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APPLICATION FOR GRANTS UNDER THE

Indian Education Discretionary Grant Programs—Native Youth Community Program

CFDA # 84.299A

PR/Award # S299A220034

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

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Grantee: San Juan County School District

PR#: S299A220034

Project Name: Nihí Diné'é baOltá'í dá doołééł - Our People Will Become Teachers

Number of Students Served: 1,831

Tribe(s): American Indian/Alaska Native (AI/AN) to include Predominately Navajo Tribe members and Some Ute Tribe Members Living in Southeastern Utah

Location: UT

Grade Levels: Elementary School, Middle School, and High School Students

Funding Amount: $2,580,794.22

Abstract

***Objective*:** To better prepare AI/AN students in the San Juan School District (SJSD) for college and careers, this SJSD program supports funding of a comprehensive Native Youth Community Grant Project (NYCP) to (1) Ensure that AI/AN students are prepared for college and careers; (2) Increase numbers and quality of AI/AN teachers and staff in the district; and (3) Strengthen existing Heritage Language/Culture programs. The SJSD would further promote the hiring of AI/AN teachers and staff who model cultural values and language; are good role models for students (both academically and socially); and have a long-term commitment to building the school and the community.

***Population Served*:** AI/AN Students within the San Juan School District.

Primary Activities: The program would strengthen the existing Heritage Language and Culture curriculum while aligning the program to the Utah Portrait of a Graduate standards, grades K – 12. Activities by (1) Funding 10 Heritage Language teachers to work during the summer for 5 days; (2) Establishing a Heritage Language Student Leadership Council who will plan an annual Youth Language Conference; (3) The publishing of professional quality videos on the Heritage Language website to increase the reach of instruction and support for language preservation; (4) Promoting student interest in the Dine Knowledge Cultural Bowl and the Dine Languages Fair by providing supplies and student incentives; and (5) Improving the quality and reach of the Heritage Language Conference by increasing support for presenters and materials. In addition, SJSD affirms its respect for and commitment to developing, recruiting, and retaining quality AI/AN teachers and staff to develop culturally responsive educational programs and options for AI/AN students.

Outcomes: The program better prepares SJSD Native American students for college and careers. In addition, it will Increase the ranks of AI/AN students and paraprofessionals who enter and successfully graduate with a teacher's license to provide future generations of AI/AN students with role models who value and understand their languages and cultures.

Nihí Diné'é baOltá'í dá doołééł
Our People Will Become Teachers

Abstract

San Juan School County School district (LEA), in **partnership with the Navajo Nation and with support from the Ute Mountain Ute tribe**, seeks funding for a comprehensive Native Youth Community Grant (NYCP) project. The application meets the requirements of the **Absolute Priority: Native Youth Community Projects** and qualifies for **Competitive Preference Priorities Two: Tribal Partnership** (Navajo Nation and Ute Mountain Ute Tribes) **and Three:** *Promoting Equity in Student Access to Educational Resources and Opportunities.*

The Project will **serve eighteen hundred thirty-one (1831)** AI/AN students located in San Juan School District (SJSD) in Southeastern Utah. Schools serve students from the Navajo Nation and White Mesa (Ute Mtn. Ute tribe lands.)

"Our People Will Become Teachers" will address the following barriers: 1) AI/AN students graduating not college ready 2) the need for more high-quality AI/AN teachers who more closely represent our diverse student population.

The Project will mitigate barrier # 1 by: a) increasing support for all Heritage Language (HL) programs; b) forming a Student HL Leadership Council; c) aligning HL curriculum to Utah's Portrait of a Graduate standards; d) providing student incentives to pass Utah's biliteracy graduation diploma Seal; e) filming/disseminating Elder's and exemplary HL classroom presentations; f) providing ACT prep (in partnership with our ACE program.) Student goals include: increasing # of Seal certificates each year; increasing ACT scores by 10% each year and increasing the numbers of Concurrent enrollment students to equal of other student populations.

We will address barrier #2 by: a) forming a Student Education Pathways cohort in 8th/9th grades with a goal to graduate 15 students declaring a teaching major by the end of the grant period; b) recruiting 20 AI/AN paraprofessionals to earn teacher certification (paying tuition, giving each a laptop computer and access to schools' computer labs;) c) improving new teacher induction orientation to best practices teaching AI/AN students; and d) encouraging teachers to obtain a Navajo Bilingual endorsement by awarding each a $1,000 bonus upon that certification.

Nihí Diné'é baOltá'í dá doołééł
Our People Will Become Teachers

San Juan School District's American Indian and Alaska Native [SJSD AI/AN] children have a rich heritage that includes both Navajo and Ute traditions of vibrant language and culture. SJSD Navajo and Ute students are the heirs of these traditions and, as such, have dreams of honoring their heritage while contributing to their communities and building successful careers.

Like the heroic World War II Navajo Code Talkers who were integral to the victory of the free world, SJSD AI/AN students are poised for a victory that will impact countless generations of future students. Increasing the ranks of AI/AN students and paraprofessionals who enter and successfully graduate with a teacher license will give future generations of students' role models who value and understand their language and culture.

San Juan School County School district (LEA) seeks funding for a comprehensive Native Youth Community Grant (NYCP) project in order to provide an additional support to: 1) ensure that AI/AN students are prepared for college and careers; 2) increase numbers and quality of AI/AN teachers and staff in the district; and 3) to strengthen existing Heritage Language/Culture programs. The District is well positioned to maximize these funds.

The District values hiring AI/AN teachers and staff who: model cultural values and language; are good role models for students (both academically and socially); and have a long-term commitment to building the school and community. SJSD affirms its respect for and commitment to developing, recruiting and retaining quality AI/AN teachers and staff; and additionally, to developing culturally responsive educational programs and options for AI/AN students.

The District believes that, if supported, AI/AN students will discover and embrace opportunities for meaningful teaching careers that will impact future generations of students, grounding them in native language and culture traditions to achieve high academic

success. Many AI/AN paraprofessionals could also join the teacher force given proper encouragement, information and support. SJSD is committed to providing that support.

Absolute Priority #1: Focused on a defined local geographic area.

