



Minnesota Indian Teacher Training Program (MITTP) FY24 – Competitive Application

Application Coversheet

Applicant Information

Note: This is a joint grant opportunity that requires a Minnesota postsecondary institution and a Minnesota school district to apply jointly. The postsecondary institution will serve as the “fiscal host” for the grant, and the school district will serve as the “joint applicant.” In this document, “fiscal host” and “joint applicant” will be used to distinguish between both organizations.

Legal name of applicant organization (postsecondary institution) and **Fiscal Host** for the grant: Fond du Lac Tribal & Community College

Address: 2101 14th St.

City, state and zip code + 4: Cloquet, MN. 55720

Legal name of the **Joint Applicant** (school district): Fond du Lac Ojibwe School

Address: 49 University Road

City, state and zip code + 4: Cloquet, MN 55720

If district or charter school applicant, enter organization number: 1094-34

Total grant request (not to exceed \$184,000 {\$92,000 for FY24 and \$92,000 for FY25}): 184,000

Fiscal Host: Required Identification Numbers

Minnesota SWIFT vendor ID number: 0000198925-001

Federal UEI number: DD9LTK86K579

Fiscal Host: Contact Information

Identified Official with Authority (IOWA) to Sign

Instructions: Enter the contact information of the person who will sign the application in the signature section.

Name of official with authority to sign: Anita Hanson

Title: President

Phone number: 218.879.0805

Email: anita.hanson@fdltcc.edu

Primary Program (PM) Contact Information

Name of Program Contact: Sara Montgomery

Title: Elementary Education Program Coordinator

Phone number: 218.879.0859

Email: smontgomery@fdltcc.edu

Business Manager (BM) Contact Information

Name of business manager: Bret Busakowski

Title: Executive Financial Officer

Phone number: 218.879.0810

Email: bret.busakowski@fdltcc.edu

Joint Applicant: Contact Information

Identified Official with Authority (IOWA) to Sign

Instructions: Enter the contact information of the person who will sign the application in the signature section.

Name of official with authority to sign: Tara Dupuis

Title: Superintendent

Phone number: 218.878.7224

Email: taradupuis@fdlrez.com

Primary Program (PM) Contact Information

Name of Program Contact: Valerie Tanner

Title: Principal

Phone number: 218.878.7284

Email: valerietanner@fdlrez.com

Business Manager (BM) Contact Information

Name of business manager: Bridget Paulson

Title: Program Accountant

Phone number: 218.879.4593

Email: bridgetpaulson@fdlrez.com

Signature Section

Submit the completed and signed application coversheet, along with the application narrative, to mde.compgrants@state.mn.us by October 18, 2023, no later than 5 p.m. central time.

FISCAL HOST: Signature and Date of the Official with Authority to Sign

By signing below, I certify I have read the application (narrative, assurances, budget and supplemental documents, if applicable) and will comply with the approved application and assurances herein and additional state, local, federal regulations and policies that apply to my organization.

Name: Anita Hanson

Date: 10/24/23

Signature: Anita Hanson

JOINT APPLICANT: Signature and Date of the Official with Authority to Sign

By signing below, I certify I have read the application (narrative, assurances, budget and supplemental documents, if applicable) and will comply with the approved application and assurances herein and additional state, local, federal regulations and policies that apply to my organization.

Name: Tara Dupuis

Date: 10/24/2023

Signature: Tara Dupuis

OTHER REQUIRED SIGNATURES

Per Minnesota Statutes, section 122A.63, "The application must be developed with the participation of the parent advisory committee established according to section 124D.78, and the Indian advisory committee at the postsecondary institution."

Chair of the Postsecondary Institution Indian Advisory Committee Name: Dr. Robert Peacock

Signature: Robert Peacock Date: 24 Oct 2023

I certify that the parent advisory committee at the postsecondary institution participated in the development of this application.

Chair of District Parent Advisory Committee Name: Kaitlyn Miller

Signature: Kaitlyn Miller Date: 10/24/2023

I certify that the parent advisory committee at the school district participated in the development of this application.

Assurances

The applicant, by signing the coversheet to the application submitted to the State, certifies they have read all application documents, including any revised documents. The applicant agrees to comply with the approved application and all federal, state and local laws, ordinances, rules and regulations, public policies herein and all others as applicable.

1. Survival of Terms

The following clauses below survive the expiration or cancellation of this award: 4D) State and Federal Audits; 5) Liability; 6) Ownership of Materials and Intellectual Property Rights; 7) Publicity; 8) Government Data Practices and Disclosure of Breach in Security; 9) Data Disclosure; and 12) Governing Law, Jurisdiction and Venue.

2. Use of Funds

The use of funds shall be limited to that portion identified in the application materials and the attached application and by any applicable state or federal laws. Funds may not be used for gifts or novelty items (unless individually and specifically approved by the State) or for payments to vendors displaying exhibits for their profit. Funds should support the purpose and activities approved in the application. Funds must not be used to benefit state employees, or to reimburse them for any of their expenditures, including travel expenses, alcohol purchases, costs of registration fees for training sessions or educational courses presented or arranged, payments to state employees for presentations at workshops, seminars, etc., whether on state time, vacation time, leave of absence or any other non-work time.

A. The grantee, in the conduct of activities under this award, shall submit such reports as may be required by written instructions of the State within the times required by it. The State reserves the right to withhold funding if reporting requirements are not met. The grantee must promptly return to the State any unexpended funds not accounted for in the financial report due to the State at grant closeout.

B. The grantee shall present reports to the Commissioner of the Department of Education or the State's Authorized Representative. At the Commissioner's discretion, these reports may be presented at departmental, legislative, other state agency or public meetings where the grantee shall be available to explain the project and respond to questions.

C. Reimbursement for travel and subsistence expenses actually and necessarily incurred by grantee in performance of this project will be paid if allowed in the approved budget, provided that the grantee shall be reimbursed for travel and subsistence expenses in the same manner and in no greater amount than in the current "Commissioner's Plan," promulgated by the Commissioner of Minnesota Management and Budget (MMB). The grantee will only be reimbursed for travel and subsistence outside Minnesota if it has received prior written approval for such out-of-state travel from the State. The current [Commissioner's Plan](#) can be viewed to obtain current maximum expense reimbursement rates. Exceptions to these travel rates are those that may be negotiated with the University of Minnesota.

3. Equipment

Upon termination of the award, the State shall have the right to require transfer or return of any equipment purchased during the award grant period using these grant funds.

