

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



**APPLICATION FOR GRANTS
UNDER THE**

2016 Professional Development Grant Application

CFDA # 84.299B

PR/Award # S299B160009

Grants.gov Tracking#: GRANT12204321

OMB No. 1894-0006, Expiration Date: 11/30/2017

Closing Date: Jul 01, 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"/>
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* 3. Date Received: <input type="text" value="06/29/2016"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

State Use Only:

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

8. APPLICANT INFORMATION:

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

d. Address:

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

e. Organizational Unit:

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

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="Cory"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Billy"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Dean of Academics"/>	

Organizational Affiliation: <input type="text" value="Not Applicable"/>
--

* Telephone Number: <input type="text" value="406.395.4875"/>	Fax Number: <input type="text" value="406.395.4836"/>
---	---

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

Application for Federal Assistance SF-424

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

U: Tribally Controlled Colleges and Universities (TCCUs)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.299

CFDA Title:

Indian Education -- Special Programs for Indian Children

*** 12. Funding Opportunity Number:**

ED-GRANTS-051716-001

* Title:

Office of Elementary and Secondary Education (OESE): Office of Indian Education (OIE): Indian Education Discretionary Grants Programs: Professional Development Grants Program CFDA Number 84.299B

13. Competition Identification Number:

84-299B2016-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Stone Child College -- Indian Education Professional Development Project (IEPDP)

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="395,095.00"/>
* 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="395,095.00"/>

*** 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>Barbara Bacon</p>	<p>TITLE</p> <p>President</p>
<p>APPLICANT ORGANIZATION</p> <p>Stone Child College</p>	<p>DATE SUBMITTED</p> <p>06/29/2016</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: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Stone Child College * Street 1: 8294 Upper Box Elder Road Street 2: * City: Box Elder State: MT: Montana Zip: 595210000 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: \$	
10. a. Name and Address of Lobbying Registrant: Prefix: * First Name: Not Applicable Middle Name: Not * Last Name: Not Applicable Suffix: * Street 1: Street 2: * City: State: Zip:		
b. Individual Performing Services (including address if different from No. 10a) Prefix: * First Name: Not Applicable Middle Name: * Last Name: Not Applicable Suffix: * Street 1: Street 2: * City: State: Zip:		
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: Barbara Bacon * Name: Prefix: Dr. * First Name: Nathaniel Middle Name: * Last Name: St. Pierre Suffix: Title: President Telephone No.: 406.395.4875 Date: 06/29/2016		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S299B160009

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.

GEPA_2016.pdf	Add Attachment	Delete Attachment	View Attachment
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NOTICE TO ALL APPLICANTS–GEPA REQUIREMENTS:

Stone Child College's *Indian Education Professional Development Program* meets all barriers under section 427 of GEPA. The six barriers will be addressed as follows:

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

Institution	Male (%)	Female (%)
Stone Child College	42%	58%

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

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

Institution	Native American (%)	Non Native (%)
Stone Child College	97%	3%

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

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

Institution	American (%)	Canadian (%)*
Stone Child College	100%	0%

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

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

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

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

Institution	Non Disabled (%)	Disabled (%)
Stone Child College	99%	1%

Participants in this program will reflect this disability make-up as much as possible. Through our

ongoing efforts, we will provide services and activities that are equitable to all students regardless of disability status.

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

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

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION

Stone Child College

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr.

* First Name: Nathaniel

Middle Name:

* Last Name: St.Pierre

Suffix:

* Title: President

* SIGNATURE: Barbara Bacon

* DATE: 06/29/2016

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

PROJECT ABSTRACT

Project Objectives and Activities:

Objective 1: During the project period of October 1, 2016 through September 30, 2020, Stone Child College will implement a program in which a minimum of 18 students per year will receive support to attend an institute of higher education in pursuit of a Bachelors or Masters degree in Education, with a minimum of 16 of the participants earning either certification as a teacher in Montana or a Masters degree by the end of the project period, as measured by attendance rates, graduation rates, participant files, program records, and internal and external evaluation results.

Objective 2: During the same project period, Stone Child College will work collaboratively with the Salish Kootenai College (*SKC*) and Montana State University -Northern (*MSU-N*). Collaborative efforts will include: 1) faculty members at SKC and MSU-N will serve on the selection committee; 2) instructor to instructor collaboration at least 2 times per month; 3) faculty members at SKC and MSU-N will contact each student at least twice per month, as evidenced by program records, contact logs, and internal and external evaluation results. The selection committee will only consist of faculty members where students are attending.

Objective 3: During the same project period, Stone Child College will provide mentoring support to each participant with at least two (2) meetings per student occurring monthly throughout the school year as evidenced by meeting records, participant files, program records, and internal and external evaluation results.

Objective 4: During the same project period, Stone Child College will support an induction program including mentoring, professional development, and cohort meetings for a minimum of 16 program

participants who have earned certification as a teacher, as measured by meeting attendance, program records, and internal and external evaluation results.

Applicable Priorities: This project addresses Absolute Priorities one and two and Competitive Preference Priorities one and two. We address Absolute Priorities 1 and 2 through Objective 1 and the overall Goal of our program. The ultimate goal of our program is to assist to students in completing their Bachelor or Masters degree in Education. We meet Competitive Preference Priority one by including signed letters of support from the Superintendents at Box Elder School and Rocky Boy School. We have also met the requirements of **Competitive Preference Priority #2** by submitting a signed consortium agreement, which meets the requirements of 34 CFR 75.127 through 75.129 of EDGAR.

Proposed Project Outcomes:

- ◆ A minimum of **18 participants** per year.
- ◆ At least **16 of the participants** completing their Bachelor's or Masters Degrees by the end of the project period.
- ◆ At least **90%** retention rate for participants.
- ◆ At least **90%** of graduates will participate in the induction period of the program.

Number of Participants to be Served: A cohort group of a minimum of 18 students.

Number and Location of Proposed Sites: 3 locations (Stone Child College, Salish Kootenia College, and Montana State University - Northern)

The Project Coordinator will work with the local schools (Box Elder and Rocky Boy) and other surrounding school districts to help participants gain employment. In addition, we will have students in the classroom throughout the project period to build rapport with the local schools.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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

Need For Project (Maximum 15 points) – In addressing this criterion, applicants may want to consider including sufficient information for readers to assess the quality of the evidence.

1. *The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.*

The Rocky Boy's Indian Reservation is located in rural north-central Montana approximately sixty miles from the Canadian border. The reservation lies in the shadows and drainage area of the Bear Paw Mountains stretching into rolling foothills and prairie land. Mountain terrain accounts for about one third of the reservation land. Our community experiences extreme isolation, mountainous road-ways with very limited pedestrian facilities, extreme weather conditions, and chronic poverty. Our homes and facilities are dispersed. The nearest supermarket is located in Havre, MT, with a population of 9,575, approximately 30 miles from the Rocky Boy Agency. The nearest international airport and major shopping facilities are located in Great Falls, MT, with a population of 59,366, 110 miles from the Agency. Additionally, weather conditions range from -40° F in the winter to 105° F in the summer.

There is no town center on the Reservation and the community is truly rural. The Chippewa Cree Tribe of the Rocky Boy's Indian Reservation is home to over 6,800 enrolled members with 4,017 living on the reservation. Our Reservation's land base is approximately 122,000 acres. The principal uses of lands within the reservation are grazing and dry-land farming. All of the land is held in trust for the full membership of the Tribe. Progress towards economic development on the reservation has been hindered by many factors including lack of private land holdings on the reservation. All tribal land on the reservation is held in Federal Trust

status by the U.S. Department of Interior. Also, there is no tax base to produce revenue to meet our community development goals. Ultimately, the finite resources available on the Reservation are insufficient to satisfy the needs and wants of the community.

The Chippewa Cree Tribe faces high rates of poverty, unemployment, overcrowded housing, large numbers of neglected and abused children, high prevalence of alcohol and drug abuse, high number of suicide attempts, high truancy rates, and disproportionately high crime rates. The unemployment rate ranges from 43% in the summer to 74% in the winter, and nearly 40% of our families live below the Federal poverty line. Poverty on the reservation prohibits access to family owned and operated vehicles and other basic needs, as they relate to our area's geographic, topographic, and climatic conditions. The minimal economic development and limited education opportunities that exist on the Reservation lead to further problems. For instance, 18% of the people in the community do not possess a high school diploma and only 12% possess a Bachelor's degree or higher. (2013 American Community Survey 5-year est) As a result, unemployment rates are extremely high and a large percentage of employed individuals have minimum wage, low skill jobs.

Stone Child College (*SCC*) was chartered by the Chippewa Cree Business Committee (Tribal Council) on May 17, 1984 and was granted accreditation by the *Northwest Association of Secondary Schools and Colleges* in 1993. The elected tribal officials felt the establishment of a tribal community college was necessary for the preservation and maintenance of the Chippewa Cree culture, history, and Cree language. Furthermore, off reservation vocational training institutions and colleges were not adequately addressing the unique educational needs of the Chippewa Cree people. The tribe determined that the only way our tribal members would receive the training and/or education necessary to thrive both on and off the reservation, was to create an

Stone Child College IEPDP Narrative ***Page 5***

institution of higher education specific to the needs of, and essential for, the survival of our people, culture, and language.

