

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

APPLICATION FOR GRANTS
UNDER THE

FY18 Professional Development 84.299B

CFDA # 84.299B

PR/Award # S299B180009

Grants.gov Tracking#: GRANT12685475

OMB No. 1810-0580, Expiration Date: 09/30/2018

Closing Date: Jul 30, 2018

PR/Award # S299B180009

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

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="07/27/2018"/>	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" value="Montana"/>	
8. APPLICANT INFORMATION:		
* a. Legal Name: <input type="text" value="Aaniiih Nakoda College"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="81-0420980"/>	* c. Organizational DUNS: <input type="text" value="1441765750000"/>	
d. Address:		
* Street1: <input type="text" value="269 Blackfeet Avenue"/>	Street2: <input type="text" value="Fort Belknap Agency"/>	
* City: <input type="text" value="Harlem"/>	County/Parish: <input type="text" value="Blaine"/>	
* State: <input type="text" value="MT: Montana"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="59526-8083"/>	
e. Organizational Unit:		
Department Name: <input type="text" value="Academic Affairs"/>	Division Name: <input type="text" value="Education"/>	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="Scott"/>	
Middle Name: <input type="text"/>	* Last Name: <input type="text" value="Friskics"/>	
Suffix: <input type="text"/>	Title: <input type="text" value="Director of Sponsored Programs"/>	
Organizational Affiliation: <input type="text" value="Aaniiih Nakoda College"/>		
* Telephone Number: <input type="text" value="4063532607"/>	Fax Number: <input type="text" value="4063532898"/>	
* Email: <input type="text" value="friskics@hotmail.com"/>		

Application for Federal Assistance SF-424

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

U: Tribally Controlled Colleges and Universities (TCCUs)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

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-061418-001

* 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:

84-299B2018-1

Title:

FY18 Professional Development 84.299B

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

Add Attachment

Delete Attachment

View Attachment

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

Aaniiih Nakoda Teacher Preparation Project

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="377,629.00"/>
* 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="377,629.00"/>

*** 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:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

Aaniiih Nakoda College

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	88,400.00	88,400.00	88,400.00	26,000.00	26,000.00	317,200.00
2. Fringe Benefits	32,266.00	32,266.00	32,266.00	9,490.00	9,490.00	115,778.00
3. Travel	2,974.00	2,974.00	2,974.00	2,800.00	2,800.00	14,522.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	2,400.00	2,400.00	2,400.00	1,200.00	1,200.00	9,600.00
6. Contractual	55,000.00	55,000.00	55,000.00	20,000.00	20,000.00	205,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	1,950.00	1,950.00	1,950.00	14,200.00	14,200.00	34,250.00
9. Total Direct Costs (lines 1-8)	182,990.00	182,990.00	182,990.00	73,690.00	73,690.00	696,350.00
10. Indirect Costs*	14,639.00	14,639.00	14,639.00	5,895.00	5,895.00	55,707.00
11. Training Stipends	180,000.00	180,000.00	180,000.00	27,000.00	27,000.00	594,000.00
12. Total Costs (lines 9-11)	377,629.00	377,629.00	377,629.00	106,585.00	106,585.00	1,346,057.00

***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: 09/01/2016 To: 06/30/2021 (mm/dd/yyyy)

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

The Indirect Cost Rate is 44.00%.

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

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

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

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

PR/Award # S299B180009

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

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>Scott Friskics</p>	<p>TITLE</p> <p>President</p>
<p>APPLICANT ORGANIZATION</p> <p>Aaniiih Nakoda College</p>	<p>DATE SUBMITTED</p> <p>07/27/2018</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
4040-0013

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
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4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name: Aaniiih Nakoda College

* Street 1: 269 Blackfeet Avenue Street 2: Fort Belknap Agency

* City: Harlem State: MT: Montana Zip: 59526

Congressional District, if known: MT-001

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

6. * Federal Department/Agency: U.S. 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: Dr. * First Name: Carole Middle Name:

* Last Name: Falcon-Chandler Suffix:

* Street 1: 269 Blackfeet Avenue Street 2: Fort Belknap Agency

* City: Harlem State: MT: Montana Zip: 59526

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

Prefix: * First Name: Carole Middle Name:

* Last Name: Falcon-Chandler Suffix:

* Street 1: 269 Blackfeet Avenue Street 2: Fort Belknap Agency

* City: Harlem State: MT: Montana Zip: 59526

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: Scott Friskics

* Name: Prefix: Dr. * First Name: Carole Middle Name:

* Last Name: Falcon-Chandler Suffix:

Title: President Telephone No.: 4063532607 Date: 07/27/2018

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

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

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.

1243-GEPA.pdf	Add Attachment	Delete Attachment	View Attachment
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GENERAL EDUCATION PROVISIONS ACT (GEPA) REQUIREMENT

The Aaniiih Nakoda Teacher Preparation Project, which will be administered through Aaniiih Nakoda College, addresses the barriers described under section 427 of GEPA. In addition to the description of the applicant's efforts to ensure equitable access to, and participation in, this project presented in Section E of this proposal, the project will address each of the six barriers as follows:

- * **Gender:** Sixty percent of the Aaniiih Nakoda College student body is female and 40% is male. To the greatest extent possible, student participation in this project will reflect these percentages.
- * **Race:** Ninety-one percent of the Aaniiih Nakoda College student body is American Indian. One hundred percent of program participants will be American Indian.
- * **National Origin:** Approximately 2% of the students at Aaniiih Nakoda College are dual citizens of the United States and Canada. All students will be eligible to receive program services regardless of national origin.
- * **Color:** Ninety-one percent of the Aaniiih Nakoda College student body is American Indian. One hundred percent of program participants will be American Indian.
- * **Disability:** Approximately 10% of the Aaniiih Nakoda College student body suffers from one or more disabilities. Campus facilities meet ADA requirements, and the project will provide equal access to all services.
- * **Age:** All qualified applicants will be eligible to participate in this teacher training program regardless of age.

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 Aaniiih Nakoda College	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Dr.	* First Name: Carole Middle Name:
* Last Name: Falcon-Chandler	Suffix:
* Title: President	
* SIGNATURE: Scott Friskics	* DATE: 07/27/2018

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

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	Sean		Chandler	

Address:

Street1:	269 Blackfeet Avenue
Street2:	Fort Belknap Agency
City:	Harlem
County:	Blaine
State:	MT: Montana
Zip Code:	59526-8083
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
4063532607	4063532898

Email Address:

schandler@ancollege.edu

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

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

No Provide Assurance #, if available:

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

	Add Attachment	Delete Attachment	View Attachment
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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:

ABSTRACT

Program Title: Indian Education Professional Development Program

CFDA#: 84.299B

Project Title: Aaniiih Nakoda Teacher Preparation Project

This proposal is submitted by Aaniiih Nakoda College (ANC), a tribally controlled community college (TCU) located on the Fort Belknap Indian Reservation in northcentral Montana, in consortium with Montana State University-Northern (MSUN), a Native American Serving Nontribal Institution (NASNTI) located in Havre, Montana.

The overall goal of this project is to address the critical shortage of qualified American Indian teachers in schools serving the Fort Belknap Indian Reservation. To achieve this goal, project partners will collaborate to offer an American Indian teacher preparation program that will meet the following five objectives: (1) recruit and select 15 American Indian individuals to participate in the program; (2) train and support 15 American Indian pre-service teachers enrolled in accredited education degree programs leading to a BSEd degree; (3) graduate 15 American Indian pre-service teachers who will earn their BSEd degrees and state teaching licensure; (4) place 15 program graduates in teaching positions with LEAs serving a high proportion of Indian students; and (5) provide induction services to 15 program graduates during their first two years of teaching in LEAs serving a high proportion of Indian students.

Project goals, objectives, activities and outcomes are designed to meet the requirements of the Indian Education Professional Development Program's Absolute Priority 1 (providing a pre-service education program enabling participants to meet the requirements of state licensure; providing two years of induction services; and including numeric goals for participant recruitment, participation, graduation and placement). In addition, the project fulfills three of the

program's Competitive Preference Priorities: (#1) The proposal includes signed letters of support from LEAs serving a high proportion of Indian students; (#2) A tribal college serves as the lead applicant in a consortium application; and (#4) The project provides extensive opportunities for high-quality teacher preparation in science, technology, engineering and mathematics (STEM).

The two primary project sites will be the campuses of ANC and MSUN. ANC is located at Fort Belknap Agency, and MSUN is located in Havre, Montana, which is 50 miles west of Fort Belknap Agency. Participants will perform field practicum experiences and some induction activities at LEAs located in Harlem (3 miles north of Fort Belknap Agency), Hays, (35 miles south), Lodgepole (45 miles southeast), and/or Dodson (25 miles east).

Key project design features include effective recruitment strategies, including those targeting participants of non-traditional student age; research-based academic programs that include additional cultural competencies, student cohort groups, and a combination of on-site and at-distance course offerings; comprehensive support services, including direct financial support; relevant field practicum experiences in LEAs serving a high proportion of Indian students; induction services that include mentoring, professional development, job-embedded STEM activities and periodic performance assessments; and continuous payback obligation education and monitoring efforts. High-quality project services will facilitate the success of every project participant and provide them with the training experiences needed to meet the unique educational needs of Indian children living on and adjacent to the Fort Belknap reservation.

The Indian tribes involved in this project include the Aaniinen (White Clay People or Gros Ventre) and Nakoda (Assiniboine) nations of the Fort Belknap Indian Community (FBIC).

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

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

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Aaniiih Nakoda Teacher Preparation Project

Submitted by Aaniiih Nakoda College

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Attachment 2:	Indirect cost rate agreement
Attachment 3:	Reference to narrative sections addressing program requirements
Attachment 4:	Signed letters of support
Attachment 5:	Signed consortium agreement
Attachment 6:	STEM supporting narrative
Attachment 7:	References

Project Narrative

A. Need for the project (15 points)

1. *Extent to which specific gaps or weaknesses have been identified and will be addressed by the proposed project (5 points)*

The purpose of the Aaniiih Nakoda Teacher Preparation Project (ANTPP) is to address the shortage of American Indian teachers employed in schools serving the Fort Belknap Indian Reservation. It will provide training and support for 15 American Indian pre-service teachers to earn their bachelor's degrees in education and to find teaching positions in schools serving a high proportion of Indian students located on and adjacent to the Fort Belknap reservation.

Located in northcentral Montana, the Fort Belknap reservation is home to the Aaniinen (White Clay People or Gros Ventre) and Nakoda (Assiniboine) nations. The Aaniinen and Nakoda of Fort Belknap are joined together as the Fort Belknap Indian Community (FBIC). Today, there are approximately 7,000 enrolled members of the FBIC, of whom 3,429 live on or near the reservation.

Aaniiih Nakoda College (ANC) will serve as the lead institution for this project, which will be carried out in consortium with Montana State University-Northern (MSUN). Located on the Fort Belknap Indian Reservation, ANC was originally chartered as Fort Belknap College in 1983 by the Fort Belknap Indian Community Council. The college changed its name to Aaniiih Nakoda College in 2011. ANC is officially designated as a tribal college or university (TCU). It is listed in section 532 of the Equity in Educational Land-Grant Status Act of 1994 and qualifies for funding under the Tribally Controlled College or University Assistance Act of 1978. With ANC serving as the lead applicant in consortium with MSUN, this project is eligible to receive

five points under Competitive Preference Priority Two. A copy of the signed consortium agreement between ANC and MSUN is presented as Attachment 5.

