

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

APPLICATION FOR GRANTS
UNDER THE

Native American Language (NAL@ED) Program

CFDA # 84.415B

PR/Award # S415B220010

Grants.gov Tracking#: GRANT13690067

OMB No. , Expiration Date:

Closing Date: Aug 02, 2022

PR/Award # S415B220010

Disclaimer: This document is provided for informational purposes only. The document is a sample of the full application. Scanned pages, images, and charts may not be available using a screen reader. Access to the full document can be obtained by submitting a Freedom of Information Act (FOIA) request with the U.S. Department of Education at [About FOIA - Freedom of Information Act \(FOIA\)](#).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): _____ * Other (Specify): _____
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* 3. Date Received: 08/02/2022	4. Applicant Identifier: _____
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5a. Federal Entity Identifier: _____	5b. Federal Award Identifier: _____
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State Use Only:

6. Date Received by State: _____	7. State Application Identifier: _____
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8. APPLICANT INFORMATION:

* a. Legal Name: CONFEDERATED SALISH AND KOOTENAI TRIBES

* b. Employer/Taxpayer Identification Number (EIN/TIN): ██████████	* c. UEI: ██████████
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d. Address:

* Street1: PO BOX 278
Street2: _____
* City: PABLO
County/Parish: _____
* State: MT: Montana
Province: _____
* Country: USA: UNITED STATES
* Zip / Postal Code: 59855-0278

e. Organizational Unit:

Department Name: _____	Division Name: _____
---------------------------	-------------------------

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: ██████ * First Name: ██████
Middle Name: _____
* Last Name: ██████
Suffix: _____

Title: CONTRACTS SPECIALIST

Organizational Affiliation:
Confederated Salish and Kootenai Tribes

* Telephone Number: ██████████ Fax Number: _____

* Email: ██████████

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

I: Indian/Native American Tribal Government (Federally Recognized)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.415

CFDA Title:

Indian Education National Activities (State Tribal Education Partnership (STEP) and Native American Language (NAL)

*** 12. Funding Opportunity Number:**

ED-GRANTS-060322-001

* Title:

Office of Elementary and Secondary Education (OESE): Office of Indian Education (OIE): Indian Education Discretionary Grant Programs: Native American Language (NAL@ED) Program, Assistance Listing Number (ALN) 84.415B

13. Competition Identification Number:

84-415B2022-2

Title:

Native American Language (NAL@ED) Program

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

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*** 15. Descriptive Title of Applicant's Project:**

KLEW-THIS PROJECT WILL ESTABLISH A KOOTENAI LANGUAGE CURRICULUM WITHIN THE SCHOOL.

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="1,499,305.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="1,499,305.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

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View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 18, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

G.E.P.A.

(General Educational Provisions Act Section 427)

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, located in Pablo, Montana, serves students throughout the Flathead Reservation. The CS&KT Tribal Council and the Two Eagle River Eagle School Board are strongly committed to equal access and treatment for all students, families, employees, and the general public.

Two Eagle River School Board's policy of nondiscrimination guides and governs decision making at all levels. Such policies incorporate the following principles: the Board of Education shall not discriminate against children, parents or guardians of children, employees, applicants, contractors, or individuals participating in board and/or agency sponsored activities. The Board is committed to the provision of equal access in all child/family/employment and business programs, activities, services and operations that are deployed or provided directly by the board, as well as those operated or provided by another entity on behalf of the board under contractual or other arrangements. This policy is established to provide an environment free from discrimination and harassment based upon age, race, color, disability, gender, marital status, national origin, religion, or sexual orientation.

Two Eagle River School and CS&KT Personnel Department monitor, coordinate, and recommend action to ensure compliance with the above policies. To effectively and fairly resolve conflicts should they arise, the school and tribe have established grievance procedures related to equal access for applicants, employees and/or children and their families alleging discrimination. These procedures are accessible for use by consumers, employees, and the

general public. The school also offers in-service training to increase staff effectiveness in recognizing and correcting biased attitudes.

Two Eagle Rivers School and its partners are committed to implementing ten specific strategies for ensuring equal access to and participation in grant activities for consumers, staff of partnering agencies, and employees. The following steps will be carried out with the intent to reduce and eliminate access barriers based on gender, race, national origin, color, disability, and age to maximize participation in the grant program:

1. Develop and administer a pre-participation survey to targeted attendees of grant-related events, such as trainings and workshops. The purpose of the pre-participation survey will be to solicit information from consumers regarding special access requirements – such as wheelchair access and signers.
2. All grant program-related sessions/activities should be held in Americans with Disabilities Act (ADA) accessible and compliant facilities. As needed, the grant staff will further develop and implement a ‘plan of action’ that will address the identified special access needs indicated by program registrants that go over and beyond the access provisions of the ADA facilities, themselves.
3. Coordinate and offer cultural sensitivity and ADA training for program staff, as recommended by Two Eagle Rivers School and CS&KT Personnel Department.
4. Hire, recruit, and involve individuals from social and ethnic minority groups, multi-lingual individuals, consumers, and individuals with disabilities to plan, implement, and evaluate program services, to the greatest extent possible.
5. Develop or acquire and disseminate culturally relevant and sensitive curriculum and information materials that can be understood and accessible to all potential participants, regardless of their unique challenges or backgrounds.

