

**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 # S299B180050**

**Grants.gov Tracking#: GRANT12686252**

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

Closing Date: Jul 30, 2018

PR/Award # S299B180050

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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\\_1234-Other 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"/>
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* 3. Date Received: <input type="text" value="07/30/2018"/>	4. Applicant Identifier: <input type="text"/>
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5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
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**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="Fort Peck Community College"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="81-0374399"/>	* c. Organizational DUNS: <input type="text" value="1023664320000"/>

**d. Address:**

* Street1: <input type="text" value="605 Indian Avenue"/>
Street2: <input type="text"/>
* City: <input type="text" value="Poplar"/>
County/Parish: <input type="text" value="Roosevelt"/>
* 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="59255-0398"/>

**e. Organizational Unit:**

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

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

Prefix: <input type="text"/>	* First Name: <input type="text" value="Wayne"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Two Bulls"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Vice President of Academics"/>
---

Organizational Affiliation: <input type="text" value="N/A"/>
--

* Telephone Number: <input type="text" value="(406) 768-6312"/>	Fax Number: <input type="text" value="(406) 768-6301"/>
---	---

* Email: <input type="text" value="WTwoBulls@fpcc.edu"/>
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**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:**

FPCC IEPDP Project

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="399,788.00"/>
* 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="399,788.00"/>

**\* 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

Fort Peck 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	68,000.00	70,720.00	73,549.00	44,995.00	46,794.00	304,058.00
2. Fringe Benefits	39,976.00	40,221.00	40,476.00	20,973.00	21,148.00	162,794.00
3. Travel	2,578.00	2,655.00	2,735.00	2,817.00	2,902.00	13,687.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	13,785.00	1,000.00	1,000.00	2,000.00	2,000.00	19,785.00
6. Contractual	18,000.00	18,000.00	18,000.00	36,750.00	33,375.00	124,125.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	2,835.00	4,470.00	4,470.00	2,835.00	2,835.00	17,445.00
9. Total Direct Costs (lines 1-8)	145,174.00	137,066.00	140,230.00	110,370.00	109,054.00	641,894.00
10. Indirect Costs*	11,614.00	10,965.00	11,218.00	8,830.00	8,724.00	51,351.00
11. Training Stipends	243,000.00	243,000.00	243,000.00	0.00	0.00	729,000.00
12. Total Costs (lines 9-11)	399,788.00	391,031.00	394,448.00	119,200.00	117,778.00	1,422,245.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 10/01/2015 To: 09/30/2019 (mm/dd/yyyy)

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

The Indirect Cost Rate is 12.10%.

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

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

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

Is included in your approved Indirect Cost Rate Agreement? Or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00%.  
PR/Award # S299B180050

Name of Institution/Organization Fort Peck 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	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.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL  <input type="text" value="Haven Gourneau"/>	TITLE  <input type="text" value="President"/>
APPLICANT ORGANIZATION  <input type="text" value="Fort Peck Community College"/>	DATE SUBMITTED  <input type="text" value="07/30/2018"/>

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

<b>1. * Type of Federal Action:</b> <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	<b>2. * Status of Federal Action:</b> <input checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <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:**

<b>6. * Federal Department/Agency:</b> <input type="text" value="Department of Education"/>	<b>7. * Federal Program Name/Description:</b> <input type="text" value="Indian Education -- Special Programs for Indian Children"/>  CFDA Number, if applicable: <input type="text" value="84.299"/>
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<b>8. Federal Action Number, if known:</b> <input type="text" value="Unknown"/>	<b>9. Award Amount, if known:</b> \$ <input type="text" value="0.00"/>
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**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](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

### Optional - You may attach 1 file to this page.

1236-GEPA Statement.pdf

Add Attachment

Delete Attachment

View Attachment

**Compliance with Section 427 of the Department of Education's  
General Education Provisions Act (GEPA)**

Fort Peck Community College (FPCC) supports efforts to ensure that individuals with special needs have equitable access to and participate fully in services offered. FPCC is an equal opportunity employer with a published policy that prohibits discrimination in education or employment because of sex, race, color, creed, religion, national origin, age, physical or mental handicap, political belief, marital or parental status (unless based upon reasonable grounds as provided by law). Statements regarding FPCC's non-discrimination policy are included in student recruitment materials, the College catalog/course schedule, personnel policies and procedures, position vacancy and hiring announcements and other relevant materials.

Issues of race, national origin and color barriers are addressed and defined, at least in part, by FPCC's mission—to provide educational services to Indian students residing on the Fort Peck Indian Reservation—and by the College's hiring policies, which extend hiring preferences to qualified Indian candidates in accordance with federal law. However, FPCC accepts students and hires employees from all groups, regardless of race, national origin or color, subject to the exercise of Indian preference in hiring, as noted. No further comment is needed on ethnicity, except to comment that the College is providing opportunities to the ethnic/racial group that has historically been the most excluded from similar, mainstream activities.

FPCC recognizes that gender, disability and age are also barriers that may hinder full participation in Department-funded activities. The College has taken and continues to take steps to ensure that individuals are not excluded for any of these reasons. This commitment begins with a liberal admissions policy; anyone with a high school diploma or GED who can benefit from the College's educational offerings and services will be admitted. FPCC also recognizes

that many potential beneficiaries engage in “self-defined exclusion” under the misconception that their gender, disability and/or age is a barrier. To the extent feasible, FPCC officials provide personalized encouragement to and communication with such individuals. They develop strategies designed to overcome any negative pre-conceptions about individuals’ opportunities for participation. For example, FPCC might enlist a female building trades student or graduate to talk to high school students about the College’s vocational training programs, thereby encouraging other female students to consider all career possibilities. Similarly, potential students who are older-than-average might be introduced to current FPCC students of comparable age to obtain a “student’s view” of college life.

In addition to providing educational opportunities to persons with special needs, FPCC must meet the challenge of providing the type and level of support they require in order to achieve their educational and employment goals. To this end, FPCC has developed an array of resources. In doing so, the College has committed its own funds from general revenues and has also actively sought additional support from other sources.

Many FPCC students can be considered to have special needs. The most compelling of these involve issues related to disabilities, particularly in the broadest definition of that term, and to gender. In the area of physical disabilities, FPCC has renovated all campus buildings to ensure that its facilities are accessible to disabled students and employees. (New facilities, of course, addressed accessibility issues as part of the initial building plans.) The student services office also makes special, individualized arrangements to ensure that specific support needs for disabled students are met. Furthermore, small class size provides instructors with the opportunity to identify barriers to student achievement and develop methods to overcome any obstacles.

The high prevalence of alcoholism and drug abuse among the American Indian population is also apparent at Fort Peck. FPCC encourages all students to take a course in Drugs, Alcohol and Tobacco as part of their general education requirements. The course includes information about community programs dealing with these problems. The student services office also provides personal counseling that includes addiction counseling and referral.

Discussion of disability-related issues must also include the lack of academic preparation evidenced by incoming students. In some cases, they have an identifiable learning disability or cognitive deficit. In others, they are simply handicapped by inadequate pre-entry education and skill development. FPCC assists and supports such students in overcoming these barriers and acquiring the needed background and skills.

A primary gender-related issue is the need for support services for single parents, usually mothers. FPCC provides day-care for students' children, enabling parents to pursue their education. FPCC's student financial aid program is particularly important to single parents. Another gender-related issue has been an under-representation of male students in the student population. FPCC has worked to expand its vocational program, which has historically attracted male students, and has seen growth in its male student population.

Age has not typically been a major barrier for potential students: the average age of FPCC students has historically been above that at comparable, non-Indian institutions. In fact, one of FPCC's challenges is to increase the number of younger students who view post-secondary education as a viable path and are therefore motivated to complete high school, rather than dropping out and then later re-entering the educational system as an adult.

## 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.

<b>* APPLICANT'S ORGANIZATION</b> Fort Peck Community College	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: Ms.	* First Name: Haven Middle Name:
* Last Name: Gourneau	Suffix:
* Title: President	
<b>* SIGNATURE:</b> Haven Gourneau	<b>* DATE:</b> 07/30/2018

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

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

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Wayne		Two Bulls	

Address:

Street1:	Fort Peck Community College
Street2:	605 Indian Avenue
City:	Poplar
County:	Roosevelt
State:	MT: Montana
Zip Code:	59255-0000
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(406) 768-6312	(406) 768-6301

Email Address:

WTwoBulls@fpcc.edu
--------------------

**2. Novice Applicant:**

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

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

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

Yes  No

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

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

No Provide Assurance #, if available:

--

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

	Add Attachment	Delete Attachment	View Attachment
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## Abstract

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

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

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

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## You may now Close the Form

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

\* Attachment:

## PROJECT ABSTRACT

- *The purpose and expected outcomes of the project:*

The purpose of the Fort Peck Community College (*FPCC*) Indian Education Professional Development (*IEPDP*) Project is to alleviate the acute shortages of American Indian teachers within Local Education Agencies (*LEAs*) that serve a high proportion of American Indian students.