SJSD is located in the Four Corners Region, Southeastern Utah, the largest land area county in the lower 48 states. The geographic communities to be served include the schools in our District with large percentages of AI/AN students. Most of these students live in extremely rural, remote locations spread throughout the Utah strip of the Navajo Nation and White Mesa Ute Mountain Ute satellite community. Their access to quality educational options is limited due to location and economic factors.

Competitive Priority #3: Promoting Equity in Student Access to Educational Resources and Opportunities.
1) In one or more of the following educational settings: a) Elementary school; b) Middle School; c) High school d) Career and technical education programs; e) Out of school time settings; f) Alternative schools and programs.

One thousand eight hundred thirty-one (1,831) AI/AN students will be served:

- Blanding--Blanding Elementary, ARL Middle and San Juan High School including both Navajo and Ute students (the White Mesa Community, just outside of Blanding, is part of the Ute Mountain Ute lands).
- Bluff Elementary--borders the Navajo Reservation.
- Five schools located within the Navajo Nation boundary: Montezuma Creek Elementary, Whitehorse High School, Tse'biinidzisgai Elementary, Monument Valley High School and Navajo Mountain High School.

This application qualifies for **Competitive Priority Two**: Tribal Partnership: Navajo Nation MOU, (Attachment #1) and White Mesa Education Center Ute Mountain Ute Support Letter, (Attachment #2) **and Competitive Priority Three:** Promoting Equity in Student Access to Educational Resources and Opportunities.

a. ***Need for Project*** **[10 points]**

(i) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses. [Up to 4 points]

(ii) The magnitude of the need for the services to be provided or the activities to be carried out by the proposed project. [Up to 3 points]
(iii) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of education failure. [Up to 3 points]

Greatest Barriers for College and Career Readiness:

San Juan County has been designated as a federal Intergenerational Poverty (IGP) County, a distinction for populations that have high percentages of poverty that persist throughout generations. Eighteen percent (18%) of the population experiences IGP. Sixty two percent (62%) of children from IGP families risk remaining in poverty as adults unless effective steps are taken to disrupt this trend. Forty percent (40%) of families within the Navajo Nation, as well as Ute families on Ute tribal lands, live below the poverty level. San Juan is also designated a "Persistent Child Poverty County" which by definition has had poverty rates of at least 20% the last four census years. Currently the poverty rate for the County is 22.6%, over double the 11% rate for the State of Utah.

Chronic Absenteeism contributes to this cycle of poverty: Bluff Elementary = 38%; Montezuma Creek = 39%; Tse'biinidzisgai Elementary = 47%; Monument Valley HS = 21%; Whitehorse HS = 26%; Blanding Elementary = 18% *(Intergenerational poverty in San Juan County; Intergenerational Welfare Reform Commission)*.

The COVID pandemic disrupted the entire world, but nowhere did it hit harder than in our reservation communities. The Navajo Nation, the largest tribe in the U.S., has the largest numbers of infections per capita in the U.S. As of July 22, there were 8,617 cases, with 422 deaths (4.9% death rate). San Juan County has been designated the "Hardest Hit by COVID-19" in the State of Utah with a total burden score of 77.24. The next county scores 53.84. Factors in this score include a 4.4% rise in unemployment, % of COVID-19 cases per Capita (10%); % of children in poverty (22.3%) and % of households without Broadband Internet (47.3%) *(Utah State Board of Education, August 20, 2020)*.

Poverty, absenteeism, and now the COVID aftermath significantly impacts learning loss. All factors contribute to lower student achievement and well-being.

Due to COVID, state end of level test scores are a bit spotty, but we have confidence that this year will show some valid scores. The scores from 2019 show a real need to find solutions to improve our AI/AN students' college readiness. The Blanding community has a close to equal percentage of AI/AN and White students. Blanding Elementary = 43% AI/AN, 51% White; ARL Middle = 44% AI/AN, 48% White; and San Juan HS = 41% AI/AN, 53% White. The average end of level proficiency scores for White students (all grades) in Blanding are: English Language Arts 53.9%; Mathematics 49.33%; and Science 59.57%. The average proficiency for **AI/AN students in Blanding is: English Language Arts 20.30%; Mathematics p14.10%; and Science 12.30%.** The achievement gap is: English Language Arts = 34.80%; Mathematics = 22.70% and Science = 31.10%. **Scores for AI/AN students in our southern reservation schools are lower than comparable students in Blanding: English Language Arts 14.36%; Mathematics 13.44%; and Science 12.72%.** This persistent gap and low achievement indicates the need for stronger support for HL programs and for more AI/AN teacher numbers who are committed to the school and community.

While the District has made good efforts to address student needs, this NCYP grant opportunity has prompted SJSD to closely examine our practices and design a program that fills identified gaps of services. We have reviewed pertinent research and identified opportunities to address student needs by designing a strong plan that will address these gaps.

Two main areas of examination emerged: 1) Heritage Language program services; and 2) the diversity of our teacher ranks. While the District is rightfully proud of our Heritage Language Program, we found areas where improvement and support are needed. Graduating students who pass a test (specific to the language studied) may earn the State of Utah Seal of Biliteracy on their diploma. The District rarely, if ever, has a student earning this Seal in Heritage Language (HL). Not one AI/AN student earned a Seal in SY 2021. This indicates a real need to strengthen our Heritage Language program.

SJSD AI/AN students' graduation rate is relatively high. Utah's AI/AN graduation rate is 72.9%. Our two southern, reservations schools have rates of >90% and 86.8%. The District is

committed to ensuring that every student graduates, but a pressing problem is ensuring that these graduates are "college and career ready."

ACT defines a composite score for **college readiness" as 21**. SJSD AI/AN students' composite score for **2020 was 17.8** and for **2021 a drop to 15.6.** Our project will increase student's college readiness evidenced by an 10% increase in ACT scores over five years.

Concurrent Enrollment courses help high school students not only earn college credit while in high school but help students with college readiness. Our AI/AN students do not participate in Concurrent coursework at the same rate as other students.

Year	# of American Indian – Concurrent Enrollment	Equitable enrollment to other student groups (past 3 years)	# of SJ students participating in CE
SY2019	53	83	152
SY2020	54	75	141
SY2021	34	51	93

The District has invested heavily to improve the effectiveness of teachers including: extensive professional development; implementation of professional learning communities; mentoring programs; performance bonuses; evaluation/supervision improvements; and aggressive recruiting policies. The District has implemented a Quality Teacher Incentive Program (QTIP) that recruits highly effective teachers for our reservation schools and gives them significant signing and retention bonuses. The District remains committed to hiring quality, highly effective teachers who know how to relate to and support AI/AN students.

