Grass Elem	PO Box 810	Lodge Grass	59050	(406) 639-2333	7	YES		238.00	YES	\$62,777				SRSA
3017040	1190	Lodge Grass H S	PO Box 810	Lodge Grass	59050	(406) 639-2304	7	YES		129.00	YES	\$23,146				SRSA
3017130	0588	Lolo Elem	11395 Highway 93 South	Lolo	59847	(406) 273-0451	8	YES		537.00	NO	\$45,907				SRSA
3017190	0741	Lone Rock Elem	1112 Three Mile Creek Rd	Stevensville	59870	(406) 777-3314	7	YES		221.00	NO	\$15,369				SRSA
3017340	0941	Lustre Elem	282 Lustre Road	Frazier	59225	(406) 228-6226	7	YES		48.00	YES	\$2,034				SRSA
3017370	1231	Luther Elem	4 Luther Roscoe Road	Luther	59068	(406) 425-0627	8	YES		31.00	YES	\$2,428				SRSA
3017520	0370	Malmberg Elem	375 Jackson Creek Road	Bozeman	59715	(406) 586-2759	7	YES		10.00	NO	\$214				SRSA
3017580	0659	Malta K-12 Schools	PO Box 670	Malta	59538	(406) 654-1871	7	YES		495.00	YES	\$39,879				SRSA
3017640	0348	Manhattan High School	PO Box 425	Manhattan	59741	(406) 284-6460	7	YES		220.00	NO	\$7,957				SRSA
3017610	0347	Manhattan School	PO Box 425	Manhattan	59741	(406) 284-6460	7	YES		415.00	NO	\$15,495				SRSA
3017700	0341	Marion Elem	205 Gopher Lane	Marion	59925	(406) 854-2333	7	YES		110.00	NO	\$6,764				SRSA
3006030	0530	McCormick Elem	1564 Old Highway 2 North	Troy	59935	(406) 295-4962	7	YES		18.00	YES	\$5,010				SRSA
3018060	0875	McLeod Elem	346 Otter Cr Rd	McLeod	59011	(406) 932-6164	7	YES		9.00	YES	\$731				SRSA
3018170	0822	Medicine Lake K-12 Schools	PO Box 265 311 Young St	Medicine Lake	59247	(406) 789-2211	7	YES		116.00	YES	\$13,995				SRSA
3018210	0844	Meirose Elem	PO Box 128	Meirose	59743	(406) 835-3801	5	NO	YES	5.00	NO	\$1,136				SRSA
3018240	0607	Melstone Elem	Box 97	Melstone	59054	(406) 358-2352	7	YES		57.00	YES	\$4,472				SRSA
3018270	0608	Melstone H S	Box 97	Melstone	59054	(406) 358-2352	7	YES		26.00	YES	\$2,858				SRSA
3018290	0868	Melville Elem	PO Box 275	Melville	59055	(406) 537-4457	7	YES		28.00	YES	\$1,916				SRSA
3021150	0684	Miami Elem	PO Box 225	Conrad	59432	(406) 472-3350	7	YES		16.00	YES	\$750				SRSA
3018660	0852	Molt Elem	PO Box 70	Molt	59057	(406) 669-3224	7	YES		4.00	NO	\$974				SRSA
3018750	0363	Monforton Elem	6001 Monforton School Rd	Bozeman	59718	(406) 586-1557	6	NO	YES	421.00	NO	\$14,546				SRSA
3018780	0460	Montana City Elem	11 McClellan Creek Road	Clancy	59634	(406) 442-6779	6	NO	YES	478.00	YES	\$5,829				SRSA
3018870	0273	Moore Elem	509 Highland	Moore	59464	(406) 374-2231	7	YES		65.00	YES	\$3,534				SRSA
3018900	0274	Moore H S	509 Highland	Moore	59464	(406) 374-2231	7	YES		36.00	YES	\$1,124				SRSA
3018960	0976	Morin Elem	8824 Pryor Road	Billings	59101	(406) 259-6093	8	YES		42.00	NO	\$3,383				SRSA
3000004	1222	Mountain View Elem	PO Box 1169	Cut Bank	59427	(406) 336-2433	7	YES		21.00	YES	\$544				SRSA
3019170	0937	Nashua K-12 Schools	PO Box 170	Nashua	59248	(406) 746-3411	7	YES		115.00	YES	\$11,280				SRSA
3019310	1216	North Harlem Colony Elem	755 Hillcrest Road	Harlem	59526	(406) 353-2800	7	YES		8.00	YES	\$0				SRSA
3000096	1233	North Star Elem	Box 129	Rudyard	59540	(406) 376-3183	7	YES		106.00	YES	\$7,635				SRSA
3000097	1234	North Star HS	Box 129	Rudyard	59540	(406) 355-4481	7	YES		60.00	YES	\$3,189				SRSA
3000090	0811	Noxon Elem	300 Noxon Ave	Noxon	59853	(406) 847-2442	7	YES		93.00	YES	\$13,286				SRSA
3019500	0812	Noxon H S	300 Noxon Ave	Noxon	59853	(406) 847-2442	7	YES		74.00	YES	\$8,430				SRSA
3019530	0857	Nye Elem	Box 472	Nye	59061	(406) 328-6138	7	YES		8.00	YES	\$588				SRSA
3010950	0342	Olney-Bissell Elem	5955 Farm To Market Road	Whitefish	59937	(406) 862-2828	7	YES		77.00	NO	\$2,987				SRSA
3019740	0935	Opheim K-12 Schools	Box 108	Opheim	59250	(406) 762-3213	7	YES		37.00	YES	\$6,841				SRSA
3019950	0715	Ovando Elem	PO Box 9	Ovando	59854	(406) 793-5722	7	YES		9.00	YES	\$4,471				SRSA
3020040	0846	Park City Elem	PO Box 278	Park City	59063	(406) 633-2350	7	YES		236.00	YES	\$12,439				SRSA
3020070	0847	Park City H S	PO Box 278	Park City	59063	(406) 633-2350	7	YES		94.00	YES	\$4,121				SRSA
3020170	0362	Pass Creek Elem	3747 Pass Creek Road	Belgrade	59714	(406) 388-7879	7	YES		6.00	NO	\$605				SRSA
3020240	0898	Pendroy Elem	PO Box 65	Pendroy	59467	(406) 469-2387	7	YES		22.00	YES	\$2,008				SRSA
3012840	0416	Phillipsburg K-12 Schools	PO Box 400	Phillipsburg	59858	(406) 859-3232	7	YES		163.00	YES	\$19,314				SRSA
3020670	0620	Pine Creek Elem	2575 East River Rd	Livingston	59047	(406) 222-0059	7	YES		28.00	YES	\$0				SRSA
3020690	0385	Pine Grove Elem	3646 Brusett Road	Brusett	59318	(406) 557-2471	7	YES		8.00	YES	\$0				SRSA
3020790	0987	Pioneer Elem	1937 Dover Road	Billings	59105	(406) 373-5357	8	YES		60.00	NO	\$6,804				SRSA
3020820	0802	Plains Elem	Box 549	Plains	59859	(406) 826-8600	7	YES		312.00	YES	\$30,736				SRSA
3020850	0803	Plains H S	Box 549	Plains	59859	(406) 826-3666	7	YES		133.00	YES	\$8,967				SRSA
3020880	0325	Pleasant Valley Elem	7975 Pleasant Valley Road	Marion	59925	(406) 858-2343	7	YES		1.00	NO	\$656				SRSA
3013360	1214	Plenty Coups H S	Box 229	Pryor	59066	(406) 259-7329	7	YES		42.00	YES	\$5,493				SRSA
3020960	0828	Plentywood K-12 Schools	100 East Laurel Ave	Plentywood	59254	(406) 765-1803	7	YES		370.00	YES	\$23,308				SRSA
3021000	0256	Plevna K-12 Schools	PO Box 158	Plevna	59344	(406) 772-5666	7	YES		83.00	YES	\$3,947				SRSA
3021030	0012	Polaris Elem	19200 Hwy 278	Polaris	59725	(406) 834-3403	7	YES		8.00	YES	\$1,681				SRSA
3021090	0478	Polson H S	111 4th Avenue East	Polson	59860	(406) 883-6355	6	NO	YES	477.00	NO	\$28,368				SRSA
3021240	0775	Poplar Elem	Box 458	Poplar	59255	(406) 768-6730	7	YES		668.00	YES	\$97,629				SRSA
3021270	0776	Poplar H S	Box 458	Poplar	59255	(406) 768-5603	7	YES		204.00	YES	\$20,722				SRSA
3021330	0589	Potomac Elem	29750 Potomac Road	Bonner	59823	(406) 244-5581	8	YES		91.00	NO	\$11,442				SRSA
3004860	0706	Powder River Co Dist H S	Box 500	Broadus	59317	(406) 436-2658	7	YES		98.00	YES	\$3,929				SRSA
3021450	0713	Powell County H S	709 Missouri Avenue	Deer Lodge	59722	(406) 846-2757	6	NO	YES	194.00	NO	\$13,653				SRSA

