

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 # S299B160012

Grants.gov Tracking#: GRANT12204881

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="06/30/2016"/>	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:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="73-1185707"/>	* c. Organizational DUNS: <input type="text" value="1453074430000"/>
--	---

d. Address:

* Street1:
Street2:
* City:
County/Parish:
* State:
Province:
* Country:
* Zip / Postal Code:

e. Organizational Unit:

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

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

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

Title:

Organizational Affiliation:

* Telephone Number: Fax Number:

* Email:

Application for Federal Assistance SF-424

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

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

X: Other (specify)

Type of Applicant 3: Select Applicant Type:

*** Other (specify):**

Indian Owned Agency

*** 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:**

Native Educated Teacher Successfully Taught Academic Rigor (NETSTAR)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="396,475.00"/>
* 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="396,475.00"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Pamela Iron</p>	<p>TITLE</p> <p>Executive Director</p>
<p>APPLICANT ORGANIZATION</p> <p>American Indian Resource Center, Inc.</p>	<p>DATE SUBMITTED</p> <p>06/30/2016</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: American Indian Resource Center, Inc. * Street 1: 110 W. Choctaw Street Street 2: * City: Tahlequah State: OK: Oklahoma Zip: 74464 Congressional District, if known: OK002		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: US 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: N/A Middle Name * Last Name: N/A Suffix * Street 1 Street 2 * City State Zip		
b. Individual Performing Services (including address if different from No. 10a) Prefix * First Name: N/A Middle Name * Last Name: N/A 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: Pamela Iron * Name: Prefix * First Name: Pamela Middle Name: E. * Last Name: Iron Suffix Title: Executive Director Telephone No.: 918-456-5581 Date: 06/30/2016		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S299B160012

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 Section 427 6-29-16.pdf	Add Attachment	Delete Attachment	View Attachment
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Section 427 (GEPA)

Section 427 of the GEPA requires each applicant for federal funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, federally assisted programs for students, teachers, and other program beneficiaries with special needs. In this proposal, American Indian Resource Center, Inc. has addressed this issue in the *Quality of Project Personnel* section. The applicant, as part of its nondiscriminatory employment practices, will ensure that its personnel are selected for employment without regards to race, color, national origin, gender, age, or disability (the six barriers that can impede equitable access or participation). In addition, American Indian Resource Center, Inc. has taken great precaution in planning its recruitment of participants and employment procedures to guarantee full and equitable access to and participation in this program, should it be funded. The reader is referred to the sections cited above for information regarding the applicant's compliance with Section 427.

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 American Indian Resource Center, Inc.	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Pamela"/> Middle Name: <input type="text" value="E."/>
* Last Name: <input type="text" value="Iron"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Executive Director"/>	
* SIGNATURE: <input type="text" value="Pamela Iron"/>	* DATE: <input type="text" value="06/30/2016"/>

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

[Add Attachment](#)

[Delete Attachment](#)

[View Attachment](#)

Project Abstract

Project Title: Native Educated Teachers Successfully Taught Academic Rigor (NETSTAR)

Type of Program: Indian Education Professional Development

Lead Applicant: American Indian Resource Center, 110 W. Choctaw, Tahlequah, Oklahoma.

Consortium Members: Northeastern State University, Tahlequah Oklahoma; Cherokee Nation Education Department and Bureau of Indian Education funded School-Sequoyah; Kenwood Schools, Kenwood, Oklahoma; and Rocky Mountain Schools, Rocky Stilwell, Oklahoma.

Purpose and expected outcomes of the project: To increase the percentage of American Indian/Alaska Native licensed/certified teachers in public schools serving a high population of American Indian/Alaska Native students in documented shortage areas including Math, Science, Elementary Education, Early Childhood Development, Special Education, and Social Studies. BIE schools are included in this purpose. Participants will receive field experience, as well as induction services, in schools with significant Indian populations. The training emphasis will target educational strategies for Indian students in rural Oklahoma.

Applicable Priorities: Absolute Priority One: Pre-Service Training For Teachers: (1) enables the participant to meet state requirements for teacher licensure/certification, and culminates with a bachelor's degree within a three year period; or (2) provides teacher certification training in a current or new specialized assignment to currently certified teachers who already have at least a bachelor's degree and are seeking new

certification in areas where a documented teacher shortage exists; and (3) provides all pre-service program graduates with one year of induction services provided by NSU while they are working in schools with significant Indian student populations.

Number of Participants to be served: 15 Participants to be served

Activities conducted to assist participants in identifying and securing qualifying

employment: The job market analysis indicates the need of Math, Science, Elementary Education, Early Childhood Development, Special Education, and Social Studies and these areas were confirmed by the Sequoyah Schools, Kenwood, and Rocky Mountain superintendent and the Kenwood District Superintendent when they were interviewed. Letters of support from these two LEA's and one BIE are in the Appendix. In these letters they state that they will be practica sites as well as job placements sites. In addition NSU career placement will work with the NETSTAR taking their special need to be placed in school systems that have a high population of AI/AN students. AIRC staff will assist in identifying employment opportunities for the participants.

Funding levels

Year 1	\$396,475
Year 2	\$393,333
Year 3	\$397,025
Year 4	\$ 89,892

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

INTRODUCTION

The application for funding under CFDA 84.299B Indian Education–Professional Development is made by the American Indian Resource Center, ***an Indian owned non-profit organization*** located in Tahlequah, Oklahoma, in consortium with Northeastern State University (NSU), Tahlequah Oklahoma. NSU is accredited through the North Central Association (NCA) Commission on Accreditation and School Improvement and the National Council for Accreditation of Teacher Education (NCATE), with a student population of over 19.3% percent American Indian (Northeastern State University). NSU is ranked the number one producer of bachelor’s degrees earned by American Indians in the U.S. according to *Diversity in Education* (2006).

The proposed program, **Native Educated Teachers Successfully Taught Academic Rigor** (NETSTAR), will provide financial support and training for 15 pre-service teachers at the undergraduate level with all training leading to degrees and licensure/certification. The intended outcomes of the proposed project are to: (1) increase the number of certified Indian teachers to serve Oklahoma and other Indian communities; (2) increase the number of certified teachers in Pre-K to eighth grade education and in documented shortage areas including: Math, Science, Elementary Education, Early Childhood Education, Special Education, and Social Studies; (3) provide special training for teachers for addressing the culture-specific educational needs of learners in Indian school communities; and, (4) train education professionals who, upon completion of the program, are committed to providing service in Indian community schools. (For brevity, American Indian/Alaska Native will be referred to as American Indian or Indian in this document).

This application addresses *Absolute Priority One: Pre-Service Training for Teachers*. The program will provide training that: (1) enables the participant to meet state requirements for teacher licensure/certification, and culminates with a bachelor's degree within a three year period; or (2) provides teacher certification training in a current or new specialized assignment to currently certified teachers who already have at least a bachelor's degree and are seeking new certification in areas where a documented teacher shortage exists; and (3) provides all pre-service program graduates with one year of induction services provided by NSU while they are working in schools with significant Indian student populations.

AIRC has obtained letters of support from two Lead Education Agencies and one Bureau of Indian Education School (see Appendix) to meet the *Competitive Priority One* criteria. The letters are from Kenwood School District with a 98% Indian population and Rocky Mountain with a 52% Indian population. The Cherokee Nation Education Department (Sequoyah Schools) has signed an agreement to consider interns and graduates for employment.

The applicant and fiscal agent for the proposed program, AIRC, meets the eligibility criteria for *Competitive Priority Two – Preference for Indian Applicants*. The American Indian Resource Center (AIRC), Inc. is a non-profit Indian organization, incorporated under Oklahoma statutes since 1983. AIRC is Indian-owned with a board of directors comprised of 100 percent American Indian members. AIRC has a 33 year history of service in American Indian education providing adult and higher education opportunities, increasing the numbers of Indian certified school personnel, and developing programs for school improvement.

NEED FOR THE PROJECT (15 Points)

(1)The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities

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have been identified and will be addressed by the proposed project, including the nature and magnitude of the gaps or weaknesses.

Almost 18 percent of the Oklahoma total school enrollment is American Indian, while less than 4.5 percent of the teacher force is Indian. The critical shortages in state schools exist not only in certification areas, but also geographically. According to Oklahoma State Department of Education demographics, the certification area shortages are compounded in rural and inner city schools, the areas which are most densely populated by American Indians. In the most recent census reports, Tulsa, Oklahoma, has the second largest number of urban American Indians following Los Angeles. Oklahoma City ranked fourth (U.S. Census Bureau). Yet, a large majority of Indian populated schools in Oklahoma are rural. The project proposes to help alleviate the teacher shortage problems in rural and urban Indian communities while increasing the number of teachers prepared for teaching Indian students.

The **magnitude of the need** for the project is indicated by the following data which illustrates that the typical northeastern Oklahoma Indian community: (a) is rural and economically depressed; (b) is culturally diverse with an average population of 52% American Indian; (c) has low educational attainment [of adults 25 years of age and older, more than 50% have less than a 12th grade education in some Indian communities]; (d) has a disproportionately low number of American Indian teachers and administrators; and (e) has significant gaps in services for increasing the number of American Indian teachers.

The **student loss** between 9th and 12th grade for the Oklahoma graduating class of 2004 was -27% for American males and -23% for American Indian females. An average of 22 percent of American Indians drop out of school compared to 4.9 percent for Caucasians. The high number

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of American Indian students demonstrating low literacy rates and extreme limited English proficiency (60%) would validate the urgent need for more certified **Elementary Education** (Oklahoma State Department of Education).

Approximately 13 percent of middle school **math** classes and about 16 percent of high school math classes have more than the 25 student limit. To maintain current supply levels, 308 middle school and 736 high school math teachers will need to be hired in the next five years. Only 3 percent of all Oklahoma secondary math teachers are American Indian.

In 2005, 20 percent of middle school **science** and high school biology teachers and 30 percent of high school chemistry teachers were eligible for retirement. Urban school districts will show the greatest change in demand for high school biology and chemistry teachers; mid-size districts will have an increased demand for high school physics teachers. Only 3 percent of middle school science, high school biology, and high school physics teachers, and 4 percent of high school chemistry teachers are American Indian in Oklahoma schools.

American Indians account for only 4 percent of special education teachers in the state. Culturally diverse children constitute a high percentage of Special Education students in Oklahoma and are identified as having mental retardation, learning disabilities, emotional disturbance, and other conditions. But, the presence of large numbers of culturally diverse students raises several important concerns about educational practices that need to be addressed: (1) incongruence in the interactions between teachers and culturally diverse students and families; (2) inaccuracy of the assessment and referral process for culturally diverse students in special education; and, (3) ineffective curriculum and instructional practices for culturally diverse students.

A profile of American Indian teachers in Oklahoma's 541 school districts is put in

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perspective by looking at rural vs. urban schools, and school size (Oklahoma State Department of Education). Only 13 (2.4%) of all Oklahoma school districts are classified as urban while 179 (33.1%) are mid-size, and 349 (64.5%) are rural. Most Indian communities are concentrated in rural areas, although large multi-tribal inner-city populations exist. Twenty-three percent of Oklahoma Indian educators teach in urban schools, but only 2.3 percent of all urban teachers are Indian. Forty-nine percent teach in mid-size schools, but make up only 3.9 percent of all teachers in mid-size schools. Likewise, over 27 percent of Indian teachers teach in rural schools representing 5.5 percent of all rural school teachers. The Indian teacher to Indian student ratio is currently 1:58 in Oklahoma. Of the 622,845 total students enrolled in grades Pre-K through 12, 17.9 percent are American Indian.

