

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 # S299B180011

Grants.gov Tracking#: GRANT12685717

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

Closing Date: Jul 30, 2018

PR/Award # S299B180011

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

Application for Federal Assistance SF-424

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

* a. Legal Name: <input type="text" value="Blackfeet Community College"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="81-038943"/>	* c. Organizational DUNS: <input type="text" value="0987104940000"/>

d. Address:

* Street1: <input type="text" value="PO Box 819/504 SW Boundary St."/>
Street2: <input type="text"/>
* City: <input type="text" value="Browning"/>
County/Parish: <input type="text"/>
* 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="59417-0819"/>

e. Organizational Unit:

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

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

Prefix: <input type="text"/>	* First Name: <input type="text" value="Carol"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Murray"/>	
Suffix: <input type="text"/>	

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

Organizational Affiliation: <input type="text"/>
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* Telephone Number: <input type="text" value="406-338-5441 ext 2202"/>	Fax Number: <input type="text"/>
--	----------------------------------

* Email: <input type="text" value="c_murray@bfcc.edu"/>

Application for Federal Assistance SF-424

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

U: Tribally Controlled Colleges and Universities (TCCUs)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

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:**

Indian Centered Education 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.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal

* b. Applicant

* c. State

* d. Local

* e. Other

* f. Program Income

* g. TOTAL

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

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

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

Name of Institution/Organization

Blackfeet Community 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	170,395.00	170,190.00	174,435.00	57,603.00	59,405.00	632,028.00
2. Fringe Benefits	53,151.00	48,976.00	49,816.00	20,382.00	20,793.00	193,118.00
3. Travel	20,151.00	20,151.00	20,151.00	12,800.00	12,800.00	86,053.00
4. Equipment						
5. Supplies	19,100.00	5,500.00	5,500.00	1,300.00	1,300.00	32,700.00
6. Contractual						
7. Construction						
8. Other	16,000.00	11,000.00	26,000.00	19,000.00	16,000.00	88,000.00
9. Total Direct Costs (lines 1-8)	278,797.00	255,817.00	275,902.00	111,085.00	110,298.00	1,031,899.00
10. Indirect Costs*	22,304.00	20,465.00	22,072.00	8,887.00	8,824.00	82,552.00
11. Training Stipends	94,000.00	122,950.00	95,750.00			312,700.00
12. Total Costs (lines 9-11)	395,101.00	399,232.00	393,724.00	119,972.00	119,122.00	1,427,151.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2016 To: 06/30/2020 (mm/dd/yyyy)

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

The Indirect Cost Rate is 35.60%.

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

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

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

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

PR/Award # S299B180011

Name of Institution/Organization Blackfeet Community 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>Victoria Augare</p>	<p>TITLE</p> <p>Interim President</p>
<p>APPLICANT ORGANIZATION</p> <p>Blackfeet Community 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
--	--	--

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

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

6. * Federal Department/Agency: <input type="text" value="N/A"/>	7. * Federal Program Name/Description: <input type="text" value="Indian Education -- Special Programs for Indian Children"/> CFDA Number, if applicable: <input type="text" value="84.299"/>
--	---

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

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

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix * First Name Middle Name

* Last Name Suffix

Title: Telephone No.: Date:

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.

1234-GEPA_ICEP.pdf	Add Attachment	Delete Attachment	View Attachment
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Section 427 of General Education Provisions Act (GEPA)

Blackfeet Community College (BCC) will ensure equitable access to, and participation in, its Student Support Services/TRIO program. BCC has nondiscrimination policies and is governed by both state and federal laws prohibiting discrimination. BCC will ensure equitable access to, and participation in, the *Indian Centered Education Project (ICEP)* program, as outlined below:

- 1) All prospective students will be given information about the ICEP program, and program applications will be available in alternative formats (Braille, large print, or electronic) for the vision impaired.

- 2) All BCC students will receive information about the ICEP program through public presentations, brochures, announcements, new student orientations, registration, BCC catalog, BCC website and advertising as part of the institutional recruitment effort.

- 3) The Registrar, Admission, Learning Center, and Counselors provide information about ICEP program to students. In addition to referrals, these services also collaborate with ICEP program to provide the most effective services to students.

- 4) As necessary, the ICEP program will flex the hours tutoring is offered to provide services in the late afternoon, early evening so that nontraditional age participants, who may be unable to participate during the day, will have the opportunity to benefit from support services available to them as participants of the ICEP program.

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

Blackfeet Community College

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Title:

* SIGNATURE:

* DATE:

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Carol		Murray	

Address:

Street1:	PO Box 819/504 SE Boundary St
Street2:	
City:	Browning
County:	
State:	MT: Montana
Zip Code:	59417-0819
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
406-338-5441 ext 2202	

Email Address:

c_murray@bfcc.edu

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

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

No Provide Assurance #, if available:

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

	Add Attachment	Delete Attachment	View Attachment
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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:

IAbstract

The Blackfeet Community College Indian Education Professional Development Program Indian Centered Education Project (ICEP) will partner with all Local Education Agencies on the Reservation and the Universities of Montana Western to recruit, train, employ, and provide induction for Indigenous teacher candidates. **The ICEP** will strengthen educational opportunities for children, youth and the Blackfeet Nation by integrating the best practices of Western teacher pedagogy with ancient Blackfeet knowledge and pedagogy. The ICEP combines the resources and priorities of BCC, the University Montana-Western, Browning Public Schools and Heart Butte Public School and Blackfeet Tribe. After recruit 35 candidates, the ICEP will prepare preservice to become successful Montana Certified Teachers in Elementary Education (K-8), post baccalaureate Secondary Education (K12 & 5-12) and Special Education (P12). The whole of this Project will enhance the Blackfeet Community College Mission by networking and educating Blackfeet People by preserving tradition and culture through holistic education.

The Principle Investigator and Project Director will work with course instructors recruited from the public schools to design, collaborate, develop, for deliver courses. The ICEP staff will advise, mentor and counsel candidates, who tend to nontraditional students. In additions, the ICEP staff will meet with partnering school administrators to arrange placements, supervision, promote employment and manage induction of candidates.

The delivery model will be face-to-face instruction, supported by extensive practice in the field and aligned with the public school curricula. Further assuring authenticity and alignment, current and retired school personnel will serve as course instructors, mentors, coaches and supervisors. The priority is to hire Indigenous staff to fulfill the aforementioned positions whenever possible. Many candidates joining the ICEP work in the public schools as paraprofessionals, substitute teachers and staff—those who do not, will be placed as an apprentice in the schools in order to fulfill the field requirements. These candidates will

bring real life experience from hands on teaching to their own learning, thereby increasing the relevancy of their education.

The elementary education candidates will have earned their associate's degree (from BCC or elsewhere) prior to beginning the program and will earn their four-year degree through UMW. Secondary education and most special education candidates will have earned their bachelor's degrees prior to beginning the program and require the post baccalaureate certification/endorsement provided through ISEP and awarded by UMW as a requirement for their desired teaching position. Candidates will sign payback agreement forms after receiving a a handout and thorough explanation of the potential cost and candidate responsibilities during and after completion of their respective programs.

Enhancing the substance of BCC and UMW's teacher education program, ICEP will hire experts in instructional technology, Blackfeet culture and pedagogy and Blackfeet language instruction to strengthen the curricula and instruction by threading these three curricular priorities throughout the entire curricula. Thus, the ICEP will do more than prepare teachers to address the teacher shortage, it will alter the potential of children by filling classrooms with positive Indigenous role models who are steeped in Blackfeet knowledge and Western best practices and who can and will do much better for youth and for the Blackfeet Nation.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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INTRODUCTION

This proposal focuses on delivering a Blackfeet Education Professional Development Program to 35 prospective educators on the Blackfeet Indian Reservation in rural Montana through the Indigenous Centered Education Project (ICEP). The lead applicant, Blackfeet Community College (BCC) will partner with the University of Montana-Western (UMW) and LEAs (Browning PS and Heart Butte PS) to attract candidates to the field of education and enhance the preparation of elementary, secondary and special educators. By uniting the faculty of these Montana colleges, consortium partners can work effectively to recruit, train, and mentor students through their first two years of teaching. This grant proposes to train extraordinary Blackfeet teachers by: 1) ensuring that the teachers' culture is the same as students' culture; 2) preparing candidates who are deeply steeped in their Blackfeet language, knowledge and pedagogy which can be leveraged for the benefit of students; 3) by preparing a corps of teachers with special education skills to address the unusually large gap that exists for Blackfeet students' in cognitive and social and emotional development (both qualified and unqualified for special education); and 4) strengthening the technology elements of preservice curriculum to include both digital pedagogy as well as digital skills.

Blackfeet Community College (BCC) is an accredited tribal college located on the Blackfeet Indian Reservation in northwestern Montana. BCC does not currently deliver a bachelor's degree in education and therefore is not able to independently prepare certified teachers or special education credentials without partnering with a Bachelor's Degree-granting institution. The University of Montana-Western (UMW) is an undergraduate university based in Dillon, Montana. UMW offers undergraduate programs in elementary education, secondary education (17 endorsement areas) including post baccalaureate certification and a special education

minor/endorsement. Graduates are eligible for licensure in Montana through the Office of Public Instruction.

Public School Partners located on the Blackfeet Reservation include the Browning Public School (BPS) and Heart Butte Public School (HBPS). Both school districts are central partners in the ICEP program, proposed here; both schools serve 99% Indigenous students. Student data collected from BPS and HBPS indicate a shortage of culturally responsive teachers, qualified in elementary and secondary education, as well as special education.

Indigenous-Centered Education Project (ICEP) Partnering History BCC, UMW and the Browning Public Schools formed a powerful alliance under a previously funded OIE Personnel Training Grant (TCTC). This ongoing alliance was forged through a convergence of respective priorities and resources. BCC and UMW delivered respectively, associate's (AA) and bachelor's (BS) degrees for PK3 and K8 certification in a "2 + 2" model. By using higher education institutions' capacity to meet the chronic need for certified Blackfeet teachers at the school level, the entities satisfied mutual goals. This authentic partnership continues as a foundation upon which the currently proposed grant will build. Adapting to the needs of the schools, the program delivery was modified in ways that were responsive to school priorities. Among these accommodations were: 1) modifying course content to align with BPS curricula and practices to authenticate the pre-service program and reduce the learning curve for candidates moving into teaching; 2) aligning placements with staffing gaps in the schools; 3) training all non-school personnel to serve on the sub-list for the school to help address their shortage, while simultaneously providing extensive teaching experience for candidates, and 4) modifying student teaching experiences to help address classroom vacancies. Finally, the mutually facilitated outcome of creating a culturally unique curriculum for teacher candidates.

A. PROJECT NEED

Schools serving Blackfeet students face multiple barriers that impact student success. Serious gaps exist between the way things are and the way things should be: remoteness/access, poverty, generational and historic trauma, low percentage of Indigenous teachers, teacher shortages especially in secondary education and special education; high teacher turnover; low academic achievement; and a high incidence of students with disabilities and at risk all create challenges for schools serving Blackfeet students (Hall, 2018). Not only that, there has been a vast gulf of knowledge about and perceived significance of Indigenous values, history, language, and cultural practices, preventing connections between the needs of Blackfeet students and their teachers who have been trained in Western pedagogy in preservice education programs. In fact, the vast potential of the Blackfeet children is unrealized, with school performance, as measured by Western standards hovering around the bottom percentiles in all achievement areas. Lingering memories and direct consequences of generational and historical trauma including the impact of the boarding school era, a time when school was often judged as a place of cruelty, influence the valuation of schools by student's family members (Hall, 2018).

A(1) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities will be addressed by the proposed project.

a. **Gap in Culturally Responsive Teaching.** The aforementioned challenges affect the ability of reservation schools to recruit and retain qualified teachers. Schools on the Blackfeet reservation are no exception, experiencing chronic shortages of teachers in elementary, secondary and special education. When considered in the context of the larger society, which is experiencing a crisis level teacher shortage, the most viable source of a sustainable workforce is from among the talent pool on the Reservation itself. Consider that educators of Blackfeet

students need to be extraordinary given the extraordinarily difficult challenges presented by students. This grant acknowledges that historic educational efforts to change the trajectory for Blackfeet children have failed, thus, there is a need for a different approach. There is a need for teachers: for whom the students' future is their own future; who will stay because it is their home; who understand because they too have experienced poverty and trauma and want a better future; for Blackfeet educators who will restore a lost identity.

b. Gap in Recruitment and Retention of Qualified Teachers. Pay is a strong contributor of teacher shortages. In 2016-17, Montana ranked 50th in the nation for starting teacher salary (NEA) at \$30,036. This compares to \$38,617, which is the national starting salary average during that same year. In *Teacher Shortage Areas Nationwide Listing* published by the U.S. Department of Education, Montana experienced teacher shortages in 2014-2015 and 2015-2016 in core academic disciplines to be targeted in ICEP: Secondary Art, English, Library, Mathematics, Music, Science, Social Studies, and Special Education Teachers. In 2015, Montana issued a *Critical Quality Educator Shortages Report* (MOPI, 2015). In the report, schools were rated as “impacted” by critical teacher shortages if they scored 9 or higher on a rubric that assessed: a) isolation, b) economic disadvantage, and c) in need of improvement. The higher the number, the greater the disadvantage. All (100%) public elementary schools on the Blackfeet Reservation scored between 15 and 20; few schools anywhere in Montana scored higher.

c. Rural isolation gap. Rural communities across America often face acute teacher shortages. The Blackfeet Reservation covers 2,371 square miles; larger than the state of Delaware. Distances between Reservation communities are vast. The largest community and main hub of the Reservation, Browning, has a population of about 2,000 residents while the total Reservation population of 10,405 (2010 U.S. Census), indicating that the majority of Reservation residents

live in outlying areas. The extreme rural location presents a challenge for BPS and HBPS in appealing to teachers off the Reservation. This isolation also makes the ICEP community-based teacher preparation program essential to meet recruitment/retention priorities for LEAs.

d. Economic Income Gap. The annual median household income on the Blackfeet reservation is critically low at \$25,397 roughly half of the state's annual median household income of \$48,380. A large percentage (37%) of families have an income below \$10,000, while over half of Blackfeet households live on less than \$20,000 per year. A large majority (97%) of elementary students on the Blackfeet Reservation qualify for the Free or Reduced Lunch program—an especially shocking figure when compared to the 41% of qualifying students in the state of Montana. Poverty is a defining characteristic of the community, and the housing shortage is extreme. The effect of the overall economic situation affects students living on the Blackfeet Reservation place an extraordinary demand on schools.

F. Indigenous Student Achievement Gap. By nearly every measure, students on the Blackfeet Reservation struggle academically compared to other students in Montana. When elementary students across the Reservation were tested in 2018 using standardized tests, only 9.5% were either proficient or advanced in English Language Arts (ELA) and just 5.7% were proficient or advanced in mathematics. Comparatively, 54.2% of non-native elementary students in Montana were either proficient or advanced in ELA, while 44.9% of non-native elementary students scored proficient or advanced in mathematics. High school graduation and dropout rates on the Blackfeet Reservation show similar gaps (Attachment: Table 1). The impact of these weak achievement data are born out in adult accomplishments. In 2017, the percentage of citizens in Browning who earned at least a Bachelor's Degree was 13%, compared to 30% for the state of Montana. Similarly, the percentage of Browning citizens enrolled in higher education was 11%

compared to 23% for all Montanans. By turning our attention to Blackfeet educators who will influence and inspire Blackfeet students, we focus on a need that can truly make a difference for the Blackfeet Nation.

g. Gap in Indigenous teachers, teaching Indigenous students.

According to Montana Office of Public Instruction, schools with a predominant Indigenous student population have a disproportionately small number of teachers, education specialists, counselors, and administrators who are Native American. In 2015-2016, BPS reported 2,332 PK-12 students, 98% of whom are American Indian. However, among the certified school staff, only 63% are Indigenous. Yet, researchers found that Indigenous teachers, as compared to non-native teachers are more effective in teaching Indigenous children (Cummings, 2015; Martinez, 2013). On the other hand, when the culture of students and their teachers do not match, teachers tend to be less satisfied with teaching and more likely to leave (Renzulli, Parrott & Beatty, 2011). Both factors are detrimental to student success, teacher unhappiness can translate into poor motivation and effort, and short tenure can result in a failure of schools to cultivate a robust veteran corps of educators. Indigenous educators are best positioned to express Indigenous Ways of Knowing, to impact the lives of Indigenous children beyond the classroom and into the larger community, and to build relationships between students and their communities (Santoro, Reid, Crawford & Simpson, 2011). Furthermore, Indigenous educators know the culture and community intimately and understand the challenges of Reservation life and are less likely to leave than non-community members (Cummings, 2015). An important reason to prepare Indigenous teachers is to create educational sovereignty, a means by which a community can restore itself through self-determination and achieve cultural perpetuity and survival (McCarty & Lee, 2014).

h. Gap in Training for Secondary Education: The teacher shortage in Montana is disproportionately serious in secondary education. The reason for the former may be due to the higher rate of departure from the field by secondary education teachers and the difficulty of competing income-wise with other opportunities of college graduates in disciplines outside education. While it is not possible to complete content area programs for individuals for secondary education positions, the ICE grant will provide post-baccalaureate certification for those individuals who have already earned a bachelor's degree in an endorsable content area.

i. Gap in Training for Special Education Teachers: Students from the Blackfeet Reservation are also disproportionately identified for special education. Across Montana, 12% of students are identified for special education services, but 15.5% of Indigenous students qualify for special education. This however, is just the peak of those who require intensive educational services. Given the high rate of English Language learners (EL) within American Indian communities (53%) compared to non-native EL learners (17%) and the approximately two-fold incidence of students with mental health challenges due to Adverse Childhood Experiences (ACE), large percentage of students with intensive needs are taught in the regular classroom by teachers who lack the specialized training to meet their needs (Hall, 2018). For example, ISIP testing (progress monitoring) indicates that the percentage of Tier 3 readers (at very high risk) ranged from 31% to 50% in 2018 from Pre-Kindergarten through grade 8.