Despite consistent recruiting efforts, our teacher workforce is not as diverse as needed. 24% of teachers in the District are AI/AN, while 56% of our students are AI/AN. (Attachment #3) The District recognizes this mismatch and sees a real need to increase the number of AI/AN teachers in order to maximize student learning and well-being.

(b) ***Quality of project design*** **[37 points]**

i. *The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project. [Up to 10 points]*

ABSOLUTE PRIORITY #4: *Focused on one or more barriers or opportunities with a community-based strategy or strategies and measurable objectives;*

"Our People Will Become Teachers" will address the following barriers or opportunities: 1) AI/AN students graduating not college ready; 2) the need for more high-quality AI/AN teachers who more closely represent our diverse student population.

ABSOLUTE PRIORITY #3: *(a) Existing local policies, programs, practices, service providers, and funding sources;*

Ensuring AI/AN Students are College and Career Ready

1. **Strengthening the Heritage Language Program**

SJSD's Heritage Language/Culture program was initially implemented almost fifty years ago. An ensuing Federal Court decree in 1997, resulted in our current, much richer, expanded program. https://www.sjsd.org/page/nativeamericaneducaton. San Juan School District entered into an MOU and has been providing heritage language courses in the classroom since that time. This partnership continues to be improved as SJSD collaborates to establish benchmarks, assessments and curriculum for the Navajo and Ute languages. This will update existing Heritage Language Memorandums of Understanding and partnerships already in progress. The District's Heritage Language Resource Center is the largest publisher of Navajo Language/Culture materials currently available https://media.sjsd.org/

There are 1,376 students are currently enrolled in **Navajo Language Courses K-12th grades**. Teachers have revised the curriculum to ensure Navajo Nation Language/Culture standards are taught systematically and effectively. AI/AN students grades 7-12 participate in an **annual Diné Knowledge Cultural Bowl** with activities such as Díne singing (solo, duet, group), spelling bee, and general knowledge competition. For grades K-6, a **Díne Language Fair** is held every year where Díne singing, reading, and cultural presentations are offered. For teachers, both inside and outside of the District, SJSD sponsors an annual **Heritage Language Conference**. High schools have established student **UNITY** clubs that serve as a vehicle to

promote AI/AN student leadership skills. Unity students are actively involved in service projects and are a valuable source of student input for AI/AN programs. The District has embedded **Navajo Peacemakers** into our schools. These valuable Elders teach traditional values and help students and families resolve conflicts.

Our HL program is fundamentally sound, but with supplemental support will become more targeted to ensuring AI/AN students graduate college and career ready.

The NYCP grant would allow us to:

- Align our Heritage Language/Culture curriculum to the Utah Portrait of a Graduate standards grades K-12. https://schools.utah.gov/portraitgraduate
- 10 HL teachers will work during the summer for 5 days.
- Student scholarships ($1,000) for graduation biliteracy Seal certification.
- Establish a Heritage Language Student Leadership Council who will plan an annual Youth Language Conference to support students wishing to earn Seal certification.
- Video community Elder's presentations and classroom best teaching practices. Publish professional quality videos on the HL website, thereby increasing the reach of teachings and also will support language preservation.
- Improve the quality and student interest of the Dine Knowledge Cultural Bowl and Dine Language Fair by providing supplies and student incentives.
- Improve the quality and reach of the Heritage Language Conference with increased support for presenters and materials.

The number of Ute students in our district is small,70 compared to Navajo (1831), but the District is committed to helping every AI/AN student succeed. We currently participate with the White Mesa Ute Education Center in providing pre-school, after-school services and curriculum development. SJSD proposes the NYCP resources support Ute students by:

- Hiring a full-time White Mesa Education Coordinator
- Funding further development of Ute language curriculum maps for grades K-12
- Providing increased student cultural activities.

- Provide app for Ute language development for students/families

  Thornton Media: http://www.ndnlanguage.com/index.html

2. **Increasing Numbers and Quality of AI/AN Teachers in the District.**

The District proposes improving the diversity of our (AI/AN) teaching staff through a **"grow your own"** three pronged approach by recruiting: 1) high school students into a Teacher Education Cohort; 2) district paraprofessionals into a teacher education program; and 3) strengthening current teachers with retention bonuses to HL teachers, bonuses for teachers to earn a Bilingual Endorsement, and improving new teacher cultural induction practices.

Students:

The District has been granted a Federal ACE grant that has resources available for collaboration with this proposed project, including available funding for student internships. A prior NYCP grant funded **Dream Navigator**, https://dreamnav.com/ to develop a culturally responsive College and Career Planning Guide for our Navajo and Ute students. The ACE grant continues to fund this resource. These materials are in place and our counseling staff has been trained to effectively use them. This approach enhances our efforts to better prepare all AI/AN students for college and to support a teacher education cohort of AI/AN students. The ACE grant will also pay for ACT prep tutoring and online sessions for AI/AN high school students.

The State of Utah has developed robust College and Career "Pathways" that include a specific Pathway of courses for students who are interested in becoming teachers. (Attachment #4) The CTE program and Pathway will be the foundation for recruiting AI/AN students into a Teacher Education cohort and supporting them through their high school years. The grant will fund student supplies and travel costs to attend College and Career Ready conferences. The Project Director will coordinate these activities with the CTE and ACE Directors to maximize support.

Upon high school graduation, Cohort students declaring a Teacher Education major and getting accepted to college would receive a $2,500 scholarship.

Paraprofessionals:

Currently, seventy-seven (77) AI/AN paraprofessionals are employed in SJSD. We propose recruiting ten of these into a teacher preparation program. These candidates will receive $5,000 tuition support, be provided a laptop computer and gain access to the schools' distance learning labs (based on availability.) As paras are required to hold an Associate degree, most should complete a program within 2 ½ years (2022-23.) This will allow us to recruit an additional ten paras the last half of the grant period (2024-27.)

Current Teachers:

A high priority for the project is to retain our Heritage Language teachers. These teachers are highly trained and in demand. The NYCP grant would pay a $2,500 annual retention bonus to each HL teacher who signs a contract for the following year and is not in probationary status (due to unsatisfactory performance, not years of teaching.)

