

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 # S299B180038

Grants.gov Tracking#: GRANT12685930

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

Closing Date: Jul 30, 2018

PR/Award # S299B180038

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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.).

There were problems converting one or more of the attachments. These are: [Original_1236-Choctaw Nation_T2R_Attachments.pdf](#)

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="07/30/2018"/>	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"/>	
8. APPLICANT INFORMATION:		
* a. Legal Name: <input type="text" value="Choctaw Nation of Oklahoma"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="730717979"/>	* c. Organizational DUNS: <input type="text" value="0807358060000"/>	
d. Address:		
* Street1: <input type="text" value="P O Box 1210"/>	Street2: <input type="text"/>	
* City: <input type="text" value="Durant"/>	County/Parish: <input type="text"/>	
* State: <input type="text" value="OK: Oklahoma"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="74702-1210"/>	
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" value="Ms ."/>	* First Name: <input type="text" value="Robin"/>	Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Counce"/>	Suffix: <input type="text"/>	
Title: <input type="text" value="Career Development Director"/>		
Organizational Affiliation: <input type="text" value="Choctaw Nation of Oklahoma"/>		
* Telephone Number: <input type="text" value="5809248280"/>	Fax Number: <input type="text"/>	
* Email: <input type="text" value="rcounce@choctawnation.com"/>		

Application for Federal Assistance SF-424

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

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

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:**

Choctaw Nation Teach 2 Reach

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="1,303,088.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="1,303,088.00"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

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

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

Name of Institution/Organization

Choctaw Nation of Oklahoma

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	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	5,307.00	5,307.00	5,307.00	0.00	0.00	15,921.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	34,400.00	22,200.00	38,193.00	29,900.00	48,500.00	173,193.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	228,600.00	255,600.00	245,589.00	65,500.00	0.00	795,289.00
9. Total Direct Costs (lines 1-8)	268,307.00	283,107.00	289,089.00	95,400.00	48,500.00	984,403.00
10. Indirect Costs*	18,425.00	17,449.00	17,159.00	2,792.00	360.00	56,185.00
11. Training Stipends	81,000.00	99,000.00	82,500.00	0.00	0.00	262,500.00
12. Total Costs (lines 9-11)	367,732.00	399,556.00	388,748.00	98,192.00	48,860.00	1,303,088.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

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

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

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

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
PR/Award # S299B180038

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

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>Gary Batton</p>	<p>TITLE</p> <p>Chief</p>
<p>APPLICANT ORGANIZATION</p> <p>Choctaw Nation of Oklahoma</p>	<p>DATE SUBMITTED</p> <p>07/30/2018</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: Choctaw Nation of Oklahoma

* Street 1: P O Box 1210 * Street 2: _____

* City: Durant * State: _____ * Zip: 75701

Congressional District, if known: OK-002

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

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

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
---	---

10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name: None Applicable Middle Name: _____

* Last Name: None Applicable Suffix: _____

* Street 1: None Applicable * Street 2: _____

* City: None Applicable * State: _____ * Zip: _____

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

Prefix _____ * First Name: None Applicable Middle Name: _____

* Last Name: None Applicable Suffix: _____

* Street 1: None Applicable * Street 2: _____

* City: None Applicable * 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: Gary Batton

* Name: Prefix Mr. * First Name: Gary Middle Name: _____
* Last Name: Batton Suffix: _____

Title: Chief, Choctaw Nation of Oklahoma Telephone No.: 580-924-8280 Date: 07/30/2018

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

NOTICE TO ALL APPLICANTS

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

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1234-ED-GEPA427.pdf

Add Attachment

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The document you are trying to load requires Adobe Reader 8 or higher. You may not have the Adobe Reader installed or your viewing environment may not be properly configured to use Adobe Reader.

For information on how to install Adobe Reader and configure your viewing environment please see http://www.adobe.com/go/pdf_forms_configure.

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 Choctaw Nation of Oklahoma	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Mr.	* First Name: Gary Middle Name:
* Last Name: Batton	Suffix:
* Title: Chief	
* SIGNATURE: Gary Batton	* DATE: 07/30/2018

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

1. Project Director:

Prefix: Ms.	First Name: Kelly	Middle Name:	Last Name: Brame	Suffix:
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Address:

Street1:	P O Box 1210
Street2:	
City:	Durant
County:	
State:	OK: Oklahoma
Zip Code:	75702-1210
Country:	USA: UNITED STATES

Phone Number (give area code) 5809248280	Fax Number (give area code)
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Email Address:
kbrame@choctawnation.com

2. Novice Applicant:

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

3. Human Subjects Research:

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

b. Are ALL the research activities proposed designated to be exempt from the regulations?
 Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

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

	Add Attachment	Delete Attachment	View Attachment
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Abstract

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

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

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

You may now Close the Form

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

* Attachment:



Choctaw Nation of Oklahoma

Teach 2 Reach – Program Abstract

The state of the Oklahoma education system and high educational costs can be significant deterrents to teacher aspirations. Choctaw Nation of Oklahoma Career Development (CNCD) interviewed sixteen schools in the region with a predominately-Native population and repeatedly heard that teacher applications are few and selection of quality teachers is in some cases non-existent. These factors have led districts to hire underqualified staff and the state to issue more than 2,600 emergency certificates.

CNCD provides career counseling, tuition assistance, academic remediation, and employment services but without additional resources, CNCD cannot provide adequate support to help some clients reach their goal of a degree or certification. Through the Department of Education’s Indian Education Professional Development grant funding, Choctaw Nation’s Teach 2 Reach (T2R) program will prioritize pre-service to teachers by providing opportunities to a minimum of 51 Native American teacher candidates to achieve their degrees and certifications and transition into the classroom. This will achieve the goal of *increasing the number of qualified Native American Educators in Oklahoma*. Twenty percent of the schools in rural southeastern Oklahoma have the potential to benefit from program participants.

Program activities will consist of matching participants with veteran teachers as mentors, assigning Career Counselors for program guidance, providing at least two annual professional development opportunities, and a culminating professional development opportunity available to all participants, mentors, LEA and university partners. T2R will incorporate cultural components into each aspect of programming with opportunities to attend periodic classes/workshops on Choctaw history and culture.