Locate codes of schools in the LEA
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 FY 2015 Title IV, Part A allocation amount - PLEASE LEAVE BLANK
 FY 2015 Title V allocation amount - PLEASE LEAVE BLANK
 SRSA eligible

Montana School Districts

NCES LEA ID	State ID	District Name	Mailing Address	City	Zip Code	Telephone	8	9	10	11	12	16	17	18	19	20
3021510	0894	Power Elem	PO Box 155	Power	59468	(406) 463-2251	7	YES		63.00	YES	\$6,665				SRSA
3021540	0895	Power H S	PO Box 155	Power	59468	(406) 463-2251	7	YES		32.00	YES	\$2,269				SRSA
3021720	0021	*Pryor Elem	Box 229	Pryor	59066	(406) 259-8011	7	YES		59.00	YES	\$26,237				SRSA
3021850	0842	Ramsay Elem	PO Box 105	Ramsay	59748	(406) 782-5470	5	NO	YES	147.00	NO	\$4,647				SRSA
3021870	0858	Rapelje Elem	PO Box 89	Rapelje	59067	(406) 663-2215	7	YES		36.00	YES	\$3,065				SRSA
3021900	0859	Rapelje H S	PO Box 89	Rapelje	59067	(406) 663-2216	7	YES		17.00	YES	\$2,092				SRSA
3021960	0754	Rau Elem	12138 County Rd #350	Sidney	59270	(406) 482-1088	7	YES		71.00	YES	\$3,438				SRSA
3022080	0056	Red Lodge Elem	PO Box 1090	Red Lodge	59068	(406) 446-1804	8	YES		318.00	YES	\$23,579				SRSA
3022110	0057	Red Lodge H S	PO Box 1090	Red Lodge	59068	(406) 446-1903	8	YES		157.00	YES	\$6,991				SRSA
3022230	0850	Reed Point Elem	PO Box 338	Reed Point	59069	(406) 326-2245	7	YES		57.00	YES	\$7,437				SRSA
3022260	0851	Reed Point H S	PO Box 338	Reed Point	59069	(406) 326-2245	7	YES		22.00	YES	\$1,847				SRSA
3022290	0015	Reichle Elem	PO Box 320097	Glen	59732	(406) 865-0353	7	YES		17.00	YES	\$892				SRSA
3022370	0227	Richey Elem	Box 60	Richey	59259	(406) 773-5523	7	YES		41.00	YES	\$5,591				SRSA
3022410	0228	Richey H S	Box 60	Richey	59259	(406) 773-5523	7	YES		22.00	YES	\$1,926				SRSA
3022710	0069	Roberts K-12 Schools	PO Box 78	Roberts	59070	(406) 445-2421	8	YES		117.00	YES	\$5,869				SRSA
3022750	1207	*Rocky Boy Elem	RR 1 Box 620	Box Elder	59521	(406) 395-4291	7	YES		410.00	YES	\$64,738				SRSA
3022911	1229	Rocky Boy H S	RR 1 Box 620	Box Elder	59521	(406) 395-4291	7	YES		132.00	YES	\$13,395				SRSA
3022800	1200	Ronan H S	421 Andrew Street NW	Ronan	59864	(406) 676-3390	7	YES		341.00	NO	\$35,753				SRSA
3022920	0795	Rosebud K-12	Box 38	Rosebud	59347	(406) 347-5353	7	YES		50.00	YES	\$4,011				SRSA
3011990	0394	Ross Elem	1491 Old Stage Rd	Mosby	59058	(406) 429-2098	7	YES		2.00	YES	\$0				SRSA
3023040	0605	Roundup Elem	700 3rd Street W	Roundup	59072	(406) 323-1507	7	YES		433.00	YES	\$36,739				SRSA
3023070	0606	Roundup High School	700 3rd Street W	Roundup	59072	(406) 323-2402	7	YES		171.00	YES	\$13,927				SRSA
3023160	0280	Roy K-12 Schools	Box 9	Roy	59471	(406) 464-2511	7	YES		40.00	YES	\$3,417				SRSA
3023340	0407	Ryegate K-12 Schools	PO Box 129	Ryegate	59074	(406) 568-2211	8	YES		49.00	YES	\$6,996				SRSA
3008040	1238	S H Elem	6281 Moon Creek Rd	Miles City	59301	(406) 421-5580	7	YES		1.00	YES	\$1,877				SRSA
3023370	1203	Saco Elem	Box 298	Saco	59261	(406) 527-3531	7	YES		32.00	YES	\$4,257				SRSA
3023400	0657	Saco H S	Box 298	Saco	59261	(406) 527-3531	7	YES		13.00	YES	\$2,157				SRSA
3012060	0392	Sand Springs Elem	160 Twin Buttes Road	Sand Springs	59077	(406) 557-2489	7	YES		5.00	YES	\$0				SRSA
3023520	0747	Savage Elem	Box 110	Savage	59262	(406) 776-2317	7	YES		76.00	YES	\$6,078				SRSA
3023550	0748	Savage H S	Box 110	Savage	59262	(406) 776-2317	7	YES		36.00	YES	\$1,818				SRSA
3023670	0194	Scobey K-12 Schools	PO Box 10	Scobey	59263	(406) 487-2202	7	YES		283.00	YES	\$17,589				SRSA