Any employed SJSD AI/AN teacher who earns a Bilingual Certificate during the grant period will receive a bonus of $1,000.

All new SJSD teachers will participate in a renewed orientation focused on what every teacher needs to know to successfully teach AI/AN students. The Project Director will develop a relevant and research-based presentation to ensure teachers have critical, foundational understanding of their AI/AN students to maximize their learning. The Project Director will work with the Human Resources Director to schedule orientations and ensure teacher attendance.

Program Goals and Objectives

(ii) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. [Up to 5 points]

(v) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. [Up to 5 points]

GPRA Objective 1: The percentage of the annual measurable objectives, as described in the application, that are met by grantees.

- ***Performance Indicator:*** *Number of Identified Program outcome indicators attained and/or exceeded, for the 11 proposed objectives.*

GPRA Objective 2: The percentage of grantees that report a significant increase in community collaborative efforts that promote college and career readiness of Indian children.

- ***Performance Indicator****: The number of local entities which collaborate with the project; the quantity and quality of collaboration; the number of students assisted each year of the grant project.*

Program Objective 3: "*Our People Will Become Teachers"* will serve 1831 students annually.

- ***Performance Indicator****: Number of students served annually.*

Program Objective 4: Establish the Navajo and Ute Language Youth Leadership Council to increase numbers of students taking the Bilingual Education test resulting in a Seal of Biliteracy certificate on their high school diploma.

- ***Performance Indicator:*** *Establishment of Council, quantity and quality of activities planned and carried out, annual number of students who earn Biliteracy Seal.*

Program Objective 5: Improve college and career-readiness of SJSD AI/AN K-12 students by addressing barriers through a community collaborative effort by strengthening the Heritage Language program and aligning it to State of Utah Portrait of a Graduate standards.

- ***Performance Indicator:*** *Quantity and quality of Community collaborative effort accomplished by strengthening the Heritage Language (HL) program and aligning it to State of Utah Portrait of a Graduate standards.*

Program Objective 6: Increase the number of SJSD AI/AN students in 11th and 12th grades showing college readiness on the ACT Test by 10% each year, over the five years of the NYCP grant project.

- ***Performance Indicator****: Number and percentage of students in 11th and 12th grades showing college readiness on the ACT test each year.*

Program Objective 7: Increase rate of on-time student graduation in four years.

- ***Performance Indicator****: Number and percentage of students who graduate with a high school diploma in 4 years, baseline data established in Yr. 1.*

Program Objective 8: Increase the total number of AI/AN 11-12th grade students enrolled in Concurrent Enrollment courses by 10% each year of the grant.

- ***Performance Indicator:*** *Numbers and percentage of AI/AN students enrolled in Concurrent Classes during grant period.*

Program Objective 9: Develop Ute language/cultural curriculum maps for grades preK-12.

- ***Performance Indicator:*** *Quantity and quality of Ute curriculum developed-grades K-12.*

Program Objective 10: Increase student equity and access to AI/AN licensed teacher. Enroll 10 from 2022-2025 and additional 10 from 2024-2027 for a total of 20 paraprofessionals in a teacher training program.

- ***Performance Indicator:*** *Numbers of paraprofessionals enrolled in teacher training program over the entire grant program.*

Program Objective 11: Establish AI/AN Student Teacher Education Pathway program to result in a cohort of 15 students declaring a teacher education major by 2027.

- ***Performance Indicator:*** *Numbers of students in the cohort advancing over 4 years: 35 in grade 9; 25 in grade 10; and (in SY 2027) 15 in grade 12 committed to Teacher Education as they graduate high school and enter college.*

(iii) The extent to which the design of the proposed project includes a thorough, high-quality review of the relevant literature, a high-quality plan for project implementation, and the use of appropriate methodological tools to ensure successful achievement of project objectives. [Up to 7 points]

Supporting Research:

Research that is significantly applicable falls into two areas: 1) the impact of Heritage Language/Culture education; and 2) the positive effects AI/AN teachers can have on AI/AN students as well as all students.

Impact of Heritage Language/Culture Education:

A wealth of research validates the efficacy of second language learning and SJSD has embraced this research.

Cognitive benefits of second language learning: Research shows that second language instruction improves overall school performance, cognitive development, problem solving, and creativity. • Bilingual children have increased metalinguistic awareness, or knowledge 'about' languages. These metalinguistic skills are an important piece of intellectual development, reading skills development, and overall academic success (Hakuta 1986). Metalinguistic abilities are seen in greater phonemic awareness in bilingual children (for example, they can answer questions like, "Do cat and car have the same sound at the beginning?"), and in bilingual children's ability to break words into syllables more successfully than monolingual children (Lindfors 1991). A study of a second language improves knowledge of the first language as well as math and logic skills, as shown by decades of studies. Children who study a second language score higher on verbal standardized tests conducted in English. (Adelman 1981, Alter 1970, Hofstadter & Smith 1961, Olsen & Brown 1992, Parker 1956, Sachs 1982.) • Second language learning increases mental flexibility for children. They are more creative and better at planning and solving complex problems (Paradis, Genesee & Crago 2011). Bilinguals, with two or more words for a single object, concept or idea, think more abstractly about words and language (Ianco-Worrall 1972). Bilingualism seems to strengthen the brain's executive control system, and in doing so, protects it from some of the effects of aging (Bialystok et al. 2007).

In addition, SJSD believes that: 1) HL programs support and target specifics objectives for Seal Diploma certification that will yield more fluent speakers; and 2) aligning HL curriculum with the State's Portrait of a Graduate standards will ensure AI/AN students are both grounded in their native language and culture but are also proficient and college and career ready.

Teaching the Portrait of a Graduate Standards in Heritage Language classes would be ideal as these classes are already designed to be interactive with an AI/AN teacher leading discussions and activities. The Portrait of a Graduate standards would enhance the rigor of and relevance of HL classes to post-secondary success, in line with CREDE standards.