T2R will recruit students who have been accepted into the teaching program at one of the **six partner universities**: East Central University (ECU), Northeastern State University (NSU), Oklahoma State University (OSU), Southeastern Oklahoma State University (SOSU), University of Central Oklahoma (UCO), and University of Oklahoma (OU). Recruiting from students who have been accepted into the Education program indicates the participant has already completed at least two years of higher education toward a teaching degree. CNCD will give preference for STEM-related degree pursuits. With CNCD current student participants pursuing an education degree, T2R will have a direct source to many potential candidates. A variety of recruitment activities will be utilized to reach the maximum number of applications for the program. T2R will design, print, and distribute brochures and promotional posters which will be placed in each Institution of Higher Education's (IHE) Education Department and in CNCD offices. T2R program staff will participate in campus recruiting events and distribute promotional materials. CNCD and the IHE's will utilize social media to promote the program and CNCD will develop and maintain a website that will provide program information and recruiting materials. All participants found to meet the eligibility guidelines will participate in a one-on-one meeting with CNCD staff to discuss program expectations, funding resources, payback responsibilities, and guidelines prior to receiving grant-based assistance. The participant will then sign the Choctaw Nation approved payback agreement explaining work-related and cash payback criteria after completion of teacher education degree plan.

Teach 2 Reach will ensure each participant has the appropriate tools and experiences to launch a teaching career that will be rewarding for participants, ensure a support system is in place before and during Induction, and guarantee better qualified staff for students in Oklahoma.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

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

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Choctaw Nation of Oklahoma

Career Development

**Teach 2 Reach
Application Narrative**

**United States Department of Education
Indian Education Professional Development Program**



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Need for Project

Specific gaps or weaknesses in services, infrastructure, or opportunities (5 points)

The Choctaw Nation of Oklahoma (CNO) and its 10.5 county, 10,613 square mile tribal service area in southeastern Oklahoma¹ received the nation’s first tribal Promise Zone designation in 2014. The Nation’s non-reservation based territory is the second largest tribal service area in the lower 48 states and is home to 52,351 American Indians, 80% of whom are Choctaw.² This rural region struggles with many socioeconomic challenges, such as extreme poverty, unemployment, and low educational attainment. However, as implied with the Promise Zone designation, the region holds significant potential for success in combating those challenges and improving quality of life.

Though Choctaw Territory holds great promise, Oklahoma’s commitment to education has seen significant challenges over the last decade. Common Education Funding in Oklahoma has **decreased** 2.5% since 2008 with a student population increase of 7% in the same timeframe.³ To put the decrease in perspective, a \$100,000 budget in 2008 would need to be an \$117,039 budget in 2018 to maintain the same buying power.⁴ Costs continue to rise yet Education funding in Oklahoma has decreased. In less than 7 years, emergency teaching certificates have increased 99% from 32 to more than 2,600 across the state. Joy Hofmeister,

¹ 2013 Federal Register. Federally-recognized Tribes

² U.S. Census Bureau. 2000 Census of Population and Housing, Summary Population and Housing Characteristics, PHC-1-38, Oklahoma. Washington, D.C. 2002

³ OSSBA. “Oklahoma’s FY19 Common Education Budget.” Retrieved 7/12/18.

⁴ US Inflation Calculator. “Current US Inflation Rates: 2008-2018.” Retrieved 7/25/18.



Oklahoma Superintendent, noted, “Nearly 84 percent of emergency certified teachers in Oklahoma lack any classroom experience. They are walking in the door without the training or experience to be able to meet the needs of kids on Day One.”⁵ As a result, Oklahoma’s ranking is one of the worst in the country leaving tens of thousands of Oklahoma students with underprepared and underqualified teachers.⁶ The current state of education is reflected in college students’ choices for career paths as well. Between 2005 and 2014, Oklahoma had a 24% decline in the number of students completing teacher preparation programs. Research has projected that it will further decline 22% between 2014 and 2019 all while student enrollment increases across the state. The projections for teachers in Oklahoma will continue to outpace the supply. To exacerbate the problem, research indicates more than 10% of Oklahoma teachers leave the state or the profession every year while 17% of new teachers in Oklahoma leave the state or the profession after their first year.⁷

⁵ Felder, Ben. News OK. “Oklahoma Has More than 1,400 Emergency Certified Teachers Now.” August 24, 2017.

⁶ National Education Association. “Teacher Shortage.” May 2017. Retrieved 7/12/18.

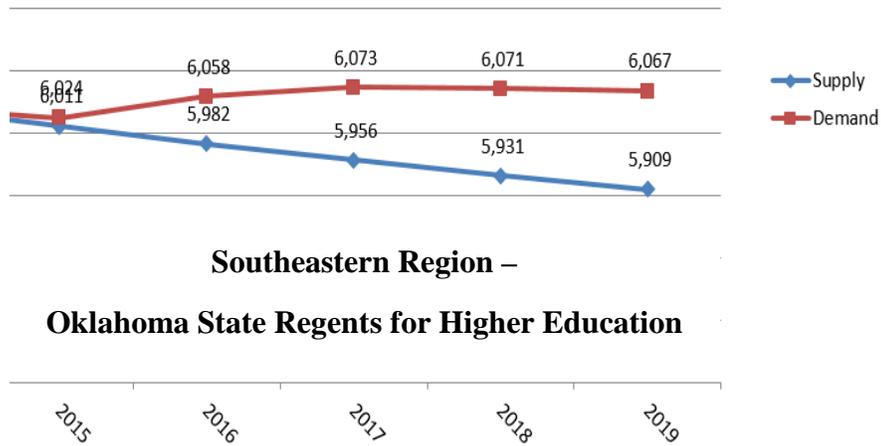
⁷ OSSBA, State Department of Education. An Empirical Analysis of Teacher Salaries and Labor Market Outcomes in Oklahoma and Oklahoma Regents for Higher Education. Retrieved 7/7/18.



