

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 # S299B180051

Grants.gov Tracking#: GRANT12686256

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

Closing Date: Jul 30, 2018

PR/Award # S299B180051

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

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="07/30/2018"/>	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="Salish Kootenai College"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="81-0378823"/>	* c. Organizational DUNS: <input type="text" value="1134883990000"/>

d. Address:

* Street1:	<input type="text" value="58138 HWY 93"/>
Street2:	<input type="text" value="PO BOX 70"/>
* City:	<input type="text" value="Pablo"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="MT: Montana"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="59855-000"/>

e. Organizational Unit:

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

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

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

Title: <input type="text" value="Grants & Contracts Director"/>

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

* Telephone Number: <input type="text" value="406.275.4991"/>	Fax Number: <input type="text" value="406.275.4801"/>
---	---

* Email: <input type="text" value="greg_gould@skc.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:**

Indigenous STEM in Teacher Education (I-STEM)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="1,434,794.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="1,434,794.00"/>

*** 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

Salish Kootenai 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	86,971.00	105,821.00	105,821.00	64,220.00	64,220.00	427,053.00
2. Fringe Benefits	26,498.00	31,310.00	31,310.00	19,263.00	19,263.00	127,644.00
3. Travel	8,387.00	8,387.00	8,387.00	4,601.00	4,601.00	34,363.00
4. Equipment						
5. Supplies	6,800.00	3,300.00	3,300.00	6,100.00	6,100.00	25,600.00
6. Contractual	31,860.00	13,860.00	13,860.00	2,500.00	2,500.00	64,580.00
7. Construction						
8. Other	2,025.00	2,025.00	2,028.00			6,078.00
9. Total Direct Costs (lines 1-8)	162,541.00	164,703.00	164,706.00	96,684.00	96,684.00	685,318.00
10. Indirect Costs*	39,010.00	39,529.00	39,529.00	23,204.00	23,204.00	164,476.00
11. Training Stipends	195,000.00	195,000.00	195,000.00			585,000.00
12. Total Costs (lines 9-11)	396,551.00	399,232.00	399,235.00	119,888.00	119,888.00	1,434,794.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2017 To: 06/30/2024 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): DHHS

The Indirect Cost Rate is 24.00%.

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

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

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

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

PR/Award # S299B180051

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL <input type="text" value="Audrey Plouffe"/>	TITLE <input type="text" value="VP of Business Affairs"/>
APPLICANT ORGANIZATION <input type="text" value="Salish Kootenai 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

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: Salish Kootenai College

* Street 1: 58138 US HWY 93 Street 2: PO BOX 70

* City: Pablo State: MT: Montana Zip: 59855-000

Congressional District, if known: _____

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

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

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
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10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name: Sandra Middle Name _____

* Last Name: Boham Suffix _____

* Street 1: 58138 US HWY 93 Street 2: PO BOX 70

* City: Pablo State: MT: Montana Zip: 59855-000

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

Prefix _____ * First Name: Amy Middle Name _____

* Last Name: Burland Suffix _____

* Street 1: 58138 US HWY 93 Street 2: PO BOX 70

* City: Pablo State: MT: Montana Zip: 59855-000

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: Audrey Plouffe

* Name: Prefix _____ * First Name: Audrey Middle Name _____
* Last Name: Plouffe Suffix _____

Title: VP of Business Affairs Telephone No.: 406.275.4969 Date: 07/30/2018

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

NOTICE TO ALL APPLICANTS

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

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

1234-SKC Section 427 Statement.pdf

Add Attachment

Delete Attachment

View Attachment

Salish Kootenai College
Department of Education's General Education Provisions Act (GEPA)
Section 427 Statement

This project will actively solicit those students who have been traditionally underrepresented in accessing and participating in teacher education programs. Since the primary goal of the project is to prepare more Indian teachers, the priority for students admitted to the program are enrolled members of a federally recognized Indian tribe. The Project Director will ensure that all communication and actions in recruiting, enrolling, retaining, educating, graduating and certifying students will be done in a manner appropriate for the participation of all individuals regardless of gender, disability, age, etc.

Salish Kootenai College was chartered to meet the needs of Native American students from the Flathead Indian Reservation and from across the United States. However, the College has an open admission policy and does not discriminate based on race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation. The College's non-discrimination statement is as follows: "SKC does not discriminate on the basis of race, ethnicity, national origin, sexual identification, gender, age, or disability, except as allowed by the Indian preference provision of the Civil Rights Act of 1964, as amended. Consistent with state and federal law, reasonable accommodation will be provided to persons with disabilities" (SKC Policy Manual, 2017). SKC actively monitors the work and learning environment to create an environment conducive to learning and support for all, but with special recognition of the causes of historical underrepresentation of Native Americans in postsecondary education. All college facilities and parking lots are handicap-accessible and the College maintains an active training program related to harassment.

For Project Personnel:

The project will follow stringent affirmative action procedures that are mandated by the university for hiring personnel, including active recruitment of members of traditionally underrepresented groups, documentation of these procedures, and written justification for any hire decisions. Employment decisions and personnel actions, including, but not limited to compensation, benefits, promotion, demotion, layoff/recall, transfer, termination, and training are based on the principle of ensuring equal employment opportunity and affirmative action.

The SKC Human Resources Departments sends notices annually to agencies which refer affirmative action candidates, to inform them of our recruitment procedures and remind them of our web postings of positions. SKC works closely with the Confederated Salish & Kootenai Tribes Department of Human Resource Development to encourage applications from individuals with disabilities.

For Students:

SKC does not discriminate in admissions to educational programs or other services, except as allowed by the Indian preference provision of the Civil Rights Act of 1964, as amended. SKC encourages applications from students who are traditionally underrepresented in postsecondary education, including adults, individuals with disabilities, and for programs in which particular genders are historically underrepresented, e.g. men in nursing and women in information technology. SKC has a full-time Disability Counselor who ensure that students who request accommodations receive equitable treatment according to their needs.

Steps that the I-STEM Project will take to Ensure Equitable Access and Participation:

1. Applications for the I-STEM programs will be broadly available on the SKC website with additional information distributed to entities that may refer nontraditional students,

e.g. Job Service and the Confederated Salish & Kootenai Tribes Department of Human Resource Development.

2. Student outcomes (enrollment, retention, completion) will be disaggregated by demographic factors to determine whether there are gaps between different groups (e.g. age, ethnicity, gender), and if gaps are present, develop a plan to mitigate those gaps will be developed and implemented.
3. The Project Director will work with the College's Disability Counselor to ensure that students with disabilities receive accommodations as needed and monitor outcomes to determine any gaps in outcomes, and develop a plan to mitigate those gaps if discovered.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
Salish Kootenai College	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Audrey"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Plouffe"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="VP of Business Affairs"/>	
* SIGNATURE: <input type="text" value="Audrey Plouffe"/>	* DATE: <input type="text" value="07/30/2018"/>

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
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406.275.4761	

Email Address:

amy_burland@skc.edu

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

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

No Provide Assurance #, if available:

--

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

	Add Attachment	Delete Attachment	View Attachment
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Abstract

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

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

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

You may now Close the Form

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

* Attachment:

Abstract

The purpose of Indigenous STEM in Teacher Education (I-STEM) is to increase the number of licensed Native American secondary math & science, elementary, and early childhood PreK-3 teachers. We propose to accomplish our goals by providing fiscal, educational, and social support to a minimum of 20 American Indian/Alaska Native (AI/AN) teacher candidates while engaging them in culturally relevant teacher education experiences and enhancing STEM components in all teaching programs specifically designed for effective teaching on reservations and in small schools. I-STEM encompasses and incorporates all cultural understandings, including communication/storytelling, arts, ways of knowing and being, and intergenerational knowledge transfer throughout the education programs.

The I-STEM Project proposes to recruit, enroll, educate, certify, and assist in the employment of 20 AI/AN teacher candidates in secondary science, secondary mathematics, elementary or early childhood PreK-3 education. Although the emphasis is on the the Seliš-Ŧlispé, and Ksanka people, SKC invites candidates from tribes across the U.S. and Canada. To accomplish this goal, we will partner with the American Indian Graduate Center (AIGC) to recruit pre-service teachers throughout the Northwest U.S. In addition, we will recruit currently enrolled SKC students on the Salish Kootenai College campus and reach out to area school districts, public, private and tribal education programs so that eligible support staff are aware of the opportunity.

To assist participants in identifying and securing qualifying employment, the I-STEM Project proposes to implement a comprehensive induction system made up of five components that begins in the junior year of the bachelor's degree programs.

I-STEM Project meets Absolute Priority 1: Provides for Pre-Service training with support to AI/AN individuals so they may complete a pre-service bachelor's degree education

program before the end of the award period. This will enable participants to meet the requirements for full State teacher certification. Additionally, two years of induction services will be provided during the award period to participants after graduation while they are completing their first two years of work as teachers in schools with significant Indian student populations. I-STEM includes goals for: number of participants to be recruited each year; number of participants to continue in the project each year; number of participants to graduate each year; and number of participants to find qualifying jobs within twelve months of completion.

Project I-STEM meets Competitive Preference Priority One with the inclusion of six letters of support signed by the authorized representatives from five LEAs that serve high proportions of Indian students and that state agreements to consider program graduates for qualifying employment.

Project I-STEM meets Competitive Preference Priority Two since we are an Indian institution of higher education that is eligible to participate in the Professional Development program.

Project I-STEM meets Competitive Preference Priority Four and we have included the design which outlines the opportunities for high quality teacher preparation throughout the bachelor degree programs AND professional development for teachers or other educators in indigenous STEM activities who are in-service. These in-service Professional Development activities are also included in the induction services provided to I-STEM participants.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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Indigenous STEM in Teacher Education
Salish Kootenai College
Pablo, MT

Indian Education Professional Development Programs
Application Submission
July, 2018

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Indigenous STEM in Teacher Education

Introduction

Salish Kootenai College (SKC) is a tribally controlled college chartered in 1977 under the sovereign governmental authority of the Confederated Salish and Kootenai Tribes. SKC is a four-year land grant institution accredited by the Northwest Commission on Colleges and Universities. The mission of SKC is to provide quality postsecondary educational opportunities for American Indians and Alaska Natives (AI/AN), locally, regionally, nationally, and internationally. The College has a 40-year history of successfully providing opportunities for self-improvement to promote, maintain, and enhance the cultures of the Confederated Tribes of the Flathead Indian Nation. The College encourages diversity with a primary purpose to serve the needs of American Indians as articulated by the Salish Kootenai College Foundation (2017).

To fulfill its mission, SKC has created meaningful and substantive programs to improve the lives of Native People not only on the Flathead Indian Reservation but also across the United States and into Canada. According to the SKC 2017 Annual Report, the College offers 17 bachelor's degrees, 25 associate's degrees, and 13 certificates of completion. Students throughout these programs represent 68 North American tribes from 20 states and Canadian providences. The faculty qualifications include 30% with doctoral degrees, 50% with master's degrees, 14% with bachelor's degrees, and 6% with certificate/experience (SKC Foundation).

Throughout its 40-year history, SKC has successfully partnered with institutions around Montana and the Nation to implement its mission and vision. Such partnerships have assisted SKC, and have supported the development of many post-secondary institutions, programs and students. Funding from the Office of Indian Education (OIE) has provided much needed support for many of these partnerships.

The following proposal builds upon the knowledge, experience and success of previous OIE projects using data from these projects to identify both needs and objectives. Based on these data from a job market analysis, this proposal intends to serve a cohort of 25 Native American elementary, early childhood P-3, secondary mathematics and/or secondary science teacher candidates. These programs encompass all of the formally accredited and licensed programs offered through the SKC Division of Education.

Need for Project

The extent to which specific gaps or weaknesses have been addressed.

Montana is a large state with a relatively small population. Montana has a population density of less than seven people per square mile spread out over 147,000 square miles whereas New Jersey, for example, has a population density of 1,210 people per square mile. As a result, Montana has 10,650 classroom, Title I, and special education teachers in 817 schools serving a total public school enrollment of approximately 146,000 students or one student per square mile.

This provides a favorable average statewide student-teacher ratio of 14-1; however, averages hide the real story. As a result of Montana's demographics, 40% of its 817 schools have fewer than 50 students. Further, because of its large size, Montana has a wide variation in favorable and less favorable environments in which to live. For example, across school districts there are extremes in wealth and poverty; unemployment rates; property values; and cultures. These factors and others create significant problems in providing an equitable distribution of the appropriate quantity and quality of teachers, which in turn further magnifies the gap between desirable and undesirable places to live and work. In addition, Montana has seven Indian Reservations across the state. Although the percentage of native students is small, the percentage of native students in the 40 rural school districts on those reservations range from 17% to 100%.

To illustrate, Margret Campbell, superintendent of a reservation school, noted, “A lot of people don’t want to live in a remote area.” This summer she is looking to hire three teachers and a principal. “It’s isolated here.”¹ Another reservation superintendent, Dusty Sturm, noted he lost four different candidates to other schools for an open teaching position.² Superintendent Sturm, like many other reservation superintendents, had to resort to using emergency authorization and bring in an unlicensed or uncertified person. State wide, special education is the most difficult position to fill with recent data noting 153 vacancies 63% of which were characterized as difficult to fill. Other subjects suffer as well. Career and Technical Education, for example, had 40 vacancies with 83% characterized as difficult to fill.³ Listed on the Office of Public Instruction website are 145 elementary/P-3, 37 mathematics, and 28 broadfield science positions. All of the secondary mathematics and science positions will not be filled and like years past, will be listed throughout the year noting “open until filled”.

Dan McGee, also superintendent of a reservation school noted students come and go in his school at a rate higher than many new teachers are prepared to handle. He notes, “The situation (of students coming and going) can be incredibly challenging for teachers trying to keep everyone up to speed with the curriculum.”⁴ Teacher turn-over meets the same situation. Due to the isolation, poverty, and cultural differences for new teachers, they leave after one or two years (and sometimes do not wait for the end of the school year). Madalyn Quinlan, chief of staff for the Montana Office of Public Instruction and authors OPI’s annual report on critical teacher shortages stated “I think on reservations there are major challenges in terms of poverty and

¹ https://missoulain.com/news/local/schools-on-montana-indian-reservations-face-teacher-shortages/article_79b23044-03c6-11e4-b8a7-0019bb2963f4.html

² https://billingsgazette.com/news/local/amid-teacher-shortage-in-rural-montana-a-last-resort-hiring/article_75cabdd6-0d9c-5451-8cd7-7fdf4247546a.html

³ Ibid

⁴ https://missoulain.com/news/local/schools-on-montana-indian-reservations-face-teacher-shortages/article_79b23044-03c6-11e4-b8a7-0019bb2963f4.html

associated issues,”⁵

Native Americans comprise approximately 6% of Montana’s population; however, the Native American enrollment in the Montana education system comprises twice that percentage. With nearly 14% of Montana’s K-12 enrollment consisting of Native American youth, a mere 3% of Montana’s licensed teachers are Native American. An even more unconscionable parameter is 66% of the teachers in Montana do not have the benefit of even a single Native American colleague who teaches in the same school with them. When analyzed from the perspective of number of schools, 80% of the schools in Montana do not have a single Native American teacher.

In accordance with the 1972 Montana State Constitution, Article 2, Montana is the only state in the U.S. that has a law to educate all Montana students about American Indians. In 1999, the Montana State Legislature passed MCA 20-1-501 so that each school district would work closely with tribes to build into its curriculum the unique and distinct cultural integrity of Montana tribes. This law is known as Indian Education for All (IEFA). Another major goal of this mandate was to lead to more effectively working with Native American children in order to close the achievement gap.

Given the absence of non-native teachers in 80% of Montana’s schools, how is it possible to realistically address the achievement gap in Montana when there are no in-house educators in 80% of its schools to model and teach from a cultural perspective consistent with those native students? How is it possible to teach Indian Education for All when just 3% of the teachers in Montana have an indigenous understanding of Indian education?

⁵ Ibid

The extent to which employment opportunities exist through a job market analysis.

In 2014, SKC began what was at the time the only secondary math education degree offered by any tribal college in the U.S. This program was partially established to address under-representations like those reported in 2010 showing AI/AN combined comprised 0.9% of the U.S. population and earned only .13% of Mathematics Bachelor's degrees from U.S. colleges and universities (IPEDS, 2010). Additionally, the 2013 OPI Critical Quality Educator Shortages report indicated that mathematics positions in secondary education are the fourth most difficult position to fill.

The Indigenous STEM in Teacher Education (I-STEM) Project is based on a thorough review and analysis of teacher job market data, drawn from the last five years of data. Local job market data consists of three primary sources: (a) local data on graduates from SKC's teacher education programs; (b) tribal data from the Confederated Salish and Kootenai Tribes; and (c) data provided by the Montana OPI and Department of Public Health and Human Services.

SKC Data

In 2007, SKC was accredited by the Montana Board of Public Education to offer an Elementary Education program. SKC sought accreditation for this program, as the need for more Native American elementary teachers was critically important. Since, accreditation has been granted for Secondary Broadfield Science (2010), Secondary Mathematics (2014), and Early Childhood P-3 Education (2015). All of these programs were created based upon the need for highly qualified science, mathematics, and preschool-grade 3 teachers.

The new secondary mathematics degree program at SKC has in a short time successfully attracted the same level of system enrollment (.5%) as the University of Montana's (UM) secondary math program (.4%). Since 2007, SKC has graduated 111 elementary teachers (73%

AI, eight secondary science teachers (89% AI), three secondary mathematics teachers (67% AI), and five P-3 teachers (40% AI). Of our 127 graduates, 115 of them (91%) have obtained teaching jobs or other positions in which they make contributions to native youth or communities. Over the past three years, 100% of SKC graduates in all education programs were employed immediately upon graduation. These data can be verified in our assessment reports and in our Title II federal reports.

CSKT Tribal Data

The high demand of STEM careers fueling the need for teachers to focus on high STEM degree areas is evident on the Flathead Reservation. The Confederate Salish & Kootenai Tribes (CS&KT) employ people trained in STEM for positions in but not limited to the Mission Wilderness, Séliš Ksanka Ql'ispé Dam, Mission Valley Power, S&K Technologies, and S&K Electronics. Each of these entities require employees with STEM degrees.

According to the most recent report from the Confederated Salish and Kootenai Tribes on economic development, including a job market analysis, (Sustainable, Comprehensive Economic Development Plan/Strategy, 2015), teaching is the second highest rated occupation among the top ten occupations that most interest tribal members. Therefore, it is not surprising that the first goal of the CSKT Strategic Plan relates to training and education for tribal members to prepare for tomorrow's workforce. Teaching is a viable career for tribal members and education is valued. In 2015, Lake County Job Service listed 1330 job openings over the year. (Lake County is the largest county located on the Flathead Reservation.) Teaching positions ranked tenth among the top jobs with 66 openings posted.

When examining the barriers to attending higher education in the survey of tribal members (CSKT, 2015), the number one barrier to attending post-secondary school is the lack of money

(43.4%), while computer skills (33.8%) and lack of education (23.9%) ranked second and third. This finding supports the need for I-STEM to provide the financial and educational support, including technology skills, needed to be successful in a teaching career.

State of Montana Data

The percentage of American Indian teachers in Montana has increased since the mid 1990s—rising from 1.9% in the 1995-1996 school year to 2.8% (this is a 47% increase!) (OPI, 2014). This shortage is particularly concerning when comparing the number of AI teachers to the number of AI students. On the average, 14% of Montana's students are American Indian. However, out of 818 public schools in Montana, 61 public schools report 75% to 100% American Indian students within their school population and 18 public schools report 50% to 75% American Indian students within their school populations (OPI, 2017).

In looking at job availability in elementary and early childhood, there are 1,130 elementary jobs in public schools and 600 in private schools. The state of Montana is actively recruiting teachers to add to its workforce of over 10,153 public school teachers in preschool, elementary, and secondary schools. New teachers can expect to make a salary of \$27,274 while experienced teachers make an average of \$40,500. Additionally, there are over 1,060 preschool teaching jobs in Montana with a salary range from \$19,100 to \$33,720. (Data taken from BLS Occupational Employment Statistics: <http://www.bls.gov/oes/>).

Summary

Montana clearly has a teacher shortage in virtually all academic areas. However, with or without that need, Montana has a much more serious problem, i.e., providing native teachers who by their presence as a licensed educator, communicate to all students but in a special way to native students, the dignity that belongs to them by birth, by their very existence. Dignity

precedes education, education perfects dignity. To create a gap in truly recognizing and nurturing the indigenous dignity of native students is to also create a gap in achievement! The effect, an achievement gap, can be eliminated by eliminating cause, i.e., the gap demonstrably evident in the parameters and statistics noted above.

The problem of finding teachers for reservation schools is most easily resolved by increasing the number of licensed Native American teachers who have a similar cultural history as that found on Montana reservations. More importantly, substantially increasing the number of American Indian teachers who have the capacity to address cultural issues concurrently and integrally with the curricula will substantially fill a huge moral and logistical need in education.

SKC's Teacher Education program has a successful track record in preparing AI/AN pre-service teachers and supporting them in their employment. The I-STEM Project will address the barriers that most often prevent enrollment and completion of post-secondary degrees for AI/AN students – funding, and indigenous educational preparedness.

Quality of Project Design

Goals, objectives, and outcomes are ambitious but attainable.

The overall outcome of the proposed project is to increase the number of American Indian/Alaska Native (AI/AN) elementary, early childhood P-3, secondary broadfield science, and secondary mathematics teachers in Montana's public, private, and tribal schools, which serve significant numbers of AI/AN students. To do this, SKC is proposing to: (a) recruit a minimum of 20 participants who meet the eligibility criteria pursuing bachelor's degrees in any of the 4 State accredited education programs offered at SKC; (b) as part of the eligibility criteria, participants will be required to continue in their program plan and complete their bachelor's degree by the end of the 3rd Project year; (c) a minimum of 20 participants are expected to

graduate by the end of the third year of the project funding; (d) each of the 20 participants are expected to find qualifying jobs within 12 months of completing the program. See Table 1: I-STEM Goals and Objectives Activities for a comprehensive list of goals and objectives with the activities that will provide step-by-step briefs on getting them accomplished.