6. Offer transportation vouchers for advisory members of the program and participants who must use personal or public transportation to attend grant meetings, activities, and workshops, as needed and if available.
7. Offer multi-lingual services for consumers and others as needed and appropriate.
8. Offer onsite childcare for individuals who must bring their children to program training events and activities (as available).
9. Arrange for assistive technology devices to translate materials for participants in need of services (as available).
10. Post information materials, schedules of events, and program assessments on the internet – which will enable assistive computer devices to interpret the materials for users. Ensure all potential users have direct access to these resources through the provision of usable workstations and/or computer labs, to the greatest extent possible.

The above listed provisions and strategies will help to ensure that the following principles are reflected in our work with children and the community: valuing diversity and similarities among all peoples; understanding and effectively responding to cultural differences; willingness to continually engage in cultural self-assessment at the individual and organizational level; making adaptations to the delivery of services; and institutionalizing cultural knowledge and avenues for improvement in programming and service delivery.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION		
<input style="width: 100%;" type="text" value="CONFEDERATED SALISH AND KOOTENAI TRIBES"/>		
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE		
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 200px;" type="text"/>	Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text"/>	Suffix: <input style="width: 100px;" type="text"/>	
* Title: <input style="width: 300px;" type="text" value="TRIBAL COUNCIL CHAIRMAN"/>		
* SIGNATURE: <input style="width: 300px;" type="text"/>	* DATE: <input style="width: 150px;" type="text"/>	

**U.S. Department of Education Supplemental Information for the SF-424
Application for Federal Assistance**

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
<input type="text"/>				

Project Director Level of Effort (percentage of time devoted to grant):

Address:

* Street1:	<input type="text" value="PO BOX 278"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="PABLO"/>
County:	<input type="text"/>
* State:	<input type="text" value="MT: Montana"/>
* Zip Code:	<input type="text" value="59855-278"/>
Country:	<input type="text" value="USA: UNITED STATES"/>

* Phone Number (give area code)	Fax Number (give area code)
<input type="text"/>	<input type="text"/>

* Email Address:

Alternate Email Address:

2. New Potential Grantee or Novice Applicant:

a. Are you either a new potential grantee or novice applicant as defined in the program competition's notice inviting applications (NIA)?

Yes No

3. Qualified Opportunity Zones:

If the NIA includes a Qualified Opportunity Zones (QOZ) Priority in which you propose to either provide services in QOZ(s) or are in a QOZ, provide the QOZ census tract number(s) below:

<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

4. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #(s): 1 2 3 4 5 6 7 8

No Provide Assurance #(s), if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

Add Attachment

Delete Attachment

View Attachment

Abstract

An abstract is to be submitted in accordance with the following:

1. Abstract Requirements

- Abstracts must not exceed one page and should use language that will be understood by a range of audiences.
- Abstracts must include the project title, goals, and expected outcomes and contributions related to research, policy, and practice.
- Abstracts must include the population(s) to be served.
- Abstracts must include primary activities to be performed by the recipient.
- Abstracts must include subrecipient activities that are known or specified at the time of application submission.

For research applications, abstracts also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that the investigation builds upon and that provides a compelling rationale for this study).
- Research issues, hypotheses and questions being addressed.
- Study design including a brief description of the sample including sample size, methods, principals, and dependent, independent, and control variables, as well as the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

1. Project Title: Growing the Kootenai Nation's **Ksanka Language and Education Warriors (Project KLEW)**

2. Institution: Two Eagle River School

3. Eligibility: TERS is a school operated by the Bureau of Indian Education who has received authorization from the Confederated Salish and Kootenai Tribes

4. Native Language(s): Ksanka

5. Partners: The Kootenai Culture Committee

6. Priorities: Absolute Priority 1: Develop and Maintain New Native American Language Programs. To meet this priority, TERS proposes to develop and maintain a Native American language instructional program in the Ksanka language that (a) Will support Ksanka language education and development for Native American students, as well as provide professional development for teachers and, as appropriate, staff and administrators, to strengthen the overall language and academic goals of TERS; (b) Will take place at TERS; and (c) Does not augment or replace a program of identical scope that was active within the last three years at TERS. **Competitive Preference Priority 1:** Support Project Sustainability With Title VI Indian Education Formula Grant @ 100% of future funding dedicated to Ksanka Language Instruction (7 points). **Competitive Preference Priority 2:** Preference for Indian Applicant (5 points).

7. Project Goals: Goal 1: TERS students will increase their knowledge and use of Ksanka language. Objective 1.1 TERS students will increase their knowledge and use of Ksanka language through formal daily instruction and participation in cultural and language events in the community and at culturally significant sites. Objective 1.2 TERS students will increase their motivation and interests in learning and using Ksanka language for daily conversations, for learning, and for sharing with others. Objective 1.3 TERS students who are learning Ksanka will engage in monthly activities in which they will have opportunities to dive deeper into the language. **Goal 2:** TERS staff and parents, and Ksanka language mentors/teachers will enhance their knowledge and ability to teach and learn Ksanka language. Objective 2.1 TERS staff and KCC language mentors and apprentices will engage in professional development to increase their knowledge of the tools, resources, strategies, and approaches to language learning. Objective 2.2. TERS parents will increase their use and knowledge of Ksanka language through events and workshops focused on Ksanka language learning. Objective 2.3 TERS will develop computer applications and Virtual Reality programs and resources that will promote Ksanka language learning.

8. Project Description: TERS will partner with the Kootenai Culture Committee who will provide two language apprentices who will teach Ksanka classes to a minimum of 50 students. Summer events will be planned collaboratively with the KCC for students and staff to visit cultural sites and experience the Ksanka language in the context of place. Community outreach will also be planned with KCC, including opportunities for TERS students to teach younger students at sites such as CS&KT Early Childhood Services. Class time will be spent with TERS students to develop materials that can be shared with younger students in the community at cultural events and gatherings. Professional development will be provided to language apprentices and TERS staff to utilize a variety of methods and approaches to learning Ksanka. This PD will empower language instructors and staff to explore and utilize the strategies that create a goodness of fit between their teaching styles and students' learning styles.

