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Indian Education Discretionary Grant Programs—Native Youth Community Program

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❑ The purpose and expected outcomes of the ɬashaʔkʷčəɬ program

Purpose: Establish a Career and Education-focused afterschool program for 6th – 12th grade students

Expected Outcomes:

Otm.1) Students are committed to improve their Math skills

Otm.2) Students are committed to improve their Language Arts skills.

Otm.3) Student Centered - designed plans for post-secondary career or education.

Otm.4) P/G/CG have an understanding of how to support their child's educational journey.

❑ Applicable absolute and competitive priorities

Local geographic area: Muckleshoot Indian Tribe Service Delivery Area (Muckleshoot Indian Reservation, Auburn, Washington; Enumclaw, Washington)

Evidence/data related to the development of the ɬashaʔkʷčəɬ project for Muckleshoot Students:

(iii) Existing local policies, programs, practices, service providers, and funding sources: (programs/funding) The MTS receives funding from SAMHSA, Dept. of Education, Dept. Of Justice to address academic needs, infrastructure needs, and truancy issues. The high school students have a DoEd. CHOICE Program (BISID) available to them to pursue opportunities that break down barriers to achievement and pursuits of post-secondary training and educational programs. Middle school students have no such program. (Service Providers) A lack of service providers that can "check-in" and "connect" students with behavioral and mental health issues.

Barriers & Objectives

Barrier 1: *Low Scores in Language Arts as shown in the annual i-Ready assessment*

Objective 1: By the end of each year at least 25% of ɬashaʔkʷčəɬ (Our Future) participants will improve their Language Arts score and increase of at least 5% each year after as evidence with i-Ready assessment scores.

Barrier 2: *Low Scores in Mathematics in the annual i-Ready assessments*

Objective 2: By the end of each year at least 20% of ɬashaʔkʷčəɬ (Our Future) participants will improve their overall Mathematics score and increase of at least 5% increase each year after as evidence with i-Ready assessment scores.

Barrier 3: *No Programs such as TRIO serve the tribal school that expose students to the plethora of opportunities available to them in post-secondary educational institutions.*

Objective 3: By the end of each year at least 50% of ɬashaʔkʷčəɬ (Our Future) participants will have a career post-secondary education plan outlined in their "Cedar Box."

Barrier 4: *Parents/Guardians/Caregivers (P/G/C) are not provided with information about supporting their child's career and education goals.*

Objective 4: ɬashaʔkʷčəɬ participants will conduct two conferences per year with the Connector and a caring adult (P/G/C) outlining the strategies of their plan.

The ɬashaʔkʷčəɬ Project has been designed and will be implemented through a partnership between the (A) Muckleshoot Indian Tribe and (B) Muckleshoot Tribal School (BIE-funded school, eligible for a grant under the Demonstration Grants for Indian Children and Youth program)

❑ Number of participants to be served

Participants	**Year One**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Total**
Students	60	60	60	105	105	390
P/G/CG	120	120	120	210	210	780

❑ *The location of proposed site(s)*: The site for this project is the Muckleshoot Tribal School

This project is proposed with students in 6th through 9th grade adding grade levels in year 4. Students will be offered opportunities to job shadow and will be assisted with applications for the Summer Youth Employment when they are old enough for eligibility which is 14 to 18 years old.

a) NEED FOR PROJECT (10 POINTS)

Figure 1: Muckleshoot Tribal School Student Profile Data

Muckleshoot Tribal School Student Profile Data		
School Year		**2021 – 2022**
Total Student Enrollment:		**n=**
Grade Level Enrollment:	Kindergarten	35
	Grade 1	43
	Grade 2	41
	Grade 3	47
	Grade 4	53
	Grade 5	51
	Grade 6	40
	Grade 7	44
	Grade 8	49
	Grade 9	35
	Grade 10	40
	Grade 11	35
	Grade 12	33
	Total Student Population	546

The Muckleshoot Tribal School (MTS) provides grade level instruction for Native American (AI/AN) students from kindergarten through twelfth grade focusing on Essential Common Core Standards with an emphasis in literacy while infusing Muckleshoot Tribal Culture, Language, Practices and History. MTS Core Curriculum (Honorable Teachings Curriculum - HTC) focuses on Language Arts, Mathematics, Science, and Social Studies in addition to a variety of elective options. MTS has dedicated itself to full implementation of the Since Time Immemorial: Tribal Sovereignty in Washington State initiative.

NFP (#1.a) PREPARE PERSONNEL – SHORTAGES – MARKET ANALYSIS

The extent to which the proposed project will prepare personnel for fields in which shortages have been demonstrated through a job market analysis. The Muckleshoot Indian Tribe Grants Development team conducted a job market analysis for **fields in which shortages have been demonstrated**. The łasha?kʷčəł (Our Future) program will prepare participants with post-

secondary career and education focused skills, goals and plans to enter the workforce and/or attend higher education to fill vacancies in the MIT workforce and positions set to be established with the growing economy of the MIT. The following chart shows vacancies within the MIT administration, government, community development, community services, fisheries, human services, and the health and education divisions of the tribe.

Figure 2: MIT Vacancy Report – MIT Divisions - 2022

Division	# of Positions	# of Vacant Positions	Vacancy Rate
TC Governance	16	1	6%
TC Direct Reports	103	19	18%
Administration	188	45	24%
Community Development	134	29	22%
Community Services	166	63	38%
Fisheries	71	10	14%
Human Services	61	19	31%
Health	342	94	27%
Education	433	95	22%
Totals	**1514**	**375**	**25%**

The (**) are of note due to the available jobs in the MIT Education Division which include: instructional assistants, paraprofessionals, teachers (Early Childhood Education and MTS) and administrative specialists. We see this as an opportunity for the łashaʔkʷčəł (Our Future) participants to gain awareness and/or interest in careers of teachers, principals, administrators, paraprofessionals, counselors, social workers, and specialized instructional support personnel.

NFP (#1) GAPS/WEAKENESS – SERVICES, INFRASTRUCTURE, OPPORTUNITIES

The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses. **(Up to 4 points)** The MTS Mission Statement, "To ensure **high academic** and **cultural learning** for every student." MTS is continuously striving to establish

effective programs aligned to student's interests and passions, implemented to strengthen knowledge around academic choices and established for post-secondary success.