An emerging crisis in the Blackfeet schools is about to make the historic challenges even more salient. As a consequence of the opioid epidemic on the Reservation, an extremely high percentage of infants (44% in 2017) are now being born affected by maternal use of opioids. The long term impact of early drug exposure combined with the chaotic domestic lives of families connected with drug use include neurological, behavioral and social and emotional difficulties.

When half the students in a classroom are been affected and these children reach school age, it may be catastrophic if teachers are unprepared. Relatedly, the BPS reported that in grade K-6, the school has hired 10 Personal Care Aides, or full time paraprofessionals for students with severe disabilities (C. Guardipee, Personal Communication, July 16, 2018). In 2016, the Director of the Browning Head Start warned that her program served 15 students with special needs that would require a PCA throughout their 13 years of public education and would enter the public schools the fall of 2018 (E. Grant, Personal Communication, September, 2016). These are extremely high numbers and indicative of the challenges facing regular and special educators on the Reservation.

J. Technology. BPS Superintendent Guardipee indicated that, without significant professional development, candidates entering her school district lacked sufficient skills in technology to take advantage of the tools adopted by her school, including interactive whiteboards, student response systems, *Airplay* and *Infinite Campus*. She agreed that enhancing preservice training to support these and other pedagogical technology skills would help new hires to be technology-ready. Adding elements of coding and robotics would further aid in the schools ability to prepare children/students to learn emerging technology. Areas of particular emphasis will include preparation of candidates in use of technology as pedagogy. Use of technology to prepare students in digital competency related to production, creativity and coding (Hall, 2018).

A (2) Extent to which employment opportunities exists in the project service area, as demonstrated through a job market analysis

Completion of teacher programs through ICEP is likely to result in employment of graduates (See Letters of Support). One reason for this, is that all lead administrators in Browning and most in Heart Butte are Indigenous themselves and value the rich cultural knowledge that ICE

graduates will bring. Additionally, the close alliance between the schools and BCC/UMW provide the schools with ownership over the content and delivery of teacher preparation, which give them an intimate knowledge of the potential of each candidate. In fact, the schools are a part of candidates evaluations, and when the latter fail to show potential, administrators can recommend that candidates pursue further professional development and or be dropped from the program to prevent continuation under a false presumption that a candidate will be hired upon completion. A second reason for optimism about employment opportunities is based upon results of the first class of completers from the previously funded TCTC grant in 2018--whereby 100% of the 7 completers were offered contracts for the 2018-19 school year by BPS, and a total of 16 classrooms are staffed by teachers enrolled in the TCTC grant (some completing their program while provisionally licensed). At the end of the 2017-18 school year, all openings had been filled. By mid-July, 7 new openings were unfilled, including 2 in special education, 3 in secondary education and 2 in elementary education. At the same time, Heart Butte reported an even greater need, by percentage of staff, with 5 positions open, all in secondary education. Montana employment projections indicate that the second highest occupation having the most openings for individuals holding a Bachelor's Degree or higher from 2014-2024 is elementary teachers (Montana Dept. of Labor & Industry, 2015). These job market statistics assure us that there will be job openings for elementary school teachers graduating from our proposed TCTC program. In addition to the two partner schools, BCC was recently contacted by the school district in Cut Bank (30 miles away and on the border of the Blackfeet Reservation) requesting partnership in delivering a community based preservice program to meet their need for qualified teachers who would serve a high percentage of Blackfeet students.

B. QUALITY OF THE PROJECT DESIGN

BCC and UMW will work with Browning Public Schools and Heart Butte School districts to provide community-based preservice elementary education program, post baccalaureate secondary education certification, a special education endorsement program, and a two-year induction program for new teachers serving students Blackfeet Reservation. The ICEP Project will significantly alleviate the shortage of qualified Indigenous teachers in Blackfeet Reservation public schools.

B(1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are ambitious but also attainable and address:

B(1)(i) The number of participants expected to be recruited in the project each year;

Thirty-five (35) candidates will be recruited across three programs; Fifteen (15) elementary education, ten (10) special education, and ten(10) secondary education. The following chart shows the number of participants to be recruited each year.

Recruitment	Elementary ED	Special ED	Secondary ED
2018-19	10	10	7
2019-20	5	-	3
2020-21	-	-	-
2021-22/2022-23	Induction Years	Induction Years	Induction Years

B(1)(ii) the number of participants expected to continue in the project each year;

The project expects to maintain a retention level of at least 75% across the duration of the grant (see chart below). This rate is based upon retention of candidates in the previously funded TCTC grant which were over 80%.

Retention	Elementary ED	Special ED	Secondary ED
2018-19	10	10	10

2019-20	15	10	10
2020-21	>11	>7	>7
2021-22	>11	>7	>7
2022-23	>11	>7	>7

The number of candidates receiving induction will be >10 in 2020-21; >25 in 2021-22; and >15 in 2022-23.

B(1)(iii) the number of participants expected to graduate;

Based upon the 75% retention level specified above, the project expects at least 15 graduates/completers in 2020 and at least 11 graduates/completers in 2021

B(1)(iv) the number of participants expected to find qualifying jobs within 12 months of completion

Using evidence from the previously funded TCTC grant, where 100% of the first completers were hired upon completion of their program, the ICEP Project projects that greater than 85% of candidates will be hired within 12 months of completion of their programs of study.

Absolute Priority One: Program Goals, Outcomes and Objectives

Under Absolute Priority One, the ICEP Project will recruit, retain, educate, graduate, mentor, and provide two-year of induction services to a minimum of twenty six (26) Indigenous teachers. As a result of implementation of the ICEP program, graduates will receive a Bachelors of Science in Education (BS) degree and/or certification in K-8 elementary education; Certification/Endorsement in Secondary Education; or Certification/Endorsement in Special Education. Completers will receive assistance in finding employment serving students on the Blackfeet Reservation or nearby communities with high Blackfeet student enrollment and two

years of induction services. Below are the specific goals relating to recruitment, delivery of programs, program enhancements, student support, graduation, employment and induction.

Goal 1: Recruitment: The ICEP Project will recruit at least 35 Montana licensed (AI) teachers, including 15 Elementary Educators; 10 Special educators and 10 Secondary Educators. At least 75% of the 35 recruited students will complete the programs for which they were accepted.

Activity A. Meet with LEA faculty and administration to recruit currently employed individuals working at local schools who desire advanced education.

Activity B. Advertise in local newspapers, social media, television and radio.

Activity C. Maintain effective communication and follow-up with individuals already identified as participants and recommended by LEA administrators

Activity D. Advise students currently attending BCC and majoring in Elementary Education to consider applying for participation in the project.

Goal 2: Delivery of Programs. In collaboration, Project partners will implement 3 Council for the Accreditation of Educator Preparation(CAEP) accredited programs which will be suffused with intensive culturally responsive content and pedagogy for candidates across: elementary education, secondary education and special education.

Activity 1: Indigenous and other highly effective faculty will be recruited by the ICE Project Staff from BPS and HBPS to teach a total of thirty (30) courses for Elementary Education, (6) courses for special education and and ten (10) courses for post baccalaureate Secondary Education (2 Secondary Courses are nonoverlapping with Elementary Education).

Activity 2: UMW will work in partnership with BCC staff/faculty, BPS faculty and Indigenous consultants/elders to develop course content and respective syllabi that incorporates pedagogy to

align with Blackfeet ways of knowing, emphasize cultural as well as evidence-based, trauma-informed practices.

Activity 3: Each of the first three years, the Project will deliver 3-4 courses per semester (2-3 Elementary Education courses per semester; 1-2 Secondary Education Courses per semester; 1 special education course per semester). Successful students will be able to complete their coursework within three years followed by a 2-year induction.

Goal 3: Program Enhancement. To support candidate success in teaching Blackfeet students, the ICEP Project staff will hire experts in Blackfeet culture and pedagogy, instructional technology, and the Blackfeet Language to enhance existing coursework and support instruction in Blackfeet language and relevant technology.

Activity 1: ICEP Project consultant, Lona Running Wolf will identify learning outcomes, activities and assessments for sequential and threaded content to be built into all courses (BCC and UMW). Through workshops and coaching, Running Wolf will ensure that faculty have a strong understanding of the content they deliver.

Activity 2: The ICEP Project will contract with a educational technology expert to intensify the content and student competencies in an educational technology course that all preservice educators will take. In addition, this expert will identify learning outcomes, activities and assessments for sequential and threaded content to be built into all courses (UMW and BCC). Through workshops and individual faculty coaching, the expert will infuse digital pedagogy for effective classroom teaching as well as transferable technology to prepare Blackfeet students in productive and creative use of technology; coding. To support this activity, The BFCC School of Education has collaborated with BPS to implement a digitally equipped classroom complete with high-tech equipment.

Activity 3: The ICEP Project will contract with an Blackfeet Language educator, who will identify learning outcomes, activities and assessments for sequential and threaded language content to be built into all courses (UMW and BCC). Through workshops and individual faculty coaching, this expert will support the acquisition of Blackfeet language and language pedagogy for faculty teaching Project courses.

Goal 4: Student Support: The ICEP Project Director, Dee Hoyt, will provide early and ongoing support of candidates to ensure that they are not only progressing through the program efficiently, but that their well-being is supported as well. Outcome: At least 30 students will complete the program, including earning degrees, state certification/endorsement and passing the state required PRAXIS exams.

Activity 1: Instructional Coaches from partner LEAs will assist students in their academic journey from the time students enter the program through completion of their induction year.

Activity 2: Students will receive support from academic counseling services and student support services at BCC and UMW.

Activity 3: Master teachers at LEAs and other elementary faculty/administrators will offer support student teaching and first year educators during induction.

Activity 4: In accordance with BCC retention strategies, student achievement will be monitored throughout the ICE program, with advising, mediation, and tutor support, as identified by instructors.

Goal 5: Program Completion, Employment and Induction: At least 90% of completers of pre-service programs supported through ICEP will obtain employment in teaching Blackfeet students in the area in which they have been credentialed within one year of graduation. These

completers of respective ICEP programs will have a two-year induction of intensive professional mentorship.

Activity 1: Upon graduation or completion of one of the three programs, ICEP personnel will actively support candidates obtaining employment by providing training in resume building and interviewing tactics, writing letters of introduction, completing paperwork to obtain credentials and complete applications; staff will notify candidates of job openings.

Activity 2: ICEP staff will actively market graduates at schools on and off the Blackfeet Reservation at schools that enroll a high proportion of Blackfeet students.

Activity 3: A two-year induction will be provided to completers following employment within a 50 mile radius of the BCC campus.

Activity 4: The PI and PD will provide ongoing support and feedback to pre-service teachers through regular “check-ins” and more formal advising sessions each semester.

Activity 5: The public schools on the Blackfeet Reservation emphasizes instructional leadership and mentoring through several layers: a) Principals as instructional leaders; b) at least one Instructional Coach at every building to provide ongoing professional development; c) Community Mentors are hired from the ranks of retired teachers to provide additional support for classroom teachers. This system will be leveraged along with induction services from project staff to support first and second year teachers who complete ICEP project programs.

Goal 6. Dissemination of ICEP Model

The likelihood that this program will continue to be a successful personnel training model for current and future Indigenous teachers is strong due to the positive collaborative history of the

primary partners. Project staff will use professional outlets to share the ICEP personnel training partnership model that will be based upon an relationship forged between BCC, UMW and the Blackfeet public schools.

B(2) The project has a plan for recruiting non-traditional participants, that ensures participants are likely to complete the program.

The majority of program candidates to be selected and recruited for the ICEP Elementary Education program will be students that have completed or are close to completing their Associates degree from BCC in Elementary Education and are currently serving as part-time and/or full-time teacher's aides from BPS and HBPS. If the trend from the previous TCTC grant holds, candidates in ICEP are likely to predominantly be nontraditional in age. Target candidates are frequently recruited from and referred by LEAS and have tended to have much experience in the schools and demonstrated college success by having completed at least their associate's degrees. The likelihood of completion is strengthened by a) previous experience which help anchor course content to existing paradigms, and b) the motivation to position themselves for professional and economic advancement in a field where they can make a difference for their students and community. Most of the secondary and special education candidates will have already earned their bachelors' degrees.

The ICEP Project will use several strategies to ensure that these nontraditional students are successful, in spite of the likelihood that they may have large absences from academia and complex lives.

- 1) Programs are practice-based, with strong theory to practice connection and authenticity, as nontraditional students prefer seeing relevancy in their studies.
- 2) Students are consulted prior to scheduling to include their meeting preferences

- 3) Project staff will consult with instructors at least three times per semester to assess progress. If concerns arise regarding performance, attendance, personal concerns or dispositions the PI and PD will invite the candidate for a visit and, if needed, develop a plan to support them.
- 4) Programming is designed to be largely hands-on/experiential and consistent with pedagogical best practices, particularly for Blackfeet students.
- 5) The ICEP project will support students through Blackfeet wellness; The alignment of content/pedagogy with the candidates' own worldview has the potential to increase their confidence and motivation to complete the program and eventually to teach.

B(3) The extent to which the proposed project will incorporate the needs of potential employers (market analysis, partnerships).

Superintendent of BPS, Guardipee-Hall said that, although the teacher shortage has been reduced as a result of the TCTC Grant, she currently has 7 positions across the District that, on July 16th, she does not have filled for the 2018-19 school year (C. Guardipee, Personal Communication, July 16, 2018). Before TCTC, she reported an annual turnover rate of 17-25% of her teaching ranks. The positions the District is having difficulty filling directly aligned with the targeted areas of training in ICEP: early elementary; special education, and secondary education. BCC and UMW representatives also met with BPS and HBPS superintendents and principals to gauge interest in the proposed ICEP programs (Elementary, Secondary and Special Education) — personnel needs input to guide planning for targeted training development areas outlined in this proposal. ICEP partners representing area schools expressed an appreciation to BCC for their commitment to improving teacher preparation standards and offering a local opportunity for education degree attainment [see attached support letters]. From the perspective of employers, or

local educational agencies (LEAs), the ICEP Project will meet immediate and critical needs of the community. The teacher shortages on the Blackfeet reservation far exceed Montana shortages (discussed in the NEED section). Understanding that the need for elementary education teachers should be less given the success of filling vacancies through the TCTC grant, LEAs suggested reducing the proposed number to 15 in the current grant. The ICEP Project added special and secondary education endorsements to target areas based upon both BPS and HBPS current and projected needs in these areas. School administrators expressed strong support for the newly targeted personnel groups (J Matt, C Guardipee, Personal Communication, July 16, 2018)

C. QUALITY OF PROJECT SERVICES

(C.1) Likelihood that proposed project will provide participants with learning experiences that develop needed skills for teaching in Indian schools

The instructional model used in ICEP blends a Blackfeet worldview with the prevailing Western worldview through 4-connected elements: Blackfeet faculty, teach Blackfeet teacher candidates, who will in turn serving Blackfeet students through Blackfeet pedagogy and knowledge.

This is an innovative Model was initially piloted through the US Office of Indian Education, TCTC Grant. The model is community-based, culturally-based and practice-based. Each component by itself is an innovative approach compared to traditional teacher education; together, they comprise a model that is completely novel. Teacher preparation is delivered to the community, rather than expecting candidates to travel to far away Universities. Because of who our candidates are, this is the only model that makes sense, as they are mostly nontraditional students who cannot leave the Reservation because they work in the schools, have families, or are taking care of someone who needs them.

Our partnership with Public Schools is critical to the Model's success. We hire faculty entirely from within the Blackfeet educational community to teach our courses, supervise our student teachers, and coach our candidates in field experiences. This model promotes the movement toward Tribal educational sovereignty. Because most of the project faculty are Blackfeet, we are able to infuse instruction with Blackfeet pedagogy and Ways of Knowing. This curriculum priority is purposeful and pervasive throughout instructional design.

Our model addresses the theory to practice gap in teacher education. At least 50% of course outcomes are field-based. Candidates attend class each week and learn new content and strategies, then attend a lab where, with the help of their instructors, they design lessons that will be taught in their classrooms during the week. When teaching their lessons, an instructional coach from the schools observes and provides feedback according to a rubric aligned to specific course learning outcomes. Finally, the candidate writes a reflection on their teaching, and submits it for part of their course grade. This cycle is repeated each week. The curriculum itself is a blend of both traditional texts introducing educational best practices that align with instructional priorities of the schools, as well as the actual public school curricula.

Finally, there is a formative feedback loop within the system, whereby our instructors, who are also coaches in the schools, can teach new content one day, and then see the impact this has on instruction in schools the next day. Instructor Lona Running Wolf reported teaching candidates that Blackfeet students learn best through cooperative learning, when she walked into William's (candidate) class the next day, he had already responded to this new knowledge by moving his students' desks out of rows and into pods. And, finally, mentoring at every level is aligned school district expectations, building a seamless transition from teacher candidates to actual teachers.

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

The ICEP Project will infuse four distinct, research-based practices proven to enhance Indigenous student achievement: trauma-informed practices, proficiency in technology, and Blackfeet pedagogy and knowledge and Blackfeet language, and technology.

C(2)i Culturally adapted pedagogy: A curriculum designed for pre-service educators must prepare teachers to teach children from the context of their own culture. Designing and delivering pedagogical coursework that is “Blackfeet relevant” will align methods with the culture in which these students will teach (Ladson-Billings, 2014). According to Paris and Alim (2014), using the term *cultural pedagogy* places an emphasis on the relevancy of traditional foci including language and literacy, but also explicitly includes questions of equity, justice, and a recognition of the evolution of culture. There is emerging research indicating that positive changes can result for teacher candidates in terms of students’ achievement, classroom practices, and attitudes (Hynds et al., 2016).