Based on the labor market study conducted, it is estimated that there is a need for **162** American Indian teachers on the Fort Peck Indian Reservation (*FPIR*). In addition, the local school districts have been averaging a **turnover rate of 30 teachers** over the last 5 years. This project proposes the attainable goal of successfully training successfully and placing **fourteen (14)** teachers, which makes an improvement in addressing the total the total need on the Reservation.

We will be able to recruit **15** participants in the project. Students will be pursuing either 1) an AAS Degree in Native Language Instruction (*NLI*) from *FPCC* and achieving Class 7 Language Certification; or 2) a BSEd. degree in education from our partner institution, Montana State-University Northern (*MSU-N*) and achieving State Certification. We have proposed the ambitious goal of graduating at least **14** of the participants within 3 years and placing 100% of the graduates in local schools and providing two years of induction services to those participants.

- *Applicable priorities:*

The *FPCC IEPDP Project* addresses the following applicable priorities: **Absolute Priority #1:** Pre-Service training for teachers. The project also addresses **Competitive Preference Priority #1:** Letter of support from applicable LEA (**3 points**). As an eligible consortium with *FPCC* (a TCU) as the applicant, the project addresses **Competitive Preference Priority #2:** “project submitted by an Indian tribe, Indian organization, or TCU that is eligible” (**5 points**). Finally, we have developed a plan to “increase the opportunities for high-quality preparation of,

core professional development for, teachers or other educators of science, technology, engineering, math or computer science” in accordance with ***Competitive Preference Priority #4 (5 points)***.

- *Number of participants to be served:*

We will recruit **15** participants into the program (with a waiting list in case of student graduation or dropout). At least **14** participants will make satisfactory progress each year. At least **14** of the participants will earn an A.A.S. in *NLI* from *FPCC* or a B.S.Ed. in Education from *MSU-N*. We anticipate that 100% of the graduates will be placed in local schools and be able to take full advantage of induction services. 100% of the local placements will receive induction services.

- *The number and location of proposed sites:*

There will be seven (7) sites: 1) *FPCC* Poplar Campus; 2) *FPCC* Wolf Point Campus; 3) *MSU-N* in Havre; 4) Frazer Public Schools; 5) Wolf Point Public Schools; 6) Poplar Public Schools; and, 7) Brockton Public Schools.

- *How the project will conduct recruitment activities, induction services, and how they will assist participants with completing their service payback obligations:*

We will recruit students with the best opportunity for success in the program, including students who are already attending *FPCC* or *MSU-N* and pursuing a degree leading to certification. The project will provide 2 years of induction services to graduates placed in local schools, including mentor teachers and induction seminars. *FPCC* will assist students in completing payback by placing graduates in eligible LEAs and providing support to students to minimize drop outs. This will facilitate work pay back and minimize cash payback requirements.

- *The Indian Tribe(s), if any, involved in the project:*

The project involves the Assiniboine (Nakoda) and Sioux (Dakota) Tribes of the *FPIR* in Montana. The Tribally-Chartered College, *FPCC*, serves as the applicant for the project.

## Project Narrative File(s)

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\* Mandatory Project Narrative File Filename:

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

**PART 4: PROJECT NARRATIVE**

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**(a) Need for Project** (Maximum 15 points).

(1) (Up to 5 points) *The extent to which specific gaps . . . . . gaps or weaknesses.*

American Indians comprise 6.3% of all residents in Montana with the majority of them living on one of seven Indian reservations. Unfortunately, American Indians are grossly underrepresented in the field of education and comprise only 1.5% of teachers in the State. On the Fort Peck Indian Reservation (**FPIR**), the lack of American Indian teachers is especially acute.

The need for additional American Indian teachers is anticipated to continue to increase especially considering that Montana’s American Indian population is younger than the rest of the State’s population. The Fort Peck Assiniboine and Sioux Tribes (**FPT**) report that approximately 38% of its population is less than 20 years old in comparison to 29% for the State. The American Indian student population is projected to continue to grow at higher rates than non-Indians.

The **FPIR**, home of the Assiniboine and Sioux Tribes, encompasses approximately 2.1 million acres of land and is located in the extreme northeastern part of the State of Montana (Roosevelt, Daniels, Sheridan, and Valley counties). Please see the **Map** in the Attachments. The **FPT** are listed in the *Federal Register*, Vol. 83, No. 141, pp. 34863-34868 (July 23, 2018) as the “Assiniboine and Sioux Tribes of the Fort Peck Indian Reservation, Montana.” The **FPIR** is home to two separate American Indian Nations (Assiniboine and Sioux), each composed of numerous bands and divisions. Approximately 70% (7,174) of the Reservation population is American Indian. (2015 American Community Survey [ACS] 5-year estimates).

Poplar is the primary reservation community with a predominately Indian population. Poplar is also the headquarters of the **FPT**, Fort Peck Community College (**FPCC**) (*the applicant*), and the Bureau of Indian Affairs (**BIA**) agency office, among other agencies. In the last few years, we have seen a significant increase in social problems such as housing issues, increased crime, and substance

abuse exasperated by the oil boom and bust in the Bakken. The primary language spoken on the reservation is English, and a small percentage of people speak and/or understand the Assiniboine and Sioux languages. As a direct result of the threat of the loss of our ancestral languages, *FPCC* has developed an A.A.S. Degree in Native Language Instruction (*NLI*), which exceeds State Standards for certification as a language teacher in the public school system.

There are seventeen (17) Public Schools (Pre-K through 12) located within the exterior boundaries of the reservation (Wolf Point, Poplar, Frazer, and Brockton). High school graduation rates for American Indians on the reservation is a dismal 42.8%, which means that the reservation experiences a drop-out rate of 57.2%. (Source: *FPT* Promise Zone Initiative 2016). There are six (6) Public Schools serving 928 Pre-K through 12 students in **Wolf Point** with a student:teacher ratio of 13:1; there are four (4) Public Schools serving 872 Pre-K through 12 students in **Poplar** with a student:teacher ratio of 12:1; there are four (4) Public Schools serving 199 Pre-K through 12 students in **Frazer** with a student:teacher ratio of 9:1; and, there are three (3) Public Schools serving 162 Pre-K-12 students in **Brockton** with a student:teacher ratio of 11:1.

Educational attainment of the people on the Reservation is significantly lower than people within Montana and the United States. As indicated in *Table 1* below, *FPIR* community members’ high school graduation rate is significantly less than the State and Nation, and the rate of BA achievement is about one half both the State and Nation.

<i>Educational Attainment Comparison Table</i>			
	<i>Fort Peck</i>	<i>Montana</i>	<i>United States</i>
High School Graduate or Higher	39.9%	92.9%	84.1%
Percent of Population with high school degree	15.8%	7.1%	13.0%
Bachelor’s Degree or higher	13.3%	29.9%	30.3%

*FPCC* was chartered by the *FPT* in 1978. The college was established to provide post-secondary educational services to tribal members living on the reservation and maintains an open door admissions policy that includes serving non-Indians as well. *FPCC* offers 7 AA Degrees (including *Education*), 5 AS Degrees, 3 AAS Degrees (including the innovative Native Language Instruction (*NLI*) degree), and 7 Certificate Programs. As of 2017-2018, *FPCC's* average enrollment was 350 FTE students per semester. Approximately 250 (or 71.4%) of *FPCC* students are American Indian, 90% are economically disadvantaged, and 82% are first generation college students. (Source: *FPCC* Registrar)

*FPCC* is accredited by the Northwest Commission on Colleges and Universities (*NWCCU*) and was reaffirmed in January 2017. It was also accredited by the World Indigenous Nations Higher Education Consortium (*WINHEC*) in 2009. *FPCC* is a land grant college as cited in section 532 of the Equity in Educational Land-Grant Status Act of 1994. As a tribally chartered higher education institution, *FPCC* qualifies for, and receives funding through the Tribally Controlled College or University Assistance Act of 1978. *FPCC* has two campuses: Poplar and in Wolf Point. **As the lead applicant of an eligible consortium, *FPCC* qualifies for the full five (5) points under Competitive Preference Priority #2.**

Montana State University-Northern (*MSU-N*) will partner with *FPCC* on this initiative. *MSU-N* is located in Havre, which is a city of about 9,500 people located nearly 230 miles from *FPCC*. *MSU-N* has broadened its educational programs and is now a comprehensive regional university. *MSU-N* offers over 35 degree granting programs and is also accredited by the *NWCCU*.

*FPCC* has also garnered the support of Brockton, Frazer, Wolf Point, and Poplar Schools; which are the main school districts serving high proportions of American Indian Students on the Fort Peck Indian Reservation. Please see letters from the LEAs in the *Attachments*. **As such, *FPCC***

**qualifies for the full three (3) points under Competitive Preference Priority #1.**

(2) (Up to 10 points) *The extent to which . . . . . through a job market analysis.*

In planning for this project, **FPCC** conducted a market study of the four school districts on the reservation (Frazer, Wolf Point, Poplar, and Brockton). The following table represents the workforce at these schools.