Specific Gaps and Weaknesses (Services) - MTS is working to expand the capacity of the Supportive Student Services (SSS) to better understand facilitators and barriers to accessing SSS both in the MTS and the Tribes service array. MTS SSS staff includes: 2 Licensed Family Mental Health Therapists (SAMHSA Grant), 4 MTS Counselors, 1 Nurse, 1 Prevention/Intervention Specialist (Substance Use Disorder Professional Certification), Special Education, Section 504 program and Gifted and Talented. The SSS staff and services are a positive deployment to address unmet health needs, substance use and absenteeism. The ɬashaʔkʷčəɬ (Our Future) program will build capacity to strengthen the network of multidisciplinary SSS through the hiring of the proposed Connectors and Outreach Worker. The ɬashaʔkʷčəɬ (Our Future) program in **year 4 will expand its service population** to serve tenth through twelfth grades to strengthen the capacity and yield proposed results for post-secondary preparation and success for 6th through 12th grades.

Specific Gaps and Weaknesses (Infrastructure) - The MIT built a new tribal school and opened its doors in 2009. At the time, the MTS was designed to accommodate the student enrollment which was averaging 420 students each year with more than 90 percent of the student body being AI/AN. Since the opening of the MTS the student enrollment has grown each year. With growth, come a multitude of new gaps in infrastructure to provide college and education focused programming and services to the students. MTS was able to secure 7 modular buildings to ensure classroom spaces to accommodate growth. The proposed ɬashaʔkʷčəɬ (Our Future) afterschool program will utilize the added infrastructure to conduct proposed activities and accomplish goals, objectives and outcomes and accommodate the expansion of the program in Year 4.

Specific Gaps and Weaknesses (Opportunities) - Currently, there is **no College and Career programs such as TRIO** for the middle school of the MTS. The figure following shows the rate of enrollment in the current college/career program and postsecondary credit programs.

Figure 3: Comprehensive Support and Improvement (CSI) Continuing Program Plan

School Year	2017 – 2018	2018 - 2019	2019 - 2020
College/Career Program offerings (11th and 12th Grades)	0%	0%	19.8%
Postsecondary credit while still in high school (i.e. AP, Dual Enrollment	0%	0%	3%

As reflected in Figure 3, the MTS has had zero to low participation in current MTS College and Career programs due to absence of program services in earlier grades. This is the case as historically infrastructure issues of MTS have contributed to prevention of establishing programs such as the ɬashaʔkʷčəɬ (Our Future) program.

NFP (#2) NEED FOR SERVICES

The magnitude of the need for the services to be provided or the activities to be carried out by the proposed project. **(Up To 3 Points)** **Analysis of Data Sources:** Historically, the MTS students have demonstrated literacy at **1 or more below grade level standards** in student achievement assessments aligned with State Standards. **The magnitude of the need** for the ɬashaʔkʷčəɬ (Our Future) program is demonstrated through the student achievement data to meet grade level standards in Language Arts/Literacy and Mathematics:

Figure 4: MTS CSI Continuing Program Plan: Student Achievement

Student Achievement Data				
School Year		**2017-2018**	**2018-2019**	**2019-2020**
State Assessment: English Language Arts/Literacy - Identify the percentage of students that have met or exceeded expectations as reflected on the local end of course, summative, or state assessment.	Grade 3	5.4%	13.5%	Covid
	Grade 4	7.5%	15.4%	Covid
	Grade 5	20.5%	12.8%	Covid
	Grade 6	7.4%	26.9%	Covid
	Grade 7	19.4%	22.7%	Covid
	Grade 8	17.8%	19.4%	Covid
State Assessment: Mathematics Identify the percentage of students that have met or exceeded expectations as reflected on the local end of course, summative, or state assessment.	Grade 3	13.5%	26.9%	Covid
	Grade 4	17.5%	31.6%	Covid
	Grade 5	2.9%	31.6%	Covid
	Grade 6	0%	28.6%	Covid
	Grade 7	11.1%	23.1%	Covid
	Grade 8	3.5%	23.1%	Covid
High School State Assessment Identify the percentage of students that have met or exceeded expectations as reflected on the local end of course, summative, or state assessment.	HS State Assessment: English Language Arts	13%	18.5%	Covid
	HS State Assessment: Mathematics	8%	27.5%	Covid

MTS utilizes i-Ready Diagnostic to provide a clear picture for MTS educators see where students are in their competency, set high but achievable expectations of growth, and connect the right instructional tools to help students achieve their expectations and meet state requirements for graduation in Mathematics and Language Arts.

Figure 5: 2021-2022- i-Ready – Diagnostic Results – Math – 6th – 12th Grade (Secondary)				
Mid of Above Grade Level	Early on Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
0	9	26	18	117

Figure 6: 2021-2022 i-Ready – Diagnostic Results – Reading – 6th – 12th Grade (Secondary)				
Mid of Above Grade Level	Early on Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
6	14	21	20	105

Suicide and Self Harm: The MTS operates an **existing program** "Tend to Your Spirit (TTYS-SAMHSA) which employs two Mental Health Therapists as **SSS providers** at MTS. The TTYS project in partnership with the Seattle Children's Research Institute, developed an adaptation of a friendly interactive electronic screening tool called 'Check Yourself – School Based' tool. The tool was piloted with the 10th grade class at MTS in 2021 – 2022 school year. Out of the 38 total respondents, 21% reported being bullied, threatened or harassed online, 24% reported a suicide attempt, 18% had "seriously thought about ending their lives" and 24% had self-harmed in the past 12 months. Suicide has had a significant impact on the MIT Community especially the youth. The

tragedy of losing 7 youth to suicide has occurred in the past 24 months in the MIT. The consequences of untreated mental health needs are profound, including: greater risk for poor academic outcomes, suicide ideation and completed suicide, substance use, poverty and trauma. **Substance Use:** The MIT operates a Behavioral Health Program – Family Youth Services (FYS) – **existing service provider and program**) which includes a service provision of mental health and Substance Use Disorder (SUD) counseling and prevention services for youth's age 6 through High School. There are 24 clients in SUD services, 21 outpatient and 3 inpatient. Additionally, there are 12 clients who are receiving outreach services. The MTS has a Prevention/Intervention Specialist who has been working in MIT for the past 6 years and has preexisting trusted relationships with the target population. The łasha?kʷčəł (Our Future) program will build upon current capacity of the SSS by employing two connectors and one outreach worker to break down barriers to receiving services.

The following table shows: **greatest barriers in and out of school to college, career and life readiness** determined through various data collection (focus groups, parent feedback surveys, state assessments) and analysis of opportunities in the MIT community to support our Indian Students.

