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**APPLICATION FOR GRANTS
UNDER THE**

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ED Native Youth Community Projects FY22

Kenaitze Indian Tribe (Kenaitze, “the Tribe”—a Federally recognized Indian tribal government reorganized in 1971 under the statues of the Indian Reorganization Act of 1934, as amended for Alaska in 1936—seeks funding to support the creation of the *Tinitun* (Dena’ina word meaning “Pathway”) College and Career Readiness Project intended to provide college and career exploration opportunities and intensive advising for local Alaska Native/American Indian (AN/AI) youth in middle and high school. The Tribe’s service area comprises the communities of Kenai, Soldotna, Sterling, Nikiski, Salamatof, Ridgeway, Kalifornsky, Cooper Landing, Funny River, and Kasilof—a geographical area that spreads across more than 15,000 square miles of rural Alaska. Kenaitze serves 1,809 Tribal Members and approximately 4,410 AN/AI residents of the central Kenai Peninsula. Students in the Kenaitze service area experience major barriers to adequate college and career preparation due to a tenuous local economy, severe contraction of the University of Alaska system, and broad disconnect between Tribal/AN/AI families and the existing local public school system.

The *Tinitun* Project will provide quality, highly individualized college and career coaching for approximately sixty (60) AN/AI 6th–12th grade students annually, ensuring they receive the ongoing support of trusted, culturally responsive adult educators as they age through middle and high school, and early adult life at a post-secondary institution or as part of the local workforce. Project goals will be accomplished by developing a College and Career Readiness Center within the Tribe’s new Education Campus facility, led by the College and Career Readiness Center Coordinator under supervision of the Community Education Administrator. Direct student and family services will be led by three (3) 1.0 FTE Advisors specific to each student’s unique needs and career goals, specializing in either Career and Technical Education, College Preparation, or Teacher Preparation. Project goals will be accomplished in partnership between Kenaitze, local

businesses, the Kenai Peninsula Borough Public School District (KPBSD), and the University of Alaska system. Kenaitze's current programming for serving AN/AI youth include Early Head Start, Head Start/Alaska Native Education Early Learning, *Yusdich' qich'ul* ("There is firelight") tutoring and special education services, *Yaghanen* ("The good land") afterschool programming, summer cultural education camp opportunities, and scholarships for teens and young adults matriculating into post-secondary schools.

Priority: AN/AI students will have access to the knowledge, skills, and support systems necessary to graduate high school and attain their college and career goals.

- **Goal 1:** Youth will receive the support necessary to meaningfully engage in college and career exploration/planning.
- **Goal 2:** Youth will make progress and/or complete their post-secondary goals as defined in individualized post-secondary plans.
- **Goal 3:** Kenaitze will partner with key local organizations to develop pathways for student success.

By the end of the 5-year performance period, at least 300 students will have benefited from the college and career readiness activities that are the focus of the *Tinitum* Project. The Tribe seeks funding consideration under the Native Youth Community Projects (NYCP) Absolute Priority, to ensure that local AN/AI youth remain in school and are prepared for college and careers through a coordinated, place-based strategy. As a Tribal lead applicant, Kenaitze meets Competitive Priority 1, and seeks further consideration under Competitive Priority 3, as this Project will directly bolster efforts to increase the number of community educators from currently underrepresented backgrounds in order to improve educational equity and the overall quality of learning experiences for all students.

ED Native Youth Community Projects FY22

Kenaitze Indian Tribe (Kenaitze, “the Tribe”—a Federally recognized Indian tribal government reorganized in 1971 under the statues of the Indian Reorganization Act of 1934, as amended for Alaska in 1936—seeks funding to support the creation of the *Tinitum* (Dena’ina word meaning “Pathway”) College and Career Readiness Project intended to provide college and career exploration opportunities and intensive advising for local Alaska Native/American Indian (AN/AI) youth in middle and high school. Kenaitze’s mission is “to assure Kahtnuht’ana Dena’ina thrive forever.” The Tribe’s service area comprises the communities of Kenai, Soldotna, Sterling, Nikiski, Salamatof, Ridgeway, Kalifornsky, Cooper Landing, Funny River, and Kasilof—a geographical area that spreads across more than 15,000 square miles of rural Alaska. Kenaitze serves 1,809 Tribal Members and approximately 4,410 AN/AI residents of the central Kenai Peninsula; the total population living within the Tribe’s service area is approximately 35,943 people, the majority of whom are of European descent. In 2019, the Tribe established an independent Education Division—our Tribal Education Agency (TEA)—and the Tribe currently operates an array of educational programs for families with children ranging in age from prenatal infants to high school and beyond. These programs include Early Head Start, Head Start/Alaska Native Education Early Learning, *Yusdich’ qich’ul* (“There is firelight”) tutoring and special education services, *Yaghanen* (“The good land”) afterschool programming, summer cultural education camp opportunities, and scholarships for teens and young adults matriculating into post-secondary schools. Further, the Tribe is in late-stage construction of its 62,500 sq. ft. full-service *Kahtnuht’ana Duhdeldiht* Campus (KDC) that will centralize its Education programs to ensure a safe space and continuum of support for learners of all ages, with design features that include a library, specialized early-learning age-based classrooms, indoor-outdoor playground, community gathering space, and offices for Education Division

staff. The completion of KDC, set to open for occupancy in September 2022, represents a major step toward Kenaitze's long-term 2025 Community Goal *Kahtnuht'ana Hqeldihch*, "to develop and implement a Tribal Education System."

Despite ongoing and robust efforts, Kenaitze recognizes that many of our young people become disconnected, struggle to find employment, or find that the predominant local school system, Kenai Peninsula Borough Public School District (KPBSD), has not equipped them with the full array of skills necessary to graduate and seamlessly transition into adult life. Kenaitze also sees many of our older youth drift away from existing educational and cultural opportunities due to socioeconomic stressors, where the immediate necessity of earning wage income for self or family overwhelms long-term college and career goals that would ultimately provide greater career satisfaction and financial freedom. The Tribe seeks consideration for funding under the Native Youth Community Projects (NYCP) Absolute Priority, to ensure that local AN/AI youth remain in school and are prepared for college and careers through a coordinated, place-based strategy. The Tribe's current Memorandum of Understanding (MOU) with KPBSD is attached in support of this application. Kenaitze also meets Competitive Priority 1 as a Tribal lead applicant; and seeks consideration under Competitive Priority 3, as this Project will directly bolster efforts to increase the number of community educators from currently underrepresented backgrounds to increase educational equity and overall quality for all students.

