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Abstract – Shoshone Paiute Tribes Native Youth Community Program

The Shoshone Paiute Tribes of the Duck Valley Indian Reservation propose a Native Youth Community Program. The program will to provide direct support, mentoring, tutoring, and a career / college preparatory program that will include weekly meetings, parental involvement, community activities, college visits, and education support.

The program will focus on middle school students and build a cohort that will remain together until high school graduation with services including to matriculation in a college, university or career preparation program. The initial year will deliver services to seventh and eighth grade students, with a new seventh grade class added every year, while continuing to work with the students through graduation. Thus, in Year 1, the program will focus on 42 students. Based on current enrollments in grades three through six, the numbers will increase to 76 in Year 2, 99 in Year 3, 119 in Year 4 and 153 in Year 5. Not all students will engage in the program, not all parents will support the efforts, but they may.

The proposed program design will provide multiple opportunities for students to be engaged. These will include the trips to visit colleges and universities, including Tribal Colleges and Universities as well as career and college fairs. The program will create opportunities to connect with mentors, job shadow tribal positions, academic tutoring and support, physical education activities, connections to other services including behavioral and physical health, and weekly cohort meetings.

Goal: The Shoshone-Paiute Tribes overarching goal for the project is to “prepare Shoshone Paiute to be career ready and able to enter the workplace and/or to enter and complete post-secondary education.”

Objective 1: The first objective is that the program participants will show documented higher levels of increased healthy lifestyle behaviors compared to historic data, non-participants and previous cohorts.

Objective 2: The second objective is that program participants will show documented higher levels of decreased unhealthy lifestyle behaviors compared to historic data, non-participants and previous cohorts.

Shoshone-Paiute Tribes Youth Program Proposal

Criteria A: Project Need

The proposed project will serve the Shoshone-Paiute Tribes (SPT) of the Duck Valley Indian Reservation (DVIR), located in both Idaho and Nevada. The geographically remote DVIR encompasses 289,819 acres or 452 square miles. The Duck Valley Indian Reservation is accessible by Highway 51/225, a two-lane north-south thoroughfare and the only access maintained year-round. The core of the DVIR is located 100 miles north from Elko, Nevada and 100 miles south from Mountain Home, Idaho. The center of the DVIR, including the Administration building, is located on the Idaho - Nevada state line. The two-state position of the DVIR means that it sits in two time zones and faces unique challenges that are only exacerbated by distance and isolation.

The Shoshone-Paiute Tribes enrollment is 2,516 of whom 571 live in Idaho, while 1,945 reside in Nevada. The total population of the DVIR is approximately 1,800 residents.¹ The majority of the DVIR population resides within a central valley. Residential, governmental, and service agencies exist along the highway corridor in the central valley with individual residences and residential subdivisions scattered throughout the valley.

The Duck Valley Indian Reservation is the center but not the extent of the service area. Instead, the service area embraces the adjacent rural portions of the two counties and the Native Americans living in proximity. The Shoshone-Paiute Tribes and its programming, including the requested programming, will serve Native Americans residing on the DVIR and attending the Owyhee Combined Schools, the only schools serving the DVIR.

¹ 2020 US Census figures and the Tribal Enrollment Office.

The Duck Valley Indian Reservation regularly sees its links with the outside world severed. Winter weather closes the highway, regular, periodic disruptions of telephone and cellular telephone service cut Internet and telephone service leaving the community isolated in a way that few other Americans experience. Along with a lack of connections, there are simply few if any public services outside of a core of basic utilities and public schools.

The closest hospitals are in Elko and Mountain Home and the closest domestic violence shelter is in Boise, Idaho. Moreover, the counties provide little to no coordinated services and the SPT do not have working agreements or memorandums of understanding with county agencies, including the courts and law enforcement. Within this isolated environment, the problems of drug and alcohol abuse are rampant and one of the biggest casualties among the tribal youth is optimism and a positive vision for the future.

Tribal Youth face tall odds and one of the most persistent challenges is envisioning a successful future that spans the dichotomous realms of the DVIR and the world beyond. Without such a vision it is difficult to motivate young people to study, to work and to excel. Moreover, without role models and resources to bridge the gap, too many young people fall into that gap between the DVIR and the outside world.

The overall education attainment on the DVIR is low compared to Idaho and Nevada and this tends to create a vicious cycle of under-education and poverty. Below are the educational attainment rates of adults over age 25 comparing the DVIR to the two states in which it is located. The data describes a community that desperately needs its young people to achieve if the underlying problems and challenges are to be addressed.

<u>Place</u>	<u>% w/ High School Diploma or GED</u>	<u>% w/ Bachelor's Degree</u>
Idaho	88.9%	25.1%
Nevada	84.5%	22.2%
Duck Valley Reservation	76.9%	8.0%

(1) Gaps or Weaknesses in Services

The phrase “gaps in service” assumes that services exist but the simple facts of the DVIR are that many of the services that other Americans take for granted simply do not exist here. This proposal however, is focused on the gaps in educational support for tribal youth. As the table above demonstrates, educational attainment on the DVIR pales in comparison to the states and this is a profound problem. The lack of attainment not only impacts individuals, but it impacts the community as a whole. The Shoshone-Paiute Tribes need qualified professionals to staff its various departments, ventures and programs. Too often positions remain empty for lack of qualified local applicants and must therefore engage in recruitment from afar. As a result, many positions experience frequent turnover, a lack of continuity and a degradation in the services provided.

There are no sustained mentoring services or programs on the DVIR and when combined with educational attainment, this gives tribal youth fewer opportunities to see people like themselves succeeding. Significantly, well over 90 percent of the school population is American Indian or Alaska Native. The percentages break down for the schools as follows: the elementary school is 92.6 percent AI/AN, the middle school is 97.9 percent AI/AN and the high school is 92.9 percent AI/AN.

The problem is decidedly not that students cannot achieve, it is not that they fail to achieve, the biggest gap is the absence of post-secondary school preparation. Resources exist to get students through public school. The most recently reported graduation rate, pre-pandemic, was 88.8 percent in 2019 and 93.7 percent in 2018. The figure dropped in 2020 to 84.1 percent, but the rates dropped for the whole of Elko County and the state of Nevada. The challenge is what to do next, after graduation.

