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

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

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## Project Abstract

Two Eagle River School (TERS), the BIE funded high school of the Confederated Salish & Kootenai Tribes (CSKT) proposes to partner with Nkwusm Salish Language Immersion School, Selis- Qlispe Culture Committee, CS&KT Early Childhood Services, the Flathead Boys and Girls Club, S&K Technologies, and four Montana Tribal Colleges and Universities to improve the college and career readiness of American Indian (AI) students attending TERS. The overall goal of the 2022 TERS NYCP is to increase the educational performance and preparation of AI students to ensure that upon graduation, each student is ready for college and/or a career.

The intended outcomes of the project are designed to promote systematic, reservation-wide, and long-lasting change by: (a) Increasing the capacity of TERS to provide career and college counseling, mentoring, and instruction for AI students and their families; (b) Enhancing the opportunities for TERS students to explore a variety of careers, *particularly careers in teaching*, through work experience, job shadowing, internships and dual enrollment; (c) Enhancing the cooperation and connections among tribal partners as future employers and work sites for students; (d) Advancing the pedagogical skills for educators and counselors working with AI students, particularly around college and career readiness; and (e) Creating a sustainable model with materials and messaging for AI youth and families about the importance of career/college planning.

The 2022 TERS NYCP will serve 145 TERS students and approximately 400 family members each year on the Flathead Reservation in Northwest Montana for a total of 725 students and 2,000 family members over five years. The applicant and partners have conducted a thorough analysis of the greatest barriers for tribal students and have based our project goals and activities on quantitative and qualitative data. This needs assessment, with the input of AI teachers, parents, and students, indicate the many challenges of AI youth in becoming well prepared for college and careers. The lack of effective college and career information and support for AI student and their

families limits American Indian students' interest and success in college and career readiness.

Therefore, the 2022 TERS NYCP plans to increase the college and career education of AI students and their families through the following goals: **Goal 1:** TERS students will be academically, socially, and emotionally prepared for college and/or career success; **Goal 2:** TERS teachers will deliver culturally relevant instruction that results in a higher percentage of career/college ready students; **Goal 3:** TERS parents and family members will receive support and resources to ensure their children are well prepared for college and careers.

**Competitive Preference Priority 1: *Tribal Lead Applicants.*** The TERS application is submitted by a school funded by the BIE, is eligible to participate in the Demonstration program, and is submitted on behalf of the CS&KT. Our partnerships with an alternative school and tribal programs will provide work experience for TERS students, and MOUs with 4 TCUs will provide dual enrollment credit for cultural and career-related courses of interest to students.

**Competitive Preference Priority 3: *Promoting Equity in Student Access to Educational Resources and Opportunities.*** The TERS project is designed to promote educational equity and opportunities for underserved students in a high school for grades 8-12. We are partnering with alternative schools and programs for students to gain hands-on work experiences with children, and Stone Child College (SCC) for dual enrollment courses to create a pathway for TERS students interested in becoming a teacher. The partnership with SCC and implementation of its “Grow Your Own” model and philosophy will build culturally relevant knowledge, skills, and interests among TERS students to increase the number/proportion of experienced fully certified, effective educators from traditionally underrepresented backgrounds (AI) and address the critical shortage of qualified AI teachers on reservations. The 2022 TERS NYCP project will develop a strategic plan and replicable model to systematically address the development of AI teachers, while encouraging AI high school students to discover their abilities and interest in teaching.

## Introduction

The Flathead Indian Reservation, located in western Montana, is home to the Bitterroot Salish, Kootenai, and Pend d'Oreilles Tribes - also known as the Confederated Salish and Kootenai Tribes of the Flathead Nation. Two Eagle River School (TERS), located in Pablo, Montana, serves students throughout the entire Flathead Indian Reservation (FIR). On behalf of the Confederated Salish and Kootenai Tribes, TERS is honored to submit this proposal for the 2022 NYCP Indian Demonstration Grants. TERS has been the recipient of a previous NYCP award and has used this funding to enhance the quality of college and career services for American Indian students on the FIR, particularly around social-emotional support. We are excited to extend the work of our 2018 NYCP project and utilize the lessons learned from previous grant experiences. We believe the work of former projects is sustained and engrained into our student services and supports. As we are now more cognizant of strategies that will build on our previous success and are based on recent research about college and career development for American Indian students, we respectfully submit this proposal to advance this work and new goals.

TERS was established as an alternative school in 1974 to serve Native American students from grades 7-12 who had dropped out of school or who wanted more cultural inclusion in their education. The school, which now serves students from grades 8-12 is located on the Flathead Indian Reservation (FIR) in Pablo, Montana and is operated by the Confederated Salish and Kootenai Tribes (CSKT) under the Bureau of Indian Education as a contract/grant school. TERS serves the entire Flathead Reservation - 1.3 million acres - bussing students from each of the FIR's districts: Arlee, Dixon, Elmo, Hot Springs, Pablo, Polson, Ronan, and St. Ignatius. An average of 694 miles *each day* are traveled by the four busses transporting students to and from school for a total 103,406 miles per year.

TERS has provided for the education and well-being of Native American students on the FIR for over 50 years. The Northwest Association of Schools and Colleges first accredited TERS in 1981, and the State of Montana Office of Public Instruction in 1983. As a state accredited school, TERS adheres to all state standards and academic requirements. The school personnel consist of one superintendent, 11 teachers, one special education teacher, one part time special education mentor, three paraprofessionals, one behavior/mental health counselor, one drug/alcohol counselor, one cultural advisor, one parent/family liaison, and two support staff.

TERS is one of seven high schools located on the FIR serving an average of 110 students with a current enrollment of 149. Of these students, 32 are considered non-beneficiaries, as Indian descendants and non-tribal members do not generate funding from any governmental entity. In addition, the federal funding for TERS is about half of Montana's public schools funding. Despite this disparity of funding, TERS continues to close the educational gap between Native American and non-native students. TERS serves the most at-risk population in Montana and the FIR, as we serve the students who have fallen through the cracks and are often academically behind in the public schools. TERS also serves students who choose to attend because of the cultural inclusion. The educational foundation of TERS is the emphasis on culture and language, which research indicates are highly correlated to the educational success of Native students (Reyhner, 2017; Finkelstein, et. al., 2011). TERS increases the cultural congruency in its instruction in order to enhance the academic growth, cultural identity, and self-efficacy of its students. This cultural inclusion is evident in the TERS mission statement, which includes four beliefs that are taught to students and are used as a basis for decision making: "Everything on earth is connected and related, not separate and disconnected. Each child is a unique creation of the Spirit from which we come. Values such as respect and responsibility are integral to holistic life. Learning is challenging, meaningful, exhilarating and rewarding" (TERS Student Handbook, 2021).