A. Need for Services (10 Points)

A.1, A.2 Service Gaps and Magnitude of Local Issues. Students in the Kenaitze service area experience major barriers to adequate college and career preparation due to a tenuous local economy, severe contraction of the University of Alaska system, and broad disconnect between

Tribal/AN/AI families and the existing local public school system. Together, these factors create a milieu of educational, economic, and social division. Figure 1 demonstrates extreme disparity in AN/AI and overall district academic proficiency and graduation rates.^{1,2} The individual poverty rate for AN/AI persons

within Kenai Peninsula Borough (KPB)—equivalent to the “county” level of governance—is 22 percent, more than double the Borough’s overall 10 percent figure, which is germane to this Project because similar educational disparities exist for “economically disadvantaged” youth compared with their less-distressed peers. A higher rate of poverty also suggests that AN/AI youth in our service area are more likely to enter the labor market early (with or without exiting school), less likely to have college-educated parents

or guardians to guide them in career exploration, and overall less likely to both seek out and graduate from a post-secondary education or certification program as shown in Figure 2.³

Historically, regional employment has often involved seasonal work and heavy industry such as

Figure 1

| Academic Proficiency | | |
|----------------------|-------|---------|
| | AN/AI | Overall |
| Language Arts | 23.1% | 48.5% |
| Mathematics | 12.4% | 35.2% |
| Graduation Rate | 66.7% | 80.4% |

Figure 2

| Borough Educational Attainment | | |
|--------------------------------|-------|---------|
| | AN/AI | Overall |
| High School | 87.3% | 93.0% |
| Diploma or Higher | | |
| Bachelor's Degree | 9.0% | 25.8% |
| or Higher | | |

¹ Alaska Department of Education and Early Development (DEED). (2021). 2020-2021 Kenai Peninsula Borough School District PEAKS Results. Retrieved April 5th, 2022 from education.alaska.gov

² Alaska DEED. (2021). Data Center. Retrieved April 5th, 2022 from education.alaska.gov

³ U.S. Census Bureau. (2021). 2020 American Community Survey Estimates. Retrieved April 5th, 2022 from data.census.gov

commercial fishing in the summer months, and oil and natural gas extraction year-round. Recent economic upheaval—exacerbated by but also preceding the COVID-19 pandemic—has upended the local economic landscape. Not only has overall employment dropped (-1.2% in 2018 compared to an overall US growth rate of 1.6%), but wages are stagnant at 82 percent of the US average despite a cost of living significantly higher than the national mean.⁴ Previously lucrative extractive industries have declined over the last five years while new high-wage job growth is primarily in K-12 Educational Services, Health Care, Informational Technology, and Public Administration, with positions often requiring a post-secondary degree or credential.⁵ One seasonal industry that does persist is Tourism and Hospitality, now rebounding from the disastrous 2020 season that saw a loss of approximately \$2.2 billion in revenue and 27,800 jobs statewide;⁶ nevertheless this offers a unique opportunity for local teens and young adults to fill summer tourism jobs that were previously occupied by seasonal out-of-state or international visa workers. Overall the local labor market is dire for our young people, with more individuals vying for fewer year-round jobs, and growth industries requiring more credentials than ever before.

Despite the need for highly credentialed workers, local opportunities for post-secondary education are limited. State budget cuts have severely impacted the state's university system with

⁴ Anchorage Economic Development Corporation (AEDC) prepared for Kenai Peninsula Economic Development District (KPEDD). (2018). Kenai Peninsula Borough Economic Overview. Retrieved April 5th, 2022 from kpedd.org

⁵ Ibid.

⁶ McKinley Research, LLC prepared for Alaska Travel Industry Association (ATIA). (2020). The Economic Impacts of COVID-19 on Alaska's Visitor Industry. Retrieved April 5th, 2022 from alaskatia.org

\$70 million in cuts over the past three fiscal years⁷ forcing staff reductions and the dissolution of 39 degree and certificate programs.⁸ The closest institution offering four-year Bachelor's degrees is University of Alaska Anchorage (UAA), three hours away by road; Associate's degree (AA) and Occupational Endorsement Certificates (OECs) are available locally at Kenai Peninsula College (KPC) and Alaska Christian College (ACC), but are highly limited in scope. Further, AN/AI enrollment dropped 33 percent across the UAA system between 2016 and 2020, larger still at KPC where 37 percent fewer enrolled, with students citing program cuts, financial hardship, employment obligations, and lack of cultural outreach within the system as barriers to degree completion.⁹ While online programs are increasingly available including through the University of Alaska's flagship campuses in Fairbanks (UAF) and Juneau (University of Alaska Southeast, UAS), attrition and differential learning outcomes between in-person and online programs are well-established in both the national and Alaskan contexts.^{10,11} Unfortunately, the social reality in our service area is that most—if not all—students pursuing post-secondary education are faced with a choice between online learning or pursuing a degree hundreds of

⁷ Anchorage Daily News. (2019.) "Governor agrees to smaller university funding cut, including #25 million first-year reduction passed by legislature." Retrieved April 5th, 2022 from adn.com.

⁸ Alaska Public Media. (2020). "Theatre, chemistry, sociology among dozens of academic programs cut at the University of Alaska system." Retrieved April 5th, 2022 from alaskapublic.org

⁹ University of Alaska Anchorage. (2021). Alaska Native Success Initiative (ANSI) Data Report. Retrieved April 5th, 2022 from alaska.edu. Notably, Alaska Native representation among UAA faculty also remains low (3.5%).

¹⁰ Patterson, B. & McFadden, C. (2009). Attrition in Online and Campus Degree Programs. Retrieved April 5th, 2022 from eric.ed.gov

¹¹ Leiter, G. (2020). Instructor-Student Relationships and Attrition Rates among Students Enrolled in Developmental Asynchronous Online Courses. Retrieved April 5th, 2022 from scholarworks.alaska.edu

miles distant from their families and home communities. However, research on the rapid expansion of distance learning in recent years offers some promising insights to reduce attrition in online programs, which this Project will implement as shown in B.1 Approach below.