Table 1: I-STEM Goals, Objectives, and Activities Table

Abbreviation Key: Administrative Assistant (AA), American Indian Graduate Center (AIGC), Project Director (PD), Teacher Education Program (TEP), Transitional Faculty Mentors (TFM)

Goal 1: Increase the number of highly qualified AI/AN Early Childhood P-3, Elementary, Secondary Broadfield science, and Secondary Mathematics teachers prepared to teach in schools serving a high proportion of AI/AN students.			
Objective #1.1: By the end of the first program year, recruit 20 eligible participants including non-traditional aged students who are able to graduate with a bachelor’s degree in education and attain Montana licensure by the end of year 3 in Early Childhood P-3, Elementary Education, Secondary Science, or Secondary Mathematics as measured by OIE participants signed payback agreements.			
Activities to Accomplish Objective:	Key Personnel	Time Line	Evaluation Indicator
1. Announce the project eligibility and application criteria to area school districts and through digital and personal communication.	AA, TFMs, AIGC	Monthly upon funding	Submitted applications
2. Develop a calendar of national recruitment activities and modify as needed throughout each project year.	PD, AIGC	Upon funding & ongoing	Schedules, meeting notes, applications
3. Develop recruitment materials printed, digital, and video.	AA, PD, TFMs	Upon funding	Materials produced

4. Establish program alignment for MT tribal colleges that offer education associate’s degrees to finish bachelor’s at SKC.	PD, TFMs	First program year & ongoing review	Meeting minutes, program alignment
5. Review education student files and notify eligible applicants.	AA, PD, TFMs	Upon funding	Submitted apps.
6. Meet with eligible para-professionals in local schools.	PD, AA	Upon funding	Meeting minutes
7. Review eligible prospective non-traditional age student files; including veterans who have inquired about going into teaching.	AA, PD, TFMs, AIGC	Ongoing/filled list	Notification log of phone calls & emails
8. Share information online, at community events, high school STEM classrooms, school and college job fairs.	TFMs, AIGC	Upon funding and ongoing	Travel paperwork, recruitment materials
9. Screen candidate applications and select participants.	AA, PD, TFMs	Ongoing ‘til filled	Rubric score sheets
10. Meet with selected participants to review commitments & sign payback agreements, record of meeting, and other paperwork.	AA, PD, TFMs	Within 2 weeks of app. submissions	Signed paperwork posted on OIE site.
11. Provide each participant with an academic education plan that provides a course sequence that allows each to graduate by 2021.	TFMs	Upon selection and ongoing	Participant advisory plan and timeline
<i>Objective 1.2: Throughout each project year, provide participants with a multi-level support system for completion of their bachelor’s degree in an SKC teacher education program as measured by participants’ earning Montana teacher licensure.</i>			
Activities to Accomplish Objective:	Key Personnel	Time Line	Evaluation Indicator

1. Set up participant academic progress report monitoring system.	AA, and PD	Upon funding	Schoology Set-Up
2. Monitor monthly academic progress reports.	AA	Upon admittance	Schoology records
3. Update OIE website data collection on each participant.	AA	Quarterly	OIE data website
4. Require participants to check in to personal OIE accounts.	AA	Quarterly	OIE data website
5. Assist participants with Level I, II, and III TEP stages.	TFMs	Academ. yrs 2&4	TEP Portfolios rubrics
6. Provide study group and registration guidance for Praxis test.	TFMs	Academ Yrs 2&3	Schedule, Praxis scores
7. Oversee participant student teaching and action research.	TFMs	Participants' yr 4	Participant scores
8. Oversee participant completed MT licensure.	PD, Mentors	Participants' yr 4	OPI website post

Goal 2: Provide a formal comprehensive five-component induction services system for participants to find qualifying jobs within 12 months of completion in schools that serve a high proportion of AI/AN students as measured by employment data and professional development calendar of events and attendance records.			
Objective 2.1: Throughout each project year, provide 3rd year candidates with professional mentoring in fieldwork with veteran teachers as measured by Transition to Professional Teaching (TPT) Seminar log, and student teaching assignments.			
Activities to Accomplish Objective:	Responsible Staff	Time Line	Evaluation Indicator
1. Conduct TPT Seminar for Associate's degree completers to enter into the Bachelor's level TEP.	All Faculty	Fall of each year	Log-in sheets, schedule of speakers

2. Contact school administrators to inform them of the I-STEM project and review project objectives and roles.	TFMs	Upon funding	Schedule of contacts and notes from mtgs.
3. Inform education students of SKC sponsored professional development trainings above course requirements.	TFMs, AA & PD	Academic yr3&4 /ongoing	Advisor & faculty announcements
4. Place 4 th year candidates with complementary highly skilled mentor teachers for student teaching.	TFMs	Fall academic year 4	Student teaching app, mentor tchr contracts
5. Guide action research and reflection during student teaching.	TFMs	Academic yr 4	Research projects
Objective 2.2 Provide integrative and individualized system of support to graduates promoting ongoing professional development focusing on retention, growth, and future leadership as measured by TFMs' meeting minutes and logs of communication with completers.			
Activities to Accomplish Objective:	Responsible Staff	Time Line	Evaluation Indicator
1. Provide for travel accommodations for job fairs and interviews.	PD, AA	Ongoing	Job acceptances
2. Provide continual support in preparing job applications and in receiving job notices through email and social media.	TFMs, PC	Ongoing	Announcements and event notices
3. Invite newly hired participants to SKC Advisory Board and Flathead Reservation Educator Support Hub (FRESH).	All Faculty	Completers' yrs 1&2 of teaching	Meeting minutes, attendance logs

4. Invite completers to enroll in OPI HUB Online courses.	TFMs	Induction Years	completion data
5. Invite completers to attend SKC Campus PD including job-embedded STEM, Literacy, and Indian Education for All.	PD, TFMs	Ongoing	Event announcements, attendee rosters
6. Organize an annual retreat for all completers to connect, share experiences, and reinforce support system with each other.	TFMs, AA	Spring each induction yr	Attendance log, event invitations.

Goal 3: Throughout participants' 2nd-4th academic years, provide high quality teacher prep programming which develops professional leadership skills and embeds engaging indigenous STEM activities through community outreach to deepen conceptual understanding and apply teaching practices as measured by event schedules and participation logs.

Objective 3.1: Throughout each project year, integrate community outreach with local school and campus STEM initiatives that allow teacher candidates to engage preK-12 students with indigenous inquiry-based STEM activities as measured by outreach calendar of events, student involvement logs, and lesson plans.

Activities to Accomplish Objective:	Responsible Staff	Time Line	Evaluation Indicator
1. Announce the I-STEM project and objectives and roles with SKC Advisory Board, School contacts, PLC group members.	TFMs	Upon funding	Schedule of contacts and notes from mtgs.
2. Collaborate outreach I-STEM opportunities with local schools.	PD, TFMs	October	Calendar of events
3. Recruit education participants for STEM outreach projects.	TFMs	Oct.& ongoing	Schedule of events

4. Set up meetings and planning sessions for STEM activities	TFMs, PD	Monthly	Schedule and minutes
5. Conduct Community & local school STEM preK-12 activities.	TFMs, PD	12-months	pre and post reviews
6. Reflections and debriefings for each event.	TFMs	After each event	Participant reflections

Objective 3.2: Provide opportunities for participants to become involved in professional societies that will further develop leadership skills and allow them to present their work as pre-service teachers and upon completion, as in-service teachers, as measured by presentation documents, conference registrations, and travel documentation.

Activities to Accomplish Objective:	Responsible Staff	Time Line	Evaluation Indicator
1. Provide opportunity for participants to attend the MT Indian Education for All Conference.	PD, TFMs	February - annually	Schedule of Events
2. Schedule participants to attend and present when appropriate.	PD, TFMs	Ongoing	Student list per event
3. Meet with participants for guidance and planning.	TFMs	Weekly	Meeting notes
4. Prepare travel requests and arrangements.	AA	Per event	Travel itinerary
5. Escort and assist participants as a team per event.	TFMs, PD	12-months	Conference itinerary
6. Team reports to education student body at noon brown bag.	TFMs & Team	After events	Brown Bag Posters
7. Arrange extended day meetings for completers who teach at a distance to provide support and face-to-face follow up.	TFMs	After each event	Schedules and meeting notes

Plan for Recruiting and Selecting Participants (Including Non-Traditional)

I-STEM will actively solicit AI/AN students who have been traditionally underrepresented in accessing and participating in teacher education programs. The primary goal of the project is to provide more AI/ANs with the opportunity for advanced skills and teaching positions. The Project Director will ensure that all communication and actions in recruiting, enrolling, retaining, educating, graduating and licensing students will be done in a manner appropriate for the participation of all individuals who fit the eligibility criteria.

Recruitment activities are comprised of an extensive list of efforts that will be carried out by key personnel establishing personal communication throughout the local and surrounding areas and beyond. To recruit secondary math and science participants in the northwest region, we will partner with the American Indian Graduate Center (AIGC). Recruitment materials and videos will be produced to provide resources for all efforts. AIGC has proposed a three-part outreach which consists of 3 recruitment events, social media campaigns and mining their extensive database of students that fit the criteria of the project with an interest in teaching.

Local efforts include personal contact with current SKC eligible education students, area school districts, announcements on social media, the development of recruitment materials, partnerships with other tribal colleges, as well as setting up a recruitment table at job fairs and community events. Upon funding, the Project Director and Transitional Faculty Mentors (TFMs) will contact area K-12 schools including BIE and private tribal immersion schools to announce the opportunity for their support staff members to apply. The SKC Division of Education's past graduate data indicate a number of AI/AN para-professionals and teacher assistants who have completed their bachelor's degrees and went on to teach in their own classrooms.

Salish Kootenai College has close ties to other Montana Tribal Colleges and will continue to

move forward on aligning their two-year programs with SKC's four-year programs in order to make a bachelor's degree and licensing more accessible to a wider pool of AI/AN teaching candidates. Such partnerships are currently underway between SKC's secondary math and science programs and Blackfeet Community College. The I-STEM Project will make the partnership more accommodating for AI/AN teacher candidates because of the financial support they need to relocate for two years in order to complete their bachelor's degree.

To ensure that the participants who are most likely to succeed are the participants selected, the Project Director and Transitional Faculty Mentors (TFMs) will review each application and score it according to a rubric developed and successfully utilized for previous OIE projects. This rubric objectively provides a rating for each candidate based on (a) formal acceptance into the SKC Teacher Education Program (typically at the end of sophomore year); (b) GPA; (c) Praxis Subject Assessment/Montana Assessment for Content Knowledge; (d) letters of recommendation; and (e) a written educational philosophy statement. These documents will be used to assess the eligibility and needs of the applicants after they meet with an academic advisor and have an academic plan in place. The screening process ensures that each participant will be made fully aware of the I-STEM Project requirements, including the service payback agreement.

Number of participants to be recruited.

Year 1: A minimum of 20 participants will be recruited and admitted to the program.

Year 2 & 3: New participants may be admitted if there is funding and if the candidates can complete the program in by the end of 3rd project year.

Years 4 and 5: No new participants will be recruited; all 20 participants will be completed and be provided with induction services while working in qualifying job positions.

Number of participants expected to continue in the project each year.

Year 1: All 20 participants will continue in the program based on the application criteria.

Year 2 and 3: All of the 20 participants will continue except for those that complete in Years 1 or

2. Completers will be provided induction services while working in qualifying job positions.

Year 4 and 5: All 20 participants will have completed and be provided with induction services.

Number of participants expected to graduate.

Year 1 & 2: Expectation is that there will be no participants graduating their first two years.

Year 3: Expectation is that all 20 participants will graduate the end of this 3rd year.

Years 4 and 5: Expectation is that no participants will graduate this year but all will be participating in induction services and working in qualifying job positions.

Number of graduates expected to find qualifying jobs within 12 months of completion

Year 4 and 5: Expectation is that all 20 participants will be participating in induction services and working in qualifying job positions.

Needs of Potential Employers

The SKC Education Division has strong partnerships throughout the Flathead Reservation with local school districts. This is evident in the work that is done through the SKC Advisory Board which is made up of SKC Division of Education faculty, school representatives from each local PreK-12 school districts including a BIE funded school, the Confederated Salish & Kootenai Tribes Early Learning and Head Start Department and Tribal Education Department. The SKC Division of Education Advisory Board meets on a quarterly basis. Last year the main focus was on induction services and a collaborative plan was developed to form a regularly convening group of college faculty, master teachers, and various local school district personnel, with the goal and purpose of providing mentorship and support to newly hired education

professionals at the start of the 2018-2019 school year. See Induction page 24 and Appendix A.

Montana Teacher Preparation Programs are evaluated every seven years and SKC's most recent evaluation took place in October of 2017. Partnerships with area schools and other stakeholders are a major component of the evaluation. In the Exit Report, SKC was commended for its faculty's strong, effective collaborations across programs and with the PreK-12 community. The Report noted strong partnerships throughout the local school districts – including tribal, private and public districts. These commendations were made in regard to the feedback that the school administrators and mentor teachers who supervise SKC student teacher candidates shared during an interview with the OPI Accreditation Team. The emphasis of the interviews was on the impact secondary science and mathematics professional development opportunities provided for teachers in their districts that match the pedagogy and practice of candidates coming out of the program and joining their staff upon graduation. This is noted in the Letters of Support in Appendix C. Ronan, St. Ignatius, Charlo, and Two Eagle River School Districts (all high proportion Native enrollment LEAs) noted the strong partnerships we share and the involvement with our teacher candidates and the high interest in SKC graduates joining their teaching staffs.

Quality of Project Services

Provides for successful teaching in schools with significant Indian populations.

The professional education programs at Salish Kootenai College seek to support teacher candidates in making connections between their personal development and their professional growth, in meaningful integration of cultural learning and in collaborative efforts toward the larger good for local and global communities. The Vision and Mission of Salish Kootenai College underscore the importance of these learning experiences.

Evidence of the Division of Education carrying out the Mission and Purpose is clearly noted in the October 2017 Montana State Accreditation Report. See Appendix B. The Exit Report emphasized the presence of cultural understanding built into each course; embedding Indian Education for All (IEFA) as part of the overall program. See Appendix B. Montana IEFA has provided opportunity for cultural inclusiveness. The I-STEM Project is designed to provide opportunities to develop leadership skills through attending and presenting at local, state, and national conferences showcasing the cultural understandings, including communication/storytelling, arts, ways of knowing and being, intergenerational knowledge transfer that are encompassed in the I-STEM Teacher Education Project (T. Yazzie-Mintz, Personal Communication, July 26, 2018). In addition, to these opportunities outside of the regular classroom, education students are invited to attend all SKC professional development trainings provided to local area school district in-service teachers and the SKC PreK-12 STEM Professional Learning Communities that take place on a monthly basis. These opportunities help prepare teacher candidates by setting them up to network with veteran teachers and administrators. Upon accepting their first teaching assignments, they will have these professional relationships in place as a support system. See Appendix A.

Another project that demonstrates the strong partnerships is the newly funded Administration for Native Americans (ANA) grant that provides Salish Kootenai College and collaborating community partners on the Flathead Reservation (especially Nkwsn School) opportunity to create a program to perpetuate the Salish language and meet the critical need for language teachers who are Salish speakers and are also highly qualified and effective teachers. The Salish Language Educator Development (SLED) Program consists of two components. The Intensive Salish Language (ISL) Program will address the need to develop adults who are fluent

in the Salish language. The Native Language Teacher Education (NLTE) Program will provide the training and opportunity to refine candidates' capacity to teach through experiential immersion in best practices for language acquisition. The project will result in individuals who are licensed and credentialed to teach from birth through adulthood by both the Seliš-Qlispé Culture Committee (SQCC, formerly the Salish-Pend d'Oreille Culture Committee/SPCC) and the State of Montana, thereby creating educators who have strong language and pedagogical skills necessary to teach the next generation of Salish speakers. See Appendix E.

Prepares participants to adapt teaching to meet the breadth of Indian student needs.

The education faculty members believe all learning occurs within an individual's social, cultural and life contexts. Therefore, instruction that links students' home and community culture to school, addresses the history of forced cultural assimilation through formal education that addresses the heart of the Education Divisions' Mission. The faculty recognizes and addresses the history of forced cultural assimilation through formal education that oppressed many indigenous peoples. The Division of Education as a whole is committed to providing equal educational opportunities for SKC teacher candidates that empowers these candidates to provide Indian Education for All and equal educational opportunities for their future students. Hence, the faculty members promote socially just and democratic learning communities through culturally responsive instruction; the faculty believes that such learning communities will lead education to its promise of opportunity and equity for all (SKC DOE, 2017).

The Division of Education continually assesses its programs through an annual data analysis of student course evaluations, student teaching evaluations, college supervisor student teaching evaluations, dispositions surveys, and Division of Education Advisory Board engagement. Throughout that process, modifications are made to improve the program. For

example, Language Arts and Science curricula for PreK-3 and Elementary students have been redesigned for the 2018-19 school year. The Language Arts courses have been restructured to follow a progression of practice that begins with informing pre-service teachers of culturally appropriate literature and moves on to best practices in delivering reading instruction.

In addition, indigenous STEM has been integrated into all programs beginning with Early Childhood and extending it throughout the Elementary program. This integration is evident in the science content courses Early Childhood P-3 and Elementary Education candidates take their sophomore year. Within a three-part series, inquiry and place-based STEM explorations are guided by the seasonal rounds of the Sqelixw (Sèliš/Salish and Qlispé/Pend d'Oreille) and Ksanka (Kootenai) people. The series focuses on seasonal activities incorporating topics within the biological, earth, physical, chemical, and ecological sciences and embedded with technology, engineering, and mathematics. The scope of these topics reflect content appropriate for use by teachers in the pre-school and elementary grades and incorporate as much Sqelixw (Sèliš/Salish and Qlispé/Pend d'Oreille) and Ksanka (Kootenai) language as is appropriate and possible.

Each of the methods courses expand upon these content courses by modeling and embedding developmentally appropriate, inquiry based questioning, rich in culture, science, technology, engineering, and math opportunities. Education majors take these methods courses in the last two years of their bachelor's degree program. The Transitional Faculty Mentors will collaborate with area schools and early learning centers to coordinate community outreach events that will allow participants to use technology, lab equipment, and other materials to broaden their pedagogical understanding and enhance their practice in using inquiry-based teaching methods with preK-12 learners. As stated in Ronan School District's letter of support, they provide enhanced community STEM opportunities and invite SKC teacher candidates participate. These

events will complement the I-STEM Project by expanding on the STEM content in required coursework and required field experience in each Education Program. See Appendix A.

Provides job placement activities.

The Division of Education teacher education programs attract AI/NA students from all seven Montana reservations and from numerous tribes across the U.S. Many students who come from out-of-state go home to teach on their home reservations upon graduation. With the American Indian Graduate Center's assistance, we hope to reach out to more tribes nation-wide.

Job placement activities do not begin upon the completion of the program but are built into the undergraduate years through the in-service professional development that are open to all education students. These opportunities allow our pre-service teachers to interact with in-service teachers and form relationships which are central to mentoring and support as they graduate and begin their teaching careers. Also, during the participants' fourth academic year the Transitional Faculty Mentors will set up provisions for professional resume' workshops, job fairs, mock interviews, and job announcements. A more comprehensive description is presented below.

Provides induction services.

The goal of the SKC Teacher Education Programs and the Education Division overall is to develop highly effective educators who will not only thrive in their careers, but also transform the schools in which they are employed, creating Indigenous communities of practice that transform the lives and educational outcomes of AI/AN children. Our process for supporting our graduates in the early years of their careers actually begins with their admission into the bachelor's degree program, just after completing their associate degrees. At the point of admission to the Teacher Preparation Program, participants in the I-STEM Project will begin a multifaceted set of field experiences to create a seamless bridge into professional teaching. Our

model includes five components and involves all Education Division Faculty.

Positive professional dispositions. The first component is the development of positive, professional dispositions, which is one of the essential attributes of good teaching and quality teacher preparation. Educators and candidates must understand the subtleties of professional demeanor, effective conflict resolution, respectful practice, and professional presentation. With the TFMs provided through the I-STEM Project, the SKC Division of Education will refine its Transition to Professional Teaching Seminar (TPT) as a jump start for candidates as they begin rigorous fieldwork. Field placements start what is quite literally the longest interview of their lives, hopefully ending in successful placement and retention as professional educators. The goal of TPT is to provide candidates with the strategies and tools they need to successfully interact with peers, professional educators, and community members. This seminar is a requirement to entering the Teacher Education Program (TEP) as candidates move from Associate's level to Bachelor's level courses and learning experiences. It is offered each year in late summer or early in fall quarter, aligning with the beginning of the third (junior) year of coursework.

The TPT Seminar Introduces four standards of professional disposition, which are built on SKC's "4Cs": (a) Culture, Tolerance, and Diversity, (b) Communication Skills, (c) Citizenship and Community Interactions (d) Critical Thinking, Reflection, and Self Development.

Each standard of professional disposition is clarified through several indicators, detailed in the Teacher Dispositions Assessment Rubric. Near the conclusion of the TPT Seminar, a baseline evaluation of these standards is completed for each candidate. This is a self-evaluation that is administered again at the end of student teaching to track each candidate's progress in every area documented in the TEP Portfolio. See Appendix A.

The TPT Seminar will be organized by the TFMs and facilitated by SKC Division of

Education faculty with presentations provided by several guest speakers including school administrators, PreK-12 teachers, past program graduates, and cultural resource consultants. It is important to candidates' success in the TEP program, as well as their overall development as professional educators, that affective and cognitive growth are explicitly explored and documented. Addressing this aspect of professional development early in the program sequence will help to ensure candidates develop holistically in their pursuit of education careers.