C(2)ii Trauma Informed Practices: In 2011, a Montana study of Adverse Childhood Experiences (ACE) data showed that 60% of adults reported at least one ACE. ACE scores were significantly higher among AIs, with multiple factors contributing to toxic stress during early childhood (MELCG, 2013). In young children, four ACE risk factors increase the probability of developmental delay or poor health by a factor of 14 (Johnson & Theberge, 2007). Recognizing the pain of generational trauma and evidence that trauma informed practices can be a powerful approach (Azeem, et.al 2011) to building children’s resiliency to ACE factors, the National Center for Children in Poverty (Cooper, et.al, 2007) recommends that all programs serving AI students should embrace trauma-informed practices. Thus, understanding trauma and adopting a

trauma-informed approach to teaching will be threaded extensively throughout project curricula. *Cultural-based* trauma-informed practices have the dual benefit in honoring Blackfeet language, history, identity and spirituality as well as replacing pain with self-efficacy (Gone, 2012; 2013).

C(2)iii. Technology. One area separating Indigenous children and educators from nonnative education is the digital divide (Galvis, 2012). Access to technology itself, as well as quality instructional design and teacher preparation are needed to bridge this divide. Because of this divide, there is an underlying need to build a connection between cultural beliefs and practices and beliefs about the role of technology, including self-efficacy (Ertmer, 2005). Best practices for preparing educators to use technology include field experiences and student-centered activities in addition to effective modeling (Hall, 2018; Tondeur, Roblin, vanBraak, Voogt & Prestridge, 2017). Emerging demands from the public sector that influence technologies that must be taught in pre-service education include data management, coding, cooperative and interactive problem solving, ethics, gaming, online learning platforms and coding.

C(2)iv. Blackfeet language. Children and youth will can benefit academically and socially from the influence of the Piikani culture and language. As educators transmit values and culture responsively, students achieve self-efficacy through cultural identity. A commitment to language restoration has already begun in the schools, by supporting language immersion classes, beginning in pre-kindergarten. In order to advance this initiative, more educators must be prepared to integrate language as a critical component in reflecting cultural identity (Hall, 2018)

C(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

Many of the candidates that will be joining the ICEP Project have been working in our public and other schools located on the Blackfeet Reservation. Some are currently or have been

teacher's aides. Job placement will largely occur with partner schools: BPS and HBPS. Job placements will also be possible in other schools on and off the Reservation with over 50%-100% Indigenous students. Students will work with ICEP Project staff to develop resumes, applications and participate in mock job interviews. Students will receive practicum teaching feedback, student-teaching evaluations and exit exams, providing feedback for ongoing professional development. Mentor teachers and master teachers at area schools will be available to pre-service teachers and first year educators along their journey toward employment. Financial assistance during this time will help students who are transitioning into full-time positions.

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

Researches claimed that “the best way to support the development and retention of new teachers is pair them with an accomplished master teacher during their first year of induction” (Zetler & Spuhler, 1997). Since that time, many induction programs have been created around the country. Now, there is now a rich body of literature on induction programs that provides evidence of elements necessary to success. Members of the ICE alliance have extensive experience using different induction mentoring models. UMW's Educator Preparation Program (EPP) successfully implemented a grant funded induction program for first year teachers in the 1990's, though it was unable to sustain the induction program when grant funds expired. The induction process relies on all Project partners providing professional development and support to mentor teachers and new teachers in partner schools. The proximity and small size of the partner schools also make it feasible for all first and second year completers of this project to benefit from professional development. Induction services for ICEP participants will include the following:

- a) Partnership members who agree to provide support to first and second year induction teachers will offer inservice training for teachers at BPS and HBPS.
- b) The PI and PD will connect a instructional coach to each newly hired and second year completer currently teaching at the same school. ICE PI and PD will supervise this mentoring relationship with scheduled monthly contact, at minimum.
- c) The Instructional Coaches will provide at least four (4) observations of first year inductees and three (3) for second year inductees. Each coach will identify candidates' teaching areas that need strengthened and provide advisement/suggestion for resources, modeling and feedback.
- d) First and second year inductees will complete an annual progress journal that includes self-reflection of coaching observations and self-evaluation.

C(5) Extent to which the training services are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients

Both Blackfeet Community College and the University of Montana are accredited by NWCCU. The education programs at the University of Montana Western are also accredited by the State Office of Public Instruction and CAEP (2105). Professors from BCC and UMW will help co-design courses with adjunct instructors hired from the schools to teach the required courses. Throughout the program, the PI and PD will supervise and mentor students; the Program Coordinator will meet regularly with the candidates to offer advisement and academic support. The courses will be delivered face-to-face at the BCC campus. Courses will be held weekly in the evenings to accommodate working candidates. Every course requires extensive supervised teaching/field. The course scheduling (Table 2, See Attachments) is designed sequentially, and

redundantly to ensure that students can finish efficiently and permit them to enter the program at different points in the first two years of the Project with completion by the end of Year 3.

D. QUALITY OF PROJECT PERSONNEL

D(1) Qualifications... of the project director, and the amount of time this individual will spend directly involved in the project

Vikki Howard, Ph.D. will serve as Principal Investigator at .75 FTE. Dr. Howard is Professor of Special Education and has been the director of special education at the University of Montana Western since 2010 with over 25 years experience in special education. She has directed personnel training grants at the University of Kansas, Gonzaga University and the University of Montana Western. In addition, Howard collaborated with Montana Tribal colleges on personnel training grants in delivering a special education program (Salish Kootenai College) and early elementary (P3) and elementary education (Blackfeet Community College). The OIE grant with Salish Kootenai College doubled the number of Indigenous special educators in Montana. The OIE grant funded in partnership with Blackfeet Community College is on pace to graduate 30+ Indigenous PK3 and elementary education certified teachers. Howard is author of many articles, chapters and texts of relevancy to this project.

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

Project Director (.50 FTE) Ms. Dee Hoyt is the Education Division Chair at Blackfeet Community College. Ms. Hoyt started the Education Block Cohort at BCC, a successful delivery method for AI teacher students on the Blackfeet reservation. Starting in 2008, the eight-year-old program at BCC has graduated 42 Education and 43 Early Childhood Education students, 30 of which have become certified teachers in the Blackfeet community and 10 who have obtained a

master's degree. Twenty-seven currently work at Browning Public Schools. In addition to her devotion to the Education program at BCC, Ms. Hoyt is very active in the Blackfeet holistic ways of knowing and engages her cultural identity through her life and work as a Division Chair at BCC.

Project Coordinator (.50 FTE) Ms. Cheryl Madman

Cheryl Madman, currently serves as the Project Developer for the Tribal Community Teacher Capacity (TCTC) Department of Education Professional Development Grant. She has worked for Blackfeet Community College for the past 17+ year in leadership roles from Workforce Development Division Chair, Perkin Coordinator, Native American, Career & Technical (NACTEP) Director and Apprenticeship Coordinator and worked in student support services as an academic/career counselor. Ms. Madman has written and co-written numerous grants for BCC in which she was the PI for these grants. As well as having leadership roles, she served as an adjunct instructor in various departments across campus for the past 16 years. Cheryl earned her Associate of Arts in Elementary Education, Early Childhood and Computer Networking here at Blackfeet Community College. Cheryl received her BS in Elementary Education through Salish Kootenai Community College (2009) and currently working on Masters of Science Degree in Education, Instruction and Learning.

(D.3) Qualifications of project consultants or subcontractors

Consultant: Lona Running Wolf: Blackfeet Pedagogy Lona Running Wolf (MEd) was born and raised in Browning, Montana on the Blackfeet Reservation located at the entrance to Glacier National Park. Lona has served 6 years in the Browning Schools as a teacher, school leader, interventionist, and now, as an instructional coach. Ms. Running Wolf is an Adjunct Professor of Education at both Blackfeet Community College and the University of Montana Western.

Lona is a traditionalist in the Blackfeet culture. As a Medicine Thunder Pipe Bundle holder, she is among those who perpetuate Blackfeet ways by protecting this ancient ceremonial item of her people. She is a member of the sacred Horn Societies (Iskinai) of the Niitsitappii, and is frequently invited to represent her Tribe and its culture--showcasing the traditions, values, history, language and spirituality of the Blackfeet people.

Other Consultants: The Blackfeet Language will be fluent Blackfeet speaker and Blackfeet language educator, with at least five years experience in teaching. The technology consultant will have an earned master's degree in instructional technology and has at least five years experience in teaching instructional technology.

E. QUALITY OF MANAGEMENT PLAN

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

The partnership created by the ICEP grant will provide financial support to ensure that all programs, field experiences, including student teaching, support technology training, Blackfeet language and cultural training for pre-service teachers, and that effective instructional design is used to ensure teachers are well qualified upon completion. Costs for the ICEP program will be reasonable in relation to the number of candidates served and in regards to anticipated benefits to the community. If at least 75% of candidates complete their programs, the average cost will be \$40,000, not including induction services. Payments for grant expenditures will be authorized solely by the Blackfeet Community College Vice President of Finance. The BCC Finance Department has established business policies and procedures, based on Federal and Tribal finance rules and regulations, which demand reasonable costs for all grants, mandating that grant

administrators to manage projects in a cost-effective manner, and require complete and recorded justification prior to payment. The Finance Department is audited annually by an external auditing agency.

(E.2) Adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project

Opportunities for feedback ensure that ICEP Project partners all remain on track to meet performance goals. The PI for the project will work closely with project staff and partner LEA schools to ensure that all partners are regularly engaged with formative evaluation of candidates' outcomes. Two informal partner meetings will be held each semester, in addition to advisory and ad hoc meetings as needed. Project staff will meet weekly to review student, Project progress and plan weekly tasks for staffs. Because university faculty will be in partner schools regularly, teachers, students, coaches and school administrators will also have an avenue through which communication can take place. Once a year, the Project staff will conduct an open ended interview with school partners and participants to further assess the effectiveness of the partnership, including induction services and employment support. Each of these elements provide a means of formative evaluation and subsequent ICEP improvement.

Table 3. Management Plan and Timeline of Activities of Program

Year 1	Year 2	Year 3	Years 4 & 5
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<p>Partners Recruit Instructors and coaches; Recruit candidates; Review personnel needs</p>	<p>Partners meet to review progress of project; assign new coaches as needed; solicit feedback; Hire graduates; induction</p>	<p>Partners review project progress project; assign coaches as needed; provide feedback; Hire graduates; plan induction</p>	<p>Partners meet to evaluate program; assign coaches; monitor candidate development</p>
<p>ICEP Project Staff Recruit students; Plan instruction; Enroll students & deliver instruction; hire faculty; monitor progress</p>	<p>ICEP Project Staff Recruit students; Schedule courses; Enroll students & deliver instruction; monitor contractors; support employment & graduation</p>	<p>ICEP Project Staff Schedule courses/faculty; Enroll students & deliver instruction; monitor activities; support employment & graduation; plan/implement induction</p>	<p>ICEP Project Staff Recruit students; hire faculty; monitor graduate progress; plan and implement induction</p>
<p>PI & PD meet with partners and project staff to establish roles & responsibilities</p>	<p>PI & PD ongoing meetings with partners & project to review goals, progress & activities</p>	<p>PI & PD ongoing meetings with partners & project to review goals, progress and activities</p>	<p>PI & PD meet w/partners & coaches to monitor induction & graduate progress</p>

Project Staff & Consultants plan curricular enhancements	instructors & Consultants implement curricular enhancements	Project Personnel implement & evaluate curricular enhancements	
ICEP Project Staff Provide Student Support: progress feedback; mid year interviews; support plans (as needed); registration advising	ICEP Project Staff Provide Student Support: feedback on progress; mid-year interviews; support plans (as needed); registration advising; PRAXIS, employment	ICEP Project Staff Provide Student Support: feedback on progress; mid-year interviews; support plans (as needed); registration advising; PRAXIS, employment success	ICEP Project Staff Provide Student Support: feedback on teaching; mid-year review
Students: First cohort begins classes ELED; SEC/ED & SPED	Students: Continue course progression; seek employment	Students: Complete coursework and graduation; employment and induction(Y2 Grads)	Students: Complete 2 Years' induction
Candidates placed for course practica & supervised by coaches	Candidates placed for practica for courses & supervised by coaches. Y2 Completers student teach	Candidates placed for practica for courses & supervised by coaches. Y3 Completers student teach	Inductees hired to teach; supervised by district Instructional coaches

PI/PD attend grant meeting; negotiate budget & writes annual report for DOE	PI/PD attend grant meeting; annual budget & writes annual report for DOE	PI/PD attends grant meeting; annual budget and writes annual report for DOE	PI/PD attends grant meetings; budget & write annual report for DOE
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(E.3) Extent to which time commitments of the Principal investigator and other key personnel are appropriate and adequate to meet objectives

Table 4 below denotes time and effort of ICE partners plus the products and services delivered in relationship to each role:

Personnel	Role & Responsibilities	Effort
Principle Investigator Dr. Vikki Howard	Hire staff; recruit/support participants; assist faculty in designing/delivering courses; liaison between project partners; guide curriculum development; provide professional development; manage budget; write reports and communicate with OIE; ensure project activities are completed and on time, including progress toward graduation, induction and employment; project evaluation	75% of time
Adjunct Instructors	Design & deliver coursework for Degree & Certification programs; assess candidates	Adjunct per credit
Project Director, Ms. Dee Hoyt	Provide coaching/academic support for pre-service candidates; recruit new students; advise participants; Monitor student progress and provide supplement support as needed; coordinate induction services and employment support; coordinate field experiences and student teaching; Prepare for PRAXIS	50% of time
Coaches/mentors	Model, observe, provide coaching and and feedback to candidates in practica and induction; provide feedback	As Needed

Consulting Experts	Design & monitor Blackfeet Knowledge, Blackfeet Language and Technology content across the curriculum	Contract
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Project Evaluation. The Project Co-Coordinators will be responsible to ensure that all program elements are continuously monitored. LEAs partners will be asked to provide feedback on candidates’ progress,, placement process, and shared personnel. The project will enable BCC to recruit more instructors from partner schools for the delivery of an Blackfeet-centered pre-service curriculum. Continuous data are collected in every course respective to students’ abilities to demonstrate instruction in classrooms. These data reformative and used to determine progress, proficiency and provide feedback to instructors as to where review and reteaching are needed.

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Other Attachment File(s)

* Mandatory Other Attachment Filename:

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

DEE LYNN HOYT

OBJECTIVE

Blackfeet Community College Education & Health Division Chair Objective:

Collaborate engage and unite the faculty and students to promote, strengthen enrich our institutions of higher education/health. To prepare students to seek higher education, meaningful employment, basic skills and community based education while integrating the Blackfeet culture and language.

SKILLS & ABILITIES

Knowledge Required:

- Knowledge of curriculum development;
- Computer literate with software and hardware;
- Knowledge of organizing, planning, and instructing
- Knowledge of Tribally Controlled Community Colleges;
- Knowledge of Blackfeet Tribal, Historical and Cultural ways

Skills Required:

- Work experience in the field of Health/Education
- Strong teaching skills;
- Experience with a variety of Health Options
- Excellent motivation and instructional skills in a diverse and non-traditional environment;
- Excellent oral and written communications skills.
- Ten years at an Education of Adult or Higher Education Institution
- Extensive knowledge of the principles, techniques, and ethics of instruction, particularly with Native Americans and Adult and Higher Education.
- Working knowledge of research techniques and how to develop curriculum
- Maintains contact with personnel in all departments, students, Board of Trustees, Blackfeet Tribal departments and programs staff, and other related entities and persons that are necessary to contact to conduct the day-to-day business operations of the Education and Health Division.

EXPERIENCE

January 6 2004 - Present
Elementary Education/Health Department Chairperson,
Instructor & INBRE (IDeA Network of Biomedical Research
Excellence) Principal Investigator
Blackfeet Community College
Supervisor: Carol Murray VP-Provost of Academic Affairs
PO Box 819, Browning Montana 59417

- BCC Student Services 2004 Summer Student Retention Plan of Action.
- Research, developed, designed, and presented to staff, and faculty.
- Under the supervision of the Dean of Academic Affairs, this individual will be responsible for overall instructional program for Elementary/Health Education, advising students, articulating courses, serve on committees, and provide academic service to students and staff.
- Instruct a minimum of 12-15 credits per semester consistent with the policy within this department to assure adequate scheduling for students who wish to work toward a certificate or two-year degree in accordance with published BCC catalogs.
- Identify current information for use as library resources. Research materials/instructional documents to use in instruction, research, readings, or supportive materials for department.
- Allow for professional development (seeking a higher education degree) to better carry out duties and serve the students of BCC.
- Participate in the advising process. This includes, but is not limited to being available during pre-registration and regular registration, maintaining consistent office hours, maintaining contact with students throughout the semester, maintaining advising records and two-year educational plans. If students identifies any special needs this must be communicated to counselors for proper follow-up.
- Develop and implement articulation of course relevant to the Elementary/Health Education Transfer Program.
- Serve as an active member on the curriculum committee and the department meetings and one community meeting to coordinate total instructional program at BCC to provide and maintain the highest quality educational services that included up-to-date educational information.
- Establish an advisory committee with a broad spectrum of representatives to guide/assist in enhancing the department and curriculum. This committee should meet at least one time per year with minute distributed and followed up made with Dean of Academic Affairs and the curriculum committee as needed.
- Maintain liaison with reservation community, relevant tribal program, government, schools and individuals to utilize resources available upon request.
- Evaluate department courses and programs through assessment plan with the Dean, Department Chairperson, and curriculum committee, advisory committee, on an on-going basis in order to strengthen and improve services to meet the needs of the students. Assure the department completes the course evaluations in a timely manner and that they are on file with the academic Affairs Department.