Job Market Analysis (10 points)

In 2016-2017, there were 41,047 teachers in Oklahoma. Of those, 12,000 have 20 or more years’ experience; more than 7,000 have 25 or more years’ experience. The aging, certified teacher population (46%) is nearing retirement. Between 2015 and 2019, Oklahoma State Regents for Higher Education indicates a growing disconnect between supply and demand

for four of the five regions in the state. Specifically in southeastern Oklahoma, the gap continues to widen.⁸



Oklahoma Works, a partner of American Job Center, evaluated the top critical occupations in Oklahoma in 2017. The occupations in the study represent the most pressing needs in each of Oklahoma’s Driver and Complementary Economic Systems necessary for the state’s continued growth and economic prosperity. Elementary and secondary educators are in the top ten critical occupations. Expected annual openings at the elementary level include 454 positions, at the middle school level 198, and at the high school level 321. Nearly 1,000 annual job openings with critical positions totaling 8,758 by 2025 are expected.⁹

⁸ Oklahoma State Regents for Higher Education website. Retrieved 7/7/18.

⁹ Oklahoma Works. 2017 Critical Occupations. Retrieved 7/7/18.



With the number of emergency certificates currently being awarded, the number of inadequately prepared teachers is expected to increase exponentially. For the 2017-2018 school year, Oklahoma districts eliminated 480 teaching positions due to funding constraints and districts' inability to fill positions. The districts also reported 536 teaching vacancies since the previous school year. With low pay, few options, and critical classes not having appropriate staff, teacher shuffle continues and positions are often filled via emergency certification. The disservice of inadequately preparing students for their future endeavors, especially those who desire to pursue higher education, is undeniable across much of the state.

In CNO's Territory, 16 school districts serve a student population of at least 50 percent Native Americans. For the 2018-2019 school year, those districts have sought to fill 43 certified teaching positions.¹⁰ Across the state, the most difficult teaching positions to fill include Special Education, elementary, high school science, high school math, and middle school math.¹¹ Seventy-four percent of the positions in the districts CNO polled were classified as "difficult to fill" positions. District leadership indicated reductions in staff and difficulties associated with filling positions, as "there are no teachers out there."¹²

In April 2018, Oklahoma's teachers made National headlines with their demands for appropriate classroom materials and regionally competitive pay. As a result, a \$6,100 average increase in teacher pay passed through the Legislature. This increase raises teacher pay above the regional average and reduces the education investment gap that exists between Oklahoma

¹⁰ Interviews with each district's HR personnel. Kelly Brame. July 2018.

¹¹ Oklahoma Works. 2017 Critical Occupations. Retrieved 7/7/18.

¹² Interviews with each district's HR personnel. Kelly Brame. July 2018.



and states in the region.¹³ With the salary increase, stakeholders hope to establish a strong teacher pipeline and generate new interest in teaching careers. As more teachers complete teacher preparation programs and certification, State education leaders have set a goal to reduce the number of emergency teaching certificates to under 60 within seven years.¹⁴

Choctaw Nation’s Teach 2 Reach program will provide opportunities to Native American teacher candidates with a Choctaw preference, to achieve their degrees and certifications and transition into the classroom with appropriate support to ensure each teacher’s best chance for success.

Quality of the Project Design

Choctaw Nation Career Development (CNCD) guides and educates tribal members on making career choices and life long career decisions that empower Choctaws to enter the competitive and developing global arena with self-assurance and job skills. CNCD provides career counseling, tuition assistance, academic remediation, and employment services. Without additional resources, CNCD cannot provide adequate support to help some clients reach their goal of a degree or certification. Currently, CNCD has more than 200 participants most of whom are in the 10.5 counties of the Choctaw Nation Territory who are pursuing a teaching certification. Participants currently receive approximately 30% assistance for tuition, books, and fees, but with ever-rising costs of education, the support is often not enough to achieve the goal.

¹³ National Education Association. May 2017. Retrieved 7/7/18.

¹⁴ Felder, Ben. News OK. “State Wants 95 percent Reduction in Emergency Teaching Certificates.” November 24, 2017.



Given the recent state of teacher pay, high educational costs can be another significant deterrent to teacher aspirations.

Absolute Priority One: Pre-Service for Teachers

All Teach 2 Reach (T2R) Native Teacher Prep participants will receive one-on-one career guidance to monitor progression in their teacher education program to be sure applicants are able to complete degree requirements in a timely manner. These services include Career Counseling, evaluating and assisting in overcoming barriers to education, review of degree plans, financial assistance, academic support, referral services to supportive services, resume writing, job interview preparation, and job search assistance. T2R participants will be provided the opportunity to observe teachers and their classrooms in a predominately-Native school district. Once admitted into T2R, a mentor teacher will be assigned to each participant. The mentor will provide guidance for growth and development to ensure the T2R participant will become a “seasoned” rookie teacher. Participants will also be provided career guidance to develop a professional teacher portfolio that can be used when searching for a job. CNCD will also provide each participant employment services that will assist in job placement. Once gainfully employed by a school district, program participants will be awarded necessary classroom supplies to ensure a successful start in their new classroom. T2R will begin Induction services by signing an agreement with each school where a T2R teacher-candidate is placed. In addition to the professional development already required by the respective districts, CNCD will provide and/or refer T2R participants to professional development events to enhance their teaching skills along with culture awareness.



Goals, Objective, and Outcomes are ambitious and attainable (10 points)

CNCD is a staffed with veteran teachers who are passionate about helping Choctaw tribal members find their chosen career path. The staff currently serves more than 200 participants who are seeking a teaching certification. The Tribe contributes up to \$3,000 during the last two years of Tribal members’ tuition, books, and fees, which will be used as leverage for the T2R grant. In addition to PELL and other funding available through FAFSA financial aid options, many Tribal members leave college with massive student loan debt and enter a career where they can barely make ends meet. With the recently approved salary increases for teachers in Oklahoma and the proposed support of the T2R Program, Tribal members who are pursuing a career path in Education will be more likely to afford living expenses while working in the profession they have chosen.

