

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**

**APPLICATION FOR GRANTS**  
**UNDER THE**

**Indian Education Discretionary Grant Programs—Native Youth Community Program**

**CFDA # 84.299A**

**PR/Award # S299A220032**

**Grants.gov Tracking#: GRANT13599079**

OMB No. 1810-0722, Expiration Date: 06/30/2023

Closing Date: Apr 19, 2022

PR/Award # S299A220032

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## Abstract

The Virginia Tribal Education Consortium (VTEC) Native Youth Community Project (NYCP) will develop, test, and demonstrate the effectiveness of services and programs to improve the educational opportunities and achievement of Virginia high school Indian students. VTEC NYCP is a tribally-led effort that meets the singular absolute priority and competitive preference priorities 2 and 3. The absolute priority is met in that VTEC NYCP is: (a) focused on serving the Nansemond, Monacan, Upper Mattaponi, and Pamunkey tribal communities in partnership with the local educational agency Albemarle County Public Schools (ACPS) to serve 250 Indian high school students as the defined local geographic area, and (b) centered on the three goals of increasing high school Indian student college readiness, high school Indian student career readiness, and tribal community collaboratives that promote college and career readiness. Our project is informed by evidence gathered from VTEC's needs assessment and ACT research that identified barriers, opportunities, and existing efforts to implement community-based strategies and measurable objectives via supplemental academic programs and courses. In meeting *Competitive Preference Priority 2*, the proposed project is submitted by the Virginia Tribal Education Consortium (VTEC) representing tribes that are each eligible entities that meet the requirements of [34 CFR 75.127](#) through [75.129](#). In terms of *Competitive Preference Priority 3*, VTEC NYCP will promote equity in Indian student access to educational resources and opportunities in high school, as well as through college and career readiness programs, after-school offerings, and culturally related programming. A long-term vision within VTEC NYCP will aim to increase the number and proportion of experienced and effective educators from Virginia tribal communities.

## Abstract

The Virginia Tribal Education Consortium (VTEC) Native Youth Community Project (NYCP) will develop, test, and demonstrate the effectiveness of services and programs to improve the educational opportunities and achievement of Virginia high school Indian students. VTEC NYCP is a tribally-led effort that meets the singular absolute priority and competitive preference priorities 2 and 3. The absolute priority is met in that VTEC NYCP is: (a) focused on serving the Nansemond, Monacan, Upper Mattaponi, and Pamunkey tribal communities in partnership with the local educational agency Albemarle County Public Schools (ACPS) to serve 250 Indian high school students as the defined local geographic area, and (b) centered on the three goals of increasing high school Indian student college readiness, high school Indian student career readiness, and tribal community collaboratives that promote college and career readiness. Our project is informed by evidence gathered from VTEC's needs assessment and ACT research that identified barriers, opportunities, and existing efforts to implement community-based strategies and measurable objectives via supplemental academic programs and courses. In meeting *Competitive Preference Priority 2*, the proposed project is submitted by the Virginia Tribal Education Consortium (VTEC) representing tribes that are each eligible entities that meet the requirements of [34 CFR 75.127](#) through [75.129](#). In terms of *Competitive Preference Priority 3*, VTEC NYCP will promote equity in Indian student access to educational resources and opportunities in high school, as well as through college and career readiness programs, after-school offerings, and culturally related programming. A long-term vision within VTEC NYCP will aim to increase the number and proportion of experienced and effective educators from Virginia tribal communities.

## Project Narrative

### Introduction

The Virginia Tribal Education Consortium (VTEC) Native Youth Community Project (NYCP) will develop, test, and demonstrate the effectiveness of services and programs to improve the educational opportunities and achievement of Virginia high school Indian students. VTEC NYCP is a tribally-led effort that meets the singular absolute priority and competitive preference priorities 2 and 3. The absolute priority is met in that VTEC NYCP is: (a) focused on serving the Nansemond, Monacan, Upper Mattaponi, and Pamunkey tribal communities in partnership with Albemarle County Public Schools (ACPS) to address the college and career readiness needs of 250 high school Indian students as the defined local geographic area, and (b) centered on the goals of ensuring that Indian students are prepared for college and career, as well as increasing community collaboratives to promote college and career readiness. Our project is informed by evidence (ACT research, VTEC needs assessment, and LEA level reports) that identified barriers, opportunities, and existing efforts to implement community-based strategies and measurable objectives via supplemental academic programs and courses.