3023730	0597	Seeley Lake Elem	PO Box 840	Seeley Lake	59868	(406) 677-2265	8	YES		171.00	NO	\$8,939				SRSA
3023900	0910	Shelby Elem	1010 Oilfield Avenue	Shelby	59474	(406) 434-2622	6,7	NO	YES	321.00	YES	\$28,666				SRSA
3023910	0911	Shelby H S	1010 Oilfield Avenue	Shelby	59474	(406) 434-2622	6,7	NO	YES	123.00	YES	\$7,385				SRSA
3023940	0985	Shepherd Elem	Box 8	Shepherd	59079	(406) 373-5461	8	YES		574.00	NO	\$21,967				SRSA
3023970	0986	Shepherd H S	Box 8	Shepherd	59079	(406) 373-5461	8	YES		254.00	NO	\$9,408				SRSA
3024150	0537	Shendan Elem	PO Box 586	Shendan	59749	(406) 842-5302	7	YES		133.00	YES	\$12,265				SRSA
3024180	0538	Sheridan H S	PO Box 586	Sheridan	59749	(406) 842-5401	7	YES		49.00	YES	\$4,378				SRSA
3000932	1227	Shields Valley Elem	PO Box 40	Clyde Park	59018	(406) 578-2535	7	YES		142.00	NO	\$18,634				SRSA
3000933	1228	Shields Valley H S	PO Box 40	Clyde Park	59018	(406) 686-4621	7	YES		68.00	YES	\$8,128				SRSA
3024330	0118	Simms H S	Box 380	Simms	59477	(406) 264-5110	8	YES		89.00	NO	\$13,228				SRSA
3002850	0324	Smith Valley Elem	2901 Highway 2 West	Kalispell	59901	(406) 756-4535	7	YES		225.00	NO	\$15,506				SRSA
3000002	0327	Somers Elem	PO Box 159	Somers	59932	(406) 857-3301	6,7	NO	YES	522.00	NO	\$26,164				SRSA
3000007	0709	South Stacey Elem	124 Stacey Road	Volborg	59351	(406) 784-2256	7	YES		3.00	YES	\$0				SRSA
3024690	0288	Spring Creek Colony Elem	PO Box 1185	Lewistown	59457	(406) 538-8022	7	YES		6.00	YES	\$417				SRSA
3007950	0179	Spring Creek Elem	735 Road 664	Powderville	59301	(406) 554-3512	7	YES		9.00	YES	\$658				SRSA
3003660	0020	Spring Creek Elem	Box 118	Decker	59025	(406) 757-2515	7	YES		9.00	YES	\$1,468				SRSA
3024810	0357	Springhill Elem	6020 Springhill Comm Road	Boigrade	59714	(406) 586-6485	7	YES		11.00	NO	\$1,203				SRSA
3006110	0481	*St Ignatius K-12 Schools	PO Box 1540	St Ignatius	59665	(406) 745-3811	7	YES		491.00	NO	\$68,403				SRSA
3024930	0582	St Regis K-12 Schools	PO Box 280	St Regis	59666	(406) 649-2427	7	YES		156.00	YES	\$22,129				SRSA
3024990	0464	Stanford K-12 Schools	Box 506	Stanford	59479	(406) 566-2265	7	YES		96.00	YES	\$9,430				SRSA
3025050	0733	Stevensville H S	300 Park Street	Stevensville	59870	(406) 777-5481	7	YES		369.00	NO	\$15,336				SRSA
3024300	1225	Sun River Valley Elem	Box 380	Simms	59477	(406) 264-5110	8	YES		181.00	NO	\$16,176				SRSA
3025320	0903	Sunburst K-12 Schools	Box 710	Sunburst	59482	(406) 937-2811	7	YES		185.00	YES	\$13,187				SRSA
3025380	0594	Sunset Elem	5024 Sunset Hill Road	Greenough	59823	(406) 244-5542	8	YES		5.00	NO	\$1,285				SRSA
3025470	0579	Superior K-12 Schools	PO Box 400	Superior	59872	(406) 822-3600	7	YES		260.00	YES	\$25,707				SRSA
3015930	0486	Swan Lake-Salmon Elem	Box 5086	Swan Lake	59911	(406) 886-2374	7	YES		6.00	NO	\$2,869				SRSA
3025500	0309	Swan River Elem	1205 Swan Highway	Bigfork	59911	(406) 837-4528	6	NO	YES	162.00	NO	\$10,674				SRSA
3025530	0596	Swan Valley Elem	6423 Highway 83	Condon	59826	(406) 754-2320	8	YES		26.00	NO	\$4,081				SRSA
3025560	0882	Sweet Grass County H S	PO Box 886	Big Timber	59011	(406) 932-5993	7	YES		164.00	YES	\$6,528				SRSA
3025950	0726	Terry K-12 Schools	Box 187	Terry	59349	(406) 635-5533	7	YES		159.00	YES	\$12,670				SRSA
3026070	0804	Thompson Falls Elem	PO Box 129	Thompson Falls	59873	(406) 827-3323	7	YES		279.00	YES	\$24,413				SRSA
3026100	0805	Thompson Falls H S	PO Box 129	Thompson Falls	59873	(406) 827-3561	7	YES		173.00	YES	\$7,831				SRSA

