

**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 # S299B180052**

**Grants.gov Tracking#: GRANT12686433**

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

Closing Date: Jul 30, 2018

PR/Award # S299B180052

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

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="07/30/2018"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
<b>State Use Only:</b>		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: <input type="text" value="Stone Child College"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="81-0420650"/>	* c. Organizational DUNS: <input type="text" value="6038046910000"/>	
<b>d. Address:</b>		
* Street1: <input type="text" value="8294 Upper Box Elder Road"/>	Street2: <input type="text"/>	
* City: <input type="text" value="Box Elder"/>	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="595210000"/>	
<b>e. Organizational Unit:</b>		
Department Name: <input type="text" value="Academics"/>	Division Name: <input type="text" value="Academics"/>	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Kadene"/>	Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Drummer"/>	Suffix: <input type="text"/>	
Title: <input type="text"/>		
Organizational Affiliation: <input type="text"/>		
* Telephone Number: <input type="text" value="406.395.4875"/>	Fax Number: <input type="text" value="406.395.4836"/>	
* Email: <input type="text" value="kdrummer@stonechild.edu"/>		

**Application for Federal Assistance SF-424**

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

U: Tribally Controlled Colleges and Universities (TCCUs)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.299

CFDA Title:

Indian Education -- Special Programs for Indian Children

**\* 12. Funding Opportunity Number:**

ED-GRANTS-061418-001

\* Title:

Office of Elementary and Secondary Education (OESE): Office of Indian Education (OIE): Indian Education Discretionary Grants Programs: Professional Development Grants Program CFDA Number 84.299B

**13. Competition Identification Number:**

84-299B2018-1

Title:

FY18 Professional Development 84.299B

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

Add Attachment

Delete Attachment

View Attachment

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

Stone Child College 2018 Indian Education Professional Development Project

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

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

* a. Federal	<input type="text" value="399,766.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="399,766.00"/>

**\* 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

Stone Child 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	119,506.00	119,506.00	119,506.00	60,611.00	60,611.00	479,740.00
2. Fringe Benefits	38,015.00	38,015.00	38,015.00	19,280.00	19,280.00	152,605.00
3. Travel	8,141.00	8,141.00	8,141.00	4,001.00	4,001.00	32,425.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	11,802.00	4,902.00	4,902.00	4,800.00	4,800.00	31,206.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	6,750.00	6,750.00	6,750.00	13,500.00	13,500.00	47,250.00
9. Total Direct Costs (lines 1-8)	184,214.00	177,314.00	177,314.00	102,192.00	102,192.00	743,226.00
10. Indirect Costs*	14,737.00	14,185.00	14,185.00	8,175.00	8,175.00	59,457.00
11. Training Stipends	200,815.00	205,815.00	205,815.00			612,445.00
12. Total Costs (lines 9-11)	399,766.00	397,314.00	397,314.00	110,367.00	110,367.00	1,415,128.00

**\*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: 06/30/2022 (mm/dd/yyyy)

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

The Indirect Cost Rate is 35.44%.

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

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

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

Is included in your approved Indirect Cost Rate Agreement? Or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00%.  
PR/Award # S299B180052

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

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

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Barbara Bacon</p>	<p>TITLE</p> <p>President</p>
<p>APPLICANT ORGANIZATION</p> <p>Stone Child College</p>	<p>DATE SUBMITTED</p> <p>07/30/2018</p>

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB  
4040-0013

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

**4. Name and Address of Reporting Entity:**

Prime     SubAwardee

\* Name:

\* Street 1:     Street 2:

\* City:     State:     Zip:

Congressional District, if known:

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

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

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

**10. a. Name and Address of Lobbying Registrant:**

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1:     Street 2:

\* City:     State:     Zip:

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

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1:     Street 2:

\* City:     State:     Zip:

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

\* Signature:

\* Name: Prefix  \* First Name  Middle Name

\* Last Name  Suffix

Title:     Telephone No.:     Date:

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Standard Form - LLL (Rev. 7-97)

## NOTICE TO ALL APPLICANTS

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

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

### To Whom Does This Provision Apply?

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

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

### What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

### Estimated Burden Statement for GEPA Requirements

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

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

1248-13 GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

**NOTICE TO ALL APPLICANTS–GEPA REQUIREMENTS:**

*Stone Child College's IEPDP 2018* application and institution meets all barriers under section 427 of GEPA. The six barriers will be addressed as follows:

**Gender:** The following table presents the student population by gender at Stone Child College

<b>Institution</b>	<b>Male (%)</b>	<b>Female (%)</b>
Stone Child College	42%	58%

Participants in this program will reflect this gender make-up to the extent possible. We will provide equitable services to students regardless of gender. Therefore, we anticipate that gender will not be an issue in meeting the goals set forth in the application.

**Race:** The following table presents the student population by race at Stone Child College.

<b>Institution</b>	<b>Native American (%)</b>	<b>Non Native (%)</b>
Stone Child College	97%	3%

Participants in this program will reflect this racial make-up to the extent possible. Through our ongoing efforts, we will provide services and activities that are equitable to Native and non-Native students alike. Therefore, we anticipate that race will not be an issue in meeting the goals set forth in the application.

**National Origin:** The following table presents the student population by citizenship at Stone Child College

<b>Institution</b>	<b>American (%)</b>	<b>Canadian (%)*</b>
Stone Child College	100%	0%

\* *At times, we have students who are dual citizens of the United States and Canada and will be eligible for all services. This has never been a barrier in our district because of the close relationship of Chippewa Cree tribal members with Canadian Cree Indians.*

Participants in this program will reflect this national origin make-up to the extent possible. Through our ongoing efforts, we will provide services and activities that are equitable to American and Canadian students alike. Therefore, we anticipate that national origin will not be an issue in meeting the goals set forth in the application.

**Color:** Although 3% of our student body is non-Indian, any non-Indian student that enrolls in Stone Child College will be eligible for all services. Color has never been a barrier for our institution to overcome.

**Disability:** The following table presents the student population by disability status at each of Stone Child College

<b>Institution</b>	<b>Non Disabled (%)</b>	<b>Disabled (%)</b>
Stone Child College	99%	1%

Participants in this program will reflect this disability make-up as much as possible. Through our

ongoing efforts, we will provide services and activities that are equitable to all students regardless of disability status.

All facilities are compliant with ADA standards for accessible design. Further, each entity strives to make special accommodations for students who may be physically, visually, or hearing impaired. Specific services for the physically challenged students will be provided on an equitable basis.

**Age:** Age will not be an issue in meeting the goals set forth in the application.

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

### Statement for Loan Guarantees and Loan Insurance

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

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

<b>* APPLICANT'S ORGANIZATION</b> Stone Child College	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: Mrs.	* First Name: Cory Middle Name:
* Last Name: Sangrey -Billy	Suffix:
* Title: President	
<b>* SIGNATURE:</b> Barbara Bacon	<b>* DATE:</b> 07/30/2018

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

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

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	Kadene		Drummer	

Address:

Street1:	8294 Upper Box Elder Road
Street2:	
City:	Box Elder
County:	
State:	MT: Montana
Zip Code:	595210000
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
406.395.4875	

Email Address:

kdrummer@stonechild.edu

**2. Novice Applicant:**

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

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

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

Yes  No

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

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

No Provide Assurance #, if available:

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

	Add Attachment	Delete Attachment	View Attachment
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## Abstract

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

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

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

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## You may now Close the Form

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

\* Attachment:

Stone Child College is an accredited Tribal College on the Rocky Boy Reservation in Montana, home of the Chippewa Cree. Stone Child College was recently accredited to offer a four-year elementary education degree; this accredited status was a major victory for Indian education on a local, state, and national level. The fruition of becoming the *second* tribal college in Montana to offer a fully accredited teacher education program will be felt for generations. The successes of the program lays in addressing the problems facing rural and isolated reservation schools by changing the factors that impede student growth, particularly Native American students. Such factors include the preparation and employment of Native American teachers who can educate all students, particularly Native American students, through culturally relevant and efficacious teaching practices. The education of these future teachers is embedded in the professional practices and cultural values that will guide them as they begin their teaching careers.

The absolute priority of the 2018 Stone Child College IEPD proposal is to provide support and training to Indian individuals to complete an education program before the end of the award period that enables the individuals to meet the requirements for full State certification or licensure as a teacher through (a) training that leads to a Bachelor's Degree in Elementary Education; or (b) training in a current or new specialized teaching assignment (special education) that requires a master's degree and in which a documented teacher shortage exists. In compliance with this priority, the project has developed the following goals, objectives, and outcomes.

The overall goal of the 2018 Stone Child College IEPD Project is to increase the number of Native American certified elementary and special education teachers in Montana's public, private, and tribal schools, which serve significant numbers of Indian students, particularly the LEAs on or near the Rocky Boy Reservation. To accomplish this goal, Project staff will provide educational, financial, and technological resources to a total of 20 participants (15 Elementary Education and 5 Special Education) who are American Indian pre-service candidates to complete a program that will lead to a Bachelor's Degree in Elementary Education or a Master's Degree in Special Education, and to offer intensive, strength-based induction activities for graduates from the program for a minimum of two years.

The anticipated outcome for the SCC 2018 IEPD project is that 15 Native American elementary education teachers are certified in Montana and are hired in Montana schools that serve a high proportion of Indian students; and five Native American special education teachers are certified in Montana and are hired in Montana schools that serve a high proportion of Indian students.

The competitive priorities for the Stone Child College 2018 IEPD proposal are as follows:

- 1. Competitive Preference Priority 1** The Project qualifies for three points as we have included two letters of support signed by the authorized representative of a an LEA that agrees to consider program graduates for qualifying employment and that serves a high proportion of Indian students The letters from Rocky Boy Public School and Box Elder Public School are included in Appendix G.
- 2. Competitive Preference Priority 2** The SCC 2018 IEPD proposal qualifies for five points as a project submitted by a TCU that is eligible to participate in the Professional Development program. We have also included a consortium agreement with the University of Montana in order to the offer an option of a Master's Degree in Special Education. The lead applicant for the consortium is Stone Child College, a TCU accredited to offer a four year elementary education degree.
- 3. Competitive Preference Priority 4** The SCC 2018 IEPD proposal is seeking five points as a project that is designed to increase the opportunities for high-quality preparation of, or professional development for, teachers in STEM. We have included a comprehensive description in Appendix I of how the proposal meets the requirement of providing in-depth training in *five or more instructional strategies* and pedagogical practices through a year-long program course/course sequence **and** through required job-embedded activities during the induction period.

A detailed explanation of how the project will recruit qualified Indian individuals is included in Appendix C; how the project will use funds made available under the grant to support recruitment, preparation, and professional development of Indian teachers or principals in local education agencies including BIE-funded schools that have a high proportion of Indian students is included in Appendix D; and Appendix E explains how participants will be assisted in meeting the payback requirements.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

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### **Additional Information**

1. Appendix A: Resumes for Project Director and Key Personnel
2. Appendix B: Indirect Cost Rate Agreement
3. Appendix C: How the project will recruit qualified Indian individuals
4. Appendix D: How the project will use funds made available under the grant to support recruitment, preparation, and professional development of Indian teachers or principals in local education agencies (including BIE-funded schools) that have a high proportion of Indian students
5. Appendix E: How the project will assist participants in meeting the payback requirements.
6. Appendix F: How the application meets Absolute Priority One
7. Appendix G: Letters of support
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**(a) Need for Project**

*(1) The extent to which specific gaps or weaknesses have been identified and will be addressed*

Stone Child College is an accredited Tribal College or University (TCU) located on the Rocky Boy Reservation in Montana, home of the Chippewa Cree. Stone Child College was recently accredited to offer a four-year elementary education degree; this accredited status was a major victory for Indian education on a local, state, and national level. The fruition from becoming the second tribal college in Montana to offer a fully accredited teacher education program will be felt for generations. The successes of the program are based on addressing the problems facing rural and isolated reservation schools by changing the factors that impede educational growth for all students, particularly Native American students. Such factors include the preparation and employment of Native American teachers who can educate all students, particularly Native American students, through culturally relevant and efficacious teaching practices. The education of these future teachers from SCC is embedded in the professional practices and cultural values that will guide them as they begin their teaching careers.