The Center for Research on Education, Diversity and Excellence (CREDE) https://manoa.hawaii.edu/coe/credenational/the-crede-five-standards-for-effective-pedagogy-

and-learning/ standards were established through an extensive analysis of the research and development literature in education and diversity. The Standards represent recommendations on which the literature is in agreement, across all cultural, racial, and linguistic groups in the United States, all age levels, and all subject matters. Thus, they express the principles of effective pedagogy for all students. Even for mainstream students, the Standards describe the ideal conditions for instruction; but for students at-risk of educational failure, effective classroom implementation of the Standards is vital. The research consensus can be expressed as five standards: Joint Productive Activity (teacher and students); Language Development (language and literacy across the curriculum); Contextualization (making meaning, connecting schools to students' lives); Challenging Activities (teaching complex thinking); Instructional Conversation (teaching through conversation.)

Positive Effects of a Diverse Teacher Force:

Although all children share far more similar qualities than differences and diversity exists within any racial/ethnic group, research supports that valid similarities exist within AI/AN student populations. These are often diametrically opposed to the teaching/learning style of typical non-AI/AN teachers.

"What Every Teacher Needs to Know About Teaching Native American Students," by Hani Morgan (Journal of Multicultural Education) specifies some of these important differences:

- Values–towards humility and harmony (as opposed to individualism and competition.)
- Field Dependent–working together, highly visual, intuitive, holistic. Looks to authority for guidance. (as opposed to Field Independent–goal oriented, competitive, logical, break the whole into parts, personal autonomy and formal organization.)

These stark differences between learning styles can cause a serious disconnect between AI/AN students and non-AI/AN teachers. The research, nor this project, asserts that AI/AN students should only have AI/AN teachers. Rather, the assertion is that more AI/AN teachers are needed to bring a greater balance and greater likelihood of educational success for AI/AN

children. These students need to see teacher role models who look like them and can model successful ways of thinking and behaving that are educationally sound.

The **Learning Policy Institute** published a 2018 article entitled *"Diversifying the Teacher Profession: How to Recruit and Retain Teachers of Color."* Findings that substantiate the case for hiring a diversified staff included: 1) teachers of color boost academic performance evidenced by improved reading and math scores; 2) teachers of color improve social/emotional performance evidenced by fewer unexcused absences, chronic absenteeism, suspensions and student reports of teachers being both caring and academically challenging. 3) less teacher turn-over.

Barriers cited to hiring teachers of color included: 1) Inadequate preparation for college–this becomes a cycle where AI/AN students aren't prepared for college and so cannot become teachers; because AI/AN teachers aren't in the classroom, they don't positively impact student achievement, which again leads to unprepared students not being able to enter the teaching force. 2) Poor teaching conditions–*SJSD is committed to creating good teaching conditions in every school: providing teacher housing and internet for reservation schools; performance, signing and retention bonuses; ensuring each principal values AI/AN language and culture; professional development/support, including active Professional Learning Communities; representation in curriculum development committees; and funding for classroom/teacher supplies*. 3) Accountability measures that disrupt school–*SJSD has successfully implemented major school "Turnaround "improvement plans without displacing teachers.* 4) Financial issues–*SJSD recognizes the financial costs for post-secondary students to obtain teaching degrees/licenses and additional credentials such as bilingual certificates. This project seeks to alleviate some of these costs and minimize this barrier.*

i. The extent to which the proposed project demonstrates a rationale (as defined in this notice). [Up to 10 points]

The program performance objective measures are clearly related to the intended outcomes as demonstrated in **Abbreviated Logic Model Table below**. Due to page number constraints the

more comprehensive logic model is located in (Attachment #5.) The comprehensive Logic Model shows: Objectives; Inputs; Outputs; Resources and Assets; Activities; Outcomes/Products; Short-Term, Medium-Term and Long-Term Impacts.

#	Objective	Outcome(s)
GPRA Objective 1	The percentage of the annual measurable objectives, as described in the application, that are met by grantees.	Grant programming is implemented as proposed in collaboration with program partners and collaborators. Engage more program partners and collaborators who advocate for the program and its efficacy
GPRA Objective 2:	The percentage of grantees that report a significant increase in community collaborative efforts that promote college and career readiness of Indian children	Grant Initiative is carried out with substantial community Collaboration and is effective.
Program Objective 3:	"Our People will Become Teachers" will serve 1831 students annually.	More students plan for and attend college or other post-secondary training. Increased access and equity for the school community with AI/AN role models and leaders headed toward and attending post-secondary education

Program Objective 4:	Establish the Navajo and Ute Language Youth Leadership Council to increase numbers of students taking the Bilingual Education test resulting in a Seal of Biliteracy certificate on their high school diploma.	Student leadership and ownership of native language preservation student activities fostered and increased. Increase in numbers of students taking the Bilingual Education test resulting in a Seal of Biliteracy certificate on their high school diploma.
Program Objective 5:	Improve college and career-readiness of SJSD AI/AN K-12 students by addressing barriers through a community collaborative effort by strengthening the Heritage Language program and aligning it to State of Utah Portrait of a Graduate standards.	More students plan for and attend college or other post-secondary training.
Program Objective 6:	Increase the number of SJSD AI/AN students in 11th and 12th grades showing college readiness on the ACT Test by 10% each year, over the five years of the NYCP grant project.	Increase in number of students in 11th and 12th grades who show college readiness on the ACT;
Program Objective 7:	Increase rate of on-time student graduation in four years.	More AI/NA community members graduating from college or other post-secondary training and assuming positions of civic and Tribal responsibility.

Program Objective 8:	Increase the total number of AI/AN 11-12th grade students enrolled in Concurrent Enrollment courses by 10%.	More students experience college coursework, are academically supported and pass their classes, which fosters their expectation of a post-secondary educational experience.
Program Objective 9:	Develop Ute language and cultural curriculum for grades preK-12.	Community healing from historical traum Heritage Language colonization
Program Objective 10:	Increase student equity and access to AI/AN licensed teachers. Enroll 20 paraprofessionals in a teacher training program. (10- yrs. 2022-24. 10 – yrs. 2024-27.)	Increasing # of AI/AN teachers will improve student achievement Social/Emotional well-being and increase stability of teacher workforce
Program Objective 11:	Establish AI/AN Student Teacher Education Pathway program to result in a cohort of 15 students declaring a teacher education major by 2027.	Increasing # of AI/AN teachers will improve student achievement Social/Emotional well-being and increase stability of teacher workforce