Figure 7: Greatest barriers in and out of school, Strengths and Opportunities

Barriers	Strengths	Opportunities
- Below grade level Scores in Language Arts and Math as reflected in i-Ready assessments - No Program such as TRIO serve the MTS	- Frequent activities that honor the culture, traditions and values of our students and families - Various traditional leaders among our Culture	- Establish ways to foster student leadership - Professional Development through Project Based Learning at MTS for educators

- Suicide and suicide ideation - Poverty - Substance Use - Low to no enrollment in AP Classes - Truancy - Growth in student body historically exceeds MTS infrastructure - Unfinished Learning due to COVID - College and Career Programs are limited to 11th and 12th grades - P/G/C's often report not knowing strategies to support their student	Division, Tribal Council and families - Community supports culture in the school and curriculum of MTS (Honorable Teachings) - Evidence based evaluation i-Ready and Xello in MTS - Honorable Teachings Curriculum rooted in strength based, holistic, interconnected, and deeply rational perspectives of the self - Partnerships with youth serving agencies in the tribe and local area - Services accessible within the boundaries of the MIT reservation	- Summer institute integrated training along Honorable Teachings curriculum aligned with Essential State Standards - Network of SSS - Collaboration and engagement among P/G/Cs, community members and partners - Establish a career and education focused program for unserved student population - Strengthen sovereignty of students education - Meaningful system of guidance centered around students and P/G/C voice

Existing Local Program, Practices, Funding Sources and Service Providers: The Muckleshoot Indian Tribe (Lead Applicant) service array consists of Education, Human Services, Health and Wellness, Housing, Human Resources, Culture Division, Public Works, Elders/Senior Services,

Fish and Wildlife, Finance, Adult Work Training Program, and Youth Development and others and is available to all Muckleshoot Enrolled Tribal Members, direct descendants and community members within the 30-mile service radius. MTS existing funding sources include: General fund, BIA/SG Compact Funding, Department of Education, BIE, Office of Superintendent and Public Instruction (OSPI), Department of Justice and SAMHSA. The tribes service array will be utilized to bridge participants to support services, expose them to career opportunities. MIT secured a separate Department of Education Demonstration Grants for Indian Children grant award (BISID – "Choice") in 2020 and is working to integrate this proposed program with BISID ("Choice" in the language of the Muckleshoot Peoples) to serve 6th to 12th grade with a well-rounded student centered Career and Education focused afterschool program of the MTS. The BISID grant is in compliance and meeting proposed goals and objectives and demonstrates current capacity to improve outcomes with a relevant project focus established by a separate sources of funding. The BISID grant period of performance ends August 30th, 2024.

NFP (#3) EXTENT OF SERVICE PROVISION

The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure. **(Up to 3 points)** The łashaʔkʷčəł (Our Future) program is a comprehensive well-rounded afterschool program rooted in a foundation of Culture, Traditions and Values of the MIT and designed to provide "Student Centered Guidance" (SCG) to equip our students with guided education plans, programming and targeted instruction for improvements on i-Ready Diagnostic aligned to state standards of grade level competency. SSS, existing curriculum and activities to be provided to **address the needs of students at risk of education failure** include but are not limited to: Muckleshoot - culturally centered curriculum and instruction, SEL learning and skills development, evidence based evaluation to identify strengths and set college and career

post-secondary goals, student centered advisory periods, academic support, career awareness, individualized HSBP - Cedar Box, and referrals to appropriate SSS to better understand facilitators and barriers to SSS not being utilized.

b) QUALITY OF PROJECT DESIGN (37 POINTS)

QPD (#1) DESIGN FOR IMPLEMENTING AND EVALUATING PROJECT

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

The ɬashaʔkʷčəɬ (Our Future) program design is modeled after the "10 Functions of Student Centered Guidance" which we know will be the most effective framework to improve our students grade level knowledge of Language Arts and Mathematics, address unmet health needs and prepare participants for post-secondary success. The **effectiveness of this approach** is demonstrated through the, Career Guidance Washington (CGW) Program, "which emphasizes personalizing guidance and planning for post-secondary options." Additionally, CGW was deemed, "an exemplar program… CGW demonstrates that there are ways to defy the odds and close gaps. **Personalized Guidance** matters." Lastly, "a personalized and student-centered approach changed the picture for students in Washington State." Student readiness data from College Spark Washington's College Readiness Initiative (CRI) showed "significant improvements for the 19 schools that implemented the CWG program and got results" (An Integrated Approach to College, Career and Life Readiness: A Case Study on Personalizing Guidance, 2017) **Implementation:** Findings of the cited case study determined that SCG design components, "are best implemented through ***strong program management***, including emphasis on ***evidence based evaluation process with a focus on student progress***; ***vertical teaming structure***

for middle and high schools ***to establish transition plans and early warning systems***; and ***strong guidance counseling leadership*** that is integrated with the schools counseling program." The łashaʔkʷčəł (Our Future) program aligns these components in the following ways:

- Strong program management: The Project Director – [redacted] is a Muckleshoot enrolled Tribal member and has over 19 years of education experience in the MIT. [redacted] has a Master's in Education and Leadership and Administration and earned an Administrative Certificate in 2012. She most recently obtained an Accounting Certificate and is the Tribes choice to be the Project Director. Additionally, the MTS School Commission is composed of 2 Tribal Council elected leaders, 3 MTS P/G/C and 1 Elder. The commission meets weekly in open forums and will provide advisory oversight alongside the Superintendent of the MTS.
- Vertical Teaming Structures: Existing SSS within MTS and MIT service array will be available to all participants of the proposed program. The SCG plans will be established through advisory sessions with the Connectors and Outreach Worker. Participants will have an assigned Connector and Outreach Worker to bridge the gap to utilizing SSS. The PD has over 19 years of experience in the MIT Education Division and a vast network of supports. The program staff will work closely with the Education leadership and provide ongoing performance reports and improvement plans to ensure the proposed program is accomplishing the objectives.
- Strong Guidance Counseling: 1:1 advisory periods (weekly) will be utilized to build trust, establish agreements for ongoing support and consistency in support representatives for participants of the program. Additionally, 1:2 advisory (at least 1 P/G/C present) will be conducted weekly, monthly and/or quarterly as determined through the SCG Plans. This component is essential as it was determined in discussions with P/G/C's and the community that, "students are tasked to build new relationships with educators as a result of turnover."