4. Financial and Administrative Provisions

A. Allowability of Costs

The allowability of costs for federal funding incurred under this award shall be determined in accordance with the procedures and principles given in the federal Office of Management and Budget (OMB) circulars located in [2 Code of Federal Regulations \(CFR\), Part 200](#) and/or as in the approved budget and/or specific legislation. For all funds, no claim for materials purchased in excess of budget categories or program services not specifically provided for in this award by the grantee will be allowed by the State unless approved in writing by the State. Such approval shall be considered to be a modification of the award. There may be additional limitations on allowable costs, which shall be noted in the award.

A grantee hosting a meeting or conference may not use federal grant funds to pay for food for attendees unless it is necessary and reasonable to accomplish a legitimate meeting, conference business for approved grant activities. Budget allocations for food must be approved by the Minnesota Department of Education (MDE). Example: A working lunch might be allowable to ensure full participation by attendees and if training continues during the lunch. Funds may not be used for entertainment, alcohol purchases or gifts. Refer to the applicable federal uniform guidance for cost principle information.

A meeting or conference hosted by a grantee and charged to the grant must not be promoted as a U.S. Department of Education conference.

B. Records

The grantee shall maintain books, records, documents and other evidence pertaining to the costs and expenses of implementing this application to the extent and in such detail as will accurately reflect all gross costs, direct and indirect, of labor materials, equipment, supplies, services and other costs and expenses of whatever nature. The grantee shall use generally accepted accounting principles. The grantee shall preserve all financial and cost reports, books of account and supporting documents and other data evidencing costs allowable and revenues and other applicable credits under this award which are in the possession of the grantee and relate to this award, for a period of no less than six years and the respective federal requirements where applicable.

All pertinent records and books of accounts related to this award and subsequent awards shall be preserved by the grantee for a period of six years subject to the following criteria:

1. The six-year retention period shall commence from the date of submission of the final expenditure report.
2. If any litigation, claim or audit is started before the expiration of the six-year period, the records shall be retained until all litigation, claims or audit findings involving the records have been resolved.
3. The grantee agrees to cooperate in any examination and audit under the provisions of this paragraph.

C. Examination

The State or its representative or the federal administering department (when applicable) shall have the right to examine books, records, documents and other evidence and accounting procedures and practices, sufficient to reflect properly all direct and indirect costs and the method of implementing the award. The grantee shall make available at its office and at all reasonable times before and during the period of record retention, proper facilities for such examination and audit.

D. State and Federal Audits

Under [Minnesota Statutes 2022, section 16B.98, subdivision 8](#), the grantee's books, records, document, and accounting procedures and practices relevant to this grant are subject to examination by the Commissioner, the State and/or the state auditor or legislative auditor, as appropriate, for a minimum of six years from the end of this grant agreement, receipt and approval of all final reports, or the required period of time to satisfy all state retention requirements, whichever is later. If federal funding, all grantees are subject to retention requirements related to audits.

If the grantee (in federal Office of Management and Budget (OMB) Circular language known as "subrecipient") receives federal assistance from the State of Minnesota, it will comply with the applicable single audit requirements. The grantee will provide copies of the single audit reporting package upon request.

5. Liability

Grantee agrees to indemnify and save and hold the State, its agents and employees harmless from any and all claims or causes of action, including all attorneys' fees incurred by the State arising from the performance of the award by grantees, agents or employees. This clause shall not be construed to bar any legal remedies grantee may have for the State's failure to fulfill its obligations pursuant to the award and subsequent awards.

6. Ownership of Materials and Intellectual Property Rights

A. Intellectual Property Rights

The State shall own all rights, title and interest in all of the intellectual property rights, including copyrights, patents, trade secrets, trademarks and service marks in the works and documents created and paid for under the award. Works means all inventions, improvements, discoveries (whether or not patentable), databases, computer programs, reports, notes, studies, photographs, negatives, designs, drawings, specifications, materials, tapes and disks conceived, reduced to practice, created or originated by the grantee, its employees, agents and subcontractors, either individually or jointly with others in the performance of this award. Works includes "Documents." Documents are the originals of any databases, computer programs, reports, notes, studies, photographs, negatives, designs, drawings, specifications, materials, tapes, disks or other materials, whether in tangible or electronic forms, prepared by the grantee, its employees, agents or subcontractors in the performance of this award. The documents will be the exclusive property of the State and all such documents must be immediately returned to the State by the grantee upon completion or cancellation of the award. To the extent possible, those works eligible for copyright protection under the United States Copyright Act will be deemed to be "works for hire." The grantee assigns all right, title and interest it may have in the works and the documents to the State. The grantee, at the request of the State, shall execute all papers and perform all other acts necessary to transfer or record the State's ownership interest in the works and documents.

B. Notification

Whenever any invention, improvement or discovery (whether or not patentable) is made or conceived for the first time or actually or constructively reduced to practice by the grantee, including its employees and subcontractors, in the performance of the award, the grantee will immediately give the State's authorized representative written notice thereof, and must promptly furnish the authorized representative with complete information and/or disclosure thereon.

C. Representation

The grantee must perform all acts, and take all steps necessary to ensure that all intellectual property rights in the works and documents are the sole property of the State, and that neither the grantee nor its employees, agents, or subcontractors retain any interest in and to the works and documents. The grantee represents and warrants that the works and documents do not and will not infringe upon any intellectual property of other persons or entities.

Notwithstanding Liability clause 5, the grantee will indemnify; defend, to the extent permitted by the Attorney General; and hold harmless the State, at the grantee's expense, from any action or claim brought against the State to the extent that it is based on a claim that all or part of the works or documents infringe upon the intellectual property rights of others.

The grantee will be responsible for payment of any and all such claims, demands, obligations, liabilities, costs and damages, including but not limited to, attorney fees. If such a claim or action arises, or in the grantee's or the State's opinion is likely to arise, the grantee, must at the State's discretion, either procure for the State the right or license to use the intellectual property rights at issue or replace or modify the allegedly infringing works or documents as necessary and appropriate to obviate the infringement claim. This remedy of the State will be in addition and not exclusive of other remedies provided by law.

7. Publicity

Any publicity given to the program on, publications or services provided resulting from the award, including, but not limited to, notices, informational pamphlets, press releases, research, website pages, reports, signs and similar public notices prepared for the grantee or its employees individually or jointly with others or any subrecipients, shall publicly identify the State as the sponsoring agency and identify the source of funding. The publicity described may only be released with the prior approval of the State's authorized representative. The applicant/awardee must **not** claim that the state or the federal Department of Education **endorses** its products or services. See a sample statement below:

Example: The contents of this publication, film, or conference do not necessarily represent the policy of the federal Department of Education or the state Department of Education and you should not assume endorsement by the federal or state government.