Too often, the answer is “nothing” and this malaise is reflected in the rates of substance abuse on the DVIR. For example, according to the Shoshone-Paiute Tribal Court disaggregated data: 59 percent of all reported crimes were substance/alcohol related. Additional court data reveals that 87.5 percent of the individuals on probation are due to alcohol related offenses. In addition, 31 percent of the offenses were for domestic violence. Of the probationary caseload each month 92 percent of the individuals were on probation for alcohol/substance abuse/use related crimes. The Shoshone-Paiute Tribal Court data reflecting criminal complaints specific to violence, reports 129 complaints were filed with 19 percent of those specific to domestic violence. These are among the costs of the current system and the absence of a program to help tribal youth be productive.

(2) Magnitude of the Need for Services

The need for services to support tribal youth becoming career and college ready is nothing short of overwhelming. In an ideal world the school, community and parents would all assist the youth to be prepared for future achievement. However, there are a wide range of conditions and circumstances that mitigate against this. For example, poverty prevents many families from assisting their children. According to the 2021-2022 Owyhee Combined School 2021-2022 School Performance Plan, there are 308 students in the schools and 100 percent are eligible for the free and reduced lunch program.² In 2021 the Owyhee Combined School prepared a breakdown of students who are low-income and in need of improved Internet access for a tribal grant application for Broadband support. The table is below and demonstrates that fully 305 out of 308 students meet this doubly challenged standard.

² Elko County School District, “Owyhee Combined School: 2021-2022 School Performance Plan,” Undated. Available at: https://tb2cdn.schoolwebmasters.com/acnt_661924/site_674623/Documents/School-Performance-Plan.pdf

Grades	Low-income Students
K-3	92
4-6	77
7-8	42
9-12	94

The needs of the tribal youth are manifest and it is with the youth that the SPT hope for the future resides. This proposed project is a direct result of the needs, the conditions and the potential that exists on the DVIR.

(3) How the Program Addresses the Needs

The Shoshone-Paiute Tribes propose to create a program to provide direct support, mentoring, tutoring, and a career / college preparatory program that will include weekly meetings, parental involvement, community activities, college visits, and education support. The program will focus on middle school students and build a cohort that will remain together until high school graduation with services including to matriculation in a college, university or career preparation program. The initial year will deliver services to seventh and eighth grade students, with a new seventh grade class added every year, while continuing to work with the students through graduation. Thus, in Year 1, the program will focus on 42 students. Based on current enrollments in grades three through six, the numbers will increase to 76 in Year 2, 99 in Year 3, 119 in Year 4 and 153 in Year 5. Not all students will engage in the program, not all parents will support the efforts, but they may.

The proposed program design will provide multiple opportunities for students to be engaged. These will include the trips to visit colleges and universities, including Tribal Colleges and Universities as well as career and college fairs.

The program will create opportunities to connect with mentors, job shadow tribal positions, academic tutoring and support, physical education activities, connections to other services including behavioral and physical health, and weekly cohort meetings.

The overarching goal is to prepare tribal youth to succeed; however, they may define that term. In particular, the SPT seek to help tribal youth to continue their education into careers, college, military service, and the trades while enhancing their health and quality of life. The project will help ensure that American Indian youth stay in school, remain engaged learners, graduate high school career and college ready.

Criteria B: Quality of Project Design

The Shoshone-Paiute Tribes propose a new program, to be headquartered in their Human Development Center to provide ongoing support to multiple age/grade cohorts and thereby ensure they will be career and college ready. The program will make it possible for young people to be as prepared as possible to sustain success when they enter the workplace or college or both. The purpose and design of the project is aimed squarely at meeting the changing needs of the young people. Two decades ago, the thought of preparing Shoshone Paiute youth for college was more hopeful than practical and the need was clearly to keep students in high school. Now the conditions have changed, the ongoing efforts of the SPT have made it not only practical to focus on preparing young people for post-secondary education, as well as careers, but absolutely necessary.

(1) Generation of Data to Guide Potential Replication

The proposed project will emphasize an ongoing feedback loop in the form of collecting, analyzing and applying data. The project will collect qualitative and quantitative data each quarter including the following.

- GPA / grades for participants
- Extracurricular involvement
- Program participation including
 - Participation in weekly gatherings
 - Engagement with mentors
 - Participation in college visits
- Comments from mentors
- Parental surveys
- Student surveys and assessment
- Teacher comments
- Health Data (with permission) which may include
 - Height
 - Weight
 - Self-disclosed wellness survey
 - Diabetes or other disease data
 - Exercise logs
- Other measures to be developed as appropriate.

(2) Measurable Goals, Objectives and Outcomes

Goal: The Shoshone-Paiute Tribes overarching goal for the project is to “prepare Shoshone Paiute to be career ready and able to enter the workplace and/or to enter and complete post-secondary education.”

Objectives: The first objective is that the program participants will show documented higher levels of increased healthy lifestyle behaviors compared to historic data, non-participants and previous cohorts. The second objective is that program participants will show documented higher levels of decreased unhealthy lifestyle behaviors compared to historic data, non-participants and previous cohorts.

Measurable Outcomes: To achieve this goal, the SPT have the following measurable objectives.

- Graduation rates will remain higher than state levels for Shoshone Paiute youth involved in the program;
- The students involved will continue to pass state high school tests, graduate with their class and maintain results already achieved;
- Fully 70 percent Shoshone Paiute youth in the program will complete high school with a grade point average of 3.0 or higher;
- At least 90 percent of Shoshone Paiute youth in the project will take a college entrance exam – SAT or ACT;
- At least 90 percent of the Shoshone Paiute youth taking the college entrance exam will score 1,150 or better on the SAT or 23 or higher on the ACT;
- At least 80 percent will apply to a post-secondary education program, will be accepted, and will attend;

- At least 75 percent of youth matriculated in post-secondary education programs will graduate >6 years.

To accomplish its goal and reach the objectives, the SPT have designed a program to increase capacity in order to prepare youth for successes beyond high school graduation. This is a conceptual shift in the mission of the Education Department and Human Development Center that will strengthen the collaboration between the schools and the SPT, which is already highly effective. The Shoshone-Paiute Tribes have much of the necessary infrastructure, but it needs assistance to meet the community need.

Furthermore, the SPT have identified a survey used elsewhere that will help it assess youth progress. This survey, the Developmental Assets Profile (DAP), is a self-assessment that youth and parents will complete. The DAP has several subsets, including the “Commitment to Learning Scale.”

(3) Literature Review

The Shoshone-Paiute Tribes staff have been engaged with other tribes and other programs aimed at addressing similar challenges and needs. Among the organizations and programs consulted was the organization “Starr Commonwealth” and its program “Circle of Courage.”³ The Circle of Courage is a model focused on developing emotionally healthy youth and integrating traditional wisdom to meet modern challenges and building healthy lifestyles.