The mission of Aaniiih Nakoda College is to provide quality post-secondary education for residents of the Fort Belknap Indian Reservation and surrounding communities. The college promotes individual and community development by maintaining and revitalizing the indigenous lifeways of the Aaniinen and Nakoda nations and by preparing students to succeed in an American technological society. The college offers 13 associate degree programs (including Education and Early Childhood Education), four one-year certificate programs, and several short-term (less than one year) certification programs. During the 2016-2017 academic year, ANC had an average enrollment of 206 students per semester (total headcount). Ninety-one percent of ANC students are American Indian. Among Indian students at the college, 85% are enrolled members of the Aaniinen and Nakoda nations. Thirty-five percent of ANC students have earned a GED/HiSET, rather than a high school diploma, and 91% are first generation students. Sixty percent of ANC students are female. Most students are single and many support dependent children. The average student age is approximately 23 years old, which is comparable to the national average. Most students are low income (defined as membership in a family whose income is less than 50% of the poverty level), with more than 95% qualifying for federal financial aid.

Montana State University–Northern (MSUN) was established in 1929 to serve the northern tier of Montana, collectively referred to as the “Hi-Line”. The Education Department is part of the College of Education, Arts and Sciences and is accredited by the Montana State Board of Public Education. The department offers baccalaureate degrees in elementary education and secondary education, as well as master’s degrees in school counseling and instruction and

learning. The baccalaureate degree programs are presented as face-to-face coursework, online coursework, interactive television through the PolyCom^(TM) system, and WebEx, an interactive online-based system. MSUN has worked with four tribal colleges (including ANC) in a 2+2 arrangement where students enroll at the tribal college for the first two years to complete an associate degree and then transfer to MSUN to complete the final two years and earn their BSEd. Over the past 15 years, MSUN has partnered with both ANC and Fort Peck Community College on several IEPD grants that have graduated and placed more than 20 American Indian teachers in schools serving a high proportion of American Indian students.

Comprised mostly of the twelve tribal nations of Montana, 6.6% of Montana's total population is American Indian, and 14% of Montana's public school students are American Indians (Montana Office of Public Instruction 2017). However, according to the National Center for Education Statistics (NCES), only 2.4% of Montana's public school teachers are American Indians (2012). These statistics suggest that Montana's American Indians are dramatically underrepresented as classroom teachers.

Data on student achievement in Montana indicates a significant achievement gap between American Indian students and non-Indian students. In 2017, 24.4% of American Indians scored proficient or advanced on the English/Language Arts portion of the state's Smarter Balanced Assessment (SBAC), compared to 54.3% of white students that scored proficient or above. Similarly, only 17.7% of Indian students scored proficient or advanced on the math portion of the SBAC, while 44.9% of white students scored proficient or above (MOPI 2017). Other standardized test scores reveal similar disparities. On the Criterion Reference Test (CRT) for science, the percentage of white students scoring proficient or higher (66.9%) was twice as high as the percentage of Indian students scoring at that level (33.2%) (MOPI 2017). Composite ACT

scores for Montana's American Indians averaged 16.5, while the state average for white students was 20 (MOPI 2017). In addition, Indian students attending schools on or near Indian reservations scored lower than their urban Indian peers on all of these tests (MOPI, 2017).

With regards to completion, the American Indian graduation rate for 2017 was 66%-- almost 23 percentage points lower than white students in Montana. Although the Indian student population in Montana makes up 14% of the total student population, American Indians accounted for 30.7% of all dropouts in Montana. Dropout rates also are notably higher for Indian students attending school on or near a reservation, as compared with rates for Indian students away from reservations. American Indian students have made some progress in recent years but continue to be disproportionately affected by poverty, geographic isolation, cultural differences, societal changes, and access to Indian educators. Reservation-serving schools typically have high turnover rates among teachers and administrators. High turnover combined with high vacancy rates seriously impede the potential of school reform efforts (Beaulieu 2000).

By providing training and support for 15 American Indians to earn their BSEd, receive state licensure, and find employment in local schools with a high proportion of Indian students, the ANTPP will increase the number of Indian teachers working to address these mitigating factors. Indian teachers trained through this project will employ effective teaching strategies and encourage Indian student achievement through their personal knowledge of culture and community, their understanding of diverse student learning styles, and their ability to perform culturally appropriate assessments. Participants will acquire this knowledge and ability from their experiences as Indian people and from the academic training received through the project.

2. Extent to which employment opportunities exist in LEAs that serve a high proportion of Indian students in the project's service area (10 points)

In Montana, there is a tremendous need for more American Indian teachers to address the current disparity between the numbers of Indian teachers and Indian students. This need will only increase in the future, considering that Montana’s Indian population is considerably younger than the state’s non-Indian population. At Fort Belknap, for example, 41% of the population is under 20 years old. In comparison, only 25.3% of all Montanans are under 20 years of age (Montana Department of Labor & Industry 2013). Given these age structures and associated birth rates, American Indians will make up a larger portion of the state’s school-aged children in the future, while the white population continues to age due to immigrating retirees and other demographic shifts. As such, Indian teachers will be in great demand across Montana for years to come, especially in schools serving a high proportion of Indian students.

Locally, a job market analysis of schools on and adjacent to the Fort Belknap reservation indicates that excellent employment opportunities exist for American Indian teachers in LEAs serving a high proportion of American Indian students. Children living on the Fort Belknap reservation attend public schools in Harlem, Hays-Lodgepole and Dodson, as well as the White Clay Immersion School (Fort Belknap Agency) and St. Paul’s Mission School (Hays).

Table 1 – Student and Teacher Data (K-12) for Fort Belknap LEAs

School District	Total Enrollment	Number Indian Students	Percentage Indian Students	Total Teachers	Number Indian Teachers	Percentage Indian Teachers
Harlem	579	552	95%	54	11	20%
Hays-Lodgepole	230	230	100%	29	18	62%
Dodson	83	78	94%	15	6	40%

White Clay	16	16	100%	3	3	100%
Mission	90	90	100%	8	2	25%
TOTAL	998	966	97%	109	40	37%

As these numbers indicate, Indian children make up the vast majority of students (97%) enrolled in schools serving the Fort Belknap reservation. Conversely, the majority of teachers in local schools are non-Indian (63%). For these schools to achieve full equity between the percentage of Indian students and the percentage of Indian teachers, 66 additional Indian teachers must be hired. These data document a critical need to train increased numbers of qualified American Indian teachers to teach in schools serving the Fort Belknap Indian Reservation.

Once trained and licensed, American Indian teachers have excellent opportunities for employment in schools serving Fort Belknap. Historically, these schools have been plagued by high turnover rates, resulting in numerous teaching vacancies each year. In 2018, for example, the five area schools collectively reported 20 teacher vacancies, as well as an equal number of position openings for aides, administrators, and senior staff. At Hays-Lodgepole and the Mission School, several of these vacancies were created by the retirement of Indian teachers who received training under previous IEPD grants. To maintain the current ratio of Indian teachers to Indian students, these retirees must be replaced by a new generation of Indian teachers.

B. Quality of the project design (25 points)

- 1. Extent to which the goals, objectives and outcomes to be achieved by the proposed project are ambitious but also attainable and address the four required program indicators (10 points)***

The goal of the ANTPP is to address the critical shortage of qualified American Indian teachers in schools serving the Fort Belknap reservation. To accomplish this goal, project partners will offer a teacher preparation program that will achieve five objectives. Table 2 presents each of these objectives and the numeric outcome(s) used to measure its achievement.

Table 2 – Project Objectives and Outcomes

Objectives	Anticipated Outcomes
1. Recruit and select 15 American Indian pre-service teachers to participate in the teacher preparation program	1a. During year one of the project, 15 American Indian pre-service teachers will be recruited and selected to participate in the teacher preparation program. 1b. During years two and three of the project, American Indian pre-service teachers will be recruited and selected to fill any vacancies that may arise in the teacher preparation program.
2. Train and support 15 American Indian pre-service teachers participating in the teacher preparation program	2a. During each of the first three years of the project, 15 American Indian pre-service teachers will participate in the teacher preparation program and maintain satisfactory progress toward meeting their degree requirements.
3. Graduate 15 American Indian pre-service teachers with bachelor’s degrees who will earn their state teaching licensure.	3a. During the third year of the project, 15 American Indian pre-service teachers will graduate from MSUN with BSEd degrees. 3b. During the third year of the project, 15 program graduates will earn their Montana teaching licensure.
4. Place 15 graduates in	4a. During the fourth and fifth years of the project, 15 project

<p>qualifying jobs with LEAs serving a high proportion of Indian students</p>	<p>graduates will be employed in qualifying jobs with LEAs serving a high proportion of Indian students.</p>
<p>5. Provide induction services to 15 program graduates during their first two years of teaching in schools with a high proportion of Indian students</p>	<p>5a. During the fourth and fifth years of the project, 15 program graduates will participate in all aspects of the project’s induction services program, including: mentoring, conferences, professional development workshops and job-embedded STEM activities. 5b. During the fourth and fifth years of the project, 15 program graduates teaching in LEAs with a high proportion of Indian students will receive satisfactory or better ratings on annual performance reviews.</p>

By achieving these goals and their associated outcomes, the project will address Absolute Priority One (Application Requirement #6) of the FY 2018 IEPD Program.

2. Extent to which the proposed project has a plan for recruiting and selecting participants, including students who may not be of traditional college age, that ensures that program participants are likely to complete the program (8 points)

To achieve a 100% success rate among participants, the project must attract a pool of highly qualified, highly motivated applicants. General recruitment will occur through local media outlets, community outreach activities and public notices; however, project personnel will focus their recruiting efforts on the following four populations of potential participants: (1) Indian students currently enrolled in, or recently graduated from, ANC’s education programs; (2) Indian students currently enrolled in MSUN’s BSEd degree programs; (3) Indian paraeducators currently employed at LEAs serving Fort Belknap; and (4) tribal members currently enrolled in

the Fort Belknap 477 Employment & Training Program. Through these latter two recruiting strategies, the project will make a special effort to actively recruit qualified individuals who may not be of traditional college age, including those already working in education and those seeking training and employment in the field.

Stringent selection criteria will ensure that only the most qualified applicants are chosen. In fall 2018, the project will establish a selection committee comprised of representatives from ANC, MSUN, and LEAs. Elements of the applicant review and selection process will include:

(a) Evaluation of the applicant's written statement of professional goals and educational philosophy, résumé, and two letters of recommendation.

(b) Transcript Review. Applicants must be able to earn a BSEd degree by May 2021.

(c) CORE Academic Skills for Educators Test. Applicants must pass the CORE Test by May 2019. ANC and MSUN will provide CORE Test tutoring prior to the exam.

(d) Admission Requirement. At the time of application, all candidates must be accepted for admission at ANC or MSUN.