Connectors and Outreach Worker will strengthen participants abilities to have voice in their SCG plans and skills developed will identify the strength of students positive behaviors.

Evaluation: The evidence based evaluation process with a focus on student progress will be informed through utilization of the i-Ready Diagnostic assessment (https://i-readycentral.com/familycenter/what-is-i-ready/) which prepares and equips teachers by delivering actionable data that addresses the first part of the learning process – *knowing exactly where each student is*. The i-Ready diagnostics will determine baseline competency of Language Arts and Mathematics. The baseline will inform the Connectors and Teachers on best practices to personalize instruction. The tools of instruction will be reflected in each students SCG plan. The i-Ready diagnostics provides teachers with a complete picture of student performance relating to their grade level and national norms. The i-Ready is strongly correlated to state standards and consistently exceeds established benchmarks in education. For Career readiness, the ɬashaʔkʷčəɬ (Our Future) program will utilize the revolutionary platform "Xello" (https://xello.world/en/) which is a "k -12 online program that fully engages every student in building the skills, knowledge and plans for future success." Xello will be used to conduct evaluation practices and continually inform the development of participants HSBP, academic supports and transcript management.

The ɬashaʔkʷčəɬ (Our Future) program Director, staff and evaluator will meet quarterly to review assessment data from i-Ready diagnostics and foster improvement plans for program effectiveness.

QPD (#2) GOALS, OBJECTIVES, OUTCOMES

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

Goal: Establish a Career and Education – focused afterschool program for 6th – 12th grade students

- ***Objective #1)*** By the end of year 1 at least 25% of ɬashaʔkʷčəɬ (Our Future) participants will improve their Language Arts scores and increase by 5% each year after as evidence with i-Ready assessment scores
    - *Outcome #1* - Students committed to improve their Language Arts skills
- ***Objective #2)*** By the end of year 1 at least 20% of ɬashaʔkʷčəɬ (Our Future) participants will improve their overall Mathematics scores and increase by 5% each year after as evidence with i-Ready assessment scores
    - *Outcome #2* - Students are committed to improve their Math skills
- ***Objective #3)*** By the end of each year at least 50% of ɬashaʔkʷčəɬ (Our Future) participants will have a career post-secondary HSBP represented in their Cedar Box.
    - *Outcome #3* - Student Centered Guidance Plans for post-secondary career and/or education
- ***Objective #4)*** ɬashaʔkʷčəɬ (Our Future) participants will conduct two conferences per year with a Connector, a caring adult (P/G/C) and the community outlining the strategies of their plan.
    - *Outcome #4* - P/G/C have an understanding of how to support their child's educational journey

QPD (#3) DESIGN – HIGH QUALITY LIT. REVIEW/PLAN

The extent to which the design of the proposed project includes a thorough, high-quality review of the relevant literature, a high-quality plan for project implementation, and the use of appropriate methodological tools to ensure successful achievement of project objectives. **(Up to 7 points)** *Proposed project includes a* **thorough, high quality review of relevant literature:** The Grants Team researched several approaches and in various "scoping meetings" with the MTS staff,

leadership and the community it was determined that following **review of relevant literature** is closely aligned with the program framework to **ensure successful achievement of the project objectives.** The theory of practice is based on **existing evidence** of "Student Centered Guidance" in which, the definition of personalized learning is, "tailoring learning for each student's strengths, needs and interests – including enabling students voice and choice in *what, how, when and where they learn* – to provide flexibility and supports to ensure mastery of the highest standards possible" (https://www.gettingsmart.com/2016/03/12/what-is-personalized-learning) According to research, AI/AN students, "much like first generation college students… AI/AN students feel a greater sense of belonging and motivation when the education context matches their own cultural understandings of the self" Lastly, "if teachers, school psychologists and administrators focus on building relationships (connectors and outreach worker) and include interdependent ways of being in the classroom (student centered guidance, advisory), they can create identity safe contexts and thus, enhance academic performance for Native American students" (Fryberg et al., 2013). Lesson plans for the łashaʔkʷčəł (Our Future) afterschool program will be specific to grade levels and are modeled after the "Career Guidance Washington (CGW)" themes which are: 1) Career and College Development, 2) Ownership of Learning, 3) Transition Skills, 4) Learning Techniques, 5) Metacognitive Skills, 6) Academic Eligibility/Academic Acceleration, 7) HSBP , 8) Financial Literacy (Career Guidance Washington, 2016). The CGW is the **existing program to be modified** for culture signatures to be rooted in the foundation of the proposed program. For instance, requiring at least one Parent, Caregiver and/or Guardian to be actively involved in the participants support and attend the 1:2 advisory sessions monthly is an example of a cultural modification to ensure inclusiveness of family members and/or peers strengthen support effectiveness where trust establishment is a top priority. Parents are required to acknowledge the "Student-Parent-School

Compact" at orientation of each school year. MTS has various children who are in foster care and relative placement as result of being separated from their parents and potentially extended families. The importance of ensuring P/G/C's selected by participants are involved we are confident will lead to maximum effectiveness of the SCG approach and accomplishment of proposed objectives. It is not uncommon for our students to be more comfortable navigating their educational journeys with an elder and/or extended family. Additionally, The proposed program will establish "Learning Labs" each year to integrate cultural activities into the afterschool program. Added "learning labs" are as follows: Year 1: Culture Crafts ; Year 2: Digital Photography/Cinematography – Salish Art Focus ; Year 3: Culinary Arts – Traditional Foods ; Year 4: Creative Writing – Traditional Stories ; Year 5: Physical Education – Harvesting. The learning labs are reflective of community desire for a College and Education Focused Program at the MTS rooted in the Culture, Traditions and Values of the MIT. Various educators of the culture and traditions of the Tribe will be consulted in the design of lesson plans for the learning labs and weekly ɬashaʔkʷčəɬ (Our Future) afterschool program activities which include the MTS all Native American team of Curriculum Writers.