In meeting *Competitive Preference Priority 2*, the proposed project is submitted by the Virginia Tribal Education Consortium (VTEC) representing tribes that are each eligible entities that meet the requirements of [34 CFR 75.127](#) through [75.129](#). In terms of *Competitive Preference Priority 3*, VTEC NYCP will promote equity in Indian student access to educational resources and opportunities through college/career programming, out-of-school-time offerings, and tribally related endeavors. A long-term vision within VTEC NYCP will aim to increase the number and proportion of experienced and effective educators from Virginia tribal communities.

and other partners to maximize the effectiveness of project services. Although established two years ago, VTEC already has the organizational capacity to design and implement projects that meet identified needs of the tribal communities they serve because of its collaborations. ACPS has a been a consistent and steady presence of support to VTEC, and the teachers and administrators continually extend their willingness to collaborate with VTEC on projects to better serve the Indian students and families. VTEC has a powerful working relationship with VDOE, and the proposed project provides another opportunity to collaborate on professional development and instructional support to maximize college and career readiness opportunities for Indian students.

This proposed project will be the third major initiative that VTEC and ACT join together on, and the collaborations are tailored made to take advantage of the services and supports that maximize the outcome of Indian students becoming college and career ready while increasing tribal community collaboratives promoting college and career readiness. This collaboration also will increase the number of college acceptances with assistance of navigating college applications and admission process collaborating with the American College Application Campaign, a national initiative through the ACT Center for Equity in Learning (<https://equityinlearning.act.org/acac/about-acac/>). Effectiveness of project services will be enhanced through increase employment and post-secondary opportunities by collaborating with community workforce and economic development professionals as part of the ACT Work Ready Community efforts (<https://www.workreadycommunities.org/VA>). But wait, there's more, . . . participating with myOptions Encourage Survey Program, students and families will benefit from a suite of free tools that combine goal setting and milestone tracking for exploration, career planning, and paying for college.

**Services meet the needs Indian students and families.** First and foremost, VTEC is grounded in the ancestral responsibility to care for everyone in the tribal communities they serve. Such an elevated level of responsibility and care is realized by an authentic commitment of VTEC staff who are from the tribal communities they serve, know what’s going on in the community, and gain keen insights from an on-going analysis of community-level data to ask and answer questions that pertain to better serving Indian students and their families. The most powerful voice we heard in preparing this application was that of parents who shared the sentiment, “We need help to better understand the confusing and complex array of expectations dealing with college readiness, career readiness, and graduation requirements. It’s hard and understandable that our youth can be intimidated. However, when someone like [REDACTED], who is one of us, shows up she has this ability to inspire our youth. We are so glad that VTEC takes the time to reach out to us and find out what we need.”

## Section E. Management Plan

**Achieve objectives on time and within budget.** To ensure we achieve the objectives on time and within budget, the VTEC has developed Table 7: Activities, Milestones, Person(s) Responsible, and Timeline. This table provides additional information to include the milestones that are necessary to complete each activity, identify the person(s) responsible (individuals or organizational) for ensuring completion of each milestone, and a yearly completion timeline for each milestone for a five-year period. A consolidated timeline will serve as a management tool, establishing the sequence and pace with which the activities described in the Project Design will be accomplished through appropriate and adequate time commitments of the Project Director, Project Coordinator, ACT, key support personnel, and consultants.

significant achievements and (b) inhibiting factors and challenges encountered that were overcome (and how). Replication will depend on an evidence-based model and conveying a compelling story that will be directed to the broadest audience possible.

The evaluation has embedded methods to collect and manage Quantitative data (i.e., pre- and post-survey of knowledge and understanding of teacher recruitment and retention, the necessary process for developing work-based knowledge experiences for Native youth, tribal consultation, demographics and educational status of Indian students served by VTEC, etc.) and Qualitative data (i.e., voices of critical stakeholders, observations of interactions, the transformation of settings, documents, etc.). Quantitative data will be analyzed using acceptable statistical procedures to assess changes and compare those within and across participating Tribal communities. The intent will be to arrive at interpretation regarding such changes at a degree of reliability and determine whether those changes are likely to have been caused by the project and to identify relationships among different variables. Qualitative data will follow a multi-step process that begins during the process of collecting and managing the qualitative data, becoming more sophisticated while coding and organizing, identifying and examining the relationship between salient themes and patterns, reconstructing the themes along with meaningful interpretations, and drawing conclusions and seeking verification of conclusions.