9. School Data: The KLEW project will collect and analyze: (a) pre and post Ksanka language assessments results, (b) the total number of participating Native American students served and total number of students enrolled in Ksanka classes, (c) the number of staff participating in professional development, (d) the number of language mentors who become certified with a Class 7 license in Montana, (e) the number of parents and staff who participate in Ksanka language and cultural events, and (f) the number of parents and staff who increase their knowledge and use of Ksanka language in their personal conversations and professionally through lesson planning and inclusion of Ksanka in their teaching or exchanges with students. We will also collect, analyze, and report on data requested by the Department.

10. Contact: Rodney Bird, Project Director, 406-675-0292 rbird@twoeagleriverschool.org.

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 around 130 students throughout the entire Flathead Indian Reservation. 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 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 Reservation'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 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, two cultural advisors (one Salish and one Kootenai), one parent/family liaison, and two support staff.

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.

Salish language instruction has been a critically important component of TERS’ curriculum. However, our school has struggled to provide a consistent and sustainable Ksanka (Kootenai) language program for over five years. There are distinct differences among the Confederated Salish and Kootenai Tribes, culturally and linguistically, depending on whether members are Salish, Kootenai, or Pend d’Oreilles. Therefore, although we have a Salish

language program and developed curriculum, we have not been able to offer formal Ksanka language classes. We have employed a Kootenai cultural advisor who promotes Kootenai culture in the school but we have been unable to locate a Ksanka language teacher. One reason for this inability is due to the fact that there are only a handful of proficient or fluent Ksanka language speakers and the majority of these speakers are elders. These elders do not have enough stamina to teach Ksanka language classes each day to 8-12th grade students. However, the Kootenai Culture Committee, recognizing the dire need for Ksanka language teachers, has created and is implementing a Ksanka language revitalization program. This program has hired nine language apprentices who are being mentored by fluent language speakers. Leading this group of apprentices are elders and fluent speakers, including Dorothy Birney, a linguistic and anthropological/cultural consultant. Dorothy and Vernon Finley, Chairman of the Kootenai Culture Committee, are both fluent speakers and have been teaching and mentoring nine language apprentices who are now in need of teaching experience, which would promote their growth as Ksanka speakers and teachers. The Kootenai Culture Committee (KCC) will partner with TERS to provide Ksanka language instruction each day for three periods to TERS students. We will also partner with the KKC to provide workshops and classes to parents who want to learn Ksanka. We will collaborate on professional development focused on a variety of evidence-based strategies for teaching and learning native languages. We are calling our project, Growing Kootenai Nation's Ksanka Language and Education Warriors (KLEW). This project is based upon the philosophies and strategies that have been shown to have the most promising impacts on native language learning.

a) Quality of the project design

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

Goal 1: TERS students will increase their knowledge and use of Ksanka language.

Objective 1.1 TERS students will increase their knowledge and use of Ksanka language, as measured on pre and post assessments, through formal daily instruction and participation in cultural and language events in the community and at culturally significant sites.

Objective 1.2 TERS students will increase their motivation and interests in learning and using Ksanka language for daily conversations, for learning, and for sharing with others as measured by surveys.

Objective 1.3 TERS students who are learning Ksanka will engage in monthly activities in which they will have opportunities to dive deeper into the language by teaching Ksanka language to younger students, hearing and recording cultural stories from elders, or engaging in experiential cultural learning events.

OUTCOMES: Ksanka language skills and use by TERS students will increase each year as measured by pre and post language assessments. There will be a significant increase in the number of proficient Ksanka speakers. There will be an increase in the number of students interested in teaching Ksanka as measured by career interest surveys and student interviews. There will be an increase in the daily attendance of TERS students by 10% by the end of the Project.

Activities: The KCC language mentors and apprentices will meet with TERS Leadership Team and formalize our Memorandum of Agreement and develop a schedule for Ksanka classes. The KCC will provide two language apprentices who will teach three periods of Ksanka classes to a minimum of 50 students. Summer events will be planned collaboratively with the KCC for

students and staff to visit cultural sites and experience the Ksanka language in the context of place. Community outreach will also be planned with KCC, including opportunities for TERS students to teach younger students at sites such as CS&KT Early Childhood Services – Head Start and Early Head Start. TERS currently has an agreement with ECS for our TERS students to provide literacy experiences for Head Start and Early Head Start children; we will expand on these experiences to include activities, stories, and books in Ksanka. Class time will be spent with TERS students to develop materials that can be shared with younger students at ECS and in the community at cultural events and gatherings.

Goal 2: TERS staff and parents, and Ksanka language mentors/teachers will enhance their knowledge and ability to teach and learn Ksanka language.

Objective 2.1 TERS staff and KCC language mentors and apprentices will engage in professional development to increase their knowledge of the tools, resources, strategies, and approaches to language learning, as measured by pre and post surveys.

Objective 2.2. TERS parents will increase their use and knowledge of Ksanka language through events and workshops focused on Ksanka language learning.

Objective 2.3 TERS will develop computer applications and Virtual Reality programs and resources that will promote Ksanka language learning.