The proposed project will address **three significant issues**: (1) the overall shortage of American Indian teachers; (2) shortage areas of Math, Science, Elementary Education, Early Childhood Education, Special Education; and Social Studies; (3) the need for professional development training addressing the culture-specific educational needs of students in Indian school communities.

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

Oklahoma has a current and projected shortage of teachers in Math, Science, Elementary Education, Special Education, Early Childhood Education, and Social Studies (Oklahoma State Department of Education). Up to 32 percent of educators in Oklahoma will be eligible to retire in five years, creating a shortage of teachers projected through 2020. The primary aims of the project are to prepare pre-service teachers in secondary disciplines and the identified teacher shortage

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areas, and to aid in the process of state licensure/certification. Induction services will be implemented throughout the entry year of teaching. These processes include both the traditional teacher education curriculum and alternative certification in which applicants with degrees in non-education majors may attain teacher certification to fill the shortage gaps. In Oklahoma, only the most qualified applicants are admitted to the alternative certificate program. All candidates must pass three competency tests, acquire a teaching license, and successfully complete a year of resident teaching to be eligible to earn a standard teaching certificate.

In Oklahoma, there is a potential for American Indian teachers to serve as mentors, role models, or simply encouraging individuals for Indian students. Such professionals could have implications for curbing the high dropout rate among Indian school-age children. The same figures could potentially create climates for excellence in achievement among Indian students. **In Oklahoma, only three percent of all certified school personnel are identified as American Indian, while only seven percent represent all minorities, including Indians** (Oklahoma State Department of Education). Many Indian school children have not experienced having a minority teacher. Therefore, **the teacher shortage in schools serving Indian students is a primary and critical issue.**

A second issue is the **shortage of teachers in specific certification areas**. The proposed project will address the areas of Math, Science, Elementary Education, Early Childhood Education, Special Education, and Social Studies shortages have reached crisis levels in many school districts, not only in Oklahoma, but nationally (U.S. Department of Education). Ironically, Oklahoma high school math and science graduation requirements were recently raised and more changes have been proposed. At the university level, colleges of education are in competition with

health science programs and business and industry to recruit the most promising math and science students.

The third issue requires careful definition to avoid misconceptions. The project proposes to provide professional development training for teachers addressing the culture-specific educational needs in Indian school communities. The message is that **the most effective teachers know the students and their cultures, and recognize their learning strengths and areas of interest** (Reyhner, Lee and Gabbard). They make learning opportunities relevant to the real world of the student (Bennett). But controversy continues to pervade culture-related programs, especially those whose efforts are perceived to be narrowly focused on the use of native language or “culturally relevant curricula.” While some view them as only preservation programs with no real benefits, others see them as “tools for improving students’ critical capacities and academic skills.” It should be understood that using “culturally relevant curriculum” should not be considered mutually exclusive to, for instance, **learning styles approaches or cooperative learning methods**, for teaching Indian learners. Research shows that each of these approaches, and others, are valid and useful tools. And, **the goal of the project is for teachers to have the skills for integrating the best combination of teaching approaches and materials to meet the culture-specific educational needs of Indian learners.**

Considering these issues, incentives must be used for getting the best prepared teachers to work in schools where the Indian populations are significant in number. Case studies from teacher education programs reveal that **teachers whose training has included cultural knowledge and field experience, in addition to the foundational courses, are more likely to be successful in bicultural/bilingual communities**, whether the experience is with American Indian, Hispanic,

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Black, or Appalachian White populations (M. J. Bennett)

By receiving training with curricula addressing both remediation and exceptionalities, **the trainees will have a greater repertoire of approaches for teaching students of all abilities.** By training American Indian teachers through a curriculum enriched with native language and culture, **the trainees will have opportunities to enhance their teaching strategies for Indian students within a cultural context.** The program proposes to build local capacity by training a group of teachers who will be able to use their expertise to respond to the specific characteristics or conditions which affect the learning opportunities of Indian students. Northeastern State University has increased course offerings in Cherokee language and cultural studies, second language acquisition, and American Indian studies. The training curricula will include professional workshops on culturally appropriate pedagogy, specific effective teaching approaches, and internships.

A goal of the program is to place teachers in schools where their services will have the greatest potential impact. The effectiveness of the program will be sustained by offering induction services and peer support for the first year teachers at the in-service level through a collaboration with NSU Education Department. By focusing both intern teaching and employment placement in schools serving Indian students, local capacity to provide, improve, and expand services that address the needs of the target population will be increased.

The proposed project is expected to bring forth both systemic **change and improvement in the general profile of certified and trained personnel** serving American Indian students in public, BIA, and tribal contract schools. The primary reason to expect success is the **excellent record of the American Indian Resource Center** in implementing a diversity of programs for

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the improvement of Indian education, gender equity, education for limited English proficient individuals, technology training, and higher education for first generation college students, each of which has impacted education in local educational institutions, including Northeastern State University. Through past partnerships with NSU, the placement of over 300 American Indian school administrators, counselors, paraprofessionals, and classroom teachers in schools serving Indian communities have had a dramatic impact.

To enhance professional preparation toward the goal of systemic change and improvement, past trainees were required to participate in state and national conferences on Indian education, facilitating a system of networking with other Indian educators. This training strategy has proven successful in introducing trainees to professional organizations and new innovative and research-based approaches to teaching, which could be immediately applied in the classroom. NSU/AIRC program alumni have achieved administrative positions (in NIEA and OIE, for instance) based on their national competitiveness due, in part, to their training and resulting professional experience.

Systemic change and improvement can only happen with a **deliberate and focused plan for action**. Field experiences will be required to include firsthand experience in Indian community schools or other schools with significant Indian student populations. This will increase the likelihood of employment upon completion of the program. Tahlequah and the surrounding area offer a great number of learning resources including many schools with the potential to serve as professional development sites for Indian education.

QUALITY OF THE PROJECT DESIGN (25 Points)

The goals and objectives of the proposed project and the anticipated outcomes are measurable and are specific to each component of the program. They also form the basis for the

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operational evaluation design. The goals and objectives were derived from a comprehensive needs assessment of the state of American Indian teacher supply and demand; the statewide supply and demand in specific shortage areas; a review of literature on the training of American Indian teachers and professionals serving in predominantly Indian schools.

(1)The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

The goals, objectives, and outcomes of the proposed NETSTAR Program were developed in compliance with the **Government Performance and Results Act (GPRA)** to include performance indicators most important for program assessment. A review of GPRA goals and objectives follows:

GPRA Performance Measures for the Indian Education Professional Development program

GPRA Performance Measure: The percentage of participants in teacher preparation projects who become teachers in LEAs that serve AIAN students.

GPRA Performance Measure: The percentage of program participants who meet State licensure requirements.

GPRA Performance Measure: The percentage of program participants who complete their service requirement on schedule.

GPRA Performance Measure: The cost per individual who successfully completes a teacher preparation program, takes a position in such a school district that benefits AI/AN enrollment, and completes the service requirement in such a district.

NETSTAR Program targets and performance data will be based upon the following:

1. 13 out of 15 (86.6%) project trainees will become teachers in schools with 25% or more

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American Indian students and teach in their licensure/certification area by the end of Project Year 4.

2. 14 out of 15 (93.3%) project trainees will earn an Oklahoma teaching license/certification by the end of Project Year 3.
3. The cost per individual who successfully completes a teacher preparation program and teaches in an LEA with an AI/AN student population will be reported as a measurement.

NETSTAR Program Management Goals, Objectives, and Outcomes

GOAL 1: To increase the number of American Indian certified teachers serving in schools with 25 percent or more American Indian students.

Objective 1.1: 15 trainees classified as pre-service teachers will maintain full-time student status for the entire time they are in the program and progress toward degree completion.

Note: If a student drops out of the program before completion he/she will have to reimburse the federal government the amount of money that was expended on his support in this program. A new participant will be recruited that meets all the eligibility requirements and has the equivalent student status as far as time left in school as the participant that dropped out.

Outcomes for Objective 1.1:

- a) Fifteen pre-service teachers will document full-time student status and satisfactory achievement toward graduating with a bachelor's degree in education.
- b) Fifteen pre-service teachers will complete a minimum of 24 credit hours per academic year toward a bachelor's degree with a grade point average of 2.75 or better.

Objective 1.2: During project years 1, 2, and 3, 15 trainees will document completion of

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professional development training to increase skills for teaching American Indian students.

Outcomes for Objective 1.2:

- a) Fifteen pre-service teachers will complete 24 hours of professional development activities per year in effective teaching methods for culture-specific learners.

Objective 1.3: By the end of project year four, 15 trainees will achieve Oklahoma licensure and/or certification

Outcomes for Objective 1.3: (same 15 participants)

- a) Fifteen pre-service teachers will earn baccalaureate degrees in education
- b) Fifteen pre-service teachers will complete requirements for licensure/certification
- c) Fifteen pre-service teachers will pass three Oklahoma teacher competency tests (general education, professional teacher education, and subject area tests)

GOAL 2: To increase the number of certified teachers in documented shortage areas of Math, Science, Elementary Education, Early Childhood Education, Special Education, and Social Studies.

Objective 2.1: By the end of the four year project the number of teachers trained and licensed/certified in the specified teacher shortage areas will increase by fifteen.

Outcomes for Objective 2.1:

- a) Fifteen pre-service teachers will document an official degree plan of study in year one.
- b) Fifteen pre-service teachers will earn bachelor degrees within 3 project years.
- c) Fifteen pre-service teachers will complete teaching internships by the end of year 3.
- a) Fifteen in-service teachers will complete one year of induction in year 4.

GOAL 3: To improve the skills of qualified Indian teachers working with targeted students.

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Objective 3.1: One hundred percent of the 15 participants will be trained to work with American Indian students to increase achievement levels and meet rigorous standards.

Outcomes for Objective 3.1: (same 15 participants)

- a) During project years 2 and 3, 15 trainees will document sample trainee-developed lesson plans with examples of student performance.
- b) During project year 3, each trainee will document at least one exemplary teaching activity designed to increase achievement levels of Indian students.
- c) During project year three, each trainee will document at least two portfolio artifacts as evidence of activities used to help Indian students meet rigorous standards.

Objective 3. 2: During project years two and three, each pre-service teacher will demonstrate growth in professional skills by submitting portfolio evidence for formative evaluation.

Outcomes for Objective 3.2:

- a) Documentation of completion of four training seminars per academic year for project years one, two, and three on the following topics: 1) Standards and Oklahoma Priority Academic Student Skills specific to math, science, Elementary Education, Early Childhood Education, Special Education, and Social Studies.
- 2) Research-based pedagogy for teaching Indian learners (philosophy, learning environment, curriculum, methodologies, approaches, technology tools, classroom management, assessment, and parent/adult involvement).
- 3) Specific to cultures of Indian tribes, or the cultural heritage of a specific tribe
- 4) Specific to the history and contemporary issues of American Indian Education

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(Note: In the fourth year, there will be four seminars to review previous materials presented and update any new information of “Best Teaching Practices”.

- b) Documentation of field experiences related to licensure/certification area.
 - 1) Fifteen trainees will complete internships or practica in schools with significant Indian student populations:
 - a) One hundred contact hours for practicum.
 - b) One day per week for 8 weeks for pre-internship experience.
 - c) Eighty full days for teaching internship.
 - 2) Fifteen trainees document at least one field experience related to teaching area
 - a) Education conference or relevant educational field trip

Objective 3. 3: During project year four, 15 NETSTAR trainees will complete induction activities as teachers in schools with significant Indian enrollments.