(e) Indian Preference. Applicants must be enrolled members of a state or federally recognized tribe.

(f) Resident Preference. Preference will be given to Indian applicants living on or near the Fort Belknap reservation who commit to teaching in LEAs serving a high proportion of Indian students.

(g) Non-traditional Age Student Preference. Preference will be given to Indian applicants older than 25 years of age.

If any vacancies open during the project, project personnel will resume targeted recruitment activities and conduct *ad hoc* review of applications to fill the openings with qualified applicants as quickly as possible.

The project's recruitment strategies and selection criteria have been designed to ensure maximum participation by American Indians, including those of non-traditional student age. One hundred percent of project participants will be enrolled members of a state or federally recognized tribe. Through the implementation of this multi-faceted recruitment and selection plan, the project will address Application Requirement #3 of the FY 2018 IEPD Program.

3. Extent to which the proposed project will incorporate the needs of potential employers by establishing partnerships and relationships with appropriate entities and developing programs that meet their employment needs (7 points)

The success of the project depends on the establishment of strong partnerships with LEAs serving the Fort Belknap reservation, as well as with faculty, staff and administrators at MSUN. Project personnel will work with these entities to coordinate the delivery of project services – from recruitment and selection to job placement and induction – in a manner that effectively addresses the needs of LEAs serving Fort Belknap and their Indian students. The LEAs commitment to the goals of this project is demonstrated in their letters of support included in Attachment 4. By providing these letters, the ANTPP qualifies for three points awarded under Competitive Preference Priority One of the FY 2018 IEPD Program.

Over the years, ANC has collaborated with LEAs on and adjacent to the Fort Belknap reservation on a number of successful projects, including math-science summer camps, Native language and culture camps, dual enrollment and dual credit course offerings, and in-service training for local teachers. The ANTPP will build on these relationships and work with LEAs to

ensure that program graduates are prepared to meet the schools' needs for American Indian teachers with the skills, knowledge and credentials needed to provide quality instruction for Indian children from Fort Belknap. Specific project components in which LEAs will play an active role include recruiting and selecting participants, serving on the project advisory board, hosting field practicum sites, hiring program graduates, and supporting the delivery of induction services. Master teachers will provide supervision for field practicum experiences and serve as mentors upon job placement. The active participation of LEAs in these phases of the project will facilitate permanent job placement of graduates upon program completion, thereby ensuring the project's success in meeting the LEAs employment needs.

The consortium agreement included in Attachment 5 of this proposal documents the strong partnership that exists between ANC and MSUN. Project personnel at ANC will manage the project on a day-to-day basis, and ANC faculty will provide high quality instruction in required lower division courses. Faculty also will assist in monitoring participants' academic progress, identifying problems, and implementing quick and effective interventions. Project personnel will work with student services programs to augment program services and to provide a full range of tutoring, counseling, and advocacy services that will facilitate trainee success.

MSUN will provide participants with the upper division coursework they need to complete their BSEd degrees and receive state licensure. Coordinated scheduling and sequencing of courses will allow participants to make rapid progress through the program. MSUN faculty will play a key role in setting up field practicum experiences and supporting induction activities, while student service programs at MSUN will be available to provide a full range of services.

Project staff and faculty from ANC and MSUN will meet quarterly to discuss a range of project activities, including course scheduling, course delivery, course content, field experience

placements, induction services, student progress, and administrative issues. When combined with continuous communication through email, telephone, and *ad hoc* meetings, these regularly scheduled consortium meetings will provide valuable opportunities for face-to-face interaction.

Representatives from all partner organizations will serve on the project's advisory board, which will meet twice each year. At these meetings, advisory board members will review the project's progress to date, identify unanticipated problems and/or opportunities, and discuss potential project modifications. Advisory board meetings will promote communication among all project partners and facilitate continuous project improvement. Funds used for these activities will support the project's goal of recruiting, preparing and placing Indian teachers in LEAs serving a high proportion of Indian students, thereby fulfilling Application Requirement #4 of the FY 2018 IEPD Program.

C. Quality of project services (25 points)

1. *Likelihood that the proposed project will provide participants with learning experiences that develop needed skills for successful teaching in LEAs that serve a high proportion of Indian students (4 points)*

The ANTPP will provide participants with the learning experiences they need to become successful teachers in LEAs serving a high proportion of Indian students. In his book *Teaching American Indian Students*, Reyhner (1992) describes several institutional factors—including teachers—that contribute to chronic underachievement and disproportionately high dropout rates among American Indian students. The ANTPP is designed to address these factors by preparing teachers who possess the personal experience, connection to community, and academic skills needed to increase teaching effectiveness and improve Indian student outcomes.

Tribal colleges can play a key role in training teachers who are prepared to meet the needs of Indian students. All courses and programs offered at ANC are designed to attract, retain, and educate American Indian students by employing instructional methods, delivery systems, and support services proven effective in meeting the unique educational needs of this historically underserved population. Over the past 15 years, ANC has operated a number of successful personnel preparation programs that will serve as models for this project, including Head Start Partnership programs, Native language teacher certification programs, health career training programs, and previously-funded IEPD projects. Graduates of previous IEPD projects are working in school systems with a high proportion of American Indian students, including at least 30 graduates who are currently employed as educators in our local communities.

The ANTPP will build on this legacy of success by incorporating many of the same program elements into its plan to recruit, train, graduate, and place American Indian teachers. To achieve these objectives in a manner that best meets the needs of the college's Indian students, project services will be rooted in an educational philosophy that emphasizes cultural inclusion and sensitivity, integration of classroom instruction and field-based learning, collaborative learning, constructivist teaching/learning methods, and individualized student support that recognizes the diverse needs of each participant.

Pre-service programs and services can be broken down into seven categories.

(1) Curriculum. Academic programs will lead to appropriate degrees and licensure through accredited training programs. Participants will be notified of their selection in December 2018, and academic program delivery will begin in January 2019. At this time, participants will either be enrolled as sophomores in ANC's AA degree program in Education or as sophomores, juniors or seniors in MSUN's BSEd degree programs in Elementary or Secondary Education.

Project participants who initially enroll at ANC must complete their 65-credit AA degree program no later than summer 2019. By fall 2019, all participants will be enrolled as juniors or seniors in one of MSUN's BSEd degree programs. These programs require the successful completion of 128 credits in order to graduate and receive state teaching licensure. Program participants will be expected to earn their BSEd degrees by May 2021. AA and BSEd degree programs offered at ANC and MSUN are aligned to facilitate smooth transfer of credits. In addition, a full schedule of required courses will be offered during the first two summers to ensure that participants complete all graduation requirements during the first three years of the project. Participants will take upper division classes on campus at MSUN or through a variety of distance delivery options, including online coursework, PolyCom^(TM) and WebEx.

(2) **Student Cohorts.** To encourage cooperative learning and the construction of shared knowledge, the project will establish student cohort groups. Cohorts provide a network of mutual support and shared responsibility that, according to research evidence, increases student achievement among minority populations (Campbell and Hoey, 2000). Cohort members will enroll in the same set of classes each term, regardless of the location (ANC or MSUN) or method of delivery (on-site or at-distance).

(3) **Distance Learning.** Students will complete some of their upper division coursework through at-distance classes delivered via the internet, PolyCom^(TM) and/or WebEx. MSUN's Education Department currently delivers at-distance courses and programs to students across Montana's northern tier. Project participants will attend at-distance classes in designated computer laboratories or videoconferencing classrooms during scheduled class periods on the ANC campus, where they will have access to faculty, project staff and peer support.

(4) **On-Site Courses.** Participants also will be able to take face-to-face classes at MSUN. Project personnel will coordinate course scheduling and advising with administrators at MSUN so that all required coursework is available during academic years and summer sessions, beginning January 2019 and continuing through May 2021. Participants will receive funds to cover their transportation costs to and from MSUN, which is located 50 miles from ANC.

(5) **Local Field Practicum Experiences.** All participants must complete a 12-credit teaching practicum in LEAs serving a high proportion of Indian students. The 180-hour practicum, which will occur during a participant's senior year, will provide students with field-based learning experiences in schools similar to those in which they will be employed upon graduation. Wherever possible, student field experiences will be supervised by American Indian master teachers, who will share the lessons they have learned through their experiences as Indian teachers of Indian children. Field practicum performance will be assessed using a combination of supervisor evaluations, classroom observations and portfolios.

(6) **Support Services.** In order to facilitate the success of *every* participant, the project will provide a continuum of student services designed to address the barriers that prevent many students from achieving their educational and professional goals. These services include one-on-one academic advising, tutoring, proctoring, counseling, mentoring, advocacy, and continuous monitoring. Project staff will coordinate and monitor the delivery of on-site and at-distance coursework and provide students with small group and individualized tutoring. Student support programs at ANC and MSUN will provide students with additional tutoring, advising and counseling services at no cost to the project.

(7) **Financial Support.** The project will provide students in this high poverty area with the financial support needed to attend classes and earn their degrees. Fort Belknap consistently

ranks among the poorest areas in Montana and the United States. According to the Bureau of Indian Affairs (BIA), average annual unemployment rates for Fort Belknap approach 65% (Montana DL&I 2013). Over 40% of families on the reservation live below the federal poverty level (Montana DL&I 2013). When combined with other forms of financial aid, project stipends will help defray the costs of students' tuition and fees, books, supplies, transportation, and, as needed, child care and dependent children.

The project's training programs and services directly support the recruitment, preparation and professional development of Indian teachers teaching in LEAs with a high proportion of Indian students; as such, the project addresses Application Requirement #4 of the FY 2018 IEPD Program.

2. Extent to which the proposed project prepares participants to adapt to teaching practices to meet the breadth of Indian student needs (4 points)

The proposed project will promote effective teaching strategies that will address the needs of Indian students in schools serving the Fort Belknap reservation. In the 1970s, the Montana Constitution mandated that all public schools must teach their students about the histories, traditions and cultures of Montana's Native peoples. However, it was not until the passage of the Indian Education for All Act in 2005 that Montana provided funding and guidelines for incorporating instruction on American Indian culture in the public school curriculum. Tribal colleges have been charged with developing curricula and instructional materials to help implement this law, and American Indian teachers are uniquely qualified to assume leadership roles in our schools' efforts to fulfill this constitutional mandate.

As part of their required coursework at ANC, participants will take Introduction to American Indian Studies, American Indian Education, American Indian Literature, and at least

one course in Aaniiih or Nakoda language. Upon transferring to MSUN, participants will extend their knowledge in these areas through upper division coursework in methods, curriculum, and assessment, including Integrating Indian Education for All Across the Curriculum (EDU 315).

When coupled with their personal experiences as Indian people, this academic training will prepare participants to effectively incorporate elements of American Indian culture and history in their teaching activities. When teachers incorporate students' cultural understanding, more learning happens (Gaitan 2006). Their academic coursework also will help participants understand learning styles prevalent among Indian children and identify ways to assess learning among this unique student population. Studies have found differences between the learning styles of Indian students and students of other cultural groups. Among American Indian students there is some tendency toward (a) a global, or holistic, style of organizing information; (b) a visual style of mentally representing information; (c) a preference for a more reflective style in processing information; and (d) a preference for a collaborative approach to task completion (Hilberg and Tharp 2002). The ANTPP will train teachers to embrace these understandings and to accommodate diverse learning styles.