OUTCOMES: Ksanka language skills and use by TERS students will increase each year as measured by pre and post language assessments. There will be a significant increase in the number of proficient Ksanka speakers as measured by post-test assessments. There will be an increase in the number of students interested in learning and teaching Ksanka, as measured by surveys. There will be an increase in the use of Ksanka in the regular curriculum as measured by teacher reports and surveys. There will be an increase in skills and abilities of the Ksanka language teachers/mentors as measured by classroom and self-evaluations and surveys. There

will be an increase in the number of teachers incorporating Ksanka language and Kootenai culture into their curriculum and teaching. There will be an increase in the number of technology resources utilized for Ksanka language learning.

Activities: Professional development will be ongoing throughout the school year through weekly shared book opportunities. TERS staff and parents will be provided with a book that focuses on native language learning, such as Antoine Treuer's book, *The Language Warrior's Manifesto: How to Keep Our Languages Alive No Matter the Odds* or Leanne Hinton's book, *How to Keep Your Language Alive*. Staff will be provided with a stipend for attending professional development classes and shared book experiences to compensate them for work outside of school/work hours. Workshops for language apprentices/mentors will be planned, scheduled, and delivered. These workshops include topics such as The Natural Approach; Immersion Schools, Philosophies, and Approaches; Total Physical Response Storyteller (TPRS); Classroom Management, Instruction, Assessment, and Lesson Planning and will be delivered by experts in the field. We hope to secure local, national, and tribal experts, such as: Leanne Hinton, linguistic professor, immersion specialist, and author of the book, *How to Keep Your Language Alive: A Commonsense Approach to One-on-One Language Learning*; Richard Little Bear, President of Chief Dull Knife College, poet, and native language specialist; Jim McDermotte, specialist on TPRS; and Darrell Kipp, founder of the Piegan Institute on the Blackfeet Reservation. TERS will partner with consultants who have expertise in developing virtual reality and computer applications to work with students and staff to develop computer and virtual reality programs for learning Ksanka. Professional development will also consist of ongoing mentorship in which the KCC apprentices work with their KCC mentors and elders to reflect on their teaching and opportunities for improvement.

(2) The extent to which the project design will ensure that students' progress toward grade-level and developmentally appropriate fluency in the Native American language.

The TERS KLEW project has been designed to ensure that our TERS students are making gains in learning Ksanka through (a) the provision of professional development to guide Ksanka instruction and assessment, (b) the instruction of Ksanka to students, staff, and parents through classes and cultural events is grounded in research on language learning, and provides a multitude of ways to learn and use Ksanka; and (c) parents are provided with support and incentives for learning Ksanka language.

Our guiding principles in the development of our proposal include:

- We believe that our language is sacred, and learning and teaching our language means engaging in sacred activities. This belief is demonstrated through the significant, cultural connections that are made through a common language
- We learn and teach our native language best when we have opportunities to use language in meaningful ways, including conversations and to promote new learning.
- One of the best ways to learn a language is to teach the language – language is meant to be shared (Hinton, 2002).
- We believe that to reclaim our dreams as Native people, we need to focus on our traditional stories and cultural traditions as we teach the language.
- We have a responsibility to share our language with others, as it is in this way that language instruction and language use becomes sustainable.
- We need to embrace a variety of approaches and resources to teaching and learning the language, including the use of technology and virtual reality. “Research confirms that approaches to language learning which incorporate opportunities to use all learning

modalities in cooperative contexts are optimal for all children. These strategies are particularly appropriate for Native American children who learn best by using all their senses in environments where cooperation is emphasized. The most powerful language curricula are those which maximize opportunities for multiple channeling and cooperative learning” (Hirst & Slavik, 2022, p. 5).

- Our dedication to Ksanka language instruction will promote not only growth of students’ language skills, but we also predict that academic and social/emotional skills will also be enhanced. “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).
- We believe that our elders hold a critical role in the development of Ksanka language warriors. “These elders can also be the “language mentors” to the teachers who are not (yet) fluent. We will call the non-fluent teachers the “teacher-learners,” since they are both teaching and learning the language. These teacher-learners may also frequently utilize the help of linguistic materials that are available in the language, and sometimes enlist the help of linguists as well” (Hinton, 2002, p 2). An intergenerational approach is essential as we want to utilize our elders while they are still available; they hold the key to language and culture.
- We believe that it is important to explore a variety of approaches to teaching and learning Native languages, as we embrace those strategies that create a goodness of fit between teaching styles and students’ learning styles and demonstrate to be most effective for our students.

In summary, our journey to reclaiming our native languages begins with open hearts, open minds, and a lot of dedication and commitment from the cultural leaders and Ksanka speakers who are willing to engage in this critical work with TERS students, staff, and parents.

(3) The extent to which the proposed project will incorporate parent engagement and participation in Native American language instruction.

Parents are integral to all aspects of a student's life and learning and TERS upholds this belief in its work with students' parents, extended family members, and guardians. We have identified goals and objectives for the KLEW project that will directly involve and impact TERS parents. In addition, we will seek guidance from TERS parents about the KLEW project through our parent advisory board and parent surveys. This annual feedback will ensure that we are meeting the needs of our TERS family members for Ksanka language learning, as well as our TERS students and staff. We are also budgeting to provide an hourly stipend for TERS families for participating in Ksanka language events and classes through another funding source. We believe that by honoring the time parents and family members devote to Ksanka language, we can further advance the work we are doing with students. Families play an important role in language learning and we want to ensure that we are meeting family needs as they engage in the journey to learn and use Ksanka language.

(4) The quality of the approach to developing and administering pre- and post-assessments of student Native American language proficiency, including consultation with individuals with assessment expertise, as needed.