If general access to degree programs is sparse within the area, AN/AI students aspiring to become credentialed educators are doubly disadvantaged. Neither local institution offers a program to develop State of Alaska K-12 classroom certified teachers, though KPC does offer a certificate in early childhood education (ECE). To attend an in-person Bachelor's level program, the student would need to travel 500 miles northward to Fairbanks. Historically, Alaska Natives have been significantly underrepresented as educators in Alaska and specifically KPBSD, where there is very little AN/AI representation among school staff, particularly within administrative and lead classroom teacher roles.^{12,13} To address this, Alaskan universities have instituted a series of programs to increase AN/AI teacher representation in schools; however, these programs have largely failed to move the needle: an average of only four (4) AN/AI educators per year have attained certification through these targeted programs that date back to the 1970s.¹⁴ Only recently have Indigenous Alaskan educators attained the institutional capital to address these Western technocratic program failures, recognizing that these initiatives often employed deficit-based

¹² The Alaska Association of School Boards estimates fewer than 5 percent of teachers in Alaska are Native. KPBSD has 548 teacher FTE, an equivalent of less than one AN/AI educator per district school. Retrieved April 5th, 2022 from aasb.org, nces.gov

¹³ Center for American Progress. (2014). Teacher Diversity Revisited: A New State-by-State Analysis. Retrieved April 5th, 2022 from americanprogress.org

¹⁴ Tepon, B., Hirshberg, D., Leary, A., and Hill, A. (2015). Alaska Native-focused Teacher Preparation Programs: What have we learned? Retrieved April 5th, 2022 from scholarworks.alaaska.edu.

approaches; lacked culturally responsive, Indigenous, place-based pedagogical methods; and had little-to-no Native representation in overall program development.¹⁵ In short, these programs have been historically steeped in the exact anti-Indigenous frameworks they intended to correct. Importantly, these recent critiques offer actionable insights into how and why the programs faltered, meaning that Kenaitze and our local educational partners are poised to develop alternate pathways and supports for Tribal/AN/AI youth who wish to become certified teachers.

Lack of Native educators in the K-12 setting directly impacts AN/AI youth in our community, as one of the many compounding factors that lead to “youth disconnect” before students even begin to define their post-secondary goals. Defined as individuals between the ages of 16 to 24 who are neither in school nor employed, disconnected youth represent a full fifth or 20.3 percent of young adults residing in the Borough, though the percentage of disconnected AN/AI young adults in our community is likely much higher; nationally the disconnectedness rate is just under 11 percent, while the AN/AI rate is more than double that at 22.1 percent as of 2019.¹⁶ This manifestation of disconnectedness does not occur in a vacuum, but rather signifies the compounded effects of years of decreased engagement within the school and community system, particularly in the middle and high school years.¹⁷ Engaging family members is also vital as AN/AI parents across the state have indicated a three (3) percentage point drop in perceived “cultural connectedness” with their child’s school between 2018 to 2021, a 12-point negative

¹⁵ Carpluk, L. & Leonard, B. (2016). Engaging Indigenous Communities in Higher Education: An Analysis of Collaboration and Ownership in Alaska Native Teacher Preparation. Retrieved April 5th, 2022 from esj.usask.ca

¹⁶ Lewis, K. (2021). A Decade Undone: 2021 Update. Retrieved April 5th, 2022 from measureofamerica.org

¹⁷ Loukas, A., Duncan Cance, J., & Batanova, M. (2013). Trajectories of School Connectedness across the Middle School Years. Retrieved April 5th, 2022 from journals.sagepub.com

swing in comparison to the aggregate.¹⁸ Taken together, our community faces a potential epidemic of young people who have little hope, few economic prospects, and experience loss of direction in their teenage years.

A.3 Project Services. The *Tinitum* Project will provide quality, highly individualized college and career coaching for approximately sixty (60) AN/AI 6th-12th grade students annually, ensuring they receive the ongoing support of trusted, culturally responsive adult educators as they age through middle and high school, and the early portion of adult life at a post-secondary institution or as part of the local workforce. Project goals will be accomplished by developing a *College and Career Readiness Center* within the KDC campus, led by the College and Career Readiness Center Coordinator (CCRCC, “Coordinator”, to be hired) under supervision of the Tribe’s Community Education Administrator (CEA), serving as the Project Director (PD). Direct student and family services will be led by three (3) 1.0 FTE Advisors specific to each student’s unique needs and career goals, specializing in either Career and Technical Education (CTE), College Preparation (CP), or Teacher Preparation (TP). While engaged in the *Tinitum* Project, youth will receive extensive supports beginning in middle school as they determine their immediate academic goals, plan for their career, and begin to seek employment within the community, including career exploration workshops, internship opportunities and connections with local businesses, hospitality and summer job training at KDC, financial assistance and stipends for program completion, and highly tailored, individual goal and progress monitoring from their assigned Advisor. The Project will also benefit students by teaching business, financial literacy,

¹⁸ Association of Alaska School Boards. (2021). School Climate and Connectedness Study. Retrieved April 5th, 2022 from aasb.org

and entrepreneurial skills with the development of a Teen Café situated in KDC, fostering youth awareness of what it takes to run a small business, practicing good customer service skills, and empowering young people in decision-making processes throughout the life of the Project.

Students involved in the Project will also be eligible for and encouraged to participate in an array of existing Kenaitze Education programs at KDC and throughout the Peninsula, including: **tutoring services**, side-by-side in class and blended learning supports provided by Culture Instructors (funded in part through the FY21 ARPA-AIRE *Yusdich' qich'ul* Project; ***Yinihugheltani*** (“respect for oneself and spirit”) substance abuse and suicide prevention activities; **Ts’ilq’u Circle** mediation and restorative justice circles, recognized by the State of Alaska as an alternative justice model for youth involved in the Alaska Court System; **Yaghanen** youth programs serving as the Tribe’s substance use prevention and intervention programming, with a focus on activities that encourage school-aged Tribal and other AN/AI children to strive toward high standards for academic achievement, foster respect for all people and cultures, and develop the life skills necessary to succeed in the modern world, including Ggugguyni Native Youth Olympics, Jabila’ina Dance, Del Dumi/Chuda Cuya Drum, and an array of Fish, Moose, Harvest, and Archaeology camps; and referrals where appropriate to Kenaitze’s array of Tribal services, including Primary Care, Optometry, Dentistry, Wellness, Behavioral Health, and *Na’imi* Family and Social Services among others.