To prepare teachers to meet the unique educational needs of Indian students, training programs must embed project services within the context of Native culture. According to Reyhner, Lee and Gabbard (1993), teachers of Indian students must understand and appreciate the influence of culture in and out of the classroom. Teacher training programs need to prepare teachers who can bridge the "cultural discontinuity" (Spindler 1987) between school and culture that many Indian students experience, and which has contributed to disproportionate school failure among Indian students.

Finally, increased numbers of American Indian teachers will provide Indian students with important role models. Indian students recognize Indian teachers as members of their own community, identify with them, and see them as successful adults after whom they can pattern their lives. As such, these teachers inspire students to study hard, continue their education, and, in some cases, pursue a career in education. Unfortunately, the current situation, in which approximately two out of every three teachers in local schools are non-Indian, only serves to reinforce student perceptions that teaching is something “white people do.”

3. Extent to which the applicant will provide job placement activities that reflect the findings of a job market analysis and needs of potential employers that serve a high proportion of Indian students (6 points)

Job placement efforts will be coordinated with administrators from LEAs serving the Fort Belknap reservation. As demonstrated in their letters of support (see Attachment 4), local schools are committed to hiring more Indian teachers to increase instructional effectiveness and to raise student achievement levels. Along with this commitment, two other factors suggest that program graduates will find employment as teachers in local schools. First, with 966 Indian students and only 40 Indian teachers in the local service area, the need for more Indian teachers is obvious. Second, local schools historically have high turnover rates and find it difficult to attract and retain qualified teachers to serve in our remote location. It is not unusual for as many as 20 teaching vacancies to open in area schools annually. Program graduates can expect numerous vacancies each year, giving them ample opportunities to teach in our LEAs following graduation.

The ANTPP will offer several targeted job placement activities to ensure that program participants are well-positioned to apply for – and secure – available teaching positions at schools serving the Fort Belknap reservation. Prior to the third year of the project, the project

coordinator will conduct individual meetings with all participants to identify their preferences for field practicum sites and ultimate job placement. Every effort will be made to place participants in their preferred field sites, where they will be teamed up with a mentor teacher and given an opportunity to cultivate positive working relationships with administrators, teachers, staff and students at the site. The project coordinator also will meet with school administrators to discuss potential job openings at each school for the upcoming year and alert participants to potential openings that match their interests and areas of specialization (e.g., elementary, secondary, language arts, social science, etc.).

In addition, the project coordinator will conduct training sessions for participants to build their job-seeking skills. These sessions will occur during the second and third years of the project and include activities such as participating in mock interviews, writing résumés and letters of interest, completing school district employment applications, compiling portfolios, and preparing a compelling application package. When combined with the relationships and credibility established through their field practicum experiences, these job-seeking skills will help graduates secure a teaching position that matches their interests and qualifications at a LEAs serving a high proportion of Indian students from Fort Belknap. The project's job placement activities fulfill Application Requirement #4 by supporting recruitment, preparation and professional development of Indian teachers in these schools.

4. Extent to which the applicant will offer induction services that reflect the latest research on effective delivery of services (5 points)

The final two years of the project will be devoted to providing the following five induction services for participants teaching in LEAs with a high proportion of Indian students.

(a) Mentoring. Program graduates will be paired with master teachers at the LEA where they are teaching, and these master teachers will serve as the graduates' mentors. Mentors will provide coaching and on-site support. Wherever possible, program graduates will be paired with American Indian mentors. Mentors will receive a small stipend in exchange for their services.

The project coordinator will maintain and monitor an online discussion forum for all first- and second-year teachers. The blog will provide an opportunity for participants to share problems, ask questions, build and maintain relationships, gain advice, and access posted resources related to identified topics of shared interest.

(b) Content-Focused Professional Conference. During each induction year, participants will attend the annual meeting of the Montana Education Association (MEA). Participants will have the opportunity to attend workshops and training sessions, earn CEUs, network with peers, and meet with other participants to share experiences. Participants will receive financial support to cover transportation costs associated with their attendance.

(c) Professional Development Workshops. During each induction year, participants will attend at least two project-sponsored professional development workshops. Workshops will address critical issues of importance for new classroom teachers on the topics of Mental Health First Aid (MHFA), suicide prevention, and trauma-sensitive learning environments. MHFA training will help participants identify, understand, and respond to warning signs of mental illnesses and substance use disorders. The Applied Suicide Intervention Skills Training (ASIST) will teach participants to recognize when students may have thoughts of suicide and to work with them to create a plan that will support their immediate safety. Workshops on trauma-sensitive learning environments will help participants understand the educational impacts of trauma and create safe, supportive environments where students make

positive connections, calm their emotions, and gain the confidence needed to advance their learning. Graduate faculty in the MSUN Education Department have been instrumental in developing and delivering these training programs for community agencies and school districts throughout northern Montana, and they will serve as workshop instructors for these topics.

(d) Job-embedded STEM Activities. In addition to the professional development workshops discussed above, induction services also will include a year-long sequence of training programs that will expose project participants to best practices in STEM education and support their efforts to implement these practices in their classrooms. STEM and education faculty from MSUN and ANC will teach these workshops, and they will provide follow-up support as participants develop instructional units that apply workshop content to their classroom teaching. Topic areas for this activity will include robotics, sustainable energy, computer aided design, 3-D printing, and water quality measurements. Please refer to the STEM Supporting Narrative included as Attachment 6 for more details. Combined with the year-long course sequence in STEM training that participants will complete as part of their pre-service training, these job-embedded induction activities qualify the project to receive five points under Competitive Preference Priority Four of the FY 2018 IEPD Program.

(e) Periodic Assessment. The project evaluator will meet with school administrators, project staff and participants to assess participant performance as first- and second-year teachers.

This combination of induction services will provide participants with the follow-up support, mentoring, in-service training, professional development, and constructive feedback needed to survive and flourish as new teachers. Mentors provide participants with individualized support and guidance and give these new teachers an ally and confidant at the school where they work. Content-focused conferences and professional development workshops provide in-service

training and skill-building on topics immediately relevant to their needs as new teachers, while job-embedded STEM activities will increase content knowledge and pedagogical skills that they can put to use in the classroom. In providing these induction services, the project completes a continuum of teacher preparation activities that enable project participants to establish themselves as teaching professionals in LEAs serving children from Fort Belknap. It also fulfills the induction services component of Application Requirement #6 of the FY 2018 IEPD Program.

5. Extent to which the applicant will assist participants in meeting payback requirements (6 points)

Prior to admission, all program applicants must sign a repayment contract agreeing to the federal government's stipend payback obligation described in 34 CFR 263.8-11. Upon selection, the project coordinator will schedule one-on-one payback meetings with each participant. During these meetings, the project coordinator will review the repayment contract in detail, discuss federal payback regulations, invite individual participants to ask questions, and re-confirm participants' commitment to abiding by the terms and conditions of the repayment contract. The project coordinator will keep records of these meetings in participant files and submit the signed payback agreements to the U.S. Department of Education within seven days of the meeting.

In addition to these meetings, the project coordinator will review payback requirements during participant meetings held at the beginning of each semester throughout the project period. This continuing review process will ensure that participants understand all aspects of their payback obligations, including qualifying job placement sites, work-related payback requirements, cash repayment requirements, and methods of calculating payback obligations. Throughout the project period, the project coordinator will continually update reports to the Department regarding participant training and payback information.

The ANTPP's comprehensive job placement component (see Subcriterion C.3 for details) will help participants find permanent employment at a LEA serving a high proportion of Indian students on or adjacent to the Fort Belknap reservation. Targeted job placement activities will help participants identify their preferred employment sites, gain experience working at these sites, establish positive working relationships, connect with mentors, and stay informed about any job vacancies that arise. Training in job-seeking skills will help participants prepare successful applications for employment when vacancies do occur, and the LEAs commitment to hiring program graduates (see Attachment 4 for letters of support) will ensure that participants' applications are given careful consideration. Given these factors, as well as high teacher turnover rates identified in the local job market analysis, all participants should be able to meet their payback obligations through service-related payback. By providing this assistance and support, the ANTPP fulfills Application Requirement #5 of the FY 2018 IEPD Program.

D. Quality of project personnel (15 points)

1. *Qualifications of the project director and the amount of time this individual will spend directly involved in the project (4 points)*

Dr. Sean Chandler, Dean of Academic Affairs at ANC, will serve as project director. Prior to taking this position in 2017, he spent 15 years as chairman of ANC's American Indian Studies Department. An enrolled member of the Aaniinen nation, Dr. Chandler also is Director of the Fort Belknap Tribal Archives and Director of the White Clay Immersion School, where he serves as the primary Aaniiih language teacher. He is co-editor of *From Our Ancestors: Art of the White Clay People* (Minneapolis Institute of Arts 2013) and an outstanding artist, whose works have been featured in museums and galleries throughout the United States. Dr. Chandler earned his B.A. in Art and M.A. in Native American Studies from Montana State University and

received his Ed.D.in Educational Leadership from the University of Montana. As a faculty member and administrator, he has managed numerous grant awards, including projects funded by the National Science Foundation, National Endowment for the Humanities, Administration for Native Americans, National Institutes of Health, NoVo Foundation and Lannan Foundation.

Dr. Chandler will devote 15% of his time to this project, which ANC will donate as in-kind support. He will be responsible for supervising all aspects of project implementation, monitoring staff performance, facilitating partnership relationships, serving as project liaison with IEPD program staff, reviewing and approving project expenditures, and fulfilling reporting requirements. Dr. Chandler reports directly to the college president and will provide her with monthly project updates. His résumé and job description are presented in Attachment 1.

2. Qualifications of key project personnel and the amount of time to be spent on the project and direct interaction with participants (8 points)

Ms. Jessica Stiffarm will serve as project coordinator. Ms. Stiffarm is an enrolled member of the Aaniinen nation. She earned her AS degree in Environmental Science from Salish Kootenai College and her BSEd from MSUN. She has completed all coursework for her MSED (Curriculum and Instruction) at the University of Montana and will finish her degree in December 2018. Ms. Stiffarm began her career at ANC in 2009, when she was hired to serve as the proctor/tutor under a previous IEPD project. Since that time, Ms. Stiffarm has worked as the college's retention coordinator and academic skills instructor, prior to taking her current position as education instructor in 2017. Ms. Stiffarm is a member of the National Indian Education Association and Montana Indian Education Association and was awarded a Mellon Fellowship from the American Indian College Fund. She is a former IEPD program participant and graduate.

Ms. Stiffarm will devote 100% of her time to the project during the first three years and 50% during the two induction years. She will be responsible for managing the project on a day-to-day basis, coordinating project activities with MSUN and LEAs, documenting project accomplishments, establishing and maintaining project files, and providing monthly project reports to the project director. In addition to these administrative duties, she will serve as the primary point of contact for project participants. She will lead recruitment efforts, develop individual education plans, hold regular one-on-one and group meetings with project participants, serve as participant advocate at both ANC and MSUN, provide job placement and payback obligation assistance, and coordinate induction services. She will report directly to the project director.