Over the years, Stone Child College collected data from staff, faculty, and the community using various data collection methods. Without exception, the findings from these data consistently expressed a strong desire for SCC to have a four-year program. In 2015 SCC completed their five-year community needs assessment and one of the open-ended questions asked was, “What Program would you like to see offered?” In response to this question, the majority comment was a four-year teacher education degree program. Furthermore, SCC Board of Directors met in August of 2015 and as part of their activities to continue development of the College, they discussed the vision, expectations, and hopes for the institution. From these activities, one of the areas that surfaced was the need to develop four-year programs, one being

in teacher education. Similar information was also gathered from the staff and faculty retreats for 2015. In 2014, the student-centered campus committee also listed four-year degree programs, one being teacher education, as an opportunity for better serving SCC students. In 2010, SCC completed a community wide needs assessment and faculty reported the need to offer a four-year program was the most important.

In addition to identified community needs, data collected from past graduates described the need to offer a four-year teaching degree. Once students successfully completed their Associate of Arts Degree with a Teacher Education option they were faced with two choices: leave their families and community to complete a bachelor's degree or begin working in local schools as a paraprofessional. Many transferred successfully, either on their own or under a 2 + 2 articulation agreement. Although they were proud to have completed a teaching degree, they shared about the hardships caused by not being able to complete a four-year teaching degree at SCC. Additionally, many spoke about their disappointment in the lack of Native American culture and history in the courses at their chosen four-year institution. Many expressed that they felt knew they did not have enough Native American culture and history needed to implement the Montana law which requires every Montanan, whether Indian or non-Indian, to learn about the distinct and unique heritage of American Indians in a culturally responsive manner.

Through an analysis of this qualitative data, Stone Child College developed its elementary education program and conceptual framework to guide its work in preparing future teachers. Additionally, past grant funded projects assisted the department in determining the proper supports needed for preservice teacher success. The provision of a culturally relevant program, located on the Rocky Boy reservation addresses only two of the major barriers to the growth of Native teacher candidates. Through past experiences, it is clear that additional

supports, including financial, educational, and technological are essential for Native teacher candidates to enroll, persist, graduate, and become employed in reservation schools.

*(2) The extent to which employment opportunities exist in LEAs through a job market analysis.*

The evidence of the need for the proposed IEPD project, at Stone Child College is based on a thorough review and analysis of employment opportunities in education, particularly those on or near the Rocky Boy Reservation. The data analysis included three primary sources: (a) local community needs assessments and memorandums of agreements from local school administrators who describe the need for culturally competent teachers who reflect the diversity of their students; (b) state data from the Montana Office of Public Instruction (<https://apps.opi.mt.gov/MTJobsForTeachersOCL/frnJobListingPublic.aspx>) which houses the most current and accurate job listings in Montana; and (c) national data, including a U.S. Department of Education 2013 study gathered by the Learning Policy Institute that identifies a shortage of minority teachers across the nation, and while other minorities are showing an increase in teachers entering the classroom, there was a drop in Native American teachers as they are not being retained.

### **Local Data**

There are two public school systems serving the Rocky Boy Reservation: Box Elder School and Rocky Boy School. It is the expressed desire of local school administrators to “home grow” culturally relevant teachers who know and understand the community in which the children in the classroom live. Therefore, both schools have been supportive and committed to the success of Stone Child College’s Elementary Education program. It is the belief that SCC student teachers will remain in the local schools because they are part of the community, increasing the retention of Native American teachers in these local schools. Research clearly

indicates that Indian students are more likely to achieve academic proficiency if their teachers come from a similar background (O'Dell, 2010).

Implementing a bachelors program in elementary education at SCC and providing the proper supports for Native teacher candidates will help to alleviate the shortage of qualified Indian teachers in our local community school systems. Box Elder and Rocky Boy Schools have an average of 93-98% Indian students. However, less than one third of their teachers are Native American, and most of them are from other tribes.

The shortage of American Indian teachers underscores the gap in academic success between Indian and non-Indian students. Instruction informed by home and community cultures is critical to supporting a sense of belongingness that impacts academic achievement (Banks, 2002). Educators from different cultural perspectives than the children they teach “may render it difficult to *see* the cultural identities shaping the behaviors and achievement of their students” (Moore, 2004). This mismatch is believed to be one reason why there is a disproportionately high percentage of American Indian students identified for special education in almost every category (Skiba et al., 2008). In review of this research, Indian education scholars advocate for schools to recruit and retain more Indigenous teachers who are members of the local community and have a strong foundation in promising practices for culturally responsive teaching through collaboration with college teacher preparation programs (Castagno and Brayboy, 2008).

### **State Data**

The majority of Indian students in the state of Montana have not had Indian teachers. The Montana Office of Public Instruction data (2018) indicates that of the 12,133 certified teachers, only 395 are Indian teachers. Indian children represent 12% of Montana school children, while Indian teachers only represent 3% of all teachers. The data for the 36 schools on

the seven Montana Indian reservations show a huge gap in the Indian student to Indian teaching staff: 62% of the children on reservation schools are Indian while 3% are Indian teaching staff. Many schools that serve 90-98% Indian students do not have an Indian teacher at all.

According to a report in the Billings Gazette, teaching shortages in Montana are the worst on American Indian reservations and for rural schools on the outskirts of reservations. These isolated schools are challenged to hire and retain teachers, particularly in the areas of special education and math. “American Indians as a whole represent a relatively small 11.8 percent of Montana’s 142,000 K-12 students, but in 40 Montana school districts American Indians make up at least half the student body. Of those districts, 34 did not meet No Child Left Behind standards. The 20 most needy schools are all located in these areas. The schools are not only remote, but also lead the state in the percentage of students eligible for federally subsidized free and price-reduced school lunches, as well as low student achievement based on No Child Left Behind results” (Billings Gazette, 2014).

### **National Data**

According to the Institute of Education Sciences in their 2018 report, *The Condition of Education*, “those who were American Indian/Alaska Native and those who were Pacific Islander each made up less than 1 percent of public school teachers” (p. 89). Additional information in this report stated that salaries were lowest for American Indian/Alaska Native teachers at \$48,600 compared to all other racial groups (p. 93).

This same report provides student data, which is equally alarming. Examining the results of American Indian students in 2017, the average score for American Indian/Alaska Native 4th-graders (202) was not measurably different from the scores in 2015 and 1994 (1994 was the first year data were available for 4th-grade American Indian/Alaska Native students). In 2017, the

average score for 8th-grade American Indian/Alaska Native students (253) was not measurably different from the scores in 2015 and 1994. The average score for American Indian/Alaska Native students in 2015 (279) was not measurably different from the scores in 2013 and 1994 (p. 100). This lack of growth and academic progress is made more significant when examining the data more closely.

In a 2016 report from the US Department of Education, more than one out of five American Indian or Alaska Native (22%) boys with disabilities served by IDEA received one or more out-of-school suspensions, compared to 1 out of 10 White (10%) boys with disabilities served by IDEA. American Indian or Alaska Native and multiracial boys represent 2% of all students, but 5% of students subject to restraint or seclusion. Even more alarming, 20% or more of American Indian or Alaska Native (26%) high school students are chronically absent. American Indian or Alaska Native and Native Hawaiian or other Pacific Islander elementary school students are twice as likely to be chronically absent as White elementary school students. With respect to teacher quality, 7% of American Indian or Alaska Native students attend schools where more than 20% of teachers are in their first year of teaching, compared to 5% of White students and 4% of Asian students. American Indian or Alaska Native, Latino, Native Hawaiian or other Pacific Islander, and multiracial boys are also disproportionately suspended from school, representing 15% of K-12 students but 19% of K-12 students receiving one or more out-of-school suspensions. Disproportionately, 11% of American Indian or Alaska Native boys received one or more out-of-school suspensions, as did 10% of multiracial boys, 8% of Native Hawaiian or other Pacific Islander boys, and 7% of Latino boys (US DoE, 2016).

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

The absolute priority of the 2018 Stone Child College IEPD proposal is to provide support and training to Indian individuals to complete a pre-service education program before the end of the award period that enables the individuals to meet the requirements for full State certification or licensure as a teacher through (a) training that leads to a degree in education; and (b) training in a current or new specialized teaching assignment that requires a degree and in which a documented teacher shortage exists. In compliance with this priority, the project has developed the following goals, objectives and outcomes.

The overall goal of the 2018 Stone Child College IEPD Project is to increase the number of Native American certified elementary and special education teachers in Montana’s public, private, and tribal schools, which serve significant numbers of Indian students. To accomplish this goal, Project staff will provide educational, financial, and technological resources to a total of 20 participants who are American Indian pre-service candidates to complete a program that will lead to a bachelor’s degree in Elementary Education or a master’s degree in Special Education, and to offer intensive, strength-based induction activities for graduates from the program for a minimum of two years. The following table outlines (i) The number of participants expected to be recruited in the project each year; (ii) The number of participants expected to continue in the project each year; (iii) The number of participants expected to graduate; and (iv) The number of participants expected to find qualifying jobs within twelve months of completion. The SCC IEPD project design has been based upon ambitious yet attainable participant numbers and builds upon currently funded projects to accurately project and serve the number of candidates in the pipeline.

Project Year	# New recruited/admitted	# Expected to be retained/continuing	# Expected to graduate	# Expected to be hired and receive induction
Year 1: 2018-19	10 Elementary Ed 5 Special Ed	10 Elementary Ed 5 Special Ed	5 El. Ed. 0 Sp. Ed.	0 Elementary Ed. 0 Sp. Ed.
Year 2: 2019-20	5: El. Ed. 0 Sp. Ed.	10 El. Ed. 5 Sp. Ed	0 El Ed. 0 Sp. Ed.	5 El Ed. 0 Sp. Ed.
Year 3: 2020-21	0 El. Ed. 0 Sp. Ed.	10 El Ed. 5 Sp. Ed.	10 El. Ed 5 Sp. Ed.	15 El Ed. 5 Sp. Ed.
Year 4-5: 2021-23	0	0	0	10 El. Ed. 5 Sp. Ed.
<b>Totals</b>	<b>20</b>	<b>20 (100%)</b>	<b>20 (100%)</b>	<b>20 (100%)</b>

**Goal 1:** Increase the number of highly qualified American Indian Elementary Education (K-8) or Special Education teachers prepared to teach in schools serving American Indian students.

*Objective 1.1* – Within one month of the Project start date, the Project Director and Project Coordinator will recruit 10 program participants who seek an elementary education bachelor’s degree from SCC.

*Related Activities:* Targeted participants include current SCC teacher candidates who have been formally admitted to the SCC Teacher Education Program as juniors, SCC associate degree graduates, and applicants who graduated from another TCU in education.

*Objective 1.2* – Within one month of the Project start date, the Project Director and Coordinator will recruit five program participants who wish to earn a masters degree and certification in Special Education.

*Related Activities:* Former graduates of the SCC Elementary Education Program have expressed a desire for this program and will therefore be provided with information on the program and

encourage to apply. Additionally, project staff will visit local reservation schools to recruit potential participants.

Objective 1.3 – Within one month of the Project start date, the PD and PC will ensure that 15 program participants (100%) have a long-term educational plan established outlining course sequence, and documentation of previous coursework that allows them to graduate with a Bachelor’s Degree in Elementary Education or Masters Degree in Special Education, and obtain a MT Teaching License as measured by individual student files which will include a course sequence advisory form, transcripts, and licensure records.

Objective 1.4 – By Year 2 of the Project, the PD and PC will recruit five new program participants who are able to complete all requirements for the Bachelor’s Degree in Elementary Education in two years.

Objective 1.5 – By Year 2 of the Project, the PD and PC will ensure that a total of 20 program participants (100%) have a long-term educational plan established outlining course sequence, and documentation of previous coursework that allows them to graduate with a Bachelor’s Degree in Elementary Education or a Master’s Degree in Special Education and obtain a MT Teaching License as measured by individual student files, which will include a course sequence advisory form, transcripts, and licensure records.

Objective 1.6 – By the end of Year 1 of the Project, the PD and PC will oversee final completion of records to ensure that a minimum of five project participants have completed an Elementary Education Bachelor’s Degree have attained the MT teaching licensure as measured by transcripts and MT licensure records.

*Related Activities:* All participants will receive support for applying for certification and for securing employment. Each participant will be made fully aware of the payback requirements.

Objective 1.7 – By the end of Year 3 of the Project, the PD and PC will oversee final completion of records to ensure that a minimum of 10 project participants have completed an Bachelor’s Degree in Elementary Education and have attained the MT teaching licensure as measured by transcripts and MT licensure records.

*Related Activities:* All participants will receive support for applying for certification and for securing employment. Each participant will be made fully aware of the payback requirements.