High quality plan for project implementation: The two connectors and the outreach worker will be hired within the 1st quarter of the project start date. Educators and the evaluators will be secured in the 1st quarter as well. Once employed, the Connectors will begin recruiting participants and building caseloads. The "10 Functions of Student Centered Guidance" serves as the blueprint for the ɬashaʔkʷčəɬ (Our Future) program. The design principals of a blended (leveraging technology), distributed (leveraging staff in addition to school counselors) and scheduled guidance system come to life through these functions. The ɬashaʔkʷčəɬ (Our Future) afterschool program will be offered weekly all year round and is outlined in the **high quality project implementation plan** as follows:

1. Academic Mindset and Culture: The łashaʔkʷčəł (Our Future) Connectors will review i-Ready diagnostic data. Students identified in the assessment to be testing below grade level will be recruited for introduction meeting. The Connectors will schedule an introduction meeting with students and at least one Parent/Guardian/Caregiver (P/G/C) to offer program services. The introductory meeting will start with introductions of program staff who will engage in a family mapping activity. The introductory meeting will cover the program SSS array, program lesson plans, student centered guidance schedules (homework support, academic monitoring, transcript management, SEL), and student centered post-secondary career and education plan components (HSBP - Cedar Box) to be tailored for each student and aligned to graduation requirements of Washington State. Parent permission slips will be signed to cover field trips to college institutions, Junior Achievement (JA) and various career field visits. IEP's will be reviewed to ensure a full understanding of student needs and learning supports identified.
2. Understanding Assessments: The łashaʔkʷčəł (Our Future) program staff will provide guidance for participants and their selected P/G/C's to facilitate targeted support with the goal of ensuring participants understand the **purpose of** and **successfully complete assessments**. The staff will explain assessment and customized instructional tools used in i-Ready and Xello and the process of how these assessment tools inform the individualized SCG plans and fulfill state requirements of proficiency. Connection to key milestones and tangible goals of SCG plans utilizing i-Ready and Xello assessments will be reviewed weekly with students.
3. Academic Monitoring: The PD and Connectors will conduct academic monitoring reviews consisting of checking grades (Friday Report Cards given weekly, signed by P/G/C's and returned), assistance on homework assignments, transcript management and engaging participants on a weekly basis in a 1:1 individualized setting and monthly in a 1:2 setting with

participants and at least 1 selected P/G/C. Frequency of P/G/C engagement will be determined through advisory periods with students to uplift student voice in their SGC learning plan. Best practices suggest that academic monitoring will set the stage for interventions.

4. Homework Help: The Connectors, Outreach Worker and Educators will work with each participant to develop an individualized SCG learning plan to conduct homework help in Language Arts and Mathematics as determined through i-Ready assessments, transcript and course management and homework assignments.
5. Course Selection and Transcript Management: The PD, Connectors and Outreach worker will assess participants course selections in advisory periods. Advisory periods will engage participants to have voice in their course options to build a meaningful pathway and a secure transcripts aligned to goals and state standards for graduation. The ɬashaʔkʷčəɬ (Our Future) program staff and the evaluator will consult on a monthly and quarterly review basis to ensure plan for evaluations on course selection and transcript management are effectively meeting proposed objectives and outcomes.
6. Self-Management Skills: The PD, Connectors and Outreach Worker will work with the participants, the existing SSS and P/G/C's to develop SCG plans for each participant to foster and strengthen self-management skills. Focus on skill development include: strengths, interests, study habits, time management, healthy decision making, future goals, and personal skills. IEP needs will be met with appropriate referrals to SSS offered at MTS and MIT.
7. Social Emotional Learning (SEL): The HTC at MTS is a strength based, holistic, interconnected, and deeply rational perspective of the self and includes connection to body, mind and emotions, family and kinship, community, culture, land, spirituality and ancestors. All are informed by the lasting impacts of historical trauma and the cultural, social, and

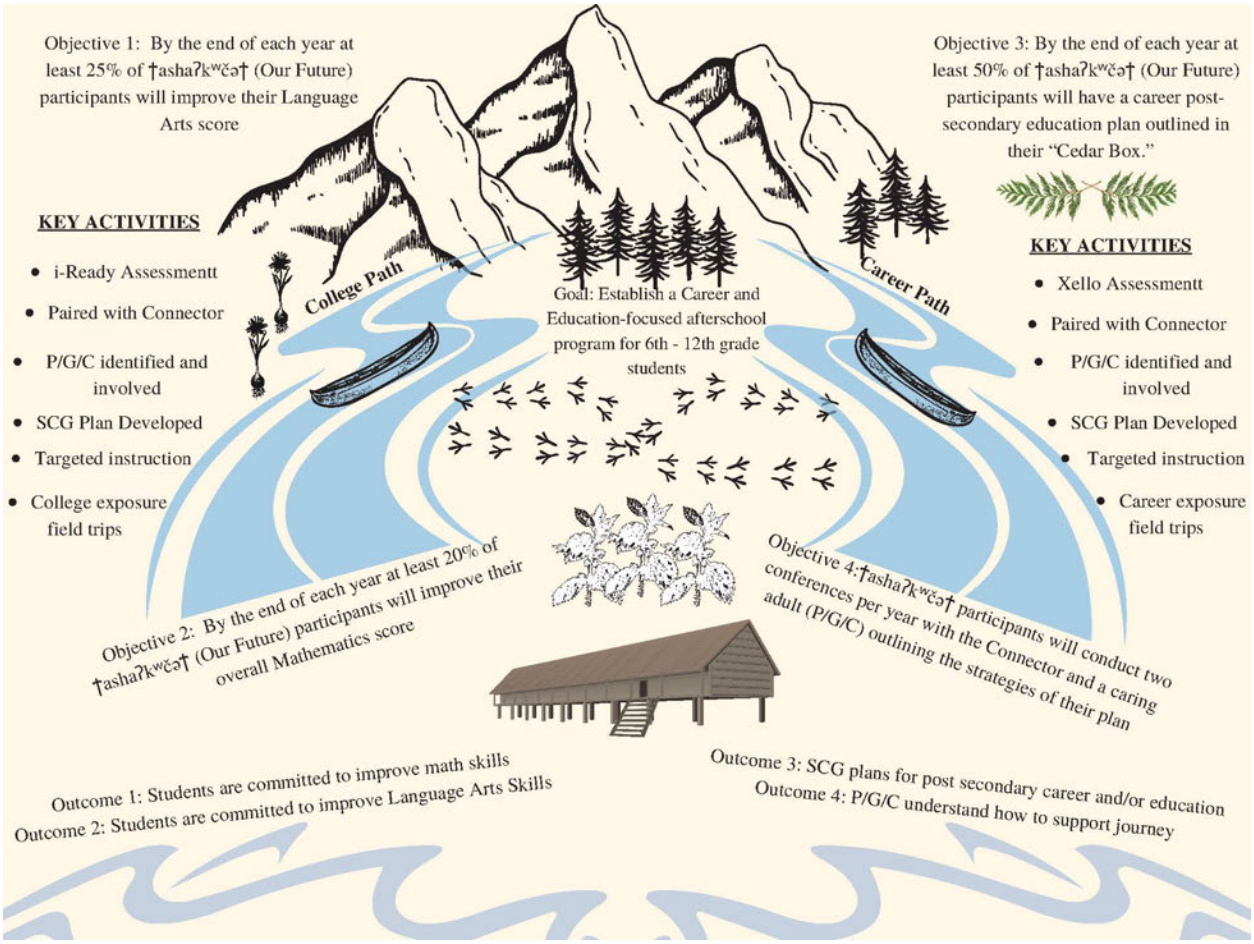
political determinants of health within the Muckleshoot community and are aligned to the Washington k – 12 SEL standards and benchmarks. The goal it to fully embrace and support academic and career goals by conducting activities and mobilizing SSS to help participants understand who they are and how to interact effectively with others.