Pre and post language assessments will be utilized throughout the KLEW project to ensure that students, families, and staff are making progress in learning and using Ksanka language and that our KLEW program is accomplishing goals and objectives. These assessments will be further developed and utilized by the KCC and will be modified to ensure that they are

appropriate for TERS students. We also plan to provide assessment workshops in our professional development. The article, *Community-Anchored Assessment of Indigenous Second Language Learning in K-12 Schools* provides guidance into the process of language assessment, and we will utilize this resource and the author's insights to ensuring that our language assessments are meaningful, relevant, accurate, and useful. The following description of the process of assessment employed by the Inuit nation will be applied to our KLEW project.

The Inuttitut proficiency assessment developed and implemented for the K-12 Inuttitut review had multiple interrelated purposes. It provided a snapshot of where learners are currently at in their Inuttitut learning for the purpose of designing curriculum. It also provided insight into which types and degrees of proficiency the students are acquiring (or not). The process of designing, implementing, and reflecting on the effectiveness of the proficiency assessment tools was also a step in the process of understanding which methods of assessing Inuttitut learning outcomes might be appropriate in Nunatsiavut.

In developing the assessment, we considered other stand-alone tools that had been developed in similar contexts and/or with similar goals. We wanted the assessment process to be comfortable for the assessors and the learners, and for the learners to have a chance to show what they know and are able to do in Inuttitut. We also needed a process that was time efficient and could be completed without requiring too much of the assessors', students', and school's time. We settled on a two-stage approach that combined self assessment with observational/interactive assessment. Proficiency indicators were adapted from benchmarks developed for K-12 Indigenous second

language learners, including those developed by the Manitoba Education and Citizenship and Youth (2007) and Northwest Territories (2019), as well as those summarized in Haynes et al. (2010) review of Indigenous language learning assessment. We took into account what Sarah and Joan knew the students were likely to have had an opportunity to learn (or not). We workshopped the tools, once developed, with Inuttitut teachers in a professional learning meeting to get their feedback prior to implementation (Tulloch, Lane, Moore, et al, 2022, p. 6-7).

In addition to employing the philosophical framework based upon this article, we plan to secure presentations from the authors of this article or other native language assessment specialists to provide initial guidance and follow-up mentorship. These professional development opportunities will ensure that our project is utilizing the most relevant, current, and informative assessment processes that guide our instruction, measure student growth, and provide feedback for program improvements.

(5) The extent to which the performance feedback and continuous improvement are integral to the design of the proposed project.

The KLEW evaluation 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 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. Evaluation data will include the required GEPR data: (a) The number and percentage of students who attain proficiency in a Native

language as determined by each grantee through pre- and post-assessments of Native language proficiency; (b) The number and percentage of participating students who make progress in learning a Native language, as determined by each grantee, through pre- and post-assessments of Native language proficiency; (c) The number and percentage of participating students who show an improvement in academic outcomes, as measured by academic assessments or other indicators; and (d) The difference between the average daily attendance of participating students and the average daily attendance of all students in the comparison group (e.g., school, LEA, Tribe, or other). Other relevant data will be gathered and analyzed, including data on professional development, parent workshops and gatherings, and surveys from students, families, and teachers.

(b) Quality of project services

(1) The quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

The CS&KT Tribal Council and the Two Eagle River Eagle School Board are strongly committed to equal access and treatment for all students, families, employees, and the general public. Two Eagle River School Board’s policy of nondiscrimination guides and governs decision making at all levels. Such policies incorporate the following principles: the Board of Education shall not discriminate against children, parents or guardians of children, employees, applicants, contractors, or individuals participating in board and/or agency sponsored activities. The Board is committed to the provision of equal access in all child/family/employment and business programs, activities, services and operations that are deployed or provided directly by the board, as well as those operated or provided by another entity on behalf of the board under contractual or other arrangements. This policy is established to provide an environment free from

discrimination and harassment based upon age, race, color, disability, gender, marital status, national origin, religion, or sexual orientation.

Two Eagle River School and CS&KT Personnel Department monitor, coordinate, and recommend action to ensure compliance with the above policies. To effectively and fairly resolve conflicts should they arise, the school and tribe have established grievance procedures related to equal access for applicants, employees and/or children and their families alleging discrimination. These procedures are accessible for use by consumers, employees, and the general public. The school also offers in-service training to increase staff effectiveness in recognizing and correcting biased attitudes.

Two Eagle Rivers School and its partners are committed to implementing 10 specific strategies for ensuring equal access to and participation in grant activities for consumers, staff of partnering agencies, and employees. The following steps will be carried out with the intent to reduce and eliminate access barriers based on gender, race, national origin, color, disability, and age to maximize participation in the grant program:

1. Develop and administer a pre-participation survey to targeted attendees of grant-related events, such as trainings and workshops. The purpose of the pre-participation survey will be to solicit information from consumers regarding special access requirements – such as wheelchair access and signers.
2. All grant program-related sessions/activities should be held in Americans with Disabilities Act (ADA) accessible and compliant facilities. As needed, the grant staff will further develop and implement a ‘plan of action’ that will address the identified special access needs indicated by program registrants that go over and beyond the access provisions of the ADA facilities, themselves.