Objective 1.8 – By the end of Year 3 of the Project, five project participants will have completed a Special Education Master’s Degree and have attained the MT teaching licensure as measured by transcripts and MT licensure records.

*Related Activities:* All participants will receive support for applying for certification and for securing employment. Each participant will be made fully aware of the payback requirements.

**PROJECT OUTCOME:** There will be 15 Native American elementary education teachers are certified in Montana and are hired in Montana schools that serve a high proportion of Indian students; 5 Native American special education teachers are certified in Montana and are hired in Montana schools that serve a high proportion of Indian students.

**Goal 2:** Support the employment and first two years of teaching for program completers by providing employment-seeking services and two years of induction activities so that 100% of the program completers effectively fulfill their first years of service and are retained in their positions for their second and third year of teaching.

Objective 2.1 - By the end of Year 1 of the Project, five project participants will be provided information, workshops, and support so that they can become employed as teachers in Elementary Education classrooms of American Indian children as measured by employment statistics.

Objective 2.2 - By the end of Year 2 of the Project, the 5 project participants who graduated in Year 1 will be provided induction services for 2 years they can continue to be employed as teachers in Elementary Education classrooms of American Indian children as measured by employment statistics and induction records.

Objective 2.3 - By the end of Year 3 of the Project, 15 project participants will be provided information, workshops, and support so that they can become employed as teachers in Elementary Education or Special Education classrooms of American Indian children as measured by employment statistics.

Objective 2.4 – By the end of Year 3 of the Project, 15 project participants will be provided induction services for 2 years so that they can continue to be employed as teachers in Elementary Education or Special Education classrooms of American Indian children as measured by employment statistics and induction records.

*Related Activities:* A full description of induction activities is included in this proposal starting on page 19. This objective will be measured by the Project Director’s contact log and journal, seminar agendas and attendance records, and written summary reports from the mentor teachers.

Objective 2.5 - During the induction year, the PD will request that project participants, mentors, and others involved in the project provide qualitative and quantitative data for the annual evaluation reports.

**PROJECT OUTCOMES:** There will be 15 Native American elementary teachers receive intensive and efficacious induction services so that they are retained in their positions and grow professionally; 5 Native American special education teachers receive intensive and efficacious induction services so that they are retained in their positions and grow professionally.

*(2) The extent to which the proposed project has a plan for recruiting and selecting participants*

This project will actively solicit Native American students who have been historically underrepresented in accessing and participating in traditional teacher education programs. Since the primary goal of the project is to provide more Native Americans with the opportunity for advanced skills and teaching positions, students admitted to the program will be Indian students as defined by SEC. 7151 Definitions. 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. Currently, the SCC teacher education program serves primarily (95%) non-traditional, Native American students.

To ensure that the participants who are most likely to succeed are the participants selected for the Project, the PD and PC will review each application and score it according to a rubric. This rubric, which objectively leads to a candidate's rating, also ensures that each participant has been made fully aware of the Project's requirements, including the payback agreement. Rubric criteria include: (a) formal acceptance into the SCC Teacher Education Program (typically at the end of sophomore year); (b) GPA; (c) letters of recommendation; and (d) a written educational philosophy statement. A more detailed recruitment statement is included in Appendix C.

*(3) The extent to which the proposed project will incorporate the needs of potential employers*

The SCC Education Department has strong links with local school districts and tribal agencies. Teachers and administrators from local schools not only serve as mentors to SCC teacher candidates but also as adjunct faculty to the elementary education program. Many of them also serve on the SCC Education Department's Advisory Committee. Representatives as teachers and administrators from Rocky Boy School and Box Elder School serve on the board and provide essential guidance to the program staff. School administrators have expressed a

desire for employed paraprofessionals to expand their education and become certified through SCC's elementary education program.

The project will also collaborate with public, private, and tribal schools on or adjacent to other MT Indian reservations. These schools will serve as field sites, student teaching classrooms, and employment opportunities for project completers. The project will work with schools on all seven Montana reservations through the Montana Rural School Initiative to ensure that these schools are included as future employment sites and are able to provide feedback on the preparation of teachers. We also plan to work with agencies that support these schools, including the Montana Higher Education Consortium and the Montana Council of Deans of Education.

SCC has been instrumental in providing professional development to local teachers and administrators, particularly on historical trauma. Recognizing that historical trauma is a very real concept that has impacted American Indian people for generations, Stone Child College with support from the American Indian Higher Education's NARCH Project, has developed a curriculum to address historical trauma as an integral component of the process of healing. A three-course series has been developed to provide the fundamental knowledge necessary to define and understand the concept of historical trauma, assist students with the healing process and provide basic research skills to begin examining this concept within their tribal community.

This collaborative training is only one example of how our Project and our teacher education programs can be responsive to the needs of our candidates' future employers. The SCC IEPD plans to work closely with various state agencies to help future educators secure professional licensure and obtain employment. These agencies include the following: Montana Office of Public Instruction, the Montana Job Service, and SCC's Career Placement Center.

### **(c) Quality of Project Services**

#### *(1) The likelihood that the proposed project will provide participants with learning experiences*

The mission of Stone Child College's Education Department is to develop culturally responsive and competent teachers who are well prepared to meet the challenges of contemporary education. The Education Department has designed a teacher education program in which the inclusion of culture, language, and history is paramount. Additionally, the program is based upon state and national standards with its foundation based on four key domains: (a) the learner and learning, (b) content, (c) instructional practice, and (d) professional responsibility. The SCC Education Department was recently reviewed and accredited by the Montana Office of Public Instruction's Accrediting Committee (2018).

The Elementary Education program provides a broad educational foundation with a focus on how science, technology, and math interconnect within the language arts, social studies, arts, and health enhancement curricula. This program content is essential in the preparation of successful K-8 pre-service teachers. Associate level requirements provide students an opportunity to gain an introductory understanding of different styles of thinking and problem solving.

One of the major attributes of the Elementary Education program at Stone Child College is the graduated field experiences designed for different age levels with increasing expectations culminating in a 14-week student teaching experience. The major aim of these experiences is to allow students to apply principles and theories from the professional knowledge base in supervised environments. Candidates begin their field experience with observations embedded into the Introduction to Education course, which provides them opportunities to observe and reflect about the classroom from a teacher's perspective rather than a student's. Furthermore, it gives the school personnel an opportunity to meet the pre-service teachers that will be training in

classrooms within the local schools. This experience gives candidates time to reflect on teaching as a career choice and introduces them to the knowledge, skills, and dispositions required in the teaching field for future classroom discussion.

Clinical experiences intensify throughout the program. It is the expectation that candidates will demonstrate positive professional dispositions and follow all of the rules, policies and procedures required of school personnel at all times when they are in the schools. In addition, candidates are expected to increase participation and responsibility as they progress through each clinical experience as they prepare to teach in their own classrooms. Candidates are well-prepared to quickly move into full-teaching duties early in the student teaching experience after completing a minimum of 260 hours of graduated clinical experience.

Candidates develop a research proposal in the EDU 460 Action Research in Education course the semester before they are scheduled to student teach in which they are provided an opportunity to document their impact on K-8 student learning. Teacher candidates conclude their teacher preparation with a 14-week student teaching experience combined with an action research project as they reflect on their classroom practice and its effectiveness in teaching the students in their classroom. Results of their research are discussed during their final Teacher Education Program (TEP) Stage III interview. Candidates are provided opportunities each term to provide evaluative feedback to supervising or cooperating mentor teachers. These evaluations are collected anonymously from the candidates and shared in a summative and supportive manner with the supervising teachers. Feedback from candidates are used for continual program improvements.

*(2) The extent to which the proposed project prepares participants to adapt teaching practices to meet the breadth of Indian student needs.*

The curriculum for the elementary education degree was developed through intense research, a steering committee, an advisory board, and collaboration with multiple professional education partnerships and professionals. These partnerships include: (a) our partnerships with local elementary schools, including both administrators and teachers; (b) our inclusion in the Montana Council of Deans of Education that provides training and education on issues relative to teacher education programs in Montana, including national accreditation standards and issues, and understanding of the Chapter 58 rules that direct the accreditation of educator preparation programs in Montana; (c) membership on the Montana Early Childhood Higher Education Consortium which provided opportunities to connect with other instructors in early childhood and elementary education across Montana; and (d) our partnership with the Penn Center for Minority Serving Institutions and their Success in Teacher Education at Minority Serving Institutions Project in which they provided professional guidance in curriculum and best practices for exemplary teacher education programs. Through this project, we connected with faculty at Fresno State who shared extensively with us their collaborative approach to teacher education that involves allowing the candidates and university faculty to become part of the culture of the school by using school facilities for university coursework and field experiences. This approach gives students an opportunity to practice theory and its application in the classroom in a safe and guided environment. It also gives local teachers an opportunity to share their expertise with candidates and to connect with them on a professional level. Along with a greater presence and partnership with local schools, they shared about progressive field experiences, which increased in time, level of professional expectations, and involvement with teaching in the classroom. The effects of the graduated levels of field experience afforded students to feel more prepared for their culminating student teaching experience.

The overall purpose or mission of the SCC Teacher Education Program is to develop culturally responsive and competent teachers who can meet the challenges of contemporary education. Certain requirements are of major importance: (a) a broad background in General Education in the traditional liberal arts; (b) in-depth content preparation in specific teaching fields; (c) mastery of professional education knowledge, skills, and dispositions, and (d) demonstration of the competencies of the Initial Conceptual Framework's Guiding Principles. In order to accomplish these objectives, the prospective teacher must be taught and acquire a scholarly mastery of the relevant knowledge bank, the scholarly ability needed in the elementary classroom, and the ability to use methods of critical inquiry.

To guide its work in teacher preparation, the Department has delineated the following Guiding Principles as the essential elements of effective educator preparation;

- 1) All learning begins with a focus on the learner and the learning process; **one must know the previous experiences, cultures, languages, learning needs, and backgrounds of each learner in order to effectively create student-centered, engaging, and supportive learning environments and opportunities.**
- 2) Program content is essential in the preparation of successful K-8 pre-service teachers; the SCC Education Department provides a broad educational foundation with a focus on how science, technology, and math interconnect within the language arts, social studies, creative arts, and health enhancement curricula.
- 3) To be effective and compassionate educators, pre-service teachers must develop the scholarly ability needed in the elementary classroom. Moreover, prospective teachers must secure: (a) knowledge and deep understanding of the process of human development and behavior; (b) competence in the techniques of instruction and assessment; (c) knowledge of school

organization and administration; (d) an understanding of education as a social institution in historical, social justice, and philosophical perspectives; (e) **experience in culturally diverse settings; and (f) an ability to work with diverse groups of learners.**

- 4) Professional responsibilities for teachers include: (a) the ability to continue to grow professionally; (b) **the ability and dispositions to engage in collaboration with multiple stakeholders including families, community members, and other professionals;** and (c) the ability to evaluate and reflect upon the outcomes of one's teaching using a variety of data from multiple sources to best meet the needs of all learners.

*(3) The extent to which the applicant will provide job placement activities*

By preparing SCC teacher candidates for appropriate behaviors in school environments, we are supporting their future employment. Our candidates have a presence in local schools and their work and contributions do not go unnoticed. Local K-8 teachers have written letters to SCC administrators and instructors praising SCC pre-service teachers' volunteer and teaching contributions. Therefore, our best job placement activities are those connected to providing key "soft skills" in addition to other skills for employment such as interviewing. Many of our Native American candidates have not been encouraged to speak highly of themselves in their home cultures; we have had to role play and provide skill-building to assist this cross-cultural expectation since many of our non-Native administrators do not understand this cultural difference. Furthermore, the teaching evaluation tools used during clinical experiences and student teaching are aligned with the state's teacher evaluation model which is based upon Danielson's work and was either adapted or adopted by LEAs. This ensures that candidates are familiar with the assessment tools that will be used when they begin their teaching careers.

Encouraging participation and providing support for attendance at career fairs will be provided to participants during their student teaching experience. Additionally, students will be encouraged and shown how to use the OPI website for job listings. All candidates will be provided feedback on their resumes and will update them throughout the program.

*(4) The extent to which the applicant will offer induction services that reflect the latest research*

The Stone Child College 2018 Indian Education Teacher Development project developers conducted an extensive review of recent research on the characteristics and components of successful induction programs for new teachers and utilized this information to construct a coherent, comprehensive, and sustainable induction program for program completers. A list of the resources used in the development of the induction plan is included in the References in Appendix J.