January 2012 - Present
Principal Investigator
INBRE (IDeA Network of Biomedical Research Excellence)
Supervisor: Dr. Alan Harman, Montana State University
Bozeman, Montana 59717

2011 - 2012
Assistant Ladies Basketball Coach
Blackfeet Community College
Browning, Montana 59417

May 2007 - 2012
Principal Investigator
TCI-Organ Donation Project (BCC Kidney & Organ Awareness Project)
Supervisor: Lannesse Baker, University of Washington
Center for Clinical & Epidemiological Research
Seattle, Washington 98101

March - July 2008
Grant Coordinator
Montana History Grant
Office of Public Instruction (OPI)
Supervisor: Mike Jetty, Indian Education For All
PO Box 202501, Helena, Montana

May - August 2007-2015 (summer employment)
Office Assistant
Indian Nation Finals Rodeo Head Quarters/Roper
Supervisor: Donna Hoyt, General Manager
Box 508 Browning, Montana

EDUCATION

College of Great Falls, Bachelors of Science
Physical Education & Health

MAY 1984

Montana State University-Northern, Masters of Science
K-12 Education Learning Development

MAY 1995

COMMUNICATION

- Research Determining the Correlation between stress Level and Disease Susceptibility among Individuals from the Blackfeet Community
- Increase the knowledge of Health and Wellness for all members of the Blackfeet Nation
- Educate students and families with health, fitness and wellness activities and educational awareness by bring a health fair to their community.
- Guide students in their unique voyage towards a holistic wellness health and fitness through hands on learning & exercises experiences.
- Developed and designed Health Research Course (Health Disparities) for our program of study
- Annually design and implement Health Fairs

- Instruct a minimum of 6-9 credits per semester consistent with the policy within this department to assure adequate scheduling for students who wish to work toward a certificate or two-year degree in accordance with published BCC catalogs.
- Identify current information for use as library resources; research materials/instructional supportive documents of the health, wellness and fitness.
- Allow for professional development (seeking a higher education degree) to better carry out duties and serve the students of BCC.
- Participate in the advising process. This includes, but is not limited to being available during pre-registration and regular registration, maintaining consistent office hours, maintaining contact with students throughout the semester, maintaining advising records and two-year educational plans. If students identifies any special needs this must be communicated to counselors for proper follow-up.
- Serve as an active member on the curriculum committee and the department meetings and one community meeting to coordinate total instructional program at BCC to provide and maintain the highest quality educational services that included up-to-date educational information.
- Establish an advisory committee with a broad spectrum of representatives to guide/assist in enhancing the department and curriculum. This committee should meet at least one time per year with minute distributed and followed up made with Dean of Academic Affairs and the curriculum committee as needed.
- Maintain liaison with reservation community, relevant tribal program, government, schools and individuals to utilize resources available upon request.
- Evaluate department courses and programs through assessment plan with the Division Chairs curriculum committee, advisory committee, on an on-going basis in order to strengthen and improve services to meet the needs of the students. Assure the department completes the course evaluations in a timely manner and that they are on file with the academic Affairs Department.

LEADERSHIP

1998-2000 K-12 Drugs and Alcohol Youth Director, Blackfeet Housing
 2000-2003 Browning Public School Board of Trustee
 2002 Project Alert Training
 1999-2003 Health Educator, K-12 Heart Butte Public Schools
 2003 Warrior Award, Heart Butte Public School
 2004-Present Elementary Education Department Chair/Instructor Blackfeet Community College
 2004-2012 BCC Health Fair Coordinator
 2006 Empire Who's of Woman in Education
 2008 Facilitator/Coordinator OPI Indian Education for All Montana History Grant
 2008-2009 Volunteer, Montana Campus Compact Missoula, Montana
 2009-2012 Principal Investigator, Kidney & Organ Awareness Center for Clinical and Epidemiological Research University of Washington
 2011 Certificate of Completion College Teaching
 2009-2012 BCC Surrounding Community Summer Health Fair Coordinator

REFERENCES

Emily Salois

INBRE Tribal Coordinator
Missoula, Montana 59812
406-529-9710

Christine Rogers Stanton PhD

College of Education, Health & Human Development
141 Reid Hall
Bozeman, Montana 59717-2880
406-994-1890

Laura Larsson PhD, MPH, RN

College of Nursing[†]
Sherrick Hall
Bozeman Montana 5917
406 994 7504

ICEP Key Personnel Resumes

Vikki Faith Howard, PhD
University of Montana Western
710 S. Atlantic
Dillon, MT 59725
650-906-2563
vikki.howard@umwestern.edu

Current Position

Professor of Special Education
University of Montana Western
Program Director, Special Education

Academic Degrees

Ph.D.	Ohio State University	Early Childhood Special Education/Administration
M.S.	Utah State University	Special Education/Early Childhood
B.S.	University of Idaho	Biology/Psychology

Master's Thesis: The effects of self-management procedures on the maintenance and generalization of instructional skills of mothers of developmentally delayed infants.

Doctoral Dissertation: The effects of self-management strategies on the weak rule governed behavior of parents of handicapped preschoolers.

Professional Experience

2016-2018	Chair	Education Dept. Univ of Montana Western
2013-Present	Professor	University of Montana Western
2011-2012	Chair	Education Dept., Univ of Montana Western
2010-2013	Associate Professor	University of Montana Western
2002-2010	Contractor	Self-Employed
1997-2002	Athletics Administrator	Stanford University
1996-1997	Visiting Professor	Education, Spokane Falls Community College
1993-1997	Associate Professor	Gonzaga University
1994	Tenured	Gonzaga University
1994	Interim Chair	Dept. Spec. Ed. Gonzaga University
1988-1993	Assistant Professor	Gonzaga University
1989-90	Project Co-Director	Birth to Six Personnel Training Grant
1989-1992	Project Director	EC Personnel Training Grant
1989-1992	Adjunct Faculty	University of Kansas
1986-88	Research Associate	University of Kansas, Bureau of Child
Research		
1985-86	Special Educator	U.S. Peace Corps, Jamaica
1984	Instructor	Ohio State University
1984	Intern	Ohio Department of Special Education

1982-85	Graduate Research Assoc.	Ohio State University
1980-82	Early Intervention Specialist	Golden Rule School, Cambridge, Ohio
1979-80	Grad. Research Assist.	Utah State University

Other Collegiate Assignments

1990-96	Member	School of Ed Human Subjects Committee
1990-94	Chairperson	School of Ed Scholarship Committee
1990-96	Chairperson	School of Ed Curriculum Committee
1990-94	Member	SOE Crosby Facility Committee
1991-93	Member	University Library Committee
1991-76	Member	University Handicapped Facilities Assessment Committee
1992-1993	Member	School of Ed. Reappointment Committee
1992-1994	Member	University NACSA Subcommittee: Standard X –Research
1993-1994	Chair	School of Ed. Reappointment Committee
1993-1995	Chair	School of Education Habitat for Humanity
1994	Nominee	Teacher of the Year, Gonzaga Univ
1995-1996	Member	Academic Counsel
2011-2014	At-Large Member	Faculty Senate
2011-	Member	Collective Bargaining Unit
2011-	Member	Strategic Planning Task Force/University Council
2014-	Representative	Budget Committee
2014-15	Vice President	Collective Bargaining Unit
2015	Member	Chancellor’s Inauguration Committee
2015-	Member	Collective Bargaining Unit
2015-2018	Chair	Student Review Committee
2016-	Member	eLearning Committee

Professional and Academic Association Memberships

The Association for Persons with Severe Handicaps
 Association for Behavior Analysts
 Council for Exceptional Children
 Association for Trainers of Special Education Personnel (WA), 1990-1997,
 President, 1991-1992
 Higher Education Consortium (MT) 2010-
 Consortium Special Education Professional Development Region 5 2010-

Professional Assignments and Activities

2016-2018	Montana Council of Deans of Education
2016-	OCHE Task Force on Rural Educator Teacher Shortage
2013	Accreditation Review Team; Montana Office of Public Instruction
2011	Reviewer, Sage Publisher
2011	Guest Reviewer, Education and Treatment of Children

1994-1996	Associate Editor, <u>Education and Treatment of Children</u>
1993	Guest Associate Editor, <u>Education and Treatment of Children</u>
1993	Grant Reviewer, U.S. Dept of Education
1993-1996	Field Tester: Picture Reading Curriculum for Individuals w/Severe Disabilities
1990-1996	Editorial Review Board, <u>Education and Treatment of Children</u>
1988-1991	Consultant to Rural Alternatives for Preschool Integrated Delivery of Services (RAPIDS), University of Kansas, Bureau of Child Research, Parsons Research Center, Parsons, Kansas
1988-1990	Editor, <u>Behavioral Educator</u>
1987-88	Consultant to Supported Integration Project, Parsons School District
1983-85	Advertising Manager, <u>The Directive Teacher</u> , Ohio State University
1983	Supervisor, Student Teachers, Ohio State University
1983	Supervisor, Education Practicum, Ohio State University
1980-82	Southeast Regional Representative, Ohio Home Based Specialist

Awards

- 2014 Montana Council for Exceptional Children Special Education Research Award
 1995 Nominee, Professor of Year: Gonzaga University

Publications

Books

- Howard, V. F., & Williams, B. F., Miller, D. & Aiken, E. (In Progress). *Very young children at risk and with disabilities: A foundation for educators, families and service providers*. 6th Ed. Columbus, OH: Prentice Hall.
- Howard, V. F., & Aiken, E. (2015). *Assessment of children in the early years*. Bridgepoint.
- Howard, V. F., & Williams, B. F., Miller, D. & Aiken, E. (2014). *Very young children at risk and with disabilities: A foundation for educators, families and service providers*. 5th Ed. Columbus, OH: Prentice Hall.
- Howard, V. F., & Williams, B. F. (2010). *Very young children at risk and with disabilities: A foundation for educators, families and service providers*. 4th Ed. Columbus, OH: Prentice Hall.
- Howard, V. F., & Williams, B. F. (2005). *Very young children at risk and with disabilities: A formative approach for the 21st century*. 3rd Ed. Columbus, OH: Prentice Hall.
- Howard, V. F., Williams, B. F., & Port, P. (2001). *Very young children at risk and with disabilities: A formative approach for the 21st century*. 2nd Ed. Columbus, OH: Prentice Hall.
- Howard, V. F., Williams, B. F., & Port, P. (1997). *Very young children at risk and with disabilities: A formative approach for the 21st century*. 1st Ed. Columbus, OH: Prentice Hall.

Peer Reviewed Articles

- Frafjord-Jacobson, K. L., Hanson, A. C., McLaughlin, T. F., Stansell, A., & Howard, V. F. (2013). Daily Report Cards: A recommended intervention in the schools. *International Journal of Basics and Applied Sciences*.

- Kuntz, K. J., McLaughlin, T. F., & Howard, V. F. (2001). A comparison of cooperative learning and small group individualization instruction for math in a self-contained classroom for elementary students with disabilities. *Educational Research Quarterly*, 24, 41-56.
- McLaughlin, T. F., Williams, B. F., & Howard, V. F. (1998). Suggested behavioral interventions in the classroom to assist students prenatally exposed to drugs. *Behavioral Interventions*, 13, 91-109.
- Howard, V. F., McLaughlin, T. F., & Vacha, E. F. (1996). Educational capital: A proposed model and its relationship to academic and social behavior of students at risk. *Journal of Behavioral Education*, 6(2), 135-152.
- McLaughlin, T. F., Williams, B. F., Howard, V. F., & Reyes, R. (1995). Data-based and effective classroom procedures to assist Native American children with Fetal Alcohol Syndrome and Fetal Alcohol Effects. *Corrective and Social Psychiatry and Journal of Behavior Technology Methods and Therapy*. 41(3), 42-51.
- Johnson, M. K., Howard, V. F., & McLaughlin, T. F. (1994). Child maltreatment: Young children with disabilities at risk. *Corrective and Social Psychiatry*, 40, 8-16.
- Gilbert, M. J., Howard, V. H., & McLaughlin, T. F. (1996). The reasons for and against inclusion for persons with severe disabilities: A review. *International Journal of Special Education*.
- Edwards, L., Salant, V., Howard, V. F., Brougher, J., & McLaughlin, T. F. (1995). Effectiveness of self-management on attentional behavior and reading comprehension for children with attention deficit hyperactivity disorder. *Child and Family Behavior Therapy*, 17,(2), 1-17.
- Traver, C., Howard, V. F., & McLaughlin, T. F. (1994). Assisting at-risk families with social capital to increase the participation and involvement with parents and students in the classroom and in the home. *Psychological Reports*, 75, 701-702.
- Unsworth, L., & Howard, V. F. (1994). Children, youth and chronic illnesses: Cancer and A.I.D.S. in the classroom. *B.C. Journal of Special Education*, 18, 70-81.
- Noland, E. N., McLaughlin, T. F., Howard, V. F., & Sweeney, W. J. (1993). Peer attitudes towards students with disabilities: a comparison of the in-class and pull-out models of service delivery. *B.C. Journal of Special Education*, 17, 209-220.
- Campbell, J. C., & Howard, V. F. (1993). Characteristics and strategies for the instruction of secondary students with learning disabilities in reading. *B.C. Journal of Special Education*, 17, 183-191.
- Williams, B. F., Howard, V. F., & McLaughlin, T. F. (1994). Fetal Alcohol Syndrome: Developmental characteristics and directions for further research. *Education and Treatment of Children*. 17(1), 86-97.
- Klobassa, J., McLaughlin, T. F., & Howard, V. F. (1994). Direct instruction reading with elementary school children: A review and recommendations. *Canadian School Executive*, 14(2), 31-32.
- Harding, L., Howard, V. F., & McLaughlin, T. F. (1993). Use of self-management procedures with preschoolers with disabilities. *Psychological Reports*, 77, 786.

- Banks, S. Davis, P., Howard, V. F., & McLaughlin, T. F. (1993). The effects of directed art activities on the behavior of young children with disabilities: A multielement baseline analysis, *Art Therapy*.
- Tabacek, D. A., McLaughlin, T. F., & Howard, V. F. (1994). Teaching preschool children with disabilities to employ reciprocal peer tutoring skills in the classroom: Effects on preacademic skills. *Child and Family Behavior Therapy*, 16(2), 43-64.
- Weeks, D., Howard, V. F., & McLaughlin, T. F. (1993). Empowering parents to become advocates for their own children with disabilities. *B.C. Journal of Special Education*, 17,62-71.
- Allen, L. J., Howard, V. F., Sweeney, W. J., & McLaughlin, T. F. (1993). Use of contingency contracting to increase on-task behavior with primary students. *Psychological Reports*, 72, 905-906.
- Anderson, M. S., & Howard, V. F. (1993). Integrating computers and curriculum content into higher education. *Technology and Teacher Education Annual*. Charlottesville, VA: Association for the Advancement of Computing in Education.
- Balenzano, S., Agte, J., McLaughlin, T. F., & Howard, V. F. (1993). Teaching tutoring skills with preschool children with disabilities in a classroom setting. *Child & Family Behavior Therapy*, 15(1), 1-36.
- Williams, B. F., & Howard, V. F. (1993). Children exposed to cocaine: Characteristics and implications for research and intervention. *Journal of Early Intervention*, 17, 61-72.
- Williams, B. F., McLaughlin, T. F., Williams, R. L., Howard, V. F., & Marchand-Martella, N. E. (1993) The NCATE process and behaviorally-based special education. *Journal of Behavioral Education*, 3(1), 39-59.
- Howard, V. F., & Williams, R. L. (1991). Advances in the education of persons with severe handicaps. *Psychology in the Schools*, 28, 123-138.
- Williams, B. F., McLaughlin, T. F., Williams, R. L., & Howard, V. F. (1991). Student research: Its place in behavior analysis in the Department of Special Education. *Child and Family Behavior Therapy*, 13, 73-77.
- Howard, V. F., Spellman, C. R., Cress, P., See, C., Simmons, R. (1989). A Picture Reading Manual for Adolescents with Moderate and Severe Mental Retardation. *Focus on Autistic Behavior*, 4(3),1-20.
- Young, K. R., West, R. P., Howard, V. F., & Whitney, R. (1986). The acquisition and generalization of functional living skills with severely handicapped children. *Education and Treatment of Children*.
- Howard, V. F. (1984). Teaching children to follow rules with delayed consequences. *The Directive Teacher*, 6, 14.

Chapters

- VanDerveer, T. V., Howard, V. F., VanDerveer, B. V. (2014). The Stanford Way: A case for mentoring female coaches in women's basketball. In E. Pendarvis & M. B. Trube (Ed.) *Mentoring in the professions: Orienting toward the future*.
- Howard, V. F. (2013). Baseball and tailgating. In F. Chilson, C. Gilde, & M. Malec (Eds.) *The subcultures of tailgating*. St. Paul, MN: Paradigm Publishers.

- Chilson, F., & Howard, V. F. (2013). Food and tailgating. In F. Chilson, C. Gilde, & M. Malec (Eds.) *The subcultures of tailgating*. St. Paul, MN: Paradigm Publishers.
- Howard, V. F., Williams, B. F., & Port, P. (1999). Biological and genetic factors in human development. In D. Saklofske & V. Schwean (Eds). *Handbook of Psychosocial Characteristics of Exceptional Children*. New York, NY: Plenum Publishing.
- Howard, V. F., Williams, B. F., & McLaughlin, T. F. (1994). Children prenatally exposed to alcohol and cocaine: Behavioral solutions. In R. Gardner III, D. Sainato, J. Cooper, T. Heron, W. Heward, J. Eshleman, & T. Grossi (Eds.), *Behavior analysis in education: Focus on measurably superior instruction*. Monterey, CA: Brooks/Cole.
- Williams, R. L., Howard, V. F., Williams, B. F., & McLaughlin, T. F. (1993). Basic principles of learning. In E. Cipani & F. Spooner, (Eds.) *Curricular and instructional approaches for persons with severe disabilities*. Allyn & Bacon.
- McLaughlin, T. F., Howard, V. F., & Williams, B. F. (1993). Classroom management procedures for at-risk children and youth. In C. Ellis & N. N. Singh (Eds). *Children and adolescents with emotional or behavioral disorders*(pp. 167). Richmond, VA: Commonwealth Institute for Child and Family Studies.
- Stephens, T. M., & Howard, V. F. (1983). Teaching the handicapped in secondary schools: An historical perspective. In Patricia L. Reed (Ed.). Mainstreaming in secondary schools: A shared professional responsibility, *OATE-OACTE Monograph series No. 7*.