Teach 2 Reach Program Goal
<i>Increase the number of qualified Native American Educators in Oklahoma.</i>
Teach 2 Reach Program Objectives
<u>Objective 1:</u> Identify and Recruit a minimum of 150 Native Americans in the Teacher Education Career Pathway in Years 1-3 of the project.
<u>Objective 2:</u> Accept a minimum of 51 Native Americans in the Teach 2 Reach program in Years 1-3 of the project period.
<u>Objective 3:</u> Maintain an 85% attrition rate throughout the project period.
<u>Objective 4:</u> Make available at least two annual Professional Development opportunities, including a cultural component, to a minimum of 51 Native American teachers and teacher



candidates throughout the project that will better prepare educators to teach at an LEA with a high proportion of Native students.

T2R will recruit traditional and non-traditional students who are within one year of acceptance or accepted into the teacher education program at one of the six partner universities. Recruiting from students who have been accepted into the program indicates the participant has already completed at least two years of higher education toward a teaching degree. T2R will also evaluate the CNCD database for students who are enrolled at partner universities to notify Native Education students of the program. University partners will display posters and have brochures available advertising the program in their respective Education departments where potential participants will typically meet with their academic advisors. CNCD will also engage with Native students through campus recruiting events.

In Years 1, 2, and 3, T2R will recruit at least 50 participants each year to complete the program application. CNCD and T2R will create a selection committee for each application to complete the vetting process ensuring the best candidates are selected. T2R expects to **enroll 18 participants in Years 1 and 2 and 15 participants in Year 3**. After the selection process is complete, each teacher candidate will be matched to a volunteer veteran teacher. The veteran teachers will agree to correspond with the teacher candidate, answer questions, and encourage classroom visits and observations. The veteran teacher will be a resource for the T2R participant.

CNCD will assign all T2R participants a Career Counselor who will provide program guidance, verify university degree plans and enrollment, evaluate academic progress, ensure each participant understands the payback agreement, and determine additional supportive service



needs. Each participant will be connected to Choctaw Nation programming, such as child care, food distribution, clothing allowance, academic support services, and other needed programs. Career Counselors will continuously monitor participant degree plans and ensure individuals are on track to complete their degree with two years of Induction services during the program period. T2R anticipates 85 percent retention in each year, which will be attainable through Years 1-3. The program expects at least 85 percent of participants will graduate with a teaching degree and necessary certification, with 75 percent of participants locating employment within the first 12 months following graduation.

Recruitment Plan (8 points)

The Oklahoma Regents for Higher Education studied Oklahoma teacher supply and demand. Since 2010, six IHEs are responsible for graduating 73% of the state's educators. Teach 2 Reach is partnering with each of the six: East Central University (ECU), Northeastern State University (NSU), Oklahoma State University (OSU), Southeastern Oklahoma State University (SOSU), University of Central Oklahoma (UCO), and University of Oklahoma (OU). *See Appendix: Consortium Agreement.* These top producing universities are the primary pipeline for educators across the state. T2R will collaborate with each partner to recruit on and off campus. A variety of recruitment activities will be utilized to reach the maximum number of applications for the program. T2R will design, print, and distribute brochures and promotional posters which will be placed in each IHE's Education Department and in CNCD offices. T2R program staff will participate in campus recruiting events and distribute promotional materials. CNCD and the IHE's will utilize social media to promote the program. CNCD will develop and maintain a website which will provide program information and recruiting materials.



Recruitment will include traditional and non-traditional students. CNCD maintains a database for tribal members who are pursuing a career that leads to a license or certification, such as teacher education. Tribal resources are matched to individual needs. CNCD is interested in pursuing resources for tribal members which will lead to a career that the member is passionate about and move forward in his/her career path.

With CNCD current student participants in higher education, T2R will have a direct source to many potential candidates who are traditional and non-traditional students. Choctaw Nation prides itself on creating opportunities for growth of Choctaw tribal members. CNCD's Career Counselors evaluate each client one-on-one to determine appropriate services. Referrals to various services within Choctaw Nation are common. The Career Counselors locate necessary resources outside of the Nation when necessary to ensure the success of each participant. Resources could include training to improve a skill set and referrals to state or vocational rehabilitation services.

Needs of Potential Employers (7 points)

CNCD offers employment services to Tribal members including resume and interview preparation, soft skills training, and job search opportunities. The Choctaw Nation has created solid relationships with the 87 schools in Choctaw Territory through programs such as Partnership of Summer School Education (POSSE) and High School Student Services (HSSS). T2R interviewed sixteen schools in the region with a predominately Native population and repeatedly heard that teacher applications are few and selection of quality teachers is in some cases non-existent. These factors have led districts to hire underqualified staff and the state to issue more than 2,600 emergency certificates. CNCD staff recognizes the need for quality, certified teachers in the region, especially in critical areas like high school math, science, and



special education. T2R staff will consider these critical need areas when selecting program participants to provide for the critical and difficult to fill positions within the state.

Throughout the project period, T2R staff will connect participants to schools with a high proportion of Native students to ensure each participant is employed within the first 12-months following graduation and certification. Participants will be paired with veteran teachers, at their school district, to create a network with professionals who could provide assistance beyond college graduation. These networks offer resource and idea sharing across districts and regions of the state. T2R will, as a result of trained teachers, provide seasoned and veteran educators with new techniques and strategies from curriculum to classroom management. The seasoned and veteran teachers will pass tried and true techniques and strategies to a new generation of teachers. CNCD expects to establish MOUs with multiple schools as needs arise throughout the project period.

Quality of Project Services

Learning experiences that develop needed skills for successful teaching (4 points)

Classroom experiences with students, experiences with veteran teachers, professional development, and traditional teacher preparation classes are all part of creating the next generation of high-quality teachers. T2R will ensure each participant has the appropriate tools and experiences to launch a teaching career that will be rewarding for participants, ensure a support system is in place before and during Induction, and guarantee better qualified staff for students in Oklahoma.

T2R will recruit participants after acceptance into each university's teaching program. The applicant must have only two years or less remaining in a teaching degree plan. After completing a rigorous application geared to select the most qualified Native applicants, T2R will



connect participants with Native student services at each respective university and to veteran teachers who will engage with participants along their journey to the classroom. These networks will create confidence in participants and forge a comfortable path into the classroom.