<b>Data Element</b>	<b>Frazer</b>	<b>Wolf Point</b>	<b>Poplar</b>	<b>Brockton</b>
Current # of Teachers	20	72	87	21
Current # of Native Teachers	8	5	27	4
Current % of Native Teachers	40.00%	6.94%	31.03%	19.05%
Current % of Native Students	95.00%	84.00%	98.50%	96.00%
Average # of vacancies over the past 5 years	5.2	6.0	9.2	10.0

American Indian students make up a very large majority of students attending these schools on the **FPIC** while the teachers are predominantly non-Indian (78%). The goal to train enough American Indian teachers to correspond with the percent of American Indian students would require 162 additional Indian teachers. The **FPCC IEPDP Project** will address the need for highly qualified American Indian teachers by training 15 American Indian students to earn bachelors degrees in education or associates in **NLI**; become State licensed; and become employed to teach in local schools serving a high proportion of American Indian students.

**(b) Quality of the Project Design** (Maximum 25 points).

(1) (Up to 10 points) *The extent to which the goals . . . . . also attainable and address:*

The **FPCC IEPDP Project** fulfills the eligibility requirements of the Indian Education Professional Development Program (**IEPDP**) and meets the Absolute and Competitive Preference Priorities listed in the *Federal Register*. As mentioned previously, the Project addresses: **Absolute**

*Priority #1* and *Competitive Preference Priorities #1* and *#2*. Since the project qualifies for *Competitive Preference Priority #2*, we cannot qualify for *#3*. Please see the *other attachments* for the narrative describing how the project also meets *Competitive Preference Priority #4*.

*FPCC* proposes a training program that leads to a bachelor’s degree for full State certification as a teacher or a associate’s degree in *NLI* and Class 7 Certification (special certification in the State of Montana to teach the Native Language) within the first three (3) years of the project period and two (2) years of required induction services.

Through a formal articulation agreement with *MSU-N*, the project will offer fifteen (15) participants the level and type of degree (B.S. Ed. from *MSU-N*) needed for teaching licensure and Class 7 Certification (A.A.S. from *FPCC*) in the State of Montana. Please see **the attachments** for a signed copy of the consortium and articulation agreements between our institutions. Students graduating with either of these degrees will meet Montana’s standards for *highly qualified teachers* and exceed Montana’s standards for Class 7 certification for *highly qualified teachers*.

**Primary Project Goal**

*FPCC* will reduce the critical shortage of qualified American Indian teachers in schools serving a high proportion of American Indian students on the *FPIR*.

To achieve this goal, *FPCC* will partner with *MSU-N* to provide an American Indian teacher training program that will meet three (3) primary objectives. *Table 2* presents each of these objectives, along with the measurable outcomes that will used to evaluate the project’s success in achieving these objectives.

**Table 2 - Project Objectives and Outcomes**

Objectives	Anticipated Outcomes
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<p>1. Recruit, train, and graduate 15 American Indian pre-service teachers who will earn their bachelor’s degrees and state teaching licensure or their AAS in <i>NLI</i> and their Class 7 Certification.</p>	<p>1. a. By December 2018, at least 15 American Indian pre-service teachers will be enrolled in the program.</p> <p>1. b. From January 2019 to June 2021, at least 14 participants will maintain satisfactory progress toward degree requirements.</p> <p>1. c. By June 2021, at least 14 students will graduate with a Bachelor’s Degree in Education from <i>MSU-N</i> or an Associates Degree in Native Language Instruction (<i>NLI</i>) from <i>FPCC</i>.</p>
<p>2. Place 100% of graduates in teaching positions at LEAs with significant populations of American Indian students.</p>	<p>2. a. Within 12 months of graduation and certification, 100% of graduates will be employed at LEAs with a high proportion of American Indian students.</p>

<p>3. Provide induction services to all program graduates (during years 4 and 5) while they are teaching.</p>	<p>3. a. By October 2021, all graduates will be paired with mentor teachers at the schools where they are teaching.</p> <p>3. b. By September 2023, the project will host at least four (4) induction seminars for graduates each year, including at least one per year specifically focused on Science, Technology, Engineering, Math (<i>STEM</i>) or Computer Science.</p>
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*(i) The number of participants expected to be recruited in the project each year;*

We will recruit 15 students in year one. As students either graduate or drop out of the program, we will continually recruit replacement students. Please see the recruitment plan below.

*(ii) The number of participants expected to continue in the project each year;*

We expect that at least 14 of the 15 students (93%) will continue each year. In our previous *IEPDP* project, we had a continuation rate of 18 of 25 students (72%). This goal is ambitious but attainable for several reasons: 1) we have incorporated lessons learned from the previous project in the development of this project; 2) we have decreased the student targets and increased stipend amounts as that was the primary challenge in the previous project; 3) we have developed a Native Language Instruction curriculum, which leads to certification to teach the Native Languages (Class 7 Certification). For all of these reasons, the increased ambitious goals are also reasonable.

*(iii) The number of participants expected to graduate; and*

We expect that 14 of the 15 students (93%) will graduate within three (3) years. In our previous project, we had a graduation rate of 27%, with an additional 20% slated to graduate after

student support ended. We are significantly increase our success rate 93%. This is certainly ambitious. But for the reasons delineated above, this will be an attainable goal.

*(iv) The number of participants expected to find qualifying jobs within twelve months of completion.*

Based upon the need in the job market, we anticipate being able to place 100% of the graduates in LEAs serving a very high proportion of Indian students. In our previous project, we successfully placed 100% of our graduates, which is why we know that this can be accomplished.

*(2) (Up to 8 points) The extent to which the proposed . . . . . to complete the program.*

Based upon the significant local need, we will strive for 100% success. In order to achieve this, we must attract a pool of highly qualified and motivated applicants. Staff will focus their recruiting efforts on three populations: 1) Indian students currently enrolled in, or recently graduated from **FPCC**'s education program; 2) Indian students currently enrolled in **MSU-N**'s education program; 3) Indian paraprofessionals currently employed at LEAs serving the Fort Peck Indian Reservation including the Head Start Programs; and 4) **FPCC** students interested in the Native Language Instructors (**NLI**) certification process. Qualified applicants will also be recruited from the communities through local media and the tribal education program.

Only the most qualified applicants will be selected to participate. In fall 2018, a selection committee comprised of representatives from **FPCC**, **MSU-N**, and local LEAs will be established. Measures to ensure equitable access to, and participation in, the project will be in place. We anticipate more applications than available slots, and alternates will be chosen to fill slots in case of graduation or dropout of a student. This will insure a seamless flow of students into the program.

Stringent selection criteria will insure applicants are selected as follows:

(a) Applicant's written statement of professional goals and educational philosophy, resume, and two letters of recommendation.

- (b) Transcript assessment. Every applicant selected to participate in the program must be able to earn a Bachelor's degree in Education or an NLI Class 7 Certification by May 2021.
- (c) Pre-Professional Skills Test (**PPST**). Applicants will be required to take and pass the **PPST** in December 2018 to meet the **MSU-N** entrance requirements.
- (d) Admission Requirement. At the time of application, all candidates must be accepted for admission at **FPCC** or **MSU-N**.
- (e) Indian Preference. All applicants admitted to the program must be enrolled members of a Federally-recognized Tribe.
- (f) Resident Preference. Preference will be given to Indian applicants living on or near the **FPIR** who demonstrate a commitment to teach in LEAs serving the reservation upon program completion.
- (g) Payback Requirement. All participants must sign a repayment contract agreeing to the federal government's stipend payback obligation described in 34 CFR 263.8-10.

The project's recruitment strategies and selection criteria have been designed to insure maximum participation by American Indians who have been traditionally underrepresented in the teaching profession. One hundred percent (100%) of project participants will be enrolled members of Federally-recognized Tribes.

*(3) (Up to 7 points) The extent to which the proposed . . . meet their employment needs.*

As mentioned in the market analysis section, in order to achieve equity in education, the four (4) school districts have a need for 162 trained Indian educators. This project will have the modest goal of filling approximately 9% of that need. In addition, the districts have been averaging more than 30 teaching vacancies per year. So it is clear that the project will help all of these districts to fill the expressed need of their Superintendents. Each of the four districts have provided a letter of support in accordance with the requirements of **Competitive Preference Priority #1**.

In addition to the clear need, three (3) other factors suggest that graduates will find employment as teachers in local schools. 1) With nearly 1,500 Indian students and only 44 Indian teachers in the local school districts, the need for more Indian teachers is obvious. 2) Local schools have relatively high turnover rates and find it difficult to attract and retain qualified teachers to serve in these remote locations. 3) Many of the American Indian teachers currently teaching in the local schools will be retiring in the next three to five years. (This is the generation of Indian teachers who received training under the Career Opportunity Program (COP), Education Professional Development Act (EPDA), Teacher Corps, and Bilingual Teacher Training Program in the 1970s-1980s.).

The project involves significant collaboration among project partners. The consortium agreement and articulation agreement from *MSU-N* provide formal documentation of the strong collaborative partnership that exists between *FPCC* and *MSU-N*. Faculty at *FPCC* will provide instruction in lower division courses. Quarterly conference calls and annual meetings between *FPCC* and *MSU-N* will enable *MSU-N* to assist *FPCC* project staff in monitoring participants' academic progress, identifying problems, and implementing effective interventions.