3. Coordinate and offer cultural sensitivity and ADA training for program staff, as recommended by Two Eagle Rivers School and CS&KT Personnel Department.
4. Hire, recruit, and involve individuals from social and ethnic minority groups, multi-lingual individuals, consumers, and individuals with disabilities to plan, implement, and evaluate program services, to the greatest extent possible.
5. Develop or acquire and disseminate culturally relevant and sensitive curriculum and information materials that can be understood and accessible to all potential participants, regardless of their unique challenges or backgrounds.
6. Offer transportation vouchers for advisory members of the program and participants who must use personal or public transportation to attend grant meetings, activities, and workshops, as needed and if available.
7. Offer multi-lingual services for consumers and others as needed and appropriate.
8. Offer onsite childcare for individuals who must bring their children to program training events and activities (as available).
9. Arrange for assistive technology devices to translate materials for participants in need of services (as available).
10. Post information materials, schedules of events, and program assessments on the internet – which will enable assistive computer devices to interpret the materials for users. Ensure all potential users have direct access to these resources through the provision of usable workstations and/or computer labs, to the greatest extent possible.

The above listed provisions and strategies will help to ensure that the following principles are reflected in our work with children and the community: valuing diversity and similarities among all peoples; understanding and effectively responding to cultural differences; willingness to continually engage in cultural self-assessment at the individual and organizational level; making

adaptations to the delivery of services; and institutionalizing cultural knowledge and avenues for improvement in programming and service delivery.

(2) The quality of the plan for supporting grade-level and developmentally appropriate instruction in a Native American language by providing instruction of or through the Native American language.

The plan for providing grade-level and developmentally appropriate Ksanka language instruction begins with our partnership with the Kootenai Culture Committee (KCC). The KCC will provide two Ksanka apprentices who will teach three one-hour classes each school day to small groups of students. These students will be grouped by grade level: 8th grade, 9th to 10th grade, and 11th to 12th grade. Students will be given a Ksanka language assessment during the first quarter of the school year. If it is determined after this assessment that students would benefit from a skill-leveled class, instead of grade level, this change will be made in the second quarter. Students will be given opportunities to express their interests in participating in cultural and teaching events through surveys and individual interviews. This way, we can ensure that we are providing *individually appropriate* Ksanka education to our students.

We are also planning to utilize technology as a motivator for students to engage in the language. We plan to provide opportunities for students to interview Kootenai elders and language speakers and record their interviews and stories. This video process will be supported with a technology consultant who can blend Ksanka language with the technology. The KCC has developed a computer app for Ksanka language that will be utilized by the school and students and serve as a basis for our work with virtual reality tools. Within the first six months of the Project, students will be engaged in learning the technology aspects that they can utilize when doing interviews in the summer. This technology learning will be provided during an after-school program. We are planning to provide students with experiences at culturally significant

sites during the summer, and these events will provide excellent opportunities for interviewing elders and recording their stories and teachings. These videos will then be utilized in year two of our project to create virtual reality experiences for students and parents to utilize for further advancing their Ksanka skills and knowledge of Kootenai culture.

(3) The extent to which the project will provide professional development for teachers and, as appropriate, staff and administrators to strengthen the overall language proficiency and academic goals of the school(s) that will be served by the project, including cultural competence training for all staff in the school.

Professional development is a critical key to the success of the KLEW project. We plan to provide specific workshops for teachers and language apprentices and mentors in addition to ongoing mentorship and support. 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. Professional development events and opportunities will be planned annually and will be delivered by specialists and experts in native language learning. Our topics planned for year one are included in our goals and objectives under Activities.

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.

(4) 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.

The partners for the KLEW project include tribal agencies and resources with relevant expertise needed to implement the project and achieve the stated outcomes. The major partner is the Kootenai Culture Committee, who has expertise in project management, qualified individuals to serve as project leads or student mentors, and a deep understanding of the strengths and barriers that impact Ksanka language learning. Other partners include CS&KT Early Childhood Services, the Flathead Reservation Boys and Girls Club, and Salish Kootenai College. These partners were chosen because of their demonstrated readiness to improve outcomes for TERS students around Ksanka language 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 Ksanka, which is why we are partnering with Early Childhood Services and the Flathead Boys and Girls

Club. Additionally, our TCU partner will be able to offer TERS students dual enrollment courses in Ksanka.

(5) The extent to which the percentage of the school day that instruction will be provided in the Native American language is ambitious and is reasonable for the grade level and population served.

Ksanka language instruction will be provided for four hours/week to TERS students. Three one-hour Ksanka classes will be scheduled each day to ensure that TERS students are provided with opportunities to take Ksanka classes. We believe that this amount of language instruction delivered over the course of a school year is sufficient as it will provide 144 total hours of Ksanka instruction per year. Additionally, language classes will be offered during the summer at cultural sites each year of the project, and technology supports will be provided to students in year two of the project to further advance their learning outside of the classroom.

(c) Quality of project personnel

(1) 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.

To the greatest extent possible, KLEW Project personnel will be American Indian who have traditionally been underrepresented. 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 extent to which teachers of the Native American language who are identified as staff for this project have teaching experience and are fluent in the Native American language.

The language teachers for KLEW will be energetic and enthusiastic Ksanka language apprentices who are committed to learning and teaching the Ksanka language. These teachers are being mentored by the most fluent and proficient Ksanka speakers and elders. They will be guided through professional development events and ongoing, hands-on support focused on lesson planning, classroom management, instructional methods, and assessment of student learning. The KCC and TERS will select two language teachers based upon their skills in teaching, their fluency in the language, and their dispositions for teaching and learning. We believe that these language teachers will be positive role models for our TERS students. The language instructors will be supported by the TERS Kootenai Cultural Specialist, who is a Kootenai elder. This individual will provide mentorship to the language teachers in addition to the mentorship being provided to them by the KCC elders and staff.

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

██████████, the Project Director for the KLEW 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. ██████████ earned a B.S. degree and an M.A. in Administration from the University of Montana. ██████████ 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%. ██████████ 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. ██████████ resume is in Attachment A with other key staff.