See the sample publicity statement below for citing the funding source below:

Example: This training is partially funded with a grant from the Minnesota Department of Education using federal funding, CFDA 84.027A, Special Education - Grants to States.

8. Government Data Practices and Disclosure of Breach in Security

The grantee and the State must comply with the Minnesota Government Data Practices Act, Minnesota Statutes, Chapter 13, as it applies to all data provided by the State under the award, and as it applies to all data created collected, received, stored, used, maintained or disseminated by the grantee under the award. The civil remedies of [Minnesota Statutes 2022, section 13.08](#) apply to the release of the data referred to in this paragraph by either the grantee or the State.

If the grantee receives a request to release the data referred to in this paragraph, the grantee must immediately notify the State. The State will give the grantee instructions concerning the release of the data to the requesting party before the data is released.

[Minnesota Statutes 2022, section 13.055](#), applies to all government entities in Minnesota, not just state agencies. This applies to all school districts and charter schools. Government entities must notify individual data subjects when nonpublic data about them has been the subject of a breach of security of the data.

9. Data Disclosure

Under [Minnesota Statutes 2022, section 270C.65](#), and other applicable laws, the grantee consents to disclosure of its SWIFT Supplier ID Number (formally known as SWIFT Vendor ID), Social Security number, UEI number, federal employer tax identification number and/or Minnesota tax identification number, already provided to the State, to federal and state tax agencies and state personnel involved in the payment of state obligations. These numbers may be used in the enforcement of federal and state tax laws which could result in action requiring the grantee to file state tax returns and pay delinquent state tax liabilities, if any.

10. Worker's Compensation

Grantee certifies that it is in compliance with [Minnesota Statutes 2022, section 176.181, subdivision 2](#), pertaining to workers' compensation insurance coverage. The grantee's employees and agents will not be considered state employees. Any claims that may arise under the Minnesota Workers' Compensation Act on behalf of these employees and any claims made by any third party as a consequence of any act or omission on the part of these employees are in no way the State's obligation or responsibility. (Exemption/Waiver as allowed under law.)

11. Antitrust

Grantee hereby assigns to the State of Minnesota any and all claims for overcharges as to goods and/or services provided in connection with the award resulting from antitrust violations which arise under the antitrust laws of the United States and the antitrust laws of the State of Minnesota.

12. Governing Law, Jurisdiction and Venue

Minnesota law, without regard to its choice-of-law and provisions, governs the award. Venue for all legal proceedings arising out of the award, or its breach, must be in the appropriate state or federal court with competent jurisdiction in Ramsey County, Minnesota.

13. Lobbying

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 2 Code of Federal Regulations (CFR), Part 200, the grantee when signing the application, certifies that:

1. No federally appropriated funds have been paid or will be paid, by or on behalf of organization, 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

the making of any federal award, and the extension, continuation, renewal, amendment or modification of any federal grant.

2. If any funds other than federally 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 grant award, the applicant/grantee shall complete and submit a Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

3. The grantee shall require that the language herein shall be included in any award documents for all subawards at all tiers (including subgrants, contracts under award, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

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.

14. Debarment, Suspension, and Other Responsibility Matters

As required by [Executive Order 12549](#), Debarment and Suspension, and implemented at 2 CFR 180.200 or amendments thereto, for prospective participants in primary covered transactions.

The grantee certifies that it and its principals:

4. Are not presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from covered transactions by any federal department or agency;

5. Have not within a three-year period preceding this application or award been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements or receiving stolen property;

6. Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and,

7. Have not within a three-year period preceding this application had one or more public transaction (federal, state or local) terminated for cause or default.

15. Drug-Free Workplace (Awardees Other Than Individuals)

As required by the Drug-Free Workplace Act of 1988, and implemented at 2 CFR, Part 200, the grantee certifies that it will continue to provide a drug-free workplace by:

8. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

9. Establishing an on-going drug-free awareness program to inform employees about:

a. The dangers of drug abuse in the workplace;

b. The grantee's policy of maintaining a drug-free workplace;

c. Any available drug counseling, rehabilitation and employee assistance programs; and

d. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

10. Making it a requirement that each employee to be engaged in the performance of the award be given a copy of the statement required by paragraph (1);

11. Notifying the employee in the statement required by paragraph (1) that, as a condition of employment under the award, the employee will:

a. Abide by the terms of the statement; and,

b. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

12. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (4)(b) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected award;

13. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (4)(b), with respect to any employee who is so convicted:

- a. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or,
- b. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state or local health, law enforcement or other appropriate agency;

14. Making a good faith effort to continue to maintain a drug-free workplace through implementation of Paragraphs (1), (2), (3), (4), (5) and (6).

16. Transferability

The grantee shall not transfer or assign to any party or parties any right(s), obligation(s) or claim(s) under the award without the prior written consent of the State. It is understood, however, that grantee remains solely responsible to the State for providing the products and services described.

17. Time

The grantee must comply with the time requirements described in the application and award and inform the grantor of any potential long term delays or changes affecting those timelines.

18. Nondiscrimination

The grantee will comply with nondiscrimination statutes.

15. Grantees will follow the Civil Rights Act of 1964, and amendments thereto which prohibits discrimination on the basis of race, color, or national origin.

16. Section 504 of the Rehabilitation Act of 1973, and amendments which prohibits discrimination on the basis of disability.

17. Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex in education programs.

18. Age Discrimination in Employment Act of 1975 and amendments.

19. In addition, per federal CFR 200.415, Agreement of Applicant, which states that prior to the Commissioner's issuance of any commitment or other loan approval, shall agree, by signing the application, (in a form prescribed by the Commissioner), that there shall be no discrimination against anyone who is employed in carrying out work receiving assistance pursuant to this chapter, or against an applicant for such employment, because of race, color, religion, sex, handicap, age or national origin.

20. [Minnesota Statutes 2022, Chapter 363A. Human Rights.](#)

19. Pre-Award Work and Pre-Award Costs

The grantee understands that no work should begin and no pre-award costs would be covered under this award until all required signatures have been obtained, an Official Grant Award Notification (OGAN) has been issued, or other award documentation has been received and the grantee is notified to begin work by the State's program authorized representative or their designee. If an exception to this is determined necessary by MDE, the grantee would be informed in writing or email by the State's program authorized representative or designee.

20. Grantee's Grant Program Representative

The applicant's Program Contact Representative will be named on the OGAN or other award information. If the Program Contact Representative or official with authority to sign changes at any time during the grant award period, the applicant/grantee must immediately notify the State.