All participants will complete a 12 credit field practicum experience during their senior year. In fulfilling this requirement, each participant will spend at least 180 hours in the classroom under the supervision of a master teacher. Performance will be assessed using a combination of supervisor evaluations, classroom observations, and portfolios.

**(c) Quality of project services** (Maximum 25 points).

*(1) (Up to 4 points) The likelihood that the proposed . . . . proportion of Indian students.*

Several elements of the model proposed herein will lead to the likelihood of success among the students, including imparting necessary skills for successful careers teaching at local LEAs with

a high proportion of Indian students. Some of the factors leading to participant success, include, but are not limited to, the following:

**Student Cohorts.** To encourage cooperative learning and the construction of shared knowledge, the project will establish student cohort groups. Cohorts provide a network of mutual support and shared responsibility that, based on research, increases student achievement among minority populations.

**Distance Learning.** Cohort members will enroll in the same set of classes each term, which will be delivered from *MSU-N* to the *FPCC* campus via distance technology. The project will offer required upper division courses via Polycom—an interactive video education system, on-line, or short term comprehensive modules. *MSU-N* currently offers 30 Education classes using this system each year throughout Montana.

**Local Field Practicum Experiences.** All participants must successfully complete a 12-credit (45 Hours) teaching practicum in LEAs where the majority of students are American Indian. The practicum, scheduled for the participants' senior year, provides students with field-based learning experiences in schools similar to those in which they will be employed.

**Comprehensive Support Services.** To facilitate the success of every participant, the project will provide a wide range of support services so that it acknowledges the unique needs of each student. The project will provide the financial support that our students from high poverty areas need to attend college and succeed. Project stipends will help defray the costs of students' tuition and fees, books and supplies, dependent children costs, and transportation which will be combined with other forms of financial aid. Each participant will have individualized learning plans, receive academic advising, and have advocacy support available. Project staff will coordinate and monitor the delivery of at-distance classes and provide students with small group and individualized tutoring.

Student service programs at *FPCC* and *MSU-N* will provide students with additional tutoring, advising and counseling services at no cost. Project staff will closely monitor the progress of each student to ensure the best chance of a 100% success rate.

The following describes the project's three primary services and explains how they will prepare participants to meet the educational needs of Indian children.

**(1) Academic Services.** The curriculum offered includes coursework and field experiences through which participants will acquire the education, knowledge, skills, and experience needed to be effective teachers of Indian students. The quality and rigor of academic programs ensure that participants meet specific state standards for teaching licensure, while the inclusion of cultural content will prepare participants to provide culturally-grounded instruction. To insure that participants receive this cultural content, they will be required to complete two American Indian Studies content courses included as part of *FPCC*'s education program. In keeping with *FPCC*'s educational philosophies, instructional methods used in classes throughout the curriculum will emphasize cooperative learning, project-based inquiry, and alternative assessment strategies proven effective among American Indian students.

Completion of *FPCC*'s A.A. degree program will provide participants with the cultural grounding and academic skills needed for successful transfer to *MSU-N*'s bachelor's degree. In addition, *FPCC* has introduced a new A.A.S. Degree in Native Language Instruction (*NLI*). Graduation from this program exceeds the State of Montana's standards for Class 7 Language Instruction Certification. Graduates of the program will be fully Nakoda (Assiniboine) or Dakota (Sioux) certified teachers within the State of Montana. The associates and bachelor's degree programs are fully articulated to facilitate seamless transfer. Through the completion of their Bachelor of Education program requirements, participants will earn their State teaching licensure

and be placed as teachers in schools with significant populations of Indian students.

**(2) Curriculum Inclusion.** With the passage of the Indian Education for All Act in 2005, public schools are mandated to teach histories, traditions, and cultures of Montana's Native people, enabling American Indian students to incorporate knowledge of American Indian culture and values into this instruction. The **FPCC IEPDP Project** will promote effective teaching strategies, effective student retention practices, and increased student achievement that ensures inclusion of American Indian histories, cultures and traditions in schools serving American Indian populations on the **FPIR**. The **FPCC IEPDP Project** also embeds cultural knowledge into their coursework which will improve overall teaching competencies in American Indian histories, cultures and traditions.

**(3) Comprehensive Support Services.** The project will provide participants with a continuum of student support services designed to address the barriers that prevent many students from achieving their educational and professional goals. All participants will be assigned an advisor from **FPCC** and will have direct contact with the **MSU-N**. Contact will include one-on-one academic advising, tutoring, proctoring, counseling, mentoring, advocacy, and continuous monitoring of student progress that will lead to improved student achievement levels and goal attainment. These services will be provided on an as-needed basis and coordinated through technology, e.g., Vision Net, Skype, quarterly conference calling. The project also will provide students in this high poverty area with the financial support they need to earn their degrees.

The **FPCC IEPDP Project** will continue to foster the elements that have made previous training projects successful by incorporating many of the same program elements into its plan to recruit, train, graduate, and place American Indian teachers. To achieve these objectives in a manner that fits the needs of the American Indian participants, project services will be embedded in an

educational philosophy that emphasizes cultural inclusion and sensitivity, integration of classroom instruction and field-based learning, collaborative learning within a cohort unit, and individualized student support that recognizes the diverse and multifaceted needs of each participant.

Teachers trained through this project will possess the education, knowledge, and academic expertise needed to improve instructional effectiveness, positively impact student retention, and increase Indian student achievement. As tribal members, they will bring to classrooms a knowledge and appreciation of Indian culture that will instill pride and promote learning among students. As members of the community, they share with their students a common identity and strong connection to place, culture, and language. Schools in rural areas face major difficulties recruiting and retaining qualified teachers. The project addresses this by implementing a “grow your own” philosophy, where individuals become teachers in their home communities.

*(2) (Up to 4 points) The extent to which the . . . meet the breadth of Indian student needs.*

**FPCC**'s A.A. program is fully articulated with **MSU-N**'s Bachelor of Education program and both the A.A. program and the A.A.S. program meet accreditation requirements established by **NWCCU**. In addition to providing students with the requisite skills and knowledge identified by these external bodies, **FPCC**'s A.A. and A.A.S. programs are designed to provide students with the additional cultural competencies they need to meet the unique educational needs of Indian children. **FPCC**'s education programs offer students rigorous, research-based curricula that prepare them for upper division study for a Bachelor's degree and State of Montana teaching licensure, and **FPCC**'s **NLI** Curriculum exceeds State Standards for Class 7 Certification.

The **FPCC IEPDP Project** will promote effective teaching strategies, effective student retention practices, and increased student achievement in schools serving the Fort Peck Indian Reservation. The Montana Constitution issued an unfunded mandate that all public schools must

teach about the histories, traditions and cultures of Montana’s Native peoples. This became effective with the passage of the Indian Education for All Act in 2005 with funding and guidelines for incorporating instruction provided. Tribal Colleges were charged with developing curricula to help implement this law. American Indian teachers are uniquely qualified to assume leadership roles in the schools’ efforts to fulfill this constitutional mandate as they are knowledgeable about the culture. Participants will be required to complete the “Indian Education for All” online course as part of their Education coursework at *MSU-N*. This course provides awareness of the history of the mandate and the essential understandings regarding Montana’s Tribes.

The *FPCC IEPDP Project* participants will be trained in effective teaching strategies that work with American Indian student achievement by incorporating knowledge of culture, values, and traditions as well as the understanding of diverse learning styles. They will also be able to implement culturally appropriate assessments and the interpretation of these assessments in the best interests of the students. Both their own tribal experiences and the knowledge gained through the academic rigor of the teacher training program will enable them to effectively integrate the curriculum and the culture.

Participants will also take “Introduction to American Indian Studies” and “American Indian Education” in their programs of study at *FPCC*. Upon admission to *MSU-N*, students will embed this knowledge into advanced coursework in teaching pedagogy, curriculum theory and design, assessment, and human growth and development. The combination of personal life experiences and academic training will prepare students to successfully incorporate and fuse these elements together in their teaching strategies.

Increased numbers of American Indian teachers also will provide Indian students with important role models. Indian students recognize Indian teachers as members of their own

community, identify with them, and see them as successful adults after whom they can model their lives. These teachers inspire students to study hard, continue their education, and, in some cases, pursue a career in education. Unfortunately, the current situation, in which 83 out of every 100 teachers in local schools are non-Indian, only serves to reinforce student perceptions that Indians are not able to teach. With increased numbers of American Indian teachers, it enriches the learning experience of non-Indian students who are able to appreciate learning from a diverse teaching staff.

When a student is absent, effective intervention strategies can be developed to address this situation before it becomes an issue. Developing partnerships with parents, cultivating relationships, awareness of danger signs, home visits, relating the curriculum to real world experiences and careers, and engagement in the community are all viable strategies that can be effectively addressed by participants as become teachers. Participants will be instructed in specific student retention strategies as they move through their teacher training program and in their careers. The potential impact to make a difference is enormous.

*(3) (Up to 6 points) The extent to which . . . . serve a high proportion of Indian students.*

Job placement efforts will be coordinated with LEAs serving the **FPIR**. Local school superintendents are committed to hiring more Indian teachers in order to increase instructional effectiveness and raise student achievement levels. By utilizing teachers with the same cultural upbringing as the students, we improve the likelihood of succeeding in school.