Five consistent factors identified from the review of research, which teachers identified as reasons for remaining in their classrooms and schools comprised the framework for the SCC 2018 IEPD. These factors are:

- 1. Time to collaborate with colleagues** in order to reduce isolation and to provide time to learn from others through the participation in professional activities.
- 2. Job-embedded professional development** in which instructional strategies and other relevant topics are planned collaboratively with both teachers and leaders
- 3. Sense of autonomy in which teachers** are able to participate in the decision-making process at the school level and to exercise authority in their classrooms
- 4. Time to interact with supportive educational leaders** in a reciprocal relationship of respect, support, and involvement in leadership opportunities

**5. Opportunities to provide input regarding student learning outcomes** as part of a professional learning community where teachers can discuss student needs, subject matter, assessments, equity and access, and generate local knowledge (Charlton & Kritsonis, 2009).

In addition to these five factors, a well-researched and comprehensive induction program consists of mentoring, professional development, support, and formal assessments for new teachers during at least their first two years of teaching. Studies show that comprehensive induction programs cut attrition rates in half, and even more importantly, help to develop novice teachers into high-quality professionals who can substantially impact educational performance. Most researchers and education experts agree that, in general, new teachers require from three to seven years in the field to reach proficiency and maximize student performance. Economists have reported that investing in comprehensive induction can create a payoff of \$1.37 for every \$1.00 invested” (Villar, 2004).

Over the past 20 years, the New Teacher Center learned many lessons about the efficacy of new teacher induction and mentoring (Moir, 2009). Based upon this experience, Moir (2009) outlined 10 foundational principles. These principles are reflected in the Teacher Induction Program Standards (2018). The following principles from the New Teacher Center were applied to the SCC 2018 IEPD Induction Plan in order to conceptualize an overall induction plan vision and to formulate the structure, potential outcomes and means for measuring growth.

**Principle: 1.** New teacher induction programs require a **systemwide commitment** to teacher development. Induction programs are most effective when all stakeholder groups are represented in the program design and when new teacher induction is part of a districtwide initiative to improve teaching and learning.

**Practice:** The SCC 2018 IEPD induction program will involve multiple stakeholders throughout the induction process. During the first month of the project participants' teaching experience, the Project Mentor will arrange a meeting with the mentor teacher and administrator for each newly hired project participant. This initial meeting will be face to face unless the participant is employed out of state. These out of area meetings will be conducted using technology, such as SKYPE. Also, multiple viewpoints will be used to shape and coordinate the specific induction activities.

**Principle 2.** Induction programs accelerate the effectiveness of new teachers, fast-tracking their progress to exemplary teachers who have the ability to positively impact student achievement.

**Practice:** The SCC 2018 IEPD Induction program will be based upon the Danielson Framework, which aligns pre-service teacher assessments to those used in Montana LEAs. This alignment provides teacher candidates with the ability to engage in forward thinking about their teaching skills – where they are currently and where there is potential for growth. This growth model provides measurable feedback to candidates and teachers to improve their performance and abilities to impact the educational performance of their students.

**Principle 3.** Standards-based, formative assessment tools and procedures are necessary to establish professional norms, collect evidence of student learning, and measure teacher growth.

**Practice:** The SCC teacher education program includes a capstone course and project in which candidates identify a researchable question about student learning and conduct an action research project to collect and analyze data to become informed about the issue. The knowledge and ability to use action research and student data to inform one's teaching practice will be supported through the induction program. The utilization of both student data and data regarding one's teaching is critical to promoting and measuring teacher growth. The tools for measuring teacher growth in Montana are based upon the Danielson Model, which has been well researched and

supported. The ability to use the evaluation tools will be supported through collaborative professional development opportunities to ensure reliability in their usage.

**Principle 4.** Induction programs give talented teachers a midcareer boost and a powerful opportunity to develop leadership skills. An effective training course for mentors provides opportunities for professional growth for the mentor as well.

*Practice:* The SCC IEPD Induction program includes a heavy reliance upon the talents and skills of the local experienced teachers who are able to mentor others. The SCC Project Mentor will provide and coordinate professional development opportunities to grow the skills of experienced teachers so that they are able to most effectively mentor new teachers. This professional development will include topics on leadership, coaching as a tool for mentoring, and assessment.

**Principle 5.** Principals are the critical component of any mentoring program when they have an unwavering commitment to ongoing professional development. The principal must fully understand and endorse teacher/mentor and collaborative grade-level meetings to cultivate a thriving learning community.

*Practice:* The SCC Project Mentor's responsibilities include the establishment of relationships with local school leaders, including principals and superintendents. Additionally, relationships will be built with the Montana School Administrators of Montana, MEA, and MFT. All of these state-level agencies are supportive of mentorship and induction for Montana's schools. School administrators will be included in planning discussions to shape the induction activities and support.

**Principle 6.** Effective induction programs must combine high-quality mentoring within communities of practice where teachers collaborate to design lessons, observe each other teach, and analyze student data.

**Practice:** Each project participant in the induction program will be assigned a mentor teacher. The mentor teacher will provide periodic assessments of the new teacher through a supportive process of self-reflection, video analysis and written surveys. The mentor will provide teaching materials, resources, and other supports as needed. Additionally, recent research supports the ability for teachers to discuss their experiences in the classroom with colleagues, talk about their ideas relevant to good education, and observe each other's lessons, "as this leads to self-confidence and enthusiasm of teachers to continue experimenting with new pedagogical approaches in their classrooms (Zwart 2007)" (Admirall, et al., 2012, p. 275). Mentor teachers will be paid a stipend for their contribution to the Project's participants.

**Principle 7.** To be successful, teachers need supportive school environments, where educators are valued, trusted, and have the time and ability to collaborate to improve instruction. For mentoring to affect the enculturation and instructional practice of beginning teachers, schools need sufficient resources, empowered educators, and the time and professional development to work closely with colleagues.

**Practice:** The SCC Induction program is based upon collaboration. The Induction program can provide the needed resources and funding for mentors but the actual work of mentoring and promoting teacher growth on a continual basis will be the responsibility of the schools. It is important for the schools in Montana to meet the standard of providing a mentorship program for new teachers and our project builds on this work to supplement not supplant. Induction research indicates that collaboration is a key factor in effective induction programs and professional development (Meirink 2007; Shank 2006). Kwakman (1999) found that teachers themselves experience collaboration as an important source of learning.

**Principle 8.** Online learning communities supplement in-person meetings and professional development training to provide timely, cost-effective mentoring. They offer access to resources, including experienced teachers, content facilitators, and content experts who may not always be available within the district.

**Practice:** Online professional development will be provided as requested, particularly for the delivery of STEM resources and information. The induction program will provide continued support of teachers STEM knowledge. We have included a detailed description of this work in Appendix I.

**Principle 9.** There must be policies in place that fund mandates for mentored induction so that program quality and intention are strong enough to have an impact. A state-level infrastructure, including well-designed programs and teacher performance standards, and a system of communication and support are necessary.

**Practice:** The SCC IEPD Induction program will support the induction and mentorship work currently in place in Montana. Project staff will create a system of communication and support that aligns with the work of the state and its tools for mentoring and evaluating new teachers.

**Principle 10.** Strong induction programs must embrace a robust, well-articulated vision and then work toward impacting teacher effectiveness and equitable student learning. State policies guide the development of the vision but accountability rests at the district level. Accountability transcends compliance and moves the school toward a cycle of continuous improvement that provides evidence of an acceleration of new teacher effectiveness.

**Practice:** The SCC Induction program will be based upon a collaboratively created vision developed with local school officials and tribal elders, whenever possible. The vision will guide the Project's induction overall plan. Specific induction activities will be established, based upon

this vision, to include comprehensive and culturally relevant supports for “developing a stable, high-quality, teaching force that becomes increasingly effective creates a professional learning community that not only reduces teacher failure but also student failure” (Education Northwest, 2014).

*(5) The extent to which the applicant will assist participants in meeting the payback*

Support for participants to meet the payback requirements will be provided individually during an initial meeting in which the Project Coordinator carefully reviews all policies and procedures to each applicant. Participants will be shown how to access the website and the payback system. They will receive their first payment only after they have completed and submitted all paperwork and signed into the payback system. Participants will be provided cost information on a semesterly and annual basis so that they can monitor the amount of funding that they have accrued. Participants’ success in the SCC Teacher Education program will be closely monitored so that any possible problems or challenges can be quickly remediated. Additional information on the support provided to participants regarding the payback requirements are described in Appendix E.

**(d) Quality of Project Personnel**

*(1) The qualifications, of the project director and the amount of time*

The Project Director for the SCC IEPD Project will be Dr. Kadene Drummer who will dedicate 25% of her time to this Project. Dr. Drummer is the Education Department Head and Instructor, and has been in this position at SCC since 2007. She is the primary person responsible for the Education Department’s development and coordination of delivery of courses for the associate and bachelor degree programs. Dr. Drummer will ensure that all grant objectives are completed in a timely and effective manner. She will coordinate recruitment,

orientation, enrollment, advising and induction services for SCC pre-service teachers and perform the necessary record keeping. Kadene is proficient in developing systems for data gathering and analysis, and has had successful experience with previous Professional Development Grants through the Department of Education, which have placed significant numbers of Native teachers in schools around the state and nation.

Dr. Drummer received her Doctorate of Education in Adult and Higher Education from Montana State University in 2009. Her dissertation was entitled, A Chippewa Cree Students' College Experience: Factors Affecting Persistence. Dr. Drummer's research was recognized throughout TCUs as critically informative since most Indian post-secondary students are impacted by the factors that Dr. Drummer identified in her work.

Kadene received her Bachelor's Degree in Business Education and a Masters Degree in Vocational Education at MSU-Northern. She has been a faculty member at Stone Child College since 1987 when she was hired to teach courses such as Business Communications, Bookkeeping, Computerized Accounting, Records Management, Business Law I & II, and Business Math.

Dr. Drummer is an active member of the curriculum and faculty advisement committees responsible for systematic collection of data used for program improvement. Dr. Drummer's most recent achievements include her work on the SCC Retention Committee and the SCC Assessment Committee. She received the 2014 Honored Faculty of the Year and the 2018 Honored Faculty of the Year at Stone Child College. Most importantly, Kadene is an active community member who interacts with her students and colleagues off campus and supports the local schools in many ways.

*(2) The qualifications of key project personnel and the amount of time to be spent on the project*

The Project Coordinator will be Ms. Susie Sutherland, who is the current Indian Education Professional Development Project Coordinator and Instructor. Not only does Ms. Sutherland, bring a wealth of elementary teaching experience to the project, she also is committed to providing any necessary services like tutoring, advising, and mentoring to students in the education department, as well as, teaching a course or two each semester. Ms. Sutherland will dedicate 25% of her time to this Project to manage the data and payback requirements for the participants.

Ms. Sutherland was an elementary teacher at Rocky Boy Schools for over 30 years. She earned her Bachelor's Degree in Elementary Education from the University of Montana and her Master's Degree in Education from MSU-Northern. She has received honors for her teaching, including the Montana Indian Educator of the Year. Her service includes work on the Student Support Team, the Onward to Excellence Team, the Gifted and Talented Committee, and she was involved with parent activities through Title 1 Committee, Effective Schools.

*(3) The qualifications of project consultants or subcontractors, if any.*

A full time Project Mentor will be hired to ensure that mentoring, induction and field experience supervision are well coordinated to support the teacher candidates, the K-8 classroom teachers, school mentors, and the faculty who teach the elementary methods courses associated with field work. All upper division methods courses are connected to field experience requirements to ensure that teacher candidates have experiences and opportunities to develop and refine their teaching skills before and during student teaching. One critical aspect of this field work is to be given meaningful feedback that results in professional growth. By having one person to coordinate field work with the schools and establish the relationships needed for

successful teaching opportunities, everyone benefits. This person will also be the induction specialist who will continue to work with project participants after graduation. This is key to the success of the induction support. Participants will be familiar with the SCC mentor and therefore, be more likely to engage in continued professional growth after graduation. The Project Mentor will also provide the professional development and training for mentors. According to the research on induction programs, “Successful mentors need extra training in order to be effective. Mentors should receive high quality training before they begin, and they should remain in contact with other mentors in order to share experiences and offer useful tips and strategies” (McBride, 2012).