B. Quality of Project Design (37 Points)

B.1 Approach. The *Tinitun* Project is informed by a number of previously successful initiatives at the national and state levels. By modeling the Project in this way, we seek to offer replicable,

evidence-based supports for our young people while retaining the flexibility to modify the structure for the unique qualities of our service area and our Dena’ina culture.

- **Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)**—this Federal program is focused on college-readiness among underserved, low-income students beginning in 7th grade. Evaluations have shown that programs providing consistent one-on-one student supports like academic and career counseling, standardized test preparation, and assistance in developing college applications strongly predict college enrollment and retention.¹⁹
- **Upward Bound**—this long-standing Federal precollege program focuses on potential first-generation college students in high school. Successful Upward Bound programs emphasize persistent, sequential engagement and credit-bearing summer bridge activities.²⁰ Upward Bound programs that re-engage disconnected youth must also acknowledge and address compounding social factors that could include trauma, housing instability, cultural malaise, and family violence through wraparound supports beyond usual services,²¹ which the Tribe can offer through internal referrals beyond the scope of the Education Division. Stipends

¹⁹ Kim, S. et al. (2018). Promoting educational success: Which GEAR UP services lead to postsecondary enrollment and persistence? Retrieved April 5th, 2022 from journals.sagepub.com

²⁰ U.S. Department of Education. (2016). Upward Bound at 50: Reporting on Implementation Practices Today. Retrieved April 5th, 2022 from ies.ed.gov

²¹ U.S. Department of Education. (2015). Letter to TRIO and GEAR UP programs' project directors. Retrieved April 5th, 2022 from ed.gov

have also been shown to be beneficial in engaging and retaining youth as a way to minimize opportunity costs and potential lost wages.²²

- **Alaska EXCEL**²³—this non-profit youth development organization provides supplemental academic and career education for Alaskan youth, primarily in the Yukon-Kuskokwim region. They provide a useful model for dual-enrollment programs, immersive summer camps, and cultivation of business partnerships for youth internship placements.
- **Indigenous Knowledge Systems (IKS)**—IKS are an adaptive, highly contextualized way of knowing the world that emphasizes the holistic nature of being and the interconnectedness of systems within the world, often passed down generationally. While IKS exhibit significant diversity of thought based on local context, they inform our Project specifically in the way we will address our learners wishing to become professional educators. Drawing from traditional practices, we will develop contextual subject mastery along with guidance from experienced knowledge-bearers within the community.²⁴
- **Entrepreneurship Skills**—instilling a sense of personal agency is important for learners as they progress through school and into the workforce. Key factors in successful entrepreneurial development are inclusive, immersive learning opportunities to develop

²² Afterschool Matters. (2021). Stipends as a Tool to Advance Economic and Educational Equity in Youth Development Programs. Retrieved April 5th, 2022 from afterschoolmatters.org

²³ Alaska EXCEL website. Retrieved April 5th, 2022 from alaskaexcel.org

²⁴ Carpluk, L. & Leonard, B. (2016). Engaging Indigenous Communities in Higher Education: An Analysis of Collaboration and Ownership in Alaska Native Teacher Preparation. Retrieved April 5th, 2022 from esj.usask.ca.

reference experiences, set and complete concrete goals, and promote autonomous student leadership.²⁵ These elements will be on display throughout operation of the Teen Café.

- **DreamCatcher Curriculum²⁶**—DreamCatcher provides packaged classroom modules for middle and high school students that assist in developing post-secondary plans. Modules include College Goals, Career D.I.Y., FAFSA and Financial Aid resources, Finding the Right Fit, and Financial Literacy among others; and will be utilized throughout the life of the Project as the basis for the eight-week Career Exploration program for middle school youth.

B.2 Project Goals and Objectives

Priority: AN/AI students will have access to the knowledge, skills, and support systems necessary to graduate high school and attain their college and career goals.

- **Goal 1:** Youth will receive the support necessary to meaningfully engage in college and career exploration/planning.
 - **Objective 1a:** Kenaitze will host eight (8) College and Career Exploration workshops for thirty (30) AN/AI middle school youth during each Project year.
 - **Objective 1b:** Thirty (30) AN/AI youth in grades 9-12 will develop a post-secondary plan (PSP) each Project year with concrete, measurable goals that can be monitored and adjusted through the Project period or until completed.
- **Goal 2:** Youth will make progress toward and/or complete their post-secondary goals as defined in individualized post-secondary plans.

²⁵ ERASMUS+. (2016). Guide for Best Practices for Entrepreneurship Education. Retrieved April 5th, 2022 from success4allstudents.eu

²⁶ DreamCatcher Curriculum, LLC website. Retrieved April 5th, 2022 from dreamcatchercurriculum.com

- **Objective 2a:** Ten (10) AN/AI youth will complete previously defined steps toward their post-secondary goals in 2- or 4-year degree programs each Project year.
 - **Objective 2b:** Five (5) AN/AI youth will complete previously defined steps toward their post-secondary goals in teacher certification each Project year.
 - **Objective 2c:** Fifteen (15) AN/AI youth will complete previously defined steps toward their non-college career goals in each Project year.
- **Goal 3:** Kenaitze will partner with key local organizations to develop pathways for student success.
 - **Objective 3a:** College and Career Readiness Center Coordinator will develop formal partnerships with two (2) local businesses each year to develop job shadow, internship, and employment placement opportunities for youth.
 - **Objective 3b:** Kenaitze will expand its existing agreement with University of Alaska to develop specific supports for AN/AI teacher education students by Project Year 3.