Local codes of schools in the LEA

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FY 2015 Title II, Part D formula allocation amount - PLEASE LEAVE BLANK

FY 2015 Title IV, Part A allocation amount - PLEASE LEAVE BLANK

FY 2015 Title V allocation amount - PLEASE LEAVE BLANK

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Montana School Districts

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3026160	0360	Three Forks Elem	212 East Neal	Three Forks	59752	(406) 285-6830	7	YES		425.00	NO	\$17,539				SRSA
3026190	0361	Three Forks H S	212 East Neal	Three Forks	59752	(406) 285-3224	7	YES		167.00	NO	\$5,952				SRSA
3004980	0055	Townsend K-12 Schools	201 N Spruce	Townsend	59644	(406) 441-3454	7	YES		670.00	YES	\$46,208				SRSA
3026400	0177	Trail Creek Elem	735 Road 664	Miles City	59301	(406) 421-5503	7	YES		11.00	YES	\$1,176				SRSA
3026460	0534	Trego Elem	PO Box 10	Trego	59934	(406) 882-4713	7	YES		22.00	YES	\$3,761				SRSA
3026490	0491	Trinity Elem	PO Box 523	Canyon Creek	59633	(406) 368-2230	7	YES		12.00	NO	\$16,264				SRSA
3026520	0807	Trout Creek Elem	4 School Lane	Trout Creek	59874	(406) 827-3629	7	YES		48.00	YES	\$18,515				SRSA
3026550	0519	Troy Elem	Box 867	Troy	59935	(406) 295-4606	7	YES		255.00	YES	\$31,887				SRSA
3026580	0520	Troy H S	Box 867	Troy	59935	(406) 295-4606	7	YES		127.00	YES	\$13,267				SRSA
3026640	0044	Turner Elem	Box 40	Turner	59542	(406) 379-2219	7	YES		56.00	YES	\$5,696				SRSA
3026670	0045	Turner H S	Box 40	Turner	59542	(406) 379-2219	7	YES		23.00	YES	\$1,414				SRSA
3026730	0540	Twin Bridges K-12 Schools	Box 419	Twin Bridges	59754	(406) 684-5656	7	YES		224.00	YES	\$20,186				SRSA
3026880	0131	Ulm Elem	PO Box 189	Ulm	59485	(406) 866-3313	8	YES		121.00	NO	\$4,223				SRSA
3015900	1211	Upper West Shore Elem	PO Box 195	Dayton	59914	(406) 849-5240	7	YES		58.00	NO	\$5,933				SRSA
3027060	0679	Valier Elem	PO Box 528	Valier	59486	(406) 279-3314	7	YES		108.00	YES	\$11,824				SRSA
3027090	0680	Valier H S	PO Box 528	Valier	59486	(406) 279-3613	7	YES		58.00	YES	\$1,998				SRSA
3027150	0483	Valley View Elem	42448 Valley View Road	Poison	59860	(406) 883-7262	7	YES		31.00	NO	\$5,172				SRSA
3005850	0127	Vaughn Elem	PO Box 279	Vaughn	59487	(406) 965-2232	8	YES		131.00	NO	\$11,734				SRSA
3027270	0738	Victor K-12 Schools	425 4th Avenue	Victor	59875	(406) 642-3221	7	YES		306.00	NO	\$38,713				SRSA
3027340	0566	Vida Elem	PO Box 180	Circle	59215	(406) 525-3374	7	YES		29.00	YES	\$0				SRSA
3000094	1223	West Glacier Elem	PO Box 309	West Glacier	59936	(406) 888-5312	7	YES		70.00	NO	\$6,714				SRSA
3027570	1184	West Valley Elem	2290 Farm To Market Road	Kalispell	59901	(406) 755-7239	7	YES		578.00	NO	\$14,355				SRSA
3027630	0374	West Yellowstone K-12	Box 460	West Yellowstone	59758	(406) 646-7617	7	YES		252.00	NO	\$8,372				SRSA
3027730	0819	Westby K-12 Schools	PO Box 109	Westby	59275	(406) 385-2225	7	YES		67.00	YES	\$2,117				SRSA
3028770	0570	White Sulphur Spgs K-12	PO Box C	White Sulphur Springs	59645	(406) 547-3751	7	YES		216.00	YES	\$19,760				SRSA
3027810	0453	Whitehall Elem	Box 1109	Whitehall	59759	(406) 287-3455	7	YES		265.00	NO	\$18,866				SRSA
3027840	0454	Whitehall H S	Box 1109	Whitehall	59759	(406) 287-3455	7	YES		127.00	NO	\$8,821				SRSA
3027930	0663	Whitewater K-12 Schools	PO Box 46	Whitewater	59544	(406) 674-5418	7	YES		50.00	YES	\$5,055				SRSA
3028020	0964	Wibaux K-12 Schools	121 F Street N	Wibaux	59353	(406) 796-2474	7	YES		159.00	YES	\$13,538				SRSA
3028140	0354	Willow Creek Elem	PO Box 189	Willow Creek	59760	(406) 285-6991	7	YES		37.00	NO	\$3,211				SRSA
3028170	0355	Willow Creek H S	PO Box 189	Willow Creek	59760	(406) 285-6991	7	YES		10.00	NO	\$536				SRSA
3028380	0291	Winifred K-12 Schools	Box 109	Winifred	59489	(406) 462-5349	7	YES		105.00	YES	\$4,616				SRSA
3028470	0642	Winnett K-12 Schools	Box 167	Winnett	59087	(406) 429-2251	7	YES		84.00	YES	\$6,438				SRSA
3028500	0010	Wisdom Elem	PO Box 176	Wisdom	59761	(406) 689-3227	7	YES		13.00	NO	\$984				SRSA
3010820	0007	Wise River Elem	School House Road	Wise River	59762	(406) 832-3214	7	YES		8.00	NO	\$1,717				SRSA
3028550	0495	Wolf Creek Elem	Box 200	Wolf Creek	59648	(406) 235-4241	7	YES		8.00	NO	\$9,345				SRSA
3028650	0591	Woodman Elem	18470 Highway 12 West	Lolo	59847	(406) 273-6770	8	YES		31.00	NO	\$8,794				SRSA
3028800	0026	Wyola Elem	PO Box 66	Wyola	59089	(406) 343-2722	7	YES		122.00	YES	\$6,915				SRSA
3028830	0533	Yaak Elem	29893 Yaak River Road	Troy	59935	(406) 295-9311	7	YES		3.00	YES	\$1,249				SRSA
3028860	1196	Yellowstone Academy Elem	1750 Ray of Hope Lane	Billings	59106	(406) 656-2198	8	YES		30.00	NO	\$2,339				SRSA
3028910	0034	Zurich Elem	7405 Paradise Valley Rd	Zurich	59523	(406) 357-2912	7	YES		22.00	YES	\$1,346				SRSA

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Average Daily Attendance

Is county population density less than 10 persons/sq. miles?

FY 2015 Title II, Part A allocation amount

FY 2015 Title II, Part D formula allocation amount - PLEASE LEAVE BLANK

FY 2015 Title IV, Part A allocation amount - PLEASE LEAVE BLANK

FY 2015 Title V allocation amount - PLEASE LEAVE BLANK

SRSA eligible

Appendix K

Statement of qualifications for Competitive Priority 3

SKC will be partnering with the CSKT Tribal Education Department who is an awardee under the STEP program (**Award # S415A150010**).

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

**Budget Narrative for the:
Es Xcimi: Braiding Resources to Increase College and Career Readiness
of American Indian Students (BRICCR) Project Proposal**

1. Personnel

(1) Principal Investigator (PI)

- The PI will administer the grant, including overseeing the budget, supervising all grant activities, providing direct supervision of the Project Coordinator, attending annual Project Director meetings as required, and completing all reporting to the OIE.
- This will be a **.25, 12 month position** on SKC’s salary schedule: DIV III Step 30 (**\$72,734**) for a salary amount of **\$18,184**
- *Responsible for supervising all grant objectives – essential for successful implementation of the Project*

(2) Project Coordinator (PC)

- The PC will ensure proper communication among all partners, coordinate grant objectives at the direction of the PI, collect data, maintain an efficient and effective environment, coordinate annual reservation-wide science fair, and establish positive relationships with all parties, including students, parents, and colleagues. It will be essential for all partners to have a “person to go to” located on the SKC campus, close to Tribal Headquarters and central on the Reservation.
- This will be a **twelve month position @ 1FTE** on the SKC Teacher Master’s Salary Schedule MA I Step 20 for a **salary amount of \$48,105**
- *Responsible for fulfilling all grant objectives – essential for the successful implementation of the Project*

(3) Professional Development Coordinators

- The PDCs will coordinate, plan, and provide, with stakeholder input, professional development opportunities for participating schools, including teachers, counselors, administrators and aids, and with families and students, as applicable.
- There will be 2 PDCs, each with a particular focus. Dr. Nanci Waterhouse will coordinate early childhood and literacy professional development and Dr. Merle Farrier will coordinate pd around culturally responsive CCR counseling and teaching, the impact of growth mindsets on academic achievement, and STEM skills for CCR for AI students. Additionally, Dr. Farrier will assist with the collection and analysis of data for formative and summative evaluations.
- Dr. Farrier will be a **.50 FTE 12 month** position on the SKC Director Salary Schedule DIV III Step 30 (\$72,734) for a salary amount of **\$36,367**.
- Dr. Waterhouse will be a **.25FTE 12 month position** on the SKC T3 VI Schedule Step 20 (\$71,160) for a salary amount of **\$17,790**
- **These PD positions are critical for the implementation and success of Goals 1, 2, and 3.**

(4) Personnel costs for SKC Early Learning Center

The following positions will be supported by the Project as they are essential for implementation and delivery of preschool services for 2-5 year old children attending SKC Early Learning Center.