The Project Mentor is a new position for SCC; a position description with the qualifications and job requirements is included in Appendix A. This new position will follow section 7(b) of the Indian Self-Determination and Education Assistance Act, which requires that to the greatest extent feasible, a grantee must give to Indians preference and opportunities in connection with the administration of the grant, and give Indian organizations and Indian-owned economic enterprises, as defined in Section 3 of the Indian Financing Act of 1974 (25 U.S.C. 1452(e)), preference in award of contracts in connection with the administration of the grant.

#### **(e) Quality of Management Plan**

*(1) The extent to which the costs are reasonable in relation to the number of persons to be served*

In order to maximize the requested funding most efficiently, the SCC IEPD will build upon the existing resources currently existing at SCC. SCC will provide classrooms, library resources, guidance counseling, orientation, registration, remediation, certification, and job placement services for students. The Project has a new education building with office space, a student resource room, Internet access, desk-top computers for all Education faculty and all

classrooms wired with new Promethean Boards. In addition, participants will have access to all services and supports, which includes but is not limited to Indian Student Services, Disabled Student Services, a TRIO program for first generation low income students, on-campus childcare, multiple computer labs, and library access including remote access to all databases and multiple electronic data bases. In addition, the Project will provide funds for students to purchase technology upgrades needed to access or complete technology-based coursework. A detailed explanation of the budget and project costs is included in the Budget Narrative.

Our budget for 5 years is as follows: Year 1: \$399,766; Year 2: \$397,314; Year 3: \$397,314; Year 4: \$110,367; Year 5: \$110,367. Our total requested funding for 5 years is \$1,415,128. By serving 20 participants, our cost per student is \$70,756.00.

We believe that our costs are reasonable, particularly given the number of participants we plan to serve (20) and the impact that these 20 AI teachers will have upon their future students. If each participant impacts an average of 20 AI students/year and has an average career of 20 years, **over 8,000 AI students** will be impacted by an AI teacher who is well prepared to teach AI students. It is also noteworthy that over 50% of the requested budget is for student support. **Important note: SCC will be taking a reduced indirect rate (8%) instead of our current approved rate of 24% to maximize the funding for participants and help ensure program sustainability at the end of the Project.**

*(2) The adequacy of procedures for ensuring feedback and continuous improvement*

The project design includes clear feedback mechanisms providing an “early warning system” in the event that a participant is falling behind or in other ways struggling in the program. Individualized benchmarks, resulting from the course plans developed with the student’s advisor and support, are clear; failure to take a required class, pass the class in good

standing or progress through field experiences are monitored weekly. Communication flows constantly between the instructors, the participating students and the project staff, and is monitored in a data base developed for that purpose. At the beginning of the Project, the Project Director, Project Coordinator, Project Mentor, and key instructors 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.

*(3) The extent to which the time commitments of the PD/key project personnel are appropriate*

Based upon SCC's previous experience managing other federal grants, we are confident that the time commitments for the PD and PC are appropriate and adequate to meet the objectives of this project. By increasing employment contracts from 9 to 12 months and decreasing other responsibilities to allow them to devote .25 FTE (for the PD) and .25 FTE (for the PC) to the Project, we do not anticipate any problems but will remain aware of time and effort for both of these positions. Dr. Drummer and Ms. Sutherland have both been Project Directors/Coordinators for previous OIE grants, and are familiar with payback requirements, reporting, and the federal system to input student information. Therefore, they will be able to offer seamless support for previous and newly funded participants. The addition of a full time Project Mentor will add to the success of the project by supporting the PD and PC and most importantly the participants.

## Other Attachment File(s)

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**APPENDIX A: RESUME OF KEY PERSONNEL**

**DR. KADENE S. DRUMMER**



**PROFESSIONAL GOALS (Current)**

Continue teaching and improving the teacher education program to meet today's changing standards using systematic data collection and assessment processes, advising students prudently enabling successful transfer to a four-year institution and continue building a strong Student Education Association (SEA).

**(Long-range)**

Work in an administrative position to actively create an engaging learning environment for students and faculty promoting academic excellence, as well as, continuing in my pursuit to increase student enrollment and graduation rates, especially of local minority groups, by developing policies and procedures that afford opportunities of empowerment through a quality education and welcoming environment.

**EDUCATION**

Doctorate of Education in Education, 4.00 GPA, Montana State University – Bozeman, Bozeman, MT, May 2009. Dissertation title – A Chippewa Cree Students' College Experience: Factors Affecting Persistence.

Masters of Education Degree in Vocational Education, 4.00 G.P.A., Northern Montana College, Havre, MT, August, 1990.

Bachelor of Science Degree, Business Education Broadfield, 3.91 G.P.A., Northern Montana College, Havre, MT, June, 1987.

Helena High School, Helena, MT, June, 1976.

**TEACHING EXPERIENCE**

**1987 to Present**

Stone Child College, Box Elder, MT, Teacher Education Department Head/ Instructor/Advisor - Current teaching load includes: Educational Psychology, Human Growth and Development, Computers in Education, Survey of Education, and Introduction to Psychology. In addition to teaching 15-18 credits per semester, I advise 30-40 students and I am the SEA advisor. I am also an active member of the curriculum and faculty advisement committees responsible for systematic collection of data used for program improvement.

Previous courses taught include Electronic Document Design, Automated Office Applications, Corel WordPerfect 8, Typing I & II, Business Communications, Bookkeeping, Computerized Accounting, Records Management, Professional Office Procedures, Business Law I & II, Electronic Calculators, and Business Math.

**Winter, 1987**

Havre High School, Havre, MT, Secondary Teaching Practicum - Typing, Office Practices, and Accounting classes.

**ACHIEVEMENTS**

Retention Committee member responsible for implementing plans and activities to improve student retention – 2009 to present.

Retention Committee chairperson responsible for monthly committee meetings designed to improve student retention - 2006 to 2009.

Member of Self-Study Committee charged with guiding individual departments through self-study process culminating in continued accreditation – 2008-2009 and 2001-2002.

Assessment Committee member responsible to help guide assessment of the complete institution, and charged with the task to help each academic program develop and implement a systematic, data collecting, yearly assessment plan that would lead to program improvement based on data analysis. Through this long-term committee assignment, I gained an immense amount of knowledge through numerous intense assessment trainings, retreats, workshops, and my own experience of participating in the process for the office administration degree and teacher education degree, as well as co-chairing committees with the business department and computer science department as they implemented the process - 1998 to 2006.

Department Chair responsible for assessing and improving the teacher education degree using hard data and implementing changes necessary to complete articulation agreements for student success – 2007 to present.

Member of curriculum committee charged with updating and coordinating courses offered within departments – Spring 2006 to present.

Member of curriculum committee designated to update teacher education degree, help update business degree and help design customer relations certificate - Spring 2006.

Faculty coordinator responsible for designing a faculty development program through the Bush Foundation Faculty Development Grant - 1992 to 1996.

Chairman of the curriculum committee responsible for developing new programs, evaluating and updating current program offerings, and responsible for motivating fellow instructors towards the completion of a new catalog. In addition, I acted as a liaison to encourage communication between administration and instructors - 1990-2007.

Negotiated an articulation agreement with N.M.C. for students transferring with an Associate Degree in Business.

Steering Committee member responsible for analyzing, designing and implementing desired self-study procedures used during the process of securing accreditation for the college and the switch over from quarters to semesters - 1991-1994.

**AWARDS**

2018 Honored Faculty of the Year at Stone Child College

2014 Honored Faculty of the Year at Stone Child College

**&**

2009 Honored Faculty of the Year at Stone Child College

1996 Faculty of the Year at Stone Child College

**ACTIVITIES**

1995 Faculty of the Year at Stone Child College

1990 Teacher of the Year at Stone Child College  
 National Deans List - - 1986 and 1987  
 Cobb Foundation Scholarship  
 Delta Alpha Theta - Honorary Service Organization  
 National Honor Society - High School level  
 Member of National Business Education Association

**WORK** Loan Processor, Northern Montana College, Financial Aid Department (1985-1986).

**EXPERIENCE** Secretary, Northern Montana College, Student Services, (1984-1985).

Foster Mother - House Parent, Bear Paw Youth Guidance Home, Havre, MT (1982-1984).

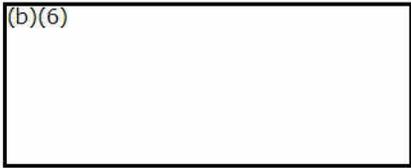
**PERSONAL INFORMATION** I am happily married with one child at home. I enjoy reading, working out at the gym, baking, and computers.

**REFERENCE LIST**

Name	Title	Addresses	Phone Numbers
Steve Galbavy	English Dept. Faculty at Stone Child College, former President and Academic Dean	Work: RR1, Box 1082, Box Elder, MT 59521 (b)(6) E-mail: stevegalbavy@yahoo.com	Work: 406-395-4313 (b)(6)
Larry Gomoll	Allied Health Dept. Faculty at Stone Child College	Work: RR1, Box 1082, Box Elder, MT 59521 (b)(6)	Work: 406-395-4313 (b)(6)
Dr. Marilyn Lockhart	Associate Professor Adult and Higher Education, MSU-Bozeman	Work: Montana State University, PO Box 172880, Bozeman, MT 59717 E-mail: lockhart@montana.edu	Work: 406-994-6419
Erica McKeon-Hanson	Biology & Chemistry Instructor Allied Health Program Advisor	Work: Fort Belknap College PO Box 159 Harlem, MT 59526 (b)(6) E-mail: emckeonhanson@mail.fbcc.edu	Work: 406-353-2607 ext. 258 (b)(6)

## **Susan Sutherland**

(b)(6)

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### **WORK EXPERIENCE**

#### **STONE CHILD COLLEGE, Box Elder, MT**

##### ***Project Coordinator and Instructor, July 2015 – current***

- Coordinate recruitment, orientation, enrollment, advising and induction services for students along with performing the necessary record keeping for the program
- Meet with and advise project participants individually in order to keep abreast of their status
- Coordinate any tutoring or support in preparing for the TEP or PRAXIS
- Teach face-to-face courses as needed each term
- Coordinate and track professional development activities for project inductees
- Be responsible for communication among all collaborators
- Complete and submit all required documentation for the project including evaluation and quarterly reports.

#### **SCHOOL DISTRICT 87J-L, Box Elder, MT**

##### ***Teacher, Aug 1984 – Jun 2015***

- Instruct students individually and in groups, using various teaching methods such as lectures, discussions, and demonstrations.
- Prepare students for later grades by encouraging them to explore learning opportunities and to persevere with challenging tasks.
- Observe and evaluate students' performance, behavior, social development, and physical health.
- Prepare and implement remedial programs for students requiring extra help.
- Assign and grade class work and homework.
- Use computers, audio-visual aids, and other equipment and materials to supplement presentations.
- Prepare objectives and outlines for courses of study, following curriculum guidelines or requirements of states and schools.
- Prepare reports on students and activities as required by administration.
- Maintain accurate and complete student records as required by laws, district policies, and administrative regulations.
- Attend professional meetings, educational conferences, and teacher training workshops to maintain and improve professional competence.
- Collaborate with other teachers and administrators in the development, evaluation, and revision of elementary school programs.
- Perform administrative duties such as assisting in school libraries, hall and cafeteria monitoring, and bus loading and unloading.

**EDUCATION****Havre High School, Havre, MT**

High School Diploma, May 1979

**University of Montana, Missoula, MT**

BA - Elementary Education, May 1984

**Montana State University - Northern, Havre, MT**

Master of Education, Aug 2000

**ADDITIONAL SKILLS**

- Indian High School Student of the Year, 1979
- Montana Indian Educator of the Year, 1998
- Served on the Student Support Team
- Served on the Onward to Excellence Team
- Served on the Gifted and Talented Committee
- Involved with parent activities, Title 1 Committee, Effective Schools, Rocky Boy Education Negotiation Team, and after school tutoring.

**Stone Child College**  
**Position Description**

**Job Title:** Education Department Project Mentor

**Department:** Education

**SUMMARY**

The Education Department Project Mentor's basic function is to provide support and resources for pre-service and newly inducted teachers. This support consists of technical assistance to schools and individuals by providing ongoing, collaborative professional development, including feedback and relevant resources that promote teacher growth and student learning. Additionally, the individual will support mentorship in reservation schools in which participants are employed or enrolled in clinical experience by meeting and communicating with participants and their school administrators, supervisors, and mentors regularly.

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

- Provide technical, educational, and emotional support to both pre-service and newly employed teachers
- Assist participants in developing and implementing curriculum or utilizing other instructional supports that are most relevant for area schools and communities, particularly related to STEM
- Provide mentorship to participants through individualized feedback regarding progress and needs in collaboration with each school's mentor program
- Provide or coordinate professional development opportunities based upon the needs of schools and participants
- Document each participant's progress and needs
- Assist the Department Chair with data collection.