8. College Guidance: Participants will have opportunities to gain awareness of and participate in site tours of colleges and universities with Connectors, P/G/C's and community members. College guidance activities will be aligned with HSBP – Cedar Box, assessment results and SCG plans, and students will be organized into clusters. Advisory periods will provide continuous check ins and support to ensure alignment with participant interests and adapt SCG plans to respond to assessment results and student and P/G/C feedback.
9. Career Guidance: Participants will have opportunities to gain awareness of and secure qualified employment opportunities through connection to the existing CCEOP – Summer Youth Program. The Xello Program puts students at the center of their planning experience by documenting their journey as users, build self-knowledge, explore post-secondary options, create plans (HSBP) and continually reassess as users take in new knowledge, skills and experiences. Career guidance activities will be aligned with Cedar Box – HSBP, assessment results and SCG plans and include field trips in the MIT administration and JA - Auburn.
10. Student Counseling and Referrals: The ɬashaʔkʷčəɬ (Our Future) program will build upon existing SSS and integrate a wholistic system of services including the services array of MIT to support participants in addressing any barriers both in and out of school to foster College, Career and Life readiness.

Methodological tools used for successful achievement of project objectives: Results of i-Ready Diagnostic will guide instruction for participants to work towards achieving their goals for

academic and post-secondary success. The i-Ready, Xello assessments, academic monitoring, transcript management, student counseling and referrals and the advisory period reports will be evaluated to ensure effectiveness and successful achievement of proposed objectives. The evaluator will utilize these tools to conduct outcome reports. As reflected in the Management Plan the program staff and the evaluator will meet monthly, quarterly and annually to develop ongoing reports of program effectiveness and analysis of instruction.

Figure 8: The ɬashaʔkʷčəɬ (Our Future) Program – Logic Model



QPD (#4) RATIONALE

The extent to which the proposed project demonstrates a rationale. **(Up to 10 points)** "Student Centered Guidance" is the central rationale for accomplishing the proposed objectives and

outcomes. We believe with the modification of this framework outlined in this proposal will equip students to improve scores in Mathematics and Language Arts as evidenced by i-Ready assessments and best prepare them and their P/G/C's for supporting and achieving student their goals. Evaluation conducted by "College Readiness Initiative (CRI)" showed significant gains in course taking patterns including Advanced Placement: 791 students in 2010 to 1,685 students in 2015 and Running Start: 180 in 2010 to 261 in 2015. Requirements for 4-year college entrance for Native American students increased from 32% to 70%, Student led conferences showed 90% of students participated, 30% increase in College Bound Scholarship sign ups and 79% of schools indicated program is connected to comprehensive SSS. Additionally significant results in improving school readiness culture, student aspirations and parent engagement translating to improvements in Core Subject state testing occurred in participating schools. (Career Guidance Washington Handbook Guide – Navigating College & Career Readiness for All Students, 2016).

QPD (#5) METHODS OF EVALUATION – OBJECTIVE PERFORMANCE MEASURES

The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. **(Up to 5 points)** The evaluation plan for the ɬashaʔkʷčəɬ (Our Future) program is designed to utilize assessments aligned to state standards for grade level competency. i-Ready will determine competency domain by domain of Language Arts and Mathematics. The diagnostic will inform the Connectors and Educators on best practices to personalize instruction and develop student centered tools of instruction. The tools of instruction will be reflected in each students SCG plan. The i-Ready diagnostic will cluster students with similar strengths and learning gaps for targeted instruction. Reports fostered from the advisory period, academic monitoring, student counseling and referrals, and transcript management will

produce quantitative and qualitative data of program effectiveness. Observations of educators instruction will be conducted by the ɬashaʔkʷčəɬ (Our Future) program staff and MTS curriculum writers to evaluate instruction effectiveness. A rotation of eight teachers will be recruited to ensure various teachings styles are aligned with the SCG plans and each participants goals. Rotations and cluster of participants will be informed by the evaluation practices utilizing i-Ready personalized instruction tools to ensure effectiveness of targeted instruction. Xello will align clusters with similar career interests and facilitate cluster, targeted support and career field trips to build upon the state required HSBP – Cedar Box.

c) QUALITY OF PROJECT PERSONNEL (12 POINTS)

QPP (#1) EMPLOYEMENT OF MEMEBERS – UNDERREPRESENTED

The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. **(Up to 6 points)** The MIT aims to hire the best qualified candidates for open positions within the Tribe and its enterprises regardless of race, color, national origin, gender, age, or disability. In SECTION 12 RECRUITMENT, HIRING AND POSITION CHANGE PRACTICES of the "Muckleshoot Indian Tribe – Governmental Personnel Policies and Procedures" Subsection B. Indian Preference policies are outlined. The policy includes: preference in hiring in the following order: Muckleshoot Tribal preference, Muckleshoot descendant preference, Muckleshoot community member preference, and Indian preference. Subsection D. Recruitment and Hiring Guidelines state, "All recruitment and hiring shall be conducted according to MIT's "non-discrimination and Indian Preference Policy."

QPP (#2) QUALIFICATIONS – PROJECT DIRECTOR (PD)

The qualifications, including relevant training and experience, of the project director or principal investigator. **(Up to 3 points)** Project Director (PD): [redacted] M.Ed. has over 20 years of experience in Education for the MIT. [redacted] started in entry level positions of the early learning program at MIT in 2003 and has since earned a Master's in Education with a certification in Leadership and Administration. Additionally, [redacted] has also earned an Accounting Certification in 2021. [redacted] in addition to her relevant qualifications, training and experience, she possesses vital knowledge and skills that extend beyond credentials including but not limited to: knowledge of the culture, traditions, and values of the MIT, family histories, lived experience of the growth in the education sector of MIT, experience in College and Career programming and Grant Development and Management.