***(c) Quality of project personnel* [12 points].**

i. *The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. [Up to 6 points]*

SJSD Board Policy #4114.1 AMERICAN INDIAN HIRING POLICY

The Native American Hiring Policy outlined below memorializes the District's long standing policy of preferring Native Americans in all District programs operated under Federal contracts, subcontracts, grants, or sub-grants to or for the benefit of Native American students within the

District. The policy also memorializes the District's longstanding commitment to hire qualified Native Americans. The policy is adopted voluntarily pursuant to congressional authorization and is designed, consistent with the educational objectives of the District, to benefit students. The Native American Hiring Policy reflects the District's recognized practice of recruiting and hiring faculty, administrators, and other personnel primarily involved in the instruction of Native American students who will best serve the needs of those students and provide them with the best possible education. (Attachment #6)

i. The qualifications, including relevant training and experience, of the project director or principal investigator. [Up to 3 points]

1. **Project Director: Brenda Whitehorse**, a member of the Navajo Nation tribe is a fluent Navajo speaker. Brenda began her career as SJSD's Bilingual Education secretary and soon moved to the Utah State Office of Education as a Technical Assistant in the Office of Bilingual Education. She has earned a teaching license, a Master's degree in Curriculum and Instruction and an Administrative endorsement. Brenda has been an educator for twenty years as a Classroom Teacher, Reading Specialist and Principal. She is currently SJSD's Bilingual Education Director. She oversees Title VII, JOM and Heritage Language instruction in the District. Her passion is preserving the AI/AN language through curriculum development, lesson study and formative assessments, and professional development. (Attachment #7)
2. **Student Services Director: Trevor Olsen** is SJSD's Student Services Director and oversees SJSD's Federal and State Programs (Title I, Title III, Title VI, Federal At-Risk, McKinney Homeless and Native American Language programs). In 2016, Trevor was SJSD's Director for a successful Native Youth Community Project (NYCP) during which he: supervised school guidance programs, social workers, Gear-up, Upward Bound, club; collaborated community services; provided College and Career Ready support to students, parents, counselors, and administrators. Trevor holds an Educational Specialist degree, E.Ds.; two

Master's degrees: Educational Leadership and Educational Counseling; and a Bachelors in Criminal Justice. (Attachment #8)

3. **CTE Director Jeanna Grover** is the recently appointed District Career and Technical Education (CTE)/Adult Education Director; previously, she coordinated the CTE Pathways program. Jeanna taught business education for six years. She holds a Bachelor's degree in Business Education and a Master's degree in Educational Leadership. (Attachment #9)
4. **ACE Director: Spencer Singer** is an enrolled member of the Navajo Nation and is currently serving SJSD as the Accessing Choices in Education (ACE) Director. He holds a M.Ed. degree and has worked in education for 15+ years as a Teacher, Athletic Director, School Principal, and Grant Director. (Attachment #10)
5. **White Mesa Education Director: Griselda Rogers** has been the Director of the White Mesa Education Center, (Ute Mtn. Ute Tribe) for nineteen years. She is the Current Board President for "Restoring Ancestral Wind," Board member for: San Juan Foundation; Blue Mtn. Hospital and Utah Indian Health Advisory Board. She has a Bachelor's degree in Interdisciplinary studies and a Master's in Organizational Leadership. (Attachment #11)
6. **External Evaluator: Clara Martinez, Ph.D**., will serve as the program expert External Evaluator. Dr. Martinez is Native American (Yaqui), a Stanford graduate and has over 25 years' experience evaluating and reporting for Federal Education and Native American programs. She co-designs collaborative and effective evaluation, which is strengths focused, engages the community and Indigenous ways of knowing, shares knowledge, includes mentoring, respects Tribal sovereignty, and applies both cultural and scientific rigor. (Attachment #12)

(d) ***Quality of project services*** **[10 points]**

i. *The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services. [Up to 5 points]*
ii. *The extent to which the services to be offered would meet the needs of the local population, as demonstrated by an analysis of community-level data, including direct input from parents and families of Indian children and youth. [Up to 5 points]*

SJSD has a long history of successful collaboration with the Navajo Nation and Ute Mountain Ute tribes through tribal consultation and community organizations. (Attachment 16)

- Department of Dine Education (DODE)
- Peacemakers, both mediation and student apprenticeship programs
- White Mesa Education Center preschool, afterschool, and curriculum support
- Supportive parent community (see HL below); IEC support by funding culturally relevant materials and supporting instruction.
- Utah State University within District boundaries has available online courses.

Involvement of parents, families, and students in development of activities:

(iii) The extent to which the services to be offered would meet the needs of the local population, as demonstrated by an analysis of community-level data, including direct input from parents and families of Indian children and youth. [Up to 5 points]

Heritage Language Parent 2021-22 Needs Survey: Scale from 1 to 5 (5 = strongly agree) Questions:

"I want Native children taught their Native Language," 75.2% selected a 5 rating: 12.2% a 4 rating **(85.4% positive)**.

"I want Native children taught their Native culture," 79.6% selected a 5 rating: 10% a 4 rating **(89.6% positive)**.

"I want Native children taught their Native history," 78.4% selected a 5 rating; 13.5% selected a 4 rating **(91.9% positive)**.

SJSD Indian Education Committee (IEC):

All Heritage Language/Culture programs and Federal Indian programs are continually guided by our IEC advisors. This important group met and had opportunities to provide input about this grant's activities and will be an active partner in monitoring and guiding the project once funded. (Attachment #13)

(e) ***Quality of the management plan*** **[24 points].**

i. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines and milestones for accomplishing project tasks. [Up to 14 points]

The Project Director will have ultimate responsibility for ensuring that the Project is in compliance with all federal and state guidelines and that the project is implemented as approved

and according to the submitted assurances. The Project Director will be under the supervision of the Student Services Director who is responsible for the Project Director's job performance.

The program External Evaluator will guide the project by ensuring that input mechanisms are valid and reliable; aligning data to goals, objectives, outcomes and GPRA measures; and monitoring progress of the Project while working closely with the Project Director.

The Superintendent, district and school administrators will have direct lines of communication and involvement with the Student Services Director and the Project Director. The Superintendent and Student Services Director will monitor Quarterly project reports to quickly give support and direction when needed. The Project Director will include report information in her annual School Board report.