Productive relationships. The second component of Induction involves the Transitional Faculty Mentors (TFMs) developing relationships with administrators and teachers to encourage highly skilled mentor teachers' engagement in student teaching and all field experiences for SKC candidates. The TFMs will play a central role in supporting candidates during their student teaching experiences and enhance their success by promoting professionalism leading to employment opportunities. During student teaching, they will also teach research methods, guide and promote action research and leverage successful candidate research projects to promote meaningful change in area schools.

Upon graduation, the TFMs will provide an integrative and individualized system of support to graduates by actively promoting ongoing professional development during their first two years of teaching as well as promoting retention, growth, and future leadership. In doing so, they will work with administrators to connect SKC graduates with mentor teachers.

Broad based mentorship. The third Induction component includes the Flathead Reservation Educator HUB (FRESH) -Salish Kootenai College's Division of Education, along with its Advisory Board, will form a regularly convening group of college faculty including I-STEM TFMs, master teachers, and various local school district personnel, to provide mentorship and support to newly hired education professionals. All newly hired PreK-12 educators from

communities on the Flathead Reservation will be invited to attend these group meetings. This group will meet monthly each fall term, and then every other month in winter and spring.

Learning Hub. The fourth component consists of Professional Development via Teaching and Learning HUB Online -The SKC Education Division via BRAIDS, a Native Youth Community Partnership Project, has entered into partnership with the Montana Office of Public Instruction to provide on demand, online professional learning opportunities for in-service teachers. Graduates of the SKC Education Division will benefit uniquely from a series of courses that have been created by SKC faculty, aligned to innovative courses in the undergraduate program, which refresh their memory, deepen their knowledge and expand to provide classroom practice of high impact instructional strategies. HUB courses are interactive and most employ an action research model that encourages participating teachers to “Have A Go!” with new or innovative strategies in their classrooms. The courses are FREE, open to all, and award renewal units upon completion. OPI maintains and continually runs these course offerings which will support newly hired teachers to fill gaps in their knowledge and take proactive steps early in their careers to “sharpen the saw.” In addition, since they are open to all, mentoring teachers in schools with our new hires can participate in HUB courses along with their mentees; clearly, a win, win for building a community of practice.

Onsite professional development. Lastly, the fifth component involves the Onsite Professional Development for New Graduates with Seasoned Veteran Teachers offered on SKC’s campus. Creating and sustaining relationships requires the practice of tribal values, and a central value this project will employ in support of our newly employed graduates will be reciprocity. Through the efforts of our faculty, and in collaboration with NASA, BRAIDS and the Tribal Education Department on Flathead Reservation, we will actively offer professional

development opportunities to partnering school districts. These offerings, will engage entire faculties, including mentor and mentee teachers in topics that include job-embedded STEM activities. This type of engagement creates powerful supports for our newly hired graduates by aligning the pedagogy of our partnering schools to our programs. Currently all seven public and BIA school districts from the Flathead Indian Reservation participate in the SKC Professional Development Projects. See Appendix A.

Assists participants in meeting payback requirements.

The assistance for participants' meeting payback requirements will begin upon signing their payback agreement. With the Project Director overseeing the process, the Administrative Assistant (AA) will be responsible for entering and maintaining the participant physical and OIC website records. The AA will require participants to submit proof of visiting the OIE website once each quarter. This will keep them current on the amount of funding that they have acquired and abreast of the time it will take them to reciprocate in service upon completion. The AA will keep in contact with graduates/completers to make sure that they continually enter their payback service on the OIE website or continue to be provided information and assistance in applying for jobs in high proportion AI/AN schools.

Quality of project personnel

Dr. Amy Burland will serve as the **Project Director** and oversee the I-STEM Project, including managing the budget and supervising Administrative Assistant and Transitional Faculty Mentors. Dr. Burland will be paid for 50% of her current salary as this level of effort is needed to ensure adequate supervision and support of the project. Her duties as Dean that encompass overseeing the comprehensive operations of the Education Division will be another level of support and expertise for the Project. Dr. Burland has past experience directing projects

and managing grant funds not only at SKC but also in her former work as a public school administrator. Additionally, she is an active member of State Montana's Council of Deans, Montana Early Childhood Higher Education Council, Montana Higher Education Consortium, and Symposium for Montana Mathematics Teaching. Within the SKC community, she serves on a number of committees involving program review and assessment with faculty peers including her service on the Institutional Review Board for the past 10 years. Dr. Burland has a BS in Elementary Education with a minor in Early Childhood Education, an M.Ed in Education Administration, and an Ed.D. in Curriculum and Instruction. Her dissertation focused on K-8 mathematics education.

Dr. Amy Burland's dedication to our tribal communities has been demonstrated throughout her personal and professional work and tenure contributing throughout the reservation. Prior to her work at Salish Kootenai College, Dr. Burland worked for CSKT Early Childhood Services as a lead teacher. She went on to teach and eventually serve as the principal in Dixon, a small K-8 school district located on the western edge of the Flathead Indian Reservation. As the spouse of a CS&K tribal member, they have raised and educated three children in Arlee, located on the southern end of the Flathead Reservation. Dr. Burland served on the Arlee School Board for six years and as Board Chair during the last three years of service.

Qualifications of key project personnel (training, experience, and cultural competence)

Transitional Faculty Mentors will serve PK-8 Education and Secondary Education Programs configured in two .5FTE 9-month positions. These professionals will be recruited and selected based on the diverse supports they can provide with one specializing in secondary STEM education and the other in elementary education. Each will (a) have a background in STEM and culturally responsive practices; (b) have connections to communities of practice, developing or

building upon existing relationships with mentor teachers and administrators in reservation schools, and (c) be capable of supporting candidates throughout their student teaching placement and through their first two years of employment as professional educators. In addition, each will engage in school based action research projects required of SKC candidates and be able to coach, model, and support graduates as they become established in their careers.

The **administrative assistant** will serve in a .50 FTE 12-month position and will be recruited and selected based on cultural understanding, organization, and attention to detail and deadlines. This position will be responsible for ensuring participants' progress is closely monitored and guided throughout graduation and induction. Upon graduation of the I-STEM completers, the administrative assistant will continue monitoring and guiding participants through the job placement, employment, and reporting of their service through the OIE website. The administrative assistant will also be responsible for maintaining participants' OIE online accounts.

The **project evaluator** will be Dr. Merle Farrier whose work in education includes an extensive background in quantitative research. Dr. Farrier taught research methods and statistics over a 17 year period to master and doctorate degree education students at the University of Montana, and chaired 19 successful quantitative dissertations. In addition, Merle is in his 50th year of educational service to Montana education as a classroom teacher, administrator, school psychologist, and graduate degree grant coordinator. All but four of those 50 years were comprised of employment on the Flathead Indian Reservation where he has lived since 1963. Dr. Farrier has a strong focus on analyzing various district, state, and national level assessments, where he has served school districts to that end. Dr. Farrier's extensive research and assessment experience will be particularly useful in the design, analysis, evaluation, and reporting of the

research-based model for this proposal.

Quality of Management Plan

Costs are reasonable in relation to persons served and anticipated results.

In order to maximize the requested funding most efficiently, I-STEM will build upon the existing resources at SKC by providing classrooms, library resources, guidance counseling, housing orientation, registration, remediation, certification, and job placement services for all participants.

The SKC Evelyn Stevenson Education Building has office space, a student resource room, two computer labs, Internet access, lap-top computers for all education faculty and all classrooms wired with SmartBoards. Project participants will have access to SKC services and supports that include but are not limited to: Indian Student Services, Disabled Student Services, TRIO program for first generation low income students, on-campus childcare, multiple computer labs, and library access (including remote access multiple electronic data bases).

Feedback and continuous improvement in the operation of the proposed project.

Communication is the key to the management of this proposal. The Education Division meets bi-weekly to discuss student concerns and program responsibilities. These meetings will include reports from the Project Key Personnel on student progress, coordination and scheduling needs. In addition, the Project Director will conduct weekly tele-conferences with the American Indian Graduate Center to share results of the events outlined in the Outreach Proposal and collaborate the support system for the regionally or nationally recruited participants.

Opportunity for feedback from the participants will be garnered through the different components of the project by way of anonymous course evaluations, which is already part of the SKC process. Instructors use this information from the students to refine courses and

accommodations. The monthly participant progress reports are a great tool to get feedback from each instructor involved with project participants. These reports allow the Key Personnel to monitor each participant's progress and individual situations that may need to be addressed.

The program design includes clear feedback mechanisms providing an "early warning system" in the event that an individual student is falling behind or in other ways struggling in the program. At the beginning of all Key Personnel will convene a pre-evaluation round table to detail standard supports employed throughout the project, and also determine a means of measuring differing intensity of those supports. Documenting these and how they are used will be essential for determining what is required to replicate success or remediate failure in the future. The performance measures are clear and objective; documenting numbers recruited, retained, timely completion of service requirements or clinical field experiences, graduation, placement, and job retention. The supports and scaffolds provided to achieve these outcomes, however, require an all-heads-together approach to describe and rate importance and intensity.

Time commitments appropriate and adequate to meet the proposed objectives.

Based upon our previous experience managing federal grants, we are confident that the time commitments for the PD, AA and TFMs are appropriate and adequate to meet the objectives of I-STEM. The PD will dedicate .50 FTE and .50 FTE for the AA and TFMs to the Project. We do not anticipate any problems but will remain aware of time and effort for all of these positions. Additionally, Dr. Burland, Dean of the Education Division will provide ongoing oversight to ensure that all grant objectives are fully supported within the Education Division. Dr. Burland served as Project Director and Coordinator for previous OIE grants, and she is familiar with payback requirements, reporting, the federal system to input student information, and most of all, the importance of a holistic team effort to make a successful grant.

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CURRICULUM VITAE

Amy J. Burland, Ed.D.
Dean
Division of Education
Salish Kootenai College
Pablo, Montana

(b)(6)

EDUCATION

- 2004 –08 **Ed.D.**, Curriculum and Instruction
present Dissertation Topic: K-8 Mathematics Instruction
College of Education
University of Montana
Missoula, MT
- 1990 –92 **M.Ed.**, Master of Education in Elementary Education Administration
College of Education
University of North Dakota,
Grand Forks, ND
- 1979-83 **B.S.**, Bachelor of Science in Elementary Education
Minor in Child Development and Family Relations
College of Education and Human Services
University of Minnesota Moorhead
Moorhead, MN

PROFESSIONAL EXPERIENCES

- 2017-present **Dean of Division of Education**, Division of Education, Salish Kootenai College, Pablo, MT.
Responsibilities include: directly supervising the Early Childhood Education, Early Childhood P-3 Education, Elementary Education, Secondary Mathematics, and Secondary Broadfiled Science Education, faculty and departmental activities; conducting, analyzing, and reporting assessment activities for program accreditation and curriculum improvements; teaching education courses on diversity, physical education & health, and action research; advising early childhood and elementary education students including monitoring class performance and degree status; observing and providing students with feedback during field experience and student teaching;

supervising and implementing grant activities for federal and state grants awarded to SKC through the Department of Education, the Office of Indian Education, and the American Indian College Fund; participating on college committees such as the Institutional Review Board; participating on state and local councils such as the Montana Higher Education Consortium, the Montana Council of Deans, and the Montana Early Childhood Higher Education Council; and assisting with various community service projects.

- 2004–2017 **Early Childhood/Elementary Education Faculty/Chair**, Education Department, Salish Kootenai College, Pablo, MT.
Responsibilities include teaching undergraduate general education and education courses and advising undergraduate students in addition to researching and developing a Native American culturally responsive bachelor of science degree elementary education program with the goal of Northwest Commission on Colleges and Universities and State of Montana Board of Education accreditation.
- 2005 – 2008 **Adjunct Faculty**, University of Montana Western, Dillon, MT.
Responsibilities include teaching elementary education methods courses for elementary preservice teachers.
- 2001-2004 **Distance Education Program/Course Developer**, Distance Education Department, Salish Kootenai College. Duties included developing online elementary education courses and teaching online general education courses for undergraduate students, researching and developing a Native American culturally responsive online bachelor degree program and seeking state and regional accreditation.
- 1999-2001 **Program Coordinator**, Dixon Public School District #9, Dixon, MT.
Responsibilities included designing complimentary programs and assessments based on scientifically proven programs aimed at improving Limited English Proficient students' academic performance through professional development and the implementation of improved instructional methods and strategies. These duties required writing federal grant proposals to fund programs whose purpose was to improve classroom instruction, student learning and achievement along with increasing parental involvement.
- 1996-1999 **Elementary Principal**, Dixon Public School District #9, Dixon, MT.
Responsibilities included planning and administering the district budget, supervising K-8 curriculum development and staff. Required to spearhead team efforts in developing, writing, and implementing federal formula and competitive grant programs (i.e., bilingual education, technology, after-school, and adult education programs. In addition to informing the district school board at the regular and

special board meetings, duties involved regularly scheduling PTA and Indian Education Committee meetings.

- 1994-1996 **Elementary Teacher**, Dixon Public School District #9, Dixon, MT. Responsibilities included teaching half-time kindergarten and half time K-8 Native American Studies and Health & Physical Education.
- 1993-1994 **Headstart Supervising Teacher**, Confederated Salish & Kootenai Tribes, Ronan, Mt. Responsibilities included supervising and evaluating staff, providing academically stimulating childcare for preschool children.
- 1983-1993 **Elementary Teacher**, Billings County School District, Medora, ND. Responsibilities involved teaching multilevel children in a one-room school setting for the first 2 years and then moving into a small town school for the remainder of the time in this position where responsibilities were in the intermediate and junior high classrooms.

LICENSURE

- 1993-present **Class 1 Professional Teaching, K-8, Elementary Curriculum**, Office of Public Instruction, State of Montana.
Class 3 Administrative, K-8, Elementary Principal
Office of Public Instruction, State of Montana.

GRANTS FUNDED

American Indian College Fund Wisdom of the Children ECE STEM – The People’s Timeline –guided by the Sêliš- Qlispé Culture Committee (SQCC), best practices in early childhood STEM education, and the integration of other initiatives/projects within our Division of Education with similar foci. As a result, our primary goal is to redesign our Early Childhood Degree programs by embedding culturally appropriate STEM curriculum within the content and methods courses Early Childhood teacher candidates complete as part of the regular program requirements.

American Indian College Fund Restorative Teachings Integration of Native Games and Special Olympics Project - trained in-service and pre-service teachers to enhance the health, wellness, and educational opportunities for American Indian (AI) children with and without disabilities. Through this training, the project builds individual and program capacity to meet the needs of Pre-K American Indian students on the Flathead Reservation. Project participants facilitate events that provide culturally relevant and developmentally appropriate activities for AI children and their families.

21st Century Community Learning Center and Flathead Reservation & Lake County Coalition for Kids (CCK) – drug, alcohol, and chemical abuse prevention program for reservation communities. The CCK Program was funded in 2000 and since has become a 501(c)(3) organization for the continuation of working toward healthy communities for youth.

Goals 2000 and Bilingual Education – proposals aimed at comprehensive school reform to increase Limited English Proficient students’ achievement and parental involvement. The emphasis of Goals 2000 programs were to increase parental involvement and improve classroom instruction with the aim of improving K-3 reading fluency.

Indian Demonstration Grant – purpose of the proposal was to increase academic success by improving disadvantaged children’s readiness level before entering school by getting parents involved through traditional activity family engagement activities.

Technology Literacy Challenge Fund (TLCF) and Schools and Libraries E-Rate – continued purpose is to close the digital divide in economically disadvantaged communities. TLCF emphasized professional development for the integration of technology into instructional approaches and teaching methods to improve student achievement. E-Rate applications fund basic maintenance and internal connections related to Internet service besides telecommunication and Internet service.

Community projects proposals funded community needs projects that assisted the Dixon School District in constructing a community center and daycare facility. Other construction proposals included assistance with aging facilities.

FELLOWSHIPS

2006-2008 **Center for Learning and Teaching in the West (CLTW) Doctoral Fellow**, Research in K-8 Mathematics Instruction.

PRESENTATIONS

2018 **Montana Early Childhood Language Summit** – SKC Division Overview
2018 **Erikson Math Collaborative** – SKC Division Overview
2018 **Creston Elementary School** – Native Games: IEFA connections to integrated mathematics, language arts and science.
2017 **American Indian College Fund** – Restorative Teachings Initiative Project Overview on Indigenous Games.
2016 **Reservation-wide Teachers’ Workshop**
SKC Education Department Overview of Programs

ORGANIZATIONS and COMMITTEES

- 2001-present **National Council of Teachers of Mathematics**
- 2001- 2014 **Spu'us Professional Development** – Salish Kootenai College professional development committees. Chair of Campus Citizenship Group and member of E-Learning Group.
- 2006- present **Salish Kootenai College Internal Review Board**
- 2004–2010 **Lake County Superintendents Advisory Council**
- 1999-2015 **Dixon Public School #9 District Advisory Board**

**JOB DESCRIPTION FOR I-STEM
Administrative Assistant
2018**

Employee Name TBA **Date** _____

Position Title I-STEAM Administrative Assistant

Department Education

Immediate Supervisor Amy Burland

General Summary

The overall purpose of this position is to support Indigenous STEM in Teacher Education (I-STEM) project by assisting in the recruitment, application process, and acceptance of participants. A central focus of this position requires consistent communication with participants by monitoring academic progress and keeping the Office of Indian Education Professional Development webpage up-to-date. Upon graduation, assist participants in reporting their service payback.

Major Duties and Responsibilities

- Assist in recruiting participants through reviewing files and records
- Create relationships with education students
- Assist participants in submitting paperwork including but not limited to the application process and record of meeting upon acceptance into the program. This requires proof of each participant's understanding of service-payback versus cash payback and the commitment they are making in signing the payback agreement.
- Manage the Schoology monthly progress report participant submission and dispersment of stipend checks.
- Maintain communication with participants throughout induction to guide each in the service payback reporting procedures.

Minimum Qualifications (The minimum knowledge, skills, abilities and education or equivalent required to perform the job.)

The requirements for this position are a Bachelor's Degree and five years experience working in an office environment. The applicant must also demonstrate computer skills such as spread sheets, data input, and word processing; must be knowledgeable about managing grant budgets and activities; must have knowledge of the behavior, customs and origins of the Salish and Kootenai Tribes and the mission and goals of Salish Kootenai College; must be knowledgeable of protecting people, data and property; must have the ability to work with individuals from diverse backgrounds, and the ability to communicate effectively through written, spoken and visual media.

OTHER RESPONSIBILITIES

- Represent the College professionally to the community.
- Maintain professional behaviors, including timeliness and accountability for work.

JOB DESCRIPTION FOR I-STEM
Secondary Education Transitional Faculty Mentor
2018

Employee Name: TBD Date:

Position Title: I-STEM PreK-8 Transitional Faculty Mentor (.5FTE)

Department: Education

Immediate Supervisor: Amy Burland

General Summary (Brief summary of the overall purpose of your job.)

The overall purpose of this position is to support Secondary Mathematics and Broadfield Science teacher candidates by creating a support bridge that spans the junior and senior years of their preparation programs, their placement/employment in the field and their first two years as professional educators. This involves coaching, modeling, and supporting graduates as they become established in their careers.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

Responsibilities:

- Connect SKC candidates with mentors in area schools supporting goodness of fit student teaching placements.
- Create relationships with administrators and teachers to encourage highly skilled mentor teachers to provide positive support for their student teachers and to attend all field experiences for SKC candidates.
- Provide exemplary support of the candidates during their student teaching experiences resulting in enhancing their success and promote professionalism leading to employment opportunities.
- Teach research methods, guide and promote action research during student teaching, and leverage successful candidates' research projects with the capacity to inform their instruction.
- Leverage these relationships to match graduates with future employment opportunities to optimize their success.
- Provide a multifaceted and individualized system of support for graduates having the capability to promote ongoing professional development during their first two years of teaching, retention, growth, and future leadership.
- Connect SKC graduates along with their new teaching colleagues, to professional development opportunities driven by emerging needs in the schools employing our graduates.

Minimum Qualifications

EDUCATION: Master's Degree in Education

EXPERIENCE, SKILLS AND KNOWLEDGE:

- Three years of teaching preK-8 grade students
- Two years experience teaching or mentoring adults with knowledge of teaching and the methods involved in learning and instruction
- Educational background and practice in STEM education
- Experience and understanding of culturally responsive practices
- Experience embedding Indian Education for All and its Essential Understandings into mainstream curriculum
- Experience and understanding of education standards throughout the STEM fields of study
- Ability to partner with Pre-K-12th grade school leaders and foster positive working relationships with tribal and public schools
- Strong overall organizational skills, detail-oriented, with an ability to plan and manage multiple projects concurrently with minimal supervision
- Strong written, verbal and interpersonal communication skills
- Knowledge of the customs and origins of Salish and Kootenai Tribes and the mission and goals of Salish Kootenai College.
- Experience in conducting school based action research.

OTHER RESPONSIBILITIES

- Represent the College professionally to the community.
- Maintain professional behaviors, including timeliness and accountability for work.

JOB DESCRIPTION FOR I-STEM
Secondary Education Transitional Faculty Mentor
2018

Employee Name: TBD Date:

Position Title: I-STEM Secondary Transitional Faculty Mentor (.5 FTE)

Department: Education

Immediate Supervisor: Amy Burland

General Summary (Give a brief summary of the overall purpose of your job.)

The overall purpose of this position is to support Secondary Mathematics and Broadfield Science teacher candidates by creating a support bridge that spans the junior and senior years of their preparation programs, their placement/employment in the field and their first two years as professional educators. This involves coaching, modeling, and supporting graduates as they become established in their careers.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

Responsibilities:

- Connect SKC candidates with mentors in area schools supporting goodness of fit student teaching placements.
- Create relationships with administrators and teachers to encourage highly skilled mentor teachers to provide positive support for their student teachers and to attend all field experiences for SKC candidates.
- Provide exemplary support of the candidates during their student teaching experiences resulting in enhancing their success and promote professionalism leading to employment opportunities.
- Teach research methods, guide and promote action research during student teaching, and leverage successful candidates' research projects with the capacity to inform their instruction.
- Leverage these relationships to match graduates with future employment opportunities to optimize their success.
- Provide a multifaceted and individualized system of support for graduates having the capability to promote ongoing professional development during their first two years of teaching, retention, growth, and future leadership.
- Connect SKC graduates along with their new teaching colleagues, to professional development opportunities driven by emerging needs in the schools employing our graduates.