██████████ will provide consultation to the KLEW Project as the Project Coordinator (1FTE) and provide expertise to the areas of curriculum, project coordination, and professional development. ██████████ 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. ██████████ 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. ██████████ has a B.S. in Elementary Education, an M.S. in Child Development, and an Ed.D. in Ed Leadership. She is knowledgeable about native language programming and recently assisted Stone Child College on the Rocky Boy Reservation to develop and accredit an associate's degree in Cree language. As part of this program development, she taught a required course for the program on language acquisition and theory during spring semester, 2022. ██████████ has been a Project Coordinator for previous TERS grants, including an NYCP grant. Her familiarity with OIE reporting requirements, program evaluation, budgeting, and overall grant management will be an asset to the KLEW project and ensure that our project completes activities and fulfills its obligations with fidelity.

(d) Adequacy of resources

(1) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

The TERS KLEW project was designed to provide the greatest impact for Ksanka language learning while utilizing existing resources and funding, and thus maximizing the supplemental funding provided from the OIE. By partnering with the Kootenai Culture Committee, we can ensure that Ksanka language instruction at TERS is sustained beyond the period of grant funding. Grant funds are dedicated to creating new language learning resources,

supporting our school to work with tribal partners, and providing motivation and excitement around Ksanka language learning. A detailed budget narrative is provided that outlines our costs and provides a rationale for each budget item. Our total budget for year one is \$299,861. This amount is reasonable considering the significance of the work we will be accomplishing. We will be building the capacity of the Kootenai nation to ensure that its Ksanka language remains alive, vibrant, and utilized by the Kootenai people. As there are only a handful of proficient Ksanka language speakers, the timing is critical to saving and sustaining the language and culture of the Kootenai people. We believe that our TERS students have a desire to learn their language and that our school provides the best context for such learning. The KLEW project was designed to build upon existing programs, ensure goodness of fit for our students, and utilize current and new resources to engage learners, all of which are effective practices of being good stewards of funding.

(2) The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support.

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 among TERS students, staff, and parents and the way that they value and use Ksanka language in their daily lives. The resources, including the curriculum, assessments, and technology tools which are created as a result of this project will be utilized by TERS as they plan to devote 100% of its Title VI of ESEA funding to continue the work of Ksanka instruction after KLEW funding and support.

(e) Quality of the management plan

(1) 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.

The management plan for the KLEW project 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 KCC director to ensure adequate communication and data sharing. A detailed Project Management Plan is included in the Appendices of the proposal which aligns the project objectives, activities, timeline, individuals responsible, and milestones, data, and evaluation needs. This chart is included as an Appendices in order to best visually represent the information using a table with smaller font and single space.

(2) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

TERS has been the successful recipient of OIE funding in the past, and we believe that we have crafted a project management plan based upon our previous experience with grants of this nature and scope. By having a .25 Project Director who is available for leadership, decision-making, and overall project management, paired with a I FTE Project Coordinator who is responsible for the day-to-day operations and collaborations, we are well prepared to fulfill the objectives of the KLEW project. We will be enlisting and utilizing support from the TERS Leadership Team, the Kootenai Culture Committee, and the TERS Board of Directors who will also ensure that the KLEW project is successful in its operations and are meeting project objectives. Additionally, the TERS faculty and staff will work towards meeting KLEW objectives as they engage in this critical work together. In addition to meeting project goals and objectives, the KLEW is aligned with priorities established by the CSKT Tribal Council. The Tribal Council has required each department to develop an annual work plan of how they will meet their goals of addressing the need for language revitalization. Therefore, the KLEW project will have the support of the leaders of the Tribe and the Tribal Council.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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**2022 TERS NAL@ED Proposal
KLEW Budget Narrative**

Year One:

1. Personnel

1) Faculty stipends for curriculum enhancements \$50/hour for faculty to include Ksanka culture and language in their classes/curriculum. For 11 teachers working 10 hours/month for 9 months = \$49,500. ***These stipends are essential for all goals related to TERS faculty.***

2) Faculty/staff stipends for attending professional development: 36 staff, language mentors/teachers, and TERS faculty will be paid \$50/hour to attend training and PD on the methods for teaching Ksanka language and using Ksanka in the curriculum and daily conversations. For 36 staff taking 8 hour classes for 4 topics = \$57,600. ***These stipends are essential for the goals related to professional development and training around Ksanka language: building curriculum for including Ksanka language in the regular curriculum, using Ksanka in conversations and teaching, and Ksanka instruction.***

Total Personnel Costs: \$107,100

2. Fringe Benefits

The following is a breakdown of fringe costs:

Faculty and staff stipends: 11% Fringe Rate x \$107,100 = \$11,781.00

Total Fringe Costs: \$11,781.00

3. Travel

1) Travel to attend the Project Directors meeting

Airfare: \$850.00

Luggage: \$60

Mileage to the airport: 240 miles round trip x .625 = \$150.00

Per Diem: \$79.00/day x 4 days = \$316.00

Lodging: \$254.00/night x 3 nights = \$762.00

Total cost of PD meeting for 2 attendees: \$2138 x 2 = \$4276

Travel for students to visit cultural sites for 20 students, parents, and staff

Per Diem: \$59/day x 2 days x 20 participants = \$2,360.00

Hotel: \$120 x 10 rooms = \$1200.00

Mileage: .625/mile x 500 miles = \$312.50 x 3 vehicles = \$937.50

Total \$4,497.50 x 2 trips = \$8,995.00

4) Travel for professional development presenters

We are estimating travel for our professional development presenters @\$3,000 per training event. Many presenters prefer to make their own travel arrangements and we are not sure at this time where they will be coming from. However, we have worked with national presenters before and believe that although \$3,000 seems high, it is expensive to travel to Montana and this estimate is close to what we have paid in the past.