TERS has continuously supported students' growth and success using a whole child approach, by providing a communal setting that validates and perpetuates students' tribal identities while simultaneously customizing instruction to meet individual needs. The school's power lies in its ability to successfully work with underserved and/or marginalized students who otherwise have a high likelihood of dropping out before completing high school. Culturally congruent instruction is operationalized at TERS in pedagogy, in the school environment, which promotes students' sense of community and values tribal norms, and in the contextualized curriculum. Many students who attend TERS find their first school experience in which their worldview is visible in the curriculum and school operations, allowing fuller engagement in their education as Native people.

**(a) Need for project**

***(1) The extent to which specific gaps have been identified and will be addressed by the project***

The TERS NYCP Project is based on a thorough review and analysis of the greatest barriers to college and career readiness for tribal high school students, and potential strategies for fully supporting college and career readiness. Project goals and activities are based on quantitative and qualitative data gathered from TERS, CSKT departments, local, state, and national educational data, and other pertinent sources, primarily drawn from the last three years. The input of AI parents and students was primary in the project design and activities. Extending opportunities for education, mentorship, and support around college and career readiness for this proposal are based upon the current challenges faced by American Indian students, particularly those attending TERS. A description of gaps in services is described in the following narrative.

**Lack of consistent, coordinated, and effective career and college exposure and counseling, including support and information for parents and families.** In a 2022 TERS parent survey with a 75% response rate, the lack of information about college and career planning and information about financing college were cited by 45% of TERS parents as their major concerns.

71% of TERS parents indicated that they would like more information to share with their children about college and career planning. Parents also responded (18%) that they would like to see more interactions with potential employers and role models to advance student preparedness and academic success. This survey and other community needs assessments document AI students are not receiving the information and assistance they need to aspire to, prepare for, and successfully pursue careers and/or a college readiness track. AI students are not being exposed to careers and opportunities in their local community, e.g., the many possibilities within the Tribal government and local economy. Surveys from parents of students receiving special education at TERS indicate that parents did not receive enough information on entities that support students with disabilities (2018 and 2019). Parents also indicated they wanted more transitional information and support for their children before graduation to prepare for college or careers.

**Lack of collaboration and coordination among all the programs serving Indian students**

**with career and college readiness services.** There are a multitude of programs reservation-wide delivering a variety of career/college readiness and general activities and services to Indian children and families. However, there is a serious lack of coordination, communication, and collaboration noted by parents. This lack of coordination results in a lack of clearly defined pathways that support the journey of a student's education from one level to another.

**Need for Improved Coaching and Mentorship to Improve Career or College Preparatory**

**Paths in High School.** There are few opportunities for 8-12 students to engage in meaningful career exploration, particularly with the proper mentorship and support. TERS students attend classes four days a week resulting in opportunities for many student internships and work-related experiences. These opportunities benefit not only the students as they gain knowledge of the careers and reflect upon the opportunities the suitability of the careers, but also the agencies or employers benefit as they gain potential new employees who have job-embedded experiences.

*(2) The magnitude of the need for the services to be provided by the proposed project.* The following data are descriptive of the magnitude of the problems facing AI students in Montana and are the basis for our proposal. Montana's American Indian students are not graduating at an equivalent rate compared to other races, nor are they enrolling in post-secondary institutions within the Montana University System (MUS).

**TERS Data.** TERS currently utilizes the Measures of Academic Progress (MAP) system through the Northwest Evaluation Association (NWEA) to assess students in the areas of reading, Language Arts, science, and math in the fall, winter, and spring. MAP scores over the past three years indicate that 34% of TERS students scored at proficient or advanced levels and 66% score at basic or below. Clearly, TERS serves a very high at-risk population; however, with sufficient resources, TERS will be able to serve these students with a multitude of individualized needs.

Attendance has also been a serious issue for TERS students. The average attendance rate from 2019 to 2022 was just 65% with 30% of those absences unexcused and a mere 5% excused.

Some of the challenges faced by TERS staff and students, which impede their attendance and school success, include the following: 75% of the students come from single parent homes or homes that lack parental guidance, the vast majority of parents have not completed high school much less attended college, and 100% of the students qualify for Free or Reduced Lunch.

One of the most tragic issues facing TERS has been suicide. In the last five months of the 2016-17 school year, TERS lost six current and former students to suicide. By the last day of school (May 2017), there were 19 cases of attempted suicide by TERS students, some were multiple attempts. When school started in (2017-2018) there were two more suicides. In one year, November 2016-November 2017, there were 20 suicides on this reservation, and countless attempts. The most recent TERS tragedy occurred on February 20, 2018 when a 16-year-old student committed suicide. Every suicide and attempt directly impacted our school community.

However, since the implementation of our 2018 NYCP grant with the activities and support provided to students and their families, there have been no suicide completions! This amazing phenomenon of decreasing student suicide attempts and completions is due to the work of dedicated staff who worked after school hours to connect with students and families, and document their work in a family advisory tracking system. Each teacher was assigned a case load of students with whom he or she communicated and supported throughout the school year. This ongoing social-emotional support, with the addition of culture being embedded in the curricula and environment, had a huge impact on the wellbeing of students even during the most stressful and traumatic period for our school, the COVID-19 Pandemic.

**State Data.** Indian students in Montana are not adequately receiving the opportunities and support they need to be prepared for careers and college at the same rates as non-Indian students. These discrepancies reflected in enrollment, graduation, and proficiency data are depicted below.

Table 1. Percent of HS Graduates Enrolled in Montana University System (MUS) Schools within Three Months of Graduation

All Montana Students	41%
Hispanic	28%
<b>American Indian</b>	<b>16%</b>
Asian	58%
Black/African American	40%
Native Hawaiian or Other Pacific Islander	46%
White	44%

Table 2. Montana Graduation Rates

All Montana Students	86%
Hispanic	79%
<b>American Indian</b>	<b>69%</b>
Asian	91%

Black or African American	76%
Native Hawaiian or Other Pacific Islander	72%
White	89%

Table 3. Math and Reading Proficiency 2020-2021

8 <sup>th</sup> Grade Students	Novice	Nearing Proficient	Proficient	Advanced
AI Students: Reading	63%	24%	11%	2%
White Students: Reading	20%	43%	34%	3%
AI Students: Math	59%	29%	10%	2%
White Students: Math	23%	38%	29%	10%

2021 State Report Card @ [https://gemsapi\\_olap.opi.mt.gov/report?reporturl=A91C8BAA-7E51-4633-9E5B-EC3C33D18847](https://gemsapi_olap.opi.mt.gov/report?reporturl=A91C8BAA-7E51-4633-9E5B-EC3C33D18847)

The above data tables indicate that American Indian students in Montana are not as prepared for college and career opportunities in comparison to their non-native peers. These discrepancies are not due to a lack of ability among our AI students but rather there is a disconnect in the strategies, approaches, and resources dedicated to preparing college and career ready graduates.