Outcomes for Objective 3.4:

- a) Documentation of 120 days of induction services from the Oklahoma Resident Teacher Program, NSU’s College of Education, and NETSTAR including:
 - 1) Documentation of Induction Committee consisting of the teacher candidate, a mentor teacher, the school principal, and an NSU/NETSTAR representative.
 - 2) Two classroom observation/assessments of teaching/recommendations.
 - 3) Recommendation for full state certification (or additional induction services)

GOAL 4: To increase the number of qualified Indian teachers committed to employment in schools with significant enrollments of American Indian students.

Objective 4.1: During each project year, the trainee will document a commitment to serve the

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American Indian population in a specified area of teaching upon completion of the project

Outcomes for Objective 4.1:

- a) Demonstrate a commitment to work in a school with a significant American Indian population upon completion of the project training period by:
 - 1) Signing a contract stating the participant's intention to:
 - a) Complete all requirements of the program.
 - b) Earn service credit in lieu of monetary payback for project financial support by working in a target public, tribal, or Bureau of Indian Education School.
 - c) Repay the financial obligation if employment in a target school is not achieved within twelve months of completion of the program.
 - 2) Submit a personnel file to the NSU Office of Career Services, the Oklahoma Minority Teacher Recruitment Center, and the American Indian Resource Center NETSTAR Personnel Data Bank.

(2) The extent to which the proposed project has a plan for recruiting and selecting participants that ensures that program participants are likely to complete the program

AIRC and its partners, NSU's College of Education, Cherokee Nation Education Department, will recruit from their data base of AI/AN students successfully completing their first or second year of college at NSU. The Cherokee Nation Education Foundation will also inform their student base through email and their workshops that they sponsor for college readiness and career education. Social Media will be used to inform the general public of the application process. In addition, AIRC staff members working in other programs will share the information to their clientele. An informational meeting of potential candidate will be held twice a year. In this

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meeting the eligibility criteria and the payback requirement will be explained thoroughly. NSU will post on their website and also the NSU NSU's College of Education will share information with their student base. Prior to admittance to the program, the payback requirement will be explained and a Department of Education (DOE) packet of official forms will be signed by each participant obligating him/her to fulfill this requirement. Recruitment strategies and selection procedures for eligible participants will ensure equal access and treatment for all eligible individuals. Information access will be available using print media, the Internet, brochures, and public announcements to reach a broad area, including urban and rural communities. A selection committee will review all applications and make recommendations. To provide equal access and treatment for underrepresented groups, consideration will be given to recruiting male applicants to the predominantly female field of teaching. Conversely, the teaching fields of science and math have been predominantly male, and efforts will be made to recruit female applicants. NSU and the NETSTAR Program will strictly comply with policies for providing access to persons with disabilities. The NSU campus policy regarding students with disabilities is printed on each course syllabus.

(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

The training model for teachers serving students in American Indian community schools was researched and designed to utilize **current educational theories and practices**. The focus is

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on training teachers to create appropriate learning environments and to use pedagogy skills for increasing the literacy, reflective thinking, problem solving, and creative skills of students with the expected outcome to increase academic achievement while capitalizing on the **cultural assets of the learner** (Tippeconnic III) (Hilberg and Tharp) (Reyhner and Eder, *American Indian Education: A History*).

Oklahoma teaching standards are based on national standards and knowledge bases from the various academic disciplines such as math, science, and language (Oklahoma State Department of Education). NSU course curricula for subject area methodologies and professional education are developed on a foundation of the *Oklahoma Priority Academic Student Skills* (core curriculum standards) and the standards for teacher education endorsed by the Oklahoma Commission for Teacher Preparation (OCTP) and accredited by National Council for Accreditation of Teacher Education (NCATE). These standards are reviewed and revised periodically to reflect up-to-date knowledge from scientifically-based research, effective practices, and rigorous academic standards. All teacher candidates in Oklahoma are required to demonstrate professional growth, competency, and best practices through portfolio assessment from entrance in the professional program to graduation (Oklahoma State Department of Education).

Northeastern State University requires teacher education students to complete a minimum of 45 general education credit hours and to pass the Oklahoma General Education Test (OGET) prior to applying for admission to Teacher Education. Once admitted, the student must complete professional education and major subject area course work prior to taking the Oklahoma Professional Teacher Examination (OPTE) and the Oklahoma Subject Area Test (OSAT). All three **competency based tests** must be passed in order to earn an Oklahoma teaching license. Upon

employment, the teacher candidate completes one year of teacher induction as a licensed resident teacher before earning a standard teaching certificate. These requirements ensure that **teachers are prepared to use effective practices and to challenge students to meet rigorous academic standards.** In addition, mentor teachers facilitate the clinical experiences that NSU intern teachers undergo with the three levels of required internships. The final internship is 80 days in duration in a classroom setting, a duration that exceeds OSDE requirements.

Stereotyping behaviors of teachers toward Indian students will be addressed by utilizing the following Principles for Teaching a Culturally Diverse Student Population (M. J. Bennett):

(1) Instructional strategies and materials must be sensitive and relevant to students’ socio-cultural backgrounds and life experiences, while helping students increase their academic levels in all areas including basic skills; (2) Students’ cultural backgrounds affect their learning styles. Therefore, an effective classroom structure must be based on an understanding of students’ learning styles and teachers’ teaching styles; and (3) Multicultural education must start “where the people are.” Educators must know and understand the community in which they teach to be better able to assess the value framework of families in that community. The following training model will guide the NETSTAR Program:

NETSTAR Training Model

Culture-based Training	Pedagogy Training
<ul style="list-style-type: none"> • History of Indian Education • Native Cultures and Languages • Contemporary Social Issues 	<ul style="list-style-type: none"> • Cognition/Child Development • Research-based Teaching Approaches • Standards/Content Knowledge

Field Experience	Induction
<ul style="list-style-type: none"> • Field Trips • Internships and Practica • Community service 	<ul style="list-style-type: none"> • Program Support • Clinical Supervision • Professional Development

The evaluation section will document the effective strategies that are utilized using this model. It will be available on AIRC website and shared at educational workshops and conferences where Institutions of higher learning attend.

To ensure continued progress toward achievement of the proposed outcomes, participants will use the NETSTAR Teacher Training Model as a comprehensive structure to guide both **academic and cultural training, monitored and adjusted as needed with input from formative and summative evaluations.** The training gives students opportunities to apply their knowledge and skills in professional settings and to get and give immediate feedback through **clinical supervision practices.** Program management will include trainee assessment at regular intervals followed by individual consultation with trainees.

The NETSTAR program will require that each trainee submit for review an up-to-date portfolio each semester which will include resumes, transcripts, and artifacts showing samples of research, internship experiences, and curricula, and all observation and evaluation documents. The portfolio will also include test results from teacher competency examinations. Additional records will include program activities, volunteer service, and creative works. **Portfolio assessment** will facilitate performance feedback, show professional development and continuing improvement. Assessment data from the portfolio will be used for individual student advisement and referrals for *American Indian Resource Center, Inc. Application Page 19 of 35*

tutoring, counseling, professional development, or for highlighting accomplishments through presentations or other experiential learning opportunities.

(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 and developing programs that meet their employment needs

The training program will include opportunities to **coordinate with a variety of similar and related efforts**, including local community activities and with Federal, State, and tribal programs. Professional organizations such as the Oklahoma Education Association, the National Indian Education Association, the Oklahoma Association for Bilingual Education, the Oklahoma Native Language Association, and Phi Delta Kappa offer annual conferences at which workshops, presentations, and networking are available.

NSU's **College of Education** provides more than 80 percent of the teachers employed by schools in northeastern Oklahoma. The **Cherokee Nation** operates Sequoyah High School and also administers the Johnson O'Malley programs in public schools within its jurisdictional boundaries. The NETSTAR Program will link with both NSU and Cherokee Nation in preparing preservice teachers with cultural training, pedagogy, and professional networking that will be beneficial for a target population of public and tribal school secondary education students. Training consultants for pedagogy will include selected **NSU faculty** as well as cultural experts endorsed by the **Cherokee Nation Cultural Resource Center**. Mentor teachers will be rural public school and tribal school teachers with experience in teaching Indian students.

On the NSU campus, The **Center for Tribal Studies** offers a variety of services to enhance the academic experience of students in a supportive environment that values the traditions of

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American Indian culture. The Center facilitates programs related to cultural enrichment, student support, and professional development opportunities for the University community. The Center also collaborates with the NSU American Indian Heritage Committee to plan and facilitate the Annual Symposium on the American Indian, a week-long conference which provides students, professionals and community members an opportunity to learn about and discuss American Indian culture, history, politics, and other relevant topics. Students are encouraged to participate as presenters, facilitators, and volunteers. The Annual Symposium includes a strong Native language component each year, providing a workshops for individuals involved in language revitalization efforts.

The Cherokee Nation offers many resources for NSU students and faculty to use for scholarly activities such as research, training, and cultural field experiences. The Cherokee Nation funds numerous educational programs in small schools throughout northeastern Oklahoma. These are the schools in which project participants will complete internships and entry year induction services, and will be primary sources of teaching employment.

The NETSTAR Training Model has four components: Culture-based training, pedagogy training, field experience, and induction. Following the recommendations of the research literature, the model design draws upon the **most appropriate elements of research-based theory and practice for training classroom teachers that fit the local conditions and needs**. The NSU Teacher Education curriculum was recently approved by both the National Council for Accreditation of Teacher Education and North Central Association accrediting agencies validating a sound knowledge base, conceptual framework, and rigorous performance standards for training teachers. The framework for the NETSTAR training model was developed using evaluation data

from previous federally funded educational personnel training programs for Indian education and bilingual education (Holland and Young). To ensure a rigorous program of studies, research was conducted using a **review of recently published literature on American Indian/Alaska Native education** topics such as: school drop-outs, retention, needs for teacher training, foundations of Indian education, culturally-appropriate instructional methods, language and literacy, cooperative learning, learning styles, and standards-based reform (Demmert, Grissmer and Towner) (Reyhner and Eder, American Indian Education: A History) (Reyhner and Jacobs, Preparing Teachers of American Indian and Alaska Native Students).

Drawing upon the theoretical perspectives and research findings that meet the needs for training teachers in Oklahoma, the design for training was completed by adding culture-specific training to the already rigorous teacher education curriculum that NSU provides. **Trainees will tailor their studies to include research** on tribal culture and language, history of Indian education, and contemporary social issues that affect student achievement (Tippeconnic III) (Hilberg and Tharp). Field experiences will take trainees to Indian communities, historic sites, and educational conferences, in addition to clinical internships in classrooms (Reyhner and Jacobs, Preparing Teachers of American Indian and Alaska Native Students) (Shutiva).

QUALITY OF PROJECT SERVICES (25 Points)

By recruiting eligible participants to take advantage of financial assistance for college, opportunities for career development will be available to some individuals for whom higher education would not otherwise be possible. Ultimately, placing well-trained American Indian teachers in the classroom will impact the condition of Indian education.

(1)The likelihood that the proposed project will provide participants with learning experiences

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that develop needed skills for successful teaching in schools with significant Indian populations.

The project proposes to provide professional development training for teachers addressing the culture-specific educational needs in Indian school communities. The message is that **the most effective teachers know the students and their cultures, and recognize their learning strengths and areas of interest** (Reyhner and Jacobs, Preparing Teachers of American Indian and Alaska Native Students). **Learning styles approaches and cooperative learning methods** are valid tools and useful tools for teaching Indian learners. The design of the NETSTAR Training model cited in “Quality of Project Design states how the cultural aspects of training teachers will be incorporated into the students learning experiences. **The goal of the project is for teachers to have the skills for integrating the best combination of teaching approaches and materials to meet the culture-specific educational needs of Indian learners.**

Teachers whose training includes cultural knowledge and field experience, in addition to the foundational courses, are more likely to be successful in bicultural/bilingual communities.