From program acceptance until completion of two years of Induction services, participants will engage in quality Professional Development (PD). New teachers often go into the classroom with inadequate PD leading to struggles with students, parents, co-workers, and administrators. T2R will connect participants to PD offered by the State Department of Education and other entities including CNO's POSSE program, which will include cultural components. Program participants will be expected to attend a minimum of 12 PD hours per calendar year during each year of participation, including training and Induction years. The State Department of Education has 14 offices that provide quality PD across the state. Oklahoma Educational Television Authority (OETA) also offers PD in STEM and literacy training. These workshops allow teachers to work with other educators to learn more about inquiry teaching and learning in the classroom. Literacy workshops will demonstrate instructional reading and writing strategies that can quickly be implemented into a classroom setting.

Choctaw Nation's POSSE program also offers its own one-day PD offering multiple breakout sessions which would be open to T2R participants. The sessions are dynamic and offer a broad range of topics including STEM, literacy, classroom management, etc. The Nation also has a Learning and Development group which offers hundreds of skill-based opportunities that can be completed virtually or in some cases, in person. These additional training opportunities will better prepare participants for success in the classroom and minimize the effects on first-year teachers. CNCD believes the training and support received through T2R will reduce the number of first-year teachers who leave the classroom.



The myriad of opportunities available to the participants will be disseminated through Career Counselors, social media, and a calendar of events posted on CNCND's website and available at each university. The topics will be vast and the opportunities plentiful to engage participants. As part of the PD offered through T2R, each participant will attend at least one of the following Teacher Professional Development conferences prior to graduation: Engage OK, ODCTE Summer Conference, OSDE STEM Training, OK Council of Teachers of Mathematics, OK Reading Association Annual Conference, OEA Professional Development. For this opportunity, T2R will provide registration, mileage, hotel, and/or stipend. The quality of these events is unparalleled in the region.

Competitive Preference Priority 4 (5 points)

As previously discussed, CNCND will recruit participants enrolled in pre-service education programs and provide resources regarding the value of teaching STEM subject areas. As a result, participants will become inspired learners and prepared leaders who can solve the challenges of a world of emerging STEM careers. Continuous exposure through T2R and Induction Services will provide opportunities to work with STEM-related professionals and participate in frequent STEM professional development. CNCND will partner with the Choctaw Nation of Oklahoma POSSE Program to enroll participants in teacher professional development workshops especially areas that foster activities in the areas of science, technology, engineering, math, or computer science. Additionally, CNCND will work with the State Department of Education in providing STEM activities to program completers that can be incorporated into daily curriculum. These partnerships will facilitate networking opportunities between district, Tribal, and State professionals to increase interest and engagement and leverage external partners



in the community and region that can support student achievement and/or career and technical education opportunities in STEM.

Adaptions for the Needs of Indian Students (4 points)

T2R will have cultural components built into programming. Each participant will have opportunities or attend periodic classes/workshops and will be expected to participate at least once per semester for a total of four hours per calendar year. In collaboration with Choctaw Nation Learning and Development and Cultural Services, T2R participants will have opportunities to learn about Choctaw culture and history. Classes include beading, basketry, dressmaking, cornhusk doll making, storytelling, educational presentations, and cultural demonstrations. Additionally, each university partner has a Native American center on campus for students to connect to other Natives as well as opportunities for exposure to Native culture. For students who are attending classes at a university outside of Choctaw Territory, campus opportunities will take into consideration the participants' schedules and locations. Each semester, every participant will have access to a calendar of events, and events will be shared on university and T2R social media.

Job Placement Activities (6 points)

CNCD strives to be aware of districts' needs and has developed relationships with the 87 schools in the 10.5 counties. At this time, CNCD is interested in focusing on STEM education as two of the critical need areas fall into that category. Career counselors will work closely with teacher-candidates throughout the program to develop necessary documentation such as resumes and portfolios and provide tips and tricks for interviewing skills. Activities will be one-on-one and/or group setting. Some job skills lessons could be Internet based activities. CNCD and each program participant will network with district personnel in predominately-Native schools. These



networking opportunities will allow districts to have experiences with teacher-candidates before a teaching position is available. CNCD will write and send letters of support to schools when a student nears graduation in hopes of increasing the participant's chances of securing gainful employment. MOUs with each participating school will encourage districts to hire program participants before considering non-program participants. (*See sample MOU: Appendices*)

Induction Services (5 points)

CNCD anticipates Induction services will begin in Year 2 with a small percentage of participants. CNCD would prefer to have participants for the full two years prior to Induction to maximize Professional Development and mentoring opportunities. The more confidence and support new teachers have, the more likely they are to stay in the profession.¹⁵

Induction services will include establishing a mentorship with a veteran teacher on the campus where the program participant is hired. T2R staff will rely on LEA personnel to match the new teacher with a veteran teacher for maximum relationship building of network resources. The mentor teacher will receive compensation as a stipend for agreeing to provide assistance in topics such as, classroom strategies, discipline, confidence building, parent-teacher conferencing, and leadership. Mentors and T2R participants will meet at least 8 hours per semester. Documentation of meeting times and topics will be recorded on a form provided by T2R staff. The flexibility of meeting time increments is left to the arrangement of both the mentor and T2R participant. Regular meetings or meetings as needed are acceptable. Continued Professional Development services will be available during Induction. During Induction, each participant will participate in a minimum of 36 hours of PD per year. CNCD will make regional event

¹⁵ Wong, Harry K. Educational Leadership. March 2002. Volume 59, Number 6. "Induction: The Best Form of Professional Development."



Choctaw Nation of Oklahoma – Teach 2 Reach
Indian Education Professional Development Program

information available to teachers. Choctaw Nation’s POSSE program will host a PD day, which will include a cultural component. In Year 5, all participants, those currently in Induction as well as those who have completed Induction Services, along with the voluntary and compensated mentors, an LEA representative, a teacher-guest of the participant’s choice, and university partners will be invited to attend a high-quality professional development event hosted by CNCD. The event will showcase the successes of the T2R participants as well as encourage networking and resource sharing for all. CNCD will invite a keynote speaker and presenters to present current, relevant, and cultural professional development, including STEM.