- **Director-** Leigh Ann Courville, the current SKC-ELC Director, will be a **.25 10 month position** on the SKC Director Salary Schedule DII Step 10 (\$44,341) for a salary amount of **\$11,085**. This position will be important to ensure that services are provided as outlined in the BRICCR Proposal and to coordinate with the PC regarding collaboration and the sharing of program/student data, as needed.
- **FT Lead Toddler Teacher-** A **1 FTE** nine month position for the 2-3 year old children will be placed on the SKC Salary Schedule T2 II (with a bachelors degree) Step 6 for a salary amount of **\$24,304**. **This position is essential for the Project's goals of providing early learning experiences for young AI children (1, 2, and 3)**. This is an essential position for the provision of services to 6 children, ages 2-3, requiring knowledge and skills specific for this age group.
- **FT Lead Preschool Teacher-** A **1 FTE nine month** position for the 3-5 year old children will be placed on the SKC Salary Schedule T2 III (with a masters degree) Step 6 for a salary amount of **\$30,238**. This is an essential position for the provision of services to 6 children, ages 3-5, requiring knowledge and skills specific for this age group.
- **Family and Community Coordinator-** A **1FTE nine month** position on the SKC Salary Schedule T2 II (with a bachelors degree) Step 6 for a salary amount of **\$24,304** will be hired to provide direct services to the families of children attending SKC ELC. This is a new position that will be important to the success of the Project in working directly with families through home visiting, providing parent/guardian social and educational events, and working with community and cultural resources to connect with the SKC-ELC. It is hoped that this position

will bring essential community connections to the Center as a way of braiding our young children's interests with possible career choices, even at this young age. It is also a planned outcome for this position to impact families' skills and knowledge about early literacy, STEM skills, and the social emotional foundations for enhancing learning, as family partnerships show the most promise for long-term, sustainable positive learning outcomes for AI youth.

These ELC positions are critical for the implementation and success of the early childhood goals and objectives. Given the importance of early education for academic achievement relative to college and career readiness, these positions will be essential for our Project's future career and college seekers.

(5) Teacher/counselor salaries: 30 teachers from targeted LEAs will be paid for their work with the BRICCR Project to attend Professional Development opportunities and provide the Project with data on their changes in practice as a result of the PD. 30 teachers will participate in 10 days of PD throughout the year focused on a particular topic. In addition these teachers, through the formation of a Professional Learning Community, will engage in mentoring other teachers and future teachers (through SKC's teacher education programs) on their learning. Year One will focus on Growth Mindsets and national level speakers will be sought to present on this topic. Year Two focus will be disciplinary based literacy; Year Three will be culturally relevant college and career preparation; Year Four will be building STEM skills for STEM and other health careers. **30 teachers/counselors will be paid \$150/day for their work with the Project x 10 days = \$45,000.** These salaries will be paid through a contract for services and will be exempt from fringe benefits.

This funding is essential as we need our teachers and counselors to participate in the professional development and have this participation result in a change of practice. We cannot expect these professionals to give their weekends and evenings and not be paid for this work. We have based the amount to pay the professionals on an average of what current grants that work with teachers, such as grants from NSF and Montana OPI pay to educators and specialists.

This funding request is supportive of Goals 1, 2, and 3. As each teacher or counselor works with an average of 10 AI students/year, given 30 teachers/counselors involved in the Project, over 300 AI students will be impacted from the PD. A cost well justified.

Total Personnel: \$255,377

2. Fringe Benefits

Fringe benefits for SKC employees will be based upon the following:

Professionals

FICA	6.20%
Medicare	1.45%
Retirement	6.00%
W-8 Clerical (Work Comp)	0.73%
Unemployment	1.60%
TOTAL PERCENTAGE	15.98%

Variable:

Insurance 600.00 @ 12 months (single)	7200.00
Insurance 1100.00 @12 months (family)	13200.00
Life & Dependent Life 8.85 @12 months	106.20

Full-time Childcare/Preschool Employees

FICA	6.20%
Medicare	1.45%
Retirement	6.00%
WCDC- Workmans Comp	2.70%
Unemployment	1.60%
TOTAL PERCENTAGE	17.95%

Variable:

Insurance 600.00 @ 12 months (single)	7200.00
Insurance 1100.00 @12 months (family)	13200.00
Life & Dependent Life 8.85 @12 months	106.20

For professional salaries, the total is $\$120,446 \times .1598 = \$19,247 + (.25 \times 13200 = 3,300 \times 2 = 6,600) + 7200 + .5 \times 7200 = \$38,647$

SKC Early Learning Center staff salaries = $\$89,931 \times .1795 = 16,143 + 3,300 + 21,600 (7200 \times 3) = \$41,043$

Total Fringe: \$79,690

3. Travel

Local mileage travel costs are allocated for local mileage (.54/mile) for monthly meetings between SKC Project partners and weekly site visits to schools. Consistent face to face meetings will be essential for ongoing communication and collaboration. It is estimated with the given distance between sites (SKC to Arlee = 60 miles/RT; SKC to St. Ignatius = 50 miles/RT; SKC to Dixon = 58 miles/RT) that monthly mileage will be estimated for 168 miles x 6 trips monthly = 672 miles/month x 12 months = \$4,355. Additionally, we will pay mileage for local participants on the advisory board. Mileage for BRICCR Project Advisory Board Meetings (monthly meetings) are based upon our current mileage expenditures for the Education Advisory Board meeting (20 members, each travelling an average of 50 miles = $20 \times 50 = 1,000 \text{ miles} \times .54 = \540) x 12

meetings = \$6,480. The Advisory Board for this Project is essential to guide the Project's activities and ensure cultural relevancy of the work.

Mileage for the Family and Community Coordinator's work to conduct home visits and community outreach will be estimated at 200 miles/month x 9 months – 1800 miles x .54 = \$972

The total for local mileage costs for year one: \$11,807

Other Travel:

1) Travel to attend a national professional development conference for 3 SKC ELC staff (the Director and the 2 Lead Teachers) is estimated on the following;

NAEYC Annual Conference Nov.15-18, 2017 Atlanta, GA

Airfare: \$500.00

Per Diem: \$68.00/day x 4 days = \$272.00

Lodging: \$150.00/night x 4 nights =600.00

Total cost of NAEYC Conference: \$1372 x 3 people = \$4,116

Attending national conferences empowers the staff to know about current early education research and best practices. This PD is important for our teachers who are often isolated and have few opportunities for professional networking. Attendance at national conferences will also encourage these teachers to conduct a presentation on their BRICCR work, and thereby enhance sustainability and exposure of the Project.

2) Travel for the school counselors from each of the targeted schools (4) and the 2 CCR Coaches to attend the **Montana Association for Career and Technical Education conference** held each year in Bozeman, MT.

Mileage to Bozeman, MT: 520 miles RT x .54/mile = \$281.00 x 2 vehicles = \$562.00

Per Diem: \$51.00/day x 3 days = 153 x 6 people = \$918

Lodging: 93 x 3 nights = 279 x 6 rooms = \$1,674

Total Cost of MTACTION conference: \$3,154

Attendance at the MCATE conference is critically important to gain information on current trends in career counseling and it will also be an important venue to share information on the Project.

All travel estimates are based upon current GSA mileage and per diem rates found at www.gsa.gov. **This travel budget supports the implementation of Project goals 1, 2, 3 and 4. Given the magnitude of the Project's goals for increasing CCR for PreK-12th grade students, and the distance among partners, this travel budget is reasonable and appropriate, based upon previous projects and grants of a similar nature.**

Total Travel Costs: \$19,077

4. Equipment

No equipment will be purchased for this Project.