By receiving training with curricula addressing both remediation and exceptionalities, the trainees will have a greater repertoire of approaches for teaching students of all abilities. By training American Indian teachers through a curriculum enriched with native language and culture, the trainees will have opportunities to enhance their teaching strategies for Indian students within a cultural context. The training curricula will include professional workshops on culturally appropriate pedagogy, specific effective teaching approaches, and internships.

(2) The extent to which the proposed project prepares participants to adapt teaching practices to meet the breadth of Indian student needs.

The monthly seminars will focus on the best practices of teaching in a cultural context. These

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seminars will engage the participants on participatory activities that model Indian learning styles. The seminars will be a combination of cultural enrichment and strategies to support the academics in the classroom.

(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.

The job market analysis indicates the need of Math, Science, Elementary Education, Early Childhood Development, Special Education, and Social Studies and these areas were confirmed by the Sequoyah Schools, Kenwood, and Rocky Mountain superintendent and the Kenwood District Superintendent when they were interviewed. Letters of support from these two LEA's and one BIE are in the Appendix.

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

NSU in collaboration with AIRC will provide the inductions services. Dr. Debbie Landry, Dean of Education will oversee the process with specific facility providing the service utilizing Edivate program formally known as PD360. This program will be used by the NSU faculty and NETSTAR Participant Teacher for observation purposes to provide coaching and mentoring during the induction period. This software/Website moves observation into transformative learning experiences. It utilizes the Teacher Effectiveness Framework (TEF) comprehensive evaluation framework that includes a set of quality indicators aligned to the ITASC Model Core Teaching Standards.

(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

American Indian Resource Center, Inc. Application Page 24 of 35

practice among the recipients of those services.

Northeastern State University has achieved national recognition for its teacher training practices in recent years. The **conceptual framework for training educators** is based upon the premises that teachers are scholars, are educational leaders, and are developers of human potential. NSU is **accredited by both the NCA and NCATE**, both of which require documentation which meets rigorous standards for academic study and field experience. The teacher education program at NSU **has institutionalized important cultural foundations courses and internship requirements for serving ethnic populations.** Technology is infused throughout the core curriculum as well as the professional education program. Faculty and training consultants are actively involved in defining and developing new trends in professional preparation for all educators. NSU requires an intense **three part intern field experience** with clinical supervision and evaluation. NSU graduates receive more clinical site experience than any other teacher education program in the state of Oklahoma.

The NETSTAR Training model was developed using **current research on best practices and knowledge bases for teaching American Indian students.** Leading scholars, researchers, and practitioners are in agreement that infusing cultural knowledge content, including native language, into the curriculum for training teachers of Indian children is vital to success in facilitating trust, confidence, intrinsic and extrinsic motivation, and other factors that influence academic achievement. Additionally, interacting in the local communities is also important to building a family support system for the learner.

Well trained teachers entering the classroom with expertise in identifying and capitalizing on cognitive learning styles, academic standards and assessments, innovative approaches to

American Indian Resource Center, Inc. Application Page 25 of 35

instruction, and student services should change the condition of Indian education for its current and future recipients (Intercultural Development Research Association). The training design includes seminars, workshops, and field experiences that are specific to culturally related learning outcomes. These activities will be augmented with intern teacher seminars and volunteer services that give the pre-service teacher professional development in pedagogy. Classroom study and program training will prepare the participant for a full semester of internship with a mentor teacher in the clinical setting of a classroom serving Indian students.

QUALITY OF PROJECT PERSONNEL (15 points)

AIRC has policies and practices which **encourage the employment of traditionally underrepresented groups**. AIRC currently has ten full time employees, eight of which are American Indian and two are Caucasian. Nine of the employees are female and one female has physical disabilities. AIRC has **nondiscriminatory policies** which prohibit any form of employment discrimination. Northeastern State University will participate in advertising positions among groups typically underrepresented. While internet listservs will be utilized, newspapers, brochures, and word-of-mouth will also be used to reach those who do not have access to technology. Position openings will be placed at Workforce Oklahoma and the Eastern Workforce Development Board (agencies funded by the U. S. Department of Labor) to reach a diverse population of potential employees.

Pamela E. Iron, Executive Director (3 years -10% time, 4th year -5% time), (Cherokee Citizen), Executive Director of American Indian Resource Center, Inc., has over 40 years' experience in developing and administering programs for Indian Tribes and Tribal organizations in the field of education, health and social services. Pamela Iron holds a Bachelor of Science

American Indian Resource Center, Inc. Application Page 26 of 35

Degree in Special Education from Oklahoma State University. In addition she has participated in post-graduate in Educational Counseling-NSU. Ms. Iron has worked as an Indian Education Advisor in the Tulsa Public Schools, been the Executive Director of three successful non-profits and served as the Chief of Staff for the Cherokee Nation. She has written curriculum for youth services such as mentoring, Healthy Relationships, and Service Leadership for American Indian youth. Ms. Iron has provided cultural competency workshops to federal agencies and organizations that serve AI/AN. She also provides customized cultural attunement workshops to AI/AN individuals that have little or no knowledge of their tribal history and their cultural practices. She has provided consultant services for over 15 tribes in regard to their management, planning, evaluation and quality improvement. She will provide oversight of the budget, evaluation, and personnel of this project. (See resume in Attachment)

Marcella Morton, Project Director, (3 years -75% time, 4th year-25%), a Cherokee Citizen, holds a Bachelor of Science Degree in Education from Northeastern State University. She has been a classroom teacher in Elementary Education as well as Middle School. Marcella has been named Teacher of The Year in two different school systems. Much of her professional career has been spent working with American Indian youth in guidance towards college readiness and career success. She brings a lot of experience in working with students and motivating them to reach their potential. This position will advise students and work with NSU regarding enrollment, internship assignments, training seminars, and induction services. (See resume in attachment)

NSU will be contracted with to provide the induction services. Dr. Debbie Landry, Dean of the College of Education will be the point of contact for this program. She has been on the faculty for eight (8) years and served as Faculty Member, Department Chair Curriculum and Instruction,

American Indian Resource Center, Inc. Application Page 27 of 35

and now is the Dean of the College of Education since 2012. She will provide the leadership for NSU partnership which will include inductions services the 4th year of the grant utilizing the Edivate program which is an electronic tool that supports the faculty and first year teacher with coaching, support, resources and mentoring. (See resume in Appendix)

Project consultants will be selected for the monthly seminars from a field of qualified and experienced professionals who have specific expertise to meet the training needs of the project. Consultants will include education trainers, tribal elders and cultural specialists. Faculty and professional trainers will include individuals with **research, teaching, and training expertise** in areas such as pedagogy, technology, cultural foundations, cooperative learning, Great Expectations, and learning styles. Tribal elders and cultural specialists will be recommended by the Center for Tribal Studies and Cherokee Nation Cultural Resource Center.

QUALITY OF MANAGEMENT PLAN (20 Points)

The management plan will comply with the Education Department General Administrative Regulations (EDGAR) and the administrative regulations of the American Indian Resource Center, Northeastern State University, and the State of Oklahoma. The Office of Admissions and Records and the College of Education will maintain official student personnel records. All financial record keeping will be maintained by both the project director and the American Indian Resource Center to ensure consistency and accuracy. All records will be subject to annual audits. Key personnel will meet the qualification standards outlined in the proposal.

(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 requested **budget is adequate for general operation** of the project including: student

American Indian Resource Center, Inc. Application Page 28 of 35

support to assist with tuition/fees, books, and personal costs of attending college; supplies; training consultants; evaluation; travel; and personnel. Project participants will also take advantage of NSU services including computer labs with Internet services, advisement, tutoring, career services, and all of the services provided for pre-service interns and in-service resident teachers. The close proximity of the collaborating partners helps in the cost effectiveness of the project design. Year four of the project will be devoted to induction services and continued professional development training with a reduced budget. The four (4) year budget and budget justification are listed in the Attachment. Each goal, objective and activity are part of the budget justification. The cost can be cross walked to the goal, objective, and activity such as the cost of the 15 participants have line item cost and justification for their expenses. The salaries and percent of time dedicated to the project are in line item justifications. All expenses are documented with back up information to the accounting document or check.

The proposed project will support **15 participants for a period of four years**. The trainees will receive monthly stipends to assist with costs associated with training and attending college for project years one, two, and three. During project year four, the focus will be on continued training and induction services and the participants will begin the payback period under the provisions of the participant contract. The results of the cost expended will be realized during project year four as the participants enter their residency year with continued induction. The expected benefit of the project will be 15 newly certified teachers (in our shortage areas identified in our job market analysis) who will represent an increase in the number of minority teachers, specifically American Indian teachers who will serve American Indian students.

(2)The adequacy of procedures for ensuring feedback and continuous improvement in the

American Indian Resource Center, Inc. Application Page 29 of 35

operation of the proposed project.

Upon entry in the teacher education program, clinical internship experiences begin with classroom observation, continue with lesson planning and practice teaching, and culminate in a full 80 day internship experience. Pre-service teacher candidates not only write reflection statements on their experiences and needs for improvement, but are also subject to mentor teacher evaluation and on-site observation by NSU personnel. This process ensures continual feedback and advisement. Since the proposed NETSTAR program will require internship placement in schools with significant Indian populations, student teachers will have the opportunity to synthesize program training with the immediate application of pedagogy skills for teaching American Indian students. The proposed evaluation design will measure the **effectiveness of outcomes and their appropriateness to the goals and objectives of the program** using program targets and performance data as outlined in the Government Performance and Results Act (GPRA). Formative data, both quantitative and qualitative, will be used for monitoring and immediate adjustment of the management processes and service delivery. Summative data will be used to assess the overall long-term effectiveness of the project design, and to provide input for continued quality control and for performance reporting. Both internal and external evaluation data will be collected and analyzed. The evaluation will be reported using a format recommended by the Evaluation Assistance Center-Western Region (Wilde and Sockey):

The Evaluation Report

Content	Description
I. Executive Summary	Design, methodology, findings, conclusions, recommendations

II. Introduction	Context, needs, goals/objectives, summary, & recommendations
III. Methodology	Data collection methods, instruments, limitations
IV. Findings	Outcomes, success in meeting goals/objectives, results/findings
V. Conclusions	Summary of findings; discrepancies; improvement targets

The American Indian Resource Center uses methods based on **recognized practices and standards of educational evaluation**. Following the regulations in the Education Department General Administration Regulations (EDGAR), the evaluation management plan for data collecting will follow the Mixed Method Design (Payne) described in the EAC-West *Evaluation Handbook* (Wilde and Sockey) involving both qualitative and quantitative techniques. Using both survey and naturalistic techniques will enhance the overall evaluation design because the weaknesses of one area can be off-set by the strengths of another design. Relevant techniques will be used to collect performance data based upon the format used to delineate the NETSTAR Program goals, objectives, and outcomes. Qualitative data will be collected using the CIPP Model (context, input, process, and product) and the evaluation questioning process suggested in *Evaluating for Success* (Cicchinelli and Barley). A mixed method approach will not only reveal what is happening and why it is happening, but will also serve an accountability purpose (Wilde and Sockey).

Internal evaluation will be conducted on a formative basis by the Executive Director and Project Director. The Administrative Assistant will collect data and information for both internal and external evaluation activities, and report the findings to the Executive Director for her final analysis of information.