Additional Writing

- Book Review. (1995). Interpreting disabilities: A qualitative reader (1992). [Gopher] *Research and Reflection*, 1(1).
- Book Review. (1994). S. F. Warren & J. Reichle (Eds.) Causes and effects in communication and language intervention: Volume 1. *Education and Treatment of Children*.
- Final Report. (1992). Early Childhood Special Education Personnel Training Grant. U.S. Office of Education.
- Continuation Report. (1990). Second Year Proposal: Early Childhood Special Education Personnel Training Grant. US Office of Education.
- Book Review. (1990) R. Gaylord-Ross (Ed.) Integration strategies for students with handicaps. *Education and Treatment of Children*, 3, 93-95.
- Continuation Report. (1989). Third Year Proposal: Early Childhood Special Education Personnel Training Grant. US Office of Education.
- Final Report. (1988). A Picture Symbol Transitional Curriculum for Moderately and Severely Handicapped Adolescents. U. S. Department of Education, Office of Special Education, Grant #GOO-85-30052, University of Kansas, Bureau of Child Research, Parsons Research Center, Parsons, Kansas.

Report on the 1985 Projected Special Education Personnel Survey for the Ohio Dean's Task Force for Personnel Preparation for the Handicapped.

Report on the 1984 Projected Special Education Personnel Survey for the Ohio Dean's Task Force for Personnel Preparation for the Handicapped.

Books Received. (1984). *The Directive Teacher*, 6, 21.

Papers Presented

Howard, V. F., & Butts, E. (Accepted: Sep, 2018). *Trauma informed practices classroom teachers can use to support self-regulation*. Big Sky Summit, Dillon, MT.

Howard, V. F., & Running Wolf, L. (Accepted: Aug, 2018). *Building capacity within rural Indigenous communities*. International Symposium for Innovations in Rural Education Conference, Bozeman, MT.

Howard, V. F. (June, 2018). Universal Design for Instruction: Serving children with moderate and severe disabilities. CSPD Summer Institute. Dillon, MT.

Howard, V. F., Hoyt, D., Running Wolf, L., & Wells, J. (Jun, 2018). *Innovative Piikini teacher education: An immersion model*. 9thAmerican Indian / Indigenous Teacher Education Conference: *Honoring Our Communities*. Northern Arizona University, Flagstaff, AZ.

Howard, V. F. (March, 2018). *Indigenous teacher education partnership*. Montana Board of Regents, Dillon, MT.

Howard, V. F. (June, 2017). *From traumatized to resilient: Building classroom strategies that develop well-being*. CSPD Summer Institute. Dillon, MT.

Howard, V. F., & Butts, E. (December, 2015). *Behavioral and trauma informed practices for young children*. Butte Head Start and Early Head Start. Butte, MT.

Butts, E., & Howard, V. F. (August, 2015). *Trauma and Strategies that Lead to Increased Compassionate Learning Environments for Children, Youth and Adults*. Special Education Co-op Professional Training. St. Regis, MT.

Butts, E., & Howard, V. F. (April, 2015). *A collaboration between MOPI and UMW to deliver a course for teaching students with emotional and behavioral disabilities*. Higher Education Consortium. Bozeman, MT.

Howard, V. F., Chilson, F., & Gilde, C. (November, 2014). *Gender equity in Women's Basketball*. National American Society for the Sociology of Sport. Portland, OR.

Guzik, E., & Howard, V. F. (June, 2014). *Mindtools*. RESA4U Summer Institute. Dillon, MT

Howard, V. F., Shipman, K., & Winans, J. (2013). *Is experiential teaching in online instruction an oxymoron?* Xli 2013 Extended Learning Institute. March 2013, Billings, MT.

Howard, V. F. (2011). *Video-coaching for microteaching and performance evaluation*. XLi 2011 Extended Learning Institute. March, 2011, Bozeman, MT.

- Howard, V. F. (2011). *Using a virtual environment to facilitate complex collaborative projects*. XLI 2011 Extended Learning Institute. March, 2011, Bozeman, MT.
- Williams, B. F., McLaughlin, T. F., Howard, V. F., & Reyes, R. (1996). *Native American Children with Fetal Alcohol Syndrome; a Manual for Behavioral Intervention*. Association for Behavior Analysis: An International Organization, May, 1996, San Francisco, CA.
- Williams, B. F., McLaughlin, T. F., Howard, V. F., & Reyes, R. (1995). *Native American Children with Fetal Alcohol Syndrome; a Manual for Behavioral Intervention*. Association for Behavior Analysis: October, 1995, Eugene, OR.
- Ball, R., & Howard, V. F. (May, 1995). *Learning strategies for high school students with learning disabilities*. 21st Annual convention of the Association for Behavior Analysts. Washington, D. C.
- McDonald, W., & Howard, V. F. (May, 1995). *Using a changing criterion design to analyze CBI and traditional instruction of middle school students in mathematics*. 21st Annual convention of the Association for Behavior Analysts. Washington, D. C.
- Howard, V. F., McLaughlin, T. F., & Traver, C. (May, 1994). *Educational capital: A new concept to assist at-risk youth and their caregivers in the schools*. 20th Annual convention of the Association for Behavior Analysts. Atlanta, GA.
- Edwards, L., Salant, V., Howard, V. F., Brougher, J., & McLaughlin, T. F. (May, 1994). *Effectiveness of self-management on attentional behavior and reading comprehension for children with attention deficit disorders*. 20th Annual convention of the Association for Behavior Analysts. Atlanta, GA.
- Howard, V. F. (October, 1993). *Full inclusion implications for personnel preparation programs*. Washington 1993 Professional Education Advisory Board Conference, Richland, WA.
- Yan, W., Howard, V. F., & McLaughlin, T. F., (October, 1993). *Meta-Analysis for applied behavior analysis research*. Northwest Association for Behavior Analysis, Spokane, WA.
- Howard, V. F. (October, 1993). *Full inclusion*. Northwest Association for Behavior Analysis, Spokane, WA.
- McLaughlin, T. F., Howard, V. F., & Williams, B. F. (September, 1993). *Effective classroom management procedures for at-risk children and youth*. Third Annual Virginia Beach Conference, Virginia Beach, VA.
- Howard, V. F. (August, 1993). *Personnel preparation issues for full inclusion*. OSPI Summer Institute on Full Inclusion. Seattle, WA.
- Howard, V. F., & Williams, B. F. (May, 1993). *Developmental profiles of young children in foster care who were prenatally exposed to drugs*. Nineteenth Annual Convention of the International Association for Behavior Analysis, Chicago, IL.
- Tabacek, D. A., McLaughlin, T. F., & Howard, V. F. (May, 1993). *Teaching preschool children with disabilities to employ reciprocal peer tutoring skills in the classroom: Effects for academic skills*. Nineteenth Annual Convention of the International Association for Behavior Analysis, Chicago, IL.

- Davis, P., Banks, S., Howard, V. F., & McLaughlin, T. F. (May, 1993). *The effects of directed and non-directed art activities on the behavior of young children with disabilities: a multi-element baseline analysis*. Nineteenth Annual Convention of the International Association for Behavior Analysis, Chicago, IL.
- Howard, V. F. (May, 1993). *The behavioral model: Illustrating the conceptual base*. Nineteenth Annual Convention of the International Association for Behavior Analysis, Chicago, IL.
- Howard, V. F. (March, 1993). *Legal, practical and philosophical aspects of full inclusion. What is inclusion*. Workshop on Full Inclusion, Spokane, WA.
- Anderson, M., & Howard, V. F. (March, 1993). *Integrating computers and curriculum content in higher education*. Society for Technology and Teacher Education, San Diego, CA.
- Howard, V. F., Williams, B. F., & McLaughlin, T. F. (October, 1992). *Prenatal effects of substance abuse: Behavioral solutions*. Northwest Association for Behavior Analysts, Seattle, WA.
- Howard, V. F., McLaughlin, T. F., & Williams, B. F. (September, 1992). *Prenatal effects of substance abuse: Behavioral solutions*. Behavior Analysis Conference on Measurably Superior Instruction. Columbus, OH.
- Taylor, E., Howard, V. F., & Hill, S. (May, 1992). *Using picture reading to facilitate cooperative learning in an integrated preschool program*. Eighteenth Annual Convention of the International Association for Behavior Analysis, San Francisco, CA.
- Dickerson, M. H., McLaughlin, T. F., & Howard, V. F. (May, 1992). *Generalization assessments across two functional augmentative communication systems: Two case studies*. Eighteenth Annual Convention of the International Association for Behavior Analysis, San Francisco, CA.
- Williams, B. F., & Howard, V. F. (May, 1992). *Characteristics and treatment of Fetal Alcohol Syndrome*. Foster Parents Workshop on Fetal Alcohol Syndrome. Spokane, WA.
- Howard, V. F. & Williams, B.F. (1992). *Fetal Alcohol Syndrome*. Presented to United Way and the Health Care Field Service Committee, May, 1992. Spokane, WA.
- Howard, V. F. (November, 1991). *Crystal balling the future of special education*. WASA/SPI/WCASE Conference. Seattle, WA.
- Howard, V. F., Brady, N., Taylor, E., & Lindeman, D. (May, 1991). *Reciprocal peer tutoring in an integrated preschool classroom*. International Association for Behavior Analysts. Atlanta, GA.
- Howard, V. F., Moore, M., Ackerman, K., & Peterson, C. (March, 1991). *Integration: Inclusion of children with autism*. Washington Council for Exceptional Children. Spokane, WA.
- Howard, V. F. (March, 1991). *Infants and Toddlers affected by Cocaine and Crack*. Kansas Division for Early Childhood. Kansas City, KS.
- Howard, V. F., Rust, S., & Hilton, A. (November, 1990). *Teacher training in the 90's: The vision of higher education*. Institute on the Instruction of Children with Special Learning Needs. Seattle, WA.

- Howard, V. F. & Williams, B. F. (May, 1990). *Serving Children Birth to Six: A preparation program*. The 16th Annual Convention for the International Association for Behavior Analysis. Nashville, TN.
- Howard, V. F. & Williams, B. F. (May, 1990). *Cocaine-exposed infants: Current Findings and Directions for Research*. The 16th Annual Convention for the International Association for Behavior Analysis. Nashville, TN.
- Howard, V. F., Williams, B. F., Wallace, L., Rue, K., Vistacion, M., & Fuchs, C. T. (May, 1990). *Infants exposed to cocaine*. Infant and Early Childhood Conference, Seattle, WA.
- Howard, V.F. & Williams, B. F. (March, 1990). *Personnel training in early childhood special education*. Washington Council for Exceptional Children, Bellingham, WA.
- Howard, V. F. & Williams, B. F. (October, 1989). *Cocaine addicted Infants: Current Findings and a Proposal for Research*. Northwest Association for Behavior Analysis, Seattle, WA.
- Howard, V. F. (March, 1989). *Process/Rationale for Education of All Students Together*. Washington Council for Exceptional Children. Seattle, WA.
- Howard, V. F. (March, 1989) *Radical Integration*. Northern California Association for Behavior Analysts. San Francisco, CA.
- Howard, V. F. (May, 1989) *Developing Innovative Options for Community Integration of Preschoolers with Handicaps*. ECDAW/OSPI Early Childhood Conference, Seattle, WA.
- Howard, V. F. & Spellman, C. R. (December, 1988) *Picture Reading Technology: It's Potential as a Generative Learning Strategy*. Annual Conference for the Association for Persons with Severe Handicaps. Washington, D. C.
- Howard, V. F., Spellman, C. R., & Simmons, R. (May, 1988). *Poster: A Comparison of Matrix and Chaining Procedure in Training Picture Reading Skills*. (Awarded Outstanding Poster). The Fourteen Annual Conference of the Association of Behavior Analysts. Philadelphia, PA.
- Howard, V. F. (March, 1988). *A Comparison of Errorless Training Procedures*. Kansas Conference on Mental Retardation. Topeka, KS.
- Howard, V. F. & Spellman, C. R. (March, 1988). *Providing a Rationale for Radical Integration*. Kansas Conference on Mental Retardation. Topeka, KS.
- Howard, V. F., Young, K. R. & West, R. (May, 1981). *The Effects of Self-Management Procedures on the Maintenance and Generalization of Instructional Skills of Parents of Developmentally Delayed Infants*. 105th Meeting of the American Association of Mental Deficiency. Detroit, MI.
- Howard, V. F., Young, K. R., & Morgan, C. (April, 1981). *Use of Self-Management Procedures to Train for Generalization of Parent Training Skills for Parents of Developmentally Delayed Infants*. Council for Exceptional Children: 59th Annual International Convention, New York, New York.

Howard, V. F. (June, 1980). *Self-Management Procedures for Parents of Handicapped Infants: The Effects on Maintenance and Generalization*. Intervention Procedures for Exceptional Children: Third Annual Conference, Logan, Utah.

Funded Grants and Contracts

Indigenous Students Preparing for a Career in Teaching. iGraduate Montana. Office of the Commissioner of Higher Ed.
2018, Funded at \$10,000

The Impact of Supported Piikuni Self-Care Practices on the Well-Being of Novice Indigenous Educators. Native American Research Center for Health: Blackfeet Community College
2017, funded at \$20,000

Indian Centered Education: Bringing Back the Future through Partnership. USOIE.
2016, funded at \$347,000
2017, funded at \$331,000
2018, funded at \$359,000
2019, funded at \$95,000

Salish Kootenai College and University of Montana Western Special Education Endorsement Project.
USOIE, University of Montana Western.
2012, funded at \$125,000
2013, funded at \$125,000
2014, funded at \$125,000

Full Inclusion of Students with Disabilities: Workshop for Parents, Teachers, and Administrators.
Washington Council for Exceptional Children, Gonzaga University.
1991, funded at \$2120

The Effects of Prenatal use of Cocaine. Gonzaga Research Council, Gonzaga University.
1991 funded at \$650

Washington Birth to Six Early Childhood Special Education Grant. Birth to Six State Planning Project,
Gonzaga University, Spokane, Washington.
1989 funded at \$9,000

Early Childhood Special Education Personnel Training. Department of Special Education, Gonzaga
University, Spokane, Washington.
1989 funded at \$62,800
1990 funded at \$62,000
1991 approved for funding at \$62,000

Peer Tutoring in Higher Education. Gonzaga Research Council, Gonzaga University
1988 funded at \$500

Rural Alternatives for Preschool Integrated Delivery of Services. University of Kansas, Bureau of Child
Research, Parsons Research Center.
1988 funded at \$121,000

1989 funded at \$124,000
1990 funded at \$127,000

Supported Integration Project. Kansas Title VI-B. Southeast Kansas Education Service Center. Greenbush, KS.

1987 funded at \$64,700
1988 funded at \$64,700
1989 funded at \$64,700

Training retreat for parents of multiply handicapped children of Jamaica. Partners of America. Private Voluntary Organization, Ltd.

1986 funded at \$6,000

Rural Services for Special Children. United Way of Jamaica. Private Voluntary Services, Ltd.

1986 funded at \$75,000
1987 funded at \$75,000

Training program to prepare teachers to integrate moderately and severely handicapped children into EMR classrooms. U.S. Office of Education, Department of Special Education. Ohio State University.