T2R participants will be provided instructional supplies to establish a fully functioning classroom from the beginning of their first year. Participants can purchase up to \$2,700 worth of classroom supplies including technology and curriculum. The goal of T2R’s Induction activities is to build confidence in a first-year teacher and provide the necessary supplies for students to achieve success. The instructional supplies are minimal or in some cases non-existent in many Oklahoma schools. Even with increased teacher salaries, funding for Oklahoma education is still not adequate for today’s learners.

Assistance with Payback Requirements (6 points)

All participants found to meet the eligibility guidelines will:

1. Participate in a one-on-one meeting with a Choctaw Nation program representative to discuss program expectations, funding resources, and guidelines prior to receiving grant-based assistance
2. Sign the Choctaw Nation approved payback agreement if the participant(s) are in agreement with stated guidelines explaining work-related and cash payback criteria after completion of teacher education degree plan



3. Provide teacher education course enrollment/completion each semester enrolled in the program
4. Agree to participate in professional development workshops
5. Agree to participate and provide documentation for mentorship program designed by Choctaw Nation Career Development
6. Participant will review and sign an MOU regarding purchase of instructional supplies

Choctaw Nation Career Development will:

1. Promote the program and benefits of hiring participants to LEAs and continue to secure letters of support once grant is received
2. Submit the signed payback agreement to the Department of Education through the web-based Professional Development Program Data Collection System (PDPDCS)
3. Work closely with university partners along with local LEAs to assist program participants in securing employment to meet the work-related payback obligation within the 12 months after completion of teacher education graduation
4. Conduct activities to assist participants in identifying and securing qualifying job opportunities including: resume preparation, portfolio completion and interview skills
5. Write a letter of support for qualified program application to include in portfolio
6. Contact LEAs with a list of program completers along with areas qualified to teach to determine if an opening is available
7. Assist program completer with expenses related to classroom materials and professional development opportunities



8. Upon employment Choctaw Nation will communicate with local LEA administration in selecting an appropriate mentor to assist program participant during the first two years of employment and/or length of the work-related payback obligation
9. Provide a stipend to LEA mentors along with the necessary documentation
10. Assist participant in submission of employment records to PDPDCS to document work-related payback

CNCD defines each of these steps necessary for understanding payback requirements. Each T2R participant will understand the payback agreement prior to starting programming and will review the payback agreement each semester. When participants understand the expectations, they will achieve them. With employment services and networks that will be built through T2R, new teachers will find employment opportunities to prevent a payback situation.

Quality of Project Personnel

Qualifications of Project Director (4 points)

Teach 2 Reach Project Director, Kelly Brame, will provide oversight for the T2R program at .25 FTE. Ms. Brame has been serving in career development and educational fields since 2001. With nearly two decades of experience, Ms. Brame brings experience and training to the program. In addition to a Standard Teaching Certificate: School Counselor, Psychology/Sociology, Ms. Brame holds a Global Career Development Facilitator license and is a member of OK ACTE / Guidance Division and National Career Development Association. With Grants Management training, Ms. Brame will provide excellent oversight of the program.



Qualifications of Key Project Personnel (8 points)

Robin Counce, Director of Choctaw Nation Career Development, will provide guidance to program staff. Ms. Counce earned her M.S. in Native American Leadership in addition to her M.S. in Education Administration. She holds an Oklahoma Teaching License: Marketing Education and Global Career Development Facilitator (GCDF) and GCDF Instructor Licenses. Ms. Counce is a member of ACTE, OKACTE, OMET, Oklahoma State Advisor, NCDA, NAWDP, and NACE. With Ms. Counce's 11-year tenure at the Choctaw Nation of Oklahoma, she has worked with Tribal members and developed Career Counselors to ensure CNCD runs efficiently. Ms. Counce is responsible for oversight of all CNCD programs and staff.

A Career Counselor will coordinate the T2R program at .60 FTE. This position will provide a comprehensive array of career guidance and employment services to tribal members that qualify for CNCD programming and T2R. (*See Job Description: Appendices*) Minimum skills for the coordinator include:

- Master's degree in Guidance Counseling or Career and Technology Education-Related field
- Valid counseling license and teaching credential
- Strong working knowledge of available financial aid for student training and education
- Excellent customer service, organizational, written, and communication skills
- Ability to work as part of a matrix team with little supervision
- Discreet handling of confidential information
- Exemplary knowledge of Microsoft Office suite
- Knowledge of counseling procedures, student appraisal, and career development
- Proven ability to market to tribal members and develop vendor relationships



- 5+ years of relevant experience.

Qualifications of Project Consultants (3 points)

Through a competitive bidding process, CNCD will select an independent evaluator to conduct project evaluation services. The evaluator will have experience in federal grant-funded projects and experience in writing, managing, and evaluating programs. Baseline data will be collected and evaluation tools created to track T2R teacher-candidate participation, retention, and graduation in Years 1-3 and Induction services in Years 2-5.

Quality of Management Plan

Use of funds (7 points)

T2R participants will be full-time students with a limitation of 20 hours of work outside of university coursework to receive the T2R stipend. Many students CNCD serves are non-traditional students who need an income to afford household and childcare expenses. T2R will provide tuition, books, and fee assistance. Oklahoma ranks 16th in the U.S. for average In-State tuition costs at \$8,460,¹⁶ but students frequently leave higher education with significant student debt and often not in a timely fashion. T2R will provide a \$500 stipend to each qualified participant for each month s/he is enrolled in classes. The stipend will provide necessary funding to fill the gap for traditional and non-traditional students.

¹⁶ College Board. Trends in Higher Education. “2017-2018 Tuition and Fees at Public Four-Year Institutions by State and Five-Year Percentage Change in In-State Tuition and Fees.” Retrieved 7/23/18. <https://trends.collegeboard.org/college-pricing/figures-tables/2017-18-state-tuition-and-fees-public-four-year-institutions-state-and-five-year-percentage>.