**National Data.** For the majority of AI students, the complexities of college admission and planning is overwhelming and dissuades them from pursuing a college degree (College Board Advocacy and Policy Center, 2011; Keene, 2016). The following data highlight this problem:

- The 2021 college enrollment rate for AI students is lower (24%) than enrollment rates for the overall US population (41%) (Postsecondary National Policy Institute, 2021).
- Only 20% of AI students obtain bachelor’s degrees compared to 43% of White students, and only 12% obtain associate’s degrees compared to 54% of White students (Postsecondary National Policy Institute, 2021).

- Other barriers to college readiness for AI youth include lack of achievement, lack of parental, financial, and school support, lack of information and role modeling, and lack of access to college readiness counseling (Bryan, Holcomb-McCoy, Moore-Thomas, & Day-Vines, 2009; Gallup-Strada Education Network, 2017; Martinez, 2014; Nation’s Report Card, 2021; Soria & Alkire, 2015).
- Among diverse racial groups, Native American students have among the lowest educational attainment rates in the United States (Martinez, 2014), with achievement scores that are below the national average as measured by standardized achievement tests (Nation’s Report Card 2021). This means they are less likely to meet the academic standards required to enter college. AI youth typically have fewer college-educated role models and less access to college-related information than do youth from other groups (Gallup-Strada Education Network, 2017). In 2017, 21% of AI youth under 18 lived in a household with a parent who completed a bachelor’s degree compared to 52% of white households. Therefore, these students do not consider themselves to be college worthy (Grodsky & Riegle-Crumb, 2010).
- Additionally, as with other students of color, AI students tend to have less access to counseling about applying or qualifying for college, choosing a college, or financing a college education (Bryan et al., 2009; Keene, 2016; Kurzweil & Hundt, 2007). Therefore, although AI students have significant needs for assistance to help them become college ready, they have fewer resources to meet their needs. “One thing to note...is that just like with the SAT, the ACT shows **a disparity in scores based on ethnicity** and, **very likely, income level**. The following chart clarifies these differences between average ACT scores based on ethnicity from 2001 to 2021:

	2001	2005	2009	2013	2017	2018	2019	2020	2021
<b>Black/African American</b>	16.9	17	16.9	17	17.1	16.9	16.8	16.7	16.3
<b>American Indian/Alaska Native</b>	18.8	18.7	18.9	18	17.5	17.3	17	16.7	16.9

<b>White</b>	21.8	21.9	22.2	22.1	22.4	22.2	22.1	22	21.7
<b>Hispanic/Latino</b>	18.5	18.4	18.7	18.8	18.9	18.8	18.7	18.5	18.3
<b>Asian</b>	21.7*	22.1*	23.2*	23.6	24.3	24.5	24.6	24.9	24.9
<b>Pacific Islander</b>	—	—	—	19.4	18.4**	18.2	17.9	17.5	17.2
<b>Two or More Races</b>	—	—	—	21.1	21.2	21.1	21	20.9	20.6
<b>No Responses</b>	—	—	—	20.8	20.3	19.8	19.7	19.7	19.2

Sources: [NCES Average ACT Scores 1995-2014](#), [2016 Profile Report](#), [2017 Profile Report](#), [2018 Profile Report](#), [2020 Profile Report](#), [2021 Profile Report](#)”

These data make two points, i.e., AI students justifiably need more support to be successful in post-secondary education and they have the ability to be competitive in college but lack an appropriate level of individualized academic development. Indian students and their families often have neither the information and assistance to understand the importance of MUS requirements nor do they understand that such decisions must be made by 8<sup>th</sup> grade. According to the ACT and NIEA in *The Condition of Career and College Readiness 2015 – American Indian Students*, “For AI students and their communities, college and career preparedness is more important than ever before. The benefits of educational achievement directly translate into meaningful careers and economic development opportunities for individuals and communities...AI students and their families must carefully prepare and choose high school coursework that ensures readiness for both college and career success” (p. 17).

**(3) The extent to which the project will address the needs of students at educational risk.** The services we propose address the identified college and career readiness and academic needs of TERS students as follows:

**1. College and Career Advising, Internship, Dual Enrollment, and Mentoring Services**

- a) A full time Career Counselor and a full time College/Career Mentor will be hired to work individually with each student to develop a College/Career plan with opportunities for dual enrollment, job internships, college visits, career and college exploration, and mentorship.
- b) Partnerships with community and tribal employers will be established to provide onsite hands-on experiences to support career exploration. A priority of partnering with job sites that provide opportunities for TERS students to explore a career in teaching will ensure that our project not only provides work experiences at our partnering schools and early learning centers, but also affords students an opportunity to reflect on their experiences and gain college credit through dual enrollment courses at a Montana TCU.
- c) Assess each student's strengths and preferences using the Myers Briggs Career Inventory and utilize the information to assist students in developing college/career goals and connecting with role models in a selected field.
- d) Create a pathway for students from preschool to college for those who wish to learn Salish language. By partnering with Nkwusm Salish Language Immersion School, students who attend Nkwusm can build upon their Salish language skills from preschool through grade 8. Upon entry to TERS at 8<sup>th</sup> grade, these students will be able to take advanced language courses advancing their potential career trajectory. Nkwusm will also provide a site for TERS students to explore careers in teaching, particularly in teaching the Salish language.
- e) Create pathways through a systematic approach to encourage TERS students to consider careers in teaching; students will earn dual enrollment credit for 100 and 200 level courses at Stone Child College as either early childhood or elementary degree seeking students.

## **2. College and Career Curriculum Development**

- a) The College Mentor and Career Counselor will provide support for teachers to embed college and career learning opportunities within their classes. These opportunities include guest

speakers from relevant tribal and community employers, information and skills related to pertinent careers, and field experiences for on-site college and career exploration.

- b) The Mentor and Counselor will provide professional development opportunities for teachers focused on supporting TERS students and assisting them with their college and career plans.

### **3. College and Career Support Services for Families**

- a) The Career Counselor and College Mentor will provide families with opportunities to support their involvement in their children's College and Career Plans during monthly family events.
- b) The Counselor and Mentor will provide families with opportunities to learn about college and career readiness through a variety of resources including brochures, webinars, and career fairs.