Based upon the data provided on the job market analysis and the major need and turnover on the Reservation, we will have little difficulty with job placement activities. We will work with the local LEAs throughout the project period to determine expected vacancies, expected graduation dates, and school needs to place graduates at the target LEAs. These targeted LEAs have submitted letters of commitment to consider hiring our graduates to meet their future teaching needs. This will

make placement smooth placement, and retention through the induction period.

(4) (Up to 5 points) *The extent to which the applicant . . . . . delivery of such services.*

The final two years of the project will be devoted to providing induction services for program participants teaching in LEAs with high proportions of Indian students. The two primary elements of the project's induction component include:

**(a) Mentoring.** Program graduates will be paired with master teachers at the LEA where they have secured a teaching position. These master teachers will serve as the graduates' mentors. Mentors will provide coaching and on-site support. Mentors will also receive a small stipend in exchange for their services.

**(b) Seminars.** The project will sponsor four induction seminars during years 4-5 (8 total). Seminar topics will be determined by the needs and interests of participants. At least one induction seminar each year (2 total) will be focused specifically on *STEM* and Computer Science Instruction. Seminars will provide participants with valuable in-service training, while providing them an opportunity to share their experiences as new teachers. Participants will receive financial support to cover transportation costs associated with their attendance.

Induction services will provide participants with the follow-up support, in-service training, and mentoring they will need to survive and flourish as new teachers. Mentors will provide participants with individualized support and guidance, and give these first and second-year teachers a confidante at the school where they work. Induction seminars provide in-service training and skill-building on topics immediately relevant to their needs as new teachers. Seminars also offer project participants valuable opportunities to network and compare best practices with other teachers. Finally, periodic assessments give first and second-year teachers valuable feedback concerning their classroom performance. The project completes a continuum of teacher preparation

activities, beginning with the field practicum experience and continuing through placement and induction, which enables participants to become established as teaching professionals.

(5) (Up to 6 points) *The extent to which the applicant . . . . . the payback requirements.*

All participants must sign a repayment contract agreeing to the federal government's stipend payback obligation described in 34 CFR 263.8-10. Because of the payback requirements, we will strive for 100% success and the payback requirements will be a disincentive to students dropping out the program. The payback requirements will also help in the placement of graduates at local schools serving high proportions of American Indian students. The local placement and retention (to help graduates with their payback requirements) will allow the program to provide a full two years of highly effective induction services. The Reader is directed to the *Attachments* for a description of payback support.

**(d) Quality of Project Personnel** (34 CFR 263.6) (Maximum 15 points).

(1) (Up to 4 points) *The qualifications, including . . . . . directly involved in the project.*

**FPCC** has provided educational programs and services to the **FPIR** since 1978. In the past decade, we have operated several successful personnel preparation programs that will serve as models for the project described in this proposal, including: Head Start Partnership programs, Native language teacher certification programs, and other previously-funded **IEPDP** projects. Graduates of previous **IEPDP** projects are working in school systems with high percentages of American Indian students, including 26 graduates who are employed at local schools.

**FPCC** has adopted equal opportunity policies that provide assurances for equal access required under Section 427 of GEPA. These policies require **FPCC** to accept and consider all applications submitted by qualified applicants and not discriminate against them on any basis. At the same time, **FPCC** strongly encourages and promotes applications for employment from

American Indians who have been underrepresented in education. Institutional employment statistics and project staffing patterns reflect the college's commitment to these equal opportunity hiring policies and practices.

The ***FPCC IEPDP Project*** will also build local capacity at ***FPCC*** by strengthening the education program it offers and by providing access to bachelor's degree and licensure as a classroom teacher. ***FPCC*** offers an A.A. degree in education that provides the academic foundation and cultural grounding that pre-service teachers need to begin their training as future teachers. In addition, ***FPCC*** offers an A.A.S. degree in Native Language Instruction which **exceeds** State Standards for certification. In turn, the agreements with ***MSU-N*** facilitate a smooth transition to the university's Bachelor's degree program in Education. Strong working relationships with LEAs will result in quality field practicum experiences and job placement upon program completion. Throughout the process, the project provides a continuum of services designed to facilitate the success of every participant.

Mr. Wayne C. Two Bulls, Vice President for Academics at ***FPCC***, will serve as the Project Manager. He is an enrolled member of the ***FPT***. Mr. Two Bulls holds a Master's Degree in Education from ***MSU-N***. He earned his bachelor's degrees from ***MSU-N*** (then known as Northern Montana College) in Vocational Education and in Technology in 1978. Prior to his employment at ***FPCC***, Wayne worked for nearly 20 years in industry. He joined ***FPCC*** as an instructor and is now the Vice President for Academics. He will devote 10% of his time (in-kind) as the Project Manager. He managed the previous ***IEPDP*** grant (2013-2017) and brings that experience to this project. Please see his resume in the ***attachments***.

Ms. Andi Archdale will serve as the Project Director. Ms. Archdale is currently an Instructor at ***FPCC***. Ms. Archdale is an Associate Member of the ***FPT***. From 2013-2017, she was the Project

Director of the Teachers of Native Nations Project (a previous *IEPDP* grant). Mr. Two Bulls and Ms. Archdale are well apprised of the requirements of the project from prior experience. Ms. Archdale also holds historical knowledge of what was successful and what was challenging in that previous project and can build on that knowledge to ensure a successful project. Ms. Archdale holds a Master of Science in Education from *MSU-N* and holds a Masters of Public Administration and Bachelor of Arts in History, both from the University of Montana. Ms. Archdale will devote 100% of her time to the successful implementation of the *FPCC IEPDP Project*. Please see her resume in the *attachments*.

(2) (Up to 8 points) *The qualifications, including . . . . . interactions with participants.*

The key staff for this project will be: Project Manager (10% FTE in-kind); Project Director (100% FTE); and Mentor/Tutor (100% FTE in Years 1-3). Each of these staff will have significant interactions with participants. The Project Manager will help recruit and select participants and monitor their progress. The Project Director and Mentor/Tutor will have daily interactions with project participants. Descriptions of the qualifications of the Project Manager and Project Director were provided above.

The Mentor/Tutor will provide a 100% time commitment during the first three years of the project. The position is not needed in Years 4-5. The Mentor/Tutor is responsible for maintaining and coordinating the distance learning delivery systems and providing individualized and small group instruction for cohort students. He or she will also assist the Project Director in carrying out various tasks in pursuit of project success. Please see the Job Description in the *Attachments*.

(3) (Up to 3 points) *The qualifications . . . . . consultants or subcontractors, if any.*

As part of the commitment to the partnership in the Consortium Agreement, *FPCC* has agreed to provide a subcontract to *MSU-N* in Years 1-3 of the project to provide instructional

delivery and academic services as outlined in the Consortium Agreement. These funds will be used to defray costs associated with hiring an advisor, adjunct faculty, telephone, fax, internet, travel, instructional materials, and office supplies. *FPCC* will also engage RJS & Associates, Inc. (RJS) to provide external evaluation services throughout the project period. Finally, *FPCC* will contract with mentor teachers to provide shadowing and teaching assistance to participants during the induction period.

*MSU-N* is a recognized leader in teacher education with its initial foundation specifically in the field. It offers Bachelor of Science in Education (BSEd) in Elementary Education (K-8), English (5-8), General Science (5-12), Health and Physical Education (K-12), Industrial Teaching (7-12), Mathematics (K-12), and Social Science (5-12). In addition, *MSU-N* offers a minor degree in Art (K-12, Health and Physical Science, Reading (K-12) and Traffic Education (K-12).

*MSU-N* has a well-established history of providing high-quality teacher training programs. The university is accredited by *NWCCU* and offers a full range of education degrees at the bachelor's and master's degree level. All participants will earn either their AAS Degree in Native Language Instruction (*NLI*) and Class 7 Licensure through *FPCC* or their Bachelor of Science in Education degree and state licensure through *MSU-N*. *MSU-N*'s faculty will collaborate with project staff at *FPCC* and the administrators at LEAs on the Fort Peck Indian Reservation, to provide quality field practicum experiences in reservation schools.

*MSU-N* will provide participants with upper division coursework for their Bachelor of Science in Education to receive State licensure. Coordinated scheduling and sequencing of courses will allow participants to make rapid progress through the program. *MSU-N* faculty will also play a key role in setting up and supervising participants' field practicum experiences, while student service programs at *MSU-N* will be available to provide a full range of services.

RJS & Associates, Inc. (**RJS**) will serve as the external evaluator. **RJS** has extensive experience evaluating federally and privately funded project at tribal colleges, national and regional organizations, tribes, and others

**RJS** is a 100% American Indian-owned, controlled, and staffed corporation with more than 40 years of experience providing a variety of professional services throughout Indian Country. **RJS** has designed and conducted **more than 1,100 external evaluations** over the past 40 years. **RJS** has performed numerous evaluations for **FPCC** in the past 20 years and is very familiar with **FPCC**.

**RJS** is the only consultant that will be engaged throughout the five-year project period. **RJS** has provided a letter of commitment, including a significant deduction (25%) of their standard rates for evaluations of similar size, scope, and location. Please see **RJS'** Letter of Commitment and Statement of Qualifications in the **Attachments**.