1985 funded at \$92,000
1986 funded at \$92,000

Community Service

2015 The HOOP Coaches and Youth Clinic: Partnership with Stanford University, Salish Kootenai College, and University of Montana Western;

2013 One Billion Rising; Stop the Violence Against Women

2013 Partnering for Progress Medical Mission, Migori, Kenya

2012- Night of Stars: University of Montana Western Hall of Fame Awards

2007-10 Glendale Civic Development Committee (Paint the Town, Seniors Committee, City Development)

1998-2002 Shooting for the Stars Mentorship Program for Girls in East Palo Alto

1993-1998 Habitat for Humanity

1990 Spokane County Developmental Disabilities Task Force

1980-82 Board Member, Guernsey County Easter Seals Society

1979-80 Counselor, Camp Easter Seals, Idaho

Courses Taught

Early Childhood Special Education (Gonzaga)

Applied Behavior Analysis (Ohio State)

Survey of Mental Retardation (Gonzaga)

Survey of Learning Disabilities (Gonzaga)

Assessment (Gonzaga/Univ of Montana Western)

Language and Communication (Gonzaga)

Research and Statistics (Gonzaga)

Mainstreaming (Gonzaga)

Early Development and Psychology of the Exceptional Child (Gonzaga)

Methods for Teaching the Mentally Handicapped (Gonzaga)
Advanced Applied Behavior Analysis (Gonzaga)
Educational Best Practices (Gonzaga)
Introduction to Education (Spokane Falls CC; Univ of Montana Western)
Methods for Teaching Students with High Incidence Disabilities (Univ of Montana Western)
Educational Statistics K-12 (Univ of Montana Western)
School Law and Advocacy K-12 (Univ of Montana Western)
Assessment, Curriculum, Instruction and Classroom Management k-12 (Univ of Montana Western)
Classroom Management K-12 (Univ of Montana Western)
Behavioral Principles of Teaching and Learning (Univ of Montana Western)
Intervention for Students with Serious Behavioral and Emotional Disabilities (Univ of Montana Western)
Collaboration for Execution of IEPs (Univ of Montana Western)
Field Experience (TWS) K-8 (Univ of Montana Western)
Positive Child Guidance (EC) (Univ of Montana Western)
Response to Intervention Best Practices (Univ of Montana Western)
Methods of Teaching Students with Intellectual Disabilities (Univ of Montana Western)
Creativity and Innovation (University of Montana Western)
Culture, Diversity and Ethics in Global Education (Univ of Montana Western)
Social and Emotional Development (Univ of Montana Western)
Inclusion (Univ of Montana Western)
Leadership and Professionalism in EC (Univ of Montana Western)

Cheryl Madman
PO Box 1937
Browning, Montana 59417
406-338-7296 (H)
406-338-5441 Ext. 2321 (W)
E-mail: cmadman@bfcc.edu

Education

Bachelor of Science, Elementary Education – Salish Kootenai College
Pablo -Graduation: 2010

Associate of Applied Science, Network Technician Support – Blackfeet Community College Browning -
Graduation: 2009

Associate of Applied Arts, Elementary Education – Blackfeet Community College
Browning Graduation: 2000

Associate of Applied Arts, Early Child Education – Blackfeet Community College
Browning, Graduation: 2000

Professional Experience

Tribal Community Teacher Capacity (TCTC) Project Developer
(January 2017 – Present)

Responsibilities: In my current position, I am responsible for developing, coordinating activities and services for the Tribal Community Teacher Capacity (TCTC) Project Developer Teacher Training Grant. This position requires curriculum development, course development, student recruitment, co-teaching University of Montana Western courses, marketing, student retention, advising, mentor and reporting. Teach courses in conjunction with University of Montana – Western, Dillon. Prepare reports in the G-5 system, Department of Education, prepare financial reports.

Interim Workforce Training Coordinator/Continuing Education
(August 2016- December 2016)

Responsibilities: In this position I was responsible for planning, developing and implementing a program that was new to Workforce Development. I performed administrative duties and coordination of all activities under the division. Under the restructuring of Blackfeet Community College, the Continuing

Education Unit was placed under Workforce Development. I implemented and set up the program by scheduling workshops, networking within the community and surrounding areas, media and social media. Completed the necessary reports pertinent the BCC.

Division Chair, Workforce Development, Blackfeet Community College (2012 – June 2016)

Responsibilities: I was responsible for planning, developing and implementing a program designed to support Blackfeet Community College's mission and goals, which includes transfer of a two-year AA/AS/AAS degree program and/or certificate. I supervise 2 full time faculty and 7 adjunct faculties. I perform administrative duties and coordination of all activities under the division. Complete required reports of staff, grants and curriculum pertaining to division. Work closely with Vice President, coordinating all instructional activities. Teach up to six (6) credits per semester (Interpersonal Skills in the Workplace, Flagger Training and Employer/Employee Relations). I represent division on appropriate campus committees such as those involving campus leadership, strategic planning, budget, academic issues, and student issues. As Division Chair, I am responsible for learning outcomes, catalog information and curriculum as well as providing instructional leadership for Division The goal of the department is to offer short-term certification and training programs to get our students employed in our local area. I supervise the grants in order to comply with the funding agencies learning outcomes, objectives and goals are met, and the financial responsibility is monitored to mirror the mission and goals of the grant. The grants offer many opportunities to our students in different areas such as health professions, hospitality, welding, building trades, commercial driver's license, alternative energy, and college readiness courses. I have experience working with many tribal programs on the reservation to offer short terms trainings, certifications, and apprenticeship programs to the Blackfeet people. The Workforce Development Department is responsible for one-year certificate programs, short-term trainings, and non-terminal degrees that get our students employed in and around the Blackfeet reservation.

Native American Career & Technical Program Director, Blackfeet Community College (2014 – 2015)

Responsibilities: In this position, I was responsible for activities under this grant, such as: implementing a Commercial Truck Driving course to spend the remaining funds of the no cost extension. Other duties included closing out the grant and preparing the final report to the Department of Education, working with the external evaluator and the monitoring of the financial reports.

Carl Perkins Project Coordinator, State of Montana/Blackfeet Community College(2012 – July 2016)

Responsibilities: As the Project Director I was responsible for maintaining appropriate records that would substantiate the impact of the use of Perkins funds on the vocational and technical education students/participants. Such duties included: documentation of eligibility for special population designation, evaluation instruments and testing results, student outcome data, evidence of project dissemination, and fiscal records for all expenditures.

Collect internal and external data to evaluate the program's effectiveness and meet the needs of all the stakeholders involved. Maintain financial records and the budget for the program. Provide quarterly reports and data for each quarter. Collect data from student evaluations on the effectiveness of our program.

Counselor/Placement Officer/Instructor NACTEP, Blackfeet Community College (2002 – 2012)

Responsibilities: In this position, I was responsible for looking for placement of students once, they completed their program of study, tracking students with placement, continuing education or military. In this position, I assisted them in resume writing, scholarship search, and interview techniques. Part time Instructor, I taught the following courses: Interpersonal Communication, Employer/Employee Relations, Flagger Training and Technical Math. Assisted in the Semi/Annual Report for the Native American Career and Technical Program through the Department of Education.

Professional Training

The Adult & High Education Program College Teaching, Montana State University, 2011.

The training consists of teaching methods at a post-secondary level.

Applied Suicide Intervention Skills Training, Living Works Organization, 2011.

The training consists of applying suicide intervention skills to individuals who are thinking of suicide.

Dealing Effectively with Unacceptable Employee Behavior, Skill Path Seminar Blackfeet Community College, 2011.

The training consists of dealing with unacceptable behavior of employees in the workplace.

Conflict Resolution and Confrontation Management, Skill Path Seminar, Blackfeet Community College, 2011

The training consists of dealing with conflict resolution and confrontation management in the workplace.

The American Traffic Safety Services Association – Flagger Instructor
This training enables me to certify flaggers across the nation.

Building Native Communities: Financial Skills for Families – Financial Education Trainer.
This training consists of training individuals in financial literacy.

Volunteer Experience

Blackfeet Head Start, 1991 - 1993

Browning School District #9, Literacy Program, 1995 – 1999

Committees

Carl Perkins, State of Montana

Advisory Board, 2014-2015

Blackfeet Community College

Data Committee, 2012-present

Blackfeet Community College

Workforce Advisory Board, 2013 – present

Blackfeet Community College

Curriculum & Assessment, 2013 –present

Blackfeet Community College

Grants Committee, 2014 – present

Blackfeet Community College

Issksiniip Project Advisory Board, 2014 - present

Blackfeet Community College

Retention and Recruitment Committee, 2009 – 2013

Continued –

Blackfeet Community College

Financial Aid, 2005 - 2010

Conference Participation

Tribal Energy By Design, (1 of 3) Presenters, August 2014

References

Dr. Cheri Kicking Woman
Workforce Division Vice President
PO Box 819
Blackfeet Community College
Browning, Montana 59417

406-338-5441 ext. 2751
ckick@bfcc.edu

I have worked with Dr. Kicking Woman in several different capacities over the years at Blackfeet Community college. She is currently my direct supervisor for the last four years in the Workforce Development Department.

Ms. Lola Wippert
NACTEP-STEM Director
PO Box 819
Blackfeet Community College
Browning, Montana 59417
406-338-5441 ext. 2252
lola@bfcc.edu

I have worked with Lola in several different capacities over the years at Blackfeet Community College.

Ms. Marshalene Last Star
Associate Judge
PO Box 850
Blackfeet Tribal Court
Browning, Montana 59417
406-338-5061

I have worked with Marshalene in different capacities over the years at Blackfeet Community College and the Blackfeet Tribal Court in her current role she is the Associate Judge.

WAYNE L. SMITH

229 2ND AVE. SE #35 |

CUT BANK, MT 59427

HOME: (406) 460-1303 |

WAYNESMITH@BFCC.EDU

OBJECTIVE

To obtain a position at Blackfeet Community College as the Education Division Administrative Assistant.

SKILLS

*Effective
Timely
Communication
Technology
Organization
Planning/Coordination
Problem Solving
Customer Service
Multi-Tasking
Microsoft Office Proficient
Grant Experience
Willing to work Flexible hours, evenings-weekends.
In contact with personnel in all departments.*

EXPERIENCE

Office/Administrative Assistant

Blackfeet Community College • Browning, MT

September 2017 – Present

- *Skilfully manage wide-range of office support tasks, including customer service, data entry, invoicing, inventory control, and purchasing.*
- *Respond to student inquiries in person and over the phone.*
- *Manage calendars for four instructors, including meetings/ appointments and travel arrangements.*

Grant Director/Project Coordinator People's Market

Blackfeet Community College • Browning, MT

April 2016 – June 2017

- *Coordinated and organized a group of interested like-minded individuals to participate in a Farmers Market program under the U.S. Department of Agriculture to provide access to healthy foods and to create access for low income, low access members of our community.*
- *Gathering data that consisted of the overall impact of the grant within the community and reporting that information back to the USDA through a formal reporting process.*
- *This position did not include a secretary so I gained invaluable knowledge as I handled my own secretarial duties.*

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 81-0378943

DATE:03/07/2017

ORGANIZATION:

FILING REF.: The preceding agreement was dated 11/14/2013

Blackfeet Community College

P.O. Box 819

Browning, MT 59417-0819

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

SECTION I: Facilities And Administrative Cost Rates

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

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2016	06/30/2020	35.60	On-Campus	All Programs
PROV.	07/01/2020	Until Amended			Use same rates and conditions as those cited for fiscal year ending June 30, 2020.

*BASE

Direct salaries and wages including all fringe benefits.

ORGANIZATION: Blackfeet Community College

AGREEMENT DATE: 3/7/2017

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

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

TREATMENT OF PAID ABSENCES

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

DEFINITION OF EQUIPMENT

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

The following fringe benefits are treated as direct costs:

FICA, SUI, WORKERS COMPENSATION, LIFE INSURANCE, AND PENSION.

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: Blackfeet Community College

AGREEMENT DATE: 3/7/2017

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:

Blackfeet Community College

(b)(6)

Carol Murray

(NAME)

Interim President

(TITLE)

3/16/18

(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: 2017.03.13 16:11:27 -0500

(SIGNATURE)

Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

3/7/2017

(DATE) 3156

HHS REPRESENTATIVE: Karen Wong

Telephone: (415) 437-7820

Recruitment Activities

The project will use careful **selection and retention criteria** to recruit and ensure that candidates are both committed to becoming a strong educator and possess the necessary academic and dispositional foundation to be successful and persistent.

Candidates will be interviewed by the PI and DI before being admitted and after the first semester using a standard set of questions and evaluation rubric. The following data will be collected on all education students upon acceptance:

- ACT score (minimum 22) or SAT score (minimum 1540), high school GPA (minimum 2.5) or ranked in the upper half of high school graduating class (traditional candidates)
- overall GPA at least 2.7; GPA in the major at least 2.65 with no grades below C; GPA in education courses >2.99, no grades below B-; satisfactory score on a writing/teaching assessments.
- Recommendation by School District following Interview
- Recommendation by Project staff following Interview

Goal 1: Recruitment: The ICE Project will recruit at least 35 Montana licensed (AI) teachers, including 15 Elementary Educators; 10 Special educators and 10 Secondary Educators. At least 75% of the 35 recruited students will complete the programs for which they were accepted.

Activity A. Meet with LEA faculty and administration to recruit currently employed individuals working at local schools who desire advanced education. Candidates may include:

Elementary Education: traditional undergraduates who have completed their associates degree (AA); post baccalaureate candidates seeking certification

Special Education: traditional undergraduates who are also earning certification in elementary education and will add special education as an endorsement; Certified teachers in elementary or secondary education who wish to add the special education endorsement to improve their ability to serve students with disabilities or to become a special education teacher.

Secondary Education: post baccalaureate candidates with a BS/A in an endorsable area who are seeking certification

Activity B. Advertise in local newspapers, social media, television and radio.

Activity C. Maintain effective communication and follow-up with individuals already identified as participants and recommended by LEA administrators

Activity D. Advise students currently attending BCC and majoring in Elementary Education to consider applying for participation in the project.

Policies and Procedures
Regarding the (ICEP) Indigenous Centered Education Project
Blackfeet Community College
Grant:

Blackfeet Community College is applying for the Indian Education Professional Development Program (ICEP) Indigenous Centered Education Project from the US Department of Education. The primary goal of the grant is to increase the number of Native American teachers by preparing students to become certified elementary education teachers, secondary education and special education.

The Blackfeet Community College AA Elementary Education Program is authorized by federal statutes and regulations to provide a program for training and educational development for selected undergraduate students who are pursuing a Bachelor's Degree in Elementary Education K-8, Secondary Education, and Special Education through **The** University of Montana-Western. The BCC School of Education will competitively select participants from qualified applicants, without regard to gender and/or disability, to receive financial assistance while pursuing a Bachelor's Degree in Elementary Education, Secondary Education and Special Education **through our partnership with UM-Western**. In consideration for this financial award, the participant agrees, in addition to complying with the requirements for continued participation in the Program, to perform a period of obligated *service in a Public School, BIE and Tribal College related to Education School* or repay the amount of financial assistance received in cash.

1. Participant Academic Eligibility and Program Requirements for the Indian Education Professional Development Program (ICEP) Indigenous Centered Education Project from the US Department of Education at Blackfeet Community College

- ❖ Students who are able to graduate by the year 2020 with a Bachelor's Degree in Elementary Education K-8, Secondary Education and an Endorsement in Special Education, through, The University of Montana-Western. Elementary K-8, Secondary Education, and Special Education students must maintain a B- or higher in all education-related courses.

Participant must be American Indian

- ❖ *Students who meet the definition of Indian (1. A member of an Indian tribe or band, as membership is defined by the Indian tribe or band, including any tribe or band terminated since 1940, and any tribe or band recognized by the State in which the tribe or band resides; 2. A descendent of a parent or grandparent who meets the requirements of (1) of this definition; 3. Considered by the Secretary of the Interior to be an Indian for any purpose; 4. An Eskimo, Aleut or other Alaska Native; or 5. A member of an organized Indian group that received a grant under the Indian Education Act of 1988.)*
- ❖ Students who are willing to enroll in at 12 credits/semester.
- ❖ Students who are Montana qualified to become licensed elementary K-8, Secondary Education and Special Education teachers.

2. Participants' Responsibilities

- ❖ Participants must have and maintain at least a 2.7 GPA or higher to be considered for the ICEP program education methods courses.
- ❖ Participants must enroll in at least 12 credits/semester and be making satisfactory *progress to May*; students cannot withdraw or receive an incomplete for more than 9 credits during the period covered by the grant.

- ❖ Participants must remain in good standing as set forth in the Education Department Student Handbook from the U M-Western, and Blackfeet Community College.
- ❖ Participants must provide current and permanent address and contact information.
- ❖ Participants must meet at least once per semester with the project director or coordinator to review course and program performance.
- ❖ Participants must submit a monthly Academic Progress Report to communicate that all of the above responsibilities are satisfied and participant is in compliance with the program. The report is on the first Monday of each month complete with instructors' feedback on coursework and attendance. Participants who fail to submit the completed form by the due date will not receive a stipend until the next pay period.
- ❖ Participants who are negligent to meet responsibilities could result in probation and/or termination from the ICEP program.
- ❖ Participants that receive funding from the ICEP program will be on a cash payback through Department of Education for the dollar amount received.

3. Institutional Responsibilities

- ❖ Provide coursework and support services to Indian preservice teacher education students.
- ❖ Provide financial assistance to students in the program through monthly cost.
- ❖ Provide induction services to assist students in obtaining and retaining employment.
- ❖ Referral Process
- ❖ Provide TEP student handbook
- ❖ Track and report student information.

4. Recruitment, Application and Selection Process

- ❖ BCC School of Education will recruit students who are currently enrolled in their AA elementary program.
- ❖ Recruit students who have an AA in elementary education that were referred from teachers from the public schools.
- ❖ Students who are interested and qualified for the program must complete an application for the program.
- ❖ Students will go through an orientation process outlining ICEP expectations in order to be accepted into the program
- ❖ Students must sign the Payback Agreement before receiving financial assistance.
- ❖ Students will receive a letter about their acceptance/non-acceptance into the program.

5. Tuition and Books allowance

- ❖ Students who are applying for the program will receive tuition/fee and books as long as the student remains qualified for the program.
- ❖ Daycare cost will be provided to students who have children (Children's names must appear on Taxes) (Only daycare cost for the hours that the students are in class and during study group) \$100 per month, per child; up to 2 children per preservice teacher enrolled in the program.
- ❖ Travel to the Praxis Testing Site/ Praxis Testing Fee \$175.00
- ❖ Other Education Trainings that students will need to be successful in their education career.
- ❖ Students must be in good standing regarding financial status with BCC, and UMW; it is required that students who owe money because they are dropped from the program voluntarily or due to inadequate academic performance, inadequate attendance, false financial claims, or disciplinary reasons, payback the full amount owed.

6. Contact Information regarding paybacks:

Prior to granting support and training to a participant, the grantee will require each participant to enter into a written agreement in which the participant agrees to the terms and conditions set forth in the regulations for the Indian Education Professional Development Program (see 34 CFR part 263), including the requirement that the Secretary of Education track the service obligations of participants. These requirements are attached. The regulations are also available at: <http://www2.ed.gov/legislation/FedRegister/finrule/2003-3/072403a.html>.