#### **(b) Quality of project design**

##### ***(1) The extent to which the design will result in replication of project activities or strategies***

The project design and plans for implementation include strategies to provide sustainability of the project beyond the terms of the grant and a potential model for other programs wanting to meet the college and career readiness needs of AI students. The project will (a) increase the capacity of the TERS to provide career and college counseling for AI students, (b) enhance cooperation and connections between its partners to allow for internships and work experiences, (c) advance the college and career knowledge base for 8-12<sup>th</sup> grade educators and counselors working with AI students, (d) create materials and messaging for AI youth and families about the importance and logistics of career/college planning that may be used beyond the grant period, and (e) create a replicable model for increasing the educational performance, and the college and career readiness of AI students.

The project evaluation will generate evidence of design elements that are effective, replicable, and sustainable. Findings will be synthesized to a model that can be replicated in similar contexts and adapted for use in other contexts. Measurement of project outcomes and dissemination of results to

local LEAs and their IECs is expected to increase reservation-wide interest in the educational strategies along the educational continuum. Results will be presented at the annual CSKT Tribal Education PIR Day and more broadly disseminated through venues such as the Montana Association of Career and Technical Education meeting, the Montana Indian Education for All Annual Summit, the National Indian Education Conference, and the annual American Indian Higher Education Consortium meeting.

*(2) The extent to which the goals, objectives, outcomes are clearly specified and measurable.*

**Goal 1: All TERS students will be academically, socially, and emotionally prepared for college and/or career success upon graduation.**

**Objective 1.1** TERS students will increase their academic performance as measured on MAP scores in the areas of reading, math, and language arts.

**Objective 1.2** TERS students will increase their motivation and interests in selecting and preparing for college or career opportunities as measured by surveys, college entrance data, and job attainment data.

**Objective 1.3** TERS students will increase their awareness and interests in teaching careers through partnerships with Stone Child College for dual enrollment and alternative schools and programs for job shadowing and other field experiences.

**OUTCOMES:** Academic skills and college or career readiness of TERS students will increase by 10% annually as measured by job attainment rates and college admission stats of graduates, ACT scores of juniors, and MAP scores of all students. 100% of TERS students will graduate with a College/Career Plan. The student dropout rate will be reduced by 10% in Year Two. There will be a 50% increase of TERS students who persist beyond the first year of college. There will be an increase in the number of students interested in teaching careers.

**Goal 2: TERS teachers will deliver culturally relevant, academically challenging, and engaging instruction resulting in a higher percentage of career and college ready students.**

**Objective 2.1** TERS teachers will create curricula transformations to embed college and career topics in each subject area.

**Objective 2.2** TERS teachers will create culturally relevant learning opportunities for students to explore teaching careers.

**Objective 2.3** TERS teachers and staff will receive technology resources and training to advance student growth and interests in STEM and college/career awareness.

**OUTCOMES.** By the end of Year 1, student attendance will increase by 25%. Students' academic, social, and emotional growth will show positive improvements as measured by MAP scores and student surveys. 100% of TERS students will increase their knowledge of teaching careers as well as cultural competence as measured by student surveys. The percentage of TERS students needing remedial courses will decrease by 50% by the end of Year Four. 100% of TERS teaching staff will engage in 10 hours of Professional Development each month on supporting college/career readiness, increasing proficiency with technology, and creating curricular changes.

**Goal 3. TERS parents and family members will receive support and resources to ensure their children are socially, emotionally, and academically prepared for college and careers.**

**Objective 3.1** TERS parents and family members will receive college and career information at focused events, parent meetings, and through daily conversations with teachers and staff.

**OUTCOMES.** TERS families will receive support through an advisory system, ensuring that *each* student's needs are considered, supported, and coordinated. Case management uses multiple views and strategies when problem solving a family's challenges. 100% of TERS students will graduate with a college or career plan that includes family input. 100% of TERS seniors complete a financial aid packet or equivalent application to a vocational program. 75% of families attend workshops,

events, and other learning opportunities each month. TERS partners meet bi-monthly to review data and assess project goals, accomplishments, and needs.

**Activities:** Within the first month of the project, the PD, PC and Career counselor and mentor will (a) ensure each student has met with the Career Counselor and College/Career Mentor and has initiated a College and Career Plan (CCP) with teacher and family input. The CCP contains goals for learning and college and career success, (b) schedule and implement PD for teachers on embedding college and career information into classes, and (c) establish a data management plan with the project evaluator to be used for continuous improvement and tracking student learning, (d) meet with our TCU partners to formally arrange college visits, dual enrollment opportunities, and college credit PD for teachers and staff. TERS students will have opportunities to visit colleges twice during their junior and senior years, (e) prepare students for work-experience and meet with each site, (f) meet with SCC to develop an educational plan for students interested in teaching, (g) invite community members to classes or other events who have successful college or career experiences to meet with TERS students and their families to provide information, role modeling, and support, and (h) create and distribute written materials for parents and students on college and career planning.

Within the first three months of the project, the PD, PC and Career Counselor and Mentor will (a) meet with FIR Culture Committees and elders to create a five-year-long plan for curricula development and implementation and to establish a mentorship program for TERS students in a career, such as historical preservation, (b) schedule campus visits for Year One so that students can visit Montana colleges and TCUs, as well as other campuses out of state, (c) conduct PD opportunities on modifying curricula with the Career Counselor who will provide consultation and direct services to teachers, and (d) ensure the curricula transformations are connected to state standards and contain all needed resources, information, and support for teachers to use.

Within the first six months of the project, the PD, PC and Cultural Advisor will (a) implement monthly family nights at TERS with the inclusion of college/career planning, such as an event with college representatives, tribal employers, specialists in fields related to students' interests, and TERS graduates working in a particular field of interest to provide information to students and families and assist in the development of a plan for attending college or choosing a career and (b) provide PD to teachers and staff to utilize technology to enhance student learning and to provide tools for students to learn about careers, such as entrepreneurs, computer coders, or game creators.

Within the first year of the project, the PD, PC, and Career Counselor and Mentor will (a) evaluate the monthly family events focused on college/career readiness, (b) ensure effective and meaningful opportunities for job shadowing, internships, and career exploration, (c) meet with the TERS IEC to share data, celebrate success and problem solve, and (d) plan for Year Two activities and events.