Total cost of PD travel = \$12,000.00

Total Travel: \$25,271.00

4. Equipment

None

5. Supplies

1) **General office supplies for the Project** are estimated at \$100.00/month for 12 months for a total cost of **\$1000.00**. This amount is based on past office expenses with previous grants of this nature. This will include general office supplies such as paper, pens, filing folders, toner, etc.

2) Curriculum materials for Ksanka language classes (materials for high school classes and for materials to be used with younger students): \$4,000.00 This amount is based on curriculum expenses with previous grants of this nature. This will include art materials and cultural materials.

3) HTC VIVE Pro 2 Virtual Reality System 1,405/set x 4 sets = 5,620.00. The VR systems will allow us to record elders telling traditional stories and teachings and then utilize these video recordings to support learning the Ksanka language. The cost of these systems was found on Amazon.com.

Total Supply Cost: \$10,620.00

6. Contractual

1) Project Coordinator @ 1FTE 12 month contract @ \$48,000 the Project Coordinator will support the Project Director in fulfilling grant objectives and overall success of the Project.

2) Project Evaluator @ \$15,000. The Project Evaluator will ensure that all data are collected, analyzed, and reported as planned.

3) Consultants for language instruction (PD for staff and faculty on the various methods for teaching native language) 4 events @\$3,000/each = \$12,000.00

4) Stipends for elders for storytelling, language lessons, curriculum development: \$20,000.00 (weekly visits with elders at the school, their homes, or the Kootenai Culture Committee): 5 elders x 40 weeks x \$100/meeting.

5) IT consultant for supporting teachers and students to create virtual reality apps for learning Ksanka: \$25,000/year (200 hours of consulting @ \$125.00/hour)

These positions and contracted personnel are responsible for supporting all grant objectives and are essential for successful implementation of the Project.

Total Contractual Cost: \$120,000

7. Construction Not applicable.

8. Other

Total Other Costs: \$0

9. Total Direct Costs \$274,772.00

10. Indirect Costs: 16.21% x \$154,772 (total direct costs minus contractual) = \$25,088.54

11. Year One Total Costs: \$299,861

The expenditures for years 2-5 will remain the same as year one. The travel to new cultural sites will be based upon student interests but will be limited to the budgeted amount in year one. We will plan four new professional development events and will use the same funding for these trainings. IT consultants will build upon their previous work with students and new supplies will be purchased to include more students.

Year Two:

Direct Costs: \$274,772.00

Indirect Costs: \$25,088.54

Total Budget: \$299,861.00

Year Three

Direct Costs: \$274,772.00

Indirect Costs: \$25,088.54

Total Budget: \$299,861.00

Years Four

Direct Costs: \$274,772.00

Indirect Costs: \$25,088.54

Total Budget: \$299,861.00

Years Five

Direct Costs: \$274,772.00

Indirect Costs: \$25,088.54

Total Budget: \$299,861.00

Total budget: \$1,499,305.00

Administrative Costs: No more than 5% of the budget may be allocated for administrative costs. Administrative costs have been limited to 25% of the salaries and fringe for the Project Coordinator, which is what has been required of previous administrators for this scope of a project.

Cost: \$48,000 (salary) x .25 x 5 years = \$60,000

For a total budget of \$1,499,305 only 4% of the total budget are administrative costs.



**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	107,100.00	107,100.00	107,100.00	107,100.00	107,100.00			535,500.00
2. Fringe Benefits	11,781.00	11,781.00	11,781.00	11,781.00	11,781.00			58,905.00
3. Travel	25,271.00	25,271.00	25,271.00	25,271.00	25,271.00			126,355.00
4. Equipment								
5. Supplies	10,620.00	10,620.00	10,620.00	10,620.00	10,620.00			53,100.00
6. Contractual	120,000.00	120,000.00	120,000.00	120,000.00	120,000.00			600,000.00
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)	274,772.00	274,772.00	274,772.00	274,772.00	274,772.00			1,373,860.00
10. Indirect Costs*	25,088.54	25,088.54	25,088.54	25,088.54	25,088.54			125,442.70
11. Training Stipends								
12. Total Costs (lines 9-11)	299,860.54	299,860.54	299,860.54	299,860.54	299,860.54			1,499,302.70

***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): US Dept. of the 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 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

(6) For Training Rate Programs (check one) -- Are you using a rate that:

Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or, Is included in your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?

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Name of Institution/Organization 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.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel								
2. Fringe Benefits								
3. Travel								
4. Equipment								
5. Supplies								
6. Contractual								
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)								
10. Indirect Costs								
11. Training Stipends								
12. Total Costs (lines 9-11)								

SECTION C - BUDGET NARRATIVE (see instructions)

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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.
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IF APPLICABLE: SECTION D - LIMITATION ON ADMINISTRATIVE EXPENSES

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel Administrative								
2. Fringe Benefits Administrative								
3. Travel Administrative								
4. Contractual Administrative								
5. Construction Administrative								
6. Other Administrative	12,000.00	12,000.00	12,000.00	12,000.00	12,000.00			60,000.00
7. Total Direct Administrative Costs (lines 1-6)	12,000.00	12,000.00	12,000.00	12,000.00	12,000.00			60,000.00
8. Indirect Costs								
9. Total Administrative Costs	12,000.00	12,000.00	12,000.00	12,000.00	12,000.00			60,000.00
10. Total Percentage of Administrative Costs								

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