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Formative Evaluation will be conducted in both the management and service delivery components of the program. This evaluation will include data collected from surveys, transcripts, observations, portfolios, and anecdotal records. This process will be used for monitoring, program improvement, and accountability purposes in the on-going implementation of the project and to assure the project is proceeding in a timely manner and within budget. Quantifiable data from student progress records and program operations will be used. Qualitative data will come from interviews, reflection statements, observations, and questionnaires. **Summative Evaluation** will be more formal and specific than formative evaluation. Data analysis will be required to show that objectives have been met and will be used to give cumulative year-end project performance reports.

Process evaluation techniques will be developed to focus on the quality of processes and their effectiveness in achieving the stated objectives. **Product evaluation** techniques will focus on gathering quantifiable data that shows the degree to which objectives have been achieved (i.e., how many trainees were identified, recruited, and served).

The format provided for *Professional Development Performance Indicators* (Government Performance and Results Act [GPRA]) will be used to show that objective output measures are directly related to intended outcomes with both quantitative and qualitative data included.

Sample: NETSTAR Objective 1: 93.3% of 15 project trainees will receive an Oklahoma teaching license by the end of Project Year 4.

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

The **Executive Director** (3 years-10 %; 5%-4th year) will be the chief administrator and

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will have the responsibility for public relations, fiscal and budgetary matters, supervision of personnel, evaluation, and overall operational management of the proposed project.

The **Project Director** (three years-75% ; 4th year -25%), who will be housed at the AIRC office which is six (6) blocks from the NSU campus, will be responsible for recruitment and retention activities. The Project Director will also facilitate cultural activities and professional development workshops and seminars.

The following table illustrates the **management activities, timeline, and responsibility**.

ACTIVITY	TIMELINE	PROJ YRS	RESPONSIBILITY
Employ project personnel	October	I	Executive Director
Plan activities schedule/logistics	October	I, II, III	Exec. Dir/Project Director
Recruitment/selection process	Oct	I, as needed	ED, Project Director & Partners
Advisement/matriculation	Oct-Dec	I, II, III, IV	NSU's College of Education & Project Director
Set up files/trainee payback plan	Ongoing	I, II, III	Project Director
Maintain budget/accounting	Ongoing	I, II, III	Executive Director
Identify training consultants	Aug, Dec	I, II, III	Project Director & partners(NSU's College of Education

			& Cherokee Nation)
Evaluation planning	Oct, March	I, II, III	Exec. Director. Project Director
Assign, coordinate field experiences	Aug - May	I, II	NSU's College of Education & Project Director
Coordinate training & cultural activities	Aug - May	I, II, III	Project Director
Career/induction services	Ongoing	III, IV	NSU's College of Education
Evaluation data collection	Ongoing	I, II, III, IV	Executive Director/Project Director. Admin Assistant

The American Indian Resource Center, the applicant and fiscal agent, has a 33 year history of developing and administering educational services for American Indians. As a teacher training agency, AIRC has a close working relationship with both the Cherokee Nation and Northeastern State University. AIRC is located in Tahlequah, Oklahoma, approximately one-half mile from NSU and four miles from the Cherokee Nation Tribal Complex. The ongoing **collaboration of these entities form a strong infrastructure** for the proposed project. The partnership is comprised of a public university and the lead applicant, an American Indian-operated educational *American Indian Resource Center, Inc. Application Page 34 of 35*

agency with a mission to improve the educational opportunities and conditions of American Indian communities.

The **American Indian Resource Center** will provide office space for project personnel, as well as a conference room for group meetings and seminars. Computers will be available on the premises for student use along with word processing software, a digital camera, a video camera, editing software, and free internet services. A new high-speed color copier, a laminator, a binder, and some consumable office supplies will also be provided. The physical facility includes eleven workstations, a conference room, and an equipment area. AIRC will provide clerical services to support the project.

Northeastern State University's College of Education will provide classroom and conference facilities. The university also provides computer labs, email, and internet services for all students, library services, writing labs, and a technology center where 24 hour free services are available. The NSU Library houses a vast collection of information media in both print and digital formats. NSU's College of Education will facilitate internship/practica placement, and facilitate the Oklahoma Residency Teacher Program for teacher induction. In addition, NSU offers employment placement services, tutoring, and various student organizations and honor societies. NSU also offers courses in American Indian Studies and services for Indian students.

Budget Narrative

The Budget and Budget narrative (justification) is an attachment to this application.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

[Add Mandatory Other Attachment](#)

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To add more "Other Attachment" attachments, please use the attachment buttons below.

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Appendix

Proof of Indian Organization

American Indian Resource Center, Inc.

BYLAWS

06/22/2015

ARTICLE 1

NAME: The name of this organization will be the American Indian Resource Center, Inc.

ARTICLE 2

PURPOSE: Said corporation is organized exclusively for charitable, religious, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law).

Special emphasis will be to provide services and consultation in education, health and crime victim assistance.

ARTICLE 3

BOARD OF DIRECTORS: The Board of Director shall serve without pay and may consist of up to (5) members. Officers will be elected from the Board of Director members.

Membership: The membership of the Board of Directors shall consist of 100% American Indians and must be a member of a federally recognized Indian Tribe.

ARTICLE 4

OFFICERS: The officers of the Corporation may consist of 1) **President**, 2) **Vice-President**, 3) **Secretary**, and 4) **Treasurer (a non-voting member of the Board)**. A person may hold more than one position. The determination of positions to be filled will be made at the annual meeting, or if a vacancy exists, a determination may be made at any regular meeting of the Board of Directors.

Duties of the Officers:

The **President** shall call and preside at all Board of Directors meetings, except as provided in these By-Laws, and shall perform the administrative duties of a President and exercise only the authority delegated to the President by the Board of Directors. The President will represent (or designate another person as the representative) to all external organizations.

The **Vice-President** shall assist the President when called upon to do so. In the absence of the President, the Vice President shall have all the rights, privileges, duties, as well as the responsibilities of the President.

The **Secretary** shall keep minutes of all annual and Board of Directors' meetings, maintain files of all previous minutes and official correspondence, maintain rosters and membership lists and register the Corporation and its teams with the appropriate affiliated organizations.

The **Treasurer** shall be the Corporation's Financial Manager/Accountant and will keep an accurate amount of all receipts and disbursements of all funds belonging to the Corporation, provide financial reports at each annual meeting and issue checks on the Corporation's account for expenditures approved by a majority vote of the Board of Directors. The Treasurer shall prepare or caused to be prepared annual federal tax returns as required by law and Financial Statement Audit. **The Treasurer is a non-voting member of the Board of Directors.**

ARTICLE 5

ELECTION OF OFFICERS AND BOARD OF DIRECTORS: An election of Officers will be held at the annual meeting each year from nominations from the Board of Directors. Secret ballot shall be used if there is more than one nominee for any officer or position. All Board of Directors will serve until they resign their position or are removed from office for failure to attend meetings, as provided below.

All vacancies on the Board of Directors shall be filled by the Board of Directors by a unanimous vote of the Board members present at any lawfully called meeting of the Board.

Failure of any member of the Board of Directors to attend three consecutive meetings of the Board of Directors after having received notification of the meeting, unless excused by the Board of Directors, shall automatically result in removal of such officer or Board of Director member from office.

ARTICLE 6

COMMITTEES: The Board may appoint standing or ad hoc committees as needed.

ARTICLE 7

MEETINGS: Bi-annual meeting will be held each year in October and June. The President will call Board of Directors meetings as required. Other meetings of the Board of Directors may be called by the President at his or her discretion and shall be called by him or her for the date and time requested upon the written request of a majority of the members of the Board of Directors. Should the president fail or effuse to call the requested meeting or if a vacancy exists in the President's position, a majority of the members of the Board of Directors shall be

empowered to do so. All members of the Board of Directors shall be notified of any called meeting at least 14 days prior to said meeting. This requirement may be waived by a unanimous decision of all members of the Board of Directors. The method of obtaining the decision will be determined by the person or persons calling said meetings. Meetings may be held in person or by other means as determined by the President or persons calling the meeting. Other means includes, but is not limited to, telephone, video conferencing, and internet communications. The Board of Directors shall have the privilege of calling closed executive sessions by the decision of a majority vote of the board members present at the meeting.

ARTICLE 8

VOTING: A majority of board members constitutes a quorum. In the absence of a quorum, no formal action shall be taken except to adjourn the meeting to a subsequent date. Passage of a motion requires a simple majority.

ARTICLE 9

The Board of Directors will conduct the business of the Corporation to insure that the stated intention is accomplished and that all reasonable efforts are made to preserve the objective of a self-sufficient Corporation.

ARTICLE 10

FISCAL YEAR: The fiscal year of the Corporation will be October 1 to September 30.

ARTICLE 11

EXECUTIVE DIRECTOR: The Board of Directors shall appoint an Executive Director who shall have vested authority to serve as the senior official in charge of the day-to-day operations of the Corporation. He/She shall be responsible for implementation of the decisions and carrying out the directives of the Board of Directors. The Executive Director is responsible for the development and implementation of operational and appropriate policies and directives that will promote and attain the goals of the Corporation. He/She shall exercise direct supervision over employees of the Corporation who, by terms of the Organization Chart, are subject to such supervision. The Executive Director shall have all powers to execute contracts, grants, cooperative agreements, notes, other agreements and any other document necessary to carry out the purposes of the Corporation.

ARTICLE 12

CONFLICT OF INTEREST: A contract or transaction between the Corporation and one or more of its Directors or Officers or between the Corporation and any other corporation, partnership, associations, or other organization in which one or more of its Directors or Officers are directors or officers, or have a financial interest, shall not be void or voidable solely for such reason, or solely because the Director or Officer is present at or participates in the meeting of the Board which authorizes the contract or transaction is authorized, or solely because his, her, or their votes are counted for that purpose, if:

- a. The material facts as to the relationship or interest and as to the contract or transaction are disclosed or are known to the Board, in good faith, authorizes the contract or transaction by the affirmative votes of a majority of the disinterested Directors even though the disinterested directors are less than a quorum; or
- b. The contract or transaction is fair to the Corporation as of the time that it is authorized, approved, or ratified by the Board.

Common or interested Directors may be counted in determining the presence of a quorum at a meeting of the Board which authorizes the contract or transaction.

ARTICLE 13

INDEMNIFICATION: The Corporation shall indemnify any Director or Officer of the Corporation and who was or is a part or is threatened to be made a party to any proceeding (which shall include for the purposes of this article any threatened, pending, or completed action, or other proceeding whether civil, criminal, administrative, or investigative (other than an action by or in the right of the Corporation)) by reason of the fact that such person was or is an authorized representative of the Corporation against expenses (which shall include for purposes of this article, attorney fees), judgements, fines, and amounts paid in settlement actually and reasonably incurred by such person in connection with such action or proceeding if such person acted in good faith and in a manner such person reasonably believed to be in, or not opposed to, the best interests of the Corporation and, with respect to any criminal proceeding, had no reasonable cause to believe such person's conduct was unlawful.

ARTICLE 14

Amendments: These Bylaws may be amended by a two-third vote of Board members present at any meeting, provided a quorum is present and a copy of the proposed amendment(s) are provided to each Board member at least one week prior to said meeting.

ARTICLE 15

DISPOSITION OF ASSETS UPON DISSOLUTION: Upon dissolution of the Corporation, all assets will be distributed to the one or more Corporations that operate exclusively for one or

more exempt purposes within the meaning of Section 501(c)(3) of the U.S. Internal Revenue Code or corresponding section of any future code.