QPP (#3) QUALIFICATIONS – KEY PROJECT PERSONNEL

The qualifications, including relevant training and experience. **(Up to 3 points)**

Connectors: The – Education Liaison (aka Connector) program as reflected in the job description, "Education, Experience and Training for Position," a minimum of an AA in Human Services or service related field; preferred a bachelor's degree in Social Work, Psychology, Sociology, Education or Public Administration. Two (2) years' experience as a School Counselor or related education support service, Three (3) years' experience working with youth in a native community. Community Outreach and Transporter: The Community Outreach Worker for the łashaʔkʷčəł (Our Future) program as reflected in the job description, "Education, Experience and Training for Position," a minimum of a high school diploma or equivalent and six (6) months of related experience in a community services organization is required. The job description requirements are designed to ensure fair and equitable competition for Tribal members to occupy these jobs.

d) QUALITY OF PROJECT SERVICES (10 POINTS)

Defined Local Geographic Area: The Muckleshoot Indian Tribe (MIT) has 3,148 enrolled tribal members. MTS provides K-12 classes on the MIT reservation to 546 students in rural Auburn, about 20 miles southeast of Seattle, Washington. The MTS is a comprehensive Tribally Controlled School that works in conjunction with the Bureau of Indian Education and the State of Washington as a Tribal Compact School to serve students and the Muckleshoot Community.

QPS (#1) COLLABORATION OF PARTNERS – MAXIMIZING EFFECTIVENESS

The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services. **(Up to 5 points)** The existing SSS will be an essential contributor to maximizing effectiveness of project services and include: Mental Health Therapists (2), Guidance Counselors (4), Nurse and Prevention/Intervention specialist. Partners in the MIT administration and government have committed to serve as supports for conducting activities for post-secondary awareness and potential employment. The proposed program will conduct various career exposure field trips to foster awareness and guidance on strategies to occupy key positions. The MIT program partners include: Early Childhood Education, Building Maintenance, Fisheries, Human Resources, Culture Program, Language Program, Forestry, Finance, Adult Work Training Program, Summer Youth Program and IT. These program partners are vital to serve as post-secondary work sites for the łashaʔkʷčəł (Our Future) participants as parents report, "often our kids don't even know what they have available to them once they leave school." Furthermore, Junior Achievement site located in Auburn, WA will make their JA-Biz Town (https://jausa.ja.org/programs/ja-biztown) available for 4 cohorts per year of program participants in 6th to 9th grades to participate in the 12 week program and gain simulated real world experience of various careers.

QPS (#2) SERVICES – COMMUNITY LEVEL DATA – PARENTS/FAMILIES INPUT

The extent to which the services to be offered would meet the needs of the local population, as demonstrated by an analysis of community-level data, including direct input from parents and families of Indian children and youth. **(Up to 5 points)** The MTS deeply values the perspectives of the MIT community. MTS School Commission (MSC) is made up of P/C/G's of students at MTS, two tribal council members and 1 Elder of the MIT. The MSC meets weekly and advises the MTS administration over the purpose of and strategies to build from the foundations of the culture, traditions and values of the MIT. Data gathered to inform the framework of SCG and establish MIT identity within the program foundation was conducted via phone calls to P/G/C's, survey deployment and MSC meetings. Themes of this data were reviewed and gathered by the Grants Development team and through various discussions with the and families of the MIT were conducted to further inform strengths, desires, hopes and ideas for the łashaʔkʷčəł program.

e) QUALITY OF THE MANAGEMENT PLAN (24 POINTS)

QMP (#1) MNGMT PLAN TIMELINE – RESPONSIBILITIES/MILESTONES

The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. **(Up to 14 points):** Below is the management plan to achieve the objectives with defined responsibilities, timelines and milestones for accomplishing project tasks:

Objective #1) By the end of each year at least 25% of łashaʔkʷčəł (Our Future) participants will improve their Language Arts scores as evidence with i-Ready assessment scores with 5% increase each year after.

Objective #2) By the end of each year at least 20% of ɬashaʔkʷčəɬ (Our Future) participants will improve their Mathematics scores as evidence with i-Ready assessment scores with 5% increase each year after.
Responsible Staff: Project Director, Connectors, Educators, Muckleshoot School Commission, MTS Superintendent, Program Partners and the Evaluator **Timeline (Each School Year):** 1) The PD will work Accept Grant Award, comply with special conditions, financial reports, annual reports, and attend Grantee Orientation, hire staff, conduct grant kickoff meeting will happen within the 1st quarter of the period of performance. 2) Negotiate and finalize agreements with partners, identify and recruit educators, review referral protocol of MTS, determine ɬashaʔkʷčəɬ (Our Future) Code of Ethics, formalize and adopt intake form, adopt case management model, submit required document to Dept. of Ed. 3) Assessment for i-Ready occur **twice annually** (beginning and end of school year). 4) The connectors will conduct ongoing advisory periods a minimum of once **weekly** with ɬashaʔkʷčəɬ (Our Future) participants to include understanding assessments, academic monitoring, homework help, self-management, SEL, College and Career Guidance and exposure and student counseling and referrals. 5) **Every week and/or month** (as determined by SCG plans) P/G/C's will be contacted by the program staff to check in on progress and establish effective SCG plans. 6) **Every quarter of each year**, transcript and course management will be conducted by the Connectors, Outreach Specialist and at least 1 P/C/G to build upon HSBP and grade level requirements for graduation.