The current address of the U.S. Department of Education for purposes of this agreement is:

U.S. Department of Education
Office of Indian Education
Professional Development Program
400 Maryland Avenue, SW
Washington, DC 20202-6335

7. Contact Information about the Program:

Dee Hoyt, Project Director
Blackfeet Community College
Box 819
Browning Montana 59417
TEL: 406-338-5441 Ext: 2305
FAX: 406-338-3272
EMAIL: dlynnhoyt@bfcc.edu

Dr. Vikki Howard, Principal Investigator
The University of Montana Western
710 S. Atlantic St.
Dillon Montana 59725
TEL: 406-683-7176
vikki.howard@umwestern.edu

Cheryl Madman, ICEP Coordinator
Blackfeet Community College
P.O. Box 819
Browning, Montana 59417
TEL: 406 338-5441 Ext.: 2321
FAX: 406 338-3272
EMAIL: cmadman@bfcc.edu

Disclaimer (Draft)

Elementary, Secondary Education and Special Education Application

Student Letter of Commitment

The Blackfeet Community College's Education Department received a (ICEP) Indigenous Centered Education Program Grant funded through Office of Indian Education (OIE). This grant provides scholarships to BCC students studying Elementary Education. This scholarship is intended for students who plan on earning a Bachelor's Degree in Elementary Education K-8, Secondary Education or Special Education. Students must be in good academic standing and be enrolled in or have an AA in Elementary in order to receive funding provided through the ICEP Indigenous Centered Education Project Grant funded by the Office of Indian Education (OIE). This grant provides scholarships to BCC students studying Elementary Education.

Please note students must complete the financial aid award application process. If you have questions or concerns please contact the BCC Financial Aid Department at 406-338-5441, ext. 2245 or email gatk@bfcc.edu.

By signing this form, you are acknowledging that you understand all of the eligibility requirements of this scholarship and that all information provided is accurate and up to date. Incomplete applications will not be considered. Students may be selected to participate in an informal interview regarding their educational experiences.

Signature

Date

OMB Control Number: 1810-0698

Expiration: 5/31/2019

Paperwork Burden Statement

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 10 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. The obligation to respond to this collection is mandatory per Title VII of the Elementary and Secondary Education Act, 20 USC §7442, and its corresponding regulations at 34 CFR Part 263. 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 1810-0698. Note: Please do not return the completed Service Obligation Agreement to this address.

Service Obligation Agreement

For Support and Training Received from an Indian Education Professional Development Program Grant Awarded to Grantee in Fiscal Year 2016 and Any Year Thereafter

Service Obligation Agreement Between

Name of Participant	Date
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Name of Grantee	Date
------------------------	-------------

**Prior to granting support and training to a participant, the grantee will require each participant to enter into a written agreement in which the participant agrees to the terms and conditions set forth in the regulations for the Indian Education Professional Development Program (see 34 CFR part 263), including the requirement that the Secretary of Education track the service obligations of participants. These requirements are attached. The regulations are also available at:
<http://www2.ed.gov/legislation/FedRegister/finrule/2003-3/072403a.html>**

The current address of the U.S. Department of Education for purposes of this agreement is:

**U.S. Department of Education
Office of Indian Education
Professional Development Program
400 Maryland Avenue, SW
Washington, DC 20202-6335**

To Be Completed by the Grantee

Grant Award Number:

Grantee: Blackfeet Community College School of Education

Project Title: ICEP Indigenous Centered Education Project

Project Director: Dee Hoyt

Date of Service Obligation Meeting:

Estimated total amount of training months/years:

Estimated total amount of funds/support:

To Be Completed by the Participant

Name: _____ **Date of Birth:** _____

Social Security Number: _____ **E-mail Address:** _____

Street Address: _____ **City:** _____ **State:** _____ **Zip Code:** _____

Phone Number: _____ **Cell Number:** _____ **Message Phone:** _____

To Be Completed by the Participant

I: (a) have read and understand the attached service obligation regulations and FAQs, including the service obligation ("work payback") equal to the total period of time for which training was received; the requirement that work payback be related to the training received and benefits Indian people; that if I do not meet the work payback requirement, I must repay the total amount of funds received and expended for my training ("cash payback") or a prorated amount based on approved work-related service; that I will inform the US Department of Education of my intention to complete either a work payback or cash payback within 30 days of completion of my training, per instructions by the U.S. Department of Education; (b) provided the information requested of me in this Agreement to the grantee representative; (c) completed the Certification of Eligibility for Federal Assistance form (ED 80-0016); and(d) agree to comply with the regulations for the Indian Education Professional Development Program (34 CFR part 263), including the requirement to provide the information necessary to the Secretary to track my service obligation.

Participant Name
(Please print)

Participant Signature

Date

To be Completed by Grantee Representative

I have met with the participant and discussed the service obligation requirements and provided him/her with a copy of the regulations.

Grantee Representative Name
(Please print)

Grantee Representative Signature

Date

Absolute Priority One: Program Goals, Outcomes and Objectives

Under Absolute Priority One, the ICE Project will recruit, retain, educate, graduate, mentor, and provide two-year of induction services to a minimum of twenty-six (26) Indigenous students. As a result of implementation of the ICE program, graduates will receive a Bachelors of Science in Education (BS) degree and/or certification in K-8 elementary education; Certification/Endorsement in Secondary Education; or Certification/Endorsement in Special Education. Indigenous completers will receive assistance in finding employment serving students on the Blackfeet Reservation or nearby communities with high Indigenous student enrollments and two years of induction services. Below are the specific goals relating to recruitment, delivery of programs, program enhancements, student support, graduation, employment and induction.

Goal 1: Recruitment: The ICE Project will recruit at least 35 Montana licensed (AI) teachers, including 15 Elementary Educators; 10 Special educators and 10 Secondary Educators. At least 75% of the 35 recruited students will complete the programs for which they were accepted.

Activity A. Meet with LEA faculty and administration to recruit currently employed individuals working at local schools who desire advanced education.

Activity B. Advertise in local newspapers, social media, television and radio.

Activity C. Maintain effective communication and follow-up with individuals already identified as participants and recommended by LEA administrators

Activity D. Advise students currently attending BCC and majoring in Elementary Education to consider applying for participation in the project.

Goal 2: Delivery of Programs. In collaboration, Project partners will implement 3 Council for the Accreditation of Educator Preparation(CAEP) accredited programs which will be suffused with intensive culturally responsive content and pedagogy for candidates across: elementary education, secondary education and special education.

Activity 1: Indigenous and other highly effective faculty will be recruited by the ICE Project Staff from BPS and HBPS to teach a total of thirty (30) courses for Elementary Education, (6) courses for special education and ten (10) courses for post baccalaureate Secondary Education (2 Secondary Courses are non-overlapping with Elementary Education).

Activity 2: UMW will work in partnership with BCC staff/faculty, BPS faculty and Indigenous consultants/elders to develop course content and respective syllabi that incorporates pedagogy to align with Blackfeet ways of knowing, emphasize cultural and evidence-based, trauma-informed practices.

Activity 3: Each of the first three years, the Project will deliver 3-4 courses per semester (2-3 Elementary Education courses per semester; 1-2 Secondary Education Courses per semester; 1 special education course per semester). Successful students will be able to complete their coursework within three years followed by a 2-year induction.

Goal 3: Program Enhancement. To support candidate success in teaching Indigenous students, the ICE Project staff will hire experts in Blackfeet culture and pedagogy, instructional technology and Blackfeet Language to enhance existing coursework and support instruction in Blackfeet language and technology.

Activity 1: ICE Project consultant, Lona Running Wolf will identify learning outcomes, activities and assessments for sequential and threaded content to be built into all

courses (BCC and UMW). Through workshops and coaching, Running Wolf will ensure that faculty have a strong understanding of the content they deliver.

Activity 2: The ICE Project will contract with an educational technology expert to intensify the content and student competencies in an educational technology course that all preservice educators will take. In addition, this expert will identify learning outcomes, activities and assessments for sequential and threaded content to be built into all courses (UMW and BCC). Through workshops and individual faculty coaching, the expert will infuse digital pedagogy for effective classroom teaching as well as transferable technology to prepare Blackfeet students in productive and creative use of technology; coding. To support this activity, The BFCC School of Education has collaborated with BPS to implement a digitally equipped classroom complete with high-tech equipment.

Activity 3: The ICE Project will contract with an Blackfeet Language educator, who will identify learning outcomes, activities and assessments for sequential and threaded language content to be built into all courses (UMW and BCC). Through workshops and individual faculty coaching, the expert will support acquisition of Blackfeet language and language pedagogy for faculty teaching Project courses.

Goal 4: Student Support: The ICE Project Director, Dee Hoyt, will provide early and ongoing support of candidates to ensure that they are not only progressing through the program efficiently, but that their well-being is supported as well. Outcome: At least 30 students will complete the program, including earning degrees, state certification/endorsement and passing the state required PRAXIS exams.

Activity 1: Instructional Coaches from partner LEAs will assist students in their academic journey from the time students enter the program through completion of their induction year.

Activity 2: Students will receive support from academic counseling services and student support services at BCC and UMW.

Activity 3: Master teachers at LEAs and other elementary faculty/administrators will offer support student teaching and first year educators during induction.

Activity 4: In accordance with BCC retention strategies, student achievement will be monitored throughout the ICE program, with advising, mediation, and tutor support, as identified by instructors.

Goal 4: Program Completion, Employment and Induction: At least 90% of completers of pre-service programs supported through ICE will obtain employment in teaching Indigenous students in the area in which they have been credentialed within one year of graduation. These completers of respective ICE programs will have a two-year induction.

Activity 1: Upon graduation or completion of one of the three programs, ICE personnel will actively support candidates obtaining employment by providing training in resume building and interviewing tactics, writing letters of introduction, completing paperwork to obtain credentials and complete applications; staff will notify candidates of job openings.

Activity 2: ICE staff will actively market graduates at schools on and off the Blackfeet Reservation at schools that enroll a high proportion of Blackfeet students.

Activity 3: A two-year induction will be provided to completers following employment within a 50 mile radius of the BCC campus.

Activity 4: The Principal Investigator and Project Advisor/Mentor will provide ongoing support and feedback to pre-service teachers.

Activity 5: The public schools on the Blackfeet Reservation emphasizes instructional leadership and mentoring through several layers: a) Principals as instructional leaders; b) at least one Instructional Coach at every building to provide ongoing professional development; c) Community Mentors are hired from the ranks of retired teachers to provide additional support for classroom teachers. This system will be leveraged along with induction services from project staff to support first and second year teachers who complete ICE project programs.

Goal 5. Dissemination of ICEP Model

The likelihood that this program will continue to be a successful professional development program for current and future Indigenous teachers is strong due to the positive collaborative history of the primary partners. Project staff will use professional outlets to share the ICE personnel training partnership model that will be based upon an interdependency forged between BCC, UMW and the Blackfeet public schools.



July 26, 2018

To Whom It May Concern:

On behalf of Blackfeet Community College, I am pleased to submit this letter of partnership to support Blackfeet Community College Indigenous Centered Education grant.

Recruiting and retaining quality teachers based of Blackfeet culture and who are trauma-informed is an ongoing challenge from year to year. For several reasons, new teachers are hard to retain in this remote part of Montana. A few of the reasons are housing shortages, inclement weather and long commutes over icy winter roads are a few factors that affect retention of our teachers.

Blackfeet Community College in collaboration with The University of Montana Western, Browning Public Schools and Heart Butte Public Schools through the Indigenous Centered Education grant can effectively help us meet our staffing challenges. While continuing to prepare candidates to be certified in elementary education, the ICE grant will also recruit and certify (endorsement) secondary education teachers to teach in middle and high school and will be indigenous individuals who hold a bachelors degree in an endorsable content area. This opportunity will alleviate shortages in both areas of need.

Lastly, the ICE Grant will benefit the community in large by recruiting and preparing regular classroom teachers to earn their Special Education endorsement. There is a higher than average percentage of children who qualify for special education and a high number who are not identified. Regular Classroom teachers lack the tools to meet the needs of these students, the community need is evident and this program will allow local residents of the reservation to attend courses while remaining in their community support systems. Blackfeet Community College has demonstrated they can deliver a quality learning experience for their students. Please give careful consideration to the grant request for this valuable program.

Thank you again for your support of the Blackfeet Community College and Browning Public School District and most importantly the children of our community.

(b)(6)

Carol Murray, Interim President



July 26, 2018

To Whom It May Concern:

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Thank you again for your support of the Blackfeet Community College and Browning Public School District and most importantly the children of our community.

(b)(6)

Carol Murray, Interim President

THE UNIVERSITY *of* MONTANA WESTERN
OFFICE OF THE CHANCELLOR

7/25/18

To Whom It May Concern:

Please accept this letter of support for the Indian Centered Education (ICE) grant application being submitted by Blackfeet Community College in partnership with the University of Montana Western and LEAs on the Blackfeet Reservation. As the Chancellor of the University of Montana Western, I fully support the chance to continue our alliance with BCC and the local schools in order prepare educators under the 2018 DOE-OIE Indian Education Professional Development. It is my understanding that there continues to be a shortage of teachers in elementary, secondary and special education resulting in performance deficiencies and life-long challenges for students from schools on and near the Blackfeet Reservation. By combining the resources of these respective entities, our partnership will make a significant difference for Indigenous children and youth by preparing Indigenous educators in these three areas.

The University of Montana Western has a long history of collaborating with Tribal colleges as they build capacity and move toward educational sovereignty. We are pleased, once again, to have the opportunity to play a part in combining our assets in order to support BCC and the Blackfeet Nation. Montana Western is the oldest teacher education program in the state and the birthplace of field based experiential teaching. Thus, it is fitting that the innovative practice-based model designed for perseverance educators through ICE and its predecessor is associated with Montana Western and its legacy of teacher education. Our teacher education program is accredited by NWCCU and the education program is accredited by Montana's Office of Public Education and CAEP. Consequently, we are able to lend the strength of our acknowledged excellence to the ICE personnel training partnership.

With the support of this grant, BCC will be able to move closer to autonomous teacher education within the community they serve. Until then, UMW is proud to be a part of this effort to raise up a Nation through the education of its youth.

Respectfully,

(b)(6)

Beth Weatherby, PhD
Chancellor
University of Montana Western

Heart Butte School

School District No. 1 • Pondera County

July 26, 2018

Angela Hernandez-Marshall,
U.S. Department of Education,
400 Maryland Avenue SW, Room 3W113,
Washington, DC 20202-6335

Dear Ms. Hernandez-Marshall,

This letter is in support of the Indigenous Centered Learning grant being submitted by Blackfeet Community College (BCC). We are a school district that serves a high proportion of Native American students and we continuously have a high turnover in staff, especially at the High School level. The past year was a good example of what we experience at Heart Butte, we have 10 teachers employed and 7 of them left the district after 1 to 2 years which leaves us struggling to find teachers year after year. A grant such as this would definitely help in employing Native teachers and the chances of the students succeeding as well as staff retention will greatly be increased.

Blackfeet Community College has always been a leader in developing professionals in all areas of need on the Blackfeet Reservation and has proven that in the high number of successful Elementary teachers they have already placed in Browning Public Schools. As the Superintendent in Heart Butte Public Schools, I look forward to being able to hire the professional that they develop.

Heart Butte Public Schools fully support Blackfeet Community College in its mission of producing highly qualified Native American teachers through a grant such as yours and will assist in any way that may be helpful. If there are any questions, please feel free to contact me at 406-338-3344.

Sincerely,



Mike Tatsey, Superintendent

Heart Butte Public Schools



Phone (406) 338-3344
Fax (406) 338-2088

#1 New School Road
PO Box 259
Heart Butte, MT 59448

Browning Public Schools

Superintendent's Office

129 First Avenue S.E.

P.O. Box 610

Browning, MT 59417

Phone: (406) 338-2715 • Fax: (406) 338-3200



July 23, 2018

To: Blackfeet Community College

Fr: Corrina Guardipee-Hall ED.S.
Superintendent
Browning Public Schools

Re: support of grant opportunity

Browning Public Schools is in support of the grant opportunity with Blackfeet Community College and University of Montana - Dillon to:

1) continue to prepare candidates to be certified in **elementary education** in order to meet the need for local and culturally developed talent. (Indigenous children from Browning and Heart Butte continue to score in the lowest percentiles on standardized tests, and to be at high risk of social and economic difficulty later in life; a paucity of teachers who are a) culturally connected, b) committed to staying (high turnover), and c) trauma-informed.

2) recruit and certify secondary education teachers (post-baccalaureate) to teach in middle and high school. These will be Indigenous individuals who hold a bachelor's degree in an endorsable content area. This is a new program to be delivered through this grant and will help meet the same needs identified above and address a population not previously served (by us).

3) recruit and prepare regular classroom teachers as well as teachers who wish to become special education teachers to earn their special education endorsement. There is both a higher than average percentage of children who qualify for special education and a very high number of children who could qualify for special education but are not identified. Most of these children are in the regular classroom all or part of the day, yet, most regular classroom teachers lack the tools to meet the needs of these students. As a result, these children (and consequently the community) fail to make progress.

Thank you again for helping bring this program to our community, which is helping tremendously with our teacher turnover.

Sincerely:

(b)(6)

Corrina Guardipee-Hall ED.S. ✓
Superintendent
Browning Public Schools



BLACKFEET NATION

P.O. BOX 850 BROWNING, MONTANA 59417
(406) 338-7521 FAX (406) 338-7530

EXECUTIVE COMMITTEE

Timothy Davis, Chairman
Illiff "Scott" Kipp, Vice Chairman
Stacey Keller, Secretary
Tinsuwella Birdrattler-Kennedy, Treasurer

BLACKFEET TRIBAL BUSINESS COUNCIL

Timothy Davis
Rodney Gervais
Mark Pollock
Vera Weaselhead
Terry J. Tatsey
Stacey Keller
Carl D. Kipp
Illiff "Scott" Kipp Sr.
Roland Kennerly Jr.