The project will employ a full-time proctor/tutor during the first three years. The desired candidate will meet all qualifications listed in the position description (see Attachment 1), including: bachelor's degree in education or related field; successful academic history; excellent communication, interpersonal and organizational skills; strong computer background, including familiarity with at-distance learning platforms and technologies; familiarity with the Fort Belknap community; and knowledge of Aaniiih and Nakoda cultures, language and traditions.

The proctor/tutor will be responsible for monitoring and supporting all at-distance instruction, maintaining and troubleshooting interactive video systems, coordinating course scheduling and delivery with the project coordinator and MSUN faculty, providing individualized tutoring and small group instruction, assisting the project coordinator in maintaining and updating participant files, and providing academic and personal support for program participants. The proctor/tutor will work closely with, and report directly to, the project coordinator. Résumés and/or job descriptions for project staff are presented in Attachment 1.

3. *Qualifications of project consultants or subcontractors (3 points)*

The project will contract the services of RJS & Associates, Inc. to serve as the external evaluator. RJS & Associates is a 100% American Indian-owned, controlled and staffed corporation with more than 30 years of experience. They have conducted more than 1,000 external evaluations for schools, colleges, tribal governments, and other clients throughout the nation, with a focus on Indian Country. Specific topics of expertise include healthcare, mental health, substance abuse, education, tribal governance, and Native culture and language. RJS & Associates employs a seven-person staff of highly trained professionals, and their corporate office is located on the Rocky Boy's Indian Reservation in northcentral Montana. For this project, RJS & Associates will conduct annual project evaluations and prepare annual evaluation reports. RJS & Associates' Statement of Qualifications is presented in Attachment 1.

E. *Quality of management plan (20 points)*

1. *Extent to which costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits (7 points)*

Project costs are reasonable, and the budget provides adequate funding to recruit and retain the targeted number of project participants. Student stipends are intended to cover the numerous expenses facing participants, including tuition, books, fees, transportation, dependent children, and child care. The budget also provides funds needed to coordinate activities among project partners and provide participants with necessary academic and support services. At ANC, support for a project coordinator and proctor/tutor will allow the college to hire qualified personnel to administer the project, manage project finances, facilitate communication between project partners, recruit participants, coordinate program delivery, provide tutoring and small group instruction, set up student field experiences, provide advising and advocacy support,

facilitate job placement, and coordinate induction services. Project funds at MSUN will be used to provide tutoring for the CORE Skills test, to offer additional class sections, to support at-distance course delivery, to work on strategies for effective teaching using varied modalities, to incorporate STEM topics into coursework and job-embedded induction activities, and to develop and deliver professional development workshops during the last two years of the project. MSUN funds also will be used for faculty to travel to ANC to meet regularly with students.

All project costs can be directly linked to the achievement of the project's five objectives. To recruit, select, train, support and graduate 15 American Indian pre-service teachers (Objectives 1-3), project funds will be used to provide stipends for project participants; hire project staff to recruit students, coordinate project activities and deliver project services; and cover additional instructional costs associated with the project. Project funds also will be used to support efforts to find job placements for all program graduates in LEAs serving a high proportion of Indian students (Objective 4). In the final two years of the project, funds will support mentoring activities, conference attendance, workshops, job-embedded activities and assessments associated with the project's induction services (Objective 5). Forty-four percent of the project budget has been allocated to provide direct participant support. Given the high poverty and student need described in previous sections of this proposal, this direct financial support is essential to recruit and retain qualified applicants. For a breakdown of costs covered by student stipends, please refer to the budget narrative included in this proposal.

Over the course of the project period, 15 American Indian educators will gain the skills, experience, knowledge and credentials needed to provide effective instruction to Indian children in schools serving Fort Belknap. Their presence in local schools will have a dramatic impact on the quality of education offered to the nearly 1,000 children in the Fort Belknap service area

(97% of whom are American Indian). Given the extreme local need for trained American Indian teachers, the cost of training this cadre of students is very reasonable.

2. Adequacy of procedures for ensuring feedback and continuous improvement (5 points)

Project staff will continually monitor participants' academic progress and use performance feedback to facilitate continuous improvement. Following admission to the program, each participant will meet with the project coordinator to develop an individualized learning plan. She will prepare and maintain up-to-date degree audits for each student, which will be used to guide academic advising and monitor participants' progress. During each academic term, project staff will use information from a variety of sources to monitor student progress, including: attendance records, early warning referrals, tutoring referrals, mid-term grade reports, transcripts, and final grades. As necessary, data from these sources will be used to initiate effective interventions in collaboration with student service personnel. Bi-weekly staff meetings and quarterly consortium meetings will provide project personnel with additional information concerning students' progress. These regular monitoring and feedback processes will enable project personnel to identify problems in student performance and program delivery as they arise. In turn, project personnel will be able to implement effective interventions, remove barriers to student success, and improve the delivery of services in a timely and efficient manner.

As mentioned above, project personnel at ANC will meet on a bi-weekly basis to monitor project progress, identify unanticipated problems and opportunities, and plan future activities. Project staff also will participate in quarterly consortium meetings, which will include faculty and administrators from MSUN. These meetings will facilitate the effective delivery of

coordinated programs and services and allow for face-to-face interaction and information sharing. In this way, the project will remain responsive to the changing needs of all participants.

Project staff, education faculty at ANC and MSUN, and representatives from LEAs will comprise the project's advisory board, which will meet two times each year. During these meetings, project staff will review project accomplishments to date and share performance data. Advisory board members will offer their input regarding overall project effectiveness, as well as the effectiveness of specific project partnership efforts.

In addition to these regular site meetings, consortium meetings, and advisory board meetings, an important mechanism for ensuring feedback and continuous improvement of project operations will be the project's evaluation process. Project evaluation, which will be conducted by a highly-qualified external evaluator, will occur on an annual basis and involve: (1) collection of quantitative and qualitative data to assess the project's progress in meeting its objectives and outcomes, (2) interviews with project participants and faculty, and (3) review of project documents and participant files. These data will be compiled and analyzed to monitor the project's progress, improve its ongoing effectiveness, and assess the project's overall success in achieving its stated goals, objectives, and outcomes as well as its effectiveness in contributing to the achievement of the IEPD Program's Government Performance and Results Act (GPRA) performance indicators. Each year, the evaluator will prepare an annual evaluation report that will be used to document project accomplishments, assess project effectiveness, plan for continuous improvement, and share project results with multiple stakeholders.

Extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project (8 points)

Time commitments of key project personnel are adequate to effectively carry out all project activities and to accomplish project objectives. The project director will commit 15% of his time to providing appropriate administrative oversight and leadership for the project. He will ensure that the project has the full support of ANC's administration, faculty and board of directors, while also facilitating effective communication among administrators at all partner institutions. The project coordinator will be responsible for managing day-to-day project operations, monitoring participant progress, maintaining frequent and effective interaction with project participants, and coordinating project activities among project partners. To perform these tasks, the project coordinator will devote 100% of her time to the project during the first three years. This time commitment will be reduced (to 50%) during the project's final two years, when only induction services will be provided. The position of proctor/tutor also requires a 100%-time commitment during the first three years of the project. The proctor/tutor will be responsible for coordinating cohort activities, monitoring at-distance course delivery and providing individualized and small group instruction for student trainees. She/he also will assist the project coordinator in carrying out various tasks associated with daily project operations, including data collection, record keeping, coordination among project partners, and student support.

The collective time commitments of project personnel are adequate for the project to meet its recruitment, selection, training, support, graduation and placement objectives (Objectives 1-4) during the first three years of the project. During the two induction years, the project director's and project coordinator's time commitments to the project, when combined with additional support from education and STEM faculty at MSUN and ANC, are adequate to achieve the project's induction services objective (Objective 5).

Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

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

DR. SEAN CHANDLER

(b)(6)



Professional Preparation

The University of Montana	Educational Leadership	Ed.D. May 2014
Montana State University-Bozeman	Native American Studies	M.A. May 2003
Montana State University-Bozeman	Art	B.A. December 1997

Appointments

Interim Dean of Academic Affairs, Aaniiih Nakoda College, (2017-Present)

Director of White Clay Language Immersion School, Aaniiih Nakoda College, (2017-Present)

Director/Instructor of American Indian Studies, Aaniiih Nakoda College, (2002-2017)

Mellon Faculty Enhancement Fellowship, American Indian College Fund (2011-2012)

Co-Director of Aaniinen Nakoda Environmental Excellence Center, Aaniiih Nakoda College, (2010-2013)

Director of Tribal History Project, Aaniiih Nakoda College, (2006-2008)

Kellogg Minority Leadership Fellowship (American Indian Higher Education Consortium Fellow) (2005-2006)

Site Coordinator, TeCH Learning Center, Aaniiih Nakoda College (2002-2004)

Loader/Unloader/Sorter, United Parcel Service, Billings and Bozeman, MT (1991-2001)

Products

Horse Capture, Joe, D, Horse Capture, George P., Sr., Chandler, Sean. (2009). *From Our Ancestors: Art of the White Clay People*. Minneapolis, MN: Minneapolis Institute of Arts.

Art Featured in Publications

Chandler, Sean. (2003). "Indigenous Model of Education". *The Renaissance of American Indian Higher Education*. Benham, M.K., Stein, W.J. ed. Mahwah, NJ: Lawrence Erlbaum Associates. p. xi-xii.

Synergistic Activities

Council Member, Montana Arts Council, Helena, MT, 2016-Present

President's Fine Art Series: Continuity and Change: Contemporary Native Art Today, Helen E. Copeland Gallery, Bozeman, MT, March-April 2015

From Our Ancestors: Art of the White Clay People, Minneapolis Institute of Arts, Minneapolis, MN, January-April 2010

Worldly Views, Danforth Gallery, Livingston, MT, July-August 2006

Native American Collectors Exhibition, Helen E. Copeland Gallery, Bozeman, MT, February-March 2006

Solo Show, Museum of the Plains Indian, Browning, MT, September-October 2005

Collaborators & Other Affiliations

Dissertation: "The Identity of Upholding Indigenous Lifeways" 2014

Graduate Advisors: **Dr. Frances O'Reilly, Committee Chair, Educational Leadership, U of M**
Dr. Roberta Evans, Dean, College of Education and Human Services
Dr. John Matt, Educational Leadership, U of M
Dr. William P. McCaw, Educational Leadership, U of M
Dr. Kathryn Shanley, Native American Studies, U of M

**AANIIH NAKODA COLLEGE
POSITION DESCRIPTION**

.....

TITLE: Project Director (Sean Chandler)
PROGRAM: Indian Education Professional Development Grant
DEPARTMENT: Academic Affairs

.....

CLASSIFICATION:

Regular ___ Full-time Administrative ___ Instructional
___ Temporary ___ Part-time ___ Support Staff ___ Consultant

.....

SUPERVISOR: Reports to Aaniiih Nakoda College President

.....