5. Supplies

1) General office supplies for the Project are estimated at \$125.00/month for 12 months for a total cost of **\$1500.00**. This amount is based on past office expenses with previous grants of this nature. This will include general office supplies such as paper, pens, filing folders, etc.

2) Copying/printing costs are calculated at \$150.00/month for 12 months for an amount of **\$1500.00**. This will include toner, machine service and other copier expenses for

Project staff. This amount is based upon current copying costs of current grants of this nature.

3) Technology resources: In order to support all grant objectives, the following purchases will be made for the Project Coordinator, and the 2 Lead Teachers at the SKC ELC:

- **MacBook Pro (\$2,556), Windows (\$200), MS Office (\$400) = \$3,156 x 3 people = \$9,468** based on an estimate provided by the SKC Information Technology Department. A laptop computer plus software is needed for the Project Coordinator to document work, communicate with partners and school districts and to create needed documents. The 2 Lead Teachers need a lap top computer to document observations and assessments of children, to communicate with families, and for daily teaching.
- Additionally the following software program will support the SKC ELC to assess and report on children's learning outcomes and the Center's ability to maintain current attendance and child information: **Procare Software: \$2, 537**

Total Technology Supplies: \$12, 005

4) Educational Supplies

1) **SKC ELC** supplies consist of:

- Consumables, such as paper, paint, markers = 120/month x 9 months - 1080
- Science and math manipulatives = 500
- High Scope materials for children and families, such as parent books on Math and activity books for home visits = 258
- Quality children's books = 1,500

These early learning materials are essential for providing quality experiences to young children and thus increase their knowledge and skills. Costs are based upon current expenditures and information from High Scope on pricing.

Total Educational Supplies for SKC ELC: \$3,338

2) CCR Materials for Families, counselors, and teachers

- Family resources for K-12 families on CCR = 500
- School resources = 900
- Teacher training/PD materials = 1500

These materials are essential for providing current information and print materials to K-12 families and schools. Costs are based upon estimates provided by local schools on what they currently spend. Specific products will be based upon the needs of the schools and families.

Total Educational Supplies for K-12 CCR: \$2,900

Total Supplies Costs: \$21,243

This budget for supplies is critical for implementation of all Project Goals.

6. Contractual Services

1) Evaluation: \$10,000 This amount is consistent with previous evaluator costs and is needed given the large scope and magnitude of the BRICCR Project. Evaluation services will be provided by Bustillos Sherwin Group. Dr. Sherwin's CV is included in the application as she is well qualified for this work and has familiarity with the Project's goals and needs. Dr. Sherwin will bring a balanced approach to the evaluation process; she is knowledgeable about the Project's goals and objectives and works closely with other research activities on campus. She will be easily accessible to the PI and Project

Coordinators and has a positive working relationship with Tribal Education. Dr. Sherwin's consulting business will ensure that data is analyzed without bias, as Dr. Sherwin will not be involved in the day-to-day operations of the Project.

2) Two Eagle River School: The following support will be provided to TERS for their provision of CCR services to their students and families through a contract for services:

- **Cultural/Language Teacher – this 1 FTE 9 month position will ensure that the CCR activities are culturally relevant for TERS students;** This position will also provide learning opportunities that foster cultural perpetuation, community values, civic engagement, citizenship, and student leadership. Additionally, this position will assist students in interviewing elders, visiting cultural sites, and working with culture committees. Many students attending TERS attend there as they want to their education to be culturally congruent. Building on cultural values and including culture as a viable career option is essential for these students. This position will be funded at 35,000 (based upon CSKT Personnel Salary Schedule) + 32% fringe (11, 200) = **\$46,200.**
- **CCR Coach/Counselor:** This 1 FTE 9 month position will work closely with the 2 CSKT Tribal Education CCR Coaches (who will also work closely with the 3 LEAs) and will provide college and career coaching to students at TERS. Individual career plans will be developed and monitored collaboratively between the students and the coach. Students will be provided stipends for meeting annual goals and benchmarks on their Individual College/Career Plan. This position will

be funded at 35,000 (based upon CSKT Personnel Salary Schedule) + 32% fringe (11, 200) = \$46,200.

- **Technology supplies: \$6,132**
 - **MacBook Pro (\$2,556), Windows (\$200), MS Office (\$400) = \$3,156 x 2 = \$6,132.** 2 laptop computers will be necessary for the documentation and communication work. The same estimates were used for other computer pricing in this budget request.

- **Educational Supplies: \$10,000**
 - **STEM materials for project-based learning experiences**, including materials for students to participate in the annual science fair.
 - **Cultural materials for place-based learning experiences** that encourage career explorations, particularly those with a cultural emphasis, such as hide tanning or meat processing or career tracks for students who may not pursue a 4 year degree, such as EMT, CNA, other health careers, carpentry, welding, vehicle maintenance, or childcare.
 - **Books and materials for TERS to enroll in Dual Enrollment courses at SKC.** For juniors and seniors who wish to enroll in either dual enrollment or concurrent enrollment at SKC, their tuition and fees are waived. However, many courses require materials and supplies that can be expensive for the students, such as photography, quilt making, dance dress construction, or welded art. Therefore, provision of funds to cover these costs will be supportive and provide an incentive for TERS to attend college.

- **These supplies are essential for Goals 1, 2, and 3 of the Project as they will be the capacity of TERS to improve the CCR of its students.**

Total funding provided to Two Eagle River School through contracted services:

\$108,532

3) CSKT Tribal Education: The following support will be provided to Tribal Education Department for their coordination and provision of CCR services to schools, students and families through a contract for services:

- **2 CCR Coaches:** These 2 FTE 12 month positions will work closely with high school students attending Arlee, Dixon, and St. Ignatius High School. Individual career plans will be developed and monitored collaboratively between the students and the coach. Students will be provided stipends for meeting annual goals and benchmarks on their Individual College/Career Plan. This position will be funded at 36,000 (based upon CSKT Personnel Salary Schedule) + 33% fringe (11, 880) = **\$47,880 x 2 = \$95,760.**
- **MacBook Pro (\$2,556), Windows (\$200), MS Office (\$400) = \$3,156 x 3 people = \$9,468** based on an estimate provided by the SKC Information Technology Department. Three laptop computers plus software are needed for the CCR Coaches and the Scholarship Coordinator to document work, communicate with partners and school districts and to create needed documents.
- **Tribal Education Director: Bill Swaney, the current TED Director will designate his time and be paid .10 FTE** to ensure overall coordination and implementation of the Project's Goals. This is a key position and will work closely with the Project Coordinator, Indian Education Committees in the LEAs,

and school administrators. This position is viewed in the community and throughout the Reservation as a key person to support Indian Education; therefore, it will be essential for the Director to have time designated for this Project. **\$8,347**

- **Tribal Education Scholarship Coordinator: Miranda Burland, the current TED Scholarship Coordinator will designate .25 FTE** of her time and be paid to coordinate the Tribal Scholarship Program with BRICCR activities and goals. This position works closely with schools and Miranda is known in each LEA; her work with the BRICCR Project will be built upon the many positive relationships that she has developed and extend her services to include updated culturally relevant CCR information. **\$12,402**
- **Tribal Education PIR Day: \$8,000** will be provided to support the Tribal PIR Day in which all LEAs, Tribal schools, and SKC faculty and staff participate in each year, in order to coordinate the PIR goals with the focus of professional development from the BRICCR Project. Year One will focus on Growth Mindsets and national level speakers will be sought to present on this topic. Year Two focus will be disciplinary based literacy; Year Three will be culturally relevant college and career preparation; Year Four will be building STEM skills for STEM and other health careers.
- **Total amount of contract for services with CSKT Tribal Education: \$133,977**

4) The University of Montana Broader Impacts Group

The BRICCR Project proposes to partner through a contract for services with The University of Montana Broader Impacts Group to do the following:

The University of Montana Broader Impacts Group (BIG)—which encompasses the spectrUM Discovery Area and We Are Montana in the Classroom—will provide STEM and role-model engagement to enrich the project’s science fair programming.