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

Out of the total 293 students enrolled at *SCC* during the 2015-2016 semester, only 11 (4%) were pursuing Teacher Education degrees. Comparatively, the University of Montana had a total student enrollment of 10,500 undergraduates in Fall 2015, with 1,303 (13%) pursuing a degree in Education. This data shows that our Education department is reaching a fraction of the number of students that we need to in order to be comparable to other colleges in the State.

Currently, there are two public school systems that serve the majority of Chippewa Cree children on the Rocky Boy's Indian Reservation. Box Elder School has 40 teachers and 12 of them are Native American. Rocky Boy Schools has 48 teachers, 16 of whom are Native American. Box Elder Public Schools has 98% of students who qualify for free and reduced lunch program and Rocky Boy has 94% of students who qualify.

Research clearly shows that Native American Students are more likely to achieve academic proficiency if their Teachers come from a similar background as they do. Studies show that due to cultural differences and early socialization experiences, many Native American

Students have adopted unique learning styles which differ from mainstream students (Morgan, 2010). To avoid stereotyping and generalizations about their Native students, teachers must observe students to decipher which learning style will be the most effective. In order to most powerfully affect Native student learning, it is prudent to select teachers who are most knowledgeable about their cultural differences and social norms on the Reservation.

Our proposed project will serve to alleviate these demonstrated shortages in Native American teaching staff by providing a comprehensive teacher education program which will result in a minimum of 18 American Indians graduating with Bachelors or Masters degrees in Education. The proposed program, which features mentoring support, educational counseling, liaison services, and financial support is detailed throughout this narrative.

Currently, *SCC* is a two year institution; however we are in the process of working towards receiving accreditation to offer our own Bachelor's Degree in Education. Our goal is to have this in place by Fall semester 2017. The College is on step three of eight for receiving OPI approval. A steering committee has been established to develop the degree curriculum and receive institutional review. This step in the process is a major one and, upon completion, we will seek Northwest Accreditation approval.

2. *The extent to which employment opportunities exist in the project's service area, as demonstrated through a job market analysis.*

SCC has researched local employment opportunities and has developed the following job market analysis:

Based on historical trends, *SCC* anticipates that most graduates will return to the community to seek employment in the local education system. We have worked closely with the *Stone Child College IEPDP Narrative* *Page 7*

local School Districts in the past, and plan to continue these efforts in the future to build a strong partnership with both schools. Please reference the attachments to see letters reflecting the evidence of the commitment from these schools.

As of June 2016, Box Elder Schools has one teaching position open and Rocky Boy Schools has three teaching positions open and two openings for administrators. In addition to these two schools, the local head start has three teaching positions open and thirteen teacher aid positions open. The number of openings in these local schools may seem small, but there is constant turnover of teachers for reasons such as retirement, relocation, or life changes. Furthermore, some non-Indian teachers do not renew their contracts because of “culture shock.” Specifically, when these teachers were newly hired, they were not aware of cultural differences and social norms on the Reservation. With this turnover, both local schools place a strong emphasis on hiring Native American teachers whenever possible. The school boards understand the importance of local, Indian teachers teaching the children in the Rocky Boy community.

Beyond the two local schools there is a need for teachers across the region, state, and nation. The following table shows a list of job openings:

Job Analysis	
Location**	Positions Available
Bureau of Indian Affairs – Teacher Openings at BIA schools across the United States*	160
Montana Office of Public Instruction – Teaching job vacancies across the State	64
Havre Public Schools	8
Harlem Public Schools*	2

Browning Public Schools*	17
Hardin Public Schools*	4
Poplar Public Schools*	3
Rocky Boy Public Schools (including Rocky Boy Head Start)*	6
Box Elder Public Schools*	1
Total	265
Total at schools that serve majority Native American children	193

*Serves a majority of Native American students. **This table includes a sampling of schools in the State which serve a majority of Native American children

As the table above shows, there is a major need for teachers, especially in schools serving a majority of Native American students. Specifically, as reflected in the above table, more than 50% of the teaching position openings in the State are in Native American student serving schools. The need for teachers is very high in rural Montana (Havre, Harlem, Browning, Hardin, Poplar, Rocky Boy, and Box Elder) but also across the state and Indian Country. By training American Indian teachers we can begin to fill these gaps and serve more Native students.

In Fall 2014, 14% of the public schools in Montana had at least 25% American Indian students in their population, while only 2% of teachers in Montana are American Indian. Of the 823 public schools in Montana 58 reported 75-100% American Indian students within their school population; 20 schools reported 50-75% American Indian students in their population; and 38 reported 25-50% of American Indian students in their populations. (Montana American Indian Student Achievement Data Report, Montana OPI, Fall 2014)According to this report This disproportionate number of American Indian teachers to American Indian students reflects a dire need for additional Native teachers in our schools.

An article in the Havre Daily News published in May 2016, described the teacher shortage in the region at a crisis level. Superintendents from three rural districts discussed the inability to find qualified teachers who are willing to work in rural Montana. It is not uncommon to have only one applicant apply for a position or receive no applications at all. This further demonstrates the shortage of teachers in rural Montana.

All of this data shows that there is a need not only for more teachers, but more American Indian teachers to help teach Native students in a way that will be more effective for their individual learning styles.

Quality of the Project Design (maximum 25 points)

1. *The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are ambitious but also attainable and address-*
 - a. *The number of participants expected to be recruited in the project year;*
 - b. *The number of participants expected to continue in the project year;*
 - c. *The number of participants expected to graduate; and*
 - d. *The number of participants expected to find qualifying jobs within twelve months of completion.*

The absolute priority of this program is to provide *pre-service training* for teachers and administrators. In compliance with this priority, we have developed the following **goal** and corresponding objectives.

GOAL: To increase the number of American Indian students pursuing Bachelors and Masters degrees in education fields by offering a program to include mentoring, counseling,

liaison services, and other necessary support for the completion of advanced education degrees.

Objective 1: During the project period of October 1, 2016 through September 30, 2020, Stone Child College will implement a program in which a minimum of 18 students per year will receive support to attend an institute of higher education in pursuit of a Bachelors or Masters degree in Education, with a minimum of 16 of the participants earning either certification as a teacher in Montana or a Masters degree by the end of the project period, as measured by attendance rates, graduation rates, participant files, program records, and internal and external evaluation results.

Objective 2: During the same project period, Stone Child College will work collaboratively with the Salish Kootenai College (*SKC*) and Montana State University -Northern (*MSU-N*). Collaborative efforts will include: 1) faculty members at SKC and MSU-N will serve on the selection committee; 2) instructor to instructor collaboration at least 2 times per month; 3) faculty members at SKC and MS-N will contact each student at least twice per month, as evidenced by program records, contact logs, and internal and external evaluation results. The selection committee will only consist of faculty members where students are attending. For example, if no students are attending *MSU-N* one year, we will not require an *MSU-N* faculty member to serve on the selection committee.

Objective 3: During the same project period, Stone Child College will provide mentoring support to each participant with at least two (2) meetings per student occurring monthly throughout the school year as evidenced by meeting records, participant files, program records, and internal and external evaluation results.

Objective 4: During the same project period, Stone Child College will support an induction program including mentoring, professional development, and cohort meetings for a minimum of 16 program participants who have earned certification as a teacher, as measured by meeting attendance, program records, and internal and external evaluation results.

The following outcomes will be achieved through this project:

- A minimum of 18 participants per year.
 - At least 16 of the participants completing their Bachelor's or Masters Degrees by the end of the project period.
 - At least 90% retention rate for participants.
 - At least 90% of graduates will find qualifying jobs within 12 months of completion.
2. *The extent to which the proposed project has a plan for recruiting and selecting participants that ensures the program participants are likely to complete the program.*

SCC will recruit the most qualified American Indians students pursuing a Bachelor's or Master's Degree in the field of education. Recruitment will include the use of posters and flyers posted on the **SCC** Campus, in the two local schools, and on the **MSU-N** and **SKC** campuses. We will disseminate through mailings, placement in the **SCC** Newsletter, Facebook, the local radio station- **KHEW** (voice of the Chippewa Cree Nation), and other regional newspaper and radio ads. Selecting sophomore and junior level Indian College students from a qualified pool will ensure that participants are those who are most likely to: 1) complete their Education degree; 2) perform the most effectively as teachers; and 3) remain in the community after graduation

(which will improve turnover rates). In addition, we will send letters to students who have graduated from *SCC* with an Associate's degree in Teaching in the last five years. This will give these students an opportunity to complete their four year degree.

SCC has been training tribal members in the field of education since 1992. Through our experience designing programs and training tribal members in Indian education, special education, and elementary/secondary education, *SCC* developed a very effective academic structure for our students to complete teacher training. Recent data shows that students who received their first two years of training at *SCC* achieved an 80% completion rate for earning a baccalaureate in education. Meanwhile, students who entered a baccalaureate granting institution directly out of high school achieved only a 20% completion rate. This comparison clearly indicates that the experience at *SCC* greatly enhances the probability of our students successfully completing their teacher training. Under the proposed program, students would receive even more support through mentoring, monitoring, and liaison services. This will result in an even higher completion rate for students.