In years 4 & 5, **FPCC** will engage in subcontracts with Mentor Teachers to provide induction services to the participants. Program graduates will be paired with master teachers at the LEA where they have found a teaching position. These master teachers will serve as the graduates' mentors. Mentors will provide coaching and on-site support. Mentors will receive a small stipend in exchange for their services.

**(e) Quality of Management Plan** (Maximum 20 points).

*(1) (Up to 7 points) The extent to which the costs . . . . . anticipated results and benefits.*

The partner institutions (**FPCC** and **MSU-N**) possess adequate resources to effectively carry out this project. Administrators at **FPCC** and **MSU-N** have a strong commitment that insures the success of this project and guarantees that project staff, faculty, and trainees will have full access to a wide array of institutional resources, including supportive services and financial aid.

**FPCC** will guarantee that participants will have access to institutional resources located at

the institution's main campus in Poplar and at the branch campus in Wolf Point. *FPCC*'s total physical facilities occupy 94,000 square feet and include a full range of classrooms, laboratories, and support facilities. *FPCC* has a substantial inventory of computers, software, computer-assisted instructional equipment, and other support materials that will be available to participants at no cost to the project. Both *FPCC* campuses include distance learning classrooms with interactive voice/video capability for transmitting courses between campuses.

*MSU-N* is a full-service university that provides a full range of academic programs and support services. Program participants enrolled at *MSU-N* will have complete access to all programs and services offered at the University. Learning resources available to project participants include: 1) Library; 2) Student Services (e.g., counseling, tutoring, study skills instruction, computer labs and cultural enrichment programs); (3) Career Center; and (4) student computer lab facilities. *MSU-N*'s distance learning program will deliver courses to the cohort at *FPCC*.

Project costs are reasonable, and the budget provides adequate funding to recruit and retain the targeted number of project participants. Based upon our previous experience, we recruited more participants and consequently decreased the averaged student stipend. We have learned from that experience and decreased the number of students in order to provide more stipends. Student stipends are intended to cover the numerous expenses facing participating students, including tuition, books, fees, transportation, dependent children allowance, and child care. The budget also provides funds needed to coordinate activities between project partners and provide participants with necessary academic and support services.

At *FPCC*, support for a Director and Mentor/Tutor will allow the college to hire qualified staff to administer the project, manage project finances, facilitate communication between partners, recruit participants, coordinate program delivery, set up student field experiences, facilitate job

placement, and coordinate induction services. Other project funds will be used to cover additional instructional costs incurred by *MSU-N*.

All project costs will be directly linked to the achievement of the project's three primary objectives. To recruit, train and graduate 15 American Indian pre-service teachers (**Objective 1**), project funds will be used to: provide stipends for project participants; hire staff to recruit students, coordinate activities and deliver services; and cover additional instructional costs associated with the project. Project funds also will be used to support project staff's efforts to secure job placements for all program graduates in LEAs with significant numbers of American Indian students (**Objective 2**). In the final two years of the project, funds will support mentoring activities, seminars, and performance evaluations associated with induction services (**Objective 3**). **Over 50%** of the project budget has been allocated to provide direct participant financial support. Given the extreme poverty and student needs described in previous sections of this proposal, this direct financial support is absolutely essential in order to recruit and retain qualified applicants.

Each of the *FPCC IEPDP Project's* 15 participants will receive a training stipend to defray the costs of: tuition, fees, books, supplies, child care, dependency allowances, and transportation. Stipends will be combined with other forms of financial aid including PELL, SEOG, fee waivers, and scholarships to provide all participants with the financial support they need to attend college. Stipend amounts will vary among the participants based upon the number of dependent children, child care costs, distance traveled to attend classes, and other variables, including financial need. The budget includes a total of **\$729,000** for stipends during the first three years of the project. This amounts to over 50% of the total project budget.

During the project period, 15 American Indian educators will gain the training and credentials needed to provide effective instruction to American Indian children in schools serving

the *FPIR*. Their presence in local schools will have dramatic impact on the quality of education offered to nearly 2,300 children in the reservation service area. Given the need for trained American Indian teachers, the cost of training this cohort of students is extremely reasonable. The project will have significant long-term benefits by strengthening education programs at *FPCC* and by producing American Indian teachers who will serve as role models for future generations.

Administrators at *FPCC* are committed to the institutionalization of key project activities beyond the five-year funding period. Field placement sites at local schools will continue to provide experiential learning opportunities for pre-service teachers and facilitate future job placement upon graduation and licensure. Strong linkages and program articulation with *MSU-N* will foster on-going cooperation between *FPCC* and *MSU-N*, while facilitating the smooth transfer of students between programs.

At the end of the project, *FPCC* will do everything possible to continue providing the financial resources needed to support students interested in becoming teachers. PELL grants, SEOG, work study, and scholarships from the American Indian College Fund provide a solid base upon which to build. Staff will work with the Financial Aid Office to identify additional sources of support by the end of the five-year project period.

*(2) (Up to 5 points) The adequacy of procedures for . . . . . the proposed project.*

Every aspect of our project design is intended to promote the success of participants. Project staff will continually monitor participants' academic progress and use performance feedback to facilitate continuous improvement. Upon admission, each participant will meet with the Project Director to develop an individualized learning plan. Project staff will maintain current degree audits for each student, which will be used to guide academic advising and monitor progress. During each academic term, the Project Director will use information from a variety of sources to monitor student

progress, including: attendance records, early warning referrals, tutoring referrals, mid-term grade reports, and final grades. As necessary, these data will be used to initiate effective interventions with the assistance of student service staff. The Project Director will also conduct monthly conferences with participants to discuss their academic progress and make sure that project services are meeting their needs. Bi-weekly site meetings will provide project staff with additional information concerning each student's progress. These regular monitoring and feedback processes will enable staff to identify problems in student performance and program delivery as they arise. In turn, staff will be able to implement effective interventions, remove barriers to student success, and improve the delivery of services in a timely and efficient manner.

The success of the project depends on effective communication and strong professional relationships to coordinate delivery of project services and facilitate effective collaboration among all project partners. Project staff and faculty from *FPCC* and *MSU-N* will meet on a quarterly basis to review the project activities, including: course scheduling and sequencing, course delivery via distance technology, course content and curriculum, field experience placements, student progress, administrative issues, and project finances. When combined with continuous communication through email, telephone and ad hoc meetings, these regularly scheduled partnership meetings will provide valuable opportunities for interaction among the two institutions.

Procedures for verifying feedback, assessment and continuous improvement of project operations will be provided through the evaluation process. *RJS*, along with project staff, will be responsible for monitoring and evaluating the project's success in carrying out the project's objectives.

Project Staff will meet on a bi-weekly basis to monitor progress, identify unanticipated problems (e.g., participant dropouts and additions) and opportunities, and plan future activities. All

staff will participate in quarterly partnership meetings at *FPCC* including faculty and staff from *MSU-N*. Regular meetings will facilitate the delivery of coordinated programs and services and allow for information sharing so the project will remain responsive to the needs of participants.

*RJS*' methods of evaluation are thorough, feasible, and appropriate. The goals of the evaluation plan are to provide project personnel with the information needed to monitor the project's progress, improve its ongoing effectiveness, measure its success in achieving project goals and objectives, and communicate its outcomes to various stakeholders.

Project evaluation will include both formative and summative components. Formative evaluation activities will be process-oriented and focus on the project's success in carrying out the tasks in the management plan in an effective manner. The Project Manager and Project Director will present summary data to the College President such as courses and progress, student and faculty feedback, review expenditures, and compare the actual progress against the tasks and timelines established. Through this ongoing external evaluation process, the project will be able to maintain satisfactory progress toward achieving its goals, stay on schedule and within budget, and respond to unanticipated problems such as participant dropouts and additions. In this way, evaluation data will play a prominent role in informing project review, planning, and development efforts within a continuous and integrated feedback system. Minutes from meetings will document the regular implementation of this evaluation activity.

The evaluations will involve the collection of quantitative and qualitative data to assess progress in meeting objectives and expected outcomes, interviews and/or surveys with participants and Project Staff, and the review of documents and participant files. Summative evaluation will occur during each year of the project. Data gathered throughout the project period will be compiled and analyzed to assess the overall success in achieving our stated goals and effectiveness in

contributing to the achievement of the program's key performance measures related to: the percentage of participants who become teachers in Indian-serving LEAs; the percentage of participants who meet the definition of "Highly Qualified;" the percentage of participants who complete their service requirement on schedule; and the cost per individual who successfully complete the program.

The evaluation plan's data collection strategies will provide ongoing performance feedback on participants' progress. During semi-annual evaluation visits, the evaluator will review individual and aggregated student records to assess participant progress. The evaluator also will interview or survey participants, faculty, and staff to assess program strengths and challenges and make recommendations for improving program services, if necessary. The evaluation activities will also employ objective output measures directly related to the project's identified objectives and outcomes. Project personnel will employ qualitative and quantitative data collection methods to assess the project's success in achieving its three primary objectives. Annually, the evaluator will compile this information and prepare an annual evaluation report that will be used to document project accomplishments, assess project effectiveness, plan for continuous improvement, and share project results with stakeholders.