T2R will provide services for at least 51 students in the project period – Year 1, 18 participants; Year 2, 18 participants; Year 3, 15 participants. At the end of the project period, T2R will have provided tuition, books, and fee assistance, professional development opportunities, mentors through the educational process as well as during Induction, and will have aided in producing much needed, quality teachers for predominately-Native school districts in Oklahoma. The program will have assisted the state in reducing the number of emergency certificates by turning out certified teachers in critical-to-fill positions. First-year teachers will have the opportunity to secure necessary supplies to establish their classrooms by purchasing materials needed to succeed. T2R will prevent future teachers from having a mountain of student loan debt to pay while establishing their classroom and starting their careers.

Feedback and Continuous Improvement (5 points)

At the end of each year of participation, T2R teacher-candidates, university partners, mentors, and LEA personnel will complete surveys to provide program feedback. *See Other Attachments: Sample Survey.* Surveys will provide feedback specific to the role the respondent holds. The survey feedback will be incorporated into an improvement plan when necessary. Each professional development opportunity participants attend will have an accompanying standard survey. T2R staff will collect and evaluate surveys for future recommendations to participants and vendors, when appropriate.

Project Director and Key Personnel Time Commitments (8 points)

Kelly Brame, Project Director, will commit .25 FTE to the project. Ms. Brame's primary tasks will include program oversight and reporting. She will communicate with the Federal Program Officer, collect and provide program information to the contract evaluator, and file program reports in G5. The Project Coordinator, a CNCD Career Counselor, will manage the



day-to-day elements of the program. The Coordinator will commit .60 FTE to the project. The activities listed in the following chart are the responsibility of the Project Director and Program Coordinator.

Teach 2 Reach - Year One Activities			
<u>First Quarter</u>	<u>Second Quarter</u>	<u>Third Quarter</u>	<u>Fourth Quarter</u>
Grant Awarded	Continue Outreach/Marketing	Continue Outreach/Marketing	Continue Outreach/Marketing
Partner Schools Notified	Host one-on-one meetings with participants to discuss expectations and payback requirements	Solicit applications and notify participants	Solicit applications and notify participants
Marketing Plan Implementation	Pay tuition, books, fees, stipends, etc.	Meet with district personnel to discuss teacher placements	Host one-on-one meetings with participants to discuss expectations and payback requirements
Connect Mentor Teacher Volunteers and Participants	Notify participants of cultural classes/workshops	Summer Professional Development	Pay tuition, books, fees, stipends, etc.



Solicit applications and notify participants	Notify participants of Professional Development opportunities	Pay tuition, books, fees, stipends, etc.	Notify participants of cultural classes/workshops
	Collect grades	Notify participants of cultural classes/workshops	Notify participants of Professional Development opportunities
		Notify participants of Professional Development opportunities	Collect grades
		Collect grades	

Competitive Preference Points

Competitive Preference Priority 1 (3 points)

Choctaw Nation has great relationships with the 87 schools in the 10.5 county territory. Sixteen schools in the Territory have at least a 50% Native American student population. CNCD has already secured letters of support from six of those schools: **Canadian, Hartshorne, Heavener, Hodgen, LeFlore, Stringtown, and Jones Academy**. Conversations with district staff of the remaining schools indicate the letters are forthcoming. CNCD anticipates receiving the letters prior to award announcement. In an effort to increase participants' employment



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options, CNCD will reach out to the additional predominantly-Native school districts across the state to seek support. (*See Appendices: Letters of Support*)

Competitive Preference Priority 2 (5 points)

Choctaw Nation of Oklahoma is a Federally-Recognized Indian tribe. (*See Appendices: Federal Register*)

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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

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The attached file can be viewed as an individual component using Application Log menu option.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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Budget Narrative

The Choctaw Nation Career Development – Teach 2 Reach Program will be implemented at six partnering universities: East Central University, Northeastern State University, Oklahoma State University, Southeastern Oklahoma State University, University of Central Oklahoma, and the University of Oklahoma and will be offered to approximately 51 Native American students.

Personnel Budget

Position	Year 1	Year 2	Year 3	Year 4	Year 5	Total
None						
Total Cost	\$0	\$0	\$0	\$0	\$0	\$0

Personnel: The Choctaw Nation program staff salaries are being used as leveraged funds.

Project Director, Kelly Brame, will serve at .25 FTE and Career Counselor, TBD, will serve at .60 FTE.

Fringe Benefits Budget

Position	Year 1	Year 2	Year 3	Year 4	Year 5	Total
None						
Total Cost	\$0	\$0	\$0	\$0	\$0	\$0

Fringe Benefits: The fringe benefits associated with the Project Director and Career Counselor associated with T2R will be used as leveraged funds.



Travel Budget

Description	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Mandatory Program Travel Washington, DC	\$5,124	\$5,124	\$5,124	\$0	\$0	\$15,372
Total Cost	\$5,124	\$5,124	\$5,124	\$0	\$0	\$15,372

Travel: Mandatory Program Travel, Washington, DC Project personnel, Ms. Kelly Brame, Project Director, Career Counselor, and a Grants Accounting representative will attend the mandatory program travel TBD in Washington D.C. in Years 1, 2, and 3. Costs for each of those years are: Mileage to/from airport for one car (.54 x 300 miles = \$162) + r/t airfare (\$550 x 3 = \$1,650) + lodging (\$260 x 3 nights x 3 staff = \$2,340) + per diem (\$69 x 3.5 days x 3 = \$725) + taxi (\$50 x 4 days = \$200) + airport parking (\$20/day x 4 days = \$80) + baggage fees (\$50 x 3 staff = \$150)= \$5,307 per trip, or approximately \$1,769 per person.

Equipment Budget

Equipment: There are equipment costs.

Supplies Budget

Supplies: There are supplies costs.