DESIRED QUALIFICATIONS:

- M.A./M.Ed. Degree in Education/Administration
- Minimum of five years experience in an administrative capacity
- Experience in personnel management and fiscal operations
- Evidence from past working experience of ability to relate successfully to disadvantaged individuals and American Indian populations.
- Experience in administering federal projects including knowledge of Indian Education and the rules and regulations of the Department of Education and Office of Indian Education
- Knowledge of the Fort Belknap Indian Reservation, its geography, demographics, educational needs and cultural differences

PERFORMANCE OBJECTIVES:

- Establish program objectives in cooperation with project coordinator, LEAs, and Montana State University-Northern
- Monitor the program budget as adopted and/or amended
- Implement evaluation plan of program activities
- Carry out program design and monitor staff performance
- Advise and make recommendations to the President concerning program
- Supervise project staff and provide necessary planning, organizing, staffing, training, coordinating, and communication with other college personnel

JESSICA STIFFARM

EDUCATION

May 2009 Montana State University-Northern Havre, MT

- Bachelor of Science, Elementary Education
Concetrations in Math and Science

May 2004 Salish Kootenai College Pablo, MT

- Associate of Science, Environmental Science-Forestry

WORK EXPERIENCE

August 2012-Present Aaniiih Nakoda College Harlem, MT

Academic Skills Instructor

- Teach math, writing and college success courses.
- AIRO Bridges Site Coordinator

August 2010-August 2012 Aaniiih Nakoda College Harlem, MT

Retention Coordinator

- Monitor, track, and implement retention activities for all students.
- Campus Corp Coordinator
- Jumpstart Academy Co-Chair

September 2009-August 2010 Fort Belknap College Harlem, MT

Teacher Training Proctor/Tutor

- Provide tutoring for students in Teacher Education Program.
- Co-taught: Computers in Education, Technical Communication, and Freshman Seminar.
- Proctor visionnet classes through MSU-B.

MEMBERSHIPS

National Indian Education Association

Montana Indian Education Association

(b)(6)

**AANIIH NAKODA COLLEGE
POSITION DESCRIPTION**

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TITLE: Project Coordinator (Jessica Stiffarm)

PROGRAM: Indian Education Professional Development Grant

DEPARTMENT: Academic Affairs

.....

CLASSIFICATION:

Regular Full-time ___ Administrative ___X_ Instructional
___ Temporary ___ Part-time ___ Support Staff ___ Consultant

.....

PERFORMANCE OBJECTIVES:

- Coordinate staff in completing program objectives, collect and summarize all documentation, records, and reports for Project Director and external evaluator.
- Monitor and document achievement of program goals and activities.
- Conduct research activities that will benefit the College and could be used for institutional development.
- Maintain monthly, quarterly, and annual reports for the program.
- Review budget reports from the Business Office to document expenditures of project funds.
- Establish and maintain an accurate filing system as required by the plan of operations.
- Consult with the Department of Education on questions of policy and regulations; consult with project partners at ANC and MSUN, initiate project modifications procedures when deemed necessary, and arrange for an outside external evaluation.
- Approve and monitor educational plans of teacher trainees.
- Provide job placement support and assist trainees in understanding and complying with payback obligations.
- Coordinate induction services for trainees.
- Fulfill other duties as assigned by immediate supervisor.

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SUPERVISOR:

Reports directly to **Project Director**

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LENGTH OF EMPLOYMENT:

Up to 5 years, subject to grant funding and performance evaluations

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QUALIFICATIONS:

- Master's Degree in Education or related field
- Two years experience in management capacity. Experience may substitute for education (or vice-versa) on a year for year basis
- Strong communication, interpersonal, and organizational skills
- Evidence from past working experience of ability to relate successfully to educationally disadvantaged and American Indian individuals
- Ability to relate well to people and work with traditional, non-traditional and minority students
- Knowledge of and prior experience working with testing instruments and data
- Knowledge of Fort Belknap Indian Reservation's geographies, demographics, educational needs, and cultural differences
- Thorough knowledge of Aaniiih and Nakoda culture, language and traditions

**AANIHH NAKODA COLLEGE
POSITION DESCRIPTION**

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TITLE: Proctor/Tutor (To be hired)

PROGRAM: Indian Education Professional Development Grant

DEPARTMENT: Academic Affairs

.....

CLASSIFICATION:

Regular Full-time Administrative Instructional
 Temporary Part-time Support Staff Consultant

.....

**PERFORMANCE
OBJECTIVES:**

- Coordinate and monitor at-distance learning programs.
 - Maintain reports and documents regarding internal classroom efforts and problems.
 - Maintain the distance delivery systems and troubleshoot problem areas.
 - Collaborate with MSUN personnel on delivery of courses via at-distance learning systems.
 - Provide small group and individualized instruction.
 - Provide internal reports to Project Director and Project Coordinator.
 - Identify and utilize existing ANC Programs, community organizations, agencies and individuals to serve as resources for the program.
 - Develop, implement, and monitor program records for reporting requirements during program year.
 - Work with designated ANC personnel to monitor project progress.
 - Work unconventional hours to maintain convenient instruction schedule that meets needs of program participants.
 - Fulfill other duties as assigned by immediate supervisor.
-

SUPERVISOR: Reports directly to **Project Director**

LENGTH OF EMPLOYMENT:

Up to 3 years, subject to grant funding and performance evaluations.

QUALIFICATIONS:

- Bachelor's Degree in education or management
 - Successful academic history
 - Computer literacy
 - Ability to efficiently and effectively plan, organize, evaluate, and communicate both written and orally
 - Strong communication, interpersonal, and organizational skills
 - Evidence of past working experience with ability to relate successfully to American Indian individuals
 - Ability to relate well to people and work with traditional, non-traditional and minority students
 - Knowledge of and prior experience working with at-distance learning systems
 - Knowledge of the Fort Belknap Indian Reservation's geographies, demographics, educational needs, and cultural diversity
 - Thorough knowledge of Aaniiih and Nakoda culture, language and traditions
 - Highly organized, self-motivated and task-oriented individual who does not mind hard work
-

ORGANIZATION: Aaniiih Nakoda College Frmlly: Fort Belknap College

AGREEMENT DATE: 10/4/2016

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

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

TREATMENT OF PAID ABSENCES

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

DEFINITION OF EQUIPMENT

Equipment is defined as tangible nonexpendable personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.

The following fringe benefits are treated as direct costs:

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

NEXT PROPOSAL DUE DATE

A proposal based on actual costs for fiscal year ending 06/30/19, will be due no later than 12/31/19.

ORGANIZATION: Aaniiih Nakoda College Frmlly: Fort Belknap College

AGREEMENT DATE: 10/4/2016

SECTION III: GENERAL

A. LIMITATIONS:

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

B. ACCOUNTING CHANGES:

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

C. FIXED RATES:

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

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER:

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

BY THE INSTITUTION:

Aaniiih Nakoda College Frmlly: Fort Belknap College

(b)(6)

(SIGNATURE)

Carole Falcon-Chandler, Ed.D

(NAME)

President

(TITLE)

October 17, 2016

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

Arif M. Karim -A

Digitally signed by Arif M. Karim -A
DN: c=US, o=U.S. Government, ou=HHS,
ou=PSC, ou=People, cn=Arif M. Karim -A,
0.9.2342.19200300.100.1.1=2000212895
Date: 2016.10.13 12:39:11 -05'00'

(SIGNATURE)

Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

10/4/2016

(DATE) 3159

HHS REPRESENTATIVE:

Karen Wong

Telephone:

(415) 437-7820

Aaniiih Nakoda Teacher Preparation Project

APPLICATION REQUIREMENTS 3-6

Application Requirement #3

The description of how the project will recruit qualified Indian individuals, such as students who may not be of traditional college age, to become teachers is located under selection criterion Quality of Project Design, subcriterion 2 (pages 8-10).

Application Requirement #4

The description of how the project will use funds made available under the grant to support recruitment, preparation, and professional development of Indian teachers in local education agencies that have a high proportion of Indian students is located under selection criteria Quality of Project Design, subcriterion 3 (pages 10-12), and Quality of Project Services, subcriteria 1 (pages 12-16) and 3 (pages 18-19).

Application Requirement #5

The description of how the project will assist participants in meeting payback requirements is located under selection criterion Quality of Project Services, subcriterion 5 (pages 22-23).

Application Requirement #6

The description of how the application meets Absolute Priority 1 is located under selection criterion Quality of Project Design, subcriterion 1 (pages 6-8). The description of the two years of induction services is located under selection criterion Quality of Project Services, subcriterion 4 (pages 19-22). Numeric participant goals are presented under Quality of Project Design, subcriterion 1 (pages 7-8).

HAYS/LODGEPOLE PUBLIC SCHOOLS

"Instilling strength and knowledge to walk anywhere on earth and fear nothing"

June 10, 2018

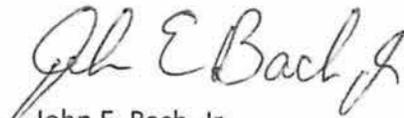
Dr. Carole Falcon-Chandler, President
Aaniiih Nakoda College
P.O. Box 159
Harlem, Montana 59526

Dear President Falcon-Chandler,

Please accept this letter of support for Aaniiih Nakoda College's application for funding under the U.S. Department of Education's Indian Education Professional Development Program. The Hays LodgePole Public Schools serve a high proportion of American Indian students; the majority of whom live on or near the Fort Belknap Indian Reservation. We support the project's goal of increasing the number of American Indians employed as teachers in schools serving the Fort Belknap community through a teacher preparation program that includes both pre-service training and follow-up induction services to support newly hired teachers. Specifically, the Hays LodgePole Public Schools agree to consider program graduates for qualifying employment as teachers at our school(s) when vacancies occur.

We look forward to working with Aaniiih Nakoda College on this important project.

Sincerely,



John E. Bach, Jr.
Superintendent

"Home of the Thunderbirds"



BLAINE COUNTY
School District No. 50

P.O. Box 110/HWY 66 • PR/Award # S299B180009 • 673-3120 • FAX# (406) 673-3415

Page e64



Mission Grade School



761 Hays Rd.

PO Box 40

Hays, Montana

59527

PHONE: (406) 673-3123

FAX: (406) 673-3295

Date 7/10/18

Dr. Carole Falcon-Chandler, President
Aaniiih Nakoda College
P.O. Box 159
Harlem, Montana 59526

Dear President Falcon-Chandler,

Please accept this letter of support for Aaniiih Nakoda College's application for funding under the U.S. Department of Education's Indian Education Professional Development Program.

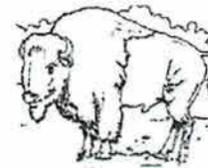
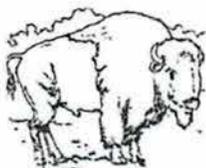
The Mission Grade Schools serve a high proportion of American Indian students (100%), the majority of whom live on or near the Fort Belknap Indian Reservation. We support the project's goal of increasing the number of American Indians employed as teachers in schools serving the Fort Belknap community through a teacher preparation program that includes both pre-service training and follow-up induction services to support newly hired teachers. Specifically, the Mission Grade School agree to consider program graduates for qualifying employment as teachers at our school(s) when vacancies occur.

We look forward to working with Aaniiih Nakoda College on this important project.