***(3) The extent to which the project includes a thorough review of the relevant literature, plan for project implementation, and the use of appropriate methodological tools.***

Research indicates that early and ongoing supportive structures are essential to increasing college and career readiness for students from low socioeconomic backgrounds (McGencey, 2011; Roberts, Jurgens & Burchinal, 2005). Dougherty and Fleming (2012) showed that less than 20% of students from high-poverty schools that were “Far Off Track” in proficiency benchmarks reached proficiency by the 11<sup>th</sup> grade. Local results substantiate these results, as students who are far below proficiency standards are most likely to drop out of school or fail to reach proficiency benchmarks. As noted by Dougherty and Fleming (2012), closing academic preparation gaps should begin early as possible, be intensive, and not rushed. Therefore, this proposal is based on the need for strategic, consistent, and meaningful interventions most relevant for AI 8-12<sup>th</sup> grade students to support their college and career readiness. Research cited below offers examples of the evidence base for this proposal.

**Professional Development.** Evidence-based methods to enhance the skills of teachers in providing culturally relevant, engaging content around career and college awareness include: (a) providing ample time for teachers to collaborate with each other and with cultural elders, to practice new ideas or techniques and to obtain ongoing support for their implementation, (b) utilizing teacher-led teams to advise or help plan professional development, (c) and using available technology, including social media to enhance collaboration among teachers across levels or subject areas (Moore, 2016).

**Career Awareness and Development.** Research reveals that career awareness and occupational knowledge changes over time. Early exposure to occupations, career clusters, and parent education about college and career readiness, impacts career developmental learning (Watson & McMahon, 2005). Hanover Research (2012) found that middle school students “benefit both academically and vocationally from career development programs that promote career exploration skills, as well as increase knowledge of career options and career paths...An essential component of the career awareness phase often taught in elementary schools is the development of self-awareness.” Ongoing student exposure and parental education, culminating in active career planning by late middle school, is critical to college and career readiness by 12<sup>th</sup> grade.

Research confirms the effectiveness of coaching models in increasing the career and college readiness of middle and high school students. The TERS NYCP uses the research-based structure of the National Office for School Counselor Advocacy in its use of eight components of college and career readiness programming (College Board, n.d.). The Institute for Education Science provides evidence-based recommendations to increase college readiness such as ensuring students understand what a college-ready curriculum is by 8<sup>th</sup> grade, engaging and assisting students to seek financial aid, and complete college applications. Hart County High School, a rural Appalachian school district, has verified that coaches who work with students and *families* on college and career preparation, including use of career maps or pathways, can dramatically improve student readiness.

**Inclusion of Cultural Knowledge.** TERS was founded as a school in which tribal culture is central and omnipresent in classroom instruction, in day-to-day operations, and in student-teacher interactions. A strong sense of cultural identity supports not only emotional and physical health, but it supports the success of every student academically. A growing research base suggests that culturally congruent instruction improves Native students' academic achievement (e.g., Grimberg & Gummer , 2013; Lipka, Parker & Yanez, 2005). The TERS NYCP rekindles the cultural element so important to TERS and its students. Part of the funding will compensate elders and other cultural experts for mentoring TERS students in work sites, such as the Salish Culture Committee. Funding will pay for materials required to learn traditional knowledge and crafts of the tribes, and part will pay for fieldtrips to culturally significant sites. A partnership with the Salish language immersion school, Nkwusm, will support TERS in providing Salish language classes to students and families. This partnership is based upon research in the field of native languages. “In regard to academics and high school graduation rates, which is also a concern to parents, dual language and immersion schools that teach, as well as teach in, Indigenous languages advantage students, including on English language tests” (Reyner, 2017, p. 5).

**Instruction.** To assure that culturally congruent instruction around college and careers is being used across the curriculum, TERS teachers will partner with cultural experts including the esteemed elders in a professional learning community that studies the effective implementation of culturally congruent instruction. They will work together to develop lessons that are based in cultural contexts, use culturally congruent pedagogy, and teach cultural knowledge in meaningful and respectful ways, meeting monthly to collaborate. TERS NYCP funding will be used to support the implementation of these lessons. Additionally, the Career Counselor and Mentor will ensure proper coordination among the partners and assist teachers with integrating the career information and experiences into the curriculum and making connections to educational standards.

**Evaluation.** Evaluation will be used to “stand alongside of” of the students’ education in a culturally supportive manner where educational growth is measured “within” rather than using ordinal ranks where *growth* comes not necessarily from actual academic improvement but rather at the expense of simply outscoring others. In the native culture, personal growth is used to benefit the common good of the whole rather than dominate it.

**Instructional Technology and STEM Focus.** Today's students must be proficient in the use of instructional technology from graphing calculators, to tablets, to Smart Boards, using a multitude of apps. The TERS NYCP will support students in developing technology skills through the inclusion of culturally relevant, project-based learning opportunities. These cultural STEM offerings generate positive effects on student achievement (Finkelstein, et. al. (2011)). Therefore, goals and resources will be dedicated to infusing culturally relevant experiences into STEM curriculum and pedagogy. The intended outcome is students will gain valuable skills through these experiences as they are improving math and English proficiencies, which in turn will lead to college and career success. Current research shows that students who do not find personal meaning or relevance in STEM will not pursue STEM beyond what is required in school (e.g. Basu & Barton, 2007). The use of disciplinary-based reading, exposure to AI scientists and mentors, and experiences with Artificial Intelligence and Virtual Reality/Augmented Reality (VR/AR) are aligned with research demonstrating the need to develop pathways for youth development leading to STEM and health science occupations. Access to science experts and meaningful, long-term exposure to STEM were shown to be key to a successful youth science program (Lyon, Jeffri, & St. Louis, n.d.). Rahm, Martel-Reny, and Moore (2010) concluded that extra-curricular after-school programs offered youth a meaningful way to “relate to science in concordance with their own lived experiences, resulting in “I will” and “I can” attitudes and a sense of hope for the future within which science becomes a tool for action.”

***(4) The extent to which the proposed project demonstrates a rationale.***

The rationale for this project is based on the services, partners, and goals planned for this proposal.

**Services** The student related services selected for this proposal are based on the needs and interests of TERS students as indicated on a college and career survey conducted in 2022. According to this survey, 67% of TERS students have goals to attend college, 82% claim to have career goals but only 40% actually identified a career, 89% are interested in dual enrollment and college credit, 88% are interested in work experience, and 75% want to visit college campuses, especially off the Reservation. The effective services we are planning are research based and include supporting families, college visits, college preparation and planning, career inventories, supporting TERS teachers, and work experience, such as job shadowing, internships or field experiences with mentoring and coaching. Student data informed the project's first year college visits: Gonzaga University and Spokane Community College.