3. *The potential of the proposed project to develop effective strategies for teaching Indian students and improving Indian student achievement, as demonstrated by a plan to share findings gained from the proposed project with parties who could benefit from such findings, such as other institutions of higher education who are training teachers and administrators who will be serving Indian students.*

SCC will employ a methodology shown to be an effective means of documenting similar projects. It provides for continuous feedback and improvement through monthly internal reports and semi-annual external evaluation reports. Using the feedback mechanisms we will develop a Best Practices Guide, which will contain information on successes and challenges related to

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

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

4. *The extent to which the proposed project will incorporate the needs of potential employers, as identified by a job market analysis, by establishing partnerships and relationships with appropriate entities (e. g. Bureau-funded schools, organization providing educational services to Indian Students, and LEAs) and developing programs that meet their employment needs.*

The *SCC Indian Education Professional Development Program* will incorporate the needs of potential employers. Specifically, we have the following plan in place to meet their employment needs. We will require students to become members of the Montana Education Association (MEA), a division of the National Education Association (NEA), which strives to:

- promote community partnerships
- foster leadership through pre-professional opportunities and peer mentoring
- promote membership among diverse populations
- provide networking opportunities
- supplement formal teacher-education training
- promote the national accreditation of teacher-education training
- recruit and retain pre-professional members

Being a part of this association will allow the students to network with other education professionals. These connections will serve them throughout their careers.

Also, we have received letters of support from both Rocky Boy and Box Elder Schools (Other Attachment # 5). These letters state an appreciation for the services to be provided under this grant and specify a willingness to hire quality teachers trained through this program. Their participation during the program (for induction) and following its completion (hiring), will help our students by linking them to two local school districts willing to consider them for hiring immediately upon graduation.

During the project period, the Project Coordinator will contact other nearby school districts to garner participation during all stages of the program (student teaching, hiring, and induction). It is possible that some students will choose to teach at one of these area schools,

many of which also serve high numbers of Native American students. We will contact and solidify linkages with these schools in Years 1-3. Some regional schools that we will attempt to make links with include: Havre Public Schools, Harlem Schools, Chinook School, Big Sandy Public Schools, Great Falls Schools, and any other schools our participants may be interested in. The *SCC* advisory board, *SKC*, and a partnership we have with the University of Pennsylvania have encouraged us to have students in the classroom in their first year and throughout their degree attainment. The level of classroom involvement will increase as students get closer to graduation. There will be a formal arrangement with local schools so the expectations of students will be clear and purposeful.

Quality of Project Services (maximum 25 points)

1. *The likelihood that the proposed project will provide participants with learning experiences that develop needed skills for successful teaching and/or administration in schools with significant Indian populations.*

The *SCC IEPDP* will provide participants with learning experiences that develop needed skills for successful teaching and or administration in schools with significant Indian populations.

In Lee, Gabbard & Rehyner's **A Specialized Knowledge Base for Teaching American Indian and Alaska Native Students**, the authors emphasize the effects of a strictly text-based curriculum for Native American Students. *"The not so subtle message to the students of teachers who use only these commercial materials (and who are not responsive to the socio-cultural background of their students) is that the culture of the school is more important than the culture of the children's homes. Teachers need to study and know their students' home cultures and to*

encourage school librarians, administrators, and boards to acquire supplemental curriculum material appropriate to their students' background. Teachers need to learn about Native literature suitable for classroom use (both oral and written), how to integrate Native history and government into social studies curriculum, and how to utilize ethnohistory and ethnomathematics in their classrooms."

In **Collected Wisdom: American Indian Education**, Cleary & Peacock discuss the effects of training students in an environment which is far different from the home environment. The authors attribute *"poor academic performance to the differences between the environment and teaching methods of schools and the environment and teaching methods of students' homes and communities. Difficulties occur because the ways children learn at home conflict with the ways schools teach."* Further, a study of a college-level course taught to Native American students by Locke states that "by not teaching the conflicts that presently exist on the reservation and between Native and Euro-American cultures, the course perpetuated the status quo by forcing Native Americans to examine their culture through a Euro-American perspective, which has worked to oppress them in the first place" (Locke, 2004). This statement clearly supports a plan which involves increasing the ratio of Native American teachers to Native American Students.

Training teachers who are responsive to the socio-cultural background of American Indian students and those who can minimize the difference between home and school culture will be highly effective in teaching American Indian students, and ultimately in helping students achieve proficiency in meeting rigorous academic standards. Their training will qualify them for teaching at **any** school, but their background and knowledge of Native American culture, learning styles, and cultural differences will make them especially effective in schools serving high percentages of Native students.

2. *The extent to which the proposed project prepares participants to adapt teaching and/or administrative practices to meet the breadth of Indian student needs.*

SCC will require students to obtain their Class 7 Certification from **SCC** in order to complete the program. Class 7 Certification is a certification for Native American educators qualified to teach courses in Native American Languages and Cultures. Each Tribe is responsible for establishing criteria for certification. The teachers must renew their Class 7 Certification every 5 years. This certification is currently in place and will be an integral part of the training program. The program has been developed and refined over the last ten years to make sure we are meeting the high standards we strive for. The local schools have a high priority in hiring teachers who have obtained their Class 7 Certification. By receiving this certification, participants will be able to understand the history, culture, and language of the Chippewa Cree people.

There are three major components to the services to be provided by the proposed project. They are described below, along with data to support why they have been chosen.

Providing Teacher Training to American Indian Individuals: According to Cleary & Peacock, the only way to provide students with the education required to be successful in mainstream society is to ground them *first* in their Native American beliefs and value systems. The best way for this to happen is by providing Native American teachers for these students so that the classroom is an extension of the home environment, where those value systems are second nature.

Mentoring: Informal mentoring will occur as an extension of the mentoring meetings, which will happen two times per month. These meetings will be critical in helping students network

with other educators, including more experienced educators. These individuals will provide advice and assistance informally, which will help the participants become highly effective.

The formal process for mentoring, adapted from “*The Mentor’s Guide: Facilitating Effective Learning Relationships*” by Lois J. Zachary (2000), will begin as soon as participants begin the program and will continue through the fourth year of the project.

1. Preparation – The preparation stage primarily focuses on preparing the mentor for the new relationship and laying the foundation for the mentor-protégé relationship.

2. Negotiating and Developing a Mentoring Agreement – During the negotiating stage the mentor and protégé engage in discussions to determine how mentoring will drive the learning process. Together they will establish goals, a timeline (including benchmarks for success), accountability measures, clearly defined responsibilities, and protocols for working through challenging situations. This will allow for a strengthened, mutually informed relationship where roles and standards are clearly defined.

3. Enabling – The enabling stage is centered on encouraging student development and learning, by offering support, challenging them, monitoring and assessing their progress toward the established goals, and encouraging rumination.

4. Coming to Closure – Closure, although difficult for some mentors and protégés, is inevitable since mentoring is clearly defined as a goal oriented process. Once goals are achieved and the student is ready to move on for further education or employment, the mentoring relationship will end. In order to maintain continuity, a student will keep the same mentor over the course of the project, as long as the relationship remains productive and challenging. As the students progress,

the mentor and protégé will repeat the second and third stages as necessary to establish new goals and benchmarks and to achieve both.

A recent study discussing the benefits of mentoring states, “*because a majority of administrators are primarily White males, there is a high likelihood that their protégés will also be White males. Even though the selection of these White male protégés may not be intentional, this typical way of selecting protégés results in individuals—who are different in gender, race or ethnicity (or both) from those in senior positions— having reduced chances of being noticed as potential educational leaders*” (Mendez-Morse, 2004). This study shows the importance of developing a strong mentor program for Native American youth. Initiating a mentoring program will result in a cyclic process where protégés become mentors, perpetuating the presence of Native Americans as educational leaders.

- 3. The extent to which the applicant will provide job placement activities that reflect the findings of a job market analysis and needs of potential employers.*

During the program period, **SCC** will report all participant training and payback information. Upon completion of their degree, **SCC** will help the participants find qualified employment. **SCC** will follow 34 CFR 263.1 through 263.12 to ensure we are in compliance with all payback responsibilities. Prior to joining the program all students will have a meeting with the Project Coordinator to discuss payback requirements. During this payback meeting, the Project Coordinator will explain the costs of training and payback responsibilities following training. The Project Coordinator will obtain a signed payback agreement from each participant and submit the signed payback agreement to the Department of Education within seven days through the Data Collection System. This meeting will be recorded in program records.

The Project Coordinator will work with participants throughout the entire project period to prepare for successful job placement. Through mentoring and liaison services, the Project Coordinator will develop rapport with the participants and, based on the school system they want to be placed with, the Project Coordinator will start working to build networking opportunities for the student to get into that school. Based on our recent experience with local schools we plan to place students in to schools before the formal induction period. This will give students more experience by the time they are ready to teach and build rapport with the local schools.

In addition, as evidenced by the letters of support from the local schools, Box Elder and Rocky Boy Schools will make every effort to place teachers in the local school district, if there are job openings. Based on our job market analysis, there is no shortage of vacant teaching positions locally, regionally, and on a national level.