The Shoshone-Paiute Tribes also consulted with the Menominee Tribe of Wisconsin, that developed a similar program, the Menominee Youth Empowerment Program.

³ <https://starr.org/circle-of-courage/>

This program emphasized creating grade cohorts of students in grades six through eight to participate in weekly academic and summer programming. The program made use of mentors, traveling opportunities to colleges and universities and engaging in community activities, career counseling and academic tutoring. The Menominee had longitudinal data demonstrating the effectiveness of the program and were willing to share documentation, forms, workshops, and activities. Based on this research, as well as the local needs, configuration of the school and the resources available to Shoshone Paiute Youth, the SPT decided to focus on middle-school students, in this case grades seven and eight. The Shoshone-Paiute Tribes will continue to program activities and be engaged with students from grade seven through graduation.

A review of relevant literature reveals that there are many reasons that American Indian Children struggle in school and with higher education in particular. Jon Reyhner's article, "Family, Community and Schools Impacts on American Indian and Alaska native Students' Success," In American Indian Education examines this in his own literature review noting the following.

John Ogbu (1995) finds evidence that for American Indians and other groups that he classifies as "involuntary minorities," school learning tends to be equated with the learning of the culture and language of white Americans. In other words, learning the cultural and language frames of reference of their "enemy" or "oppressors" (p. 587). According to Ogbu (1983), minority status is determined by power relationships that subordinate the minority group, that may or may not be a numerical minority, under a dominant group. The reality, or even the perception, of continuous long-term discrimination can lead to the development of an oppositional identity to the point where "what is depicted as the culture of native peoples represents the absolute opposite of what is thought of as "Western" culture-it is the *Whiteman's shadow*" (Simard, 1990, p. 333, italics in the original). So if schools are for whites, they are not for Indians by definition.⁴

⁴ Jon Reyhner, "Family Community and School Impacts on American Indian and Alaska Native Students' Success," American Indian Education, presented at the 32nd Annual National Indian Education Association Annual Convention on 10/29/2001. Available at: <https://jan.ucc.nau.edu/~jar/AIE/Family.html>

More recently, Bryan McKinley Jones Brayboy and K. Tsianina Lomawaima have argued that “Schools are the battlegrounds of American Indian education in which epistemologies, ontologies, axiologies, pedagogies, and curricula clash.”⁵ The results of this clash have been reflected in the relative performance of American Indian students, as well as a slow change in the approaches. Their review of models to improve American Indian Education are hopeful however. Brayboy and Lomawaima note that “contemporary models of how educators are braiding together Indigenous education and Indigenous schooling to better serve Native peoples provide dynamic, productive possibilities for the future.”⁶

Reviewing the models in the U.S. that have had success in improving American Indian achievement, Brayboy and Lomawaima conclude: “The (successful) models are guided by common principles that are local and rooted in context; honor language and culture within the schooling practice; explicitly state the possibility and necessity of achieving successful schooling practices without sacrificing ties to language and culture; set high expectations in both schooling and education; believe in possibilities for the student; and remain committed to justice.”⁷ The Shoshone-Paiute Tribes intend to use this approach to guide the proposed program and the efforts to improve student achievement and ensure they are college and/ or career ready.

Significantly, there are good reasons for the SPT to do this and support for the project rationale comes from the work of Stephanie Waterman in the Journal Committed to Social Change on Race and Ethnicity (JSCORE).

⁵ Bryan McKinley Jones Brayboy and K. Tsianina Lomawaima, “Why Don’t More Indians Do Better in School? The Battle Between US Schooling & American Indian/ Alaska Native Education,” *Daedalus*, Spring 2018 V. 147 #2, p. 82. Available at: <https://direct.mit.edu/daed/article/147/2/82/27223/Why-Don-t-More-Indians-Do-Better-in-School-The>

⁶ Ibid.

⁷ Ibid., 91.

Waterman argues that participating in higher education programs designed by and for Native Communities “can be examples of ways Native nations are strengthening their communities by using Western forms of education as tools, without giving up their cultural integrity, through Indigenous ways of being.”⁸ Clearly, the benefits are manifest, but for American Indian students to be successful requires an approach that makes the educational process relevant and valuable to the tribal community as well as the individual, without undercutting the community’s values and mores.

(4) Rationale and Evaluation

The Shoshone-Paiute Tribes have designed the proposed program based on several factors, but the most important is the need to find a way to keep tribal youth healthy and engaged in their own education and future. The Shoshone-Paiute Tribes have had significant success in improving graduation rates, but young people tend to stumble upon graduation, without plans or mechanisms to transition to a career or higher education. This program is designed to address this need.

The outcomes focus on the strategic programming areas including, academics, culture, life and personal skills, health and wellness, and high-risk behavior reduction, as well as goal setting and planning. The program is also aligned to work with other tribal departments and services, including mental health and behavioral health referrals.

As many outcomes as possible are quantifiable and easily measured. Others are more qualitative but are still necessary to determine program success. Data about historic performance and results have already been gathered and are readily available.

⁸ Stephanie Waterman, “New Research Perspectives on Native American Students in Higher Education,” Journal Committed to Social Change on Race and Ethnicity, Vol. 5 #1, 2019, p. 73. Available at: <https://journals.shareok.org/jcscore/article/view/76/52>

During Months 2 and 3 the Project Coordinator will work to recruit tribal youth in grades 7-8 to participate in the program while also engaging in ongoing mentor recruiting with the expectation that there will be an omnipresent need for mentors. The recruitment goal is at least 50 percent of the middle school students, or 21 students in Year 1, with the potential of 42. Once potential applicants are identified and have completed an application to participate, staff will begin delivering services including a weekly meeting and activity planning. The staff will also connect students to mentors. Staff will also work with parents to ensure consent to gather data is given.

During the five-year project the program will add new students entering into seventh grade, while working to retain existing participants until their graduation from high school. The staff, including mentors, will focus on the specific needs and concerns of the youth cohort, while providing weekly academic and summer programming that both builds protective factors in the lives of the youth and provides tools and strategies to decrease at-risk behaviors. The Shoshone-Paiute Tribes expect that one required event/meeting with grade cohort(s) will take place weekly during the academic year. One to two additional family/community focused events will also take place.

The Human Development Center will serve as the main meeting site for the program, although other locations throughout the DVIR may be used as needed. Transportation for students will be coordinated and provided to the fullest degree possible for all related program activities to ensure full participation. This is essential due to the distance of the DVIR as well as economic and family conditions.