21. Delinquent State or Federal Debt

As an applicant, you are not delinquent on the repayment of any federal debt. If delinquent in state debt, payments shall not be made by the state agency to the vendor until the commissioner notifies the agency the vendor is no longer a delinquent taxpayer or as otherwise indicated under [Minnesota Statutes 2022, section 270C.65, subdivision 3](#).

22. Cancellation With or Without Cause

An award contract may be cancelled by the State at any time, with or without cause, upon thirty (30) days' written notice to the grantee. Upon termination, the grantee will be entitled to payment, determined on a pro rata basis, for services satisfactorily performed and for approvable expenditures.

23. Cancellation Due to Discontinued or Insufficient Funding

It is expressly understood and agreed that in the event the funding to the State from federal sources or appropriations by the Minnesota Legislature are not obtained and/or continued at an aggregate level sufficient to allow for the grantee's program to continue operating, the grant shall immediately be terminated upon written notice by the State to the grantee. The State is not obligated to pay for any services that are provided after notice and effective date of termination. However, the grantee will be entitled to payment, determined on a pro-rata basis, for services satisfactorily performed and approvable expenditures incurred prior to termination to the extent that funds are available. The State will not be assessed any penalty if the grant is terminated because of a decision of the Minnesota Legislature, or other funding source, not to appropriate funds. The State must provide the grantee notice within a reasonable time of the State receiving notice.

24. Cancellation Due to Failure to Comply

The State may cancel an award contract immediately if the State finds that there has been a failure to comply with the provisions of an award, that reasonable progress has not been made or that the purposes for which the funds were awarded/granted have not been or will not be fulfilled. The State may take action to protect the interests of the State of Minnesota, including the refusal to disburse additional funds and requiring the return of all or part of the funds already disbursed.

25. Termination of Grant Agreements

Commissioner of Administration may unilaterally cancel this grant contract agreement if further performance under the agreement would not serve agency purposes or is not in the best interest of the State. As indicated in Minn. Stat. §16B.991, subd. 2 and [Chapter 62 - MN Laws](#) – Article 7, Section 12.

26. Conflict of Interest

In accordance with the [Minnesota Office of Grants Management Policy 08-01](#), the grantee will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or present the appearance of personal or organizational conflicts of interest, or personal gain.

27. Voter Registration Services

The commissioner or chief administrator officer of each state agency or community-based public agency or nonprofit corporation that contracts with the state agency to carry out obligations of the state agency shall provide voter registration services for employees and the public. Refer to [Minnesota Statutes 2022, section 201.162](#), Duties of State Agencies for the complete statute.

28. Minimizing State Funded Administrative Costs

Under [Minnesota Statutes 2022, section 16B.98](#), Grants Management Process, a grant from an appropriation of state funds, the recipient of the grant must agree to minimize administrative costs.

29. Supplanting

Grant funds shall not be used to supplant salaries and wages normally budgeted for an employee of the applicant/agency. Total time for each staff position paid through various funding streams financed in part or whole with grant funds shall not exceed one Full Time Equivalent (FTE), except in certain situations. The grantee may allow staff to work on extended day assignments, such as, after school programs, special education services or other projects, if necessary, or allowable under funding. The grantee must be prepared to disclose all required supporting documentation for salaries paid for their employees.

30. Uniform Municipal Contracting Law – Counties, Schools, Cities – Supplies/Construction

Per [Minnesota Statutes 2022, section 471.345](#), grantees that are municipalities as defined in subdivision 1, must follow service contracting and bidding requirements as stated, including prevailing wage rules for construction work of \$25,000 or more. Support documentation for the procurement processes must be retained. Support document for the procurement processes must be retained regardless of the source of funding.

31. Contracting – Nongovernmental Entities

Pursuant to [Minnesota Statutes 2022, 471.345](#), any grant-funded services and/or materials that are expected to cost:

- \$175,000 or more must undergo a formal notice and bidding process.
- Between \$25,000 and \$174,999 must be competitively awarded based on a minimum of three (3) verbal quotes or bids.
- Between \$10,000 and \$24,999 must be competitively awarded based on a minimum of two (2) verbal quotes or bids or awarded to a targeted vendor.

For grant-funded projects that include construction work of \$25,000 or more, prevailing wage rules apply per [Minnesota Statutes 2022, section 177.41 through section 177.44](#). The bid request must state the project is subject to prevailing wage. These rules require that the wages of laborers and workers should be comparable to wages paid for similar work in the community as a whole. A prevailing wage form should accompany these bid submittals.

The grantee must take all necessary affirmative steps to assure that targeted vendors from businesses with active certifications through these entities are used when possible:

- [State Department of Administration's Certified Targeted Group, Economically Disadvantaged and Veteran-Owned Vendor List](#).
- Metropolitan Council's Targeted Vendor list: [Minnesota Unified Certification Program](#).
- Small Business Certification Program through Hennepin County, Ramsey County, and City of St. Paul: [Central Certification Program](#).

The grantee must maintain:

- Written standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award and administration of contracts.
- Support documentation of the purchasing and/or bidding process utilized to contract services in their financial records, including support documentation justifying a single/sole source bid, if applicable.

The grantee must not contract with vendors who are on the [Suspended/Debarred Vendor Report](#).

Domestic preferences for procurements

As appropriate and to the extent consistent with law, the non-federal entity should, to the greatest extent practicable under a federal award, provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States (including, but not limited, to iron, aluminum, steel, cement, and other manufactured products). The requirements of this section must be included in all subawards including all contracts and purchase orders for work or products under this award.

32. Amendments

Any amendment to an award must be in writing and will not be effective until it has been executed and approved by the same parties who executed and approved the original grant award or assurances, or their successors in office.

33. Evidence-Based Education Grant Report

[Minnesota statute 127A.20](#) requires that, within 180 days of the end of the grant period, each grant recipient must compile a report that describes the data that was collected and evaluate the effectiveness of the strategies. The evidence-based report may identify or propose alternative strategies based on the results of the data. The report must be submitted to the commissioner of education and to the chairs and ranking minority members of the legislative committees with jurisdiction over prekindergarten through grade 12 education. The report must be filed with the Legislative Reference Library according to section [3.195](#).