Finally, as discussed previously, all students will obtain their Class 7 Certification. This will strengthen their credentials when applying to teach at schools with high populations of Native American students.

4. The extent to which the applicant will offer induction services that reflect the latest research on effective delivery of such services.

Induction: The induction phase of the program will happen during Year 4 of the project. It will involve the following components:

1. Orientation – Students will attend a three-day orientation just prior to the beginning of the new school year. The orientation will serve to introduce them to the school in which they are teaching.

2. Mentoring – The mentoring strategies are detailed above and will occur during all four years of the project, and will intensify during the final year through increased contacts and questions concerning the *practice* of teaching versus *learning techniques* for teaching.

3. Professional Development – The new teachers will undergo professional development activities. The Project Coordinator will conduct these meeting as needed and based on the participant needs.

4. Release Time: When possible, *SCC* will work with the schools to provide release time for new teachers to participate in professional development, develop lesson plans, grade papers, and other duties. Although every teacher must learn to complete these tasks without the benefit of release time, for many *new* teachers, these tasks can be overwhelming. Allowing time for participants will help them become more proficient at these tasks, and to transition into their new profession.

5. *The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.*

In order to produce the most qualified American Indian teachers possible, a system for feedback and subsequent improvement must be in place. The mentoring services will be an effective method for gathering performance feedback. Mentoring will be an ongoing activity, with meetings occurring between mentor and protégé at least twice per month. Part of these meetings will include a discussion of issues, concerns, and problems facing the student. Another aspect of the mentoring program will be the addition of informal mentors through the Montana Education Association. MEA meetings will occur bi-weekly. The mentors and protégés will

share their best practices and tips they have learned with the Project Coordinator at the end of the program. This will help create longer term change at the College.

Furthermore, the Project Coordinator will oversee grades and attendance for students, with grades reviewed twice per semester and attendance data monthly. Attendance will only be tracked while the student is attending *SCC*, since attendance tracking may not necessarily occur with regularity at the larger Universities. If a student's performance is found to be lacking, the mentor will be alerted and during a special meeting with the student, causal issues will be addressed. If their performance falls below program thresholds, they will receive their first warning and will be required to submit grade reports monthly. After one month, if they have not improved their performance, they will receive a second (and final) warning. If, by the end of the next month, they have not improved their grades and/or attendance, they will be suspended from the program. During the two-month probationary period, the student will receive extra assistance from the Project Coordinator and mentor and will be referred to a tutor for extra academic support.

While we do not wish to see any student suspended from the project, there must be a system in place to encourage student improvement. This system will ensure that rigorous academic standards are upheld, and that only those students dedicated to high standards of achievement are participating.

In addition to the Project Coordinator's routine student interactions, he/she will work directly with students to assist them in their academic growth. The Project Coordinator will support the students by having an open study session three times a week on the *SCC* Campus.

This will ensure students have support and internet/computer access to complete required course work.

The Project Coordinator will design and implement a survey instrument to be administered to each participant when they complete the program. This survey will compile useful feedback regarding success and challenges each student faced while pursuing their degree, along with how their experience could be improved upon. The data will enable *SCC* to assess and modify their current processes to ensure students are given every opportunity to succeed in their education goals.

This program structure has proven successful to *SCC* students in the past and by improving on models we have used previously, we trust the results will exceed expectations. This is best demonstrated by a quote from one of our recent graduates: *“The cohort program was very beneficial to me for many reasons. I am a mother of three children and I think that it would have been almost impossible to obtain my Teaching degree in the time frame that I have received it. The closest university is a 60 mile commute two ways, and that would have been hard to travel every day for me. Not only has it been beneficial to my family and I, the program has helped me to be able to work in my own community and take on the role of being a missing piece to integrating our Cree culture and language into the curriculum in our school. In the upcoming school year, I will be a Cree Culture/ Language immersion teacher in Kindergarten, hoping to spread the immersion program into the whole school. Our community is very excited about the immersion program, and I feel if we get more people in our community to become certified teachers, it will help our Native American Students enrolled in our school.”*

The management plan below details the major project tasks to be completed in order to achieve the project objectives. Details include who is responsible for overseeing completion of the activity and when it will be completed.

Management Plan		
Major Project Task	Timeline	Responsibility
Finalize the grant award.	Month 1	SCC President (P)
Hire Project Coordinator and provide orientation to the project staff, including providing her with all grant guidelines.	Month 2	Dean of Academics (DA)
Advertise the program to recruit students to participate in program. Information will be shared via local radio stations, newspapers, and community flyers.	Ongoing	PD, Project Coordinator (PC)
Develop a participant Selection Committee (SC) with at least one member each from both <i>MSU-N</i> and <i>SKC</i> .	Month 3	DA, PD, PC
Recruit students from <i>SCC</i> , <i>SKC</i> , and <i>MSU-N</i> , including mailing letters to recent graduates.	Month 3	PC
Select at least 18 students for participation.	Month 3	PC

Management Plan		
Provide orientation to participants, including documentation of program requirements.	Month 3, Ongoing	PD, Participants
Conduct payback meeting with participants. Obtain signed payback agreement.	Month 3	PD, Participants
Send signed payback agreements to the Department of Education through the Data Collections System.	Within 7 days of payback meeting.	PD, PC
Implement mentoring program as defined in the application.	Month 3, Ongoing	Mentors (M), Participants
Provide Class 7 Certification to participants	Ongoing	PC, SCC Faculty
Monitor student progress.	Ongoing	PD, M
Provide liaison services, including placement assistance for participants.	Ongoing	PC, <i>MSU-N</i> and <i>SKC</i> Staff
Provide academic advising, academic counseling, and other education service to students, as stipulated in the Consortium Agreement.	Ongoing	<i>MSU-N</i> and <i>SKC</i> Staff
Attend annual Project Director's meeting.	Annually	PD, <i>MSU-N</i> and <i>SKC</i> Staff
Visit SKC and MSU-N, as necessary.	Ongoing	Participants, PD

Management Plan		
Attend MIEA meetings.	Annually	PC, Participants
Develop Best Practices Guide	Ongoing	PC
Facilitate participation in induction services.	Fall 2019 and Spring 2020	MSU-N and SKC Staff, PD
Conduct external evaluation.	Twice annually	External Evaluator
Conduct all required reporting to the Department of Education.	Annually	DA, PD
Closeout project.	October 2021	PD, P

Quality of Project Personnel (Maximum 15 points) Note: Please note that section 7(b) of the Indian Self-Determination and Education Assistance Act requires that to the greatest extent feasible, a grantee must give to Indians preference and opportunities in connection with the administration of the grant, and give Indian organizations and Indian-owned economic enterprises, as defined in section 3 of the Indian Financing Act of 1974 (25 U.S.C. 1452(e)), preference in award of contracts in connection with the administration of the grant.

SCC is committed to the employment of members that have been traditionally underrepresented in their career fields. SCC encourages applications from individuals who are members of groups that have been traditionally underrepresented as our statistics reflect past and present employment practices as an Equal Opportunity Employer.

1. *The qualifications, including relevant training, experience, and cultural competence, of the project director and the amount of time this individual will spend directly involved in the project.*

The proposed personnel to be employed with this ***Indian Education Professional Development Project*** will be individuals who have the experience and knowledge to effectively implement a teacher training program for American Indian adults. Resumes are attached for key staff who have been named and are further outlined in the Attachments.

Dr. Kadene Drummer, the Project Director, is the current Education Department Director. She has been a faculty member at ***SCC*** for the past 25 years and is a four-time *Faculty Member of the Year* at ***SCC***. Dr. Drummer has served as faculty coordinator, charged with designing a faculty development program through the Bush Foundation Faculty Development Grant. She has served as the Project Director for Walmart Student Success Grant and for the UPenn Teacher Education at MSIs grant. Dr. Drummer served as the liaison, advisor and faculty on the previous IEPDP grant at Stone Child College. She has served as a member and chair of several committees at ***SCC***, including the self-study, retention, and curriculum committees. She has negotiated an articulation agreement with Northern Montana College (***NMC***) (now Montana State University-Northern) for students transferring with an Associate's Degree in Business.

Dr. Drummer received a BS from ***NMC*** in 1987 in Business Education and received her Masters of Education Degree in Vocational Education (also from ***NMC***) in 1990. She has also earned her Ed. D. Doctorate of Education from ***MSU-Bozeman***. Based upon her credentials and vast experience in her 25 years at ***SCC***, Dr. Drummer is an ideal Project Director. Dr. Drummer will serve the project 15% of her time.

2. *The qualifications, including relevant training, experience, and cultural competence, of key project personnel and the amount of time to be spent on the project and direct interactions with participants.*

SCC will hire a full time Project Coordinator to oversee the day to day activities of the project, ensuring that all objectives are met. We will seek a Project Coordinator with a minimum of a Bachelor's Degree in Education and five years of experience in Education. The Project Coordinator will be required to work closely with the Project Director to identify and recruit students to participate in the project; completion of program objectives, collection and summarization of all documentation, records, and reports for the external evaluator; maintenance of monthly, quarterly, and annual reports for the program; establishing and maintaining an accurate filing system; consulting with the Department of Education on questions of policy of regulations; consulting with division heads on *SCC* policy questions; initiating project modification procedures when deemed necessary; arranging for an outside external evaluation; and meeting monthly with the Project Director to go over any recommended changes.