Advisory Board meetings will take place several times during the first three months in order to assist with program revision; thereafter, they will meet quarterly to review program success, and provide on-going support and guidance. The board will consist of to-be-selected teachers, staff, parents and student representatives.

Data will be collected by every staff or partner who is leading the activity effort. All data, except trauma service data, will be gathered by the Project Coordinator for distribution to the program evaluator at the end of each quarter for compilation and analysis. The analysis and evaluation of data gathered each quarter will then be presented to the Advisory Board for feedback and guidance. All data presented will be unidentifiable by individual.

(1) Collaboration

The proposed program is headquartered in the office of the Tribal Administrator because it is the position that can ensure the participation and involvement of all relevant departments and programs. These programs include the following.

- Education Department
- Native Connections
- Recreation Department
- Cultural Department
- Tribal Social Services
- Human Development Center
- Senior Center
- Vocational Rehabilitation
- Fish Wildlife & Parks

Along with these tribal programs and departments, the other critical partner is the Owyhee Combined Schools of the Elko County School District. The Owyhee Combined Schools are the only K-12 schools on the DVIR and they are located in Owyhee, Nevada the geographical and population center of the DVIR. The Owyhee Combined Schools are committed to the project and the goals of the proposed program and the Owyhee Combined Schools are very much aligned.

(2) Meeting Needs of Local Population

There is no entity, group, school or individual more qualified and prepared to promote the well-being and health of the Shoshone Paiute Tribal youth than the Shoshone-Paiute Tribes. At the same time, the SPT also recognize that the process of mentoring, supporting and guiding tribal youth is not simple or easy. Therefore, the SPT are embarked on a project that will bring together community members, parents, advocates, native speakers, and those interested in assisting to guide the development of the project and the delivery of services. The youth themselves will also be involved in setting goals, identifying trips and deciding which events will help them make decisions about their future.

The Shoshone-Paiute Tribes realize that no youth is going to be forced to adopt educational or career goals foisted upon them. Instead, the program will emphasize identifying opportunities and pathways to help tribal youth achieve internalized goals. Moreover, the program will provide youth with the chance to explore what is possible. This emphasis, combined with mentoring, education, physical activities and opportunities, should allow tribal youth to identify their own needs and the strategies to address them.

Criteria E: Management Plan

The Shoshone-Paiute Tribes and the Owyhee Combined Schools have given considerable thought and attention to the matter of managing the proposed project. Both partners are committed to the successful outcomes identified here, but they are also equally convinced of the need of a paid staff person to oversee the project and to be responsible for the activities. This is especially true in Year 1 when the project will begin to be implemented and recruitment will take place. Given the importance of the Year 1 activities, the management plan calls for a part-time coordinator to be assisted by [REDACTED] the Recreation Department Director and the person responsible for operation of the Human Development Center. If the budget allowed it, this person would continue as a full-time employee and perhaps a full-time Coordinator will be possible with additional resources in the future.

(1) Adequacy of Plan to Achieve Objectives on Time and Within Budget

To ensure that the project plan is realistic and adequate, the SPT and Owyhee Combined Schools have built the following schedule with clearly identified time frames and responsibilities, as well as measurable activities. Please note the Shoshone-Paiute Youth Program is abbreviated as: “SPYP”.

Activity/Outcome	Time Frame	Person Responsible
Advertise for Project Coordinator	At Grant Award	[REDACTED] Administrator
Project Coordinator Hired	Month 1	[REDACTED] Administrator
Recruit Mentors	Month 1 – Ongoing	Project Coordinator and [REDACTED]
Purchase Consumable Supplies	Month 1	Project Coordinator
Prepare Outreach and Recruitment Materials	Month 1-2	Project Coordinator and SPYP
Create Outreach Schedule	Month 1-2	Project Coordinator and SPYP

Recruit Youth Participants	Months 3- 48	Project Coordinator and [REDACTED]
Collect Baseline Data	Ongoing	Project Coordinator and [REDACTED]
Initiate Youth Meetings and Activities	ASAP or with new School Term	Project Coordinator and [REDACTED]
Hold Community Meetings	Quarterly from 3 rd Month – through Month 60	Project Coordinator, SPYP and Mentors
Schedule Travel to College and Career Fairs	Month 2 – Ongoing	Project Coordinator, [REDACTED] and Mentors
Student, Parent and Community Surveys	Month 12	Project Coordinator
<i>Year 1 Assessment</i>	<i>Months 12-13</i>	[REDACTED] <i>Administrator</i>
Changes to SPYP and Activities Based on the Assessment, Feedback and Surveys	Months 25-28	Project Coordinator and SPYP
Recruit New Cohort	Summer Year 2	Project Coordinator and SPYP
Weekly Participant Meetings	Ongoing	Project Coordinator and Mentors
Schedule Youth Travel Events	Ongoing	Project Coordinator
Participate in Travel	As Scheduled	Project Coordinator
Hold Community Meetings	Quarterly	Project Coordinator, SPYP, and Mentors
Community Survey Regarding the Project	Month 24	Project Coordinator
<i>Year 2 Assessment</i>	<i>Months 24-25</i>	[REDACTED] <i>Administrator</i>
Changes to SPYP and Activities Based on the Assessment, Feedback and Surveys	Months 25-28	Project Coordinator and SPYP
Recruit New Cohort	Summer Year 3	Project Coordinator and SPYP
Weekly Participant Meetings	Ongoing	Project Coordinator and Mentors
Schedule Youth Travel Events	Ongoing	Project Coordinator
Participate in Travel	As Scheduled	Project Coordinator and Mentors
Hold Community Meetings	Quarterly	Project Coordinator, SPYP, and Mentors
Hold Community Meetings	Quarterly Year 3	Project Coordinator and SPYP

Community Survey Regarding the Project	Month 36	Project Coordinator
<i>Year 3 Assessment</i>	<i>Months 36-37</i>	██████████ Administrator
Changes to SPYP and Activities Based on the Assessment, Feedback and Surveys	Months 37-39	Project Coordinator and SPYP
Recruit New Cohort	Summer Year 4	Project Coordinator and SPYP
Weekly Participant Meetings	Ongoing	Project Coordinator and Mentors
Schedule Youth Travel Events	Ongoing	Project Coordinator
Participate in Travel	As Scheduled	Project Coordinator
Hold Community Meetings	Quarterly	Project Coordinator, SPYP and Mentors
Community Survey Regarding the Project	Month 48	Project Coordinator
<i>Year 4 Assessment</i>	<i>Months 48-49</i>	██████████ Administrator
Changes to SPYP and Activities Based on the Assessment, Feedback and Surveys	Months 49-51	Project Coordinator and SPYP
Recruit New Cohort	Summer Year 5	Project Coordinator, SPYP and Mentors
Weekly Participant Meetings	Ongoing	Project Coordinator and Mentors
Schedule Youth Travel Events	Ongoing	Project Coordinator
Participate in Travel	As Scheduled	Project Coordinator
Hold Community Meetings	Quarterly	Project Coordinator, SPYP and Mentors
Community Survey Regarding the Project	Month 60	Project Coordinator
<i>Final Evaluation</i>	<i>Months 59-60</i>	██████████ Administrator

The timeline above will be reviewed and evaluated on a quarterly basis with the purpose of keeping the project on budget and on time. The review will also help keep the partners and community engaged in the Shoshone-Paiute Youth Program and ensure that the activities remain useful, relevant and effective.