Sincerely,

(b)(6)

Principal



HARLEM PUBLIC SCHOOLS

Harlem Jr/Sr High
610 1st Ave SE
PO Box 339

Harlem Elementary
110 3rd Ave. SW
PO Box 309

DISTRICT #12

SCHOOL BOARD of TRUSTEES:



JOHNATHAN WALKER
Chairperson

KATHLEEN ADAMS
Vice Chairperson

VALERIE BLACKCROW
Board Member

DEAN DONEY JR.
Board Member

CLAYTON TALKS DIFFERENT
Board Member



"We are Here to Provide a Learning Environment That Encourages Excellence."

July 10, 2018

Dr. Carole Falcon-Chandler, President
Aaniiih Nakoda College
PO Box 159
Harlem, MT 59526

Dear President Falcon-Chandler,

Please accept this letter of support for Aaniiih Nakoda College's application for funding under the U.S. Department of Education's Indian Education Professional Development Program. The Harlem Public Schools serve a high proportion of American Indian students, the majority of whom live on or near Fort Belknap Indian Reservation. We support the project's goal of increasing the number of American Indians employed as teachers in schools serving the Fort Belknap community through a teacher preparation program that includes both pre-service training and follow-up induction services to support newly hired teachers. Specifically, the Harlem Public Schools agree to consider program graduates for qualifying employment as teachers at our school(s) when vacancies occur.

We look forward to working with Aaniiih Nakoda College on this important project.

Sincerely,

Doreen Warren
Superintendent

DOREEN WARREN
Superintendent
406-353-2289
Fax # (406) 353-2674

DOUG KOMROSKY
7-12 Jr/Sr High Principal
406-353-CATS
Fax # (406) 353-2339

7-12 Jr/Sr High Asst. Principal
406-353-2339
Fax # (406) 353-2339

SHILOH SEYMOUR
K-6 Elementary Principal
406-353-2858
Fax # (406) 353-2892

EVELYN BIGBY
K-6 Elementary Asst. Principal
406-353-2258
Fax # (406) 353-2892

TERESA CORNELL
Business Manager/Clerk
406-353-2289
Fax # (406) 353-2674



Aaniiih Nakoda College

(406) 353-2607 FAX (406) 353-2898
P.O. Box 159 – Harlem, Montana 59526



July 23, 2018

Dr. Carole Falcon-Chandler, President
Aaniiih Nakoda College
P.O. Box 159
Harlem, Montana 59526

Dear President Falcon-Chandler,

Please accept this letter of support for Aaniiih Nakoda College's application for funding under the U.S. Department of Education's Indian Education Professional Development Program. **The White Clay Immersion School is located on the Aaniiih Nakoda College Campus and is dedicated to the preservation and revitalization of the Aaniiih Language. The White Clay Immersion School enrollment is from the 1st grade to the 8th grade and there is average of 25 American Indian students per school year.**

We support the project's goal of increasing the number of American Indians employed as teachers in schools serving the Fort Belknap community through a teacher preparation program that includes both pre-service training and follow-up induction services to support newly hired teachers. Specifically, the White Clay Immersion School agrees **to consider program graduates for qualifying employment** as teachers at our school when vacancies occur. We would welcome graduates of this type of program, as it will produce teachers who would be embedded with the Indigenous Lifeways that are vital to the foundation of our White Clay Immersion School.

We look forward to working with Aaniiih Nakoda College on this important project.

Sincerely,

(b)(6)

Dr. Sean Chandler
Director, White Clay Immersion School
406-353-2607 ext. 295

Dodson Public Schools

Home of the Coyotes!!

FROM THE DESK OF; Gary Weitz * 124 1st Ave. W. * Dodson, MT. 59524 * 406-383-4361

July 20, 2018

Dr. Carole Falcon-Chandler, President

Aaniiih Nakoda College

P.O. Box 159

Harlem, MT. 59526

Dear President Falcon-Chandler,

Please accept this letter of support for Aaniiih Nakoda College's application for funding under the U.S. Department of Education's Indian Education Professional Development Program. The Dodson Public School District serves a high proportion of American Indian students (98 %) the majority of which live on or near the Fort Belknap Indian Reservation. We support the project's goal of increasing the number of American Indians employed as teachers in schools serving the Fort Belknap community through a teacher preparation program that includes both pre-service training and follow up induction services to support newly hired teachers. Specifically the Dodson Public School District agrees to consider program graduates for qualifying employment as teachers at our school(s) when vacancies occur.

We look forward to working with Aaniiih Nakoda College on this important project.

Sincerely,

Gary Weitz

Gary Weitz, Superintendent

Dodson Public Schools

PROFESSIONAL DEVELOPMENT PROGRAM CONSORTIUM AGREEMENT

I. General Agreement

This agreement is between Aaniiih Nakoda College (ANC) and Montana State University-Northern (MSUN).

ANC certifies that it is a Tribal College or University [as defined in section 2(a)(4) of the Tribally Controlled College and University Assistance Act of 1978, 25 USC 1801(a)(4)].

MSUN certifies that it is an Institution of Higher Education (as defined by 34 CFR section 263.3).

Both parties are applying in consortium for the Professional Development Program Grant in Fiscal Year (FY) 18 in accordance with 34 CFR section 75.127-129.

II. Designated Lead Applicant

ANC agrees to act on behalf of both parties as the designated lead applicant [as required by 34 CFR section 75.128(a)(1)].

III. Legal Responsibilities

Both parties acknowledge that they are legally responsible to do the following if they are selected to receive the grant:

- (a) Carry out the activities in Section IV below; and
- (b) Use the funds that it receives under the agreement in accordance with 34 CFR section 263 and all other Federal requirements that apply to the grant.

ANC acknowledges that, if the consortium is awarded funds, as the designated lead applicant it is legally responsible for the following:

- (a) The use of all grant funds;
- (b) Ensuring that the program is carried out by the group in accordance with Federal requirements; and
- (c) Ensuring that indirect cost funds are determined as required under 34 CFR section 75.564(e).

IV. Activities

As required under 20 USC section 7442(d), grant funds must be used for activities that provide support and training for Indian individuals in a manner consistent with the purpose of the Professional Development Program. Below are the activities both parties have agreed to perform:

ANC agrees to:

- (a) Recruit potential students to enter into the Professional Development program;

- (b) Provide academic support for program participants enrolled in a bachelor's degree program in education at MSUN;
- (c) Assist participants with job placement in local educational agencies (LEAs) that serve a high proportion of Indian students;
- (d) Coordinate two-year induction services, including the selection of participating teachers and elders; and
- (e) Act as liaison with LEAs.

MSUN agrees to:

- (a) Provide teacher training that will lead to a bachelor's degree in education before the end of the award period, and that enables participants to meet the requirements for full State certification or licensure as a teacher; and
- (b) Train teachers in specialized teaching area, including science, technology, engineering and mathematics (STEM).

Both parties agree to:

- (a) Have regular meetings with one another;
- (b) Cooperate in developing and implementing the project; and
- (c) Ensure that all students in the program are aware of and understand the pay-back requirements and conditions of participating in the Professional Development Program.

V. Modification

This agreement may be amended only by written agreement signed by each of the parties involved, and in consultation with the U.S. Department of Education.

VI. Applicable Period

The consortium agreement will remain valid for the life of the grant, including the initial project period and any approved no-cost extension.

VII. Authorization

Designated Lead Applicant – Authorized Representative Signature:

ANC has authorized me to sign on its behalf to participate in this consortium agreement. I certify to the best of my knowledge that the information provided in this agreement is accurate, and that ANC will comply with the provisions of the Professional Development Grant program. As a member of the consortium agreement, ANC agrees to be bound by all of the requirements and assurances of this agreement. ANC understands that it is legally responsible for carrying out the activities it has agreed to perform in this agreement and use the funds it receives under this agreement in accordance with all Federal requirements applicable to the Professional Development Grant.

(b)(6)

Signature of Designated Lead Applicant Authorized Representative

Carole Falcon-Chandler, President

Printed Name and Title

July 23, 2018

Date

Entity Applying in Consortium – Authorized Representative Signature:

MSUN has authorized me to sign on its behalf to participate in this consortium agreement. I certify to the best of my knowledge that the information provided in this agreement is accurate, and that MSUN will comply with the provisions of the Professional Development Grant program. As a member of the consortium agreement, MSUN agrees to be bound by all of the requirements and assurances of this agreement. MSUN understands that it is legally responsible for carrying out the activities it has agreed to perform in this agreement and using the funds it receives under this agreement in accordance with the Federal requirements for the Professional Development Grant.

(b)(6)

7-24-2018

Signature of Entity Applying in Consortium Authorized Representative

GREGORY D. KEGEL CHANCELLOR - MSU-NORTHERN

Printed Name and Title

7-24-2018

Date

Aaniiih Nakoda Teacher Preparation Project

Attachment 6 – STEM Supporting Narrative

The Aaniiih Nakoda Teacher Preparation Project qualifies for five points under Competitive Preference Priority Four of the FY 2018 IEPD Program.

During their final year of study, project participants enrolled as pre-service teachers in Montana State University-Northern's BSEd degree programs will take a year-long sequence of courses in STEM instructional strategies and teaching practices. The first course, Methods: K-8 Mathematics (EDU 397MA), will provide training in the use of practical applications, inquiry-based teaching, experiential learning, classroom technology, and constructivist pedagogy to teach core mathematical concepts to young learners. The second course, Methods: K-8 Science (EDU 397SC), will reinforce these teaching practices and extend them to teaching/learning in the sciences. When combined with other required coursework, including Integrating Technology in Education (EDU 270), and content-specific courses in mathematics (6 required credits), natural sciences (7 required credits) and technology (3 required credits), as well as additional STEM-related electives, participants will graduate from the program with the STEM content knowledge and pedagogical skills needed to become effective STEM classroom teachers.

Participants' knowledge of STEM content and instructional strategies gained during their pre-service training will be expanded through job-embedded STEM activities included as part of the project's induction services. This year-long sequence of activities will include three components: (1) formal group training sessions, (2) individualized follow-up with STEM education advisors, and (3) development and application of STEM instructional modules for classroom use. Formal training sessions will be taught by STEM and education faculty at ANC and MSUN and will cover best practices in STEM education related to the five instructional

strategies identified above, as well as Native science and indigenous ways of knowing. Participants will then be paired with individual workshop instructors who will work with them to develop instructional units that apply these best practices in their own classrooms. By the end of the year, each new teacher will have developed and taught at least one instructional unit using teaching strategies that incorporate practical applications, inquiry-based learning, experiential learning, instructional technology, constructivist methodologies and/or indigenous ways of knowing. Through this combination of pre-service coursework and job-embedded induction activities, the ANTPP will provide participants with significant opportunities to acquire the STEM content and teaching knowledge they need to become effective STEM educators in LEAs serving a high proportion of American Indian students.