The Project Coordinator will work directly with participants throughout the project period. He/she will start the program by providing orientation to the students, including an individual meeting to explain payback requirements of the grant. He/she will implement the mentoring program, monitor student progress, provide liaison service, including placement for participants, provide academic advising, counseling and other education services, and facilitate inductions services. The Project Coordinator will be a close partner with each student in the program. The Project Coordinator will also have a close working relationship with staff at *MSU-N* and *SKC*. A job description for the Project Coordinator is included in the Attachments.

3. *The qualifications, including relevant training, experience, and cultural competence (as necessary) of project consultants or subcontractors, if any.*

SCC will hire an external evaluator to evaluate the project. We will advertise and hire for this consultant position and hire the most qualified applicant. The external evaluator will have extensive experience evaluating programs in Indian communities. The other consultants to be used will be Mentors. Mentors will be required to be American Indian teachers and administrators or teachers employed in the schools with a minimum of three years of teaching experience in a setting that educates a majority of American Indian students.

Quality of Management Plan (Maximum 20 points)

1. *The extent to which the costs are reasonable in relation to the design of the program, program objectives, number of persons to be served, and the anticipated results and benefits;*

The proposed costs of our project are reasonable, reflecting actual operating costs essential to serving the needs of the target population. *SCC* requests consideration of the facts set forth in the needs statement, program design, and the information presented throughout this application in determining the reasonableness of costs compared to the project's objectives. Note that the planning process included a thorough assessment of budgetary needs in order to implement the proposed project, ensuring that budget projections were adequate to achieve the objectives. This project was designed to have long-lasting and significant benefits to the students on our Reservation. We anticipate results of graduates in Education and more Native teachers to teach Indian students. These effects will eventually lead to a culture of success among the students, where strong academic performance is the norm. It will build self-esteem among the

student participants and pride among their families and communities. Ultimately, a shift toward academic success will improve the employability of more native teachers in native communities.

We are proposing a project which will work closely with college students. While this number of students we are serving may seem low when compared to urban applicants' proposed numbers, we have chosen this target because it is the most appropriately proportioned to the staff we have available, and the size of our student population. We have deliberately chosen a manageable number of students so that we can give our students more direct individualized attention (instruction, tutoring, mentoring counseling).

2. The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project; and

An integral part of the quantitative data to be gathered during the formative evaluation phases is data on the participants being served by the project. Variables to be compared include attendance, grades, retention, test scores, and placement of IEPDP graduates. Data will also be gathered on the appropriateness of the curriculum in relationship to grades, career requirements, staff development, and the appropriateness of the language of instruction.

In the process of evaluating the effectiveness of the program, we will gather a significant amount of quantitative data, including but not limited to: numbers of participants each year of the project; progress of participants (including progress toward achieving goals in their education plans, grades, and attendance records); numbers of participants successfully completing their program of study; placement information; and participation in induction activities. Furthermore, the external evaluators will gather qualitative information from the participants on the

performance of the project, potential pitfalls, and suggestions for project improvement. This information will be gathered for performance feedback and continuous improvement.

An external evaluator will be contracted with annually and will conduct a formative evaluation six months into each project year and a summative evaluation at the end of each project year. The formative evaluations will include the progress of meeting the project objectives, interviewing project staff, and reviewing student records to determine if the project has implemented project strategies according to the time schedule and whether participants are progressing toward the completion of their degree and teacher certification requirements. The summative evaluation will also include examining the effectiveness of project implementation strategies and determining the quantity and quality of services. The external evaluator will recommend improvements or modifications at the end of the formative and summative visits. An extensive external evaluation will also occur at the end of the grant period, as required by the Secretary.

Performance feedback is provided through: monthly staff reports; instructors' performance-based assessments; formative review by the external evaluator; grades, transcripts, progress toward achieving goals in the individual education plan and progress toward the degree; and our administrative monitoring system.

Our evaluation plan will periodically assess the progress in achieving objectives; provide methods to revise project activities; implement a monitoring system to assure project activity completion; and, utilize proven instruments to collect and analyze quantitative data. We will use the following performance measures to assess progress and success:

- The percentage of participants in administrator preparation projects who become principals, vice principals, or other school administrators in LEAs that serve American Indian and Alaska Native students;
- The percentage of participants in administrator preparation projects who become principals, vice principals, or other school administrators in LEAs that serve American Indian and Alaska Native students;
- The percentage of participants in teacher preparation projects who become teachers in LEAs that serve American Indian and Alaska Native students;
- The percentage of program participants who meet State licensure requirements;
- The percentage of program participants who complete their service requirement on schedule; and
- The cost per individual who successfully completes an administrator preparation program, takes a position in a school district that benefits American Indian/Alaska Native enrollment, and completes the service requirement in such a district.

In conclusion, the evaluation of this IEPDP is a major concern of the College during the entire grant period. Through proper evaluation processes and activities, the value of this project can be documented and disseminated for further replication.

3. *The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.*

The Project Director will spend 15% of her time on the project in planning, organizing, staffing, budgeting, training, evaluating, communicating, and reporting. *SCC* will hire a full time

Project Coordinator to oversee the day to day activities of the project, ensuring that all objectives are met. The Project Coordinator will spend 100 % of his or her time on the project.

SCC administers and tracks all grants and contracts through a centralized computerized accounting system for management efficiency and effectiveness. The *IEPDP* will be placed organizationally under the Dean of Academics, who is directly responsible to the *SCC* President. The Dean of Academics coordinates all training programs; assists the with administration, planning, staff, directing, budgeting, and evaluating; and supervises all project supervisors.

Additional technical assistance is available from other College administrators if requested on an as-needed basis. Standard monthly report forms, as well as specific program reports are utilized within the College system to assure proper documentation of program progress. Internal monitoring conducted by the Project Director with the project staff occurs monthly. All reports are forwarded to the *SCC* President. All staff employment and terminations are the Board of Regents responsibility with advice and concurrence from the *SCC* President, subject to the provisions of the College's personnel policies and procedures. A double entry computerized, bookkeeping system is utilized with two signatures required for expenditure of funds.

Absolute Priority:

Absolute Priority One – Pre Service Training for Teachers - This absolute priority is met through Objective 1 and the Goal of our program. This is the ultimate goal of every activity we have planned over the four year project.

Absolute Priority Two- Pre-service Administrator Training: This absolute priority is met through Objective 1 and the Goal of our program. This is the ultimate goal of every activity we have planned over the four year project.

Competitive Preference Priority:

Competitive Preference Priority One states: *“We award five points to a project that includes a letter of support signed by the authorized representative of an LEA or Department of the Interior Bureau of Indian Education (Bureau)-funded school or other entity in the applicant's service area that agrees to consider program graduates for qualifying employment.”* SCC has included letters of support signed by the superintendents of Box Elder Public Schools and Rocky Boy Public Schools. These LEAs will consider program graduates for employment upon completion of their education.

Competitive Preference Priority Two states: *“We award five points to an application submitted by an Indian tribe, Indian organization, or a Indian institution of higher education that is eligible to participate in the Professional Development program. A consortium application of eligible entities that meets the requirements of 34 CFR 75.127 through 75.129 and includes an Indian tribe, Indian organization, or Indian institution of higher education will be considered eligible to receive preference under this priority only if the lead applicant for the consortium is the Indian tribe, Indian organization, or Indian institution of higher education. In order to be considered a consortium application, the application must include the consortium agreement, signed by all parties.”* As a Tribally Controlled Community College, SCC qualifies for the **five competitive preference points** under Competitive Preference Priority #2. We have submitted a signed consortium agreement, which meets the requirements of 34 CFR 75.127 through 75.129 of EDGAR.

Competitive Preference Priority Three states: *“We award three points to a consortium application of eligible entities whose lead is non-tribal that-(i) Meets the requirements of 34*

CFR 75.127 through 75.129 and includes an Indian tribe, Indian organization, or Indian institution of higher education; and (ii) Is not eligible to receive a preference under competitive preference priority two.” We have submitted a signed consortium agreement, which meets the requirements of 34 CFR 75.127 through 75.129 of EDGAR. As such, our application also meets the criteria for the **three competitive preference points** under Competitive Preference Priority #3.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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CONSORTIUM AGREEMENT

The following is a *Consortium Agreement* between Stone Child College (SCC) and Montana State University - Northern (MSU-N).

The purpose of this *Consortium Agreement* is to promote and ensure cooperation in the implementation of SCC's U.S. Department of Education project under the Indian Professional Development Program (CFDA 84.299B). This *Consortium Agreement* is in accordance with EDGAR parts 75.127-129, which state the following:

- 127:** Eligible parties may apply as a group for a grant as one of the following: 1) a combination of institutions of higher education; 2) a consortium; 3) a joint application; or 4) a cooperative arrangement.
- 128:** A group of applicants must: 1) designate one member of the group to apply for the grant; or 2) establish a separate legal entity to apply. Members agree to enter into an agreement which: 1) details the activities that each member plans to perform; and 2) binds each member to every statement and assurance made by the applicant in the application.
- 129:** The applicant (SCC) is responsible for: 1) the use of all grant funds; 2) ensuring the project is carried out by the group in accordance with Federal regulations; and 3) ensuring that indirect costs are determined as required under CFR part 75.564(e).