In alignment with Competitive Priority 3, Kenaitze seeks to expand its relationship with the local UAA satellite campus KPC and engage the teacher certification programs at UAF and UAS. Our current Memorandum of Agreement (MOA) with KPC ensures that our learners have access to courses, counseling, and advising. The Tribe seeks to expand university partnerships, including the expansion of credit-bearing education and Dena'ina language courses, pre-teacher practicum placements, and inviting Indigenous master educators to speak at the Center. As part of Project services, the Tribe will offer exploratory workshops relating to education careers, shadowing/internship opportunities in the Tribe's early childhood and youth programs, and further develop our Tribal partnership with KPBSD in support of our underrepresented learners seeking employment in education.

B.3 Implementation Plan. In support of our **Priority**—to provide AN/AI students access to the knowledge, skills, and support systems necessary to graduate high school and attain their college and career goals—Kenaitze will recruit and engage learners throughout the academic year and summer months, beginning in 6th grade and offering supports throughout the development and completion of individualized post-secondary plans (PSPs). No two learners come to us with the same dreams, needs, and goals, so fostering student-centered agency and flexibility in attaining goals is paramount. Small case-loads between five (5) and fifteen (15) students will ensure highly individualized services and rapport-building between youth, the CCRCC, and Advisors.

Goal 1 identifies the importance of developing a wide lens of post-secondary options among our learners who may not be aware of the vast array of available careers, or who are unsure of how to begin planning for these careers. Middle-school students will engage in eight (8) weeks of classroom learning based on the DreamCatcher Curriculum, with a stipend available upon completion of the sequence (Objective 1a). Succeeding this, Advisors will assist youth at the Center in developing individualized post-secondary plans (Objective 1b). These plans will be utilized by the CCRCC and Advisors to monitor and guide the progress of youth toward their goals, and will also determine the sorts of organizational relationships developed by the Project to ensure youth have pathways to job shadowing, credentialing, and apprenticeship opportunities (Objective 3a). For example, if a student identifies “aviation” as a career goal, the Advisor will map out the required coursework, credentials, and training hours necessary to access and attend flight school while the CCRCC concurrently develops a relationship with local firms (e.g. Kenai Aviation) to act as a liaison, and identifies associated costs and opportunities available to the student. *Goal 2* recognizes that the initial development of a PSP is only the first step toward career readiness; the successful programs referenced in Section B.1 above demonstrate the

importance of persistent supports. Each student's Advisor will continually monitor progress, setbacks, and planning changes necessary for student success; Advisors will check-in with students at least bi-weekly, and more often during critical junctures such as application deadlines, and as students approach graduation. Success in this arena is defined by individual PSPs: each will have built-in, measurable, time-bound goals monitored by student and Advisor. To support students engaged in distance or blended learning in the K-12 or university context, consistent progress monitoring, advisory services, and tutoring opportunities will be provided. The development of the Teen Café will provide opportunity for students to develop leadership and entrepreneurial skills, either in direct alignment with PSPs or as supplemental experiential learning for all interested students. The CCRCC and Advisors will aggregate all plans each quarter to track progress toward overall Project goals and identify trends in student achievement in an effort to improve service delivery. *Goal 3* concerns our organizational focus on improving community partnerships to expand employment options and higher education opportunities for AN/AI youth, particularly as they relate to pre-teacher education services within the Tribe and the University of Alaska system.

B.4 Logic Model and Rationale

Logic Model – *Tinitun* College and Career Readiness Project

Priority: AN/AI students will have access to the knowledge, skills, and support systems necessary to graduate high school and attain their college and career goals.

- **Goal 1:** Youth will receive the support necessary to meaningfully engage in college and career exploration/planning.

- **Goal 2:** Youth will make progress and/or complete their post-secondary goals as defined in individualized post-secondary plans.
- **Goal 3:** Kenaitze will partner with key local organizations to develop pathways for student success.

| | Inputs / Processes | Outputs | Outcomes Near-term | Outcomes Long-term |
|------------------|--|--|---|---|
| Student Services | <p>-CCRCC and Advisors maintain Readiness Center as safe, supportive environment for teen learners</p> <p>-CCRCC and Advisors lead group-based DreamCatcher Curriculum modules</p> <p>-Advisors provide highly</p> | <p>-Students feel welcomed, explore college and career opportunities</p> <p>-Individualized PSPs</p> <p>-Students participate in experiential learning, job shadowing, and internships</p> | <p>-Expanded AN/AI student knowledge of college and career opportunities</p> <p>-Increased resilience and perceived agency as AN/AI students work toward defined goals</p> <p>-AN/AI students develop the knowledge and skills necessary to be competitive in the local economy</p> | <p>-AN/AI students successfully attain college and career goals, maintain employment and achieve financial independence</p> <p>-Increased representation of AN/AI educators within the local education system</p> |

| | | | | |
|-------------------------|---|--|---|--|
| | targeted student supports | | -AN/AI students are knowledgeable about the requirements to become a credentialed educator | |
| Organizational Capacity | <p>-PD and CCRCC develop formal partnerships with local businesses</p> <p>-PD and CCRCC expand current partnership with KPC</p> | <p>-Internship pathways and work experiences available for students as they enter the workforce</p> <p>-Culturally responsive framework developed between Kenaitze and universities to improve the experience and retention of</p> | <p>-Expanded opportunities for AN/AI youth seeking local employment</p> <p>-Stronger partnerships between Kenaitze and external partners</p> <p>-Increased number of AN/AI teacher candidates</p> | <p>-Increased Tribal visibility and awareness within the local economy</p> <p>-Increased representation of AN/AI educators within the local education system</p> |

| | | | | |
|--|--|--|--|--|
| | | AN/AI students in teacher education programs | | |
|--|--|--|--|--|

The structure (i.e. “rationale”) of this Project is deeply informed by evaluations of successful pre-college and career programs such as GEAR UP, Upward Bound, and Alaska EXCEL—individualized, ongoing supportive services for youth in grades 6-12, supplemented by organizational agreements bolstering opportunities for youth within the local economy—suggest that this Project can be implemented successfully in support of our AN/AI learners.