References

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- Hilberg, R. Soleste and Roland Tharp. "Theoretical Perspectives, Research Findings and Classroom Implications of the Learning Styles of American Indian and Alaska Native Students." Center for Research on Education, Diversity and Excellence. Office of Educational Research and Improvement. 1 Sept. 2002. Web. 8 Feb. 2013.
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- National Center for Education Statistics (NCES). School and Staffing Survey (SASS). Institute of Education Sciences. 2012. Web. 10 July 2018.
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Reyhner, J., Lee, H., & Gabbard, D. A specialized knowledge base for teaching

American Indian and Alaska Native students. *Tribal College Journal*, 4(4), 1993:
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Spindler, G.D. Why have minority groups in North America been disadvantaged by their
schools? *Education and cultural process: Anthropological approaches. 2nd Ed.*

Ed. G.D. Spindler. Prospect Heights, IL: Waveland Press, 1987: 160-172.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

Aaniiih Nakoda Teacher Preparation Project
BUDGET DETAIL: September 1, 2018 – August 31, 2023

Budget Line Item	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Total
Personnel						
Project Director: S. Chandler (0.15 FTE)	0	0	0	0	0	0
Project Coordinator: J. Stiffarm (1.0 FTE & 0.50 FTE)	52,000	52,000	52,000	26,000	26,000	208,000
Tutor/Proctor: To be hired (1.0 FTE)	36,400	36,400	36,400	0	0	109,200
Total Salaries	88,400	88,400	88,400	26,000	26,000	317,200
Total Fringe Calculated at 36.5% of salary	32,266	32,266	32,266	9,490	9,490	115,778
Travel						
Project Directors meeting in Washington, D.C.	2,278	2,278	2,278	2,278	2,278	11,390
Consortium & Advisory Board meetings	696	696	696	522	522	3,132
Total Travel	2,974	2,974	2,974	2,800	2,800	14,522
Total Equipment	0	0	0	0		0
Total Supplies Office supplies & professional subscriptions and materials	2,400	2,400	2,400	1,200	1,200	9,600
Contractual						
MSUN consortium contract	50,000	50,000	50,000	15,000	15,000	180,000
External Evaluator	5,000	5,000	5,000	5,000	5,000	25,000
Total Contractual	55,000	55,000	55,000	20,000	20,000	205,000
Total Construction	0	0	0	0		0
Other						
Local mileage	750	750	750	500	500	3,250
Communications—printing, phone, fax, copying, postage	1,200	1,200	1,200	600	600	4,800
Mentors	0	0	0	7,500	7,500	15,000
MEA Attendance	0	0	0	3,600	3,600	7,200
Workshop instructors	0	0	0	2,000	2,000	4,000
Total Other	1,950	1,950	1,950	14,200	14,200	34,250
Total Direct Costs	182,990	182,990	182,990	73,690	73,690	696,350
Total Indirect Costs 8% of Total Direct Costs	14,639	14,639	14,639	5,895	5,895	55,707
Training stipends and student support Tuition, fees, books, stipends, child care, dependency allowance and transportation	180,000	180,000	180,000	27,000	27,000	594,000
TOTAL PROJECT BUDGET	377,629	377,629	377,629	106,585	106,585	1,346,057

Aaniiih Nakoda Teacher Preparation Project

NARRATIVE BUDGET JUSTIFICATION: September 1, 2018 – August 31, 2023

Personnel

***Project Director:** Sean Chandler.* Dr. Chandler is Dean of Academic Affairs at Aaniiih Nakoda College and will devote 15% of his time to serving as project director. ANC will donate Dr. Chandler's time as in-kind support for the project.

***Project Coordinator:** Jessica Stiffarm.* Ms. Stiffarm will work full-time (1.0 FTE) as the project coordinator during the first three years of the grant. During the fourth and fifth years of the project (induction years), her time devoted to the project will be reduced to 50%. Rate of pay for the project coordinator (\$25/hour) is based upon Aaniiih Nakoda College's faculty pay scale (determined by educational attainment and years of experience).

***Proctor/Tutor:** To be hired.* The proctor/tutor will work full-time (1.0 FTE) during the first three years of the grant. During the fourth and fifth years of the project (induction years), her/his services will no longer be necessary. The proctor/tutor will be compensated according to the college's faculty salary scale (\$17.50/hour).

Fringe Benefits

All project personnel will receive fringe benefits equal to 36.5% of their total salary. Benefits include: unemployment insurance (2.2%), retirement (5%), workers compensation (5%), FICA/Medicare (7.65%), and health insurance (16.6%).

Travel

Travel funds will be used in two ways.

1. ***Annual Project Directors Meeting.*** The project budget includes funds for the project director to attend the annual meeting in Washington, DC, as mandated in the application guidelines. Cost of attendance includes:

* Roundtrip airfare between Great Falls, Montana, and Washington, DC:	\$ 800
* Roundtrip mileage between Aaniiih Nakoda College and the Great Falls Airport (330 miles @ \$0.545/mile):	\$ 180
* Per diem for 4 days (2 travel days and 2 meeting days) at \$305/day (Washington, DC rates):	\$1,220
* Airport parking:	\$ 28
* <u>Ground transportation in Washington, DC:</u>	<u>\$ 50</u>
TOTAL:	\$2,278

2. ***Consortium and Advisory Board Meetings.*** The remainder of travel funds will be used to cover the costs of project personnel attending quarterly consortium meetings and advisory board members attending semi-annual advisory board meetings at ANC. Costs of attending these meetings include:

* Roundtrip mileage between Fort Belknap Agency and Havre, MT (90 miles @ \$0.545/mile):	\$ 49
* <u>Per diem (meals only at Montana state rate)</u>	<u>\$ 38</u>
TOTAL:	\$ 87

During the first three years of the project, \$696 has been budgeted each year to cover the costs of approximately eight person-trips between ANC and MSUN. In the final year of the project, \$522 has been budgeted to cover the cost of six person-trips.

Equipment

No permanent equipment will be purchased with project funds.

Supplies

Funds from the budget's "Supplies" line item will be used to purchase: (1) *consumable office supplies* and (2) *professional subscriptions and materials*. Office supplies include files, diskettes, printer cartridges, pens, paper, and miscellaneous support items. Professional subscriptions and materials include journals, resource guides, reference materials, training materials, and curricula that directly support participants' training activities. During the first three years of the project, \$2,400 is budgeted for office supplies and subscriptions each year. In the final two years of the project, only \$1,200 per year will be available for office consumables and professional subscriptions to support induction activities.

Contractual

Consortium Agreement - MSUN. During the first three years of the project, MSUN will receive \$50,000 per year to provide the academic services outlined in the project's consortium agreement (Attachment 5). During years four and five, MSUN will receive \$15,000 per year to support their participation in induction activities. Contract funds will be used to cover costs associated with project administration, tutoring support, course instruction, at-distance course delivery, travel to ANC, instructional materials and

office supplies, and professional development workshops offered during the two-year induction period.

External Evaluation. The Aaniiih Nakoda Teacher Preparation Project will contract the services of an external consultant to conduct the project's external evaluation. During each year of the project, the evaluator will perform a summative annual evaluation. In the final two years of the project, the evaluator also will conduct performance evaluations and follow-up interviews with program graduates. The project budget includes \$5,000 per year to cover the costs of evaluation services.

Construction

Construction costs are not allowed under this program.

Other

“Other” costs associated with the project fall within five main categories. These include:

1. ***Local mileage.*** Project staff at ANC will travel to LEAs in Hays, Lodgepole and Dodson to meet with school officials, mentors and trainees. The project provides \$750 per year to cover travel costs associated with these meetings. This amount is reduced to \$500 per year during the final two years of the project.
2. ***Communications costs.*** Included in this category are: (a) printing and copying costs (\$400/year), (b) telephone, fax and Internet charges (\$600/year), and (c) postage (\$200/year). The project budget provides \$1,200 per year to cover these communication costs during the first three years of the project. In years four and five, the amount of support is reduced to \$600.

3. **Mentors.** Each of the project’s 15 participants will be paired with a mentor during the induction year. Mentors will receive a \$500 honorarium for their services.
4. **MEA Attendance.** In October 2021 and October 2022, all participants will attend the annual meeting of the Montana Education Association (MEA) as part of the project’s induction activities. Participants will have the opportunity to attend workshops and training sessions, earn CEUs, network with their peers, and convene a project meeting to share their experiences as new teachers. Participants will receive \$240 per person (per year) to support their participation in the conference and cover costs associated with their travel.
5. **Workshop Instructors.** During each year of the induction period, the project will offer two professional development workshops on topics of concern to new teachers, as well as a year-long sequence of training programs on best practices in STEM education. Workshops and training programs will be taught by experts in their respective fields, who will each receive \$500 for their services. To cover these costs, the project has budgeted \$2,000 per year.

Total Direct Costs

Direct costs associated with the budget line items described above equal:

Year One	Year Two	Year Three	Year Four	Year Five	Total
\$ 182,990	\$ 182,990	\$ 182,990	\$ 73,690	\$ 73,690	\$ 696,350

Total Indirect Costs

Aaniiih Nakoda College has a negotiated Indirect Cost Rate with the U.S. Department of Health and Human Services (see Attachment 2), which is calculated at

44% of personnel and fringe benefit costs. Examples of these costs include utilities, fiscal/grants administration, insurances, and facilities maintenance and repair. Using ANC’s negotiated indirect cost rate, total indirect costs for the project would equal \$190,510. Therefore, in accordance with IEPD guidelines, ANC agrees to calculate project indirect costs using the Department of Education’s 8% rate, which is applied to all eligible direct costs. Applying this rate, ANC is requesting **\$55,707** in indirect costs over the five-year project period.

Training Stipends

Training stipends will assist students in covering costs incurred while attending college, including tuition and fees, books and supplies, subsistence costs, child care and transportation. The following table presents major expense categories included in students’ total cost of attendance.

Cost Item	Yr 1 (ANC)	Yr 2 (MSUN)	Yr 3 (MSUN)
Tuition & Fees	2,410	5,956	5,956
Books & Supplies	1,200	1,200	1,200
Subsistence Costs	5,500	5,500	5,500
Dependent Care	3,600*	3,600*	3,600*
Transportation	1,200	1,500	1,500
TOTAL	\$13,910	\$17,756	\$17,756

*Individual amounts will vary depending on actual number of dependents

Each of the project’s 15 participants will receive a training stipend to help cover these costs. Stipends will be combined with other forms of financial aid, including Pell, SEOG, fee waivers, and private scholarships, to provide all participants with the financial

support they need to attend school. Stipend amounts will vary among trainees based upon the number of dependent children, child care costs, distance traveled to attend class, and other variable factors. During the first three years of the project, each trainee will receive a stipend of approximately \$12,000 per year (\$1,000/month). In years four and five, direct participant support will only cover costs associated with trainees' participation in induction activities (\$1,800/participant/year). The budget includes a total of \$180,000 for student stipends during the first three years of the project and \$27,000 during the fourth and fifth years. Over the entire budget period, the project will provide **\$549,000** in direct student support, which equals 44% of the total project budget.

Total Costs

Total project costs, including direct costs, indirect costs, and training stipends, equals **\$1,346,057** (\$377,629 in each of the first three years and \$106,585 in the fourth and fifth years).

Year One	Year Two	Year Three	Year Four	Year Five	Total
\$377,629	\$377,629	\$377,629	\$106,585	\$106,585	\$1,346,057