**SUPERVISORY RESPONSIBILITIES**

None

**QUALIFICATIONS**

**EDUCATION:** Bachelor's Degree in Education

**EXPERIENCE, SKILLS AND KNOWLEDGE:**

- Three years experience in teaching K-8<sup>th</sup> grade students
- One year experience coaching or mentoring adults
- Familiarity with state and national standards in elementary education
- Strong written, verbal and interpersonal communication skills
- Computer skills such as creating spread sheets, data input, and word processing
- Knowledge of protecting people, data and property
- The ability to work with individuals from diverse backgrounds

**PHYSICAL DEMANDS**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of the job. While performing the duties of this job, the employee is regularly required to stand, kneel, sit, and occasionally lift 25 to 50 pounds.

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 81-0420650

DATE:11/22/2017

ORGANIZATION:

FILING REF.: The preceding agreement was dated 08/22/2014

Stone Child College  
Rocky Boy Route, Box 1082  
Box Elder, MT 59521

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.

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**SECTION I: Facilities And Administrative Cost Rates**

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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	06/30/2020	35.44	On-Campus	All Programs
PROV.	07/01/2020	06/30/2022	35.44	On-Campus	All Programs

\*BASE

Modified total direct costs, consisting of all direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel and up to the first \$25,000 of each subaward (regardless of the period of performance of the subawards under the award). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, rental costs, tuition remission, scholarships and fellowships, participant support costs and the portion of each subaward in excess of \$25,000. Other items may only be excluded when necessary to avoid a serious inequity in the distribution of indirect costs, and with the approval of the cognizant agency for indirect costs.

ORGANIZATION: Stone Child College

AGREEMENT DATE: 11/22/2017

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**SECTION II: SPECIAL REMARKS**

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TREATMENT OF FRINGE BENEFITS:

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

TREATMENT OF PAID ABSENCES

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

DEFINITION OF EQUIPMENT:

Equipment is defined as tangible nonexpendable personal property having a useful life of more than one year and an acquisition cost of \$2,500 or more per unit.

The following fringe benefits are treated as direct costs:

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

NEXT PROPOSAL DUE DATE:

A proposal based on actual costs for fiscal year ending 06/30/2019, will be due no later than 12/31/2019.

ORGANIZATION: Stone Child College

AGREEMENT DATE: 11/22/2017

**SECTION III: GENERAL**

**A. LIMITATIONS:**

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

**B. ACCOUNTING CHANGES:**

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

**C. FIXED RATES:**

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

**D. USE BY OTHER FEDERAL AGENCIES:**

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

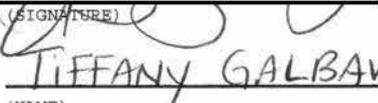
**E. OTHER:**

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

BY THE INSTITUTION:

Stone Child College

(INSTITUTION)  
(b)(6)

(SIGNATURE)  


(NAME)  
TIFFANY GALBAVY

(TITLE)  
CHIEF FINANCE OFFICER

(DATE)  
11/29/2017

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

Darryl W. Mayes - A  
Digitally signed by Darryl W. Mayes - A  
DN: c=US, o=U.S. Government, ou=HHS, ou=PSC, ou=People, 0.9.2342.19200300.100.1.1=2000131669, cn=Darryl W. Mayes - A  
Date: 2017.11.28 08:03:23 -05'00'

(SIGNATURE)  
for Arif Karim

(NAME)  
Director, Cost Allocation Services

(TITLE)

11/22/2017

(DATE) 6451

HHS REPRESENTATIVE: Michael Phillips

Telephone: (214) 767-3261

## **APPENDIX C**

*How the SCC 2018 IEPD project will recruit qualified Indian individuals*

The 2018 SCC IEPD project will actively solicit Native American students who have been historically underrepresented in accessing and participating in traditional teacher education programs. Since the primary goal of the project is to provide more Native Americans with the opportunity for advanced skills and teaching positions, students admitted to the program will be Indian students as defined by SEC. 7151 Definitions. Currently, the SCC teacher education program serves primarily non-traditional, Native American students (95%). Therefore, much of the recruitment activities for the project are focused on current or former students of SCC.

To ensure that the participants who are most likely to succeed are the participants selected for the Project, the PD and PC will review each application and score it according to a rubric. This rubric, which objectively leads to a candidate's rating, also ensures that each participant has been made fully aware of the Project's requirements, including the payback agreement. Rubric criteria include: (a) formal acceptance, provisional acceptance or applied status into the SCC Teacher Education Program (typically at the end of sophomore year); (b) GPA; (c) letters of recommendation; and (d) a written statement on the professional and personal aspirations for becoming a teacher.

SCC 2018 IEPD project staff will also conduct active recruitment efforts in schools on neighboring reservations in northern Montana, including the Fort Belknap, Fort Peck, and Blackfeet reservations. These reservations each have an associates degree in education at a Tribal College but have not yet attained the accreditation to offer a four year degree. The only other TCU in Montana accredited to offer an accredited teacher education program is Salish Kootenai College, which is over 300 miles from Stone Child College or a five hour drive. Additionally, SKC does not offer its education degrees online so students must physically relocate to attend there. Stone Child College is relatively close to the other reservations and

course schedules can be adapted to allow students from these reservations to attend courses on the SCC campus 1-2 days/week. Fridays are currently unscheduled for SCC classes.

The Project Coordinator and Mentor will conduct visits with the three TCUs (Fort Peck Community College, Blackfeet Community College, and Aaniiih Nakoda College) and local LEAs to inform administrators and teachers about the Project and recruit potential participants for the bachelors and masters degree programs. A brochure will be created to provide written information. The Project Director and staff 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.

## **APPENDIX D**

*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 (including BIE-funded schools) that have a high proportion of Indian students*

The SCC 2018 IEPD Project will utilize funds to fully support project participants to become certified elementary or special education teachers who are hired in LEAs serving high proportions of Indian students. The local schools on the Rocky Boy Reservation who have submitted letters of support and are actively involved in the SCC education program, have an average Indian student enrollment of 93-98% clearly meeting the definition of “high proportion of Indian students.” Additionally, it is worth noting that over 50% of the requested budget is for student support.

Participant support will be provided through a monthly stipend of \$1,000/month for qualified participants (full time students who are working less than 20 hours/week). Additionally, for those participants who have a dependent child, a \$100/month child allowance will be paid. All books, tuition and fees will be paid by the project. Funding for technology, particularly for participants seeking the masters degree, will be made available.

The 2018 IEPD project also plans to allocate funding for a recruitment brochure and plans to hire a Project Mentor. The Project Mentor’s role will be to support the participants’ work in K-8 classrooms during clinical work, and their employment during the induction period. This individual will be key to preparing and retaining qualified and culturally competent teachers for schools serving Indian students.

**APPENDIX E:**

*How the project will assist participants in meeting the payback requirements*

Support for participants to meet the payback requirements will be provided individually during an initial meeting in which the Project Coordinator carefully reviews all policies and procedures to each applicant. Participants will be shown how to access the website and the payback system. They will receive their first payment only after they have completed and submitted all paperwork and signed into the payback system. Participants will be provided cost information on a semesterly and annual basis so that they can monitor the amount of funding that they have accrued. Participants' success in the SCC Teacher Education program will be closely monitored so that any possible problems or challenges can be quickly remediated.

The Project Mentor will also play a significant role in the assisting participants meet the payback requirements as this individual will be supporting each participant's ability to secure employment and be retained in order to fulfill the service payback requirements. The Project Mentor will be someone who has close contact with each participant during the training and induction period.

**APPENDIX F**

**How the application meets Absolute Priority One**

**Pre-Service training for teachers**

The Stone Child College 2018 IEPD Proposal plans to meet the Absolute Priority One by providing support and training to 15 Indian individuals to complete a pre-service education program in Elementary Education before the end of the award period that enables the individuals to meet the requirements for full State certification or licensure as an elementary teacher through training that leads to a bachelors degree in elementary education.

Additionally, the Project will support five Indian individuals to complete training in a current or new specialized teaching assignment that has been designated by this Project as a masters degree in special education as there is a documented teacher shortage in this area. A severe and chronic shortage of special educators exists across the nation (McLeskey, Tyler & Flippin, 2004). Coupling this deficiency with the overall shortage of American Indian teachers creates a crisis in personnel training of American Indian special educators (McLeskey, et al., 2004). Furthermore, 15.8% of American Indian students qualify for special education services compared to 11.3% of non-Indian students in special education, making the need for more American Indian special educators teachers more dire.

The SCC 2018 IEPD Project will provide two years of induction services, during the award period, to participants after graduation, certification, or licensure, while they are completing their first two years of work as teachers in LEAs (including BIE-funded schools) that serve a high proportion of Indian students.

The SCC 2018 Project includes goals for the - (A) Number of participants to be recruited each year; (B) Number of participants to continue in the project each year; (C) Number of participants to graduate each year; and (D) Number of participants to find qualifying jobs within twelve months of completion. The following table summarizes this plan:

Table 1.

Project Year	# New recruited/admitted	# Expected to be retained/continuing	# Expected to graduate	# Expected to be hired and receive induction
Year 1: 2018-19	10 Elementary Ed 5 Special Ed	10 Elementary Ed 5 Special Ed	5 El. Ed. 0 Sp. Ed.	0 Elementary Ed. 0 Sp. Ed.
Year 2: 2019-20	5: El. Ed. 0 Sp. Ed.	10 El. Ed. 5 Sp. Ed	0 El Ed. 0 Sp. Ed.	5 El Ed. 0 Sp. Ed.
Year 3: 2020-21	0 El. Ed. 0 Sp. Ed.	10 El Ed. 5 Sp. Ed.	10 El. Ed 5 Sp. Ed.	15 El Ed. 5 Sp. Ed.
Year 4-5: 2021-23	0	0	0	10 El. Ed. 5 Sp. Ed.
<b>Totals</b>	<b>20</b>	<b>20 (100%)</b>	<b>20 (100%)</b>	<b>20 (100%)</b>

# The Chippewa Cree Tribe of the Rocky Boy's Reservation

Box 544 Rocky Boy Route Box Elder, Montana 59521

John Windy Boy - Chairman  
Stump - Vice Chairman  
aMere - Councilman

John Houle - Councilman  
Wm. Gilbert Parker - Councilman  
Joseph Rosette Sr. - Councilman

Peter J. St. Marks - Councilman  
Gary Eagleman - Councilman  
William Denny Jr. - Councilman

NO 45-84

## STONE CHILD COLLEGE CHARTER

### RESOLUTION

WHEREAS, THE CHIPPEWA CREE TRIBAL BUSINESS COMMITTEE IS THE GOVERNING BODY OF THE CHIPPEWA CREE TRIBE OF THE ROCKY BOY'S RESERVATION BY THE AUTHORITY OF THE CONSITUTION AND BY-LAWS OF THE CHIPPEWA CREE TRIBE APPROVED ON THE 23RD OF NOVEMBER, 1935, AND,

WHEREAS, The Chippewa-Cree Tribal Business Committee recognizes the critical need for a quality post-secondary educational program to be located on the Rocky Boy Indian Reservation, and,

WHEREAS, The Chippewa-Cree Tribal Business Committee believes that the educational program should be the control of and responsive to the needs of the Rocky Boy Community.

THEREFORE BE IT RESOLVED, The Chippewa-Cree Tribal Business Committee does hereby charter and declare the establishment of the Rocky Boy Community College.

### CERTIFICATION

I, THE UNDERSIGNED, AS SECRETARY OF THE BUSINESS COMMITTEE OF THE CHIPPEWA-CREE TRIBE, HEREBY CERTIFY THAT THE BUSINESS COMMITTEE IS COMPOSED OF NINE MEMBERS, OF WHOM 5 MEMBERS CONSTITUTED A QUORUM WERE PRESENT AT A MEETING, DULY AND REGULARLY CALLED, NOTICED, CONVENED AND HELD THIS 17th DAY OF MAY, 1984 AND THAT THE FOREGOING RESOLUTION WAS DULY ADOPTED, AT SUCH A MEETING BY THE AFFIRMATIVE VOTE OF 5 MEMBERS FOR AND 0 MEMBERS AGAINST AND THAT THIS RESOLUTION HAS NOT BEEN RESCINDED IN ANY WAY.