34. Other Provisions

- a. When a grant includes the production of a report or other publication and this publication may be posted on the Minnesota Department of Education's website, that document must adhere to all department communication's policies, available upon request from the Communication Division.
- b. The grantee shall cooperate with the State when enforcing applicable Minnesota Office of Grants Management policies and statutes.
- c. Grantees funded with federal funding must follow CFR 200.308, Revision of Budget and Program, or as approved in the OGAN or other award documentation.
- d. Grantees and subcontractors receiving grants exceeding \$100,000 must comply with all applicable standards, orders, or requirements under section 306 of the Clean Air Act, section 508 of the Clean Water Act and Environmental Protection Agency regulations (40 CFR, part 15).
- e. The grantee must promptly return to the State any unexpended funds that have not been accounted for in a financial report to the State due at grant closeout.
- f. The grantee shall comply with any and all provisions of the Family Educational Rights to Privacy Act of 1974 (FERPA).
- g. Grantees will submit reports and comply with the terms as outlined in the OGAN, other award document and relevant legislation.
- h. Grantees will submit reports and comply with the terms as outlined in the Official Grant Award Notification.

Application Narrative Section

Program Summary and Statement of Need

This component of the application should briefly describe the project as it aligns with the purpose of this funding. The summary should identify the following:

- Brief description of the MITTP program
 - Primary project goal(s) and activities that are measurable and attainable and align with the purpose of funding
 - Include a description of the programing designed to recruit eligible students, to coordinate between joint grantees, to provide mentorship services, or other programmatic supports for eligible students to pursue a teaching license or additional education for American Indian teachers.
- Need for the funding
 - Targeted group or groups that will benefit from the project
 - Barriers that present challenges for this group and support the need for this type of grant funding
 - Data and other information that supports your determination of the need

Points Possible: 25

Narrative Answer for Program Summary and Statement of Need

Program Summary: Strengthening the teacher preparation pathway and increasing American Indian teachers in northern Minnesota, Fond du Lac Tribal and Community College (FDLTCC), in partnership with Fond du Lac Ojibwe School (FDLOS), will prepare future teachers to be the change makers of culturally relevant curriculum. The Elementary Education program at FDLTCC uses a cultural approach to preparing teacher candidates within their education pathway. The program curriculum delivers culturally relevant methods emphasizing Anishinaabe ways of knowing intertwined with professional outcomes aligning with state standards.

The Elementary Education department is pleased to offer three-degree program options in education, including the new Bachelor of Science (BS) degree option. Students can choose to work toward a 60-credit two-year Associate of Arts (AA) or Associate of Science (AS) degree and a 120-credit four-year Bachelor of Science (BS) degree. Coursework within the Elementary Education program offers opportunities in leadership, community innovation, and partnership development. Key components of the program include promoting an understanding of each student's individual cultural values and the cultural values of others while preparing students for teacher licensure in Elementary Education (K-6).

FDLTCC also offers a Child Development program that has four credential or degree offerings to prepare teachers and caregivers to be workforce ready or to pursue teacher licensure for birth to third grade students. The offerings include an Associate of Science (AS), Associate of Applied Science (AAS), Diploma and Certificate all in Child Development. The AS in Child Development is a transfer pathway program for the Minnesota State Colleges. The program centers and supports Anishinaabe gikendaasowin, ways of knowing, through methodologies, application of traditional knowledge and support of elders and research guidance for reclamation of cultural caregiving and teaching.

Students will complete a sequence of courses and practical experiences in preparation for a teaching career. Program requirements include general education courses, teacher-education courses, and classroom experiences, including a long-term student teaching assignment in local school environments. Establishing connections with other students in the program to share insights and experiences from the hands-on training is a key component of our program, and in becoming a successful teacher after graduation.

Culturally responsive pedagogy (CRP) “recognizes students’ differences, validates students’ cultures, and asserts that cultural congruence of classroom practices increases student success in schools” (Ragoonaden, 2017, p. 24). It is an approach that focuses classroom curricula and practice on students’ cultural frames of reference (Gay 2010; 2013). While Indigenous teachings is focused specifically on Indigenous knowledge, it also compliments and reinforces CRP.

Indigenous knowledge provides that every student whether Aboriginal or not, is unique in his or her learning capacities, learning styles, and knowledge bases. Knowledge is not what some possess, and others do not; it is a resourceful capacity of being that creates the context and texture of life. Thus, knowledge is not a commodity that can be possessed or controlled by educational institutions but is a living process to be absorbed and understood (Battiste 2002, p. 15).

Because of the research conducted on CRP, the Elementary Education program will deliver culturally relevant pedagogy to aspiring teachers to enhance their understanding of the importance of cultural approaches to education and meet the needs of all learners. The program aims to draw from a range of knowledge systems and worldviews, using techniques such as storytelling, talking circles, theatre arts, music and dance, hands-on activities, Ojibwe language, and sustainable environments.

Battiste, M. (2002). Indigenous knowledge and pedagogy in First Nations education: A literature review with recommendations. National Working Group on Education and the Minister of Indian Affairs. Ottawa, ON: Indian and Northern Affairs Canada.

Gay, G. (2010). Acting on beliefs in teacher education for cultural diversity. *Journal of Teacher Education*, 61(1–2), 143–152.

Gay, G. (2013). Teaching to and through cultural diversity. *Curriculum Inquiry*, 43(1), 48–70. doi: 10.1111/curi.12002.

Ragoonaden, K. (2017). Culturally responsive pedagogy: Indigenizing curriculum. *Canadian Journal of Higher Education*, 47(2), 2017, 22 – 46.

FDLTCC, located in Cloquet, Minnesota, is the first and only state and tribal community college in the country. As a guide for all students at FDLTCC, the vision is to offer post-secondary education to honor the past, for those living in the present and dreaming of the future, through a spirit of respect, cooperation, and unity. The wealth of cultures within FDLTCC lies within the students. In 2023, the FDLTCC undergraduate student body was 39% non-white, and 31% were American Indian, (Eisenhauer, FDLTCC 2023).

Many of FDLTCC’s courses offer extended engagement in classes on campus, online, or remotely with technology. This flexibility allows for programming to be delivered to reservations. The partner school, FDLOS, is a Bureau of Indian Education Grant School located on the Fond du Lac Reservation and is three (3) miles from the FDLTCC campus, making this a collaboration to support a full-circle approach to education. Students will

have the opportunity for field experience with classrooms, and within the community that is considered a holistic learning experience.