Minimum Qualifications

EDUCATION: Master's Degree in Education

EXPERIENCE, SKILLS AND KNOWLEDGE:

- Three years of teaching 5th-12 grade students
- Two years experience teaching or mentoring adults with knowledge of teaching and the methods involved in learning and instruction
- Educational background and practice in STEM education
- Experience and understanding of culturally responsive practices
- Experience embedding Indian Education for All and its Essential Understandings into mainstream curriculum
- Experience and understanding of education standards throughout the STEM fields of study
- Ability to partner with Pre-K-12th grade school leaders and foster positive working relationships with tribal and public schools
- Strong overall organizational skills, detail-oriented, with an ability to plan and manage multiple projects concurrently with minimal supervision
- Strong written, verbal and interpersonal communication skills
- Knowledge of the customs and origins of Salish and Kootenai Tribes and the mission and goals of Salish Kootenai College.
- Experience in conducting school based action research.

OTHER RESPONSIBILITIES

- Represent the College professionally to the community.
- Maintain professional behaviors, including timeliness and accountability for work.



90 7th Street, Suite 4-600
San Francisco, CA 94103-6705
PHONE: (415) 437-7820
FAX: (415) 437-7823
EMAIL: CAS-SF@psc.hhs.gov

June 22, 2018

Ms. Audrey Plouffe
V.P. of Business Affairs
Salish Kootenai College
Box 117
Pablo, MT 59855

Dear Ms. Plouffe:

A copy of an indirect cost rate agreement is being sent to you for signature. This agreement reflects an understanding reached between your organization and a member of my staff concerning the rate(s) that may be used to support your claim for indirect costs on grants and contracts with the Federal Government.

Please have the agreement signed by an authorized representative of your organization and return within ten business days of receipt. The signed agreement should be returned to me by email while retaining the copy for your files. Only when the signed agreement is returned, will we then reproduce and distribute the agreement to the appropriate awarding organizations of the Federal Government for their use.

An indirect cost proposal, together with the supporting information, is required to substantiate your claim for indirect costs under grants and contracts awarded by the Federal Government. Therefore, your next proposal based on actual costs for the fiscal year ending 06/30/20, is due in our office by 12/31/20. Please submit your next proposal electronically via email to CAS-SF@psc.hhs.gov.

Sincerely,

Arif Karim, Director
Cost Allocation Services

Enclosure

PLEASE SIGN AND RETURN THE NEGOTIATION AGREEMENT BY EMAIL

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 81-0378823

DATE:06/22/2018

ORGANIZATION:

FILING REF.: The preceding agreement was dated 12/28/2015

Salish Kootenai College

Box 117

Pablo, MT 59855

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

SECTION I: Facilities And Administrative Cost Rates

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

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2017	06/30/2021	24.00	On-Campus	All Programs
PROV.	07/01/2021	06/30/2024	24.00	On-Campus	All Programs

*BASE

Total direct costs excluding capital expenditures (buildings, individual items of equipment; alterations and renovations), that portion of each subaward in excess of \$25,000 and flow-through funds.

ORGANIZATION: Salish Kootenai College

AGREEMENT DATE: 6/22/2018

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

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

TREATMENT OF PAID ABSENCES

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

The following fringe benefits are treated as direct costs:

FICA, WORKERS COMPENSATION, HEALTH/LIFE/VISION INSURANCE, MEDICARE, UNEMPLOYMENT, AND RETIREMENT.

NEXT PROPOSAL DUE DATE

A proposal based on actual costs for fiscal year ending 06/30/20, will be due no later than 12/31/20.

Equipment means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or \$5,000.

ORGANIZATION: Salish Kootenai College

AGREEMENT DATE: 6/22/2018

SECTION III: GENERAL

A. LIMITATIONS:

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

B. ACCOUNTING CHANGES:

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

C. FIXED RATES:

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

D. USE BY OTHER FEDERAL AGENCIES:

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

E. OTHER:

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

BY THE INSTITUTION:

Salish Kootenai College

(INSTITUTION)

(b)(6)

(SIGNATURE)

Audrey Plouffe

(NAME)

VP of Business Affairs

(TITLE)

6-22-18

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

Arif M. Karim -S

Digitally signed by Arif M. Karim -S
DN: c=US, o=U.S. Government, ou=HHS, ou=PSC,
ou=People, cn=Arif M. Karim -S,
0.9.2342.19200300.100.1.1=200212895
Date: 2018.06.29 14:08:17 -0500

(SIGNATURE)

Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

6/22/2018

(DATE) 5859

HHS REPRESENTATIVE:

Jeffrey Warren

Telephone:

(415) 437-7820

Part 6: Other Attachments Statements

#3. How the project will recruit qualified Indian individuals who are not of traditional college age is addressed in Goal 1: Objective 1.1 along with the activities and efforts that will be made to address these criteria. This is addressed in the Quality of Project Design section on pages 9-10 and pages 15-16.

#4. How the project will use funds made available under the grant to support recruitment, preparation, and professional development of Indian teachers in local education agencies that have a high proportion of Indian students is addressed throughout our proposal in the following sections and pages. The I-STEM Goals, Objectives, and Activities Table on pages 9 through 14 outlines all of the activities. The narrative in sections Quality of Project Design (3) pages 15-16 and 17 – 18. These criteria are also addressed in the attached Letters of Support and also in the commendations from the Office of Public Instruction Exit Report Commendations attached as Appendix B. Quality of Project Services (1) and (3) also address these criteria on pages 18-26 and is supported with Appendix A Induction Services and STEM and Indian Education for All Professional Development, Appendix D SKC Teacher Education Program Course Lists and Revisions for 2018, and Appendix E Administration for Native American (ANA) grant project entitled The Salish Language Educator Development (SLED) Program.

#5 How the project will assist participants in meeting the payback requirements is addressed from the time they sign their payback agreements through the inductions years. This is described throughout the I-STEM Goals, Objectives, and Activities Table on pages 9 through 14 outlines all of the activities and again on page 26 in Quality of Project Services subcriterion (5).

#6 I-STEM Project meets Absolute Priority 1: Provides for Pre-Service training with

support to AI/AN individuals so they may complete a pre-service bachelor's degree education program before the end of the award period. This will enable participants to meet the requirements for full State teacher certification. Additionally, two years of induction services will be provided during the award period to participants after graduation while they are completing their first two years of work as teachers in schools with significant Indian student populations. I-STEM includes goals for: number of participants to be recruited each year; number of participants to continue in the project each year; number of participants to graduate each year; and number of participants to find qualifying jobs within twelve months of completion.

This is also addressed throughout the I-STEM Goals, Objectives, and Activities Table on pages 9 through 14 outlines the project and goes on in the narrative throughout pages 22-26 that describes our 5 component inductions services system. It is also detailed in Appendix A. **STEM Supporting Narrative (CPP4)** is addressed throughout the descriptions of the SKC teacher education programs. Please read Quality Project Services from page 18 to 26 to learn about the junior and senior year STEM embedded course built into the teacher education programs with extensions from the courses to perform outreach among local schools in STEM areas. In addition, please see Appendix A which provides information on the induction professional development activities that both in-service and pre-service teachers are welcome to attend. You will also find information on the monthly Professional Learning Communities that meet on the SKC campus. Another opportunity for job-embedded STEM professional development and professional networking for support.

Internal Revenue Service
District Director

Department of the Treasury

Date: AUG 24 1979

EP/EO:II(MJS)

Employer Identification Number:

81-0378823

Accounting Period Ending:

June 30

Form 990 Required: Yes No

Person to Contact:

John Sutton

Contact Telephone Number:

(206) 442-5106

SEA:EO:79-854

Salish Kootenai Community College, Inc.
Box 278
Pablo, MT 59855

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code.

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in section 509(a)(1) & 170(b)(1)(A)(ii).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. Also, you should inform us of all changes in your name or address.

Generally, you are not liable for social security (FICA) taxes unless you file a waiver of exemption certificate as provided in the Federal Insurance Contributions Act. If you have paid FICA taxes without filing the waiver, you should contact us. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, you are not automatically exempt from other Federal excise taxes. If you have any questions about excise, employment, or other Federal taxes, please let us know.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

The box checked in the heading of this letter shows whether you must file Form 990, Return of Organization Exempt from Income tax. If Yes is checked, you are required to file Form 990 only if your gross receipts each year are normally more than \$10,000. If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. The law imposes a penalty of \$10 a day, up to a maximum of \$5,000, when a return is filed late, unless there is reasonable cause for the delay.

P.O. Box 21224, Seattle, Washington 98111

(over)

Letter 947(00) (5-77)

You are not required to file Federal income tax return unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T. In this letter, we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees.

If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,

(b)(6)

ARLINDO A. JACOBS
District Director

Because you are operated predominately through governmental funds, we have concluded that you are a public rather than private school. As a public school, you are not described in or subject to the requirements of Revenue Ruling 71-447 1971-2 C.B. 230, or Revenue Procedure 75-50, 1975-2 C.B. 587 regarding the demonstration of a socially nondiscriminatory policy as to students.

Letter 947(DO) (5-77)

Office of the Secretary of State



OF THE STATE OF MONTANA

CERTIFICATE OF AMENDMENT TO CERTIFICATE OF INCORPORATION

I, JIM WALTERMIRE, Secretary of State of the State of Montana, do hereby certify that duplicate originals of Articles of Amendment to the Articles of Incorporation of

SALISH KOOTENAI COMMUNITY COLLEGE, INC.

duly executed pursuant to the provisions of Section 35-2-208 Montana Code Annotated, have been received in my office and found to conform to law.

NOW, THEREFORE, I, JIM WALTERMIRE; as such Secretary of State, by virtue of the authority vested in me by law, hereby issue this Certificate of Amendment to the Certificate of Incorporation of

SALISH KOOTENAI COLLEGE, INC.

formerly

SALISH KOOTENAI COMMUNITY COLLEGE, INC.

and attach hereto a duplicate original of the Articles of Amendment to the Articles of Incorporation.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the Great Seal of the State of Montana, at Helena, the Capital, this 7th

day of March, A.D. 19 83

JIM WALTERMIRE
Secretary of State

Office of the Secretary of State



**OF THE
STATE OF MONTANA**

CERTIFICATE OF INCORPORATION

I, FRANK MURRAY, Secretary of State of the State of Montana, do hereby certify that duplicate originals of Articles of Incorporation for the incorporation of

----- SALISH KOOTENAI COMMUNITY COLLEGE, INC. --

duly executed pursuant to the provisions of Section--15-2328--- of the Revised Codes of Montana, have been received in my office and are found to conform to law.

NOW, THEREFORE, I, FRANK MURRAY, as such Secretary of State, by virtue of the authority vested in me by law, hereby issue this Certificate of Incorporation to

----- SALISH KOOTENAI COMMUNITY COLLEGE, INC. --

and attach hereto a duplicate original of the Articles of Incorporation.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the Great Seal of the State of Montana, at Helena, the Capital, this--12th-- day of--September-- A.D. 19-78--



Frank Murray
FRANK MURRAY
Secretary of State

Thomas J. Tucker

PR/Award Thomas J. Tucker

By ~~XXXXXXXXXX~~ DEPUTY

~~XXXX~~ Deputy

ARTICLES OF INCORPORATION
OF
SALISH KOOTENAI COMMUNITY COLLEGE INC.
A Montana Corporation

SECRETARY OF S

KNOW ALL MEN BY THESE PRESENTS:

By _____

That we, the undersigned, all citizens of the United States of America, pursuant to and in conformity with Title 15, Revised Codes of Montana, 1947 as amended, desiring to form a non-profit Corporation for the purpose hereinafter set forth, do hereby associate ourselves together for the purpose of forming and establishing a body corporate and to that end do hereby adopt Articles of Incorporation as follows.

ARTICLE I.

The name of the corporation is: Salish Kootenai Community College, Inc.; and the term of duration of the Corporation shall be perpetual from and after the issuance of Certification of incorporation by the Secretary of State of the State of Montana.

ARTICLE II

The purposes for which said Corporation is formed are:

To provide post secondary educational opportunities for residents of the Flathead Indian Reservation in the following areas: 1. Vocational Training, 2. College Transfer Programs, 3. Occupational Training, 4. Community Service, 5. Indian Culture and History, 6. Adult Basic Education.

To measure the needs, talents, and aspirations of the residents of the Flathead Indian Reservation and provide a comprehensive program in recognition of the desires of the Flathead Indian Reservation Community.

To promote and conduct such research and development activities as deemed necessary to the efficient provision of post secondary educational opportunities on the Flathead Indian Reservation.

STATE OF MONTANA
FILED
270705 SEPT 2 1978
FRANK MURRAY
SECRETARY OF STATE
Robert H. Brown
Deputy
120
G.K.

To provide technical assistance to tribal agencies and institutions to assist these agencies improve program effectiveness.

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

ARTICLE III

The Corporation shall have the following powers:

- (a) To take, have and hold, by purchase, gift, devise, bequest or otherwise both real and personal property of every kind, nature, and description.
- (b) To buy, lease, hold, and exercise all privileges of ownership over such real or personal property as may be necessary or convenient for the conduct and operation of the business of the Corporation, or incidental thereto.
- (c) To sue and be sued; to contract and be contracted with; to act as Trustee under and trust incidental to the principal objects of the Corporation; to receive, hold administer and expand funds and property subjects to such trust; to borrow money, contract debts and to do all the above in its Corporate name.
- (d) To cooperate with other similar associations in creating central, regional, or national agencies for any of the purposes for which this corporation is formed, and to become a member of, or stockholder of, such agencies as are now or hereafter may be, in existence.
- (e) To carry on any other lawful business whatsoever which may seem to the Corporation capable of being carries on in connection with the above, or calculated directly or indirectly to promote the interests of the Corporation or to enhance the value of its properties: and to

have, enjoy and exercise all of the rights, powers and privileges which are now or which may be hereafter conferred upon non-profit Corporations organized under the same statutes, or any amendments thereof, as this Corporation.

(f) To do all and everything necessary, suitable or proper for the accomplishment of any of the purposes, the attainment of any of the objects or the furtherance of any powers hereinafter set forth, either alone or in connection with other Corporations, firms or individuals and either as principals or agents and to do every other act or acts, thing or things incidental or pertinent to or growing out of or in connection under the same statutes, or any amendments thereof, as this Corporation.

(g) The several statements contained in each clause of this Article shall be in no way limited or restricted by reference to, or inference from the terms of any other clause, but shall be regarded as independent powers; and no recitation, expression or declaration of specific or special powers; shall be deemed to be exclusive, but it is hereby expressly declared that all other lawful powers not inconsistent herewith are hereby included.

(h) To receive grants of private, State or Federal funds to aid in the furtherance of the purposes of this Corporation as set forth in Article III hereof.

(i) To enter into, make perform and carry out contracts of every kind for any lawful purpose (without limits as to amount) with any person, firm, association or corporation, municipality, county, state, government or other municipal or governmental subdivision.

Each, every and all of the objects purposes and powers of this Corporation shall be exercised only for the public good and without pecuniary gain or profit to any of its members; and all property of every kind and character, however acquired, shall be held and maintained and devoted only to the purposes set forth in Article III hereof.

ARTICLE IV

The initial registered office of this Corporation shall be in the City of Ronan, County of Lake, State of Montana, and its complete mailing address is; Salish-Kootenai Community College, 2302 Main, Ronan, Montana 59864.

The initial registered agent of this Corporation shall be Gerald Slater, whose address is: Salish-Kootenai Community College, 2302 Main, Ronan, Montana 59864.

ARTICLE V

No part of the net earning of the corporation shall inure to the benefit of, or be distributed to, its member, trustees, officers or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in this Article. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing and distribution of statements) and political campaign of behalf of any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal Income Tax and under Section 501 (c) (3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law) or (b) by a corporation, contributions to which are deductible under Section 170 (c) (2) of the Internal Revenue Code of 1954.

In the event of dissolution of the corporation, the Board of Directors shall, after paying or making provision for the payment of all liabilities of the corporation, dispose of all of the assets of the corporation exclusively for the purpose of the corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational or scientific purposes as shall, at the time, qualify as exempt organization or organizations under

Section 501 (c) (3) of the Internal Revenue Code of 1954 (or corresponding provision of any future United States Internal Revenue Law).

ARTICLE VI

The affairs of this Corporation shall be managed, conducted and carried on by a Board of Directors. The Ultimate number of directors shall be fixed by the By-Laws and amendments thereto as adopted by the Board of Directors. The number of Directors may be increased or decreased from time to time by amendments to the By-Laws, but no decrease shall have the effect of shortening the term of any incumbent Director. No By-Laws shall be adopted by the Board of Directors which shall reduce their number to less than three (3). The number of Directors constituting the initial Board of Directors shall be seven (7), and the names and addresses of the persons who are to serve as Directors are:

NAME	ADDRESS
<u>Gerald Slater</u>	<u>Drawer 6, Ronan, Montana 59864</u>
<u>Darryl Dupuis</u>	<u>202 - 3rd Ave. E. Polson Montana 59860</u>
<u>Ken Dupuis</u>	<u>West Shore Rt. Polson, Montana 59860</u>
<u>Karen Fenton</u>	<u>178 SW Higgins. Missoula, Montana 59801</u>
<u>Lawrence Kenmille</u>	<u>Gen. Del Elmo, Montana 59915</u>
<u>Clarice Sanchez</u>	<u>Gen. Del. Arlee, Montana 59821</u>
<u>Gene Sorrell</u>	<u>Gen. Del. St. Ignatius, Montana 59865</u>

ARTICLE VII

The name and address of each Incorporator is as follows:

NAME	ADDRESS
<u>Gerald Slater</u>	<u>Drawer 6, Ronan, Montana 59864</u>
<u>Darryl Dupuis</u>	<u>202 - 3rd Ave. E. Polson MT 59860</u>
<u>Ken Dupuis</u>	<u>West Shore Rt. , Polson Montana 59860</u>
<u>Karen Fenton</u>	<u>178 S.W. Higgins, Missoula MT 59801</u>
<u>Lawrence Knemille</u>	<u>Gen. Del. Elmo Montana 59915</u>
<u>Clarice Sanchez</u>	<u>Gen. Del. Arlee, Montana 59821</u>
<u>Gene Sorrell</u>	<u>Gen. Del. St. Ignatius, MT 59865</u>

(a) This Corporation shall have no capital stock, and shall have one (1) class of membership. The amount of election or appointment to membership, the qualifications and rights of its member shall be set forth in the By-Laws of this Corporation.

(b) This Corporation shall be operated on a non-profit basis for the mutual benefit of all the members. Each member shall have one (1) vote.

(c) The Corporation shall issue Certification of Membership to its members. The form of such Certification shall be specified by the By-Laws of this Corporation.

IN WITNESS WHEREOF, I have hereunto subscribed my signature this
17th day of June, 1978.

(b)(6)

Gerry Slater

(b)(6)

Darryl Dupuis

(b)(6)

Ken Dupuis

Appendix C

LEA and President Boham Letters of Support:

Charlo School District

Confederated Salish & Kootenai Tribes Early Childhood Education Head Start Center

Ronan School District

St. Ignatius School District

Two Eagle River School



Salish Kootenai College

P.O. Box 70
Pablo, MT 59855
Ph. (406) 275-4800
Fax (406) 275-4801



July 26, 2018

Review Committee
Office of Indian Education Professional Development Grant
U.S. Department of Education
400 Maryland Ave.
Washington, DC 20202

Dear Review Committee Member,

I am pleased to support the proposal, Indigenous STEM in Teacher Education (I-STEM) on behalf of Salish Kootenai College. The vision and proposed outcomes of this proposal support the overall mission, vision, and strategic plan of SKC.

The I-STEM Project proposes to recruit, enroll, educate, certify, and assist in the employment of 25 American Indian/Alaskan Native teacher candidates in secondary science, secondary mathematics, elementary or early childhood (P-3) education. Indigenous STEM encompasses and incorporates a breadth of cultural understandings, including communication, storytelling, arts, ways of knowing and intergenerational knowledge transfer throughout all of the SKC education programs.

The Salish Kootenai College Division of Education, has the expertise and capacity to ensure that if funded, the I-STEP Project will be successful. SKC has a proven track record with our teacher candidates, as evidenced through their successful teaching careers and verified through the accreditation reports from state reviewers. Our faculty members have been recognized locally and nationally for their contributions to education, and the SKC administration is proud of their accomplishments, which impacts Indian education on many levels.

Please accept my gratitude for taking your time and providing your expertise to this important proposal review process. If you have any questions, I would gladly provide more information and may be contacted at 406-275-4800.

Thank you again for your time and consideration,

(b)(6)

Dr. Sandra Boham, President
Salish Kootenai College



Charlo School District 7J

404 1st Avenue West
Box 10 - Charlo, MT 59824
(406) 644-2206 - FAX (406) 644-2400



July 18, 2018

Dr. Amy Burland
Education Division Dean
Salish Kootenai College
P. O. Box 70
Pablo, MT 59855

Dear Dr. Burland,

Charlo School District 7J is pleased to support your project proposal, Indigenous STEM. Charlo School District 7J has been an involved partner with Salish Kootenai College's education program and supports the outcomes outlined for this project. Charlo School District 7J is willing to consider future graduates for qualifying employment. Our native student enrollment is approximately 33%.

Please know that I fully support and value our collaborative work with SKC's Division of Education.