(b)(6)

CHAIRMAN

SECRETARY, BUSINESS COMMITTEE

## **APPENDIX G: LETTERS OF SUPPORT**

# BOX ELDER PUBLIC SCHOOLS

District no. 13-G, Hill County  
Box Elder, Montana 59521

July 15, 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,

Box Elder School District is pleased to support Stone Child College's efforts to increase the number of licensed Native American elementary teachers on the Rocky Boy Reservation and surrounding area by hiring qualified graduates of their elementary education program. Through its proposed project, Stone Child College (SCC) seeks to provide resources to Native American teacher candidates to successfully complete their rigorous, culturally relevant educator preparation program. In addition, a well-planned and comprehensive induction program, implemented in partnership with Box Elder Schools will ensure that the graduates and newly inducted teachers are provided effective supports so that they will be successful in their first years of teaching.

Box Elder School District has been an active partner with the SCC Education Department. Our elementary school serves as a site for field experience and volunteer hours for SCC teacher candidates. Our teachers and administrators serve on the SCC Education Advisory Board and were active participants in the development of the program and its conceptual framework. Some of our teachers serve as adjunct faculty for the program and will be serving as student teaching mentors.

Box Elder Schools look forward to hiring graduates from Stone Child College, who are prepared with our guidance and input, and are knowledgeable about the local cultures and community, as well as our school system. If I can provide any additional information, please feel free to contact me at (406) 352-3222. Thank you for your time attention.

Sincerely,

Julie MacDonald  
K-12 Co-Principal  
Box Elder Schools



# Rocky Boy Schools

School Districts 87J&L  
81 Mission Taylor Road  
Box Elder, Montana 59521  
www.rockyboy.k12.mt.us

"Home of the Stars"  
★ Northern Stars ★  
★ Morning Stars ★

July 1, 2018

Dr. Kadene Drummer  
Stone Child College  
8294 Upper Box Elder Road  
Box Elder, MT 59521

Dear Dr. Drummer,

Rocky Boy School District is pleased to support Stone Child College's efforts to increase the number of licensed Native American elementary teachers on the Rocky Boy Reservation by hiring qualified graduates of their elementary education program. Through its proposed project, Stone Child College (SCC) seeks to provide resources to Native American teacher candidates to successfully complete their rigorous, culturally relevant educator preparation program. In addition, a well-planned and comprehensive induction program, implemented in partnership with Rocky Boy Schools will ensure that the graduates and newly inducted teachers are provided effective supports so that they will be successful in their first years of teaching.

Rocky Boy School District has been an active partner with the SCC Education Department. Our elementary school serves as a site for field experience and volunteer hours for SCC teacher candidates. Our teachers and administrators serve on the SCC Education Advisory Board and were active participants in the development of the program and its conceptual framework. Some of our teachers serve as adjunct faculty for the program and will be serving as student teaching mentors.

Rocky Boy Schools look forward to hiring graduates from Stone Child College, who are prepared with our guidance and input, and are knowledgeable about the local cultures and community, as well as our school system. If I can provide any additional information, please feel free to contact me at (406) 395-4474 ext. 226. Thank you for your time attention.

Sincerely,

(b)(6)

Clintanna Colliflower  
Rocky Boy Elementary Principal

*"The Mission of Rocky Boy Schools is to guide all students toward successful achievement of high quality standards in their education and in life."*

Phone  
(406) 395-4291

FAX  
(406) 395-4829

Head Start  
(406) 395-4640

## PROFESSIONAL DEVELOPMENT PROGRAM CONSORTIUM AGREEMENT

### I. General Agreement

This agreement is between Stone Child College and the University of Montana.

Stone Child College certifies that it is an institution of higher education, specifically, a Tribal College or University (TCU); The University of Montana certifies that it is an institution of higher education, which is accredited to offer a masters degree program (MA or MEd) with an option that leads to certification in special education.

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

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

### IV. Activities

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

The University of Montana agrees to:

- (1) Provide accessible teacher training that will lead to a master's degree in education before the end of the award period (2020), and that enables the individuals to meet the requirements for full State certification or licensure as a special education teacher;

Stone Child College agrees to:

- (1) Recruit potential students to enter into the Professional Development masters degree program;
- (2) Assist students with job placement in local education agencies (including BIE-funded schools) that serve a high proportion of Indian students;
- (3) Consult with the University of Montana to carefully select teachers and elders to participate in the two-year induction service; and

Both parties agree to:

- (1) Have regular meetings with one another;
- (2) Cooperate in developing and implementing the project; and
- (3) Ensure that all students in the program are aware of and understand the pay-back requirements and conditions of participating in the SCC 2018 IEPD Professional Development Program.

### V. Modification

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

VI. Applicable Period

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

VII. Authorization

Designated Lead Applicant | Authorized Representative Signature:

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

(b)(6)

Signature of Designated Lead Applicant Authorized Representative

(b)(6)

Cory Sangrey-Billy, President of Stone Child College

7-30-18  
Date

Entity Applying in Consortium | Authorized Representative Signature:

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

(b)(6)

Signature of Entity Applying in Consortium Authorized Representative

Judy Fredenberg, Assistant VPR  
Printed Name and Title

7/30/18  
Date

**APPENDIX I: STEM SUPPORTING NARRATIVE**

## **STEM Supporting Narrative Stone Child College's 2018 IEPD Proposal**

The following is a description of how the SCC Elementary Education program is designed to increase the opportunities for high-quality preparation of, and professional development for, teaching science, technology, engineering, math, or computer science. The SCC elementary education program contains a rigorous and vivacious emphasis on STEM. SCC has a goal to improve its work around STEM, particularly during the induction period; therefore, a strong induction program focused on STEM will be developed and implemented to support the continued growth of teachers.

Stone Child College proposes a **year-long program course/course sequence and required job-embedded activities during the induction period** on select instructional strategies covering *each* of these five elements:

### **1. Content knowledge acquisition of the STEM or computer science subjects that participants may teach as well as related instructional strategies**

#### **Pre-service:**

*Current practices:* Building candidates' STEM content knowledge is contained within the structure of the general education and program requirements for a Bachelor's Degree in Elementary Education. A series of three courses in science, two semesters of math for elementary teachers, and courses in instructional technology support the foundational knowledge needed to teach STEM subjects and to utilize technology to best support student learning. These courses also support the candidate's ability to take and pass the Praxis Elementary Content Knowledge assessment.

*Goals for improvement:* Through a partnership with the University of Providence in Great Falls, MT, SCC will review and enhance their STEM courses and offerings in the elementary education program. This NOYCE partnership grant from NSF will build on the successes of the SCC elementary education program and offer insights into increasing opportunities for teacher candidates through collaborative STEM related projects and resources.

#### **Induction:**

*Goals for improvement:* Support for increasing teachers content knowledge during the induction period will be individualized and provided though the individual questions and needs of the teachers.

### **2. How to teach inquiry-based learning**

#### **Pre-service:**

*Current practices:* Upon completion of the general education courses, candidates complete two elementary methods courses designed to foster student growth through inquiry based and experiential learning strategies (EDU 430 Teaching and Assessing K-8 Science and EDU 420 Teaching and Assessing K-8 Mathematics). The course syllabus for EDU 430 Teaching and

Assessing K-8 Science contains the following information, which highlights the inclusion of inquiry-based teaching and learning:

#### COURSE DESCRIPTION

Teaching and Assessing K-8 Science focuses on topics related to the effective teaching of science in K-8 classroom settings. Candidates will explore teaching methods that are aligned with state and national standards, and **are oriented around inquiry-based and collaborative learning**. A special focus of this class will be the infusion of culturally responsive science teaching methods and issues, as well as the integration of science learning across various disciplines. Candidates will explore implementation of methods and materials in all areas of science instruction appropriate to the development of the K-8 educator within co-requisite clinical experience.

#### Required Texts

[Science for the Next Generation: Preparing for the New Standards](#) – by William Banko  
Handouts from the instructors

#### Course INFORMATION

This course supports candidates' growth as K-8 science educators by engaging them in a comprehensive set of activities which... (a) allow candidates to experience, examine, and reflect upon teaching and learning strategies for the K-8 science classroom; (b) provide teaching opportunities in which candidates use the skills and knowledge that support effective science instruction; (c) **require candidates to apply their knowledge of teaching in the development of science units designed for use in supporting the learning of diverse students;** (d) facilitate the development of candidates' understanding of science literacy and how to develop it in students; and (e) **engage candidates in active inquiry of the relationships between teaching and learning and of other issues related to science education**. Candidates will gain familiarity with **instructional methods and materials that are aligned with state and national standards and are developmentally appropriate, with a particular emphasis on inquiry based learning and other forms of research-based pedagogy**. Students will examine instructional models and curricular materials known to foster K-8 students' conceptual understanding of core science concepts, awareness of the nature of science, and proficiency in using science process skills. **Infused topics include the effective use of instructional technology to support student learning, science safety, formative and summative assessment, and cultural competency.**

#### PEPP standards and InTASC principles

10.58.532 (d) Candidates will be able to demonstrate knowledge, understanding, and use of the fundamental concepts of physical, life, earth, and space sciences to design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, to convey the nature of science, the concepts in science and technology, the history and nature of science, including scientific contributions of American Indians and tribes in Montana;

InTASC Principle 5 Application of Content: The candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Assessment Indicator 2.3: Integrate cross-disciplinary skills, such as critical thinking, problem solving, creativity, and communication to help learners learn the content

#### Course Objectives

Through the successful completion of this course, the candidates will demonstrate that they are able to:

1. describe and contrast the nature of Western science, Indigenous science, and elementary science education;
2. articulate the meaning and value of culturally competent science instruction in supporting students' science literacy, including that of American Indians students;
3. describe and apply reform based elementary science methods in developing students' science literacy;
4. **develop elementary science lessons that, when appropriate, (a) effectively incorporate instructional technology, (b) incorporate culturally competent methods and content, (c) employ differentiated methods and content to support the learning of diverse learners, (d) utilize assessment for and of learning, and (e) provide opportunities for development of science process skills, content knowledge, and scientific attitudes and dispositions in students;**
5. identify potential student science misconceptions, their effects on learning, and how to address them to support learning;
6. use science content standards in making effective instructional decisions;
7. develop meaningful conceptual sequences that will support students' understanding of core science content;
8. develop effective formative and summative assessments;
9. **employ instructional inquiry and reflective practices to examine their teaching and students' learning;**
10. articulate their understanding of educational theory and how learning is supported through effective science teaching;
11. utilize educational resources in supporting their growth as a professional educator;
12. and participate in and contribute to an effective learning community with their peers.

*Goals for improvement:* The SCC teacher education program plans to analyze data from its assessment process to determine the strengths and needs for improving its work around inquiry based teaching and learning. The assignments from courses that teach and assess teacher candidates to use inquiry based learning, such as EDU 430, will be analyzed to determine ways to grow in this area.

#### **Induction:**

*Goals for improvement:* One of the induction professional development topics will be inquiry based teaching and learning. This professional development training will focus on recent research-based strategies to maximize the benefits of inquiry based learning.

### **3. Teachers' use of technology tools, lab equipment or other specialized tools to enhance student learning experiences**

#### **Preservice:**

*Current practices:* Teacher candidates at SCC are provided coursework early in their program on instructional technology so that they have prerequisite skills and knowledge needed to be successful in the SCC teacher education program. SCC students are required to utilize technology skills in multiple capacities, including the development of a digital portfolio, teaching K-8 students using technology, or conducting action research and using technology to analyze data on student learning.

*Goals for improvement:* Since technology is rapidly changing, it requires one to be continually updated on new innovations and utilizations of the tools and opportunities it can provide. Computer programming is an essential skill for today's workforce, and teacher candidates need to become knowledgeable and proficient in how to teach the skill of coding, and other technology related skills to their students. Therefore, the SCC 2018 IEPD proposal contains a request to purchase a classroom set of OzoBots, which can be used to teach computer coding. Other STEM related resources and materials purchased through this project will solidly support the teacher candidates' STEM related learning and future teaching. Having updated tools and connecting them to curricula is a needed component for all preservice and induction programs.

#### **Induction:**

*Goals for improvement:* Technology is an ongoing academic content and skill area for professional development offered during the induction program. This professional development training will assist teachers to effectively utilize technology in their instruction.