Program Need: As of 2023, less than 1% of all licensed teachers in Minnesota are American Indian. “Minnesota continues to lag significantly in the ability to hire and retain racially and ethnically diverse teachers even close to the proportion of students of color and indigenous students in the state” (2023 Biennial Report: Supply & Demand of Teachers in Minnesota, p. 8) In keeping with the Education Unit’s mission to work within our communities to prepare caring, competent educators by promoting equitable, inclusive, and transformative educational practices that are based on Anishinaabe knowledge, traditions, and culture, FDLTCC & FDLOS Minnesota Indian Teacher Training Program (FDLTCC & FDLOS MITTP) will: allow accessibility of coursework and field experiences in public and tribal school classrooms for practice, introduce American Indian (AI) teachers to mentor to guide American Indian (AI) students with a positive transition to college, be supported with strong cultural education approaches, and provide financial support to be fully engaged with the Elementary Education teacher preparation program and the Child Development Program. Based on the research by Gershon, et al. (2017), and the impact of American Indian teachers with American Indian students within the classrooms and local systems, future teachers will need to become change-makers and leaders. It is imperative to shift the paradigm and transition the current educational process to nourish the whole child to be inclusive of the learning spirit that continues and connects with the learning in the tribal and public schools. This approach to education will provide teacher candidates in the FDLTCC Elementary Education program opportunities to practice culturally responsive pedagogy not only in their courses but also in field experiences with birth-6 students in their communities to practice and learn. The shift in this approach, the FDLTCC Elementary Education and Child Development programs will focus on closing the gaps in technology access, by offering coursework such as Cultural Pedagogy with Videography (inclusive of the edTPA), Educational Technology, and Culturally Responsive Leadership to increase achievement, and diversity within the program. As indicated by Grunewald and Nash, A Statewide Crisis Minnesota’s Achievement Gap Report (2019) “School districts in the Twin Cities metro area have the highest median per capita incomes, while districts in rural northern Minnesota have among the lowest. Access to broadband connection is positively correlated to median per capita income—in school districts where incomes are higher, access to broadband connections is higher” (p. 6). Grunewald’s report indicates there is a large gap in broadband opportunities in northern MN. The outreach to the rural/tribal communities is now a documented struggle for broadband and technology access. FDLTCC offers distance learning through ITV, hybrid, online, and in-person opportunities for Mille Lacs reservation students and Grand Portage. Students who live in remote locations and attend FDLTCC receive internet hot spots. Through this grant, the opportunity to offer this same process will be possible for other reservations within EDR 3 and 5.

As stated in the MN Supply & Demand Biennial Report 2023, “there is a significantly lower percentage of teachers of color and Indigenous teacher than students of color and Indigenous students in each economic development region” (p. 13). “Teachers of Color and Indigenous teachers remain in short supply in Minnesota. The percentage of teachers of color and Indigenous teachers remains significantly lower than students of color and Indigenous students in the state” (p. 50). A wide disparity in teacher-to-student ratio was found in EDR 3 and 5 for Teachers of Color and Indigenous Teachers (TOCIT) and Students of Color and Indigenous Students (SOCIS).

Few pre-service teacher education programs have “developed any insight into the diversity of the legal, political, and cultural foundations” of Indigenous peoples. In addition, most teacher education programs incorporate Indigenous knowledge as a component of multicultural education, if it is addressed at all. Therefore, when teachers encounter cultural differences, they have very little theory, scholarship, research, or practice to draw upon when working with Indigenous students, their parents, and the community (Battiste, 2005, p. 5).

It has long been assumed that Indigenous teachers can provide the necessary Indigenous resources and knowledge. However, it is important to note that most American Indian educators have been trained in the same teacher training program as all other teachers and come with their own diverse histories and experiences related to Indigenous knowledge.

The education program at FDLTCC recognizes that Indigenous teacher candidates may differ significantly in terms of understanding their history, language, and cultural practices. The Education's conceptual framework takes into consideration these differences and scaffolds Indigenous teachings and knowledge into the curriculum and uses Culturally Responsive Pedagogy to support their teacher candidates as they attain the knowledge and skills needed to be effective educators.

Fond du Lac Ojibwe School student count is 154 American Indian Students. They have 26 American Indian Support Staff, out of a total of 36 Support Staff, 30 licensed teachers, and 10 licensed American Indian teachers. As this Bachelor of Science Elementary Education program begins to graduate students, the intention is to create a ratio between American Indian Licensed Teachers to American Indian students at a more appropriate ratio. Students should be able to relate and recognize the similarities between student and teacher, reflecting on an educator who will provide accurate and relevant knowledge and instruction that is meaningful and inclusive to all learners.

Capacity of the Applicant Agency

Describe your agency's capacity for and commitment to administering the project successfully. Identify the following:

- Primary project staff (employees) funded with the grant and their role in this project.
- Identify any staff not funded with the grant that may have a contributing role in the project.
- Indicate your intent to subcontract with any outside professionals using the grant funds, rather than your employees. Identify the services to be performed and the qualifications expected of the subcontractors. How will you document the selection process used and follow applicable procurement practices?
- Indicate your intent to subcontract with tribal, technical, and community colleges and four-year postsecondary institutions to identify and provide grants to students at those institutions interested in the field of education.
- Identify any external partners (not subcontractors that are paid) that may contribute to the project to enhance the project and identify their contribution.
- What are your methods to ensure your approaches are inclusive and consider the needs of diverse populations targeted?

Points Possible: 20

Narrative Answer for Capacity of the Applicant Agency

The Capacity of the Applicant Agency

According to the Minnesota State Colleges and Universities system office, Fond du Lac Tribal and Community College have 38% faculty of color. The diversity of faculty at FDLTCC assists in promoting a culturally responsive

educational environment. Within the FDLTCC Elementary Education program, 71% of faculty are American Indian and assisted with the development of the curriculum for the B.S (Bachelor of Science) degree program in Elementary Education. The Child Development program has 75% faculty that are American Indian and currently 33% of the attending students are American Indian. The presence of state and cultural standards in the curriculum enhances the program's quality and supports student culture and traditions and student retention in education. Fond du Lac Ojibwe School (FDLOS) has also seamlessly adopted the same cultural standards as FDLTCC. This congruent implementation of cultural standards helps students feel at home in the structures of higher education at FDLTCC.

FDLTCC is a regionally accredited institution through the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools. The B.S. in Elementary Education received the Professional Educator Licensing and Standards Board (PELSB) in the fall of 2021. The four-year program has been approved by the Higher Learning Commission. All courses are approved through the FDLTCC Academic Affairs and Standards Council (AASC). FDLTCC is also accredited for Anishinaabeg Gikendaasowinan American Indian-focused programs which include American Indian Studies, Elementary Education, and Community Outreach and Extension through the World Indigenous Nations Higher Education Consortium (WINHEC). The partnership with FDLOS will promote recruiting: high school students, paraprofessionals, early childhood teachers, and assistants as prospective students into the Elementary Education program. As a part of our class Foundations of Anishinaabe and American Elementary Education, students will be doing their field experience at the tribal school or at a school with a high percentage of American Indian Students. Several other classes will allow our education students to pair up with the Ojibwe School and their Reading Buddy Program to help assist with literacy goals. This opportunity will be beneficial for both the FDLTCC student and the elementary student. Prospective students will be sought from other tribal schools, local Indian Education programs, and public schools in the area. FDLOS American Indian students represent one hundred (100%) percent of the student body at FDLOS. Many teachers teaching at the FDLOS are American Indian and have obtained their licensure through the Native American Teaching Program at FDLTCC and partnering Universities. This provides the opportunity for American Indian teachers to be valuable mentors to American Indian students.