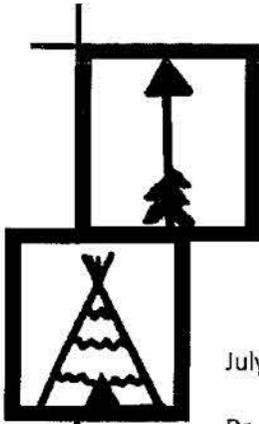
Respectfully,

A handwritten signature in black ink, appearing to read "Steve Love".

Steve Love

Superintendent, Charlo School District 7J

Home of the Vikings



EARLY CHILDHOOD SERVICES

CONFEDERATED SALISH & KOOTENAI TRIBES

P.O. Box 1510
St. Ignatius, MT 59865
Office Phone: (406) 745-4509
Fax: (406) 745-4510

July 18, 2018

Dr. Amy Burland
Education Division Dean
Salish Kootenai College
P. O. Box 70
Pablo, MT 59855

Dear Dr. Burland,

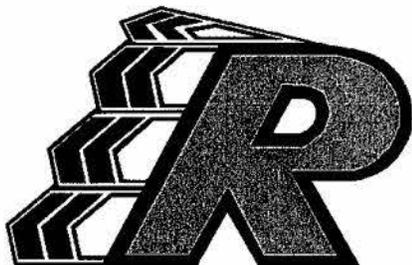
CSKT Early Childhood Services (ECS) is pleased to support your proposal, C-STEM Indigenous Teacher Education Project. ECS has been an involved partner with Salish Kootenai College's early childhood education program for a long time, and is supportive of the outcomes outlined for this project. ECS has employed many SKC teacher candidates in the past and is willing to consider future graduates for qualifying employment. We are particularly interested in collaborating on the new ECE: P-3 degree as our program has been selected to receive funding to expand our services and partner with a local school district to provide preschool services. One requirement for this preschool funding is for our teachers to have a bachelor's degree and licensure in ECE: P-3. We want to meet this requirement and are excited about the possibility of receiving support for this effort.

Early Childhood Services values the relationship we have with SKC's Education Division. Our teachers are well educated and are provided with professional development that is relevant to their work with Native children and their families. We appreciate the professional training and ongoing mentorship afforded to our staff. SKC education faculty members are knowledgeable, skilled, and passionate about their work. The sharing of their expertise with us is a large asset to our program. We are able to stay abreast of current, research-based strategies to meet the diverse needs of each child we serve. We also value the input and direction we are able to provide to the Education Division to shape the program and the education of our current and future teachers.

Please know that I fully support and value our collaborative work, especially as we move towards meeting the training and educational needs for the teachers of our youngest and most precious students.

(b)(6)

Jeanne Christopher, Director



Ronan School District No. 30

Superintendent
421 Andrew NW
Ronan, MT 59864-2302
Phone: (406) 676-3390 ext. 7200
Fax: (406) 676-3392

July 23, 2018

Dr. Amy Burland
Education Division Dean
Salish Kootenai College
P. O. Box 70
Pablo, MT 59855

Dear Dr. Burland,

Ronan School District No. 30 is pleased to support your project proposal, Indigenous STEM in Teacher Education (I-STEM). Our District has been an involved in many partnerships with Salish Kootenai College's education program and supports the outcomes outlined for this project. Ronan School District No. 30 has employed SKC teacher candidates in the past and is willing to consider future graduates for qualifying employment. The enrollment of Native students is 68%.

Ronan School District has developed an excellent relationship with the he Confederated Salish and Kootenai Tribes' (CSKT) Tribal Education Department, and plan activities together to enrich the educational opportunities for all of our students. We have had success hiring qualified teaching applicants from the current Salish Kootenai College education programs. Through this grant, SKC will be able to offer highly qualified educators in STEM with an emphasis in culture. We currently are offering STEM in our elementary and Native American Studies in both the middle and high school. Our native student enrollment ranges from 56 to 68% among our elementary, middle, and high school campuses.

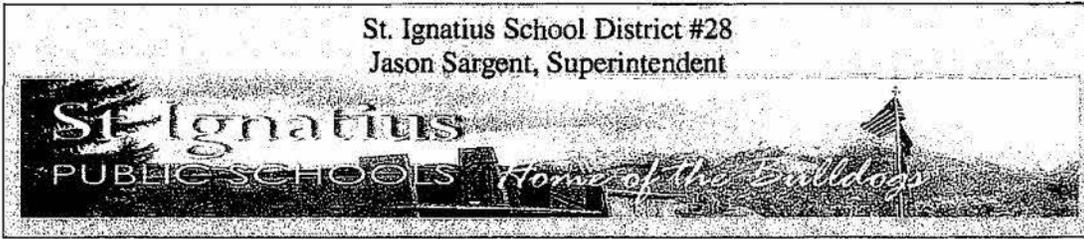
We are committed to supporting Salish Kootenai College in their Indigenous STEM educator preparation efforts, especially in regards to creating dedicated educators who will be able to infuse more STEM ideas into our classrooms.

Please feel free to contact me for any information I am able to provide.

Sincerely,

Mark Johnston
Superintendent Ronan School District No. 30

St. Ignatius School District #28
Jason Sargent, Superintendent



Phone 406-745-3811 P.O. Box 1540 St. Ignatius, MT 59865 Fax 406-745-4060

Date: 7-21-2018

To: C-STEM in Indigenous Teacher Education Grant

Re: Letter of Support

Cc: Amy Burland

C-STEM Grant,

This is a letter of support for the C-STEM Grant at Salish Kootenai College for the youth of our Reservation and School. This is a willingness to support and collaborate with SKC on professional development while supporting STEM candidates with collaboration experiences and training. Increasing the number of Native American educators is a goal for all schools on the Flathead Reservation. Our student population is 65% Native American. Salish Kootenai College has offered School District #28 many opportunities to collaborate and work together on educational experiences and training.

We would support the partnership with I-STEM, Salish Kootenai College and School District #28. Cooperative and collaboration work is the best investment we can make for our students and future teachers of tomorrow. The future careers for students are changing and exposing students to career opportunities for these STEM systems are crucial to our student's future. We are excited about connecting careers, STEM education and discovery into our student's educational experience in as many ways possible. Supporting future teachers is of great interest to our school and collaborating to better those careers is a very imperative movement. St. Ignatius School is offering for the first time a STEAM class that will align well with this grant and partnership.

We are committed to:

- access for SKC students to our systems
- collaborating with C-STEM
- promoting education with applicable students
- space to meet with future teachers and opportunities in our applicable in-services
- access to professional learning communities in our school and at SKC

Please let me know if there is anything else you may need from me. We look forward to learning more about the possibility and opportunity to partner and work together.

Sincerely;

A handwritten signature in black ink, appearing to read 'Jason Sargent', with a long horizontal flourish extending to the right.

Jason Sargent, Superintendent

School District #28

St. Ignatius, MT

406-396-7839

The alternative school of the
Confederated Salish
and Kootenai Tribes
of the Flathead Reservation



P.O. Box 160
Pablo, MT 59855
(406) 675-0292
Fax (406) 675-0294

July 18, 2018

Dr. Amy Burland
Education Division Dean
Salish Kootenai College
P. O. Box 70
Pablo, MT 59855

Dear Dr. Burland,

Two Eagle River School is pleased to support your project proposal, Indigenous STEM in Teacher Education. Two Eagle River School (TERS) has been an involved partner with Salish Kootenai College's education program and supports the outcomes outlined for this project. TERS has employed SKC teacher candidates in the past and is willing to consider future graduates for qualifying employment. We have one SKC graduate currently employed as a science teacher, and an SKC math graduate scheduled to do her student teaching this year 2018/2019. Employing Native American teachers is a priority for our 100% Native student population.

Our district has also benefited from professional development opportunities that have been provided by SKC. Trainings include STEM Workshops, Charlotte Danielson Training, and Integrating Culture into the Curriculum.

Please know that I fully support and value our collaborative work with SKC's Division of Education.

Sincerely,

Appendix A

SKC Five Component Induction Services System

and

STEM and Indian Education for All Professional Development Job Embedded Professional

Development

Appendix A

Induction Services System and

STEM and Indian Education for All Professional Development Opportunities

Induction through Relationships within an Indigenous Community

“Indigenous communities understand that the essential continuity of the community is carried within each individual, thereby making each individual important, valuable, and needed in the perpetuation of the life of the community. There is a place for everyone –the child, the adult, the elderly, the physically impaired, the ‘two-spirit’ people. Each person has something to offer, a special gift, and thereby is allowed to participate to one extent or another in the life of the community.” (Cajete, 2015, p.33)

The goal of the SKC Teacher Education Programs and the Education Division overall is to develop highly effective educators who will not only thrive in their careers, but also transform the schools in which they are employed, creating Indigenous communities of practice that transform the lives and educational outcomes of American Indian children. Our process for supporting our graduates in the early years of their careers actually begins with their admission into the Bachelor’s degree program, just after completing their Associate Degrees. At the point of admission to the Teacher Preparation Program, participants in the Indigenous STEM Teacher Education project will begin a multifaceted set of field experiences to create a seamless bridge into professional teaching. Our model includes five parts and involves all Education Division Faculty.

Transitional Faculty Mentors: The Indigenous STEM in Teacher Education Project will employ two, half-time faculty whose primary task is to create a support that spans the final (senior) year of their preparation program, their placement / employment in the field and their first two years as professional educators. These individuals will be recruited and selected based on the diverse supports that they can provide with one specializing in secondary education and the other in elementary education. Each will have a background in STEM as well as culturally responsive practices. Each will be connected to communities of practice, developing or building upon existing relationships with mentor teachers and administrators in reservation schools. Each will be capable of supporting candidates throughout their student teaching placement and through their first 2 years of employment as professional educators. Each will engage in school based action research projects required of all SKC candidates. Each will be able to coach, model, and support graduates as they become established in their careers. Duties of the 2 Bridge Faculty Mentors will include:

- Connect SKC candidates with mentors in area schools supporting good fit student teaching placements.
- Create relationships with administrators and teachers to encourage highly skilled mentor teachers to engage in student teaching and all field experiences for SKC candidates.
- Support candidates during their student teaching experiences to enhance their success and promote professionalism leading to employment opportunities.

- Teach research methods, guide and promote action research during student teaching and leverage successful candidate research projects to promote meaningful change in area schools.
- Leverage these relationships to match graduates with future employment opportunities to optimize their success.
- Provide a multifaceted and individualized system of support to graduates, including actively promoting ongoing professional development, during their first two years of teaching promoting retention, growth, and future leadership.
- Connect SKC graduates along with their new teaching colleagues, to professional development opportunities driven by emerging needs in the schools employing our graduates.

Transition to Professional Teaching Seminar (TPT)- One of the most important attributes of good teaching and quality teacher preparation is the development of positive, professional dispositions. Educators and candidates must understand the subtleties of professional demeanor, effective conflict resolution, respectful practice, and professional presentation. To this end, the SKC Division of Education will employ a Transition to Professional Teaching Seminar as a jump start for candidates as they begin rigorous fieldwork. Field placements start what is quite literally the longest interview of their lives, hopefully ending in successful placement and retention as professional educators. The goal of TPT is to provide candidates with the strategies and tools they need to successfully interact with peers, professional educators, and community members. This seminar is a requirement to entering the Teacher Education Program (TEP) as candidates move from Associates level to Bachelors level courses and learning experiences. It is offered each year in late summer or early in fall quarter, aligning with the beginning of the third (junior) year of coursework that marks the start of the TEP process.

The TPT Seminar introduces four areas, or standards of professional disposition, which are built on SKC's "4 Cs":

1. Culture, Tolerance, and Diversity
2. Communication skills
3. Citizenship and Community Interactions
4. Critical Thinking, Reflection, and Self Development

Each of these standards of professional disposition is clarified through several indicators, as detailed in the Teacher Dispositions Assessment Rubric. Near the conclusion of the TPT Seminar, a baseline evaluation of these standards will be completed for each candidate, and subsequent revisions will be completed and the candidate's progress in each area documented in the TEP Portfolio.

Topics covered in the TPT Seminar will include the following:

- Effective conflict resolution techniques
- Methods for ensuring positive interactions with peers and faculty
- Strategies for positive family and school/community connections
- Professional paradigms for oral and written language
- Reinforcing issues of confidentiality in school settings

- Strategies for TEP success; time management, study skills, TEP logistics
- Tips for maintaining positive demeanor/attitude
- Encouragement and empowerment for teaching in K-8 environments

The TPT Seminar will be facilitated by SKC Division of Education faculty, with several guest speakers including school administrators, K-12 teachers, past program graduates, and cultural resource consultants. It is important to candidates' success in the TEP program, as well as their overall development as professional educators that affective- as well as cognitive- growth is explicitly explored and documented. Addressing this aspect of professional development early in the program sequence will help to ensure that candidates develop holistically in their pursuit of careers in education.

Flathead Reservation Educator HUB (FRESH) -Salish Kootenai College's Division of Education, along with its Advisory Board, will form a regularly convening group of college faculty including Bridge Faculty Mentors, master teachers, and various local school district personnel, to provide mentorship and support to newly hired education professionals. All newly hired PreK -12 educators from communities on the Flathead Reservation would be invited to attend these group meetings. This group would meet monthly each Fall term, and then every other month in Winter and Spring. The first annual meeting will always be held at SKC, in the Division of Education's Evelyn Stevenson Building. Subsequent monthly meetings would be held at partnering school district locations, so as to facilitate more involvement and ease of travel for participants. Meetings would be held at times convenient for the participants, mostly likely early evening. Topics will be determined by consensus of the group and driven by the needs of newly hired teachers. Topics might include:

- | | |
|--------------------------------------|------------------------------------|
| - classroom management challenges | - time management challenges |
| - strategies for engaging students | - networking with other teachers |
| - understanding schoolwide systems | - strategies for engaging families |
| - accessing professional development | - new school employee logistics |

Professional Development via Teaching and Learning HUB Online -The SKC Education Division via BRAIDS, a Native Youth Community Partnership Project, has entered into partnership with the Montana Office of Public Instruction to provide just in time, on demand, online professional learning opportunities for in-service teachers. Graduates of the SKC Education Division will benefit uniquely from a series of courses that have been created by SKC faculty, aligned to innovative courses in the undergraduate program, which refresh their memory, deepen their knowledge and expand to provide classroom practice of high impact instructional strategies. Offered like a menu, all HUB courses are interactive and most employ an action research model that encourages participating teachers to "Have A Go!" with new or innovative strategies in their classrooms. The courses are FREE, open to all, and award renewal units upon completion. They will support newly hired teachers to fill gaps in their knowledge and take proactive steps early in their careers to "sharpen the saw." In addition, as they are open to all, mentoring teachers in schools with our new hires can participate in HUB courses along with their mentees –a win, win for building a community of practice. Currently 5 of the dozens of HUB

offerings are SKC products, and they are highly regarded (ranked in the top 10) by the more than 150 completers. By the time our first candidates enter the field from this program, we hope the number of courses developed to be aligned with SKC's unique approach to instruction will be over 12, including 12 hour graduate extensions for each core literacy course in our teacher preparation program.

Onsite Professional Development for New Graduates with Seasoned Veteran Teachers -Creating and sustaining relationships requires the practice of tribal values, and a central value this project will employ in support of our newly employed graduates will be reciprocity. Through the efforts of our faculty, and in collaboration with BRAIDS and the Tribal Education Department on Flathead Reservation, we will actively offer professional development opportunities to partnering school districts. These offerings, which will be at the request of partnering school districts, will engage entire faculties, including mentor and mentee teachers. This type of engagement creates powerful supports for our newly hired graduates by aligning the pedagogy of our partnering schools to our programs. We hope that districts will take advantage these opportunities and will actively promote them in all interactions with our partnering schools.

JOB EMBEDDED STEM Professional Development

Offered through Salish Kootenai College

Division of Education

July 2018

Existing Projects

The proposed work in FRACTION builds on well-established partnerships. SKC has previously held math professional development through summer workshops and math circles for reservation teachers. It is precisely because of this earlier work that both SKC and area high school math teachers are eager to work together again to extend important and groundbreaking work.

The SKC math department has an established relationship with area K-12 teachers of mathematics. Currently, one member of the department teaches math at both SKC and Polson High School, a high-need LEA school. The department was responsible for several reservation wide teacher professional development projects including: Mathematical Educational Collaborative (MEC), 3 years of the Flathead Reservation Elementary Math Project (EMP) and Flathead Reservation Math Success in Middle School Project (M²). In addition, SKC math faculty has facilitated Math Teacher Circles (MTC) at SKC for the past three years. Math faculty from SKC have, under their own initiative, attended MEC courses and have consulted with MEC as they have worked to changed their own teaching practices. Therefore, FRACTION will provide SKC math faculty members' additional ongoing opportunities to enhance their practice.

Activities

Summer Workshop

To improve teaching effectiveness and implement the CCSS, teachers must know mathematics in detail and know it from a more advanced and sophisticated perspective. Teachers must also understand the mathematical content and connections of that content of which they are responsible for teaching. Therefore, the summer workshop, “Patterns and Algebraic Thinking”, will be the cornerstone of the PD which will include in-depth mathematics content that model best practice teaching methods. The design of the workshop allows K-20 teachers of mathematics have an opportunity to experience and learn mathematics within a supportive learning environment that models best classroom practices. Participants will solve challenging and engaging problems both collaboratively and as independent problem solvers. They also engage with colleagues in discussions of mathematics, instructional practice and other relevant issues. The summer workshop will be adapted from MEC developed courses with consultation from the SKC mathematics department.

The workshop will seek to increase the mathematical content knowledge of reservation high school algebra and middle school teachers by immersing participants in pedagogical strategies necessary to develop and encourage problem solving, critically thinking, mathematical argument and communication, and modeling with mathematics. The participants will be supported during the school year through regular math PLC meetings.

Studio Days

Studio Day sessions are designed to provide teachers the opportunity to focus on the Standards for Mathematical Practice in real-time, thereby increasing the level/quality of implementation of the SMP. Studio Day participants will recognize and enhance cognitive demand of tasks and lessons and integrate math knowledge into teaching practice. Participants will develop shared images and understandings while deepening their mathematical knowledge for teaching. They will foster new norms and habits-of-practice (individual & collective) in terms of planning, in-the-moment reflection, and a focus on student thinking guiding the trajectory of classroom discourse. Most importantly, Studio Days will de-privatize mathematical instruction and build a professional community to increase all students’ achievement.

Project participants will be required to attend a minimum of two Studio Days during the academic year of the project. A Studio Day begins with a teacher who identifies an area of mathematics they would like to concentrate on in their classroom. Once the area is identified, the teacher determines what they would like to focus on in the lessons. The focus of the lesson, a preview of the lesson along with the teachers concerns are shared with a small group of observers. The observers, consisting of teachers and administrators, analyze the cognitive demand of the task, think through the lesson protocol, observe the teachers while they enact the plan, and finally the Studio Teacher and participants debrief the plan. The process of a Studio Day will help form a learning community.

Studio days will be implemented at the start of the academic year in order to provide classrooms as a means for teachers to examine and refine their practice in real time. The protocols that will be used during studio days focus on the cognitive demand of a lesson and teacher practices that increase or diminish the cognitive demand (Stein, et al, 2009). The SMP will be the overarching

umbrella that will be used during ‘studio days’ and throughout the CCSS workshops. The project will use the SMP to guide the work and teachers and administrators.

Teacher Math Nights

An important component of the PD is continued support in changing teaching practices. Teacher Math Nights will consist of math educators, and administrators actively engaged as learners while focusing on important issues in mathematics education. Teacher Math Nights will be used to create common understandings and support for teachers making instructional changes to improve their teaching practices. Most importantly, these opportunities inform administrators of the importance of new teaching strategies such as non-traditional algorithms. The project will deliver the following five sessions Teacher Math Nights developed by MEC: *Implementing Menu, Writing Math Tasks, Effective Questioning Strategies, Number Talks, and Assessing Menu Items and Math Tasks*. Teacher Math Nights will provide opportunities for all workshop participants, including administrators and teachers of math from non-LEA schools to receive continued PD in implementation of the SMP.

Professional Learning Community (PLC) Meetings

Each word in the phrase “Professional Learning Community” has a particular meaning. Professional refers to an individual who has pursued advanced training in a particular field, such as education and is expected to remain current in the professions growing knowledge base. Learning means an educator that continues to improve their practice. A community is a group of educators coming together for a common interest (Karma Nelson, 2006). Therefore, PLC’s will provide an opportunity for teachers of algebra content on the Flathead Indian Reservation to have continued collaborative discussions regarding the implementation of CCSSM. These discussions will allow professional development to continue throughout the academic year. The PLC’s will be organized into two phases. Phase one will continue to build an awareness of the CCSSM and SMP. Phase two will help teachers identify, understand, and implement instructional shifts. In addition, the PLC’s will form a grade-level learning team across the reservation. This team will help increase teachers knowledge of CCSSM and bring consistency to the interpretation and implementation of the CCSSM reservation-wide. PLC’s will be facilitated by SKC Math faculty.

Job Embedded P-12 Formal and Informal STEM Education

The Flathead Indian Reservation Science Teacher [FIRST] Meeting is an established group of STEM educators from five different schools [P-12] on the reservation. It functions as a professional learning community that meets monthly [during the academic year] at SKC and at local schools. Its members share recent changes in the field including changes to state and national standards, develop curricula and lessons, discuss methods that engage Native students in effective science instruction, and to develop new initiatives in their classrooms and schools to support increased student achievement. SKC teacher candidates in the program regularly attend these meetings where they share their expertise in culturally congruent education and

STEM-focused equity and access pedagogical methods, and develop collegial relationships with other FIRST members.

Participation in Family Science Nights at Local School Districts provides opportunities for candidates to contribute their insights and skills in ways that engage P-12 students in STEM. A recent example was Family Science Night at K. William Harvey Elementary School on March 16th, 2017. Candidates hosted a table that provided STEM activities to engaged P-12 students, served as positive role models for the community, and promoted the program and the profession.