### **4. How to incorporate experiential learning opportunities in formal and informal settings**

#### **Preservice:**

*Current practice:*

SCC defines experiential learning as "...the process whereby knowledge is created through the transformation of experience" (Kolb, 1984, p. 38). Kolb describes four stages in which learners progress: (a) a concrete experience; (b) an observation of and reflection on that experience; (c) conclusions based upon the reflections which lead to new ideas or changes in old ways of thinking; and (d) the development and application of a new hypothesis to guide future actions. SCC's emphasis on field experiences, which provide candidates multiple opportunities to teach and engage in structured opportunities to reflect on their teaching is supportive of experiential learning, as described by Kolb.

SCC candidates engage in experiential learning as documented in their teaching portfolios and are also taught how to use experiential teaching strategies in their work with K-8 students.

According to Moon,

In experiential learning, the student manages their own learning, rather than being told what to do and when to do it. The relationship between student and instructor is different, with the instructor passing much of the responsibility on to the student. The context for learning is different—learning may not take place in the classroom, and there may be no textbooks or academic texts to study. Finally, the curriculum itself may not be clearly identified—the student may have to identify the knowledge they require and then acquire it themselves, reflecting on their learning as they go along (Moon, 2004, p.165).

*Goals for improvement:*

The SCC teacher education program will analyze data from the clinical experience courses and student teaching to determine the strengths and needs of its ability to promote experiential learning for preservice teachers and K-8 students.

**Induction:**

*Goals for improvement:*

The SCC induction program will provide support and information to new teachers on their continued application of experiential learning. This support will happen during professional development and through coaching and mentoring opportunities.

#### **5. How to facilitate students' skills attainment in high-demand STEM or computer-science related occupations in the regional job market**

**Preservice:**

Data from the U.S. Bureau of Labor Statistics (BLS) suggests that employment in occupations related to STEM is projected to grow about 13% between 2012 and 2022, faster than all other occupations over the same timeframe. But, according to the U.S. Department of Education, only 16% of American high school seniors are proficient in math and interested in a STEM career. Even among those who do go on to pursue a college major in the STEM fields, only about half choose to work in a related career. Therefore, it is critical to build the skills and dispositions that will encourage more interest in STEM careers.

The research in this area suggests that the three C's, that is, collaboration, communication, and creativity, are essential to success in the classroom and in the workforce. This means moving away from the outdated "scientific method" of teaching and "cookbook labs" and instead focusing on the process of science and engineering design. **It's through interdisciplinary, inquiry-based instruction that students build the essential skills for the 21<sup>st</sup> century workforce.** Additionally, building basic math and problem solving skills is essential. There are also a wide range of strategies, resources, and activities that teachers can introduce into their classrooms to engage STEM career interests. PBS Learning Media has an [extensive collection of STEM career resources](#), which is full of short videos accompanied by classroom materials including NOVA's [Secret Life of Scientists & Engineers](#). SLOSE videos and their support materials are one way to strengthen the perceptions students acquire regarding the felicitous relationship between the value of their studies and real world opportunities.

*Current practices:*

SCC's teacher education program promotes inquiry based learning through the 3 C's (collaboration, communication and creativity), as outlined in its conceptual framework and as required through state standards.

*Goals for improvement:*

The SCC teacher education program plans to enhance its ability to foster students' ability to attain STEM careers through its STEM partnership with the University of Providence and through continued analysis of the data from teacher candidates and newly hired teachers around inquiry based learning and the 3 C's. The University of Providence in Great Falls, Montana has included Stone Child College in a NOYCE partnership grant through the National Science Foundation that is focused on increasing STEM opportunities for teacher candidates. This partnership will provide SCC with resources and relationships to build STEM career awareness and knowledge.

**Induction:**

*Goals for improvement:*

The SCC induction program will provide support and information to new teachers on STEM careers and how to build skills needed for STEM careers, emphasizing the importance of mathematics and its use in our lives.

## **APPENDIX J: REFERENCES**

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## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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

**Stone Child College 2018 IEPD  
Budget Narrative**

**Year One:**

**1. Personnel**

**Personnel costs are consistent with prevailing wages in the area and based upon Stone Child College's salary schedule.**

1) Project Director @ .25FTE 12 month contract @\$63,626 for a cost of \$15,907. The PD will administer the grant, including overseeing the budget, supervising all grant activities, providing direct supervision of the Project Coordinators, attending annual Project Director meetings as required, and completing all reporting to the OIE. The Project Director will recruit, support, advise, and provide support when seeking employment for all Elementary Education participants. ***This position is responsible for supervising all grant objectives and is essential for successful implementation of the Project***

2) Project Coordinator @ .25FTE 12 month contract @ \$44,704 for a cost of \$11,176. The Project Coordinator will support the Project Director in fulfilling grant objectives and overall success of the Project. The PC will recruit, support, advise, track costs and progress in the program and provide support when seeking employment for all participants. ***This position is responsible for supporting all grant objectives and is essential for successful implementation of the Project.***

3) Project Mentor @ 1FTE 12 month contract @ \$44,704. The Project Mentor will ensure that mentoring, induction and field experience supervision are well coordinated to support the teacher candidates, the K-8 classroom teachers, school mentors, and the faculty who teach the elementary methods courses associated with field work. ***This position is responsible for supporting the field experience and induction program and is therefore critical for successful implementation of the Project.***

***Total Personnel Costs: \$119,506***

**2. Fringe Benefits**

Fringe benefits are budgeted at 31.81% of salaries. The following is a breakdown of fringe costs:

FICA	6.20%
Medicare	1.45%
Retirement	15.00%
Tribal Unemployment	3.80%
State Administration	.80%
Workers Compensation	.56%
Severance/Leave Fee	2.00%
Employer Wellness Contribution	2.00%

***Total Fringe Costs: 31.81% x 119,506 = \$38,015***

**3. Travel**

**1) Travel to attend the Project Directors meeting**

Airfare: \$850.00

Luggage: \$50

Mileage to the airport: 220 miles round trip x .54 = \$119.00

Per Diem: \$69.00/day x 4 days = \$276.00

Lodging: \$254.00/night x 3 nights = \$762.00

**Total cost of PD meeting: \$2,057**

**2) Local Travel**

1) We are including costs for local travel between Stone Child College and the University of Montana. Meetings between these two institutions will be essential for the consortium to be most effective. We have planned for bi-semesterly face to face meetings to ensure adequate support for faculty and students. Round Trip mileage between Havre, MT and Missoula, MT: 552 miles x .54 = \$298 x 6 = \$1,788. It will be necessary to allow for a one night stay due to the 5 hour drive. Hotel costs: \$94 x 6 = \$564; Per diem: \$118 x 6 = \$708.00 for total budget of \$3,060.

2) We are including costs for local travel to schools for student observations. We anticipate 20 participants being observed 3 times/semester requiring an average of 60 miles/observation x 3 semesters (fall, spring and summer)/year = 3,600 x .54/mile = \$1,944.00.

3) We are including costs for local travel to reservation schools for recruitment and induction support. Recruitment will be essential for the project's success and often the best recruiting tool for small reservation schools is being face to face. In years 2-5, induction support will require frequent visits to area schools. We estimate that the PD will conduct 10 visits to reservation schools an average of 200 miles from SCC for a total of 2,000 miles x .54/mile = \$1,080.

**Total Local Travel: \$6,084**

**Total Travel Costs: \$8,141.00**

**4. Equipment**

None

**5. Supplies**

1) **General office supplies for the Project** are estimated at \$75.00/month for 12 months for a total cost of **\$900.00**. 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.

2) **Copying/printing costs** are calculated at \$100.00/month for 12 months for an amount of **\$1200.00**. This will include toner, machine service and other copier expenses for Project staff. This amount is based upon copying costs of current grants of this nature.

3) **Technology resources:** In order to support all grant objectives, the following purchases will be made for the Project Mentor:

- **XPS 27 Touch** 7th Generation Intel® Core™ i7-7700 Processor (**\$2,400**), **MS Office (\$400) = \$2,800** based on an estimate from www.dell.com. A computer plus software is needed for the Project Mentor to document work, communicate with partners and school districts and to create needed documents.

4) **Instructional Materials:** to support the enhancement of the STEM opportunities for participants and K-8 partners, we are budgeting a cost of \$6,900 to purchase hands-on science materials, math manipulatives, engineering and robotic resources, and other technology supports. This budget comes from cost estimates obtained from Flynn, NASCO, teachersource and ozobot.com. Ozobot Evo robots,

are a simple way to create engaging activities that help teach young students the introductory building blocks of computer coding (\$1,195.00), science kits (\$2,300), math kits (\$2,780), engineering/robotics (\$1,625).

**Total Supply Cost: \$11,802**

**6. Contractual**

None

**7. Construction** Not applicable.

**8. Other**

Our Project will pay for school mentors for field experience, student teaching supervision and induction (year 2 and on). Mentors will provide coaching, feedback and support to candidates as they apply their teaching skills in k-8 classrooms. The project will require five mentors (one for every two students). Five mentors will be paid \$150/month x 9 months for a cost of \$6,750.

**Total Other Costs: \$6,750**

**9. Total Direct Costs \$184,214**

**10. Indirect Costs**

*8% of \$184,214 = 14,737*

*14,737 + 184,214 = \$198,951*

**11. Training Stipends**

**1) Training Costs for Elementary Education Participants**

Tuition and Fees: \$2,885/semester x 2 semesters = \$5,770

Books and Supplies: \$550 x 2 semesters = \$1100

Monthly Stipend: \$1000 x 9 months = \$9,000

Dependent Allowance: \$100/month x 9 months = \$900

Total El Ed Participant Costs: \$16,770 x 10 participants = \$167,700

**2) Training Costs for Special Education Participants**

Tuition and Fees: \$345.55/credit x 6 credits: \$2,073

Books and Supplies: \$850 x 3 semesters = \$2,550

Technology Support: \$2,000

Total Sp Ed Participant Costs: \$6,623 x 5 = \$33,115

**Total Training Costs: \$200,815**

**12. Year One Total Costs: \$198,951 + \$200,815 = \$399,766**

**Years Two and Three:**

**Personnel, Fringe, Travel and Other costs remain the same.**

**Supplies will decrease to \$4,902.00 as we will not need to purchase STEM materials. This will allow for more student support.**

**Training Costs for years two and three will include a stipend for the special education participants in addition to the other supports. This stipend will be paid during the summer months when coursework will be full time. Technology support will decrease to \$1,000.**

**Training Costs for Special Education Participants**

Tuition and Fees: \$345.55/credit x 6 credits = \$2,073  
Books and Supplies: \$850 x 3 semesters = \$2,550  
Technology Support: \$1,000  
Monthly stipend: 1,000/month x 2 months = 2,000  
**Total Sp Ed Participant Costs: \$7,623 x 5 = \$38,115**

**Training Costs for Elementary Education participants will remain the same as Year One: Total El Ed Participant Costs: \$16,770 x 10 participants = \$167,700**

**Year Two**

**Direct Costs: \$177,314**  
**Indirect Costs: \$14,185**  
**Total Direct Costs: \$191,499**  
**Training Costs: \$205,815.00**  
**Total Budget: \$397,314.00**

**Year Three**

**Direct Costs: \$177,314**  
**Indirect Costs: \$14,185**  
**Total Direct Costs: \$191,499**  
**Training Costs: \$205,815.00**  
**Total Budget: \$397,314.00**

**Years Four and Five**

**Personnel costs will only include the Project Mentor @ \$44,704, and the Project Director @ .25 ; \$15,907:**  
**Total Personnel Costs: \$60,611**

**Fringe: 31.81% = \$19,280**

Local travel for the Mentor \$1,944, travel to attend PD meeting: \$2,057  
**Total Travel: \$4,001.00**

**Other: school mentors.** Our Project will pay for school mentors for induction. Mentors will provide coaching, feedback and support to candidates as they apply their teaching skills in k-8 classrooms. The project will require ten mentors (one for every two students). **Ten mentors will be paid \$150/month x 9 months for a cost of \$13,500.**

**Supplies for induction activities: \$400/month x 12 months = \$4,800**

**Total Direct costs: \$102,192**  
**Indirect costs: \$8,175**

**Total costs for year 4: \$110,367.00**

**Total costs for year 5: \$110,367.00**

**Total budget: \$1,415,128.00**

**Administrative Costs:** No more than 5% of the budget may be allocated for administrative costs. Administrative costs have been limited to 10% of the salaries and fringe for the Project Director.  
Cost: \$15,907 (salary) + \$5,060 (fringe) = \$20,967.00 x 10% = \$2,097 x 5 years = \$10,485  
For a total budget of \$1,415,128.00, only .07% of the total budget are administrative costs.