ARTICLE 16

REPEAL AND SAVINGS CLAUSE: All actions and resolutions heretofore enacted by the American Indian Resource Center, Inc.'s Board of Directors shall remain in full force and effect except to the extent that they are inconsistent with these Bylaws.

In the event any sentence, paragraph or section be held invalid by any court of competent jurisdiction, the remaining sentences, paragraphs, or sections shall remain valid and be presumed consistent with the laws of the State of Oklahoma and the Constitution of the United States.

Approved this 22nd day of June, 2015 by a unanimous vote of the Board of Directors.

(b)(6)

Signature

President

Title

(b)(6)

Signature

Secretary

Title

(b)(6)

Signature

(b)(6)

Vice chair

Title

INTERNAL REVENUE SERVICE
DISTRICT DIRECTOR
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: FEB 25 1999

AMERICAN INDIAN RESOURCE CENTER INC
328 E DOWNING
TAHLEQUAH, OK 74464-3014

Employer Identification Number:
73-1185707
DLN:
17053016775029
Contact Person:
THOMAS E O'BRIEN ID# 31187
Contact Telephone Number:
(877) 829-5500
Our Letter Dated:
May 1995
Addendum Applies:
No

Dear Applicant:

This modifies our letter of the above date in which we stated that you would be treated as an organization that is not a private foundation until the expiration of your advance ruling period.

Your exempt status under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3) is still in effect. Based on the information you submitted, we have determined that you are not a private foundation within the meaning of section 509(a) of the Code because you are an organization of the type described in section 509(a)(1) and 170(b)(1)(A)(vi).

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

If we have indicated in the heading of this letter that an addendum applies, the addendum enclosed is an integral part of this letter.

Because this letter could help resolve any questions about your private foundation status, please keep it in your permanent records.

If you have any questions, please contact the person whose name and telephone number are shown above.

Sincerely yours,

(b)(6)

District Director

Letter 1050 (DO/CG)

Signed Consortium Agreement

PARTNERSHIP AGREEMENT
BETWEEN
AMERICAN INDIAN RESOURCE CENTER
AND
NORTHEASTERN STATE UNIVERSITY

Contingent upon grant funding from the U.S. Department of Education's Indian Education Professional Development Program, we, the undersigned, agree to form a partnership to provide American Indian/Alaska Native students an opportunity to pursue a bachelor's degree in education.

We commit ourselves and the resources of the partnership to support the goals and objectives of the Indian Education Professional Development Program.

The American Indian Resource Center agrees to provide:

- Leadership and Program Management of the Native Educated Teachers Successfully Taught Academic Rigor (NETSTAR) project.
- Monthly Seminars to enhance and enrich their educational experience and understanding of cultural aspects of teaching Indian students.
- Responsible for the cost of the educational experience such as tuition, fees, books, and stipends for participation in the program as allowable by the grant.

Northeastern State University's College of Education agrees to provide:

- The academic teaching.
- Faculty supervision of students participating in the induction services.
- Advisement and job placement information from Career Services.
- Use of classroom/Auditorium space for seminars.
- Use of Educational Technology Lab for trainings.

(b)(6)

Dr. Steve Turner, President
Northeastern State University

Date: 6/23/16

(b)(6)

Pamela E. Iron, Executive Director
American Indian Resource Center

Date: 6/27/16

PARTNERSHIP AGREEMENT
BETWEEN
AMERICAN INDIAN RESOURCE CENTER
AND
CHEROKEE NATION

We, the undersigned, agree to form a partnership to provide American Indian/Alaska Native students an opportunity to pursue a bachelor's or master's degree in education.

We commit ourselves and the resources of the partnership to support the goals and objectives of the Indian Education Professional Development Program.

The American Indian Resource Center agrees to provide:

- Leadership and Program Management of the Native Educated Teachers Successfully Taught Academic Rigor (NETSTAR) project.
- Monthly Seminars to enhance and enrich their educational experience and understanding of cultural aspects of teaching Indian students.
- Responsible for the cost of the educational experience such as tuition, fees, books, and stipends as allowable by the grant.

The Cherokee Nation Education Department agrees to provide:

- Recruitment of Cherokee students.
- Placement and mentoring of pre-interns (student teachers) at Sequoyah Indian Schools (Tribally controlled school).
- Placement and mentoring of pre-interns and interns at the Tribes' Children's Village and Early Childhood Center.
- Employment counseling and job placement opportunities at Cherokee Nation.
- The Cherokee Culture Resource Center will provide enrichment in culture and language to the NETSTAR students.

(b)(6)

Ron Etheridge, Deputy Executive Director
Education Services, Cherokee Nation

Date: 06-30-16

(b)(6)

Pamela E. Iron, Executive Director
American Indian Resource Center

Date: 6-30-16

Kenwood Public School



48625 S. 502 Rd.
Salina, OK 74365
Telephone: 918-434-5799
Telephone: 918-434-5790

June 20, 2016

Pamela E. Iron
Executive Director
American Indian Resource Center
110 Choctaw
Tahlequah, Oklahoma 74464

Dear Ms. Iron

I am writing this letter on behalf of the Kenwood Public Schools to offer a letter of support to the American Indian Resource Center for their application to the U.S. Department of Education, Office of Indian Education, on Indian Education Professional Development Program. We understand that you will be partnering with Northeastern State University (NSU) Education Department for the pedagogy and that NSU will be providing induction services also.

Kenwood Public School is Pre-K -8th grade with 99% of our students being American Indian located in a rural area and in the heart of the Cherokee Nation.

We commit to placement and mentoring of pre-interns and interns (student teachers) in our school. In addition, we will definitely work with the NETSTAR Program Director for placement (employment) of those who complete this program.

The American Indian Resource Center has been an outstanding leader in promoting and assisting Indians in furthering their education.

Sincerely yours,

Billy Taylor
Superintendent

Rocky Mountain School

Route 1 Box 665 Stilwell, Oklahoma 74960

PH: 918-696-7509 FAX: 918-696-3654 TOLL FREE: 866-862-4526, TDD - 711

Board of Education: Angelia Dowty-Ella Mae Worley-Marie Eubanks

June 20, 2016

Pamela E. Iron
Executive Director
American Indian Resource Center
110 Choctaw
Tahlequah, Oklahoma 74464

Dear Ms. Iron

I am writing this letter on behalf of the Rocky Mountain Schools to offer a letter of support to the American Indian Resource Center for their application to the U.S. Department of Education, Office of Indian Education, on Indian Education Professional Development Program. We understand that you will be partnering with Northeastern State University (NSU) Education Department for the pedagogy and that NSU will be providing induction services also.

Rocky Mountain School is Pre-K -8th grade with 90% of our students being American Indian located in a rural area and in the heart of the Cherokee Nation.

We commit to placement and mentoring of pre-interns and interns (student teachers) in our school. In addition, we will definitely work with the NETSTAR Program Director for placement (employment) of those who complete this program.

The American Indian Resource Center has been an outstanding leader in promoting and assisting Indians in furthering their education.

Sincerely yours,



Alicia Ketcher
Superintendent

This facility is an equal opportunity provider and employer.

www.rockymtn.k12.ok.us

Resumes

Pamela E. Iron

(b)(6)

Office Phone: (918) 456-5581

Cell Phone: (b)(6)

Fax: (918) 456-5415

Email: (b)(6)

Career Goal

Work with American Indian organizations and communities in developing quality programming, management skills, and sustainable outcomes.

Cherokee/Laguna Pueblo

Highlights of Experience

- ▶ Forty years' experience in organizational development in the health field specializing in urban, tribal Indian health, and Indian Health Service.
- ▶ Provided evaluation services to tribes and tribal organization.
- ▶ Professional survey and interviewing/Data collection for Research Projects for National, Government, and Tribal Organizations
- ▶ Resource development from proposal writing, strategic planning, feasibility studies, to capital campaign fund raising
- ▶ Experience with construction projects, responsible for the building of three major health facilities and two clinic renovation projects
- ▶ Developed testimony for Congressional hearings, 20 years of presenting testimony at budget, appropriations, oversight, health care reform and authorization hearings
- ▶ Analyzed regulations affecting the status of Indian people
- ▶ Quality Assurance Studies with Indian Tribal health programs and Indian Health Service Facilities including making presentations at the National Business Conference for Indian Health Service.
- ▶ Developed Cultural Competency materials for a training program and serve as a trainer and presenter
- ▶ Developed innovative approaches for states to learn how to work with Indian Health Service and tribes for the provision of Breast and Cervical Cancer Screenings
- ▶ Developed a nationwide mentoring program for Indian women and youth of their community

Education

Northeastern State University, Tahlequah, Oklahoma

Guidance and Counseling, Master Degree, 1987

Oklahoma State University, Stillwater, Oklahoma

Speech Pathology/Special Education, Bachelor Degree, 1970

Specific Experience

2016 – Present **Executive Leadership**, managing three core projects for the American Indian Resource Center.

2014 – 2016 **Health Consultant**, provided evaluation services for the American Indian Resource Center, Project NATIVE grant. Provides the evaluation of workshops, hold focus groups with trainees and is part of the planning of the activities. Also provided evaluation services to Four Directions, an Indian Education demonstration grant funded by the U.S. Department of Education.

2000-2013 **Executive Director**, National Indian Women's Health Care Resource Center, provide leadership to the 7 staff and 8 consultants in meeting the scope of work for the organization; oversight on all the grants and contracts; provide coordination of board activities; provide leadership in proposal and grant writing; coordinate long range strategic planning for the organization; develop collaboration and partnerships; lead technical assistance efforts of the organization in Breast and

Cervical Cancer Early Detection/Comprehensive Cancer Control to tribes, urban health programs and states, make presentations on cultural competency to non-Indian organizations providing services to American Indians and Alaska Natives, train mentors and mentees, and provide direction on developing conferences and workshops, provide training on organizational development

1996-2000

Consultant

Iowa Tribe of Oklahoma-set up their contract health service program and providing technical assistance to the health division. Wrote the Indian Self-Determination request for the 638 contracts.

Ponca Tribe -

Cherokee Nation -provided Joint Commission Accreditation of Health Organizations (JCAHO) readiness.

Nez Perce tribe-conducted feasibility studies for the health care operations, provided Community Education on Self-Governance, and provided administrative documents and participated in the negotiating the self-governance compact, 2000.

Quality Assurance Studies for the **Albuquerque Area Office, ACL Hospital, 1997,1998,99; Kickapoo Tribe of Oklahoma, 1999, the Nez Perce Tribe of Idaho, 1999, 2000, Wagner Service Unit, 1999, 2000 the Sisseton/Yankton Service Unit, 2001 both in South Dakota, and the Bemidji Area/Three Service Units, Red Lake, Leech Lake, and White Earth, 1999, 2000**

1989-95

Executive Director, Health Services Division, and Chief of Staff Cherokee Nation

Duties: Management of 800 employees and an executive team member on all tribal operations, led the Indian Health Service self-governance efforts, administrated construction of three (3) health facilities, Total Quality Management development, decentralized the health services for better community access, expanded services to include community based physical therapy, substance abuse (Behavioral Health Services) eye care, and a transportation system. Also served as Chief of Staff and was responsible for the day-to-day oversight of the Cherokee Nation.