The project evaluation will benefit from the collaborative working relationship with ACT. ACT will use to provide performance feedback in the construction of control groups to compare test results of Indian students. For instance, ACT can compare test results of Indian students to past cohorts of Indian students who did not receive the opportunity to utilize test preparation materials. ACT can also compare the Indian students to larger populations in order to determine



VTEC NYCP Project  
Budget Narrative  
CFDA 84.415A

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
1. Personnel	\$171,728.00	\$174,476.00	\$177,268.00	\$180,105.00	\$182,986.00	\$886,563.00
2. Fringe Benefits	\$16,075.48	\$16,263.17	\$16,453.86	\$16,647.63	\$16,844.40	\$82,284.55
3. Travel	\$19,228.00	\$19,228.00	\$19,228.00	\$19,228.00	\$19,228.00	\$96,140.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$14,400.00	\$11,400.00	\$11,400.00	\$11,400.00	\$11,400.00	\$60,000.00
6. Contractual	\$110,080.00	\$118,358.00	\$157,703.25	\$173,111.15	\$175,388.44	\$734,640.84
7. Construction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Cost	\$331,511.48	\$339,725.17	\$382,053.11	\$400,491.78	\$405,846.84	\$1,859,628.39
10. Indirect Costs	\$17,447.56	\$17,447.56	\$17,447.56	\$17,447.56	\$17,447.56	\$87,237.80
11. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Total Cost	\$348,959.04	\$357,172.73	\$399,500.68	\$417,939.34	\$423,294.40	\$1,946,866.20

Budget Category	Description	Details	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
<b>I. Personnel</b>								
Project Director	Kara Canaday. This position is responsible for overall VTEC NYCP project leadership.	1.0 FTE \$81,728 annual salary = \$81,728	\$81,728.00	\$83,036.00	\$84,365.00	\$85,715.00	\$87,086.00	\$421,930.00
Program Coordinator	This position is responsible for providing day-to-day project support to the Project Director.	1.0 FTE \$47,500 annual salary = \$47,500	\$47,500.00	\$48,260.00	\$49,032.00	\$49,817.00	\$50,614.00	\$245,223.00

Administrative Assistant	This position is responsible for providing day-to-day administrative support.	1.0 FTE \$42,500 annual salary = \$42,500	\$42,500.00	\$43,180.00	\$43,871.00	\$44,573.00	\$45,286.00	\$219,410.00
<b>Total Personnel</b>								
<b>2.Fringe Benefits</b>	Personnel cost to cover Medical, Dental, Vision and Tax		\$16,075.48	\$16,263.17	\$16,453.86	\$16,647.63	\$16,844.40	\$82,284.55
<b>Total Fringe</b>			\$16,075.48	\$16,263.17	\$16,453.86	\$16,647.63	\$16,844.40	\$82,284.55
<b>3. Travel</b>								
Program Meeting in DC	Depending on pandemic travel and meeting restrictions we have budgeted for the VTEC Executive Director and NYCP Project Director to attend a meeting in DC with all project directors funded.	Avg Round Trip 220 miles x .59= \$130 Per Diem Lodging \$256 x 2 days = \$512 Per Diem Meal \$76 x 2 days = \$152 Total = \$794 x 2 Employees = \$1,588	\$1,588.00	\$1,588.00	\$1,588.00	\$1,588.00	\$1,588.00	\$7,940.00
Project Personnel Travel in service area	Travel for VTEC NYCP Staff.	Avg Round Trip 120 miles x .59 = \$71 Per Diem Meal = \$76 Total = \$147 x 120 visits = \$17,640	\$17,640.00	\$17,640.00	\$17,640.00	\$17,640.00	\$17,640.00	\$88,200.00

<b>Total Travel</b>			<b>\$19,228.00</b>	<b>\$19,228.00</b>	<b>\$19,228.00</b>	<b>\$19,228.00</b>	<b>\$19,228.00</b>	<b>\$96,140.00</b>
<b>4. Equipment</b>								
<b>Equipment Total</b>			<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>5. Supplies</b>								
Office Supplies		Miscellaneous Office Supplies \$500 x 12 months = \$6,000	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00	\$30,000.00
Cell Phones	Employee cell phones	\$150 per month per NYCP employee	\$5,400.00	\$5,400.00	\$5,400.00	\$5,400.00	\$5,400.00	\$27,000.00
Laptop and Associated Equipment	Employee office equipment	2 Laptop x \$1,000 = \$2,000 Associated workstation equipment = \$1,000. Total = \$3,000	\$3,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,000.00
<b>Supplies Total</b>			<b>\$14,400.00</b>	<b>\$11,400.00</b>	<b>\$11,400.00</b>	<b>\$11,400.00</b>	<b>\$11,400.00</b>	<b>\$60,000.00</b>
<b>6. Contractual</b>								
ACT professional services	ACT professional development services for 400 students		\$40,080.00	\$48,358.00	\$87,703.25	\$103,111.15	\$105,388.44	\$384,640.84
Teacher Stipends	Teacher stipends for student development	20 x \$1000	\$20,000.00	\$20,000.00	\$20,000.00	\$20,000.00	\$20,000.00	\$100,000.00
Tuwaduq Cultural & Research Institute - Evaluation	Project Evaluation	Project Evaluation, TCRI will devote 300 hours at \$100 per hour to	\$30,000.00	\$30,000.00	\$30,000.00	\$30,000.00	\$30,000.00	\$150,000.00