2022-23 Management Plan and Milestones		
Timeline	**Project Tasks/Objectives**	**Responsible**
Fall 2022	Establish AI/AN HL Student Leadership Council	Project Director
Aug 2022	New Teacher induction-orientation Teaching AI/AN students	Project Director HR Director
Fall 2022	Notify AI/AN teachers about the Bilingual Certification bonus.	Project Director HR Director
Aug-Dec 2022	Study HL standards and Utah Portrait of a Graduate (UPOAG) standards	Project Director HL Teachers
Summer- 5 Days 2023	Align K-12 HL standards with (UPOAG) standards	Project Director HL Teachers

Fall 2022	Contract with Audio Visual technician to film cultural teachings and develop website	St. Serv. Director Project Director
Jan-May	Develop schedule for Audio/Visual project. Begin filming	Project Director
2022-2023 SY	Create action plan to enhance Cultural Knowledge Bowl and Dine Language Fair Implement improvements	Project Director
2022-2023 SY	Plan to improve Heritage Language Conference. Implement plan	St. Serv. Director Project Director
2022-23 SY	ACT prep for 10-11th grade AI/AN students	St. Serv. Director Principals
On-going	Publicize Concurrent Enrollment at HS class meetings and through announcements, flyers, social media	St. Serv. Director Project Director
On-going	Recruit Junior and Senior students. Work with guidance counselors to prioritize AI/AN enrollment through CCR student/parent/counselor meetings.	St. Serv. Director School Counselors
Aug-Sept	Hire White Mesa Education Coordinator (WMEC)	St. Serv. Director Project Director
Sept-Dec 2022	Determine progress of Ute Language Curriculum, set curriculum map goals.	Project Director White Mesa Ed. Director & Coordin. External Evaluator
Fall 2022	Schedule Ute cultural/language activities.	Project Director

	Introduce Ute mobile dictionary language app to students/families and train how to use it.	White Mesa Ed. Director & Coordinator.
Sept-Dec 2022	Recruit 10 paraprofessionals to enroll in a teacher education program. Upon registration-award $5,000 tuition and a laptop computer	St. Serv. Director Project Director HR Director
Sept-Dec 2022	Establish Students' Teacher Education Pathway program. Identify internship opportunities and field experiences	St. Serv. Director CTE Director ACE Director
Jan-May 2022	Recruit 35 ninth (9th) grade students into the Teacher Education Pathway program.	St. Serv. Director CTE Director
On-going	Assign student internships/job shadowing College visits	Project Director CTE Director ACE Director
Quarterly	Write and submit NYCP quarterly reports	Project Director External Evaluator
Spring 2023	Upon signing of next year's contract, award retention bonus to HL teachers	Project Director HR Director
May 2023	Stakeholder data and progress review; recommendations for program adjustments.	Project Director Stakeholders

(Management Plan/Milestones years 2-5 (Attachment #14)

i. *How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients, or beneficiaries of services, or others as appropriate. [Up to 5 points]*

The Indian Education Committee (IEC) will review Project Reports quarterly and act as advisors to the Project Director, and representatives and advocates for the AI/AN families.

The White Mesa Education Coordinator's focus will be to: support the Ute Language curriculum development; to coordinate cultural activities for students; and to communicate to the Project Director any barriers they find to students' academic success. The Coordinator will be housed at the White Mesa Education Center acting as a liaison between the District and the Ute AI/AN community and students. As a full-time position, they will communicate daily with students, the White Mesa Education Director, and parents, allowing them to voice project input and parent concerns. This ensures the Ute community perspective is included.

The HL teachers in the district meet monthly with the Project Director to discuss HL curriculum and program issues. This monthly meeting will allow for both HL teacher input and Project Director guidance and monitoring of implementation of project objectives.

The Heritage Language Student Leadership Council will meet once a month and will be tasked with advocating for AI/AN language and cultural programs and needs. Students will have a summary of the grant and will give input and help monitor student activities.

i. *The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance. [Up to 5 points]*

All project activities, resources and reports will be documented and transparent, allowing the District to build capacity after the grant period through analysis of the project and institutionalizing successful practices. The External Evaluator will give project performance feedback for quality assurance. The following are anticipated outcomes and practices:

- Increased AI/AN teacher pool
- Student outlook with ACT, increased graduation, and HL knowledge
- Heritage Language curriculum development, both Navajo and Ute
- Student Leadership development

- Improved HL programs: Knowledge Bowl, Language Fair, HL Conference.
- Ute Curriculum maps and Ute app
- Audio/Visual film, website

(f) ***Quality of the project evaluation*** **[7 points].**

(i) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. [Up to 4 points]

The District will contract with Dr. Clara Martinez as the program External Evaluator, who will, in collaboration with the Program Director and other key program personnel, ensure the specific services the project will provide are based on the needs of the local community.

The program evaluation is an integral element of the **Program Priority**: To support community-led, comprehensive projects to help American Indian/Alaska Native (AI/AN) children become college and career ready. The Program evaluation model **will provide performance feedback** and will yield sufficient quantitative and qualitative data and methods of evaluation to provide valid and reliable performance data on relevant outcomes, and the effectiveness of the program implementation strategies. Progress toward achieving intended program goals and objectives and outcomes will be assessed through a rigorous external evaluation, led by expert Clara A. Martinez, Ph.D., and will be an integral part of program management, operation and success—ensuring high quality results and services from the proposed project.

The methods of evaluation will be both outcome-based and process-based and will provide **performance feedback** via systematic **periodic assessment** (quarterly, semester and yearly) of progress through continuous and robust quantitative and qualitative data collection and analysis, and discussion taking place in regular quarterly Team meetings to examine the effectiveness of project implementation strategies, and will assure that all the organizations involved in the program can use the evaluations to make improvements and **effectively respond to the AN/AI stakeholder needs**. The program personnel will be able to utilize the quarterly evaluation results to make on-going improvements to the program, which will continually enhance the academic success of the students. The Grant Director and Evaluator will collaborate to create the data

queries, select and/or create the measurement and data collection tools and put in place the systematic data collection protocols. Surveys will be created and utilized to measure student perception of program quality and efficacy and will also guide program improvement. Data collected will be both **quantitative and qualitative** providing numbers and descriptive and anecdotal information. We will establish baselines in the first year for all performance measures and track all subsequent year data. The SJSD Management Information System (MIS) Department can run data queries for performance measures. For program (SMART) objectives, performance indicators that will be used for measurement, data collection instruments and tools, timelines to give **timely guidance for quality assurance,** benchmarks for monitoring progress, and persons responsible for data collection refer to (Attachment #15.)