1976-89

Executive Director, Tulsa Indian Health Care Resource Center

Duties: Wrote the original proposal to fund this project while in graduate school as a volunteer. Wrote the bylaws, filed the papers for the 501 3C IRS status, wrote the personnel policies and directed the establishment of all other policies. Developed the entire management structure that included the financial system, budgeting, strategic planning, board training, data system, clinic policies and procedures, and other relevant management systems. Led the resource development from an initial fixed price contract of \$75,000 to a \$1.5 million dollar budget. Developed a Community based substance abuse program with a traditional approach. Gained experience in regulatory compliance of Urban Indian Health Programs funded under Title V, Indian Health Care Improvement Act. Participated in the development of these regulations during the implementation of the Indian Health Care Improvement Act (1977-78). Served on a variety of Urban Indian Task Forces that developed national policies and reviewed existing policies for Urban Indian Health Care. Developed a public relations program with the Indian community, local, state, and national government entities, and the private sector.

Marcella Morton

(b)(6)

Professional Summary

Highly experienced educator/guidance specialist with 39 years of teaching/counseling in grades 4-12. Knowledgeable in all subject areas and familiar with duties as counselor for middle school/high school students. Strong focus on working with Native American students from low-income backgrounds.

Professional Experience

Elementary/Junior High Teacher - Moseley Public School 1976-80

Self-contained elementary classroom and Junior High Social Studies
Duties: Classes taught: Science, Math, History, Language and Spelling

Elementary Teacher - Westville Elementary School 1980-88

Fourth grade - 1 year - all subjects
Sixth grade - 7 years - all subjects

Junior High Teacher - Westville Junior High 1988-2001

7th & 8th grade Indian Studies, Science and Civics
Sponsor of Student Council - 12 years
Sponsor of Junior High Cheerleaders - 4 years
Social Studies Department head - 12 years

GEAR UP Counselor - Westville & Watts Public Schools (Grades 5-12) 2001-2004

Duties: GEAR UP - a partnership grant shared by both schools allowed me to teach a GEAR UP class serving grades 5-12. The focus was to use in-school programs, summer academies and college visits to get students prepared for college or a career tech school upon graduation.

AIRC- Educational Talent Search Tahlequah, OK 2004-Present

As a Guidance Specialist, I work with middle and high school students to help them recognize educational opportunities and assist them in preparing to make a good college or career tech choice after graduation. Study skills, goal setting, decision making and self-esteem are all a part of our educational goals for our ETS students. We assist students with ACT Prep, ACT registration, college admissions and scholarship information. Campus tours are a large part of our curriculum, along with adventure-based activities such as the Ropes Challenge Course.

Awards/Honors/Accomplishments

Elementary Teacher of the Year Westville Elementary School 1987-88

Junior High Teacher of the Year Westville Junior High 1991-92

Selected by the Cherokee Nation Tsa-Li-Gi Seminary to serve as a June 2000
Cherokee Curriculum Development Specialist

Selected as one of six National STEPS Community Heroes by the CDC June 2007
Nominated by the Cherokee Nation/Healthy Nation to represent our tribe as one of six national
heroes. Awards were given in Seattle, Washington

Selected to appear on episode three of Osiyo, Voices of the Cherokee People March 2015
with Jennifer Lauren, Sterlin Harjo and Jeremy Charles.
My segment was called, "The Promise" and was shown in Washington, D.C. at the Smithsonian
of the American Indian - Spring - 2015

Qualified for the Boston Marathon in December of 2002 at Dallas Whiterock Marathon
Ranked 5th in the state of Texas for fastest marathon time for a 51 year old woman

Ran the Boston Marathon at age 51 in April of 2003

Education

Northeastern State University - Tahlequah, OK
Bachelor of Science Degree in Education
15 hours above Bachelors in Social Work

▶ Heather Hale

(b)(6)

Education

Bachelor of Science, Westwood College, Denver, Colorado

- ▶ **Dean's List, January 2008 term**
- ▶ **President's List, March 2011 term**

Experience

Administrative Officer (August, 1997 – Present)
American Indian Resource Center, Inc. (Tahlequah, OK)

Maintain student database, create forms and documents for internal and external use, assist with the assembly and submission of grants, maintain four websites, manage schedules for all staff and consultants, assist in the timely submission of reports to funding agencies, provide basic network maintenance, and manage equipment inventory.

Office Manager (June, 1995 – August, 1997)
Lost City Outback (Tahlequah, OK)

Answered telephone, answered potential customer questions about products, filled customer orders, assisted with monthly mail out to customers, entered new customers into database, assisted with book keeping.

Administrative Professional (May, 1990 – January, 1993)
American Indian Resource Center, Inc. (Tahlequah, OK)

Data entry into student data base, answered phone, made copies, created forms and documents for Educational Talent Search Program, typed correspondence for all programs, and assisted in typing of capstone papers for students on master's degree program.

Skills

- ▶ Proficient in Microsoft Office, Adobe Acrobat, Adobe Illustrator, Adobe In Design, Adobe Photoshop, Adobe Premiere, Blumen, WordPerfect, WordPress, and Adobe Captivate.

References available upon request.

Indirect Cost Rate Agreement

INDIRECT COST RATE AGREEMENT
NONPROFIT ORGANIZATION

ORGANIZATION:

American Indian Resource Center,
Inc.
110 W. Choctaw
Tahlequah, OK 74464

DATE: NOV - 4 2010
AGREEMENT NO. 2011-003/004/005

FILING REFERENCE: This replaces
previous Agreement No. 2007-035
dated February 12, 2007

The purpose of this Agreement is to establish indirect cost rates for use in awarding and managing of Federal contracts, grants, and other assistance arrangements to which Office of Management and Budget (OMB) Circular A-122 applies. This agreement is issued by the U.S. Department of Education pursuant to the authority cited in Attachment A of OMB Circular A-122.

This Agreement consists of four parts: Section I - Rates and Bases; Section II - Particulars; Section III - Special Remarks; and, Section IV -Approvals.

Section I - Rate(s) and Base(s)

<u>TYPE</u>	<u>Effective Period</u>		<u>Rate</u>	<u>Base</u>	<u>Coverage</u>	
	<u>From</u>	<u>To</u>			<u>Location</u>	<u>Applicability</u>
Final	11-01-06	09-30-09	7.5%	<u>1/</u>	All	Regular Programs
Predetermined	10-01-09	09-30-10	7.5%	<u>1/</u>	All	Regular Programs
Provisional	10-01-10	09-30-12	8.1%	<u>1/</u>	All	Regular Programs
Predetermined	11-01-06	09-30-12	7.5%	<u>1/</u>	All	Training Programs

1/ Total direct costs less items of equipment, alterations and renovations, participant support, pass-through funds and the amount of each sub-award in excess of \$25,000.

Treatment of Fringe Benefits: Fringe Benefits applicable to direct salaries and wages are treated as direct costs.

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisition cost is in excess of \$5,000.

Section II - Particulars

SCOPE: The indirect cost rate(s) contained herein are for use with grants, contracts, and other financial assistance agreements awarded by the Federal Government to the **American Indian Resource Center, Inc.** and subject to OMB circular A-122.

LIMITATIONS: Application of the rate(s) contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payment of costs hereunder is subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rate(s) agreed to herein is predicated on the conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and applicable under the governing cost principles; (B) that the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

ACCOUNTING CHANGES: Fixed or predetermined rates contained in this Agreement are based on the accounting system in effect at the time the Agreement was negotiated. When changes to the method of accounting for cost affect the amount of reimbursement resulting from the use of these rates, the changes will require the prior approval of the authorized representative of the cognizant negotiation agency. Such changes include, but are not limited to, changing a particular type of cost from an indirect to a direct charge. Failure to obtain such approval may result in subsequent cost disallowances.

FIXED RATE: The negotiated rate is based on an estimate of the costs which will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made in a subsequent negotiation to compensate for the difference between the cost used to establish the fixed rate and the actual costs.

NOTIFICATION TO OTHER FEDERAL AGENCIES: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

AUDIT: If a rate in this Agreement contains amounts from a cost allocation plan, future audit adjustments, which affect this cost allocation plan, will be compensated for during the rate approval process of a subsequent year.

Section III - Special Remarks

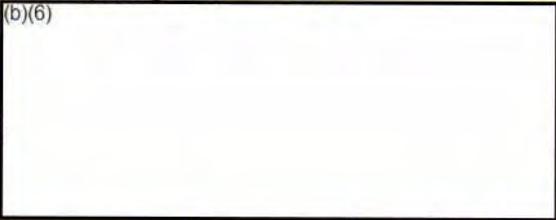
1. This Agreement is effective on the date of approval by the Federal Government.
2. Questions regarding this Agreement should be directed to the Negotiator.
3. Approval of the rate(s) contained herein does not establish acceptance of the Organization's total methodology for the computation of indirect cost rates for years other than the year(s) herein cited.
4. Federal programs currently reimbursing indirect costs to this Organization by means other than the rate(s) cited in this agreement should be credited for such costs. The applicable rate cited herein should be applied to the appropriate base to identify the proper amount of indirect costs allocable to the program(s).

Section IV - Approvals

For the Nonprofit Organization:

American Indian Resource Center,
 Inc.
 110 W. Choctaw
 Tahlequah, OK 74464

(b)(6)



Name

Chief Financial Officer

Title

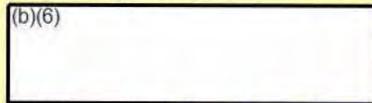
11/08/2010

Date

For the Federal Government:

U.S. Department of Education
 OCFO / FIPAO / ICG
 550 12th Street, SW
 Washington, DC 20202-4450

(b)(6)



Signature

Mary Gougisha

Name

Director, Indirect Cost Group

Title

NOV - 4 2010

Date

Nelda V. Barnes

Negotiator

(202) 245-8005

Telephone Number

INDIRECT COST RATE AGREEMENT STATUS

The American Indian Resource Center, Inc. is currently in the process of finalizing the indirect cost rate agreement with its cognizant agency, the U.S. Department of Education. As soon as the agreement has been signed, a copy will immediately be sent to the program manager for their records.

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Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

**American Indian Resource Center
Native Educated Teacher Successfully Taught Academic Rigor (NETSTAR)**

Category	Year One	Year Two	Year Three	Year Four	Total
PERSONNEL					
Executive Director - 0.10 FTE @ \$70,000 per year Years 1-3, 0.05 FTE Year 4	\$ 7,000	\$ 7,000	\$ 7,000	\$ 3,500	\$ 24,500
Project Director - 0.75 FTE @ \$55,000 per year Years 1-3, 0.5 FTE Year 4	\$ 41,250	\$ 41,250	\$ 41,250	\$ 20,625	\$ 144,375
Administrative Assistant - 0.25 FTE @ \$30,000 per year Years 1-3, 0.125 Year 4	\$ 7,500	\$ 7,500	\$ 7,500	\$ 3,750	\$ 26,250
TOTAL PERSONNEL	\$ 55,750	\$ 55,750	\$ 55,750	\$ 27,875	\$ 195,125
FRINGE BENEFITS					
FICA @ 7.65% of total personnel	\$ 4,265	\$ 4,265	\$ 4,265	\$ 2,132	\$ 14,927
Oklahoma Unemployment @ 1.2% of the first \$17,500 x 3 Staff	\$ 630	\$ 630	\$ 630	\$ 630	\$ 2,520
Workman's Compensation Insurance @ 1% of total personnel	\$ 558	\$ 558	\$ 558	\$ 279	\$ 1,951
Retirement @ 6% of total personnel	\$ 3,345	\$ 3,345	\$ 3,345	\$ 1,673	\$ 11,708
Employee Life, Medical, and Dental Insurance - 1.1 FTE x \$700 per month x 12 months	\$ 9,240	\$ 9,240	\$ 9,240	\$ 5,670	\$ 33,390
TOTAL FRINGE BENEFITS	\$ 18,037	\$ 18,037	\$ 18,037	\$ 10,384	\$ 64,496
TRAVEL					
<u>Project Director Meeting</u>					
Airfare @ \$600 each x 2 staff					
Lodging @ \$300/night x 3 nights x 2 staff					
Per Diem @ \$71/day x 4 days x 2 staff					
Mileage @ 150 mi/rt x \$0.54/mi x 2 staff					
Airport Parking @ \$15/day x 4 days x 2 staff					
Dependent Care @ \$25/day/child x 2 children x 4 days x2 trips x 2 staff	\$ 4,650	\$ 4,650	\$ 4,650	\$ 4,650	\$ 18,600
Vicinity Mileage @ 500 mi/mo x \$0.54/mi x 12 mos	\$ 540	\$ 540	\$ 540	\$ 540	\$ 2,160