Contractual Budget

Description	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Project Evaluator	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$100,000
Marketing	\$14,400	\$1,000	\$11,593	\$3,000	\$0	\$29,993
Mentors	\$0	\$1,200	\$6,600	\$9,900	\$4,500	\$22,200
CNCD hosted Professional Development	\$0	\$0	\$0	\$0	\$24,000	\$24,000
Total Cost	\$34,400	\$22,200	\$38,193	\$32,900	\$48,500	\$176,193

Project Evaluator: Through a competitive bid process, the Choctaw Nation will choose an evaluator to provide independent project evaluation services if the project is funded. CNCD will pursue an evaluator with extensive evaluation support for numerous federal and state grant-funded projects from various agencies including the Department of Education. The evaluator will (a) assist in program development; (b) assist with grant implementation; and (c) lead evaluation processes including: developing an evaluation plan to meet federal guidelines, collecting accurate data from *Teach 2 Reach*, analyzing data, and providing accurate and complete evaluation reports. Costs calculations are based on an average for evaluation services of other Choctaw Nation federal grants.

Marketing: CNCD will create a marketing campaign including print (i.e. brochures, posters, information pamphlets, program-specific binders, etc.) and video/commercial advertising. CNCD used service estimations based on other Choctaw Nation federal grant programs and Choctaw standard rates. Marketing will be used to promote the program to students as well as LEA and university partners. Education careers pathways will also be promoted. Promotional items will be placed in Native American resource centers and Education departments on each partnering campus and CNCD offices.



Mentor Teachers: The Choctaw Nation will provide an annual \$300 stipend to the veteran teachers assisting T2R program participants during Induction Services. The stipend is being provided for the meeting times and documentation requirements for the veteran teacher. The nominal amount was calculated at \$25/hour for 12 hours each school year. Mentor teachers will log at least eight hours spent with the T2R participant.

CNCD Hosted Professional Development: CNCD and T2R will host a high-quality professional development event as a culminating activity. All T2R participants, mentors (voluntary and contracted), an LEA representative, two university representatives, a co-teacher guest of the participants choosing, and CNCD/T2R staff associated with the project will be invited. A keynote speaker and presenters will be contracted as well as the venue and catering for the event as a session will be held as a working lunch. Costs for the event were calculated based on Choctaw Nation’s POSSE Professional Development program costs (\$800/participant x 300 participants).

Other

Description	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Student Stipends	\$81,000	\$99,000	\$82,500	\$0	\$0	\$262,500
Technology Allowance	\$7,200	\$7,200	\$6,000	\$0	\$0	\$20,400
Instructional Supplies	\$10,800	\$37,800	\$48,500	\$40,500	\$0	\$137,600
Tuition, Books, and Fees	\$207,000	\$207,000	\$172,500	\$0	\$0	\$586,500
Professional Development	\$3,600	\$3,600	\$18,489	\$25,000	\$0	\$50,689
Total Cost	\$309,600	\$354,600	\$327,989	\$65,500	\$0	\$1,057,689



Student Stipends: Students are required to enroll as a full-time student. The stipend will ease the burden to participants. Monthly progress checks will ensure students are on target for degree completion. (Year 1 - \$500/month x 18 participants x 11 months; Year 2 - \$500/month x 18 participants x 11 months; Year 3 - \$500/month x 15 participants x 11 months)

Technology Allowance: In order for students to complete classwork, items such as computers or printers will be available for purchase with a \$400/participant technology vendor voucher. Students will sign when the voucher is received and will be limited to technology vendors to ensure students are purchasing supplies needed to continue and complete their education.

Instructional Supplies: Oklahoma rural schools notoriously do not have the necessary supplies or budget for supplies for teachers to successfully instruct students. Basic supplies are not often provided and the burden is passed to parents, who in an economically depressed area, cannot provide. T2R will assist teachers in initial classroom setup by providing up to \$2,700/participant. Each participant will sign an MOU with T2R ensuring supplies will be used for classroom setup and receipts will be required for purchases within 60 days. Teachers who do not provide receipts will be expected to repay any remaining balance. These supplies could be used for items such as technology, curriculum, and other classroom supplies.

Tuition, Books, and Fees: Student-participants will submit invoices from university partners. T2R will ensure the CNCD leveraged funds have been applied and disperse up to \$11,500 over the remaining coursework per participant. (Year 1 - \$11,500 x 18 participants = \$207,000; Year 2 - \$11,500 x 18 participants = \$207,000; Year 3 - \$11,500 x 15 participants = \$172,500 totaling \$386,500 for three years)

Professional Development: Participants are expected to engage in Professional Development sessions throughout their participation in T2R. These workshops/events will develop teacher



skills to assist in professional competencies and provide additional assistance for successes in the classroom. Sessions could include T2R speakers at various locations or registrations and fees associated to attend regional sessions. Costs for this category are estimations and will include discussions with participants’ investigating their interests and locations and are based on CNCD average expenses to attend the same training opportunities for Professional Development.

Total Direct Costs

Description	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Personnel	\$0	\$0	\$0	\$0	\$0	\$0
Fringe Benefits	\$0	\$0	\$0	\$0	\$0	\$0
Travel	\$5,124	\$5,124	\$5,124	\$0	\$0	\$15,372
Equipment	\$0	\$0	\$0	\$0	\$0	\$0
Supplies	\$0	\$0	\$0	\$0	\$0	\$0
Contractual	\$34,400	\$22,200	\$38,193	\$32,900	\$48,500	\$176,193
Construction	\$0	\$0	\$0	\$0	\$0	\$0
Other – including Stipends	\$309,600	\$354,600	\$327,989	\$65,500	\$0	\$1,057,689
Total Direct Cost	\$349,124	\$381,924	\$371,306	\$98,400	\$48,500	\$1,249,254

Indirect Costs

Indirect costs will be charged at the federally-approved Choctaw Nation restricted rate of 8.0% of direct costs less contracts/consultants, and direct services to participants (i.e. participant stipends, technology allowances, instruction supplies, and evaluation). Indirect Costs will be used to support operational costs and overhead, which will enable or support the project. The Choctaw Nation has enclosed a copy of its current indirect cost rate (See Appendices).



Total Costs

Description	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Total Direct Cost including Stipends	\$349,307	\$382,107	\$371,589	\$95,400	\$48,500	\$1,246,903
Indirect Costs	\$18,425	\$17,449	\$17,159	\$2,792	\$360	\$56,185
Total Costs	\$367,732	\$399,556	\$388,748	\$98,192	\$48,860	\$1,303,088