*(3) (Up to 8 points) The extent to which the time . . . objectives of the proposed project.*

Time commitments of key project personnel are adequate to effectively carry out all project activities and accomplish the 3 project objectives. The Project Manager will commit 10% of his time to performing the major administrative tasks associated with the project. The Project Director will be responsible for coordinating project activities among project partners at 100% of her time. The Mentor/Tutor will provide 100% of his/her time in years 1-3 assisting the participants in succeeding. Given the outstanding qualifications, skills and experience of the proposed project staff,

we are confident that we can provide effective educational programs and services, while allocating as much of the budget as possible to direct student support.

## Other Attachment File(s)

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**Fort Peck Community College  
Indian Education Professional Development Project  
Budget**

Line Item	Year 1	Year 2	Year 3	Year 4	Year 5	Total
<b>1. Personnel</b>						
Project Manager (Wayne Two Bulls, 10% In-Kind)	\$0	\$0	\$0	\$0	\$0	\$0
Project Director (Andi Archdale, 100% FTE)	\$40,000	\$41,600	\$43,264	\$44,995	\$46,794	\$216,653
Tutor/Mentor (TBH, 100% FTE in Years 1-3, 0% FTE in Years 4-5)	\$28,000	\$29,120	\$30,285	\$0	\$0	\$87,405
<b>Subtotal Personnel</b>	<b>\$68,000</b>	<b>\$70,720</b>	<b>\$73,549</b>	<b>\$44,995</b>	<b>\$46,794</b>	<b>\$304,058</b>
<b>2. Fringe Benefits</b>						
FICA/Medicare @ 7.65% of all personnel	\$5,202	\$5,410	\$5,627	\$3,442	\$3,580	\$23,261
SUTA @ 1.2% of first \$32,000 (pro-rated by FTE)	\$766	\$766	\$766	\$377	\$389	\$3,064
Disability Insurance @ 1.3672% of all personnel	\$930	\$967	\$1,005	\$615	\$640	\$4,157
Health Insurance @ \$946.94 per month (pro-rated by FTE)	\$28,800	\$28,800	\$28,800	\$14,400	\$14,400	\$115,200
Dental Insurance @ \$39.50 per month (pro-rated by FTE)	\$948	\$948	\$948	\$474	\$474	\$3,792
Life Insurance @ \$8.75 per month (pro-rated by FTE)	\$210	\$210	\$210	\$105	\$105	\$840
Retirement @ \$60 per pay period (pro-rated by FTE)	\$3,120	\$3,120	\$3,120	\$1,560	\$1,560	\$12,480
<b>Subtotal Fringe Benefits</b>	<b>\$39,976</b>	<b>\$40,221</b>	<b>\$40,476</b>	<b>\$20,973</b>	<b>\$21,148</b>	<b>\$162,794</b>
<b>3. Travel</b>						

**Fort Peck Community College  
Indian Education Professional Development Project  
Budget**

Line Item	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Project Directors' Meeting	\$2,578	\$2,655	\$2,735	\$2,817	\$2,902	\$13,687
<b>Subtotal Travel</b>	<b>\$2,578</b>	<b>\$2,655</b>	<b>\$2,735</b>	<b>\$2,817</b>	<b>\$2,902</b>	<b>\$13,687</b>
<b>4. Equipment</b>						
No Equipment over \$5,000 Needed	\$0	\$0	\$0	\$0	\$0	\$0
<b>Subtotal Equipment</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>5. Supplies</b>						
Programmatic Supplies	\$1,000	\$1,000	\$1,000	\$2,000	\$2,000	\$7,000
Tablets for Participants (Year 1 Only)	\$10,935	\$0	\$0	\$0	\$0	\$10,935
Desktop Computers (Year 1 Only)	\$1,850	\$0	\$0	\$0	\$0	\$1,850
<b>Subtotal Supplies</b>	<b>\$13,785</b>	<b>\$1,000</b>	<b>\$1,000</b>	<b>\$2,000</b>	<b>\$2,000</b>	<b>\$19,785</b>
<b>6. Contractual</b>						
External Evaluation	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$15,000
MSU-Northern Consortium Costs	\$15,000	\$15,000	\$15,000	\$0	\$0	\$45,000
Mentor Teachers	\$0	\$0	\$0	\$33,750	\$30,375	\$64,125
<b>Subtotal Contractual</b>	<b>\$18,000</b>	<b>\$18,000</b>	<b>\$18,000</b>	<b>\$36,750</b>	<b>\$33,375</b>	<b>\$124,125</b>
<b>7. Construction</b>						
No Construction	\$0	\$0	\$0	\$0	\$0	\$0

**Fort Peck Community College  
Indian Education Professional Development Project  
Budget**

Line Item	Year 1	Year 2	Year 3	Year 4	Year 5	Total
<b>Subtotal Construction</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>8. Other</b>						
Printing/Copying	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$6,000
Local Mileage	\$1,635	\$3,270	\$3,270	\$1,635	\$1,635	\$11,445
<b>Subtotal Other</b>	<b>\$2,835</b>	<b>\$4,470</b>	<b>\$4,470</b>	<b>\$2,835</b>	<b>\$2,835</b>	<b>\$17,445</b>
<b>9. Total Direct Costs</b>	<b>\$145,174</b>	<b>\$137,066</b>	<b>\$140,230</b>	<b>\$110,370</b>	<b>\$109,054</b>	<b>\$641,894</b>
<b>10. Indirect Costs</b>						
Indirect Costs (8% of total direct)	\$11,614	\$10,965	\$11,218	\$8,830	\$8,724	\$51,351
<b>Total Indirect Costs</b>	<b>\$11,614</b>	<b>\$10,965</b>	<b>\$11,218</b>	<b>\$8,830</b>	<b>\$8,724</b>	<b>\$51,351</b>
<b>11. Training Stipends</b>						
Training Stipends	\$243,000	\$243,000	\$243,000	\$0	\$0	\$729,000
<b>Subtotal Training Stipends</b>	<b>\$243,000</b>	<b>\$243,000</b>	<b>\$243,000</b>	<b>\$0</b>	<b>\$0</b>	<b>\$729,000</b>
<b>12. Total Costs</b>	<b>\$399,788</b>	<b>\$391,031</b>	<b>\$394,448</b>	<b>\$119,200</b>	<b>\$117,778</b>	<b>\$1,422,245</b>

## BUDGET JUSTIFICATION

### 1. Personnel:

All personnel meet the minimum qualifications and requirements for their respective positions and are governed by the Fort Peck Community College's Policies and Procedures manual. New positions are advertised for a minimum of 30 days, at which time the *FPCC* Board of Regents will select the most qualified candidate. Wage rates listed are consistent with the prevailing rate for similar positions within the region and conform to the *FPCC* salary scale. We have budgeted for a 4% annual salary increase for staff, which is reasonable and based on *FPCC* projections for all employees.

- a. *Project Manager:* Wayne Two Bulls will commit 10% of his time to the project. He will be responsible for overall project management, supervision of the director, internal evaluation, and project reporting. His time will be an in-kind contribution to the project.
- b. *Project Director:* Andi Archdale will commit 100% of her time to the project. She will be responsible for the supervision of the tutor/mentor, project reporting, travel to the required Project Director's meetings, student assessment, coordination of the services with partners, and other direct services. Ms. Archdale's annual salary (year 1) is ..... \$40,000
- c. *Tutor/Mentor:* We will hire a Tutor/Mentor, who will commit 100% of his or her time to the project in years 1-3. This position is not required in years 4-5. He or she will be responsible for providing tutoring and mentoring services to the students and other direct services. The Tutor/Mentor's annual salary (year 1) is ..... \$28,000

Total Personnel (Year 1).....	\$68,000
Total Personnel (Year 2).....	\$70,720
Total Personnel (Year 3).....	\$73,549
Total Personnel (Year 4).....	\$44,995
Total Personnel (Year 5).....	\$46,794
<b>Total Personnel (Project Period).....</b>	<b>\$304,058</b>

### 2. Fringe Benefits: Following is a breakdown of fringe benefits:

FICA/Medicare .....	7.65%
SUTA (only on first \$31,400).....	1.20%
Disability.....	1.3672%
Health Insurance .....	\$14,400 per FTE
Dental Insurance .....	\$474 per FTE
Life Insurance .....	\$105 per FTE
Annuity .....	\$1,560 per FTE

#### a. *Project Director (Year 1):*

FICA/Medicare .....	\$3,060
SUTA .....	\$377
Disability.....	\$547

Health Insurance . . . . .	\$14,400
Dental Insurance . . . . .	\$474
Life Insurance . . . . .	\$105
Annuity . . . . .	<u>\$1,560</u>
Total . . . . .	\$20,523

*b. Tutor/Mentor (Year 1):*

FICA/Medicare . . . . .	\$2,142
SUTA . . . . .	\$389
Disability . . . . .	\$383
Health Insurance . . . . .	\$14,400
Dental Insurance . . . . .	\$474
Life Insurance . . . . .	\$105
Annuity . . . . .	<u>\$1,560</u>
Total . . . . .	\$19,453

Total Fringe Benefits (Year 1) . . . . .	\$39,976
Total Fringe Benefits (Year 2) . . . . .	\$40,721
Total Fringe Benefits (Year 3) . . . . .	\$40,476
Total Fringe Benefits (Year 4) . . . . .	\$20,973
Total Fringe Benefits (Year 5) . . . . .	<u>\$21,148</u>
<b>Total Fringe Benefits (Project Period) . . . . .</b>	<b>\$162,794</b>

**3. Travel:**

When reviewing the reasonableness of travel costs, we respectfully request the reader consider: (1) the Fort Peck Indian Reservation is remotely located - the nearest international airport is 295 miles away. This remote location and the limited flight schedule requires us to budget two additional travel days (one travel day prior to and one after each travel occurrence). (2) All airfare costs are based upon the most reasonable estimates from our limited commercial providers. (3) All lodging, meals and incidental expenses, and mileage rates are calculated based upon GSA-published rates (<http://www.gsa.gov>), as of the time of the application. (4) We have factored in a 3% increase in the costs of travel per year.