		conduct the implementation, formative, and summative project evaluation to monitor progress to achieving project goals and objectives.						
Tuwaduq Cultural & Research Institute - Data Driven Decision-Making	Research Consultation	Data driven decision-making consulting, TRCR will devote 200 hours at \$100 per hour to provide technical assistance to VTEC NYCP staff and partners on analyzing project data to improve direct services to students and families.	\$20,000.00	\$20,000.00	\$20,000.00	\$20,000.00	\$20,000.00	\$100,000.00

ACT professional services	ACT professional development services for 400 students		\$40,080.00	\$48,358.00	\$87,703.25	\$103,111.15	\$105,388.44	\$384,640.84
<b>Contractual Total</b>								
<b>7. Construction</b>								
	Not Applicable							
<b>Construction Total</b>			\$0	\$0	\$0	\$0	\$0	\$0
<b>8. Other</b>								
	Not Applicable							
<b>Other Total</b>			\$0	\$0	\$0	\$0	\$0	\$0
<b>9. Total Direct Costs</b>			\$331,511.48	\$339,725.17	\$382,053.11	\$400,491.78	\$405,846.84	\$1,859,628.39
<b>10. Indirect Costs</b>	5% Indirect administrative cost		\$17,447.56	\$17,447.56	\$17,447.56	\$17,447.56	\$17,447.56	\$87,237.80
<b>11. Enter Rate Applied</b>								
<b>12. Training Stipends</b>			\$0	\$0	\$0	\$0	\$0	\$0
<b>Total Costs</b>			\$348,959.04	\$357,172.73	\$399,500.68	\$417,939.34	\$423,294.40	\$1,946,866.20



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

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

Name of Institution/Organization

Virginia Tribal Education Consortium, inc.

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	171,728.00	174,476.00	177,268.00	180,105.00	182,986.00			886,563.00
2. Fringe Benefits	16,075.48	16,263.17	16,453.86	16,647.63	16,844.40			82,284.54
3. Travel	19,228.00	19,228.00	19,228.00	19,228.00	19,228.00			96,140.00
4. Equipment	0.00	0.00	0.00	0.00	0.00			0.00
5. Supplies	14,400.00	11,400.00	11,400.00	11,400.00	11,400.00			60,000.00
6. Contractual	110,080.00	118,358.00	157,703.25	173,111.15	175,388.44			734,640.84
7. Construction	0.00	0.00	0.00	0.00	0.00			0.00
8. Other	0.00	0.00	0.00	0.00	0.00			0.00
9. Total Direct Costs (lines 1-8)	331,511.48	339,725.17	382,053.11	400,491.78	405,846.84			1,859,628.38
10. Indirect Costs*	17,447.56	17,447.56	17,447.56	17,447.56	17,447.56			87,237.80
11. Training Stipends	0.00	0.00	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	348,959.04	357,172.73	399,500.67	417,939.34	423,294.40			1,946,866.18

**\*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))?

PR/Award # S299A200000

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Name of Institution/Organization Virginia Tribal Education Consortium, inc.	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)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
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

Name of Institution/Organization Virginia Tribal Education Consortium, inc.	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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**IF APPLICABLE: SECTION D - LIMITATION ON ADMINISTRATIVE EXPENSES**

- (1) List administrative cost cap (x%):
- (2) What does your administrative cost cap apply to?  (a) indirect and direct costs or,  (b) only direct costs

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 Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Fringe Benefits Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Travel Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Contractual Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. Construction Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6. Other Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7. Total Direct Administrative Costs (lines 1-6)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8. Indirect Costs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9. Total Administrative Costs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
10. Total Percentage of Administrative Costs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

ED 524