To enhance retention, the MITTP FY24 goals will focus on the retention of students transitioning or bridging into the upper-level courses to complete the bachelor's degree in education. Along with the upper-level courses, teacher candidates will be required to spend many field experience hours in the classroom and working with host teachers who are primarily American Indians who understand the MN PELSB licensure process.

Stakeholder Outreach and Engagement

Describe how you have or will involve stakeholders (e.g., Tribal leaders, students, families, community members, staff)—including your joint grantee partner, the parent advisory committee at the district, and the Indian advisory committee at the postsecondary institution—directly in the initiative or activities. Describe the following:

- Describe why their involvement is important to this initiative.
- Describe your communication and outreach strategies and methods to parents or community members and how you ensure your communications method is inclusive and culturally appropriate.
- Describe how stakeholder outreach and engagement informed the design and/or implementation of your MITTP program.

Points Possible: 10

Narrative Answer for Stakeholder Outreach and Engagement

FDLTCC's Elementary Education Program (Niindaa'iwedaa o' o gikendaasowin-Let's send this knowledge forward), will prepare students for Minnesota Elementary Education licensure. Currently, FDLTCC has an Associate of Science program and a Bachelor of Science licensure program in Elementary Education and a certificate, diploma, Associate of Science and Associate of Applied Science in Child Development. This will allow the opportunity to offer the third and fourth year of the bachelor's degree program in Elementary Education on the FDLTCC campus. FDLTCC Elementary Education program networks with FDLOS, Carlton County schools, Mille Lacs Band of Ojibwe, and St. Louis County, and currently working on a partnership with Cook County schools to provide education course offerings and field experiences. These partnerships provide a flexible pathway for inclusion in the teacher preparation program for AI students and the capacity allows FDLTCC to extend opportunities to a large area of influence, including other tribal schools and communities.

FDLTCC, if selected to host the scholarship, will offer support to American Indian students participating in the Elementary Education program and Child Development program. In addition to the financial support of the scholarships, FDLTCC will provide training and mentorship, career planning, and cultural opportunities, as well as opportunities for engagement in ongoing professional development. Based on the need to close the disproportionate gap between AI teachers and students, these partnerships will work to strengthen innovative strategies that address the cultural barriers by providing mentors who are experienced licensed American Indian teachers. Research for Indigenous mentoring programs supports the social, emotional, intellectual, spiritual, and cultural growth of students. The personal story (ethnography) of everyone will help reflect on the transition of students' progress and assist with the mentor/mentee's development of the program.

The FDLTCC & FDLOS MITTP will encourage prospective students from the local communities to prepare future teachers with culturally responsive courses and graduate from FDLTCC with either a certificate, diploma, Associate of Applied Science, Associate of Science degree or a Bachelor of Science degree. These programs will allow students in education programs to receive assistance for tuition, books, and living expenses. The struggle of having to choose between work, school, and family is all too real, and these funds will help lessen the financial load, reduce stress, and allow students to complete their degrees. Our teacher candidates will be engaged in community opportunities, become stronger in Anishinaabe language and culture, and emerge as leaders for the future of American Indian children.

Project Goals, Activities, Strategies, Outcomes, and Estimated Timelines

Outline the goals with activities and strategies that work to achieve the expected outcomes and that align with the purpose of this grant opportunity for the targeted population(s) expected to benefit from the project.

At least one goal must be an estimated number of students who will be recruited and receive a scholarship each year of the grant.

At least one goal must describe how the joint grantees will work together to recruit and retain eligible students through the completion of their degree or licensure.

[Note: Recall that at least 80% of the grant funding must be used for student scholarships, and no more than 20% of the grant funding may be used for recruitment or administration of the student scholarships. Some joint grantees elect to support programming activities through other in-kind contributions rather than using MITTP funds; consequently in those examples, 100% of the grant goes to student scholarships.]

Copy and paste this goal template as many times as needed (or use your own template). Make sure goals are specific, measurable, attainable, relevant, and time bound (SMART). A single goal is likely supported by multiple activities.

Goal 1: Recruit and retain a minimum of eight American Indian prospective students to enroll in the Elementary Education Program.

Activity 1.1: Recruit at tribal events and school sites, FDLTCC Education Programs will retain a minimum of eight (8) American Indian applicants.

Activity 1.2: Develop/Implement scholarship requirements with advisors for the education program.

Activity 1.3: Network with the FDLOS and area school districts to offer scholarships to American Indian staff and/or students and provide flexible/hybrid class times at FDLTCC.

Activity 1.4: Collaborate with school administration to understand, support, and allow staff/students to attend limited class offerings during school hours if needed.

Activity 1.5: Create a new Cohort of Prospective American Indian Licensed Teachers and teachers prepared for the workforce.

Expected Outcome and Benefiting Party:

1.1 Recruit staff (paraprofessionals) and students from tribal and public schools.

1.2 : Complete scholarship of eight full-time students, or part-time students.

1.3 : Enrollment process with students in EI Ed or Child Development coursework at FDLTCC. Work with schools to initiate College in-school courses or PSEO (Post Secondary Enrollment Options)

1.4 : Arrange class schedules and times for the best interest of the students' optimal learning experience. Offer class online, with instructor office hour support.

1.5 : Continue developing new cohorts

Person Responsible for Activity:

1.1 : Elementary Education Coordinator, Elementary Ed. Facilitator, and Education Faculty, and CDEV program coordinator/faculty.

1.2 : Education Coordinator and Facilitator.

1.3 : FDLTCC Elementary Education Coordinator, Elementary Ed. Facilitator, and Education faculty, and CDEV program coordinator/faculty

1.4 : School administration and FDLTCC Program Advisors, and CDEV program coordinator/faculty.

1.5 : FDLTCC Elementary Education Coordinator, El. Ed Facilitator, and Education faculty

Estimated Timeline: **1.1:** Fall 2024-on-going **1.2** Every Semester, ongoing **1.3** Monthly, Semi-annual meetings with Partnering schools and districts. **1.4** Per Semester; **1.5** Annually and ongoing

Goal 2: Cultivate a sustainable mentoring program with area experienced American Indian Teachers/faculty or teachers knowledgeable about the Anishinaabe lifeways, as part of the retention efforts.