Through UM’s role-model engagement initiative We Are Montana in the Classroom, faculty members from an array of STEM disciplines will coach and mentor K-12 students as they prepare for and participate in the project’s science fairs. During visits to K-12 schools and informal learning settings in each of the communities on the Flathead Reservation, UM role models will share hands-on tech and engineering activities that complement the science fairs’ focus areas and highlight opportunities in higher education and STEM career pathways. Role models will also be available to lead coaching sessions as teams respond to each year’s science fair challenge and design and build their projects.

Prior to engaging with youth, all role models will participate in a one-day training retreat in which they will develop and practice their hands-on activities and complete a role-model workshop grounded in best practices developed by Techbridge’s NSF-funded Role Models Matter initiative and by the Pacific Science Center’s Portal to the Public network. With input from SciNation and from CSKT’s Tribal Education Department, spectrUM’s staff curriculum developer will create and stock a menu of locally and culturally relevant activities that role models will have the option to use or to adapt to incorporate their own research and expertise; these activities could engage K-12 learners in solving place-based challenges such as habitat restoration, weather and climate monitoring for Salish Kootenai College’s Blue Camas Research Project, or hydroelectric engineering.

We Are Montana in the Classroom will coordinate 10 days of role-model engagement visits for each year of the project, with approximately 3 role models traveling per visit. Throughout the project, We Are Montana in the Classroom’s leadership will conduct site visits and ongoing professional development for the faculty role models.

In addition, spectrUM’s staff educators will share mobile science exhibits and hands-on activities at 3 school and community events each year, including the project’s science fairs and spectrUM’s family science nights. These visits will embed STEM, role-model, and career enrichment, not only in schools, but also in community settings where many children and families already regularly gather.

To document the project’s science fairs, STEM learning, and role-model engagement, the Broader Impacts Group will create a photo-rich, user friendly book to share with the informal science education community, as well as with partners in rural and tribal engagement. In the final year of the project, BIG will contract with Missoula-based Gravity Media to film a documentary that shares the project’s impact and its approaches to inspiring a homegrown, Native STEM workforce on the Flathead Reservation.

Personnel:

Director, Holly Truitt	\$10,300
We Are MT role model coach, Amanda Duley	\$12,500
We Are MT Manager, Nathalie Wolfram	\$12,500
We are MT Education Program Manager, Jessie Herbert	\$10,750
Tech and Making Curriculum Developer	\$5,250
Travel coordinator, Sara Bunton	\$2,496
Educators	\$2,250
Personnel Subtotal	\$56,046

Fringe:

Truitt Fringe benefits	\$4,541
Duley Fringe benefits	\$7,179
Wolfram Fringe benefits	\$7,179
Herbert Fringe benefits	\$6,628
Making Curriculum Developer Fringe Benefits	\$3,467
Bunton Fringe Benefits	\$2,020
Educators fringe Benefits	\$473
Fringe Benefits Subtotal	\$31,487

Travel:

Travel for planning and role model and educator visits	\$3,000
per diem--role models and educator visits	\$1,014
Travel Subtotal	\$4,014

Supplies:

Supplies for role model visits	\$5,000
Marketing/promotional materials	\$5,000
Photo-rich book	\$0
Supplies, Materials, and Equipment Subtotal	\$10,000

Total direct costs	\$57,001
MTDC base	\$57,001
IDCs--33%	\$18,810
Total Funds	\$75,811

Narrative Basis for the above budget, which includes all 4 years of the Project:

Personnel:

BIG director Holly Truitt requests funds to support a 10% effort for the 48 months of the project. She will oversee BIG's efforts on the project, including leading BIG's collaboration with SciNation and the Confederated Salish and Kootenai Tribes, disseminating the project's impact to the informal science education field, and partnering with University of Montana leadership to ensure the project's sustainability. Holly Truitt's salary is calculated at the base pay of \$103,000 with a 3% annual increase.

We Are Montana in the Classroom role model coach Amanda Duley requests funds to support a 25% effort for the 48 months of the project. She will co-lead training retreats for role models, provide ongoing professional development for role models, conduct evaluative site visits and observations, and participate in project documentation and dissemination. Amanda Duley's salary is calculated at the base pay of \$50,000 with a 3% annual increase.

We Are Montana in the Classroom education program manager Jessie Herbert requests funds to support a 25% effort for the 48 months of the project. She will co-lead training retreats for role models, oversee visit coordination with schools and informal learning sites, serve as project liaison with SciNation, coordinate and oversee spectrUM's engagement at science fairs and other community events, and participate in project documentation and dissemination. Jessie Herbert's salary is calculated at the base pay of \$43,000 with a 3% annual increase.

BIG requests funds to support a tech and making curriculum developer at a 15% effort for the first 12 months of the project. In partnership with SciNation and Tribal Education, the tech and making curriculum developer will create a menu of culturally relevant, place-based tech and engineering activities for role models to lead with K-12 learners. She or he will procure supplies, assemble portable activity kits, and provide trainings on each activity. The tech and making curriculum developer's salary is calculated at the base pay of \$30,000.

Project travel coordinator Sara Bunton requests funds to support a 10% effort for the 48 months of the project. She will coordinate all project travel, including filing travel authorization forms, processing per diem stipends, reserving vehicles, and creating and

confirming itineraries with project staff and role models. Sara Bunton's salary is calculated at the base pay of \$30,000.

BIG requests funds to support 3 spectrUM staff educators for the 48 months of the project. The educators will share spectrUM's mobile exhibits and activities at 3 science fairs or other community events each year. The educators' wages are calculated at \$12.50 per hour, with each visit expected to require 20 hours of each educator's time.

Fringe Benefits

University of Montana fringe benefits rates vary on the basis of employee type. They are calculated at 31.5% for fiscal year professional positions, 29% for classified staff, and 21% for temporary employees. Health insurance is provided for all but temporary employees and is assessed proportionally to the FTE on the project. It is applied in addition to these basic fringe rates. Fringe rates are set by Human Resources Services at the University of Montana and may be charged as a direct cost per UM's F&A agreement dated 1/31/14.

Travel

In total, travel funds are requested at \$16,056. The breakdown for these travel funds is as follows:

\$3,000 are requested annually for four years for site visits to communities on the Flathead Reservation. These funds include 10 role model site visits, 3 spectrUM educator visits, and 7 planning and meeting visits for a total of 20 visits per year at \$100 per visit. An additional \$1,000 per year are requested for a U-Haul to transport spectrUM exhibits. In total, \$12,000 are requested to support project travel.