Stone Child College agrees to carry out the following activities:

- ◆ Collaborate with *MSU-N* to promote the success of teacher training candidates selected for participation in the program.
- ◆ Recruit students for participation in the program.
- ◆ Utilize a selection committee (with at least one member from *MSU-N*) to approve students for participation in the program based upon pre-established selection criteria.
- ◆ Administer the grant in accordance with all Federal requirements for the grant, including compliance with CFR parts 75.127-129, detailed above.

Montana State University-Northern agrees to carry out the following activities:

- ◆ Provide education services to participants including course delivery, academic advising, development of education plans, and academic counseling.
- ◆ Collaborate with the Project Director at *SCC* to ensure that program participants meet *MSU-N's* degree requirements and that all courses taken at *SCC* will be transferable.
- ◆ Adhere to the Federal requirements of the grant, including compliance with CFR parts 75.127-129.

This *Consortium Agreement* shall take effect upon receipt of grant funds and will be fully honored

Page 1 of 2

by *Stone Child College and Montana State University -Northern.*

(b)(6)

Dr. Nathaniel St. Pierre, President
Stone Child College

6/27/16
Date Signed

(b)(6)

Greg Kegel, Chancellor
Montana Sate University- Northern

6.22.2016
Date Signed

Page 2 of 2

CONSORTIUM AGREEMENT

The following is a *Consortium Agreement* between Stone Child College (SCC) and Salish Kootenai College (SKC).

The purpose of this *Consortium Agreement* is to promote and ensure cooperation in the implementation of SCC's U.S. Department of Education project under the Indian Professional Development Program (CFDA 84.299B). This *Consortium Agreement* is in accordance with EDGAR parts 75.127-129, which state the following:

- 127:** Eligible parties may apply as a group for a grant as one of the following: 1) a combination of institutions of higher education; 2) a consortium; 3) a joint application; or 4) a cooperative arrangement.
- 128:** A group of applicants must: 1) designate one member of the group to apply for the grant; or 2) establish a separate legal entity to apply. Members agree to enter into an agreement which: 1) details the activities that each member plans to perform; and 2) binds each member to every statement and assurance made by the applicant in the application.
- 129:** The applicant (SCC) is responsible for: 1) the use of all grant funds; 2) ensuring the project is carried out by the group in accordance with Federal regulations; and 3) ensuring that indirect costs are determined as required under CFR part 75.564(e).

Stone Child College agrees to carry out the following activities:

- ◆ Collaborate with *SKC* to promote the success of teacher training candidates selected for participation in the program.
- ◆ Recruit students for participation in the program.
- ◆ Utilize a selection committee (with at least one member from *SKC*) to approve students for participation in the program based upon pre-established selection criteria.
- ◆ Administer the grant in accordance with all Federal requirements for the grant, including compliance with CFR parts 75.127-129, as detailed above.

Salish Kootenai College agrees to carry out the following activities:

- ◆ Provide educational services to participants including course delivery, academic advising, development of education plans, and academic counseling.
- ◆ Collaborate with the Project Director at *SCC* to ensure that program participants meet *SKC*'s degree requirements and that all courses taken at *SCC* will be transferable.
- ◆ Adhere to the Federal requirements of the grant, including compliance with CFR parts 75.127-129.

This *Consortium Agreement* shall take effect upon receipt of grant funds and will be fully honored

by *Stone Child College* and *Salish Kootenai College*.

(b)(6)

Dr. Nathaniel St. Pierre, President
Stone Child College

10-28-16
Date Signed

(b)(6)

for Sandra Boham, President
Salish Kootenai College

6-28-16
Date Signed

KADENE S. DRUMMER

(b)(6)

PROFESSIONAL OBJECTIVES

(Current)

Teach teacher education classes and continue updating technical skills and knowledge needed in the modern classroom. Complete articulation agreement with MSU-Northern for teacher education transfer students.

(Long-range)

Oversee student services department or become Dean of Academics in a school that has a significant minority population.

EDUCATION

ABD MSU-Bozeman, Doctorate of Higher Education and College Teaching - dissertation completion expected Spring 2008.

Masters of Education Degree in Vocational Education, 4.00 G.P.A., Northern Montana College, Havre, MT, August, 1990.

Bachelor of Science Degree, Business Education Broadfield, 3.91 G.P.A., Northern Montana College, Havre, MT, June, 1987.

Helena High School, Helena, MT, June, 1976.

TEACHING

Stone Child College, Box Elder, MT, Teacher Education Instructor - Current classes taught include Educational Psychology, Human Growth and Development, Computers in Education, Survey of Education.

EXPERIENCE Previous courses taught include Electronic Document Design, Automated Office Applications, Corel WordPerfect 8. Typing I & II, Business Communications, Bookkeeping, Computerized Accounting, Records Management, Professional Office Procedures, Business Law I & II, Electronic Calculators, and Business Math, **1987 to present.**

Havre High School, Havre, MT, Secondary Teaching Practicum - Typing, Office Practices, and Accounting classes, **Winter, 1987.**

Havre High School, Havre, MT, Field Experience - Consumer Survival class under Mr. Monson, **Spring, 1986.**

ACHIEVEMENTS

Retention Committee Chairperson responsible for monthly committee meetings designed to improve student retention - 2006 to present.

Assessment Committee Member responsible for assessing the complete institution and focusing on assessing educational programs - 1998 to present.

Member of curriculum committee designated to update teacher education degree, help update business degree and help design customer relations certificate - Spring 2006.

Faculty coordinator for designing a faculty development program through the Bush Foundation Faculty Development Grant.

Stone Child College IEPDP Other Attachments

Page 48

Member of the steering committee designed to analyze and report on self-study

procedures used during the process of securing accreditation for the college.

Chaired the curriculum committee in developing new programs and evaluating and updating current program offerings. Motivated fellow instructors towards the completion of a new catalog. Acted as a liaison to encourage communication between administration and instructors.

Negotiated an articulation agreement with N.M.C. for students transferring with an Associate Degree in Business.

**AWARDS
&
ACTIVITIES**

1996 Faculty of the Year at Stone Child College
1995 Faculty of the Year at Stone Child College
1990 Teacher of the Year at Stone Child College
National Deans List - - 1986 and 1987
Cobb Foundation Scholarship
Delta Alpha Theta - Honorary Service Organization
National Honor Society - High School level
Member of National Business Education Association

**WORK
EXPERIENCE**

Loan Processor, Northern Montana College,
Financial Aid Department (9/85-11/86).

Secretary, Northern Montana College, Student Services, (12/84-6/85).

Foster Mother - House Parent, Bear Paw Youth Guidance Home, Havre, MT (1/82-1/84).

**PERSONAL
INFORMATION**

I am in excellent health and I enjoy walking, baking and cooking.

REFERENCES

Mr. Steve Galbavy, Director of Opportunity Link, Havre, MT 59501 (406) 265-3699

Mr. Bob Johnke, Math Department, MSU-Northern, MT 59501 (406) 265-3700

Ms. Betsy Palmer, MSU-Bozeman, Bozeman, MT 59717 (406)

Stone Child College		
Title of Position: Indian Education Professional Development Project Coordinator		
Classification:		
Full Time <input checked="" type="checkbox"/>	Regular <input checked="" type="checkbox"/>	
Part Time <input type="checkbox"/>	Temporary <input type="checkbox"/>	

MINIMUM QUALIFICATIONS:

- Bachelor’s Degree in Education or related field.
- Knowledge of and prior experience with Indian education programs, preferably at the secondary and post-secondary levels.
- Knowledge of and experience in developing in-service training programs.
- Knowledge of and experience with state universities in Montana.
- Knowledge of the Rocky Boy Reservation as to its geography, population groups, educational needs, and cultural differences.
- Must be computer literate..
- Two years experience in a management capacity. Experience may substitute for education (or vice-versa) on a year for year basis.
- Must possess strong communication, interpersonal, and organizational skills.

DESIRED QUALIFICATIONS:

- Masters Degree in Education.
- Prior experience working in project management setting.
- Evidence from past working experience of ability to relate successfully to educationally disadvantaged American Indian individuals.
- Ability to relate well to people and work with traditional, non-traditional, and minority students.
- Highly organized, self-motivated individual.
- Evidence from past working experience of ability to relate successfully to educationally disadvantaged American Indian individuals.

DUTIES AND RESPONSIBILITIES:

- Will coordinate the Indian Education Professional Development Project in completing program objectives, collect and summarize all documentation, records, and reports for U.S. Department of Education and external evaluator.
- Responsible for monitoring and documenting the achievements of goals and activities for the program in accordance with the approved management plan.
- Will be responsible for maintaining monthly, quarterly, and annual reports for the program.
- Must review budget reports from the Business Office to document expenditures of project funds.
- Will establish and maintain an accurate filing system as required by the plan of operations.