*a. Project Directors' Meeting:* As required by the RFP, we have budgeted for travel to the Project Directors' Meeting in each year of the project.

Mileage to Airport (590 miles round trip x \$0.545/mile) . . . . .	\$322
Airfare (Billings to Washington, DC @ \$925) . . . . .	\$925
Baggage (\$25 each way x round trip) . . . . .	\$50
Airport Parking (\$9/day x 4 days) . . . . .	\$36
Ground Transportation (taxi/shuttle at \$100) . . . . .	\$100
Lodging (\$253 x 3 nights) . . . . .	\$759
Lodging Tax (14.5% of lodging) . . . . .	\$110
Per Diem (\$69 x 4 days) . . . . .	<u>\$276</u>
<b>Total (Year 1) . . . . .</b>	<b>\$2,578</b>

<b>Total (Year 2)</b> .....	<b>\$2,655</b>
<b>Total (Year 3)</b> .....	<b>\$2,735</b>
<b>Total (Year 4)</b> .....	<b>\$2,817</b>
<b>Total (Year 5)</b> .....	<b><u>\$2,902</u></b>
<b>Total (Project Period)</b> .....	<b>\$13,687</b>

**4. Equipment:**

No equipment over \$5,000 needed.

<b>Total Equipment</b> .....	<b>\$0</b>
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**5. Supplies:**

- a. *Office Supplies:* Office supplies will include ink cartridges, toner, paper, binders, file folders, and other general office supplies for project purposes. Estimated at \$1,000 per year in years 1-3. It is anticipated that years 4-5 will also require \$1,000 in supplies for induction services.

Year 1 .....	\$1,000
Year 2 .....	\$1,000
Year 3 .....	\$1,000
Year 4 .....	\$2,000
Year 5 .....	<u>\$2,000</u>
<b>Total</b> .....	<b>\$7,000</b>

- b. *Tablets for Participants:* (Year 1 only) Microsoft Surface 3 and keyboard case at \$729 per unit x 15 units ..... **\$10,935**

- c. *Desktop Computers for Staff* (Year 1 only): We are budgeting for two (2) desktops for use by project staff. Estimate has been secured for HP Pavilion All-in-One - 27-a240se. The estimates were obtained from store.hp.com in July 2018. Desktops at \$925 per unit x 2 units ..... **\$1,850**

Total Supplies (Year 1) .....	\$13,785
Total Supplies (Year 2) .....	\$1,000
Total Supplies (Year 3) .....	\$1,000
Total Supplies (Year 4) .....	\$2,000
Total Supplies (Year 5) .....	<u>\$2,000</u>
<b>Total Supplies (Project Period)</b> .....	<b>\$19,785</b>

**6. Contractual:**

- a. *External Evaluation:* We will engage with a professional external evaluator to assess the progress of the project in accordance with the established evaluation plan. These costs have been based upon prior experience with external evaluation. NOTE: Per the commitment of the evaluator, this is at a 25% discount for evaluations of similar size, scope, and location. .... **\$3,000**

- b. *Consortium Costs:* Funds will be provided to MSU-Northern (in Years 1-3) to

provide instructional delivery and academic services as outlined in the Consortium Agreement. These funds will be used to defray costs associated with hiring an advisor, adjunct faculty, telephone, fax, internet, travel, instructional materials, and office supplies. . . . . **\$15,000**

c. *Mentor Teachers:* We will provide stipends to Mentor Teachers (in Years 4-5) to provide induction services and mentoring services to the participants placed in local schools. 15 mentor teachers x \$250/month x 9 months (year 4). Stipends are reduced to \$225/month in year 5. . . . . **\$33,750**

Total Contractual (Year 1) . . . . .	\$18,000
Total Contractual (Year 2) . . . . .	\$18,000
Total Contractual (Year 3) . . . . .	\$18,000
Total Contractual (Year 4) . . . . .	\$36,750
Total Contractual (Year 5) . . . . .	<u>\$33,375</u>
<b>Total Supplies (Project Period) . . . . .</b>	<b>\$124,125</b>

**7. Construction:**

None Requested

Total Construction . . . . . \$0

**8. Other:**

a. *Printing Costs:* This will cover the costs of professional printing, binding, and dissemination of all documents produced during the project period at \$100 per month. . . . . **\$1,200**

b. *Local Mileage:*

1. Staff Travel (Years 1-3): It is estimated that 30 trips at an average of 100 miles round trip is required for project staff to meet with students to follow up or seek services for individual students with relevant organizations in years 1-3.

Mileage (30 trips x 100 miles x \$0.545/mile) (Year 1) . . . . .	<b>\$1,635</b>
Mileage (60 trips x 100 miles x \$0.545/mile) (Year 2) . . . . .	<b>\$3,370</b>
Mileage (60 trips x 100 miles x \$0.545/mile) (Year 3) . . . . .	<b>\$3,370</b>

2. Student Travel (Years 4-5): It is estimated that 15 students will attend four induction sessions at an average of 50 miles round trip during the induction years.

Mileage (15 students x 50 miles x \$0.545/mile x 4 trips) (Years 4-5) . . . . . **\$1,635**

Total Other (Year 1) . . . . .	\$2,835
Total Other (Year 2) . . . . .	\$4,470
Total Other (Year 3) . . . . .	\$4,470

Total Other (Year 4) .....	\$2,835
Total Other (Year 1) .....	<u>\$2,835</u>
<b>Total Other (Project Period) .....</b>	<b>\$17,445</b>

**9. Total Direct Costs**

Total Direct Costs (Year 1).....	\$145,174
Total Direct Costs (Year 2).....	\$137,066
Total Direct Costs (Year 3).....	\$140,230
Total Direct Costs (Year 4).....	\$110,370
Total Direct Costs (Year 5).....	<u>\$109,054</u>
<b>Total Direct Costs (Total Project).....</b>	<b>\$641,894</b>

**10. Indirect Costs:**

We have budgeted the required maximum of 8.00% of modified direct costs. Our Indirect rate is 12.10% for the Department of Education’s restricted rate programs. However, the RFP has capped the indirect at 8.00%.

Total Indirect Costs (Year 1) .....	\$11,614
Total Indirect Costs (Year 2) .....	\$10,965
Total Indirect Costs (Year 3) .....	\$11,218
Total Indirect Costs (Year 4) .....	\$8,830
Total Indirect Costs (Year 5) .....	<u>\$8,724</u>
<b>Total Indirect Costs (Total Project) .....</b>	<b>\$51,351</b>

**11. Training Stipends:**

The majority of funds will be provided for Training Stipends for participants to defray the costs of attendance, including tuition, fees, books, supplies, child care, dependency allowances, and transportation. Stipends will be combined with other forms of financial aid, such as PELL, SEOG, Fee waivers, and scholarships in order to provide all participants with the financial support that they need to attend college. Stipends will vary among the students based upon the number of dependent children, child care costs, transportation costs, and other variables such as financial need. In all cases, stipends will be limited to the unmet need of participants.

Per the RFP, the maximum stipend is \$1,800 per month plus \$300 per month/dependent. On average, our students have 2 dependents. This would mean that the average maximum stipend per student will be \$2,400/month. Due to budget constraints, we have not been able to budget the full \$2,400/month per student. The average stipend will be \$1,800/month per student.

a. *Student Stipends: (Years 1-3) \$1800/month x 9 months x 15 students ..* \$243,000

Total Training Stipends (Year 1) .....	\$243,000
Total Training Stipends (Year 2) .....	\$243,000
Total Training Stipends (Year 3) .....	\$243,000

Total Training Stipends (Year 4) .....	\$0
Total Training Stipends (Year 5) .....	\$0
<b>Total Training Stipends (Total Project).....</b>	<b>\$729,000</b>

**12. Project Total:**

Total Project Costs (Year 1) .....	\$399,788
Total Project Costs (Year 2) .....	\$391,031
Total Project Costs (Year 3) .....	\$394,448
Total Project Costs (Year 4) .....	\$119,200
Total Project Costs (Year 5) .....	<u>\$117,778</u>
<b>Total Project Costs (Total Project).....</b>	<b>\$1,422,245</b>