B.5 Evaluation Methods. Project success will be determined by assessing student progress toward individualized goals and organizational efforts to develop partnerships within the community. The PD and CCRCC will monitor progress toward grant objectives by collecting, organizing, and analyzing relevant data on an on-going basis. Quantitative data to be collected include the following: total number of program participants, program retention and attrition rates, number of youth present at career exploration workshops, total number of PSPs developed, progress toward PSP goals, number of advising sessions, participation in other Kenaitze Education and Cultural programs, job shadowing and internship opportunities, and job placements/post-secondary academic success rates among Project participants. Case management notes, referrals, and on-going communication among community partners will provide qualitative data about student success within the Project. The Project will also determine success through the cultivation of strategic partnerships with the local business community and enhanced collaboration with University of Alaska system and KPBSD.

C. Quality of Project Personnel (12 Points)

C.1 Employment of Traditionally Underrepresented Groups. Kenaitze actively encourages applications for employment from traditionally underrepresented groups, including Tribal Members and the broader AN/AI community on the Peninsula. In 2017, the Tribe adopted its Tribal Employment Rights Ordinance (TERO) with the stated goal to “promote the general welfare of its members and administer services as may contribute to the social and economic development of the Tribe and its Members...to establish an employment rights program and Commission in order to use these laws and powers to increase employment of Tribal Members, Tribal Member spouses, Alaska Natives, and American Indian workers and businesses to eradicate discrimination against Alaska Natives and American Indians.” The TERO Commission covers all employment and contract activities within the Tribe’s jurisdiction, and establishes detailed preferential priorities for members of the above-stated groups. All position descriptions within the Tribe—including the four (4) proposed as part of this Project—are subject to approval by the full-time TERO Manager, and hiring decisions are determined jointly between divisional leaders, TERO, and the Tribe’s Human Resources Department to ensure full compliance with TERO program mandates. The Ordinance further establishes the Tribe’s anti-discrimination policy particularly as relates to claims made by AN/AI individuals, which includes stringent guidelines and procedures for investigating discrimination claims. Moreover, this Project is specifically designed to upskill and scale up the number of local, currently underserved AN/AI youth with qualifications to fill high-skill, credentialed roles in the Tribe, particularly in the Education Division.

C.2 Project Director. [REDACTED] **Community Education Administrator, Project Director, Kenaitze Indian Tribe.** Serving as Community Education Administrator, [REDACTED]

is responsible for overseeing the Tribe's Education Assistance and Career Employment services.

She provides guidance to the Education Division Director (detailed below) in planning program strategies, goals, initiatives, and structure in alignment with the Tribe's values and vision. ■■■

■■■ works in her capacity to encourage collaboration with the Tribe's extant programs and outside agencies, including KPBSD, to optimize care and support services. She holds her B.A. in Social Work from College of Saint Catherine in Saint Paul, MN; and an M.A. in Youth Ministry and Counseling from Bethel Theological Seminary, also in Minnesota. Her roles will include hiring and supervising the CCTCC and three (3) Advisors; leading staff development, data collection, tracking, and management to ensure milestone activities are completed in accordance with management plan and timeline; coordinating with business, KPBSD, and university leadership to support student advancement; and evaluating progress toward Project goals, objectives, and outcomes. ■■■ role in this Project aligns with her current duties as the Community Education Administrator; no specific time commitment is defined.

C.3 Key Project Personnel. In addition to the Project Director, the Tribe has identified several persons intended to fill essential roles in the current proposal for OESE NYCP funding:

- ■■■ **Education Division Director, Kenaitze Indian Tribe.** Serving as Director of Kenaitze's Education Division, ■■■ is a certified School Administrator, and is licensed to teach K-12 Social Studies, Spanish, French, English as a second language (ESL), and dual language. She was a professional educator for seventeen (17) years before coming to work with child and adult learners for Kenaitze. She has been adjunct faculty for Adams State Colorado University and a content specialist for Western State Colorado University. As Education Division Director, ■■■ will coordinate with the Project Director to interview and hire Project staff; ensure programmatic fidelity; communicate Project development and

effectiveness toward milestone activities to Tribal members and stakeholders, most immediately to the Education Committee and Tribal Council, and to the Department of Education; update annually the Kenaitze-KPBSD MOU and Kenaitze-KPC MOA; and identify and pursue future opportunities to sustain this Project's enhancements to Education programming. [REDACTED] role in this Project is in alignment with current Divisional Director expectations; no specific time commitment is defined.

- **1.0 FTE College and Career Readiness Center Coordinator (CCRCC)**, to be hired—under supervision of the Project Director, the CCRCC will direct the College and Career Readiness Center and supervise three (3) Advisors. The CCRCC will assist and guide the caseloads assigned to Advisors, develop and implement career development workshops and curricula based on identified evidence-based best practices, and assist in data collection and grant reporting relating to stated Project goals and GPRA requirements. This position will also bear primary responsibility for managing the Teen Café along with its student leadership; develop and maintain partnerships with local business, schools, and technical education providers; manage cultural activity and supply needs; and ensure that Dena'ina cultural values are strongly represented throughout all Center activities.

- **1.0 FTE Career and Technical Education (CTE) Advisor**, to be hired—under direction of the CCRCC, this position bears primary responsibility for advising students who demonstrate interest in post-secondary direct to career, or post-secondary vocational credential training. The CTE Advisor will work with a caseload of students to set and progress toward measurable goals within their post-secondary plan (PSP); coordinate available services to ensure students are equipped with the knowledge and skills necessary to progress toward their identified goal through one-on-one advising sessions; and work with the CCRCC to build relationships with

community business partners and training agencies to identify barriers and skills necessary to be successful in job shadow, apprenticeship, and/or vocational programs.