- Will consult with the U. S. Department of Education on questions of policy of regulations; consult with division heads on **SCC** policy questions, initiate project modifications procedures when deemed necessary, and work with the identified outside external evaluator.
- Responsible for monitoring and documenting the achievements of goals and activities for the Indian Education Professional Development Project.
- Implements activities to achieve program objectives in cooperation with program staff, Stone Child College, and Consortium members.
- Identifies and uses existing community resources as needed.
- Establishes and maintains a personal acquaintance with partners to ensure program responsiveness to the community.
- Prepares and disseminates information about the program throughout the community and in north central Montana.
- Carries out project services and project design as described in the Indian Education Professional Development Program Proposal.
- Implements internal evaluation activities to document program successes and failures.
- Travel as assigned
- Other duties as assigned.

SUPERVISOR:

Project Director.



DEPARTMENT OF HEALTH & HUMAN SERVICES

Program Support Center
Financial Management Portfolio
Cost Allocation Services

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

August 22, 2014

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

Dear Mr. Whitford:

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

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

(b)(6)

Arif Karim, Director
Cost Allocation Services

Attachment

PLEASE SIGN AND RETURN THE NEGOTIATION AGREEMENT BY EMAIL OR FAX

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 81-0420650

DATE:08/22/2014

ORGANIZATION:

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

Stone Child College

Rocky Boy Route, Box 1082

Box Elder, MT 59521

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

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.	10/01/2013	06/30/2017	44.70	On-Campus	All Programs
PROV.	07/01/2017	06/30/2018	44.70	On-Campus	All Programs

*BASE

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

ORGANIZATION: Stone Child College

AGREEMENT DATE: 8/22/2014

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

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

TREATMENT OF PAID ABSENCES

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

DEFINITION OF EQUIPMENT

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

The following fringe benefits are treated as direct costs:

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

NEXT PROPOSAL DUE DATE

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

ORGANIZATION: Stone Child College

AGREEMENT DATE: 8/22/2014

SECTION III: GENERAL

A. LIMITATIONS:

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

B. ACCOUNTING CHANGES:

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

C. FIXED RATES:

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

D. USE BY OTHER FEDERAL AGENCIES:

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

E. OTHER:

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

BY THE INSTITUTION:

Stone Child College

(b)(6)

(SIGNATURE)

NATHANIEL ST. PIERRE

(NAME)

PRESIDENT

(TITLE)

8/28/2014

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(b)(6)

(SIGNATURE)

Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

8/22/2014

(DATE) 3165

HHS REPRESENTATIVE: Jeanette Lu

Telephone: (415) 437-7820

STONE CHILD COLLEGE

8294 Upper Box Elder Road
Box Elder, MT 59521

www.stonechild.edu

Phone: (406)3954875
FAX: (406)395-4836

June 20, 2016

John Cheek
U.S. Department of Education
400 Maryland Avenue, SW. Room 3W207
Washington, DC 20202-6335

Re: Stone Child College Capacity-IEPDP Indirect Cost Agreement Letter of Intent

Mr. Cheek,

Stone Child College's current Indirect Cost Agreement is effective until June 30, 2018. Stone Child College will apply for a new rate when the current rate expires.

If you have any questions, please do not hesitate to contact me.

(b)(6)

Dr. Nathaniel St. Pierre
President, Stone Child College

Bibliography

Morgan, H. (2010). Teaching Native American Students: WHAT EVERY TEACHER SHOULD KNOW. *Education Digest*, 75(6), 44-47.

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BOX ELDER PUBLIC SCHOOLS

DISTRICT NO. 13-G, HILL COUNTY
BOX ELDER, MONTANA 59521

June 27, 2016

Dr. Nathaniel St. Pierre
Stone Child College
8294 Upper Box Elder Road
Box Elder, MT 59521

Dear Dr. St. Pierre:

Thank you for considering this letter of support and commitment on behalf of Box Elder Public Schools. I have seen the Indian Education Professional Development Project (IEPDP) at work and I am pleased with its effectiveness.

As a demonstration of our support, the School will allow project staff to conduct recruitment activities on school grounds. This may consist of in class presentations for students, an information booth set up in a hallway, or the placement of posters and flyers throughout the school.

I have been delighted with the above average performance of the teachers from the Indian Education Professional Development Program in the past. Because of this, I would be pleased to consider hiring teachers trained through the program in the future. I am also willing to provide as many student teaching opportunities for your participants as Box Elder Schools can reasonably accommodate.

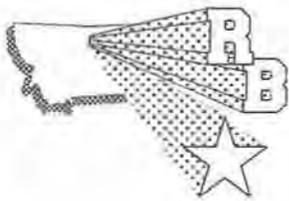
In our school district, 98% of the students are Native American, whereas less than one third of the teachers are Native American. It is a priority to increase the number of Native American teachers in order to alleviate the disparity.

Thank you for affording us the opportunity to work with such highly competent individuals.

Sincerely,



Thom Peck, Superintendent
Box Elder Schools



Rocky Boy Schools

School Districts 87J&L
81 Mission Taylor Road
Box Elder, MT 59521

"Home of the Stars"
* Northern Stars *
* Morning Stars *

June 20, 2016

Dr. Nathaniel St. Pierre
Stone Child College
8294 Upper Box Elder Road
Box Elder, MT 59521

Dear Dr. St. Pierre:

Thank you for considering this letter of support and commitment on behalf of Rocky Boy Public Schools. The Indian Education Professional Development Project (IEPDP) has been an asset to our community in the past, and its implementation will continue to make the community stronger.

To demonstrate our support for the project, we will allow the Project Director to complete recruitment activities within the school. She/He will be encouraged to post flyers and posters throughout the school, present the project in class, and discuss the project with current staff seeking to further their education.

It is imperative that our students are exposed to role models to whom they can relate – role models who attend the same community and cultural events, role models who have faced the same issues (possible issues include: poverty, prejudice, or discouragement), role models who are whole-heartedly invested in the students' community, because it is their community as well. Only when we can demonstrate to our children that the generation before them was able to succeed, a generation of parents, aunts, uncles, cousins, brothers, and sisters, will they begin to believe they can succeed as well.

In our school district, 94% of the students are Native American, whereas less than one third of the teachers are Native American. It is key that we increase the number of Native American teachers in order to alleviate the disparity. To this end I am pleased to demonstrate my support for the proposed project.

Sincerely,

Voyd St. Pierre, Superintendent
Rocky Boy Schools

"The Stone Child College IEPDP considers all students toward successful achievement of high quality standards in their education and in life." **Page 59**

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

Stone Child College Indian Education Professional Development Program					
Category	Year 1	Year 2	Year 3	Year 4	Total
1. PERSONNEL					
Project Director	\$9,544	\$9,735	\$9,929	\$10,128	\$39,336
Project Coordinator	\$44,704	\$45,598	\$46,510	\$35,580	\$172,392
Subtotal Personnel	\$54,248	\$55,333	\$56,440	\$45,708	\$211,729
2. FRINGE BENEFITS	\$17,256	\$17,601	\$17,953	\$14,540	\$67,350
3. TRAVEL					
Project Director Meeting	\$6,680	\$6,680	\$6,680	\$0	\$20,040
MIEA Annual Conference	\$5,236	\$5,236	\$5,236	\$0	\$15,708
In-State Travel	\$1,500	\$1,500	\$1,500	\$0	\$4,500
Subtotal Travel	\$13,416	\$13,416	\$13,416	\$0	\$40,248
4. EQUIPMENT	\$0	\$0	\$0	\$0	\$0
5. SUPPLIES					
Consumable Supplies	\$900	\$900	\$900	\$450	\$3,150
Computer System	\$2,850	\$0	\$0	\$0	\$2,850
Subtotal Supplies	\$3,750	\$900	\$900	\$450	\$6,000
6. CONTRACTUAL	\$0	\$0	\$0	\$0	\$0
7. CONSTRUCTION	\$0	\$0	\$0	\$0	\$0
8. OTHER					
Postage	\$900	\$900	\$900	\$450	\$3,150
Telephone/Fax/Internet	\$900	\$900	\$900	\$900	\$3,600
Printing/Copying	\$900	\$900	\$900	\$450	\$3,150
External Evaluation	\$3,800	\$3,800	\$3,800	\$3,800	\$15,200
Dissemination	\$1,200	\$1,200	\$1,200	\$0	\$3,600
In-Service Training	\$0	\$0	\$0	\$4,685	\$4,685
Mentors	\$6,525	\$6,525	\$6,525	\$2,610	\$22,185

Stone Child College Indian Education Professional Development Program					
Category	Year 1	Year 2	Year 3	Year 4	Total
SMEA Memberships	\$450	\$450	\$450	\$0	\$1,350
Subtotal Other	\$14,675	\$14,675	\$14,675	\$12,895	\$56,920
9. TOTAL DIRECT COSTS	\$103,345	\$101,925	\$103,384	\$73,593	\$382,247
10. TOTAL INDIRECT COST	\$8,268	\$8,154	\$8,271	\$5,887	\$30,580
11. TRAINING STIPENDS	\$283,482	\$283,482	\$283,482	\$0	\$850,446
12. TOTAL PROJECT COST	\$395,095	\$393,561	\$395,137	\$79,480	\$1,263,273