An additional opportunity grows out of a project underway with the Environmental Advocates for Global and Ecological Sustainability [EAGLES] that work with local STEM teachers to provide in-school and after-school STEM programs at five reservation schools. One candidate is working to develop a citizen-scientist project that invites children to survey family and community members to document the timing and extent of the huckleberry (*Vaccinium spp.*) harvest, a culturally important activity for the Salish, Kootenai and Pend d' Oreille people of Montana. During the project the candidate will play a leadership role in the development of curriculum, lessons and data analysis tools to help participating teachers support students as they collect data from across the reservation over multiple years.

Questions

If you have any questions about these professional development activities, please call Carrie Drye at 275-4941 or email me at

BRAIDS—NYCP Grant with SKC

Box 70
Pablo, MT
59855

Phone: 406-275-4941
E-mail: carrie_drye@SKC.edu

BRAIDS and SKC Summer Professional Development Offerings April 2018



There is a \$200 dollar stipend provided by BRAIDS for each day of participation. BRAIDS cannot do a stipend for a day that you are contracted by your district.

*BRAIDS Grant (NYCP Grant, OIE)
Salish Kootenai College*

Face to Face PD at SKC

◆ How Do You Choose a Good

Book? May 5, 2018 with Julie Cajune, Mike Jetty, and Tammy Elser at SKC, Evelyn Stevenson Building

◆ **Integrating IEFA in ELA, Art and Social Studies** June 18-19, 2018 with Tammy Elser (Open to all 4-12th grade reservation teachers) (\$100 stipend per day)

◆ **Introduction to IEFA for New Teachers** August 6, 2018 with Tammy Elser

◆ **Inviting Diverse Voices Into Your Classroom** August 7, 2018 with Wren Walker Robbins

◆ **Struggling Readers and Content Area Textbooks** August 8, 2018 with Tammy Elser for 4th-12th grade teachers

◆ **Managing Your Classroom for Joy** August 9, 2018 with Tammy Elser and others

◆ **Montana College and Career Resources and Collaborations** August 10, 2018 with multiple presenters for counselors, middle and high school teachers

OPI Learning Hub Classes

BRAIDS will pay a \$20 per renewal stipend for the following specific classes on the OPI Learning Hub. Here is the link for that website:

<http://learninghub.mrooms.net/>

BRAIDS pays a \$20 per renewal hour for the following classes:

◆ **Introduction to IEFA in MT** (2 hrs.)
Mike Jetty

You can choose one of the following classes; hopefully based on your teaching assignment. All of these were developed by Tammy Elser.

- ◆ **K-2 Writing Strategies** (12 hrs.)
- ◆ **3-5 Writing Strategies** (12 hrs.)
- ◆ **Writing Across the Disciplines** (6 hrs.)

In the next couple months there will be the following classes done by Tammy Elser will be added.

- ◆ **Using Assessment to Enhance Writing** (6 hrs.)
- ◆ **How to Use the Framework** (2 hrs.)
- ◆ **Struggling Readers and Textbooks** (16 hrs.)

BRAIDS is only providing stipends for these specific classes on the OPI Learning Hub at this time. This is a first come, first served opportunity as there is a limit to the funds that are available. You must register with Carrie Drye to be given the stipend.

Classes from Other Providers

◆ **Arts Transform Community** at the University of Montana June 27-29, 2018 (There are a limited number of stipends available so please register early)



**SKC Div. of Education TEP
Professional Teaching Dispositions Assessment**

Completed by: Candidate (Self-Evaluation) #1 #2 #3
 Cooperating Teacher: _____

Candidate Name: _____

Date _____

0
Unacceptable
1
Developing
2
Proficient
3
Exemplary

Salish Kootenai College defines culture as the awareness of one's own system of values, beliefs, traditions and history, and knowledge and respect for the systems of others, particularly those of American Indian Tribes, and specifically the Salish, Pen d'Oreille and Kootenai People.

Comments:

1. Culture, Tolerance, and Diversity

a. Candidate shows sensitivity to cultural diversity and seeks to understand the perspectives of others.					
b. Candidate exhibits willingness to learn and interact with cultures and perspectives other than their own.					
c. Candidate promotes tolerance and diversity as positive attributes and applies these in learning experiences.					

0
Unacceptable
1
Developing
2
Proficient
3
Exemplary

Salish Kootenai College defines communication as an exchange and interpretation of information through a variety of context appropriate modalities to enhance understanding and build respectful human connections.

Comments:

2. Communication Skills

a. Candidate demonstrates an understanding of effective verbal and non-verbal communication by choosing language and delivery techniques appropriate to the audience.					
b. Candidate demonstrates knowledge and use of appropriate spoken and written language conventions in teaching and learning settings.					
c. Candidate uses a variety of communication and media tools to effectively interact with peers, teachers, students, and others.					
d. Candidate demonstrates knowledge and use of conflict resolution techniques, and is able to work through differences in a respectful and proactive manner.					

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3. Citizenship and Community Interactions

0 Unacceptable
1 Developing
2 Proficient
3 Exemplary

Salish Kootenai College defines citizenship as informed and committed participation in the life of one's community at the local, national, and global level. We believe citizens recognize and address community issues, respect the rights of others, and work toward community improvement.

Comments:

a. Candidate demonstrates courtesy and professionalism during interactions with peers, faculty, students, K-12 teachers, and families.					
b. Candidate demonstrates involvement in various events, organizations, and/or initiatives that involve service to the community, especially young people.					
c. Candidate contributes to and participates in the SKC learning community beyond the minimal requirements of courses.					
d. Candidate exhibits knowledge and application of connections between course content and the larger community.					

4. Critical Thinking, Reflection, and Self Development

0 Unacceptable
1 Developing
2 Proficient
3 Exemplary

Salish Kootenai College defines critical thinking as a structured process for refining thought and making decisions. It engages context, multiple perspectives, and the individual mind/heart balance (Spu'us). Critical thinkers strive for clarity, accuracy, articulation, thoroughness, relevance, and fairness.

Comments:

a. Candidate exhibits concern for, and involvement with their own professional growth and improvement as an educator and lifelong learner.					
b. Candidate demonstrates growth in creative problem solving and application of critical thinking skills in coursework and field experiences.					
c. Candidate consistently meets educational obligations within designated time constraints.					
d. Candidate maintains a professional appearance in teaching and learning settings.					
e. Candidate maintains a consistent positive attitude in educational settings.					

Appendix B

Montana Office of Public Instruction Exit Report Commendations



Faculty: The SKC faculty have strong, effective collaborations across programs and with the P-12 community. All the school administrators and community partners were highly complementary of their relationships with the SKC Education Division.

College & Career Ready Standards: The Math Education faculty member has made it his goal to assure that both preservice and in-service teachers are well prepared to teach full understanding of math concepts. As he began his position, he offered area educators in-service to learn the new pedagogies in the Montana Math Content Standards so that they would be prepared to serve as cooperating teachers for future clinical practice candidates.

The Science Education faculty member has developed learning communities of candidates and in-service teachers.

Culturally Responsive Instruction: SKC Education Division is exceptional in its implementation of Culturally Responsive Instruction. The dedication to Native American culture attracts and retains students, pervades the program, and enriches the preparation of future educators.

The Team wishes to thank the SKC administration and faculty for a warm welcome and the comfortable work environments and hotel accommodations. From Sunday evening to the conclusion of the site visit on Wednesday, October 25, staff, faculty, administrators, and candidates accommodated the Team's every request. A special thank you is extended to Dr. Amy Burland for her leadership and to her team for providing the necessary materials, organizing the visit, and the speedy and competent responses.

Thank you for your commitment to Montana education.

Appendix D

SKC Teacher Education Program Course Lists and Revisions for 2018-19

Science Series Course Revisions: Integrated Perspectives of Science for Educators 1, 2, and 3

Literature Series Course Revisions

P-3 Early Childhood Education Advising Course List

Elementary Education Advising Course List

Secondary Mathematics Education Advising Course List

Secondary Broadfield Science Advising Course List

Division of Education: Elementary / ECE-P3 Programs Science Course Series SCID 210, 211, and 212

Approved revisions

SCID 210

Change title from *Science for Educators 1: Life Science and Ecology* to **Integrated Perspectives in Science for Educators 1**

SCID 233 (previously SCID 210) Revised Course Description

The first course in this three-part series emphasizes a balance of Western and Indigenous perspectives of the sciences for education majors. Inquiry- and place-based explorations will be guided by the seasonal rounds of the Selis Qlispe, and Ktunaxa people. It will be focused on seasonal activities most appropriately conducted within the late summer and fall months, and will incorporate topics within the biological, earth, physical, chemical, and ecological sciences. The scope of these topics will reflect content appropriate for use by teachers of students in the elementary grades.

SCID 211

Change title from *Science for Educators 2: Earth and Sky* to **Integrated Perspectives Science for Educators 2**

SCID 253 (previously SCID 211) Revised Course Description

The second course in this three-part series builds upon the first of the series and emphasizes a balance of Western and Indigenous perspectives of the sciences for education majors. Inquiry- and place-based explorations will be guided by the seasonal rounds of the Selis Qlispe, and Ktunaxa people. It will be focused on seasonal activities most appropriately conducted within the winter months and incorporate topics within the biological, earth, physical, chemical, and ecological sciences. The scope of these topics will reflect content appropriate for use by teachers of students in the elementary grades.

SCID 212

Change title from *Science for Educators 3: Our Physical World* to **Integrated Perspectives Science for Educators 3**

SCID 273 (previously SCID 212) Revised Course Description

The third course in this three-part series builds upon the first and second of the series and emphasizes a balance of Western and Indigenous perspectives of the sciences for education majors. Inquiry- and place-based explorations will be guided by the seasonal rounds of the Selis Qlispe, and Ktunaxa people. It will be focused on seasonal activities most appropriately conducted within the spring and early summer months and incorporate topics within the biological, earth, physical, chemical, and ecological sciences. The scope of these topics will reflect content appropriate for use by teachers of students in the elementary grades.

Division of Education: Elementary / ECE-P3 Programs
Literacy Course Series EDUC 300, 340/341, and 344/345 and EDUC 307
Approved revisions

EDUC 300

Change title from *Language, Literacy and Texts* to **Integrated Literacy I: Selecting, Using and Responding to Texts**

EDUC 352 (previously EDUC 300) Revised Course Description

EDUC 3** *Integrated Literacy I: Selecting, Using & Responding to Texts* will provide candidates with the skills to select and teach using quality texts including literary, informative, primary sources and other text types. Strategies to engage learners with text ranging from a read aloud to an authentic literacy lesson will be modeled. How to select texts free of bias and stereotype, authentically representing traditional and contemporary Indigenous cultures will be a focus and candidates will learn 'how to tell the difference' through positive and negative examples. Strategies will be demonstrated for teaching with literature ranging from picture books to chapter books to a young adult novel. Genres will be explored, examining fiction and non-fiction, and the special status of traditional stories in a cultural context. Candidates will experience different ways learners interact with text in their journey to become literate adults.

EDUC 340

Change title from *Introduction to Literacy Assessment and Instruction* to **Integrated Literacy Part II: Meeting Individual Needs Through the Teaching and Learning Cycle**

EDUC 354 (previously EDUC 340) Revised Course Description

Integrated Literacy Part II: Meeting Individual Needs Through the Teaching and Learning Cycle provides an introduction to formal and informal reading and writing assessments and how to use the results of these assessments to determine the next teaching point, identify instructional strategies, and support the growth of each child as a reader and writer. Candidates will learn how to take a running record and conduct a miscue analysis on the data, and will also use a variety of tools to assess students' attitudes toward reading and their orientation to overcome reading challenges. In the associated practicum, students will spend 10 hours in a single classroom and conduct a case study of a single learner that will culminate in a mini-lesson to support the child in developing a new reading skill as identified in the assessment(s).

EDUC 341

Change title from *Literacy Assessment and Instruction Practicum* to **Integrated Literacy Part II: Practicum**

EDUC 355 (previously EDUC 341) Revised Course Description

Integrated Literacy Part II Practicum provides supervised experience in an elementary literacy setting in which the students assess and modify instructional strategies to meet the needs of specific readers in the classroom.

Literacy Course Series Revisions

EDUC 344

Change title from Teaching Reading and Language Arts to Integrated Literacy III: Designing Literacy Experiences in the Classroom

EDUC 356 New Course Description

Integrated Literacy III: Designing Literacy Experiences in the Classroom does a deep dive into the reading and writing process, looking at the approach to literacy employed in the entire classroom and focusing on strategies to optimize learning for each child, and the group as a whole. This course revisits the content in EDUC 354/355 which taught the reading process through a comprehensive case study of a single learner, and expands on this knowledge to address an entire classroom, with each child needing unique scaffolds to achieve growth. Candidates will understand programmatic as well as student centered approaches and compare them through several lenses in order to make thoughtful choices in the classroom. The culminating assignment, a Literacy Unit Plan Using Native American Literature, will be shared with each other to expand each candidate's teaching repertoire during student teaching and the early years of induction, and also with the Montana Office of Public Instruction: Indian Education Division, to be potentially published contributing to the profession.

EDUC 345

Change title from Reading and Language Arts Practicum to Integrated Literacy III Practicum

EDUC 357 New Course Description

Integrated Literacy III Practicum provides supervised experience in an elementary literacy setting drawing from current research and national standards in field-based literacy education.

EDUC 307 Curriculum, Planning and Assessment

EDUC 307 New Course Description

EDUC 307 Curriculum, Planning and Assessment explores instructional design for PreK-12th grade classrooms, introducing students to ten distinct structures to support their instruction and a host of strategies and protocols that can be employed within the structures. The foundations of lesson planning using students' needs, standards, and optimal learning strategies as guidance, are explored in depth as candidates design their own lessons and analyze lessons created by others.

Salish Kootenai College Catalog Year 2018-2019
Associate of Arts and Bachelor of Science in Early Childhood Education: P-3

Student: _____ Student ID # _____ Advisor: _____

	Credits	Grade	Term Taken	Comments/Transfer Info
Fall - First Year				
ECED 100 - Intro to Early Childhood Educ.	2			
IDST 101 – SKC Seminar or NAS Open	3			
HPED 125 - First Aid and CPR	1			
EDUC 240 - Human Growth & Development	4			
ENGL 101 - English Composition I	3			
HUM-Intro (HMNT 101, PHIL 100 or ENGL210)	3			
Total Quarter Credits	16			
Winter - First Year				
ECED 103 - Positive Guidance & Discipline	3			
ECED 104 - Positive Guidance & Discipline Lab	3			
ECED 117 - Creating a Learning Environment	2			
**MUSC 101 – Music Fundamentals	3			
SPCH 100 - Basic Communication	3			
*ENGL 202 - English Composition II	3			
Total Quarter Credits	17			
Spring - First Year				
SS-INTRO Elective – List C	5			
NASD 101 – History of Indians in the U.S.	3			
ECED 261 – Social Science Content for Early Lng.	3			
NAS Open Elective or SKC Seminar	3			
**EDUC 115 – Computers in Education	3			
Total Quarter Credits	17			
Fall - Second Year				
*ECED 112 – Early Childhood Curriculum I	3			
SCID 233 –Integrated Perspectives in Sci for Ed. 1	4			
*MATH 132 - Mathematics for K-8 Teachers I	5			
NAS Open Elective	3			
*EDUC 250 - Educational Psychology	3			
Total Quarter Credits:	18			
Winter - Second Year				
*ECED 209 - Meeting the Needs of Families	3			
*SCID 253 Integrated Perspective in Sci for Ed 2	4			
*ECED 113 – Early Childhood Curriculum II	3			
*ECED 106 – Early Childhood Lab (embed svc. lng)	3			
*MATH 133 - Math for K-8 Teachers II	5			
Total Quarter Credits:	18			
Spring - Second Year				
ECED 299 – Early Childhood Practicum	4			
*ECED 265–Leadership & Professionalism in ECE	4			
*MATH 134 - Math for K-8 Teachers III	5			
*EDUC 203 – Foundations of Education	5			
Total Quarter Credits:	18			Total A.A. Credits = 101

* Prereq or Coreq

**This course may be challenged by passing a competency exam.

p-3
Years 3 - 4

Fall - Third Year				
*ECED 315 – Literacy & Lang. in the EC Classroom	3			
*ECED 330 – Partnerships and Collaboration	3			
*EDUC 307 - Curriculum, Planning, and Assessment	4			
Elective - OPEN	3			
*ECED 375–Fostering Phys. Dev. in Young Children	2			
Total Quarter Credits:	15			
Winter - Third Year				
*ECED 340 – Soc.-Emotional Growth & Soc. of YC	5			
*EDUC 337 – Introduction to Special Education	5			
EDUC 235 – Introduction to Indian Education	3			
EDUC 321 -Research Writing in Education	3			
Total Quarter Credits:	16			
Spring- Third Year				
*EDUC 311 - Cultures, Diversity and Ed. Ethics	3			
*EDUC 312 - Diversity in Education Practicum	1			
ECED 335 – Technology in Early Childhood Ed	3			
*EDUC 354- Integrated Lit 2 Meeting Ind Needs	4			
*EDUC 355- Integrated Literacy 2 Practicum	1			
EDUC 207 – Health, Safety, and Drug Awareness/Ed	3			
Total Quarter Credits:	15			

Fall – Fourth Year				
*ECED 420- Obsv., Docum., & Assmt. of Young Ch.	5			
*EDUC 372 - Teaching Math in the Early Grades	3			
*ECED 421 – Curric. Integration & Appl. in ECE I	3			
EDUC 356- Integrated Literacy 3 Designing Lit Exp	4			
*ECED 305 – Social Studies and Young Children	3			
Total Quarter Credits:	18			
Winter – Fourth Year				
*EDUC 390 -Teaching Science in the Elem. Classrm.	4			
*ECED 360 – Creativity and Young Children	4			
*EDUC 471 – Action Research in Education	3			
*ECED 451 – Curric. Integration & Appl. in ECE II	3			
HPED 125 – First Aid & CPR	1			
Total Quarter Credits:	15			
Spring - Fourth Year				
*EDUC 490 - Student Teaching	12			
*EDUC 495-Reflective Practice & Research in Educ.	2			
Total Quarter Credits:	14			
<i>Years 1-2 (AA).....101 credits Years 3-4 total.....93 credits</i>				
<i>Bachelor's Degree (BS) Total Credits.....194</i>				

Salish Kootenai College Catalog Year 2018-2019
Associate of Science and Bachelor of Science in Elementary Education

Student: _____ Student ID # _____ Advisor: _____

	Credits	Grade	Term Taken	Comments/Transfer Info
Fall - First Year				
ENGL 101 - English Composition I	3			
NASD 101- History of Indians in the U.S.	3			
HMNT 101- Intro to Humanities	3			
HPED 125 – First Aid and CPR	1			
NAS Elective (NASD, NASL)	3			
IDST 101 SKC Seminar	3			
Total Quarter Credits	16			
Winter - First Year				
* ENGL 202 English Composition II	3			
**MUSC 101 Music Fundamentals	3			
SS INTRO Elective	5			
POLS 100 American Government	5			
Total Quarter Credits	16			
Spring - First Year				
HIST Elective	3			
ARTD 111 Fundamentals of Art and Design or ARTD 140 Studio Arts, or ARTD 109 Self Expr.	3			
GEOG 100 Intro to Geography	5			
**EDUC 115 Computers in Education	3			
SPCH 100 Basic Communication	3			
Total Quarter Credits	17			

Fall - Second Year				
*MATH 132 Math for K-8 Teachers 1	5			
ECED 315 Literacy & Language in the EC Clsrm	3			
SCID 233 Integrated Persptvs. in Science for Educ 1	4			
EDUC 240 Human Growth & Development	4			
Total Quarter Credits	16			
Winter - Second Year				
* MATH 133 Math for K-8 Teachers II	5			
SCID 253 Integrated Persptvs. in Science for Educ 2	4			
*EDUC 235 Intro to Indian Education	3			
EDUC 175 Comm. Svc.-Learning in Educ.	2			
*ECED 209 Meeting the Needs of Families	3			
Total Quarter Credits	17			
Spring - Second Year				
*MATH 134 Math for K-8 Teachers III	5			
SCID 273 Integrated Persptvs. in Science for Educ 3	4			
EDUC 207 Health, Safety, and Drug Awareness	3			
*EDUC 178 Exploratory Field Experience	1			
*EDUC 203 Foundations of Education	5			
Total Quarter Credits	18			

* Prereq or Coreq

**This course may be challenged by passing a competency exam.

Elementary

	Credits	Grade	Term Taken	Comments/Transfer Info
Fall - Third Year				
*EDUC 250 Educational Psychology	3			
EDUC 352 Integrated Literacy 1: Selecting, Using, & Responding to Texts	4			
*EDUC 305 Technology in the Elementary Class	4			
*EDUC 307 Curriculum, Planning and Assessment	4			
Total Quarter Credits	15			

Winter - Third Year				
*EDUC 309 Guiding Social Dev't and Class Mgt.	4			
*EDUC 321 Research Writing in Education	3			
*EDUC 330 Teach Social Studies in the Elem Class	4			
*EDUC 331 Teach Social Studies Practicum	1			
*EDUC 337 Introduction to Special Education	5			
Total Quarter Credits	17			

Spring- Third Year				
*EDUC 311 Cultures, Div. and Ed. Ethics	3			
*EDUC 312 Diversity Practicum	1			
*EDUC 365 Teaching Music in the Elem. Class	3			
*EDUC 354 Int. Literacy 2: Meeting Individ. Needs	4			
*EDUC 355 Integrated Literacy 2 Practicum	1			
NASL / Open Elective	3			
Total Quarter Credits	15			

	Credits	Grade	Term Taken	Comments/Transfer Info
Fall - Fourth Year				
*EDUC 372 Teaching Math in the Early Grades	3			
*EDUC 371 Teaching Math Practicum	1			
*EDUC 360 Teaching the Arts in the Elem. Class	3			
*EDUC 361 Teaching the Arts Practicum	1			
*EDUC 356 Int. Literacy 3: Designing Lit. Exprncs. Cls	4			
*EDUC 357 Integrated Literacy 3 Practicum	1			
NASL / Open Elective	3			
Total Quarter Credits	16			