- **1.0 FTE College Preparation (CP) Advisor**, to be hired—under direction of the CCRCC, this position bears primary responsibility for advising students who demonstrate interest in a post-secondary college track. The CP Advisor will work with a caseload of students to set and progress toward measurable goals within their PSP; coordinate available services to ensure students are equipped with the knowledge and skills necessary to progress toward degree-granting programs; identify and assist students with college preparation, including FAFSA, determining admissions requirements, organizing college visits and/or information sessions, and identifying required standardized testing requirements (e.g. ACT, SAT); and work with the CCRCC to maintain relationships with institutions of higher education in an effort to improve student success pathways.
- **1.0 FTE Teacher Preparation (TP) Advisor**, to be hired—under direction of the CCRCC, this position bears primary responsibility for advising students who demonstrate interest in the teaching profession. Much like the CP Advisor, the TP Advisor will work with a caseload of students to set and progress toward measurable goals within their PSP; coordinate available services to ensure students are equipped with the knowledge and skills necessary to progress toward teacher certification programs; identify and assist students with college preparation, including FAFSA, determining admissions requirements, organizing college visits and/or information sessions, and identifying required standardized testing requirements (e.g. ACT, SAT, PRAXIS I); and work with the CCRCC to maintain relationships with institutional pre-teacher education departments (UAF, UAS) in an effort to improve student success pathways. Additionally, the TP Advisor will coordinate shadowing opportunities and internships within the

Kenaitze Education Department and KPBSD, to ensure youth have opportunities for field experience before entering college.

D. Quality of Project Services (10 Points)

D.1 Collaboration. Current efforts between Kenaitze and KPBSD have a focus on direct tutoring and individualized academic supports, which are necessary but not sufficient to ensure our young people have access to high quality college and career exploration and planning activities. The expanded partnership allowed by this Project will provide supplemental services not covered by existing Title VI, Project GRAD, and Alaska Native Science and Engineering Program (ANSEP) initiatives led by KPBSD. Our ongoing collaborative effort will more fully develop our existing goal to ensure AN/AI students receive critical supports, including expansion of existing accredited Kenaitze summer programs that offer high school credit toward graduation from existing Dena'ina cultural camps to also include college and career readiness activities developed at the Center. Kenaitze also seeks to expand its current agreement with KPC and develop agreements with UAF and UAS, with the end goal of creating mutually beneficial, K-12 teacher-preparation pathways that incorporate traditional cultural values. Business partnerships developed during the period of performance will not only connect employers and students seeking post-secondary opportunity, but will also elevate Kenaitze's standing in the eyes of the local economy by ensuring youth have the relevant skills needed to excel and advance after completing their K-12 education. The Kenaitze Education team will also develop this initiative in tandem with its ongoing Workforce Innovation and Opportunity Act (WIOA) youth program to expand services beyond internal internship opportunities, and participates in annual Alaska Department of Labor & Workforce Development (ADOLWD) career fairs.

D.2 Meeting Local Need. As demonstrated in the Need for Services section, Project activities directly serve immediate needs in the community to ensure AN/AI youth are able to find success in academics, college preparation, and ultimate career goals. As youth identify their post-secondary goals, develop an actionable plan, and receive intensive support through the Project, they will develop resilience, skills, and the knowledge necessary to complete their post-secondary plans. Those interested in developing entrepreneurial skills at the Teen Café will be equipped to succeed in managing local small businesses, and have the skills necessary to excel in the growing local hospitality industry. Supportive college access services ensure AN/AI students are competitive as the local economy shifts toward government administration, healthcare, information technology, and other industries requiring college degrees or other certification. In particular the teacher preparation activities led by the CCRCC and TPA, in coordination with existing Kenaitze educational programs, will ensure greater Native representation throughout local schools to promote strong educational outcomes for all learners.

E. Quality of the Management Plan (24 Points)

E.1 Project Timeline with Roles, Responsibilities, Milestones. Assuming a Project start date of October 2022, the following Timeline indicates when specific Milestones for all five (5) years of the Project will be completed. Kenaitze anticipates that the overall program structure will be solidified by the end of Year 2. Year 3-5 activities should be assumed as a continuation and expansion of previously developed activities to occur on the same quarterly timeline.

| Key Activities Timeline | Oct- | Jan- | Apr | Jul- | Oct- | Jan- | Apr | Jul- | | | |
|--------------------------------|------|------|------|------|------|------|------|------|--|--|--|
| | Dec | Mar | -Jun | Sep | Dec | Mar | -Jun | Sep | | | |

| Milestone Activity | Responsible Party | Y1 Q1 | Y1 Q2 | Y1 Q3 | Y1 Q4 | Y2 Q1 | Y2 Q2 | Y2 Q3 | Y2 Q4 | Y3 | Y4 | Y5 |
|--|---|----------|----------|----------|----------|----------|----------|----------|----------|----|----|----|
| Notice of award received, grant file created | Finance Department | X | | | | | | | | | | |
| Meeting between PD and key staff to review goals, objectives, and outcomes | Project Director, Key Staff | X | | | | | | | | | | |
| Staff positions advertised, interviews scheduled, successful applicants hired, complete onboarding | Project Director, Human Resources, TERO | X | X | | | | | | | | | |
| Student Recruitment | CCRCC, Advisors | | X | X | | | X | X | X | X | X | X |
| Students Create PSPs | Advisors, Students | | X | X | | X | | | | X | X | X |

| | | | | | | | | | | | | |
|---|--|--|--|---|---|---|---|---|---|---|---|---|
| Initial development of KDC Teen Café | CCRCC, Advisors, Students | | | X | X | | | | | | | |
| Teen Café managed, operated, and improved with student leadership | CRCC, Students | | | X | X | X | X | X | X | X | X | X |
| Career exploration workshops hosted at KDC | CCRCC, Advisors | | | X | | X | | X | X | X | X | X |
| Ongoing college and career readiness activities; PSP meetings/updates | Advisors, Students | | | X | X | X | X | X | X | X | X | X |
| Partnership development between Kenaitze, Local Businesses, KPC | PD, CCRCC, business and KPC leadership | | | X | X | X | X | X | X | X | X | X |

| | | | | | | | | | | | | |
|---|----------------------------------|---|---|---|---|---|---|---|---|---|---|---|
| Summer internships, placements | CRCC, local businesses, Students | | | | X | | | | X | X | X | X |
| Student progress continually monitored, data collected, feedback assessed and internal evaluation | PD, CCRCC, Advisors | | X | X | X | X | X | X | X | X | X | X |
| Mandatory post-award trainings and travel | Project Director | In-person or online as determined by current travel advisories, dates to be determined by US Department of Education. | | | | | | | | | | |
| Updates on grant-funded activities to stakeholders; reports to ED, final report | Project Director | X | X | X | X | X | X | X | X | X | X | X |