BUDGET JUSTIFICATION

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

Project Director: *Ms. Kadene Drummer* will spend 15% of her time on the project in areas such as planning, organizing, staffing, reporting, monitoring, communicating, and budgeting for the project. Ms. Drummer's annual Year 1 is \$63,626. **25% of the Project Director's salary is allocated as administrative cost.** **\$9,544**

Project Coordinator: *(To Be Hired)* The Project Coordinator will spend 100% of his/her time on the project. Duties include overseeing day to day operations of the project, ensuring all goals and objectives are met, reporting, and managing of the project. In year 4, we are budgeting the Project Coordinator at 75% in year 4, based on the level of activities required during the induction period. The Project Coordinator's salary is budgeted at \$40,490 in year 1. Year 1 total **\$44,704**

Subtotal for Personnel (Year 1) **\$54,248**

2. FRINGE BENEFITS

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

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

25% of the fringe rate for the Project Director *is an administrative cost.*

Subtotal for Fringe Benefits (Year 1) **\$17,256**

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

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

Project Director's Meeting: We have included travel for the Project Director and representatives from our partners to attend a two day meeting in Washington DC the first three years of the project. Travel costs are broken down as follows:

<i>Mileage</i> round-trip to Great Falls Airport \$0.54 per mile x 220 miles x 3 vehicles	\$356
<i>Airfare</i> at \$835 per person x 3 people	\$2,505
<i>Luggage</i> at \$50 per person x 3 people	\$150
<i>Lodging</i> at \$222 plus 14.5% lodging tax- \$254 per night x 3 nights x 3 people	\$2,286
<i>Per Diem</i> at \$69 per day x 4 days x 3 people	\$828
<i>Airport Parking</i> at Great Falls International Airport \$35 per vehicle x 3 vehicles	\$105
<i>Ground Transportation</i> in Washington DC \$150 per person x 3 people	\$450

Subtotal for Project Director's Meeting year 1 **\$6,680**

Montana Indian Education Association (MIEA) Annual Conference: In the first three years of the project, two faculty and six (6) students will attend the four day MIEA Conference in Great Falls, Montana.

<i>Van Rental</i> at \$75 per day x 4 days	\$300
<i>Gasoline Cost</i> at \$200 round trip	\$200
<i>Per Diem</i> at \$51 per day x 4 days x 8 people	\$1,632
<i>Lodging</i> plus lodging tax at \$92 per night x 3 nights x 4 rooms	\$1,104
<i>Registration</i> at \$250 per person x 8 people	\$2,000

Subtotal for MIEA Conference year 1 **\$5,236**

In-State Travel: We are including funds for the Project Director to visit Salish Kootenai College and Montana State University - Northern. The purpose will be twofold: 1) to make important connections with faculty and staff at these institutions, smoothing the transition for students who choose to attend there; and 2) to meet with current students to assess progress and needed assistance.

We have budgeted for the Project Director to take three trips per year to universities around the State. Average cost per trip for mileage, lodging, and meals is projected at \$500. We have budgeted for three trips, for a total of \$1,500 per year in Years 1-3 only. **\$1,500**

Subtotal for Travel (Year 1) **\$13,416**

4. EQUIPMENT - none requested

5. SUPPLIES - All proposed supplies are necessary to ensure the successful implementation of this professional development program, and we will adhere to the SCC procurement policy on all purchases.

Consumable Supplies: We are requesting \$75 per month to cover the cost of consumable supplies required to operate the program on a day-to-day basis including general office supplies. We are budgeting ½ the annual cost during year 4. **\$900**

Computer System: We are budgeting for new computer systems for the Project Coordinator. The costs were obtained from www.dell.com and www.hp.com in Winter 2016. The estimates are for a XPS 27 Touch desktop computer system at \$2,100 and one HP LaserJet Enterprise 500 Color printers M551dn at \$750. Year 1 only **\$2,850**

Subtotal for Supplies (Year 1) **\$3,750**

6. CONTRACTUAL - none requested

7. CONSTRUCTION - none requested

8. OTHER

Postage: We are budgeting \$75 per month in years 1-3 and a total of \$450 during the induction phase. Year 1 total **\$900**

Telephone/Fax/Internet: We are budgeting \$75 per month. Year 1 total **\$900**

Printing/Copying: We are budgeting \$75 per month in years 1-3 and a total of \$450 during the induction phase. Year 1 total **\$900**

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

Dissemination: We are budgeting \$1,200 per year during the first three years of the project for program dissemination through radio public service announcements **\$1,200**

In-Service Training: \$4,685 is budgeted in year four for Seminar Trainers during the participants' induction phase of the project. Seminar topics will be determined during cohort meetings during the induction phase, with final determination of topics to be made by the Project Director. The topics chosen will correlate with needs demonstrated and voiced by program participants. This Professional Development is a key component of the induction phase **\$4,685**

Mentors: Mentors will work with participants on improving teaching skills. During the induction phase they will work with teachers to ensure the best teaching techniques are being implemented. During Years 1-3, we will require 5 mentors x \$145 per month x 9 months. During the final year, we will require 2 mentors x \$145 per month x 9 months **\$6,525**

Student Montana Education Association Memberships: SMEA membership fees for IEPDP students at \$25 per student x 18 students for Years 1-3. During Year 4 (induction) the new teachers will become members of the National Education Association and/or the Montana Education Association and will be responsible for covering all the applicable fees associated **\$450**

Subtotal for Other (Year 1) **\$14,675**

Stone Child College IEPDP Budget

Page 41

9. TOTAL DIRECT COSTS (Year 1) \$103,345

10. TOTAL INDIRECT COSTS

We have an approved indirect rate of 44.7% but will be using the 8% rate. Please see attached indirect cost rate agreement.

Subtotal for Indirect Costs(Year 1) \$8,268

11. TRAINING STIPENDS

Per the Project Narrative, we have budgeted for at least 18 participants per annum. Below is a breakdown of costs per student to attend MSU-Northern. Tuition and fees are based upon actual costs as of the time of application. Books and supplies are reasonable based upon experience. The maximum stipend will only be granted to students demonstrating the highest need. It will cover general cost of living expenses including housing, food, and laboratory fees.

Tuition & fees at \$2,885 per semester x 2 semesters per year \$5,770
Books & Supplies at \$647 per semester x 2 semesters per year \$1,294
Stipend maximum will be \$865/month x 9 months \$7,785
Child Care (if applicable) will be \$100/month x 9 months \$900

Average cost per student per year (Years 1-3) **\$15,749**

During Year 4 (induction) students will not require funds to cover tuition or books.

Subtotal for Training Stipends (Year 1) \$283,482

12. TOTAL COST (Year 1) \$395,095

Administrative Costs: No more than 5% of the total grant award may be used for administrative costs. The following table reflects the amount of funding allocated to administrative costs.

Administrative Costs	Year 1	Year 2	Year 3	Year 4	Total
Personnel	\$2,386	\$2,434	\$2,482	\$2,532	\$9,834
Fringe	\$759	\$774	\$790	\$805	\$3,128
Travel	\$0	\$0	\$0	\$0	\$0
Equipment	\$0	\$0	\$0	\$0	\$0
Supplies	\$0	\$0	\$0	\$0	\$0
Contractual	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0

Total Direct Costs	\$3,145	\$3,208	\$3,272	\$3,337	\$12,962
Indirect Costs	\$252	\$257	\$262	\$267	\$1,037
Total Administrative Costs	\$3,397	\$3,464	\$3,534	\$3,604	\$13,999
Total Project Costs	\$395,095	\$393,561	\$395,137	\$79,480	\$1,263,273
Admin Costs - % of Total	0.86%	0.88%	0.89%	4.54%	1.11%

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

1. Project Director:

Prefix: Ms.	First Name: Kadene	Middle Name:	Last Name: Drummer	Suffix:
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Address:

Street1:	8294 Upper Box Elder Road
Street2:	
City:	Box Elder
County:	Hill
State:	MT: Montana
Zip Code:	595210000
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
406.395.4875	406.395.4836

Email Address:
kdrummer@stonechild.edu

2. Novice Applicant:

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

3. Human Subjects Research:

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

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6
 No Provide Assurance #, if available:

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

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

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

Name of Institution/Organization

Stone Child College

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	54,248.00	55,333.00	56,440.00	45,708.00	0.00	211,729.00
2. Fringe Benefits	17,256.00	17,601.00	17,953.00	14,540.00	0.00	67,350.00
3. Travel	13,416.00	13,416.00	13,416.00	0.00	0.00	40,248.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	3,750.00	900.00	900.00	450.00		6,000.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	14,675.00	14,675.00	14,675.00	12,895.00	0.00	56,920.00
9. Total Direct Costs (lines 1-8)	103,345.00	101,925.00	103,384.00	73,593.00	0.00	382,247.00
10. Indirect Costs*	8,268.00	8,154.00	8,271.00	5,887.00	0.00	30,580.00
11. Training Stipends	283,482.00	283,482.00	283,482.00	0.00	0.00	850,446.00
12. Total Costs (lines 9-11)	395,095.00	393,561.00	395,137.00	79,480.00	0.00	1,263,273.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 10/01/2013 To: 06/30/2018 (mm/dd/yyyy)

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

The Indirect Cost Rate is 44.70%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00%.
PR/Award # S299B160009

Name of Institution/Organization Stone Child College	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524