Winter - Fourth Year				
*EDUC 350 PE Methods and Health Enhance	4			
*EDUC 351 PE/Health Practicum	1			
*EDUC 397 Teaching Secondary Math-Middle Gr.	3			
*EDUC 390 Teaching Science in the Elem Class	4			
*EDUC 391 Teaching Science Practicum	1			
*EDUC 471 Action Research in Education	3			
HPED 125 First Aide/CPR	1			
Total Quarter Credits	17			

Spring - Fourth Year				
*EDUC 490 Student Teaching	12			
*EDUC 495 Reflective Practice and Research in Ed.	2			
Total Quarter Credits	14			

Years 1-2(AS).....100 credits Years 3-4 total.....94 credits
Bachelor's Degree Total Credits.....194

* Prereq or Coreq
 **This course may be challenged by passing a competency exam.
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Secondary Mathematics Education Degree Program

Odd Year 1

Even Year 2

Fall – First Year	Credits	Fall – Second Year	Credits
MATH 110 – Calculus 1 Mathematics Gen Ed Requirement	5	MATH 235 – Multivariable Calculus	5
ENGL 101 – English Composition 1 Communication Gen Ed Requirement 1	3	EDUC 240 – Human Growth and Development	4
MATH 103 – Contemporary Mathematics	5	MATH 201 – Intro to Abstract Math	5
NASD 101 - History of Indians in the United States Native American Studies Gen Ed Requirement 1	3	Open Elective (emphasis)	3
Total Credits: 16 Quarter Credits		Total Credits: 17 Quarter Credits	
Winter – First Year		Winter – Second Year	
MATH 111 – Calculus 2	5	MATH 223 – Linear Algebra (even) A	5
ENGL 202 – English Composition 2 Communication Gen Ed Requirement 2	3	EDUC 235 – Intro to American Indian Education Native American Studies BS Degree Gen Ed Requirement	3
IDST 101 SKC Seminar 4 Cs Gen Ed Requirement	3	MATH 241 – Statistics	5
EDUC 221 – Parent & Community Partner (odd) F	2	Fine Arts/Humanities List Elective (even) F Fine Arts and Humanities Gen Ed Requirement 2	3
Total Credits: 13 Quarter Credits		Total Credits: 16 Quarter Credits	
Spring – First Year		Spring – Second Year	
MATH 112 – Calculus 3	5	MATH 410 – Geometry (even) B	5
SPCH 100 – Basic Communication Communication Gen Ed Requirement 3	3	EDUC 203 – Foundations of Education	5
Humanities Into List Elective Fine Arts and Humanities Gen Ed Requirement 1	3	EDUC 178 – Exploratory Field Experience	1
Social Science Intro List Elective Social Science Gen Ed Requirement	5	EDUC 210 – Intro to Teaching Secondary Math	3
		EDUC 207 – Health, Safety & Drug Awareness	3
Total Credits: 16 Quarter Credits		Total Credits: 17 Quarter Credits	

Odd Year 3

Even Year 4

Fall – Third Year	Credits	Fall – Fourth Year	Credits
EDUC 250 – Educational Psychology	3	EDUC 398 – Teaching Sec Math–High School	3
EDUC 307 – Curriculum, Planning and Assessment	4	EDUC 399 – Teaching Sec Math–High Schl Pract	1
Native American Studies Open Elective (odd) D Native American Studies Gen Ed Requirement 2	3	EDUC 308 – Technology in Sec Class (even) D	3
Open Elective (emphasis) (odd) E	3	EDUC 313 – Sec Class Management (even) E	3
Natural Science Intro List Elective* Natural Science Intro Gen Ed Requirement	5	Experiential Art Open Elective	3
* Physics strongly recommended		Open Elective (emphasis)	3
Total Credits: 18 Quarter Credits		Total Credits: 16 Quarter Credits	
Winter – Third Year		Winter – Fourth Year	
MATH 231 – Differential Equations (odd) A	5	MATH 420 – Higher Mathematics for Teachers	5
EDUC 342 – Literacy Strategies in Sec. Ed. (odd) C	3	EDUC 337 – Intro to Spec Ed (even) C	5
EDUC 343 – Literacy Strat in Sec. Ed. Pract (odd) C	1	HPED 125 – First Aid and CPR	1
EDUC 397 – Teaching Sec. Math. – Middle Grades	3	EDUC 471 Action Research in Education	3
EDUC 212 – Mathematics Instruction Intern	5		
Total Credits: 17 Quarter Credits		Total Credits: 14 Quarter Credits	
Spring – Third Year		Spring – Fourth Year	
MATH 350 – Math Model with Tech (odd) B	5	EDUC 491 – Student Teaching in Sec Educ	12
EDUC 321 – Research Writing in Education Communication BS Degree Gen Ed Requirement	3	EDUC 495 – Reflect Pract and Research in Educ Critical Thinking BS Degree Gen Ed Requirement	2
EDUC 311 – Cultural Diversity and Educ Ethics	3		
EDUC 312 – Diversity Practicum	1		
HMNT 301 – Social and Environmental Ethics Citizenship BS Degree Gen Ed Requirement	3		
Total Credits: 15 Quarter Credits		Total Credits: 14 Quarter Credits	
		Total Program Credits: 189	

Secondary Science

BSSE Program

Year 1

Fall			
Dept.	Course Title	Cr.	Credits/Qtr.
ENGL 101	Engl. Comp I	3	
GEOL 101	Phys. Geo.	4	
GEOL 102	Phys Geo Lab	1	
BIOS 101	Gen Bio	4	
BIOS 102	Gen Bio Lab	1	
	Elective NAS-FAH/NASL [List A]	3	16

Winter

Dept.	Course Title	Cr.	Credits/Qtr.
ENGL 202	Engl Comp II	3	
MATH 108	Adv Funct. & Mod	3	
ENVS 203	Weather & Climate	3	
HMNT 101	Intro. to Humanities	3	
	Elective SS_INTRO [list C]	5	16

Spring

Dept.	Course Title	Cr.	Credits/Qtr.
NASD 101	Hist. of In in the US	3	
MATH 109	Trigonometry	3	
ASTR 110	Intro to Astronomy	5	
BIOS 112	Intro to Botany	3	
BIOS 113	Intro to Botany Lab	2	16

Year 2

Fall

Dept.	Course Title	Cr.	Credits/Qtr.
MATH 241	Statistics	5	
CHEM 150	Princ of Gen Chem	3	
CHEM 151	Princ of Gen Chem. Lab	2	
SPCH 100	Basic Communication	3	
EDUC 240	Human Growth & Dev	4	17

Winter

Dept.	Course Title	Cr.	Credits/Qtr.
CHEM 152	Princ of Chem II	3	
CHEM 153	Princ of Chem II Lab	2	
EDUC 235	Intro to Am Indian Edu	3	
EDUC 206	Intro to Sec Sci Teach	3	
BIOS 130	Intro to Microbio	4	
BIOS 131	Intro to Microbio Lab	1	16

Spring

Dept.	Course Title	Cr.	Credits/Qtr.
CHEM 140	Fund of Organic/Bio Chem	5	
BIOS 260	Principles of Ecology	3	
BIOS 261	Principles of Ecology Lab	2	
EDUC 178	Exploratory Field Exp	1	
EDUC 203	Foundations of Edu	5	
NASD 210	Intro to Indig Sci	3	19

Year 3

Fall			
Dept.	Course Title	Cr.	Credits/Qtr.
EDUC 250	Edu Psych	3	
EDUC 307	Curric, Plan & Asses	4	
PHYS 201	College Physics I	5	
MATH 110	Calculus I	5	17

Winter

Dept.	Course Title	Cr.	Credits/Qtr.
EDUC 342	Lit Strategies in Sec Edu	3	
EDUC 343	Lit in Sec Ed Practicum	1	
PHYS 203	College Physics II	5	
EDUC 337	Intro to Special Edu	5	
EDUC 221	Parent Partnership/Comm Coll	2	16

Spring

Dept.	Course Title	Cr.	Credits/Qtr.
EDUC 311	Cultures, Diversity & Edu Ethics	3	
EDUC 312	CDEE Practicum	1	
EDUC 207	Health, Safety & Drug Aware	3	
EDUC 392	Teaching Sci in Sec Ed Class I	3	
PHYS 205	College Physics III	5	
	ELECTIVEEXPR-ART-OPEN [LISD B]	3	17

Year 4

Fall

Dept.	Course Title	Cr.	Credits/Qtr.
EDUC 313	Sec Classroom Manag	3	
EDUC 308	Tech in Sec Ed	3	
SCID 301	Conduct & Report Sci Research	3	
LFSC 320	Mammalian Physiology	5	
	ELECTIVE FA Open/HUM-ADV	3	17

Winter

Dept.	Course Title	Cr.	Credits/Qtr.
LFSC 330	Genetics & Adaptation	4	
EDUC 395	Teach Sci in Sec Ed Class II	3	
BIOS 410	Conservation Biodiversity	3	
EDUC 393	Transition to Student Teach	3	
HPED 125	First Aid & CPR	1	
EDUC 471	Action Research in Edu	3	17

Spring

Dept.	Course Title	Cr.	Credits/Qtr.
EDUC 491	Student Teach in Sec Ed	12	
EDUC 495	Reflective Pract/Research Edu	2	14

Total Credits Program 198

Appendix E

Administration for Native Americans (ANA) grant Project: The Salish Language Educator
Development (SLED) Partnership Course Sequence

Degree Plan for Salish Language Educator Development (SLED) Program

Associate of Science Degree (A.S.)

Program Description

The Salish language(s) on the Flathead Reservation are greatly threatened. According to local surveys and Salish-Pend d'Oreille Culture Committee data, only 22 fluent speakers remain with the majority of them being over the age of 70. Only three to four of these speakers are actively involved in teaching the language. Additionally, those who are language speakers, or are acquiring the language(s) and are interested in teaching have not received training in pedagogical, classroom management and/or cultural mindset, and other educational strategies required to teach effectively. Simultaneously, we have highly qualified educators who have not been able to learn the language(s) at the level needed to teach the language(s) effectively.

The purpose of the Salish Language Teacher Education Program is to prepare and graduate professionals who are fluent in their Salish language and demonstrate the ability to teach that language to students from preschool through adulthood. This program is designed to meet the critical need for Native language teachers who are both fluent in their language and are skilled in teaching. Key features of the program include an emphasis on educational practices that sustain and revitalize Salish language and culture, as well as multiple opportunities for practicum experiences in which teacher candidates participate in observing, teaching, and reflecting upon these experiences with young students.

Career Opportunities

Graduates are prepared to work as Salish Language Teachers in Native language immersion schools, public school classrooms (P-12), or other private schools in which a Class 7 Certification or an associate's degree meets the qualifications.

Program Objectives:

First and second language acquisition and bilingualism

Teaching native language arts

Methods of teaching a second language (e.g., ESL, SSL, VSL)

Methods of teaching content areas, both bilingually and through the second language

Multicultural education including teaching the culturally and linguistically exceptional child
Program models, policy, school-community relations, and administrative issues in bilingual education and ESL

The phonology, morphology, and syntax of English

The phonology morphology and syntax of Salish language in addition to English (for bilingual teachers)

Assessment in bilingual/ESL settings

Curriculum development in bilingual/ESL settings

Reading and research in foundations of education (anthropology, sociology, history, philosophy, psychology) related to the education of minority languages students

Use of instructional technology for teaching first and second languages and content areas.

Program Outcomes:

Upon completion of the Associate of Science degree, candidates will demonstrate the skills, dispositions and knowledge in relationship to the following principles:

1. Demonstrated proficiency and fluency in verbal and written communication in Salish and in English
2. Knowledge of Salish history and cultures
3. Demonstrated ability to teach bilingual students

Salish Language Educator Development (SLED) Program, Salish Kootenai College

A.S. Degree Plan

Degree Plan for Salish Language Educator Development (SLED) Program

Associate of Science Degree (A.S.)

Program Description

The Salish language(s) on the Flathead Reservation are greatly threatened. According to local surveys and Salish-Pend d'Oreille Culture Committee data, only 22 fluent speakers remain with the majority of them being over the age of 70. Only three to four of these speakers are actively involved in teaching the language. Additionally, those who are language speakers, or are acquiring the language(s) and are interested in teaching have not received training in pedagogical, classroom management and/or cultural mindset, and other educational strategies required to teach effectively. Simultaneously, we have highly qualified educators who have not been able to learn the language(s) at the level needed to teach the language(s) effectively.

The purpose of the Salish Language Teacher Education Program is to prepare and graduate professionals who are fluent in their Salish language and demonstrate the ability to teach that language to students from preschool through adulthood. This program is designed to meet the critical need for Native language teachers who are both fluent in their language and are skilled in teaching. Key features of the program include an emphasis on educational practices that sustain and revitalize Salish language and culture, as well as multiple opportunities for practicum experiences in which teacher candidates participate in observing, teaching, and reflecting upon these experiences with young students.

Career Opportunities

Graduates are prepared to work as Salish Language Teachers in Native language immersion schools, public school classrooms (P-12), or other private schools in which a Class 7 Certification or an associate's degree meets the qualifications.

Program Objectives:

First and second language acquisition and bilingualism

Teaching native language arts

Methods of teaching a second language (e.g., ESL, SSL, VSL)

Methods of teaching content areas, both bilingually and through the second language

Multicultural education including teaching the culturally and linguistically exceptional child
Program models, policy, school-community relations, and administrative issues in bilingual education and ESL

The phonology, morphology, and syntax of English

The phonology morphology and syntax of Salish language in addition to English (for bilingual teachers)

Assessment in bilingual/ESL settings

Curriculum development in bilingual/ESL settings

Reading and research in foundations of education (anthropology, sociology, history, philosophy, psychology) related to the education of minority languages students

Use of instructional technology for teaching first and second languages and content areas.

Program Outcomes:

Upon completion of the Associate of Science degree, candidates will demonstrate the skills, dispositions and knowledge in relationship to the following principles:

1. Demonstrated proficiency and fluency in verbal and written communication in Salish and in English
2. Knowledge of Salish history and cultures
3. Demonstrated ability to teach bilingual students

Salish Language Educator Development (SLED) Program, Salish Kootenai College
A.S. Degree Plan

ANTH 101 Intro to Anthropology

First Year - Spring

MATH 132	Math for Elementary I	5 S 9:00 - 3:00	(10 Weeks)
EDUC 240	Human Growth & Development	4 M & W 3:30 - 5:30	(10 Weeks)
OPTIONAL	NASD 103 Flathead Res. Hist. 1850-1910	3	

Total Credits: 30/33

Second Year - To Be Developed

EDUC 235	Introduction to Indian Education	3
NLTE ***	Language Dev't & Instruction w/Lab	5
EDUC 221/NLTE ***	Parent and Community Partnerships	5
NLTE ***	Curriculum Development	3
ECED 130/1/ NLTE ***	Social Dev't & Positive Guidance w/lab	4
SCID 210	Science for Ed I: Life Sc. & Ecology	4
NLTE ***	Instructional Technology for NLTE	3
NLTE ***	Salish Qlispe Culture	3

Total Credits: 30

Third Year - To Be Developed

NASD 168	Salish Hymns/NLTE *** Salish Qlispe Music	3
EDUC 344/NLTE ***	Teaching Reading and Language Arts in NLTE/Bilingual Classrooms	5
NLTE ***	Assessment of Bilingual and ELL	5
NLTE 2**	Practicum for NLTE	6
NLTE ***	Teaching the Integrated Curriculum	5
NLTE***	Professional issues in Native Language Schools	3
NLTE ***	Supporting STEAM Learning	3

Total Credits: 30

Result: Associate of Science Degree in Education from the Salish Language Educator Development (SLED) Program

Part 6: Other Attachments

STEM Supporting Narrative (CPP4) is addressed throughout the descriptions of the SKC teacher education programs. Please read **Quality Project Services** from page 18 to 26 to learn about the junior and senior year STEM embedded course built into the teacher education programs with extensions from the courses to perform outreach among local schools in STEM areas. In addition, please see **Appendix A** which provides information on the science courses built into the education programs and the methods courses that continue throughout the junior and senior years. Appendix A also includes the induction professional development activities that both in-service and pre-service teachers are welcome to attend. You will also find information on the monthly Professional Learning Communities that meet on the SKC campus. Another opportunity for job-embedded STEM professional development and professional networking for support.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

**Budget Narrative for the:
Indigenous STEM in Teacher Education (I-STEM) Project Proposal**

Please see I-STEM Project Goals, Objectives, and Activities Table on pages 9-14 in the Project Narrative

YEAR 1		
PERSONNEL	Total:	\$86,971
Project Director .25 FTE (all project objectives)	\$18,850	
<p>Duties:</p> <ul style="list-style-type: none"> ○ Administer the grant, including overseeing the budget, supervising all grant activities, chairing bi-weekly and weekly meetings for Division faculty, Key Personnel, and American Indian Graduate Center. ○ Attend annual Project Director meetings as required. ○ Complete all reporting to the OIE. ○ Oversee recruitment, support, advise, track costs and progress in the program, and provide support when seeking employment for all participants. <p>Salary, percentage of time expended, and basis for costs:</p> <ul style="list-style-type: none"> ○ This will be a .50 FTE, 12-month position, with adjustments made in year 1 to account for current .5 FTE compensation paid through the 2016 PD Project. Adjustments will be made as follow: Year 1: .25 FTE will be taken from each project budget (PD 2016 and PD 2018). During years 2-5, .5 FTE will be 		

<p>budgeted in the 2018 I-STEM Project.</p> <ul style="list-style-type: none"> ○ Year 1 .25 FTE on SKC’s salary schedule: T3 III Step 21 (\$75,400) for a budgeted amount of \$18,850 during the first program year and \$37,700 for years 2, 3, 4, and 5. <p>Importance of position</p> <ul style="list-style-type: none"> ○ <i>Responsible for supervising all grant objectives and activities as well as reporting to OIE – essential for successful implementation of the Project.</i> 		
<p>Administrative Assistant (AA) .5 FTE (all project objectives)</p>	<p>\$22074</p>	
<p>Duties:</p> <ul style="list-style-type: none"> ○ Supporting the Project Director in fulfilling grant objectives and overall success of the Project. ○ Requires direct interaction with project participants to recruit, support, and advise. ○ Track costs and maintain participant accounts on the OIE website. ○ Provide participant support when seeking employment for participants. <p>Salary, percentage of time expended, and basis for cost:</p> <ul style="list-style-type: none"> ○ .5 FTE, 12-month position on SKC’s salary schedule: D1 II Step 16 (\$44,148) for a salary amount of \$22,074 for each of years 1-5. <p>Importance of position</p>		

<ul style="list-style-type: none"> ○ Responsible supporting all grant objectives – essential for successful implementation of the Project. 		
<p>PreK-8 Transitional Faculty Mentor .5 FTE (all project objectives)</p>	\$23,024	
<p>The main purpose of these positions is to create a very intentional support system for preK-8 participants that spans the participants’ acceptance into the project through their program preparation, their placement/employment in the field and their first two years as professional educators.</p>		
<p>Duties:</p> <ul style="list-style-type: none"> ○ Connect SKC candidates with mentors in area schools supporting good fit student teaching placements. ○ Create relationships with administrators and teachers to encourage highly skilled mentor teachers to engage in student teaching and all field experiences for SKC candidates. ○ Support candidates during their student teaching experiences to enhance their success and promote professionalism leading to employment opportunities. ○ Teach research methods, guide and promote action research during student teaching and leverage successful candidate research projects to promote meaningful change in area schools. ○ Leverage these relationships to match graduates with future employment opportunities to optimize their success. ○ Provide a multifaceted and individualized system of support to graduates, including actively promoting 		

ongoing professional development, during their first two years of teaching promoting retention, growth, and future leadership.

- Connect SKC graduates along with their new teaching colleagues, to professional development opportunities driven by emerging needs in the schools employing our graduates.

Salary, percentage of time expended, and basis for cost estimates:

- .5 FTE, 9-month positions on SKC new faculty Teacher Master’s Salary Schedule MA I Step 17 for a salary amount of $\$23,023.5 \times 2 = \$46,047$

Importance of position

- Responsible for supporting all grant objectives through use of background in STEM and culturally responsive practices to connect to developing or building upon existing relationships with mentor teachers and administrators in reservation schools. Each will be capable of supporting candidates throughout their student teaching placement and through their first 2 years of employment as professional educators. Each will engage in school based action research projects required of all SKC candidates. Each will be able to coach, model, and support graduates as they become established in their careers.

Secondary Transitional Faculty Mentor .5 FTE (all project objectives)	\$23,024	
<p>Duties:</p> <ul style="list-style-type: none"> ○ Connect SKC candidates with mentors in area schools supporting good fit student teaching placements. ○ Create relationships with administrators and teachers to encourage highly skilled mentor teachers to engage in student teaching and all field experiences for SKC candidates. ○ Support candidates during their student teaching experiences to enhance their success and promote professionalism leading to employment opportunities. ○ Teach research methods, guide and promote action research during student teaching and leverage successful candidate research projects to promote meaningful change in area schools. ○ Leverage these relationships to match graduates with future employment opportunities to optimize their success. ○ Provide a multifaceted and individualized system of support to graduates, including actively promoting ongoing professional development, during their first two years of teaching promoting retention, growth, and future leadership. ○ Connect SKC graduates along with their new teaching colleagues, to professional development opportunities driven by emerging needs in the schools employing our graduates. 		