\$1,014 are requested annually for meal per diem for project staff and volunteer role models. Meal per diem is calculated at the University of Montana daily rate of \$26 per day. In total, \$4,056 are requested to support meal per diem.

Supplies, Materials, and Equipment

In total, funds for supplies, materials, and equipment are requested at \$34,000.

Supplies for role model visits are requested at a rate of \$5,000 per year for a total of \$20,000. This total assumes \$100 in supplies per visit for 10 visits per year with 3 role models per visit, plus an additional \$2,000 per year for supplies for training retreats and spectrUM educator-led visits.

Marketing materials are requested at \$5,000 in the first year and \$3,000 per year for the next 3 years of the project for a total of \$14,000. Marketing funds will be used to promote project engagement in K-12 schools and Flathead Reservation communities.

Additional funds are requested in year one for development of these materials.

\$1,500 are requested in year 4 of the project to create a photo-rich book documenting the project's impact and sharing it with the informal science education field and with partners in rural and tribal education.

Contracts

\$5,000 are requested in year 4 of the project for a contract with a local video production company to create a film documenting the project's impact and sharing it with partners in rural and tribal education, as well as the informal science education field.

Other Costs

A total of \$4,800 are requested for food for role model training retreats and meetings.

These funds are requested at a rate of \$1,200 per year.

Total Direct Costs

BIG requests \$403,453 in total direct costs to support this project.

Indirect Costs

Indirect charges are requested at the rate of 33% MTDC, which is the negotiated rate for sponsored activity for the University of Montana for continued use until amended.

Total Direct and Indirect Costs

BIG requests \$536,592 in total project costs to support this project.

Total Contractual Costs: \$318,320

7. Construction

Not applicable.

8. Other

Conference fees for NAEYC and MTACTE conferences

NAEYC = \$410 x 3 = 1230

MTACTE = \$170 x 6 = 1020

Stipend/awards paid to high school students for meeting Annual C/C Plan Goals

\$100/student for meeting at least one goal on his/her C/C Plan – This project will target 3 high schools: Arlee High School (AI student enrollment of 54), St. Ignatius (AI enrollment of 44), and Two Eagle River School (enrollment of 69). It is estimated that 95% of the students will participate in developing and maintaining an Annual Plan.

Therefore, for a total of 167 students, we plan to award 159 students for a budget amount of **\$15,900**.

Budget amount of student awards: 15,900

Books and supply stipend for 20 AI juniors and seniors in targeted LEAs (Arlee and St. Ignatius) who enroll in dual or concurrent enrollment at SKC. \$100/quarter for a maximum of \$300/year for 20 students = **\$6,000/year**

Other Total: \$24,150

9. Total Direct Costs: \$717,857

10. Indirect Costs: 172,857

The current IDC rate is 24%. A copy of the IDC Agreement is attached.

11. Training Stipends

· Not applicable.

12. Total Costs for Year One: \$890,143

Year Two: Costs remain the same except we will increase the contract for service with UM-BIG to **\$80,000**. The total of direct costs will be \$722,046 with an indirect rate for year 2 (\$172,286) for a total budget for Year Two: **\$895,337**

Year Three: remains the same as Year 2 for a total budget for Year Three: **\$895,337**

Year Four: Costs remain the same except will plan to present our findings at the AIHEC conference and anticipate sending 2 individuals at a cost of \$2,440 (1200 airfare, 440 per diem and 1,000 hotel for four nights). The total for travel for **Year Four** will be: **\$21,517**. The total of direct costs will be **\$724,486** with an **indirect rate** for year 4 (**\$173,291**) for a **total budget for Year Four: \$897,777**.

The total budget for all 4 years is: 3,578,594.

Statutory Administrative Cost Limit: Due to a statutory limitation, budgets cannot include administrative costs that exceed 5% of the total costs of the grant. The administrative costs allocated for this Project include the PI salary and fringe for an amount of

\$24,390/year for a total amount over 4 years of \$97,560, which is less than 5% of the total budget of \$3,578,594.

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 81-0378823

DATE:12/28/2015

ORGANIZATION:

FILING REF.: The preceding agreement was dated 04/14/2010

Salish Kootenai College

Box 117

Pablo, MT 59855

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.

SECTION I: Facilities And Administrative Cost Rates

RATE TYPES: FIXED FINAL PROV. (PROVISIONAL) PRED. (PREDETERMINED)

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2014	06/30/2017	24.00	On-Campus	All Programs
PROV.	07/01/2017	06/30/2018	24.00	On-Campus	All Programs

*BASE

Total direct costs excluding capital expenditures (buildings, individual items of equipment; alterations and renovations), that portion of each subaward in excess of \$25,000 and flow-through funds.

ORGANIZATION: Salish Kootenai College

AGREEMENT DATE: 12/28/2015

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are specifically identified to each employee and are charged individually as direct costs. The directly claimed fringe benefits are listed below.

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 \$5,000 or more per unit.

The following fringe benefits are treated as direct costs:

FICA, WORKERS COMPENSATION, HEALTH/LIFE/VISION INSURANCE, MEDICARE, UNEMPLOYMENT, AND RETIREMENT.

The three year extension of the indirect cost rate was granted in accordance with 2 CFR 200.414(g).

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: Salish Kootenai College

AGREEMENT DATE: 12/28/2015

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 Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, 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:

Salish Kootenai College

(INSTITUTION)

(b)(6)

(SIGNATURE)

Audrey Plouffe

(NAME)

IVP/CFD

(TITLE)

1-6-16

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

Arif M. Karim -S

Digitally signed by Arif M. Karim -S
DN: c=US, o=U.S. Government, ou=HHS, ou=ESC,
ou=People, cn=Arif M. Karim -S,
0.9.2342.10200300.100.1.1=00021280
Date: 2016.01.06 12:15:34 -0500

(SIGNATURE)

Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

12/28/2015

(DATE) 3103

HHS REPRESENTATIVE:

Karen Wong

Telephone:

(415) 437-7820

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Cindy		O'Dell	

Address:

Street1:	58138 Hwy 93 Box 70
Street2:	
City:	Pablo
County:	Lake
State:	MT: Montana
Zip Code:	59855
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
406-275-4800	

Email Address:

cindy_odell@skc.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:

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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

Salish Kootenai 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	255,377.00	255,377.00	255,377.00	255,377.00		1,021,508.00
2. Fringe Benefits	79,690.00	79,690.00	79,690.00	79,690.00		318,760.00
3. Travel	19,077.00	19,077.00	19,077.00	21,517.00		78,748.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	21,243.00	21,243.00	21,243.00	21,243.00		84,972.00
6. Contractual	318,320.00	322,509.00	322,509.00	322,509.00		1,285,847.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	24,150.00	24,150.00	24,150.00	24,150.00		96,600.00
9. Total Direct Costs (lines 1-8)	717,857.00	722,046.00	722,046.00	724,486.00		2,886,435.00
10. Indirect Costs*	172,286.00	173,291.00	173,291.00	173,291.00		692,159.00
11. Training Stipends	0.00	0.00	0.00	0.00		0.00
12. Total Costs (lines 9-11)	890,143.00	895,337.00	895,337.00	897,777.00		3,578,594.00

***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: 07/01/2014 To: 06/30/2018 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): DHHS

The Indirect Cost Rate is 24.00%.

(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 # S299A160098

Name of Institution/Organization Salish Kootenai 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						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524