(2) Including Diversity of Perspectives

The proposed project is designed to solicit and account for the widest possible range of perspectives, needs and ideas. The inclusion of school staff, tribal staff, parents, youth, and mentors will help make sure a broad sampling and input. The community surveys and evaluations will likewise make sure that the project incorporates diverse perspectives and opinions.

(3) Building Capacity

The project budget and design invest heavily in people, specifically tribal youth and their success. Unfortunate or not, the need to invest in youth is never going to end, each subsequent generation requires attention and support. The Shoshone-Paiute Tribes are hopeful that success will create its own momentum, successful youth will become successful parents who are better able to support their children and perhaps lessen the need for programs like the one proposed here. However, that hope represents a long-term view.

The Owyhee Combined Schools have demonstrated their commitment to continued support for this program and the SPT would like to find ways to build the mentorship program in a way that is more sustainable. Since the planning for the program started, the SPT have been gratified by the growing interest and the commitments to the ideas and principles embodied in the proposal. For example, Native Connections has stepped up and is interested in supporting the recruitment and training of mentors and parents. These contributions matter and they reflect a broad and strong support for the project proposed here.

The Recreation Program, the Tribal Administrator and program proponents continue to liaise with the Tribal Business Council and hope that at the conclusion of this five-year project that the program will become a regularly supported endeavor that is a regular business item on

Council agendas. The Shoshone-Paiute Tribes hope and expect that once introduced into the schools and into the community that they will be sustainable with tribal resources and targeted, but limited grant funding based on needs and opportunities.

Criteria F: Project Evaluation

The project evaluation will be overseen and conducted by the Tribal Administrator, [REDACTED] who has experience as a program evaluator and whose ongoing work within a Doctorate of Education program includes this as an emphasis. The SPYP Program Coordinator, [REDACTED] Mentors, and the Advisory Board members will play key roles in assessing the evaluation.

(1) Performance Feedback and Assessment

The summative project evaluation will determine: 1.) Was the project successful; 2.) Did the project meet overall goal; 3.) What standards were met; What components were most effective; 4.) Were the identified program objectives addressed; 5.) How many tribal youths participated, how many documented health improvements; did participation increase improvements.

Additionally, the evaluator will conduct a progress evaluation to determine to what extent program outcomes are being met. The evaluation activities will address the following: 1.) Documenting the process of developing and implementing the program and the major learning from project implementation; 2.) Assessing the degree to which the project was implemented with fidelity, through reviews of facilitator logs and completing semi-annual program observations; 3.) Determining the value of the project to youth and partnering institutions; 4.) Describing what was learned that can be transferred to other similar efforts.

A detailed evaluation plan for each of the core program content area outcomes, the data source that will be collected, the method used to collect the data, as well as the time data collection will take place is provided below.

GENERAL PROGRAM EVALUATION			
Outcome	Data Source	Method	Time of Collection
<i>Other Data Collected:</i> Coordinator will collect data on # of youth, # of participant contacts/hours by type, # of parent contacts/hours by type	Sign in sheets, time sheets	Contact hours will be gathered/entered into spreadsheet to be analyzed with outcome data to compare results	Every event, activity

ACADEMIC OUTCOMES EVALUATION			
Outcome	Data Source	Method	Time of Collection
Annually, 70% of cohort will meet or exceed a 3.0 or above GPA average.	School Record	School records will be collected	Final grades collected end of each school year
Annually, 95% of MYEP cohort will persist to the next grade level			At end of final year in high school of participants and comparison
90% of cohort will graduate with a regular diploma 4 years after starting 9 th grade			
80% of each cohort will apply for a post-secondary education program and be accepted and will attend. This includes vocational and trade programs. This will take place in the first fall after completing high school			
<i>Other Data Collected</i> - Cohort and Comparison youth complete annual Developmental Assets Profile (DAP), which includes the “Commitment to Learning” subscale.	DAP Survey	DAP Survey of cohort will be compared annually to baseline, comparison as well as previous cohorts	Baseline established first year; then annually at end of summer

LIFE SKILLS AND PERSONAL DEVELOPMENT OUTCOMES EVALUATION			
Outcome	Data Source	Method	Time of Collection
Annually, 90% of participants will report an increase in self-esteem and belonging	DAP Survey	DAP Survey of cohort will be compared annually to baseline as well as previous cohort results	Baseline 1 ST yr.; each summer
Annually, 65% of participants will show a documented increase in financial literacy based on pre and post-tests	Pre and post tests	Pre and post-test will be given at each financial literacy workshop	Each financial literacy workshop
Annually, 75% of cohort will engage in at least 25 hours of civic engagement activities	Sign in sheets	Contact hours of civic engagement activities will be analyzed with outcomes data to compare outcome results	Every civic engagement activity
By project end, 95% cohort will report that building self-esteem and community belonging provided a positive change in their thoughts, beliefs or views to help them make healthier lifestyle choices and/or decrease their risky behaviors	Focus groups or interviews	At selection, students will complete a focus group or interview about their understanding of self-esteem and belonging. Using the results of the baseline, a series of reflective questions will be developed to track changes in understanding and influence on thoughts, beliefs and views. These questions will be administered each summer	Final summer