Salary, percentage of time expended, and basis for cost estimates:				
<ul style="list-style-type: none"> .5 FTE, 9-month positions on SKC new faculty Teacher Master’s Salary Schedule MA I Step 17 for a salary amount of $\\$23,023.5 \times 2 = \\$46,047$ 				
Importance of position				
<ul style="list-style-type: none"> Responsible for supporting all grant objectives through use of background in STEM and culturally responsive practices to connect to developing or building upon existing relationships with mentor teachers and administrators in reservation schools. Each will be capable of supporting candidates throughout their student teaching placement and through their first 2 years of employment as professional educators. Each will engage in school based action research projects required of all SKC candidates. Each will be able to coach, model, and support graduates as they become established in their careers. 				
FRINGE			Total:	\$26,498
FICA 6.20%	Retirement 6.00%	W-8 Clerical (Work Comp)		
Medicare 1.45%	Unemployment 1.60%	Total Percentage = 15.98%		
Insurance costs: $\$600 \times 12$ months (single) = $\$7,200.00$				

<p>.25 (PD) + .5 x 3 (AA, PreK-8 TFM, Secondary TFM) = 1.75 x \$7,200 = \$12,600.</p> <p>For salaries, the total is \$86,971 x 15.98% = \$13,898 + \$12,600 (insurance) = \$26,498 Fringe</p>		
TRAVEL	Total:	\$8,387
Participant Project Travel (Objectives 3.1 and 3.2)	\$6,000	
<p>PreK-8 Transitional Faculty Mentor and Secondary Faculty Mentor mileage for collaboration with local schools for face-to-face visits to organize field placements, observe participants out in the field, and organize community outreach STEM events.</p> <p>Observations and/or STEM events: 10 participants x 3 quarterly observations = 30 observations x 3 quarters = 90 observations/STEM events (combined)</p> <p>Each observation averages 40 miles x .54 mileage = \$22 per observation</p> <p><u>90 observations and/or events x \$22 = \$1,980</u></p> <p><i>Indian Education for All Conference</i> in Bozeman, MT for participants to attend and present work.</p> <p>1 Faculty and 8 participants = \$70 per deim x 4 days x 9 people = \$2,520</p> <p>Lodging – 6 rooms x \$150 = \$900</p> <p>SKC van = \$600</p> <p><u>IEFA Conference Total: \$4,020</u></p>		

Induction partnership travel allowance (Objective 3.2)	\$1080	
Mileage paid to Flathead Reservation Education HUB induction committee. Each meeting averages 50 miles x .54 mileage = \$27 per meeting <u>10 members x 4 meetings x \$27 = \$1,080</u>		
Annual Project Directors Meeting in DC	\$1,307	
Airfare: \$700.00 Per Diem: \$69.00/day x 3 days = \$207.00 Lodging: \$200.00/night x 2 nights =400.00 Total cost of PD meeting: \$1,307.00		
SUPPLIES	Total:	\$6,800
1) General office supplies for the Project are estimated at \$125.00/month for 12 months for a total cost of \$1,500 . This amount is based on past office expenses with previous grants of this nature. This will include general office supplies such as paper, pens, filing folders, etc.	\$1,500	
2) Copying/printing costs are calculated at \$150.00/month for 12 months for an amount of \$1800.00 . This will include toner, machine service and other copier expenses for Project staff. This amount is based upon copying costs of current projects of this nature.	\$1,800	
3) Recruitment Materials will be produced to include pamphlets and other materials to share information		

about SKC Education Programs. This cost is set at \$3,500 with \$1,000 for Secondary Education Programs, \$1,000 for P-3 and Elementary Programs and \$1,500 for the Division as a whole for all Education Programs with a total of \$3,500 .	\$3,500	
CONTRACTUAL	Total:	\$31,860
American Indian Graduate Center – recruit participants in the Northwestern U.S. using 3–part outreach: 3 recruitment events, social media campaigns, and mining their extensive database of students that are eligible to participate and have an interest in pursuing teaching as their profession. Central to recruitment of secondary participants especially but will also benefit PreK-8 participant numbers.	19,360	
Videographer and Media Design – produce an informational SKC Education Program video to share locally, with the American Indian Graduate Center and online for recruitment	10,000	
Project Evaluator – ensure that data are analyzed without bias and data will be used to capture the needs of our participants early in their programs and use data to inform our work; we also want to be able to analyze and report on data and project activities using both formative and summative data.	\$2,500	
OTHER	Total:	\$2025

<p>Background Checks for participants – candidates are required to get a background check every two years since some participants will be current on any given year, estimate for year one is: 15participants x \$35 background check = \$525</p> <p>Praxis subject assessments for participants –candidates take the Praxis during their junior year so all will not take the Praxis during the same year, estimate for year one is 10 participants x \$150 = \$1,500.</p>		
INDIRECT COSTS	Total:	\$39,009.83
The current IDC rate is 24%. A copy of the most current IDC Agreement is attached; however, a new Agreement has been submitted and approved at this same rate and we are awaiting the updated agreement.		
TRAINING STIPENDS	Total:	\$195,000
A minimum of 20 participants will be served and provided a monthly stipend of \$1,000/month for 9 months for a total of \$180,000 . \$750 per year for books and/or tuition x 20 participants = \$15,000		
YEAR 1 Total:	Total:	\$396,551

YEARS 2 and 3		
*(only change from year 1 is the change in PD from .25 FTE to .5 FTE)		
PERSONNEL	Total:	\$105,821
Project Director .5 FTE (all project objectives)	\$37,700	

<p>Duties:</p> <ul style="list-style-type: none"> ○ Administer the grant, including overseeing the budget, supervising all grant activities, chairing bi-weekly and weekly meetings for Division faculty, Key Personnel, and American Indian Graduate Center. ○ Attend annual Project Director meetings as required. ○ Complete all reporting to the OIE. ○ Oversee recruitment, support, advise, track costs and progress in the program, and provide support when seeking employment for all participants. <p>Salary, percentage of time expended, and basis for costs:</p> <ul style="list-style-type: none"> ○ This will be a .50 FTE, 12-month position, with adjustments made in year 1 to account for current .5 FTE compensation paid through the 2016 PD Project. Adjustments will be made as follow: Year 1: .25 FTE will be taken from each project budget (PD 2016 and PD 2018). During years 2-5, .5 FTE will be budgeted in the 2018 I-STEM Project. ○ Year 1 .25 FTE on SKC’s salary schedule: T3 III Step 21 (\$75,400) for a budgeted amount of \$18,850 during the first program year and \$37,700 for years 2, 3, 4, and 5. <p>Importance of position</p> <ul style="list-style-type: none"> ○ <i>Responsible for supervising all grant objectives and activities as well as reporting to OIE – essential for</i> 		
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<i>successful implementation of the Project.</i>		
Administrative Assistant (AA) .5 FTE (all project objectives)	\$22074	
<p>Duties:</p> <ul style="list-style-type: none"> ○ Supporting the Project Director in fulfilling grant objectives and overall success of the Project. ○ Requires direct interaction with project participants to recruit, support, and advise. ○ Track costs and maintain participant accounts on the OIE website. ○ Provide participant support when seeking employment for participants. <p>Salary, percentage of time expended, and basis for cost:</p> <ul style="list-style-type: none"> ○ .5 FTE, 12-month position on SKC’s salary schedule: D1 II Step 16 (\$44,148) for a salary amount of \$22,074 for each of years 1-5. <p>Importance of position</p> <ul style="list-style-type: none"> ○ Responsible supporting all grant objectives – essential for successful implementation of the Project. 		
PreK-8 Transitional Faculty Mentor .5 FTE (all project objectives)	\$23,024	
The main purpose of these positions is to create a very intentional support system for preK-8 participants that spans the participants’ acceptance into the project through their program preparation, their placement/employment in the field and their first two years as professional educators.		

<p>Duties:</p> <ul style="list-style-type: none"> ○ Connect SKC candidates with mentors in area schools supporting good fit student teaching placements. ○ Create relationships with administrators and teachers to encourage highly skilled mentor teachers to engage in student teaching and all field experiences for SKC candidates. ○ Support candidates during their student teaching experiences to enhance their success and promote professionalism leading to employment opportunities. ○ Teach research methods, guide and promote action research during student teaching and leverage successful candidate research projects to promote meaningful change in area schools. ○ Leverage these relationships to match graduates with future employment opportunities to optimize their success. ○ Provide a multifaceted and individualized system of support to graduates, including actively promoting ongoing professional development, during their first two years of teaching promoting retention, growth, and future leadership. ○ Connect SKC graduates along with their new teaching colleagues, to professional development opportunities driven by emerging needs in the schools employing our graduates. <p>Salary, percentage of time expended, and basis for cost estimates:</p>		
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<ul style="list-style-type: none"> ○ .5 FTE, 10-month positions on SKC new faculty Teacher Master’s Salary Schedule MA I Step 17 for a salary amount of $\\$23,023.5 \times 2 = \\$46,047$ <p>Importance of position</p> <ul style="list-style-type: none"> ○ Responsible for supporting all grant objectives through use of background in STEM and culturally responsive practices to connect to developing or building upon existing relationships with mentor teachers and administrators in reservation schools. Each will be capable of supporting candidates throughout their student teaching placement and through their first 2 years of employment as professional educators. Each will engage in school based action research projects required of all SKC candidates. Each will be able to coach, model, and support graduates as they become established in their careers. 		
Secondary Transitional Faculty Mentor .5 FTE (all project objectives)	\$23,024	
<p>Duties:</p> <ul style="list-style-type: none"> ○ Connect SKC candidates with mentors in area schools supporting good fit student teaching placements. ○ Create relationships with administrators and teachers to encourage highly skilled mentor teachers to engage in student teaching and all field experiences for SKC candidates. ○ Support candidates during their student teaching experiences to enhance their success and promote 		

professionalism leading to employment opportunities.

- Teach research methods, guide and promote action research during student teaching and leverage successful candidate research projects to promote meaningful change in area schools.
- Leverage these relationships to match graduates with future employment opportunities to optimize their success.
- Provide a multifaceted and individualized system of support to graduates, including actively promoting ongoing professional development, during their first two years of teaching promoting retention, growth, and future leadership.
- Connect SKC graduates along with their new teaching colleagues, to professional development opportunities driven by emerging needs in the schools employing our graduates.

Salary, percentage of time expended, and basis for cost estimates:

- .5 FTE, 10-month positions on SKC new faculty Teacher Master’s Salary Schedule MA I Step 17 for a salary amount of $\$23,023.5 \times 2 = \$46,047$

Importance of position

- Responsible for supporting all grant objectives through use of background in STEM and culturally responsive practices to connect to developing or building upon existing relationships with mentor

<p>teachers and administrators in reservation schools. Each will be capable of supporting candidates throughout their student teaching placement and through their first 2 years of employment as professional educators. Each will engage in school based action research projects required of all SKC candidates. Each will be able to coach, model, and support graduates as they become established in their careers.</p>				
FRINGE			Total:	\$31,310
FICA 6.20%	Retirement 6.00%	W-8 Clerical (Work Comp)		
Medicare 1.45%	Unemployment 1.60%	Total Percentage = 15.98%		
<p>Insurance costs: \$600 x 12 months (single) = \$7,200.00</p> <p>.5 x 4 (PD, AA, PreK-8 TFM, Secondary TFM) = 2.0 x \$7,200 = \$14,400.</p> <p>For salaries, the total is \$105,821 x 15.98% = \$16,910 + \$14,400 (insurance) = \$31,310 Fringe</p>				
TRAVEL			Total:	\$8,387
Participant Project Travel (Objectives 3.1 and 3.2)			\$6,000	
<p>PreK-8 Transitional Faculty Mentor and Secondary Faculty Mentor mileage for collaboration with local schools for face-to-face visits to organize field placements, observe participants out in the field, and organize community outreach STEM events.</p>				

<p>Observations and/or STEM events: 10 participants x 3 quarterly observations = 30 observations x 3 quarters = 90 observations/STEM events (combined)</p> <p>Each observation averages 40 miles x .54 mileage = \$22 per observation</p> <p><u>90 observations and/or events x \$22 = \$1,980</u></p> <p><i>Indian Education for All Conference</i> in Bozeman, MT for participants to attend and present work.</p> <p>1 Faculty and 8 participants = \$70 per deim x 4 days x 9 people = \$2,520</p> <p>Lodging – 6 rooms x \$150 = \$900</p> <p>SKC van = \$600</p> <p><u>IEFA Conference Total: \$4,020</u></p>		
Induction partnership travel allowance (Objective 3.2)	\$1080	
<p>Mileage paid to Flathead Reservation Education HUB induction committee.</p> <p>Each meeting averages 50 miles x .54 mileage = \$27 per meeting</p> <p><u>10 members x 4 meetings x \$27 = \$1,080</u></p>		
Annual Project Directors Meeting in DC	\$1,307	

<p>Airfare: \$700.00</p> <p>Per Diem: \$69.00/day x 3 days = \$207.00</p> <p>Lodging: \$200.00/night x 2 nights =400.00</p> <p>Total cost of PD meeting: \$1,307.00</p>		
SUPPLIES	Total:	\$3,300
<p>1) General office supplies for the Project are estimated at \$125.00/month for 12 months for a total cost of \$1,500. This amount is based on past office expenses with previous grants of this nature. This will include general office supplies such as paper, pens, filing folders, etc.</p> <p>2) Copying/printing costs are calculated at \$150.00/month for 12 months for an amount of \$1800.00. This will include toner, machine service and other copier expenses for Project staff. This amount is based upon copying costs of current projects of this nature.</p>		
CONTRACTUAL	Total:	\$21,860
<p>American Indian Graduate Center – recruit participants in the Northwestern U.S. using 3–part outreach: 1 recruitment events, social media campaigns, and mining their extensive database of students that are eligible to participate and have an interest in pursuing teaching as their profession. Central to recruitment of secondary participants especially but will also benefit PreK-8 participant numbers. The bulk of recruitment will be done in year one.</p>	11,360	

<p>Project Evaluator – ensure that data are analyzed without bias and data will be used to capture the needs of our participants early in their programs and use data to inform our work; we also want to be able to analyze and report on data and project activities using both formative and summative data.</p>	<p>\$2,500</p>	
<p>OTHER</p>	<p>Total:</p>	<p>\$2025</p>
<p>Background Checks for participants – candidates are required to get a background check every two years since some participants will be current on any given year, estimate for year one is: 15participants x \$35 background check = \$525</p> <p>Praxis subject assessments for participants –candidates take the Praxis during their junior year so all will not take the Praxis during the same year, estimate for year one is 10 participants x \$150 = \$1,500.</p>		
<p>INDIRECT COSTS</p>	<p>Total:</p>	<p>\$39,528.77</p>
<p>The current IDC rate is 24%. A copy of the most current IDC Agreement is attached; however, a new Agreement has been submitted and approved at this same rate and we are awaiting the updated agreement.</p>		
<p>TRAINING STIPENDS</p>	<p>Total:</p>	<p>\$195,000</p>

A minimum of 20 participants will be served and provided a monthly stipend of \$1,000/month for 9 months for a total of \$180,000 . \$750 per year for books and/or tuition x 20 participants = \$15,000		
YEARS 2 AND 3 TOTAL for each year	Total:	\$399,232

INDUCTION YEARS 3 AND 4		
PERSONNEL	Total:	\$64,221
Project Director .4 FTE (all project objectives)	\$30,160	
<p>Duties:</p> <ul style="list-style-type: none"> ○ Administer the grant, including overseeing the budget, supervising all grant activities, chairing bi-weekly and weekly meetings for Division faculty, Key Personnel, and American Indian Graduate Center. ○ Attend annual Project Director meetings as required. ○ Complete all reporting to the OIE. ○ Oversee recruitment, support, advise, track costs and progress in the program, and provide support when seeking employment for all participants. <p>Salary, percentage of time expended, and basis for costs:</p> <ul style="list-style-type: none"> ○ This will be a .40 FTE, 12-month position, for induction years. <p>Importance of position</p>		

<ul style="list-style-type: none"> ○ <i>Responsible for supervising all grant objectives and activities as well as reporting to OIE – essential for successful implementation of the Project.</i> 		
Administrative Assistant (AA) .25 FTE (all project objectives)	\$11,037	
<p>Duties:</p> <ul style="list-style-type: none"> ○ Supporting the Project Director in fulfilling grant objectives and overall success of the Project. ○ Track costs and maintain participant accounts on the OIE website. ○ Provide participant support when seeking employment for participants. ○ Support Participants in recording their service payback once they are employed in qualifying positions. <p>Salary, percentage of time expended, and basis for cost:</p> <ul style="list-style-type: none"> ○ .25 FTE, 12-month position on SKC’s salary schedule: D1 II Step 16 (\$44,148) for a salary amount of \$11,037 for years 4 and 5. <p>Importance of position</p> <ul style="list-style-type: none"> ○ Responsible supporting induction and payback project objectives. This position was cut back from years 2 and 3 as there will no longer be the need to monitor academic progress through progress reports or submit paperwork for monthly stipends. 		
PreK-8 Transitional Faculty Mentor .25 FTE (all project objectives)	\$11,512	

<p>The main purpose of these positions is to create a very intentional support system for preK-8 participants upon their placement/employment in the field during their first two years as professional educators.</p>		
<p>Duties:</p> <ul style="list-style-type: none"> ○ Provide a multifaceted and individualized system of support to graduates, including actively promoting ongoing professional development, during their first two years of teaching promoting retention, growth, and future leadership. ○ Connect SKC graduates along with their new teaching colleagues, to professional development opportunities driven by emerging needs in the schools employing our graduates. <p>Salary, percentage of time expended, and basis for cost estimates:</p> <ul style="list-style-type: none"> ○ .25 FTE, 9-month positions on SKC new faculty Teacher Master’s Salary Schedule MA I Step 17 for a salary amount of $\\$23,023.5 \times 2 = \\$46,047$. This was cut down for induction years as there will be less observations and the previous years will have set up the mentors in the schools for the new teachers. <p>Importance of position</p> <ul style="list-style-type: none"> ○ Responsible for supporting all grant objectives through use of background in STEM and culturally responsive practices to connect to developing or building upon existing relationships with mentor teachers and administrators in reservation schools. Each will be capable of supporting candidates 		

<p>through their first 2 years of employment as professional educators. Each will be able to coach, model, and support graduates as they become established in their careers.</p>		
<p>Secondary Transitional Faculty Mentor .25 FTE (all project objectives)</p>	<p>\$11,512</p>	
<p>Duties:</p> <ul style="list-style-type: none"> ○ Provide a multifaceted and individualized system of support to graduates, including actively promoting ongoing professional development, during their first two years of teaching promoting retention, growth, and future leadership. ○ Connect SKC graduates along with their new teaching colleagues, to professional development opportunities driven by emerging needs in the schools employing our graduates. <p>Salary, percentage of time expended, and basis for cost estimates:</p> <ul style="list-style-type: none"> ○ .25 FTE, 9-month positions on SKC new faculty Teacher Master’s Salary Schedule MA I Step 17 for a salary amount of $\\$23,023.5 \times 2 = \\$46,047$. This was cut down for induction years as there will be less observations and the previous years will have set up the mentors in the schools for the new teachers. <p>Importance of position</p> <ul style="list-style-type: none"> ○ Responsible for supporting all grant objectives through use of background in STEM and culturally responsive practices to connect to developing or building upon existing relationships with mentor 		

<p>teachers and administrators in reservation schools. Each will be capable of supporting candidates through their first 2 years of employment as professional educators. Each will be able to coach, model, and support graduates as they become established in their careers.</p>				
FRINGE			Total:	\$19,262
FICA 6.20%	Retirement 6.00%	W-8 Clerical (Work Comp)		
Medicare 1.45%	Unemployment 1.60%	Total Percentage = 15.98%		
<p>Insurance costs: \$600 x 12 months (single) = \$7,200.00</p> <p>.5 x 4 (PD, AA, PreK-8 TFM, Secondary TFM) = 1.25 x \$7,200 = \$9,000.</p> <p>For salaries, the total is \$71,761 x 15.98% = \$11,467 + \$9,000 (insurance) = \$20,467 Fringe</p>				
TRAVEL			Total:	\$4,601
Participant Project Travel (Objectives 3.1 and 3.2)			\$2,294	
<p>Provide mileage for job seeking participants to for interviews. 5 participants x (100 miles x .54) = \$270.</p> <p>Hold a retreat and at the end of each year to reunite and network. Provide mileage for those participants who are teaching in Montana to attend the retreat. 10 participants estimated to travel from outside of the Flathead Reservation area 10 participants x (400 miles x .54) = \$2,160.</p>				
Induction partnership travel allowance (Objective 3.2)			\$1080	

Mileage paid to Flathead Reservation Education HUB induction committee. Each meeting averages 50 miles x .54 mileage = \$27 per meeting <u>10 members x 4 meetings x \$27 = \$1,080</u>		
Annual Project Directors Meeting in DC	\$1,307	
Airfare: \$700.00 Per Diem: \$69.00/day x 3 days = \$207.00 Lodging: \$200.00/night x 2 nights =400.00 Total cost of PD meeting: \$1,307.00		
SUPPLIES	Total:	\$2,100
<p>1) General office supplies for the Project are estimated at \$125.00/month for 12 months for a total cost of \$1,500. This amount is based on past office expenses with previous grants of this nature. This will include general office supplies such as paper, pens, filing folders, etc.</p> <p>2) Copying/printing costs are calculated at \$150.00/month for 12 months for an amount of \$1800.00. This will include toner, machine service and other copier expenses for Project staff. This amount is based upon copying costs of current projects of this nature.</p> <p>3) Induction Resources will be used for publications and other materials to assist new teachers for their new jobs – these are calculated at \$140 x 20 = \$2,800.</p>		

CONTRACTUAL	Total:	\$2,500
Project Evaluator – ensure that data are analyzed without bias and data will be used to capture the needs of our participants early in their programs and use data to inform our work; we also want to be able to analyze and report on data and project activities using both formative and summative data.	\$2,500	
INDIRECT COSTS	Total:	\$23,204
The current IDC rate is 24%. A copy of the most current IDC Agreement is attached; however, a new Agreement has been submitted and approved at this same rate and we are awaiting the updated agreement.		
YEARS 4 AND 5 TOTALS for each individual year	Total:	\$119,888

Total budget for all 5 years: \$1,434,790.00