**Partners** The partners chosen to work with TERS for this proposal will enhance the college and career preparation of TERS students. This project has entered into consortium agreements with four Montana Tribal Colleges and Universities: Fort Peck Community College, Blackfeet Community College, Stone Child College, and Little Big Horn College. We have reached out to these TCUs as the data on TERS tribal enrollment reveal that TERS enrolls students from every MT tribe. These students have a desire to learn about their cultures and languages and each TCU has a mission based on those learning goals. In addition to dual enrollment for culture and language classes, we plan to partner with Stone Child College's Teacher Education Department to provide college credit and guidance as we encourage TERS students to consider careers in teaching. SCC was selected as a partnering TCU as it has accredited elementary and early childhood bachelor's degree programs that are accessible online. SCC has a sound reputation for delivering quality education online and on their campus. The PC for this project, Dr. O'Dell, has taught for SCC, including a course on

language acquisition for the Cree Language Program. Dr. O'Dell's role in ensuring a quality partnership for students is a large factor in the decision to partner with SCC for teacher education. Although we approached Salish Kootenai College, next door to TERS, they have not signed an MOU to work with us. We believe that since they are applying for this same funding, they do not want to support our proposal and would rather compete with us at the same time. We are open to working with SKC although just 1 out of 75 TERS students on the college/career survey mentioned an interest in attending SKC, and several parents on the parent survey stated a desire for their children to explore colleges other than SKC.

**The work-site partners,** Early Childhood Services, the Flathead Boys and Girls Club, and Nkwusm Salish Language School were selected as they provide quality services to youth, are willing to mentor TERS students at their sites for work experience for those wanting to explore teaching careers, and have been collaborative partners with TERS in the past. S&K Technologies was selected as a partner as it would provide attractive jobs. More information about our partners is included in the attachments for this proposal, entitled, "Evidence of Capacity." A multitude of tribal and community work-site partners will be established in years 2-5, particularly with independently owned tribal businesses, Tribal Health, local hospitals, S&K Electronics, CSKT Natural Resources, Energy Keepers, and the People's Center Museum.

**Project Goals** The goals developed for this project were carefully crafted to ensure we focused on the most critical aspects of college and career planning for AI students, particularly the AI students at TERS. Our vision of each student graduating and being fully prepared for college or a career guided the establishment of our goals. Clearly our goals align with the priorities of this grant and will ensure that we are tracking our work as we engage with multiple partners and stakeholders.

***(5) The extent to which the methods of evaluation include objective performance measures.***

The objective performance measures for the TERS NYCP proposal include **GEPR**A measures and project measures. GEPR A measures include: (a) the number of active community partnerships, and (b) the number of project objectives being met. **Project measures** include **both the number and percent of:** (a) TERS students who increase their scores on the MAP; (b) TERS students who graduate and attend college or obtain a job; (c) TERS juniors who take the ACT; (d) TERS students graduating with a College/Career Plan; (e) TERS students who dropout in Year Two; (f) TERS students who persist beyond the first year of college; (g) TERS seniors who complete a financial aid packet or equivalent application to a vocational program; (h) TERS students who engage in work experience through job shadowing or internships; (i) TERS students who enroll and successful complete dual enrollment courses; (j) TERS students who graduate with an interest in teaching; (k) TERS families who attend workshops, events, and other learning opportunities focused on college/career readiness; and (l) TERS teachers who attend PD and create curricular changes to include college and career readiness.

**(c) Quality of project personnel**

***(1) The extent the applicant encourages applicants from those traditionally underrepresented.***

To the greatest extent possible, Project personnel will be American Indian who have traditionally been underrepresented in all school positions. All new employees for this project will be hired in compliance with the Indian Self-Determination and Education Assistance Act. TERS employs a higher percentage of AI teachers, paraprofessionals, administrators, and support staff than most schools in Montana. Currently, 75% of the teaching staff are AI and 82% support staff are AI.

***(2) The qualifications, including relevant training and experience, of the project director.***

██████████ the Project Director for the TERS NYCP Project. is an enrolled member of the Blackfeet Tribe. ██████████ has the experience and dedication to the Project's potential outcomes to provide effective oversight to the Project. ██████████ has 28 years of experience at TERS, having

served as a teacher and principal, and superintendent since 2015. [REDACTED] earned a B.S. degree and an M.A. in Administration from the University of Montana. [REDACTED] has experience in school operations and finance and also has been the PI for national grants, including a School Improvement Grant for \$650,000. As a result of this SIP grant, student scores in reading increased 19% and math scores increased 7%. [REDACTED] also has experience with NYCP grants; TERS partnered with SKC in 2016 and had two TERS students participate in dual enrollment, and in 2018 TERS received an NYCP award that changed the school in many positive ways as staff and students healed from the trauma of suicides. [REDACTED] resume is in Attachment A with other key staff.

***(3) The qualifications, including relevant training and experience, of key project personnel.***

[REDACTED] will provide consultation to the TERS NYCP as the Project Coordinator (1FTE) and provide expertise to the areas of curriculum, project coordination, and professional development. [REDACTED] has over 40 years of professional experience with various tribal organizations in providing direct services to young children with disabilities, working with diverse families, and providing professional development and leadership to current and future educators.

[REDACTED] is called upon by educators and agencies across the state and nation on educational issues that involve teacher education and higher education accreditation at TCUs, PreK-adult education, assessment, and diversity training. [REDACTED] has a B.S. in Elementary Education, an M.S. in Child Development, and an Ed.D. in Ed Leadership. She has been involved with the TERS 2018 NYCP grant and ensures that our project is implemented with fidelity.

The Project also plans to hire a College/Career Mentor and a Career Counselor who will work directly with students, as well as families, teachers, and school staff. These individuals will be hired in compliance with the Indian Self-Determination and Education Assistance Act that requires to the greatest extent feasible, a grantee must give Indians preference and opportunities in connection with the administration of the grant. Job descriptions and qualifications for these

positions are included in the Attachment A. SKC and University of Montana graduate AI social worker and counselors who would qualify for these positions. These positions are essential to the success of the project as the drug/alcohol and mental health counselors have full case loads and cannot take on the additional responsibilities of career counseling. The counselor and mentor will be able to devote 100% of their time to supporting students and creating a model for sustainability.