HEALTH AND WELLNESS OUTCOMES EVALUATION			
Outcome	Data Source	Method	Time of Collection
Annually, 45% of cohort will report eating fruits and vegetables at least twice each day	Survey	Survey of cohort will be compared annually to baseline as well as previous cohort results	Baseline first year; annually each summer
Annually, 65% of cohort will report engaging in physical activity five days each week	Survey	Survey of cohort will be compared to baseline, comparison group as well as previous cohort results.	Subset of questions annually; Full third, fifth year
Annually, 75% of cohort will show an increased knowledge	Pre and post tests	Pre and post-test will be given at each event	Each nutritional education event

related to making healthier nutritional choices			
By project end, 75% of cohort will show improved behavior changes on making healthier nutritional choices	Self-report, care-giver survey	Each summer youth will be asked to report on key behavior changes. Caregivers will be asked to complete similar report of observed behavior	Annually each summer; Final summer
Other Data Collected – Other data on the DAP regarding this topic will be reviewed	DAP survey	DAP survey and BMI of cohort will be compared annually to baseline as well as previous cohort results.	Baseline first year; annually each summer

HIGH RISK BEHAVIOR REDUCTION OUTCOMES EVALUATION			
Outcome	Data Source	Method	Time of Collection
Annually, less than 10% of MYEP cohort will have reported being in a physical fight one or more times during the 12 months before the Youth Risk Behavior Survey (YRBS)	YRBS Survey	YRBS Survey of each cohort will be compared to baseline, comparison group as well as previous cohort results	Subset of questions completed annually.
Annually, less than 10% of cohort will have reported feeling sad or hopeless almost every day for 2 or more weeks in a row that they stopped doing some usual activity during the 12 months before the YRBS			Full YRBS completed in third, fifth year
Annually, less than 10% of cohort will have reported using marijuana one or more times during the 30 days before the YRBS			
Annually, less than 10% of cohort will have reported having one drink one or more times during the 30 days before the YRBS			
Annually, less than 5% of cohort will have reported smoking cigarettes daily during the 30 days before the YRBS			

FAMILY OUTCOME EVALUATION			
Outcome	Data Source	Method	Time of Collection
Annually, 75% of participants' parents or family member will attend at least two events each month with participant	Sign in sheets	Parent hours will be gathered and entered into spreadsheet to be analyzed with outcomes data	Every activity with parents
Annually, 75% of participants will report positive adult relationships (mentors, parents, community)	Reflective query DAP Survey	Each summer a focus group or interview will be conducted to determine how program helped youth build positive adult relationships DAP Survey of each cohort will be compared to baseline as well as previous YEP cohort results	DAP annually Reflective questions, baseline, years 3 and 5

The Project Coordinator will maintain a database to collect demographic and historical data as well as status of each participant. The database will be capable of generating reports that will measure the effectiveness of the program in attaining outcomes and meeting grant purposes.

Data will be gathered on a daily/weekly/event basis and entered into the electronic database. Reports will be generated on a monthly, quarterly, and annual basis. The results will be discussed during regular staff meetings as well as at Advisory Board meetings. The results will be used in concert with all other on-going evaluation results to determine unanticipated outcomes to make needed programmatic changes and improvements as necessary. Appropriate staff assignments will be made and steps identified to implement any programmatic changes.

As a result of the continuous evaluation process, the data collected and evaluated throughout the year will provide the basis for the summative evaluation.

Formative evaluation methodologies will allow staff to assess progress accurately and in a timely manner, make additions, deletions, modify program activities, and make programmatic changes in services and procedures. Therefore, the information will always be available to evaluate program success.

(2) Replication

As a matter of policy, the SPT work to share successful models and programs with other interested entities and especially other tribes. The results of this program will be readily disseminated annually through reports, to participant's parents, partners, and the Tribal Council. There is no other local organization or entity that is in a logical location to replicate the project, but the SPT do participate in a variety of inter-tribal organizations and it will share results of the project and offer to assist any other tribe wishing to replicate the project. The Shoshone-Paiute Tribes do expect that reporting on the program will help make the case that continued community investment in the program is a worthwhile investment.

Program successes and failures will be identified and documented by the Project Coordinator as well as the Tribal Administrator and Recreation Program Department Director as they occur. They will be formally discussed during the formal review process by the Evaluator and Advisory Board. This includes both the most and least successful approaches, methods, processes, and practices used during the program period. This will help the project team identify the most effective and efficient practices for replication, while avoiding the least effective. Annually, the Advisory Board will review the lessons learned and use the data to continuously improve the project. A final report on lessons learned will be created at the end of the project.

Shoshone-Paiute Tribes of the Duck Valley Indian Reservation Supplement 1 FY 2016 Carryforward and FY 2019 Rate Computation

Program	FY 2016 Actual Direct Cost Base	% of Total	FY 2016 Indirect Cost Pool	Indirect Rate at 32.72%	Indirect Cost Collections	Underfunded Indirect	Overfunded Indirect	Carryforward
BIA (638)	\$1,569,913	13.88%	\$472,224	\$513,676	\$686,058	50	\$172,382	-\$41,452
Interior (Non-638)	95,041	0.84%	28,578	31,097	30,673	0	0	-2,095
IHS (638)	5,222,952	46.18%	1,571,130	1,708,950	1,697,366	0	0	-126,236
HHS (Non-638)	288,772	2.55%	86,756	94,486	63,275	23,481	0	0
Agriculture	72,723	0.64%	21,774	23,795	35,070	0	11,275	-2,021
Education	202,473	1.79%	60,899	66,249	66,947	0	698	-5,350
Energy	697,645	6.17%	209,915	228,269	168,139	41,776	0	0
EPA	217,585	1.92%	65,322	71,194	70,326	0	0	-5,004
EEOC	15,706	0.14%	4,763	5,139	10,294	0	5,155	-376
Justice	442,216	3.91%	133,026	144,693	162,183	0	17,490	-11,667
Labor	121,559	1.08%	36,744	39,774	0	36,744	0	0
Transportation	6,675	0.06%	2,041	2,184	13,081	0	10,897	-143
State & Other	150	0.00%	0	49	49	0	0	-49
Tribal	2,357,530	20.84%	709,016	771,384	0	0	0	1/
Totals	\$11,310,940	100.00%	\$3,402,188	\$3,700,939	\$3,003,461	\$102,001	\$217,897	-\$194,393
	2/		3/		4/	5/	5/	

Accepted FY 2019 Indirect Costs	\$3,463,676 6/
FY 2016 Under(Over)recovery Carryforward to FY 2019	(194,393)
Accepted FY 2019 Indirect Cost Pool	<u>\$3,269,283</u>
Accepted FY 2019 Direct Cost Base	<u>\$13,760,442</u>
Accepted FY 2019 Indirect Cost Rate	<u>23.76%</u>

**Shoshone Paiute
Tribes**

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1/ Funding of indirect costs for tribal activities is an internal process and is not included in the carryforward computation.