"Our people will Become Teachers" performance objectives and outcomes, see page 9. include specific, measurable, achievable, relevant, and time-bound (SMART) objectives with their associated outcomes and the performance indicators that will be used for measurement. The table below identifies the methods, strategies, evaluation instruments, the timeline in which they will be used, and the benchmarks for monitoring progress for all program objectives:

Evaluation Instrument/Methodology	**Quarter**			
	1	**2**	**3**	**4**
Program Director Records	X	X	X	X
Student Services Director Records	X	X	X	X
Minutes of Council Meetings	X	X	X	X

Bilingual Education Director Records	X	X	X	X
White Mesa Education Specialist Records	X	X	X	X
Guidance Counselor Records	X	X	X	X
Student Participant Survey Data		X		X
Agendas of community participation in HL activities/planning	X	X	X	X
Curriculum alignment document showing Portrait of a Graduate standards embedded in HL curriculum grades K-12	X	X	X	X
Student Transcript Data	X	X	X	X
Building Guidance Counselor Data	X	X	X	X
White Mesa Education Coordinator (WMEC) Records	X	X	X	X
Curricula documents produced	X	X	X	X
Paraprofessional & Student Transcript Records		X		X
Paraprofessional & Student Surveys		X		X
Paraprofessional & Student Surveys		X		X
HR Director Records		X		X

Evaluator Quarterly Data Compilation	X	X	X	X
OIE Yearly Grant Performance Report compiled and submitted				X

For detailed information see (Attachment #15)

Persons Responsible for Data Collection are as follows: Student Services Director; Program Director; Guidance Counselors; CTE Director; Bilingual Education Director; White Mesa Education Specialist; HR Director; and External Evaluator. The methods employed in the evaluation model will yield sufficient quantitative and qualitative data to evaluate the effectiveness of program implementation strategies, as follows:

Quantitative and Qualitative Data Collection Instruments used for each Program Objective Measure will assess GPRA 1: The percentage of the annual measurable objectives, as described in the application, that are met by the program. **Program Director Records & Student Services Director Records** will measure GPRA 2: the number of local entities which collaborate with the project and the quantity and quality of collaboration.

Program Director Records, Student Services Director records will measure Obj. 3: the number of students assisted each year of the grant project. **Minutes of Council meetings, District Bilingual Education Director Records, White Mesa Education Specialist Records, Guidance Counselor Records & Student Participant Survey Data** will measure Obj. 4: Establishment of Council, quantity and quality of activities planned and carried out, annual number of students who earn Biliteracy Seal. **Student Services Director Records, Program Director records, Bilingual Education Director Records & White Mesa Education Specialist Data** will measure Obj. 5: Quantity and quality of Community collaborative effort accomplished by strengthening the Heritage Language (HL) program and aligning it to State of

Utah Portrait of a Graduate standards. **Student Transcript Data, Building Guidance Counselor Data** will measure Obj. 6: Number and percentage of students i**n** 11th and 12th grades showing college readiness on the ACT Test each year. **Student Transcript Data, Building and District Administration data** will measure Obj. 7: Number & percentage of students who graduate with a high school diploma in 4 years. **Project Director Data, Student Transcript Data, Guidance Counselors Records** will measure Obj. 8: Numbers of AI/AN students enrolled in Concurrent Classes over the entire grant period. **White Mesa Education Coordinator (WMEC) Records, White Mesa Ed. Specialist, Project Director Records, Curricula documents produced** will measure Obj. 9: Quantity and Quality of Ute curriculum developed for grades K-12. **Paraprofessional & Student Transcript Records, Paraprofessional Student Surveys, Student Services Director Records, Project Director Records, HR Director Records** will measure Obj.10: Number of paraprofessionals enrolled in teacher training program over entire grant program**. Program Director Records, Student Services Director records, CTE Director Records, Guidance Counselors Records, Student Transcript Records & Student Survey Data** will measure Obj. 11: Numbers of students in the Student Teacher Education Pathway cohort advancing over 4 years:

(ii) *The extent to which the evaluation will provide guidance about effective strategies suitable for the replication or testing in other settings. (Up to 3 points)*

The Evaluator will make quarterly site visits to work with program personnel to collect data, monitor, encourage, and help trouble-shoot programmatic issues which arise as the program is implemented. The program data will be collected and made accessible via internal agency quarterly Grant Performance reports. The Evaluator will organize the cumulative quarterly data into the Office of Indian Education format to be submitted for **Annual Performance Report (APR)** and Progress Report review. **The yearly Comprehensive Review of the Program** will entail the documentation of all quantitative and qualitative measures of program workings and the improvements made for increase in effectiveness of the program implementation. The final report will be cumulative over the three years of the grant program and be suitable for guidance for Replication in other setting.

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

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

Name of Institution/Organization

San Juan County School District

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	103,796.00	104,936.96	106,077.92	107,218.88	108,359.84			530,389.60
2. Fringe Benefits	37,366.56	48,221.96	49,020.62	49,843.23	50,690.53			235,142.90
3. Travel	63,035.00	63,035.00	63,035.00	63,035.00	63,035.00			315,175.00
4. Equipment								
5. Supplies	139,500.00	139,500.00	139,500.00	177,000.00	177,000.00			772,500.00
6. Contractual	129,000.00	129,000.00	129,000.00	129,000.00	129,000.00			645,000.00
7. Construction								
8. Other	30,000.00							30,000.00
9. Total Direct Costs (lines 1-8)	502,697.56	484,693.92	486,633.54	526,097.11	528,085.37			2,528,207.50
10. Indirect Costs*	10,456.11	10,081.63	10,121.98	10,942.82	10,984.18			52,586.72
11. Training Stipends								
12. Total Costs (lines 9-11)	513,153.67	494,775.55	496,755.52	537,039.93	539,069.55			2,580,794.22

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 10/01/2022 To: 09/30/2023 (mm/dd/yyyy)

Approving Federal agency: ☒ ED ☐ Other (please specify):

The Indirect Cost Rate is 2.08 %.

(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))?