TOTAL TRAVEL	\$	5,190	\$	5,190	\$	5,190	\$	5,190	\$	20,760
EQUIPMENT	\$	-	\$	-	\$	-	\$	-	\$	-
SUPPLIES										
Office Supplies @ \$250/month x 12 months	\$	3,000	\$	3,000	\$	3,000	\$	600	\$	9,600
Computer @ 2 x \$800	\$	1,600	\$	-	\$	-	\$	-	\$	1,600
Printer @ 2 x \$400	\$	800	\$	-	\$	-	\$	-	\$	800
Office Furniture	\$	2,500	\$	-	\$	-	\$	-	\$	2,500
Student training workshop supplies, educational material, & software	\$	6,000	\$	6,000	\$	6,000	\$	-	\$	18,000
TOTAL SUPPLIES	\$	13,900	\$	9,000	\$	9,000	\$	600	\$	32,500
CONTRACTUAL										
Auditor @ \$100/hour x 20 hours	\$	2,000	\$	2,000	\$	2,000	\$	1,000	\$	7,000
Consultant for workshop and training session (\$500/session x 4 sessions/yr)	\$	2,000	\$	2,000	\$	2,000	\$	2,000	\$	8,000
Northeastern State University	\$	7,000	\$	7,000	\$	7,000	\$	26,600	\$	47,600
Red Head Labs (\$95/hr x 25 hrs Y1, 10 hrs 2-4)	\$	2,375	\$	950	\$	950	\$	475	\$	4,750
TOTAL CONTRACTUAL	\$	13,375	\$	11,950	\$	11,950	\$	30,075	\$	67,350
CONSTRUCTION	\$	-	\$	-	\$	-	\$	-	\$	-
OTHER										
Postage @ \$50 per month x 12 months	\$	600	\$	600	\$	600	\$	300	\$	2,100
Telephone/Internet @ \$200/mo x 12 months	\$	2,400	\$	2,400	\$	2,400	\$	2,400	\$	9,600
Rent/Utilities/Office Maintenance @ \$600 per month x 12 months	\$	7,200	\$	7,200	\$	7,200	\$	7,200	\$	28,800
Copy/Duplication @ \$100 per month x 12 mos	\$	1,200	\$	1,200	\$	1,200	\$	300	\$	3,900
	\$	-	\$	-	\$	-	\$	-	\$	-
	\$	-	\$	-	\$	-	\$	-	\$	-
TOTAL OTHER	\$	11,400	\$	11,400	\$	11,400	\$	10,200	\$	44,400
TOTAL DIRECT CHARGES	\$	117,652	\$	111,327	\$	111,327	\$	84,324	\$	424,631

INDIRECT CHARGES	\$	7,821	\$	7,453	\$	7,453	\$	4,069	\$	26,796
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7.5% of total direct charges

STUDENT PARTICIPANT COSTS

Tuition and Fees

Undergraduates - Fall & Spring

\$184.90/hr x 16 hrs x 2 semesters x 15 students	\$	88,752	\$	92,302	\$	95,994	\$	-	\$	277,048
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Student Stipends

Stipends

\$1,350/mo x 9 months x 15 students	\$	182,250	\$	182,250	\$	182,250	\$	-	\$	546,750
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\$50 x 2 seminars x 15 students - Final Year	\$	-	\$	-	\$	-	\$	1,500	\$	1,500
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TOTAL STUDENT PARTICIPANT COSTS	\$	271,002	\$	274,552	\$	278,244	\$	1,500	\$	825,298
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TOTAL PROJECT COSTS	\$	396,475	\$	393,333	\$	397,025	\$	89,892	\$	1,276,725
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Budget Justification

PERSONNEL (\$55,750 Years 1-3, \$27,875 Year 4): The Executive Director oversees all personnel, fiscal matters, and overall program evaluation. This position also approves all communication and handles public relations with all the partners.

The Project Director oversees all program activities by coordinating all activities that have a direct or indirect relationship as it pertains to the partnering agencies and participants; recruit students and work with NSU regarding enrollment, internship assignments, training seminars, and induction services. This position will also coordinate and schedule all seminars for participants, monitor student progress, complete and submit reports in a timely manner, submit participant paperwork to the Department of Education, and evaluate program activities for improvement.

The Administrative Assistant is responsible for composing and typing a variety of correspondence, forms, logs, and reports; taking and transcribing minutes of official meetings; and providing related administrative support for the program staff. This person will assist in processing documents by verifying documents, filing, data entry and follow-up with board members, customers, and general information technology assistance.

All salaries are comparative with the largest employers in the area: Northeastern State University and the Cherokee Nation of Oklahoma.

FRINGE BENEFITS (\$18,037 Years 1-3, \$10,384 Year 4): FICA, Unemployment, and Workman's Compensation are mandatory items required by Oklahoma and Federal law. Retirement and employee life, medical, and dental insurance is offered to increase the quality of staff hired.

TRAVEL (\$5,190 Years 1- 4): Travel expenses for the Director and one person include airfare, lodging, per diem, mileage, airport parking, and dependent care for staff to attend the Project Director/Partner meeting and a technical assistance meeting held annually at locations to be determined. Airfare is computed at \$600 per person, lodging is computed for \$300 per night, mileage is computed at the rate of \$0.54 per mile for the approximately 150 mile round trip between Tahlequah and the Tulsa International Airport, airport parking is computed at \$10 per day per person, and the dependent care is computed at the rate of \$25 per day per child for no more than two children. Vicinity mileage is approximated at the rate of 500 round trip miles per month at the current federal POV reimbursement rate of \$0.54 per mile. All travel policies are comparable with Department of Education travel policies.

EQUIPMENT (\$0): No equipment costs will be charged to this grant.

SUPPLIES (\$13,900 Year 1, \$9,000 Years 2-3, \$600 Year 4): Office supplies include paper, pens, paper clips, staples, and other items necessary to conduct program business. This is computed at the rate of \$250 per month (\$3,000). Two computers (\$800 each) and two printers (\$400 each) are necessary for all program staff to conduct program business via email as well as create program materials and document program activities in the first year (\$2,400). Office

furniture (\$2,500) are desks, chairs, and secure fire proof filing cabinets for the program director to secure confidential student information.

CONTRACTUAL (\$13,375 Year 1, \$11,950 Years 2-3, \$30,075 Year 4): The auditor is required by federal law to conduct an independent audit of all program financials. For a rate of \$100 per hour for 20 hours, the auditor will not only complete a financial audit, assist in the preparation and filing of the corporate 990 income tax return to the Internal Revenue Service, and assist in the preparation and submission of the yearly indirect cost rate agreement with the Department of Education (\$2,000).

Consultants will be brought in to conduct workshops and training sessions four times per year at \$500 per session (\$2,000). Topics include standards and Oklahoma priority academic student skills specific to math, science, elementary education, early childhood education, special education, and social studies; research-based pedagogy for teaching Indian learners; specific to cultures or cultural heritage of tribes; and history and contemporary issues of American Indian education.

Northeastern State University will assist AIRC staff in conducting the training seminars during all four years. Faculty from the College of Education will come to speak to students on various topics not covered during coursework, such as learning styles of American Indian children (\$7,000 per year). NSU will also provide 15 faculty mentors to be paired with participant students as a part of their induction year activities and pay each mentor a \$500 stipend (\$7,500). Edivate 360 software will be used to track mentor and student activities at the cost of \$120 per license (\$3,600). NSU will also provide two weekend activities for the mentors and students to meet with program staff in the fourth year (\$1,000). Faculty mileage to and from school sites as a part of induction services are also figured in this amount (\$2,500).

Red Head Labs will create a section on the AIRC website for the NETSTAR program. This site will provide information for parents and program participants as well as links to informational websites and photos of program activities. The cost is \$95 per hour, with 25 hours the first year to set up the website (\$2,375), and 10 hours per year for years two through three (\$950) and 5 hours year four (\$475) to cover any basic website maintenance or issues that may arise.

CONSTRUCTION (\$0): No constructions costs will be charged to this grant.

OTHER (\$11,400 Years 1-3, \$10,200 Year 4): Postage and copy/duplication are necessary items for conducting program business and is computed on average use by comparable AIRC programming at the rate of \$100 per month for duplication and \$50 per month for postage. Telephone/Internet costs (\$200 per month) are average rates for allocated office landlines and cellphones with unlimited talk and text and an 18 gigabyte shared data plan for two staff members to be able to conduct company business and to be in contact with school sites. Rent/utilities/office maintenance is projected at the rate of \$600/month x 12 months, based upon the amount of office space the project is allocated at AIRC (\$7,200).

STUDENT PARTICIPANT COSTS (\$271,002 Year 1, \$274,552 Year 2, \$278,244 Year 3, \$1,500 Year 4): Undergraduate classes currently are \$184.90 per hour. 15 participants will be

required to carry a maximum of 16 hours for two semesters for a cost of \$88,752 the first year. Years two and three have a 4% cost increase per year in order to keep up with rising tuition fees.

Fifteen students will receive a monthly stipend of \$1,350 per month for 9 months (\$182,250). These stipends are to assist students and will be used for room, board, and personal living expenses.

In year four, students must attend two seminars that will cover topics addressed during induction services. Fifteen students will receive \$50 per seminar to cover expenses such as gas and child care (\$1,500).

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Marcella		Morton	

Address:

Street1:	110 W. Choctaw Street
Street2:	
City:	Tahlequah
County:	Cherokee
State:	OK: Oklahoma
Zip Code:	74464-3800
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
918-456-5581	918-458-5415

Email Address:

aircinc@sbcglobal.net

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

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

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

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

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

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

Name of Institution/Organization

American Indian Resource Center, Inc.

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	55,750.00	55,750.00	55,750.00	27,875.00	0.00	195,125.00
2. Fringe Benefits	18,037.00	18,037.00	18,037.00	10,384.00	0.00	64,495.00
3. Travel	5,190.00	5,190.00	5,190.00	5,190.00	0.00	20,760.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	13,900.00	9,000.00	9,000.00	600.00	0.00	32,500.00
6. Contractual	13,375.00	11,950.00	11,950.00	30,075.00	0.00	67,350.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	11,400.00	11,400.00	11,400.00	10,200.00	0.00	44,400.00
9. Total Direct Costs (lines 1-8)	117,652.00	111,327.00	111,327.00	84,324.00	0.00	424,630.00
10. Indirect Costs*	7,821.00	7,453.00	7,453.00	4,069.00	0.00	26,796.00
11. Training Stipends	271,002.00	274,552.00	278,244.00	1,500.00	0.00	825,298.00
12. Total Costs (lines 9-11)	396,475.00	393,332.00	397,024.00	89,893.00	0.00	1,276,724.00

***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: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

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

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

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

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

PR/Award # S299B160012

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

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