2/ The FY 2016 direct cost base was adjusted to transfer unsupported salaries from the pool.

3/ The FY 2016 indirect cost pool includes the previously negotiated FY 2014 overrecovery carryforward of \$41,788. The pool was also adjusted to exclude unallowable food, refreshments, gifts, employee morale, and unsupported salaries.

4/ The amount of "Indirect Cost Collections" need not include direct funds (including direct program funds, direct CSC, or indirect CSC funds lawfully redirected to pay for unfunded direct CSC), private funds, or tribal funds diverted to pay indirect costs in the pool, provided that the amount listed is consistent with the tribal contractors' audited financial statements or post-audit statements, pursuant to Section III.B.1 (a) and (b) of PSA III.

5/ Underfunded indirect should be reported to the respective granting agencies. Underfunded amounts may be, but are not necessarily, due to shortfalls in appropriations. The presence of an amount in either of these columns does not constitute a determination or admission that either the government or the contractor is liable to the other for any amount.

6/ The FY 2019 indirect costs were adjusted to update budgeted salaries and depreciation.

Note: The amount shown as Indirect Cost Collections is based on the Tribes' audited financial statements.

**Shoshone-Paiute Tribes of the Duck Valley Indian Reservation Supplement 2
FY 2019 Direct Cost Base**

Programs	Amount
FEDERAL PROGRAMS	
Department of the Interior:	
Bureau of Indian Affairs (638)	\$3,095,636
Other (Non-638)	198,969
Department of Health and Human Services:	
Indian Health Service (638)	6,587,653
Other (Non-638)	659,342
Department of Agriculture	130,134
Department of Education	203,085
Department of Energy	571,241
Environmental Protection Agency	202,550
Equal Employment Opportunity Commission	69,802
Department of Justice	416,388
Department of Labor	389,872
Subtotal Federal Programs	12,524,672
STATE AND OTHER PROGRAMS	38,983
TRIBAL PROGRAMS	1,196,787
Direct Cost Base	\$13,760,442

Note: The approved indirect cost rate will apply to any increase in the programs included in the above amounts and to programs that are received subsequently that benefit from the Tribes' administrative services.

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Tribes**

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**Shoshone-Paiute Tribes of the Duck Valley Indian Reservation Supplement 3
FY 2019 Indirect Costs**

Title/Description	Amount
Salaries:	
Tribal Government (50%)	\$112,821
Tribal Administration	569,242
Central Personnel	172,399
Central Finance	291,947
Property and Supply	204,718
THQ Computer Services	115,281
Subtotal Salaries	1,466,408
Fringe Benefits on Above Salaries	522,388
Professional Fees/Contractual Services -	
Accounting Services	25,000
Legal Fees	25,000
Automobile Expenses	46,000
Supplies	200,000
Minor Office Equipment	71,000
Depreciation	402,944
Property and Liability Insurance	50,000
Repairs and Maintenance	79,788
Travel and Training	200,000
Telephone and Other Utilities	292,500
Dues and Subscriptions	32,648
Education and Training Materials	15,000
Rental and Leasing	20,000
Printing	15,000
Subtotal Other	1,997,268
Total Indirect Costs	\$3,463,676

Note: Costs treated as indirect costs should not be allowed as direct charges to contracts and grants. All costs are either direct or indirect depending on whether they apply to direct or indirect activities.

**Shoshone Paiute
Tribes**

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Shoshone-Paiute Tribes: Youth Program Budget and Budget Narrative

Budget Narrative

Expense	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Proj. Coord 520 hrs @ \$ 19.00/hr	\$ 9,880	\$10,078	\$10,279	\$10,485	\$ 10,694	\$ 51,416
Fringe	\$ 4,665	\$ 4,708	\$ 4,751	\$ 4,795	\$ 4,840	\$ 23,758
Mentors 2@ 20 hrs/wk @ \$18/ hr	\$37,440	\$37,440	\$37,440	\$37,440	\$ 37,440	\$187,200
Snacks & Meeting Materials	\$ 1,620	\$ 1,620	\$ 1,620	\$ 1,620	\$ 1,620	\$ 8,100
Travel to regional colleges						
- 7,500 mi/ yr @ \$0.585/ mi.	\$ 4,388	\$ 4,388	\$ 4,388	\$ 4,388	\$ 4,388	\$ 21,938
- Lodging 14 people, 8 trips/yr	\$15,120	\$15,120	\$15,120	\$15,120	\$ 15,120	\$ 75,600
- Per Diem 14 people, 8 trips, 2	\$13,888	\$13,888	\$13,888	\$13,888	\$ 13,888	\$ 69,440
Printed materials & books	\$ 985	\$ 725	\$ 500	\$ 250	\$ -	\$ 2,460
Indirect @ 23.76%	\$12,010	\$12,005	\$12,010	\$12,010	\$ 12,011	\$ 60,044
Total	\$99,995	\$99,971	\$99,995	\$99,995	\$100,000	\$499,956

Budget by Federal Category

Expense	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Personnel	\$ 9,880	\$ 10,078	\$ 10,279	\$ 10,485	\$ 10,694	\$ 51,416
Benefits	\$ 4,665	\$ 4,708	\$ 4,751	\$ 4,795	\$ 4,840	\$ 23,758
Travel	\$ 33,396	\$ 33,396	\$ 33,396	\$ 33,396	\$ 33,396	\$166,978
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies	\$ 2,605	\$ 2,345	\$ 2,120	\$ 1,870	\$ 1,620	\$ 10,560
Construction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Contractual	\$ 37,440	\$ 37,440	\$ 37,440	\$ 37,440	\$ 37,440	\$187,200
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Indirect	\$ 12,010	\$ 12,005	\$ 12,010	\$ 12,010	\$ 12,011	\$ 60,044
TOTAL	\$ 99,995	\$ 99,971	\$ 99,995	\$ 99,995	\$100,000	\$499,956

* NOTE: The budget figures were generated using a spreadsheet that rounded figures to the nearest whole number. The total figures are cumulative and thus, there may be a one-dollar difference in the sums in places.

Narrative Justification

A. Personnel

There is one personal expense every year and that is for a one-quarter time Project Coordinator. The Project Coordinator will be housed in the Human Development Center and answer to [REDACTED] the Recreation Program Director who in turn reports to [REDACTED] the Tribal Administrator. The budget assumes a starting rate of \$19.00 per hour with a two percent increase in each subsequent year. The budget further assumes the Project Coordinator will be a one-quarter time position, equaling 520 hours a year.