**(d) Quality of project services**

***(1) The extent to which the services involve the collaboration of appropriate partners.***

The partners for the TERS NYCP include tribal agencies and resources with relevant expertise needed to implement the project and achieve the stated outcomes. The major partners have expertise in project management, qualified individuals to serve as project leads or student mentors, and deep understanding of the strengths and barriers that impact college and career readiness of the AI youth of the FIR. The partners include Nkwusm Salish Language Immersion School, CS&KT Early Childhood Services, the Flathead Reservation Boys and Girls Club, the Salish Culture Committee, S&K Technologies, and four Tribal Colleges and Universities, including Fort Peck Community College, Blackfeet Community College, Stone Child College, and Little Big Horn College. These partners were chosen because of their demonstrated readiness to improve outcomes for TERS students around college and career readiness and the cultural relevancy that they can offer to our diverse student population. Each partner brings an extensive network of additional services, information, and resources, particularly those that are culturally relevant and may be utilized to reinforce project activities and maximize effectiveness of services. We are particularly interested in partners who can provide experiences for TERS students to explore careers in teaching, which is why we are partnering with Early Childhood Services, Nkwusm Salish Language Immersion School, and the Flathead Boys and Girls Club. A mentor housed at each site will ensure that TERS students are supported as they explore their skills and aptitudes for a teaching career while learning

about the teaching field. Additionally, our TCU partners will be able to offer TERS students dual enrollment courses in early childhood and teacher education up to the 200 level as well as work-related field experiences with younger students. Courses from SCC will include:

***(2) The extent to which the services meet the needs of the local population.*** TERS recently conducted student, staff, and parent surveys to determine the overall vision and specific services for the 2022 NYCP TERS proposal. These data were analyzed by the multiple leadership groups at TERS, including the TERS Leadership Team, the TERS Board of Directors, and the TERS Parent Advisory Council. These data indicated better meeting the needs of TERS students and their families, career and college readiness strategies needed to include: (a) job-embedded opportunities, (b) dual enrollment for college credit and campus visits, (c) information to parents about supporting their children's college and career goals and funding college, (d) opportunities for students to engage with teachers about college and careers, (e) support and information from counselors, mentors, teachers, family members, and (f) involvement with reps from a variety of careers. Survey data were utilized throughout the various stages of project development and will continue to guide the work of this project during its implementation by providing baseline data.

**(e) Quality of the management plan**

***(1) The management plan includes responsibilities, timelines, and milestones for project tasks.***

The organizational structure and management plan for the TERS NYCP is designed to ensure that project activities are completed on time and within budget. As the project includes multiple community partners, the organizational structure and design have been crafted to ensure that lines of collaboration, communication, reporting, and budget management lead to effective management of resources as well as continuous progress toward project objectives.

The PD is directly responsible and accountable for overall project management, including budget management and project coordination with the project partners. The PD will supervise the Project

Coordinator (PC), who will be responsible for week-to-week coordination of project activities. The PC will be accountable for collaboration with partners, maintaining effective records including minutes and data described in the objectives and evaluation plan, and reporting to the PD any barriers or issues that impact project performance. Both the PD and PC will work with the evaluator to ensure adequate and accurate data are collected. The College and Career Mentor and the Career Counselor will be responsible for the day-to-day activities of the project.

Each partner entity (Nkwusm Language Immersion School, the Flathead Boys and Girls Club, CS&KT Early Childhood Services, S&K Technologies, and Selis-Qlispe Culture Committee) will have one designated representative/mentor who is assigned to work collaboratively with the PC, the Mentor, and the Counselor to participate in phone calls and meetings, to provide budget and other reports as required, and to work with the project evaluator to ensure data are collected and stored appropriately. The representative will be accountable for achieving project outcomes pertinent to the site. The project management plan includes defined responsibilities, timelines, and milestones for accomplishing project tasks and has been included in the Project Design.

***(2) How the applicant will ensure that a diversity of perspectives are brought to bear.***

Indian parent involvement is the heart and soul of TERS and the NYCP proposal. Indian parents have been directly involved in the conceptualization and development of this project via the needs assessment and project design. Parent feedback and input from surveys and board meeting formed the foundation of the Project's vision and goals. Parents will continue to have an essential role throughout the project enhancing parent and family services, which are the key to improving educational performance and ensuring college and career readiness. Tribal and community businesses and agencies were also included in the development of our proposal. Agreements with some agencies, such as SC&KT Technology and Flathead Boys and Girls Club, evolved over several meetings and discussions with relevant stakeholders. Other partners, such as Early Childhood

Services, Nkwusm, and Selis-Qlispe Culture Committee are expanding their services to include mentoring TERS students in a work-based experience. These meetings ensured that both partners were clear about their roles, responsibilities, benefits, and possible challenges in providing work-related experiences for TERS students.

Our TCU partners were strategically selected based on our student's racial demographics. The following data represent the 2022 TERS student body by tribal enrollment: CSKT-90, Blackfeet-13, Crow-3, Assiniboine Sioux of Ft Peck-3, and descendants-32, 14 of whom have Cree relations. To better meet the cultural needs of our students enrolled in other tribes, we will partner with TCUs on the Blackfeet, Fort Peck, Crow, and Rocky Boy Reservations. These institutions have agreed to provide dual enrollment courses to our students via online courses, experiential courses, or summer courses as students explore careers and gain skills and knowledge related to their specific tribe. MOUs for each TCU and work site partnership are included in Attachment B.

***(3) The extent of the project to build capacity/yield results beyond the period of funding.***

The project design ensures sustainability of the work beyond the terms of the grant through capacity-building activities, including training school personnel, building strong meaningful partnerships, and integrating services, technology, culture, and curriculum transformations into regular school operations. These comprehensive strategies will generate a paradigm shift in the school's philosophy, mission, and everyday interactions toward focusing students on their college and career trajectories. Such a shift will create a change in students' attitudes from just graduating high school to building productive futures for themselves.

**(f) Quality of the project evaluation**

***(1) The extent evaluation will provide performance feedback and permit periodic assessment.***

The overarching objective of the evaluation plan is to increase individual and systemic educational performance by developing an assessment structure the form of which yields a continuum of data

having the capacity to inform appropriate and pertinent school officials of the most efficacious means to address growth in each student's educational performance and college/career plans. Educational performance means the integral composite of academic, social, and emotional qualities.

***Sustainability.*** The continuum referenced in the overarching objective is formed by the most beneficial finding(s) from a current assessment serving as the foundation for the next level of improvement. Succinctly stated, the highest perfection found in a lower level of educational performance becomes the lowest perfection in the next higher level of educational performance. In this way, the best findings of all the evaluations and assessments form a subsisting continuum having the capacity to not only shape and develop the project but also to serve from the very beginning as the impetus for growth in individual and systemic educational performance. It is noted here and without individual repetition in the evaluation plan that all assessments and subsequent data will fully conform to FERPA Regulations.