This Project falls under the Tribe's general management structure, with decades of successful project management and careful stewardship of Federal resources. Kenaitze has the

administrative and financial structures and resources necessary to successfully manage all federal, state, and local grant awards, having administered over 900 grants and contracts since 1980. Among these are numerous education- and childcare-related grants including Head Start/Early Head Start, current administration of an Alaska Native Education (ANE) grant Ch'naqał'in since FY2019, an American Indian Resilience in Education (AIRE) grant since FY2021, and the successful implementation and close-out of a FY2016 NYCP award. Kenaitze's financial management system has been designed to ensure compliance with generally accepted accounting principles, maintain proper internal controls over financial reporting, and provide safeguards against loss and unauthorized disposition of Tribal assets. Kenaitze's fund accounting software, Microsoft Dynamics GP, provides an audit trail for each financial transaction and enables each grant/contract to be separately monitored, recorded, and reported. The Tribe's accounting system is compliant with the requirements of 7 AAC 78.160, 24 CFR Parts 85 and 1003, 2 CFR Part 200, 45 CFR Part 75, as well as the grant program solicitation; and is guided by extensive accounting policies and procedures approved by the Tribal Council.

E.2 Diversity of Perspectives. The initial Project design has been informed through ongoing engagement and discussion with diverse perspectives within our community, including the Tribal Education Committee, parents, service providers within KPBSD, and students currently engaged in Education Division programming. Youth voice is inherent to the design, as our young people self-determine the content and structure their post-secondary plans and the manner in which to achieve them; to the extent possible, parents and other family members will be involved to offer encouragement and support as students work to achieve their goals. Current and ongoing discussions with KPC will also inform programming as we seek to provide the best possible pre-college preparation services to individual youth; feedback will be solicited from Project

participants including students as well as their instructors and other university stakeholders. We anticipate significant involvement with a variety of local businesspersons as we build partnerships and placement pathways, and will modify curricula and programming to align knowledge and skill development with employment trends and requirements throughout the performance period.

E.3 Capacity Building and Sustainability. Kenaitze's ongoing commitment to supporting AN/AI learners and families is demonstrated through similar programs and proposals for tutoring, cultural connectedness, health education, and summer programming supported by Federal grants and third-party Tribal funds. This Project seeks to develop and reinforce the resiliency of our youth throughout young adulthood, emphasizing positive college and career pathways that will create self-reinforcing structures that encourage prosperity. Individual youth receiving services through this Project will be equipped with the tools necessary to remain active in the Tribe and overall community; ideally many will return as Tribal employees and local educators. The Tribe's Financial and Grants teams constantly seek out relevant State, Federal, and private grant opportunities to provide departmental stability and sustainability. The College and Career Readiness Center will persist beyond the period of performance as part of the Tribe's strategic plan to enhance education and economic opportunity for our youth.

F. Quality of the Project Evaluation (7 Points)

F.1 Periodic Assessment. Under the umbrella of the Kenaitze Education Division, this Project will undergo continuous monitoring and iterative improvement informed by stakeholder feedback and data analysis. The PD and CCRCC will consolidate collected quantitative and qualitative data (described in Section B.5) quarterly to track individual and Project-wide outcomes. Where

service gaps or deficiencies are shown to exist, the PD and CCRCC will coordinate with the Education Director to determine necessary programmatic changes. Progress toward student PSP goals and objectives provide immediate and ongoing data on achievement of Project goals; if students are shown to be falling behind on their plans or attrition becomes a concern, the indicators are immediate and allow for strategic intervention and enhancement of individual services. Trend analysis throughout the life of the Project, conducted by the PD, will guide Project modifications approved by the Education Director each Project year and subsequently implemented for the next cohort of Project participants.

F.2 Replication. Internal evaluation of this Project will demonstrate the extent to which it was successful in helping local AN/AI students achieve their short-term college and career goals. By tracking individual workshops, supportive services, internship placements, and advising notes for each youth, the Tribe will be able to determine which aspects of the Project were most correlated with student success as defined in their PSP. We recognize that endogenous factors within students and the lack of a control group preclude strong causal assertions about Project success and replication; however, the individualized nature of student support activities does provide some indication of which aspects of the Project were most impactful in helping our young people develop as learners. Pooling our success stories with similar NYCP initiatives—particularly in Alaska—could help determine effective strategies for future Project implementation, though the full impact of college and career readiness is difficult to measure without a longitudinal study beyond the scope of NYCP place-based, direct-service priorities for underserved AN/AI youth.



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

OMB Number: 1894-0008
Expiration Date: 09/30/2023

Name of Institution/Organization

Kenaitze Indian Tribe (IRA)

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) | Project Year 6 (f) | Project Year 7 (g) | Total (h) |
|-----------------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------|
| 1. Personnel | 227,760.00 | 234,591.00 | 241,628.00 | 248,876.00 | 256,339.00 | | | 1,209,194.00 |
| 2. Fringe Benefits | 68,328.00 | 70,375.00 | 72,485.00 | 74,662.00 | 76,899.00 | | | 362,749.00 |
| 3. Travel | 1,797.00 | 4,686.00 | 4,686.00 | 4,686.00 | 4,686.00 | | | 20,541.00 |
| 4. Equipment | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | | | 0.00 |
| 5. Supplies | 74,327.00 | 41,277.00 | 32,277.00 | 32,277.00 | 32,277.00 | | | 212,435.00 |
| 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 | 107,404.00 | 107,404.00 | 107,404.00 | 107,404.00 | 107,404.00 | | | 537,020.00 |
| 9. Total Direct Costs (lines 1-8) | 479,616.00 | 458,333.00 | 458,480.00 | 467,905.00 | 477,605.00 | | | 2,341,939.00 |
| 10. Indirect Costs* | 18,611.00 | 17,546.00 | 17,554.00 | 18,025.00 | 18,510.00 | | | 90,246.00 |
| 11. Training Stipends | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | | | 0.00 |
| 12. Total Costs (lines 9-11) | 498,227.00 | 475,879.00 | 476,034.00 | 485,930.00 | 496,115.00 | | | 2,432,185.00 |

*Indirect Cost Information (To Be Completed by Your Business Office): If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

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

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

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

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

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

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

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

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

(6) For Training Rate Programs (check one) – Are you using a rate that:

Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or, Is included in your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?