Expense	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Youth Project Coordinator 520 hrs. @ \$ 19.00/ hr.	\$ 9,880	\$10,078	\$10,279	\$10,485	\$10,694	\$51,416

B. Fringe Benefits

The Shoshone-Paiute Tribes maintain a competitive benefits package to help ensure that it can hire and retain quality employees. The average cost per employee breaks down as follows and assumes a single, healthy dependent.

Base	\$9,880	10078	10279	10485	10694
Item	Year 1	Year 2	Year 3	Year 4	Year 5
FICA Tax - 6.20%	\$ 613	\$ 625	\$ 637	\$ 650	\$ 663
Medicare Tax - 1.45%	\$ 143	\$ 146	\$ 149	\$ 152	\$ 155
OR Workmen's Comp. 1.45%	\$ 143	\$ 146	\$ 149	\$ 152	\$ 155
State unemployment - 2.70%	\$ 267	\$ 272	\$ 278	\$ 283	\$ 289
Annual Leave -4.61%	\$ 455	\$ 465	\$ 474	\$ 483	\$ 493
Retirement - 5.0%	\$ 494	\$ 504	\$ 514	\$ 524	\$ 535
Health – \$850/mo. x 0.25 FTE	\$2,550	\$2,550	\$2,550	\$2,550	\$2,550
Total	\$4,665	\$4,708	\$4,751	\$4,795	\$4,840

The Shoshone-Paiute Tribes pay FICA, Medicare, Workmen's Comp., and State unemployment on all employees, and offer all employees annual leave and retirement benefits.

C. Travel

The travel budget provides funding to take tribal youth participants to visit colleges, universities, trade schools, college fairs, and job fairs throughout the region. The funding assumes a combination of vehicle travel, hotel nights and per diem. As a basis for planning, the budget assumes 7,500 annual miles at the current GSA rate of \$0.585 per mile.

The budget further assumes 14 individuals staying overnight eight times a year at \$135 per night along with a total of 16 per diem days for 14 people at \$62 per day. The budget breaks down as follows.

Travel	Year 1	Year 2	Year 3	Year 4	Year 5	Total
7,500 miles/yr @ \$0.585/ mile	\$ 4,388	\$ 4,388	\$ 4,388	\$ 4,388	\$ 4,388	\$ 21,938
Lodging 112 total	\$15,120	\$15,120	\$15,120	\$15,120	\$15,120	\$ 75,600
Per Diem 224 person/days	\$13,888	\$13,888	\$13,888	\$13,888	\$13,888	\$ 69,440
Total	\$33,396	\$33,396	\$33,396	\$33,396	\$33,396	\$166,978

D. Equipment

Not applicable.

E. Supplies

The supply budget includes two items, the first of which is for weekly meeting materials. The budget assumes a second cost for printed materials and books. This cost includes flyers, posters and advertising materials. The budget further assumes that the costs of developing and creating these materials will decrease each year as the Shoshone-Paiute Tribes have higher up-front costs. The supply budget breaks down as follows.

Supplies	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Snacks & Meeting Materials	\$ 1,620	\$ 1,620	\$ 1,620	\$ 1,620	\$ 1,620	\$ 8,100
Printed materials & books	\$ 985	\$ 725	\$ 500	\$ 250	\$ -	\$ 2,460
Total	\$ 2,605	\$ 2,345	\$ 2,120	\$ 1,870	\$ 1,620	\$10,560

F. Construction

Not applicable.

G. Consultant/Contracts

There is one consultant or contract cost and that is for mentors to work with the tribal youth. The budget assumes that the project will pay for a total of 40 hours per week for mentors at \$18.00 per hour. The budget calculation assumes two mentors, but there could be four working 10 hours a week, or some combination.

Contracts	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Mentors 2 people 20 hrs./wk. @ \$18/ hr.	\$ 37,440	\$ 37,440	\$ 37,440	\$ 37,440	\$ 37,440	\$187,200

H. Other

Not applicable.

I. Indirect/Administration

The Shoshone-Paiute Tribes Indirect Rate is set by contract with the US Department of the Interior and applies to all costs except for construction, contractual services, and equipment costing more than \$5,000. The Indirect Rate is, at the time of this application, 23.76 percent. The indirect expense reflects the cost of tribal administration, human resources and other functions and does not include personnel or benefit expenses of those delivering direct services.

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Base	\$ 50,546	\$ 50,526	\$ 50,545	\$ 50,545	\$ 50,550	\$252,712
Indirect	\$ 12,010	\$ 12,005	\$ 12,010	\$ 12,010	\$ 12,011	\$ 60,044

REQUEST

Year 1	\$ 99,995
Year 2	\$ 99,971
Year 3	\$ 99,995
Year 4	\$ 99,995
Year 5	\$100,000

TOTAL: **\$499,956**



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

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

Name of Institution/Organization

Shoshone-Paiute Tribes of the Duck Valley Indian Reservation

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	9,880.00	10,078.00	10,279.00	10,485.00	10,694.00			51,416.00
2. Fringe Benefits	4,665.00	4,708.00	4,751.00	4,795.00	4,840.00			23,759.00
3. Travel	33,395.00	33,395.00	33,395.00	33,395.00	33,395.00			166,975.00
4. Equipment	0.00	0.00	0.00	0.00	0.00			0.00
5. Supplies	2,605.00	2,345.00	2,120.00	1,870.00	1,620.00			10,560.00
6. Contractual	37,440.00	37,440.00	37,440.00	37,440.00	37,440.00			187,200.00
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)	87,985.00	87,966.00	87,985.00	87,985.00	87,989.00			439,910.00
10. Indirect Costs*	12,010.00	12,005.00	12,010.00	12,010.00	12,011.00			60,046.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	99,995.00	99,971.00	99,995.00	99,995.00	100,000.00			499,956.00

***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: 10/01/2018 To: 09/30/2019 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): US Department of the Interior

The Indirect Cost Rate is 23.76%.

(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))?

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Name of Institution/Organization	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.	
Shoshone-Paiute Tribes of the Duck Valley Indian Reservation		

**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	0.00	0.00	0.00	0.00	0.00			0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00			0.00
3. Travel	0.00	0.00	0.00	0.00	0.00			0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00			0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00			0.00
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	0.00	0.00	0.00	0.00	0.00			0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00			0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00			0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00			0.00

SECTION C - BUDGET NARRATIVE (see instructions)

Name of Institution/Organization Shoshone-Paiute Tribes of the Duck Valley Indian Reservation	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"/>