7) The PD will lead all reporting and compliance efforts for the grant and will meet **weekly** with the Connectors and the Outreach Worker for review of progress towards accomplishing proposed outcomes, objectives, and goals. 8) The evaluator will compile data aligned with grant compliance and meet with the program staff **monthly**. 9) Learning labs will be established **each year** to extend the program activities beyond the federal financial assistance and create learning spaces rooted in the foundation of the culture, traditions and values of the Muckleshoot Tribe. **Milestone:** Participants and at least 1 P/C/G will have established Student Centered Guidance plans to improve Language Arts and Mathematics scores
Objective #3) By the end of each year at least 50% of łashaʔkʷčəł (Our Future) participants will have a career post-secondary education HSBP represented in their Cedar Box.
Responsible Staff: Project Director, Connectors, Educators, MTS Superintendent and Evaluator **Timeline (Each School Year):** 1) Assessment for **i-Ready occur 2 times per year** and results will identify targeted support needed for core academic subjects of Language Arts and Mathematics. 2) **Monthly** Xello assessments will be conducted to track growth in interested career fields. Participants will have the ability to utilize the Xello online platform at home as well utilizing mobile devices, computers and other technologies. 3) Advisory periods will be conducted at minimum once **weekly** which are to include academic monitoring, homework help, self-management skills, SEL, College and Career Guidance and exposure and student counseling and referrals.

4) **Every quarter of each year**, transcript and course management will be conducted by the Connectors with participants and at least 1 P/C/G.

5) Career Trips to MIT administration will occur at least **once monthly** to equip students with supports and guidance for development of HSBP – Cedar Box.

6) **4 cohorts/clusters a year** will attend the JA- Biztown trip for post-secondary career exposure and simulated experiences in the field of various careers.

Milestone: Participants begin establishing outline of HSBP – Cedar Box.

Objective #4) ɬashaʔkʷčəɬ (Our Future) participants will conduct two conferences per year with a Connector, a caring adult (P/G/C) and the community outlining the strategies of their plan.

Responsible Staff: Project Director and Connectors

Timeline (Each School Year): Twice annually, Student led conferences will engage participants to be actively involved and in charge of leading these conferences to encourage their P/G/C and the community to attend. Findings show there is significant improvements to College and Career cultures of schools when these activities are conducted and are meaningful. The Learning Lab activities will produce traditional cultural items that will be made available for P/G/C's who attend the conferences.

Milestone: Participants and P/G/C sign up to conduct, lead and attend these annual conferences

QMP (#2) DIVSERSITY OF PERSPECTIVES – PARENTS, TEACHERS, ETC.

How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project **(Up to 5 Points)** The ɬashaʔkʷčəɬ (Our Future) program staff will conduct phone calls to P/G/C's **monthly** and a *program satisfaction survey* will be sent out **twice annually** to gather perspectives on program effectiveness for each participant and effectiveness to

accomplishing student centered goals. The ɬashaʔkʷčəɬ (Our Future) program staff will work with the evaluator to develop reports and improvement plans of the proposed program which will then be posted in various forums made available to P/G/C. The Student Led conferences will be a forum for participants and their P/G/C's to provide feedback. The MTS school commission meets every week, and all meetings are open to the community. The commission will advise over the program and actively provide feedback directly to the ɬashaʔkʷčəɬ (Our Future) program staff.

QMP (#3) PROJECT DESIGN – BUILD CAPACITY – YIELD - RESULTS

The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance. (Up to 5 points) The proposed ɬashaʔkʷčəɬ (Our Future) program will hire two Connectors and one Outreach Worker to build the capacity of services contributing to the yielding of results. The program will integrate and build upon a strong multidisciplinary SSS that will continue beyond the grant the period of federal assistance. The proposed program will establish "Learning Labs" each year to extend the program activities beyond the federal financial assistance. The learning labs are reflective of community desire for a College and Education Focused Program at the MTS. The Grants Development Team will also continue to pursue various funding opportunities to ensure sustainability.

f) QUALITY OF THE PROJECT EVALUATION (7 POINTS)

QPE (#1) METHODS OF EVALUATION – PERFORMANCE FEEDBACK

The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. **(Up to 4 Points)** Ongoing evaluations and quarterly reviews will improve program effectiveness toward achieving intended outcomes. Review of i-Ready diagnostics in Language Arts and Mathematics and the use of the i-Ready personalized instruction tools are the foundational methodological tools. The i-Ready

diagnostic will identify where students are strongest and a breakdown of where the most support is needed domain by domain in Language Arts and Mathematics. The i-Ready digital suit produces actionable data and equips educators with tools to conduct targeted instruction. The diagnostic then clusters students into small and 1:1 clusters for targeted instruction. Digital lessons are then offered through i-Ready to conduct targeted support and continuously track progress on how each participant is doing and how the educator can contribute to the SCG plan for individualized support and instruction. Advisory periods with P/G/C's, Xello assessments aligned with HSBP – Cedar Box plans, community forums and feedback will ratify program assessment reports of effectiveness authored by the ɬashaʔkʷčəɬ (Our Future) program staff and the evaluator. Each year the program improvement plan will be reviewed, updated and presented to MSC, the community and the participants of the program to guide and inform program adaptation.

QPE (#2) EVALUATIONS GUIDANCE – STRATEGIES – REPLICATION

The extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings. **(Up to 3 points)** Program evaluations will be ratified into a "ɬashaʔkʷčəɬ (Our Future) – Program Manual" consisting of lessons learned, assessment strategies, data reflecting outcomes and program improvement strategies. The "ɬashaʔkʷčəɬ (Our Future) Program Manual" will be specific for Muckleshoot and posted to the MTS website available to the public as a resource for possible replication, adaptation and reference in other Tribes of the region and school districts.

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

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

Name of Institution/Organization

Muckleshoot Indian Tribe

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	197,785.00	203,276.00	208,954.00	214,757.00	220,749.00			1,045,521.00
2. Fringe Benefits	57,358.00	58,950.00	60,597.00	62,280.00	64,017.00			303,202.00
3. Travel	13,230.00	13,230.00	13,230.00	12,168.00	12,168.00			64,026.00
4. Equipment	0.00	0.00	0.00	0.00	0.00			0.00
5. Supplies	8,640.00	8,640.00	8,640.00	11,940.00	11,940.00			49,800.00
6. Contractual	12,000.00	12,000.00	12,000.00	9,000.00	9,000.00			54,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00			0.00
8. Other	149,418.00	120,026.00	109,351.00	157,474.00	150,837.00			687,106.00
9. Total Direct Costs (lines 1-8)	438,431.00	416,122.00	412,772.00	467,619.00	468,711.00			2,203,655.00
10. Indirect Costs*								
11. Training Stipends								
12. Total Costs (lines 9-11)	438,431.00	416,122.00	412,772.00	467,619.00	468,711.00			2,203,655.00

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

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

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

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

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

The Indirect Cost Rate is _____ %.

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

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is _____ %.

(6) For Training Rate Programs (check one) -- Are you using a rate that:
☐ Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or, ☐ is included in your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?