#### **Data Sources, Frequency of Generation, and Levels of Data Collected**

***National assessments.*** National level assessments include Measures of Academic Progress (MAP). The MAP assessment is given three times per year and unlike most school and state-wide evaluations, MAP provides interval/ratio level data regarding academic achievement. In addition, MAP provides very specific information regarding exactly what the student understands well, partially, and not at all. As a result of scoring with Rausch Interval Units (RIT) and Lexiles (L), MAP scores have the necessary construct validity to measure growth.

***District assessments.*** Data sources include district and classroom administrated assessments, which are taken by all students. Classroom assessments are based upon a point system specific to TERS. These data will be reviewed every four weeks and individually used to track student by student throughout the duration of this grant and thereafter. In addition, composite data will also be computed as an indicator of educational progress. The data gathered by this means provide insight

into academic, social, and emotional well-being. The level of data gathered from these assessments will be ratio level and therefore have the necessary validity to measure growth.

**Surveys.** Existing surveys will also be administered three times per year to further inform the evaluation process regarding primarily social and emotional qualities. These data will be analyzed by frequency and based upon their face validity, serve as indicators of improvement individually and systemically as per changes in frequency of varying levels of responses. Existing surveys will be administered initially but may possibly change in order to adapt to the findings from other forms of assessment. The level of data will be primarily nominal and ordinal. Surveys will be modified and new surveys developed as informed by current findings and generation of higher expectations.

**Analysis.** These data regardless of form will be analyzed on a pre-post basis similar to a repeated measures rANOVA commonly used in longitudinal studies. The rANOVA will be modified to reflect the data gathered will be parametric in form rather than statistical. Each assessment will have a baseline established from which indicators and measures of growth will be referenced and tracked. Analysis will be conducted primarily on a *within* structure so that individual growth is an actual increase in the quality being analyzed and not a function of an ordinal score where an increase in a rank score may or may not indicate growth. Individualized data will be maintained based upon actual scores, on growth scores, and on overall gain. As data lends themselves to possible predictive models of educational performance or factors within, regression analysis will be used to show correlations between and among variables.

### **Utilization of Findings**

**Benchmarks.** The benchmarks for all students will be individualized based upon initial scores and expectations set for them. There will be a *between* structure where parametric data and findings are used for inspiring a common culture of educational success. However, these data will focus on growth and will not be used for rank order comparisons. In this way, each student focuses first on

individualized improvement rather than the school's average score. The most important aspect of this plan is when whatever data have been gathered and analyzed, findings will be provided to the appropriate educators in a timely manner such that each faculty member understands how to use those findings to bring about growth in educational performance.

**Professional Development.** The underlying belief guiding professional development is all educators have a collective responsibility to see that all students receive the education and the supports needed to maximize their development and participation with their peers. This belief is also predicated upon knowing not all teachers are so prepared and therefore professional development opportunities are essential to this plan. Consequently, faculty will be intimately involved at individual sessions where a specific form of professional development is appropriate for a few or even a single teacher. In addition, there will be all faculty professional development for appropriate purposes. Assessment of the professional development supports will be conducted by survey, personal conversations, and objective understanding of what has been taught. All assessment results will quickly be made available to the relevant faculty. In addition, data from student assessments that were the subject of the professional development sessions will be gathered, analyzed, and findings used to inform instruction. Teachers will be given direct support in using data for supporting decisions made for each student. This plan also includes PD development opportunities for parents and school board members.

*(2) The extent the evaluation will provide guidance about effective strategies for replication.*

**Impact of the Grant.** An annual report will be produced that subsumes the previous data and findings to monitor the progress of the grant. The report will be provided to the administration, school board, and faculty. The primary purpose of this report will be to gather an overall perspective of the contributions made to TERS education as a result of the grant and recommendations on how to further improve upon those contributions. The cumulative data will

provide information about the success of the strategies and their relevance for replication in other schools or settings.

**The extent to which the evaluation will provide guidance on effective strategies.** The construct itself is a growth model in that it sustains a continuum of learning that provides for actual measurable educational advancement while at the same time, fostering new growth based upon previous success and findings from new data. This methodology is similar to a multitiered system of support except in this concept, the tiers are individualized, in flux, and in an integral continuum. While the individual findings are consequently not generalizable beyond the populations served by the grant, the methodology resulting from growth model is easily transferred to other settings.

**Evaluator.** The project evaluator will be [REDACTED] whose work in education includes an extensive background in quantitative research. [REDACTED] taught research methods and statistics over a 17-year period to master and doctorate students at UM, and chaired 19 successful dissertations. In addition, [REDACTED] is in his 53<sup>rd</sup> year of educational service to Montana education with all but four of those years on the Flathead Reservation as a classroom teacher, administrator, school psychologist, professor, and graduate degree grant coordinator. [REDACTED] has a strong focus on analyzing various district, state, and national level assessments, where he has served all levels of education to that end. [REDACTED] extensive research and assessment experience will be particularly useful in the design, analysis, evaluation, and reporting of this research-based model.

**Evaluation Plan Summary.** The construct of this plan is a growth model in that it sustains a continuum of learning that provides for actual measurable educational advancement while at the same time, fostering new growth based upon previous success and findings from current data. Most important to this grant is the professional development of appropriate school personnel so that findings have a direct and logical application in each classroom. Growth in faculty precedes growth in the students but in this model, growth in the students will give further growth to faculty!



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

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

Name of Institution/Organization

Confederated Salish and Kootenai Tribes

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	226,700.00	226,700.00	226,700.00	226,700.00	226,700.00			1,133,500.00
2. Fringe Benefits	43,557.00	43,557.00	43,557.00	43,557.00	43,557.00			217,785.00
3. Travel	54,633.00	54,633.00	54,633.00	54,633.00	54,633.00			273,165.00
4. Equipment	0.00	0.00	0.00	0.00	0.00			0.00
5. Supplies	15,000.00	15,000.00	15,000.00	15,000.00	15,000.00			75,000.00
6. Contractual	123,000.00	123,000.00	123,000.00	123,000.00	123,000.00			615,000.00
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)	462,890.00	462,890.00	462,890.00	462,890.00	462,890.00			2,314,450.00
10. Indirect Costs*	55,097.00	55,097.00	55,097.00	55,097.00	55,097.00			275,485.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	517,987.00	517,987.00	517,987.00	517,987.00	517,987.00			2,589,935.00

**\*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: 10/01/2021 To: 09/30/2022 (mm/dd/yyyy)  
 Approving Federal agency:  ED  Other (please specify): Department of Interior  
 The Indirect Cost Rate is 16.21%.
- (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 75.564(c)(2)? The Restricted Indirect Cost Rate is  %.
- (6) For Training Rate Programs (check one) -- Are you using a rate that:  
 Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or,  Is included in your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?

PR/Award # S290A200048

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