7/19/18

To whom it may concern:

As a member of the Blackfeet Tribal Business Council (BTBC), I am pleased to support this collaboration and proposal from Blackfeet Community College for an Indigenous Centered Education grant.

I had worked at Blackfeet Community College for 23 years prior to serving on the BTBC so I fully understand the challenges of recruiting and retaining instructors. To maintain the quality and integrity of our educational program and services our instructors should have a commitment to learn Blackfeet culture and who are trauma-informed. Several factors may hinder our recruitment and retention efforts for new teachers in this remote part of Montana. Housing shortages, inclement weather and long commutes over icy winter roads are just a few factors that affect retention of our teachers.

Blackfeet Community College in collaboration with The University of Montana Western, Browning Public Schools and Heart Butte Public Schools through the Indigenous Centered Education grant can effectively help us meet our staffing challenges. While continuing to prepare candidates to be certified in elementary education, the ICE grant will also recruit and certify (endorsement) secondary education teachers to teach in middle and high school and will be indigenous individuals who hold a bachelor's degree in an endorsable content area. This opportunity will alleviate shortages in both areas of need. Lastly, the ICE Grant will benefit the community in large by recruiting and preparing regular classroom teachers to earn their Special Education endorsement. There is a higher than average percentage of children who qualify for special education and a high number who are not identified. Regular Classroom teachers lack the tools to meet the needs of these students, the community need is evident and this program will allow local residents of the reservation to attend courses while remaining in their community support systems. Blackfeet Community College has demonstrated they can deliver a quality learning experience for their students. Please give careful consideration to the grant request for this valuable program.

Thank you again for your support of the Blackfeet Community College and Browning Public School District and most importantly the children of our community.

(b)(6)

Terry Tatsey (b)(6)
BTBC



Memorandum of Agreement

Program Title: Indigenous Centered Education Grant

Herein referenced as "ICE"

Overview of purpose: This agreement is outlined in response to the 2016 Indian Education Professional Development Program (CFDA 84.299B) presented by the U.S. Department of Education, with the following goals: (1) increase the number of qualified Indian individuals in professions that serve Indians; (2) provide certifications to qualified Indian individuals to become K8 teachers, Secondary Education teacher endorsement and Special education teacher endorsement (3) while continuing to improve the skills of qualified Indian individuals who serve in the education field.

Absolute Priority One: (i) Continue to Provide support and training to Indian individuals to complete a pre-service education program that enables individuals to meet requirements for licensure in the state of Montana for service in documented teacher shortage areas; (ii) Provide two year's of induction services to participants after graduation, certification, or licensure, to occur while they are completing their first year of work in schools with significant Indian student populations; and (iii) Include goals for the annual number of participants who are recruited, persist, graduate, and find qualifying jobs within twelve months of completion.

Competitive Preference Priority One: Project includes a letter of support signed by the authorized representative of an LEA in our service area, agreeing to consider ICE program graduates for qualifying employment.

Competitive Preference Priority Two: Blackfeet Community College (herein referenced as "BCC") is an Indian institution of higher education eligible to participate in the Professional Development program. BCC partners in consortium with Montana Universities including the University of Montana-Western (herein referenced as "UMW") and Browning Public School District #9 (herein referenced as "BPS") and Heart Butte Public School District #1 (herein referenced as "HBPS").

Blackfeet Community College will:

- a) Co-develop pedagogy and instructional modules for delivery by BCC, UMW faculty at BCC campus.
- b) Provide students with high-quality mentoring, curriculum, teaching instruction, resources, and access to technology.
- c) Assist in recruiting and strengthening our educational 2+2 cohort participants through counselors and other tribal college staff, bulletins, announcements and information to the reservation community in general.
- d) Provide access to student support programs to assist students in fulfilling the general education requirements and admissions requirements for acceptance into the education program at UMW.

- e) Provide clear, timely and useful feedback on performance to partners and participants.
- f) Conduct research and design a successful one-year induction program for first-year graduates of the ICE program.
- g) Ensure students have access to research materials and information on teaching and learning.
- h) Provide courses, induction and student support to mitigate teacher shortage and deficiencies in academic preparedness of students, building in Blackfeet specific Indian pedagogy.
- i) Provide co-instruction with BCC, UMW faculty, and parallel program development to establish a self-determined independent bachelor's degree in elementary education as a 2+2 program through UM, and independent bachelor's degree in education. Assist new teachers with the use of technology in the classroom and use of data in student achievement for classroom instruction.
- j) Organize periodic meetings or seminars for participants to enhance collaboration, feedback, and peer networking/support.
- k) Organize periodic meetings or seminars for participants to enhance collaboration, feedback, and peer networking/support.

The University of Montana-Western, School of Education will:

Offer the inaugural 2+2 Early Childhood Education cohort at BCC by fall 2016 and:

- a. Offer a pre-service education curriculum for American Indians on the Blackfeet Indian Reservation that is NCATE accredited and standards driven.
- b. Collaborate with project partners in examining curriculum and incorporating research and Indian "ways of knowing" to address the causes for low academic proficiency levels of Native students in on the Blackfeet Indian Reservation and support alternative methodology to mitigate such deficiencies.
- c. Support advisement and mentoring through the Department of Education's Student Services and Field Experiences Offices other than BCC campus-based support services for Native students.
- d. Research and develop, with data-based modification as needed, a one-year induction program for first-year graduates of the ICE program.
- e. Provide hybrid online/face-to-face courses at BCC in educational endorsement areas for American Indian candidates (such as Special Education, Early Childhood, and Literacy).
- f. Provide outreach support and administrative services for students who matriculate through UMW, prior to BCC's final adoption of a 4-year education degree program.

Browning Public Schools District #9 & Heart Butte Public Schools District #1 will:

- a. Seek to employ certified educators who have graduated from the ICE program, due to the ongoing need for qualified American Indian teachers.
- b. Collaborate with the ICE program to provide practicum placements for in-school experiences and projects and student teaching opportunities.
- c. Provide formal and informal advisement to the ICE program personnel in the development of Indian-centered pedagogy and BCC Program development.
- d. Collaborate with the ICE program to provide appropriate induction services.

Blackfeet Nation BTBC, Browning, Mt Will:

- a. Provide cultural and historical support as needed for all things pertaining to the Pikania way of life through education.

We the undersigned, commit to the goals described above and in cooperation with the application submitted by Blackfeet Community College for the Educational Professional Development Program (CDFA84.299B) opportunity under the U.S. Department of Education; Office of Indian Education Programs.

Signatures and date:

(b)(6)

Date: 7/24/18

Date: 7/24/18

Date: 7-24-18

Date: 7/26/18

Date: _____

Blackfeet Nation BTBC, Browning, Mt Will:

- a. Provide cultural and historical support as needed for all things pertaining to the Pikanii way of life through education.

We the undersigned, commit to the goals described above and in cooperation with the application submitted by Blackfeet Community College for the Educational Professional Development Program (CDFA84.299B) opportunity under the U.S. Department of Education; Office of Indian Education Programs.

Signatures and date:

Corrina Guardipee-Hall E.D.S. Date: 7/24/18
Corrina Guardipee-Hall E.D.S./Superintendent, Browning Public Schools

(b)(6) Date: 7/24/18
Carol Murray, Interim President, Blackfeet Community College

(b)(6) Date: 7-24-18
Terry Tatsey, Blackfeet Tribal Business Council Member

Mike Tatsey Date: 7/26/18
Mike Tatsey, Superintendent, Heart Butte Public Schools

(b)(6) Date: 7/27/18
Beth Weatherby, Chancellor, University of Montana - Western

Supplemental Tables

Table 1. Blackfeet Reservation High School Graduation/Dropout and Achievement

Data

	2014-15	2015-16	2016-17
Browning HS Graduation (Count/Rate)	79/61%	88/59%	89/60.5%
Browning HS Drop Out (Count/Rate)	35/39%	32/41%	36/39%
Heart Butte Graduation (Count/Rate)	No Data	14; 82%	No Data
Heart Butte HS Drop Out (Count/Rate)			
2017 ACT Achievement Data	English	Science	Math
Percentage of BPS HS students achieving Proficiency	11% (0% Advanced)	0%	0%
Percentage of Heart Butte HS students achieving Proficiency	0% (30% Near Proficient)	0% (100% Novice)	0% (100% Novice)
Percentage of MT HS students achieving Proficiency/Advanced	31%/17%	40%/15%	19%/22%

Table 2: Overview of Course Delivery

	Year 1			Year 2		
	Spr 19	Sum 19	Fall 19	Spr 20	Sum 20	Fall 20
ELED	B: 3cr	B: 6cr	B: 6cr	B: 6cr*	B: 3cr W: 8cr	B: 6cr W: 8cr
SEC/ED	W: 8cr*	B: 3cr*	B: 3cr*	W: 4cr	W: 4cr	W: 5cr
SPED	W: 4cr	W: 9cr				

	Year 3		Years 4-5	
	SP 21	FA 21	2022	2023
ELED	B: 3cr	ST/IND	<i>Induction</i>	<i>Induction</i>
SEC/ED	W: 8cr*	ST/IND	<i>Induction</i>	<i>Induction</i>
SPED	W: 4cr	W: 9cr	Induction	Induction

*Taken by both EL/ED and SEC/ED; ST=Student Teaching; IND = Induction

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

ICEP Budget Narrative

1. PERSONNEL

Note: BCC salaries include a 4% COLA increase each year; UMW salaries fall under collective bargaining and are projected at 2% per year.

Principle Investigator (0.75 FTE)

Dr. Vikki F. Howard, Professor of Special Education, UMW; Ph.D. in Special Education and Educational Administration. She has expertise in special education, grant management, curriculum design, personnel and fiscal management. This grant provides a 75% release time for the PI to conduct operations of all grant activities, including recruitment and advising, course scheduling and program design, program delivery and management, partnership and advisory board relations, budget management and reports. The PI will coordinate all activities between BCC and UMW to ensure enrollment, registration, student support, graduation requirements, employment support and induction are executed efficiently. Dr. Howard has experience managing Department of Education grants at the University of Kansas, Gonzaga University, University of Montana Western, Salish Kootenai College, and Blackfeet Community College, as well as grants from other funding sources.

In Years 4-5, during induction, Howard's FTE is dropped to .25 plus a summer stipend of \$6,224

Project Director (0.50 FTE)

Dee Hoyt, Chair of the Blackfeet Community College Education Department will to participate in planning and executing all project activities in coordination with the Principle Investigator, other project staff, BCC administration, advisory board and Indigenous students. In addition, the BCC project director will be responsible for student advisement and support. Ms. Hoyt has experience coordinating intercollegiate grant projects for her students across several Montana universities, including UMW, University of Montana Missoula, Montana State University-Billings, University of Montana Northern, and Salish Kootenai College.

In years 2-5, Hoyt's FTE will drop to .25 plus 2/9 summer salary. This reduction is an adjustment to the increased load by the BCC Project Coordinator in Years 2 and 3. Hoyt remains at this level in Years 4 and 5, while the Project Coordinator drops from the project during the two years of induction.

Project Coordinator (.50 FTE)

Cheryl Madman, BS in Education will serve 50% time as Project Coordinator at BCC and prepare required reports, coordinate student records between UMW Outreach and BCC Education Department, collect and analyze data, manage student payback process, schedule classes, support recruitment and participate in development of an accreditation and assessment process. This position is funded at \$8,320 per year for person with at least 2-years of administrative experience. Madman served as Project Coordinator on the previously funded TCTC grant.

In years 2-3, Ms. Madman's FTE will increase to 100% time on the ICE grant, as Hoyt drops to .25%. The Project Coordinator drops from the project during the two years of induction.

BCC/UMW Adjunct Faculty (per credit/per semester)

Faculty teaching courses from both BCC and UMW will be recruited from Browning Public Schools and Heart Butte Public Schools. Priority will be given to the most qualified candidates relative to the learning outcomes for each course, and to Indigenous educators. Compensation is salary (\$600/credit at BCC and \$781/credit at UMW) and benefits. BCC courses are 3-credits and UMW courses are mostly 4 credits.

BCC Administrative Staff (.34 FTE)

One third time staff member at the Blackfeet Community College, provide administrative assistance to ICE Project staff, including producing documents, keeping records, communications and support for adjunct faculty. This position is funded at \$15/hour or \$10,000/year. After the initial start-up year, this position drops to \$3800 per year for three years. This position is funded for a staff holding a bachelor's degree and two years' experience as an administrative assistant.

UMW Administrative Staff (.10 FTE)

One tenth time staff member at the University of Montana Western, will coordinate student records, scheduling courses with the registrar, registration, and adjunct contracts. This position is funded at \$2120 per year for a staff person holding a bachelor's degree and 10 years' administrative experience in distance student services.

2. FRINGE BENEFITS

Fringe benefits for full-time positions are calculated as follows:

University of Montana-Western – faculty rate 22%

University of Montana-Western - staff rate 27.5%

UMW annual cost of health benefits (\$7.30/month) for each full-time position

Blackfeet Community College – faculty and staff rate 14% (enrolled members) and 22% (non-enrolled members)

3. TRAVEL

In-state travel:

- Travel funds for Project PI to plan, implement and monitor project outcomes. (12 three-day trips from Dillon to Browning per year)
- Travel funds to rent vans to take candidates on course related field trips (2 Trips per year)
- Travel funds for project staff to travel to Heart Butte to recruit and deliver programs (6 Trips per semester)

Out-of-state travel:

Federal grant meetings: As required, both Co-PIs (representing both BCC and UMW) will attend one grant meeting per year of the project in Washington, D.C.

Travel funds for the Project PI and Project Director to each attend two professional conferences each year to present ICE Project findings

4. EQUIPMENT

5. SUPPLIES

Office Supplies: Funds (UMW and BCC) for copying, paper, pens, easels, dry erase, and mailing expenses related to the course delivery and project activities.

Educational Supplies: Funds to BCC to increase library holdings (books, journals) are focused on building resources for elementary, secondary and special education teachers. The need to purchase educational supplies will be less after the initial year of the grant. Annual subscriptions to *Grammarly*, will be purchased with access for all program candidates and project staff (\$1,700/year) for YRs 1-3.

Laptops: Funds for purchase of Apple Air laptop computers that can be checked out to candidates for short time use (\$9000 for 10 @ \$900). (Year 1 only). Many candidates

have older or shared computers and need temporary use of a computer when theirs is unavailable, or being replaced or repaired.

6. CONTRACTUAL

No Contractual

7. CONSTRUCTION

No expenditures

8. OTHER

Consultants

Blackfeet pedagogy: Lona Running Wolf is a member of the Blackfeet Horn Society and an Instructional Coach for Browning Public Schools. As a consultant for Blackfeet culture she will support instructors design/develop courses to include culture and pedagogy. She will receive an annual \$5000 stipend for YRs 1-3 to support instruction across elementary and secondary programs.

Blackfeet Language: An educator, fluent in Blackfeet and experienced in teaching Blackfeet language will receive a \$5000 stipend for YR1 to support language instruction across the elementary and secondary programs.

Technology Consultant: An educator with advanced Instructional Technology and Design skills, as well as coding and robotics will receive an annual \$5000 stipend in YRs 1-3 (as well as adjunct instructor salary to teach the Instructional Technology course), to support faculty in designing instruction with high density technology across the elementary, secondary and special education curricula.

Induction and Supervision

Students will be recruited in Years 1 and 2. Most will complete their programs in two years. Thus, induction will begin for YR2 completers in YR3 and continue for two years YR3 completers will begin induction in YR4 and continue through Year 5. Stipends for Mentor Educators at partner school districts during candidates' induction year in YR3, YR4 and YR 5 (\$1,000 per first year educator)

Communications

Cost of phone and internet use for project activities @ \$500 each for BCC and UMW

TRAINING COSTS

The cost of training is paid per diem rather than providing students with a monthly stipend. This is because the cost of attendance for the three programs is very different, ranging between 29 Credits (special education) and 68 Credits (Elementary Education). Tuition also varies; with a 4-credit course at UMW assessed at \$205 and a 4-credit course (no fees) at BCC assessed at \$560 plus fees.

As mentioned above, most students will begin courses in Year 1 with many completing by YR 2; those who enroll in Year 2 will finish their programs with the remaining students in YR3. All candidates will overlap in attendance in YR2, incurring the largest expense in training costs. Expected numbers:

Year 1: 25 Students

Year 2: 35 Students

Year 3: 25 Students

Tuition and Fees

Year 1: \$50,000 (8 elementary/secondary courses; 3 special education courses)

Year 2: \$68,300 (8 elementary/secondary courses; 3 special education courses)

Year 3: \$50,000 (8 elementary/secondary courses; 3 special education courses)

Books

The cost of books varies across classes. An average cost of \$100 is projected for each class per student enrolled.

Year 1: \$20,000

Year 2: \$25,300

Year 3: \$20,000

Internet

The monthly cost of internet on the Blackfeet Reservation is \$80. Students will receive a monthly internet allowance of \$40 to offset support continuous internet access for 9 months of the year.

Year 1: \$8,280
Year 2: \$14,400
Year 3: \$8,280

PRAXIS Exam Fee

Funded \$1,750 (10 candidates' x \$175 fee)

By the second year of the grant, completers will be required to take the PRAXIS in their Content Areas for initial certification. Students earning a special education endorsement to move to special education and who are already initially certified are not required to take the PRAXIS.

\$175 is budgeted for 10 candidates to sit for the PRAXIS exam in Years 2 and 3.

Dependent Care

Budgeted to support candidates with dependent children during their participation in the programs. Candidates with dependent children will receive a maximum of \$100 per month for childcare as needed while attending classes.

It is projected that 15 students will access these funds for 9 months of school.

Funded \$13,500 (15 students x 9 months x \$100/mo)

10. INDIRECT COSTS

The indirect rate is 8% of salary and operations as established by the U.S. Department of Education.