Activity 2.1: Gather data and contact information on interested American Indian Elementary and Child Development Teachers to become a mentor for future American Indian Teachers.

Activity 2.2: Provide monthly mentoring sessions with mentors/mentees with topics related to individual student needs.

Activity 2.3: Provide an opportunity for the Education team to organize and prepare an Ed Fest at FDLTCC.

Expected Outcome and Benefiting Party:

2.1: Provide a support network that will enable individuals to complete teacher preparation programs as new and incoming teachers prepare for their induction of teaching.

2.2: Mentors will provide and guide useful advice, tools, curriculum and lesson planning, and classroom management techniques that are culturally appropriate and effective.

2.3: FDLTCC education team prepares for Ed Fest and networks with the local school districts.

Person Responsible for Activity:

2.1: FDLTCC El. Ed Coordinator, El. Ed Facilitator, Education faculty, and CDEV program coordinator/faculty.

2.2: El Ed Facilitator and Mentors/Mentees

2.3: FDLTCC Education Program staff, and CDEV program coordinator/faculty.

Estimated Timeline: **2.1;** Fall 2024, semi-annually and annually reporting **2.2:** monthly mentoring meetings **2.3:** Summer of 2025-annually.

Goal 3: Facilitate academic advisement and support to student's success in completing the AS Elementary Education Degree program and continuing their BS degree and teacher licensure.

Activity 3.1: Students must maintain a Cumulative GPA of 2.5. If a student falls below the 2.5 a student success plan will be implemented.

Activity 3.2: Students will be required to meet monthly with a mentor or advisor. Offer semester gatherings for student engagement and involvement with the campus or school community.

Activity 3.3: Student attends one (1) cultural event a semester and is involved or engaged in the event.

Expected Outcome and Benefiting Party:

- 3.1:** Student demonstrates intellectual and course requirements, follows the education planner, and turns in semester grades for continued support. When students fall behind or a flag is raised, students will then be on an academic plan and will need to turn in a progress report monthly until the grade or concern has been lifted.
- 3.2:** Students and advisors develop schedules, cultural and community events including an education club and updating information with mentors.
- 3.3:** Students will engage and participate in a cultural event either on campus or within the community, to better understand and or share their experiences.

Person Responsible for Activity:

- 3.1** Elementary Education Coordinator, Elementary Ed. Facilitator, and Education faculty, and CDEV program coordinator/faculty.
- 3.2** Elementary Education Coordinator, Elementary Ed. Facilitator, and Education faculty, and CDEV program coordinator/faculty.
- 3.3** Elementary Education Coordinator, Elementary Ed. Facilitator, and Education faculty, and CDEV program coordinator/faculty.

Estimated Timeline: **3.1-** Monthly (if the flag is raised) otherwise each semester. **3.2-** Monthly/2 times a semester **3.3:** Minimum of 1 time per semester

Points Possible: 30

Narrative Answer for Project Goals, Activities, Strategies, Outcomes, and Estimated Timelines

Goal Alignment to ESSA and WBWF

To the extent practicable, the goals must be aligned to the [state of Minnesota's world's best workforce \(WBWF\)](#) and the federally required [Every Student Succeeds Act \(ESSA\) accountability systems](#).

The goals of the WBWF statute and the indicators in Minnesota’s accountability system under ESSA align in many ways, although some goals and indicators are exclusive to one system or the other.

Check the boxes to indicate which goals of the WBWF statute and accountability system under ESSA are among the goals of the proposed education program and use of grant funds:

- Meet school readiness goals
 - ✓ Third grade students achieve grade-level literacy
- Close the academic achievement gap among racial and ethnic groups and/or economic groups
- Students attain career and college readiness
- Students graduate from high school

- Multilingual learners identified as English learners show progress toward English language proficiency
- ✓ School climate improves

Points Possible: n/a (unscored)

Evaluation Plan

The state is committed to funding services that produce a measurable result, outcome and/or product for the targeted population identified in your application and the people of Minnesota. Evaluations help demonstrate a project’s effectiveness and information for future improvements. Evaluations use quantitative data and qualitative data, and sometimes, interviews.

An evaluation plan will:

- Pose questions for the evaluation to answer
- Describe process and method for data collection
- Describe who will conduct the evaluation or evaluations (employed staff or subcontractors)

Points Possible: 10

Narrative Answer for Project Goals, Activities, Strategies, Outcomes, and Estimated Timelines

The evaluation plan will utilize qualitative and quantitative (ethnographic stories) as tools to measure the results of targeted students in the program.

Evaluation	Approach	Method & Responsible Staff or Program	Source of Information	Timeline
Recruitment of students	Quantitative Visits to school events	Data from Institution Research Director	Recruitment events/visits Student applications to college	July- January
Scholarship	Quantitative	Data from scholarship - Financial Aid Director and MITTP Team Pre-Post survey - MITTP TEAM	Student scholarships	June-January
Student	Qualitative and Quantitative	Collection of GPA - MITTP TEAM Journal response: Story Pre-Post survey - MITTP TEAM , Student self- assessment	Student Data	Each Semester

Mentors	Qualitative and Quantitative	Pre-Post survey, interviews or focus groups or Journal response - MITTP TEAM	Mentor Teachers	Each Semester
Mentor Program	Qualitative and Quantitative	Pre-Post survey - MITTP TEAM	Students Mentors Teachers	Each semester

Excel Budget with Descriptions

Complete the Excel budget. Specify the grant amount requested. Detail all **necessary and reasonable** expenditures anticipated during the project period that align with the project goals and activities, using the budget codes available.

Necessary means it is important to the success of the project. **Reasonable** means you are paying fair market price for the item or services.

At least 80 percent of the grants awarded under this section must be used for student scholarships. No more than 20 percent of the grants awarded under this section may be used for recruitment or administration of the student scholarships.

The narrative must address the following:

- Provide sufficient narrative description for budget line item entries.
- Reviewers should be able to determine if the budget aligns with the project activities and primary purpose of the funding.
- Budget estimates for employee and proposed contractor services appear to correspond with reasonable approximations of the activities to be performed.
- Determine if the budget-planned expenses appear **necessary and reasonable** for the success and purpose of the project.

Points Possible: 5

UFARS 01S370

Unallowable Expenditures, although not limited to: Out of state expenditures, gifts, alcohol, and entertainment.

FDLTCC MITTP Budget Narrative 2024

Salaries and Fringe

Purchased Services:

Travel, Conventions & Conferences

\$15,000.00

MACTE, MREA, MEA, MIEA, Mentor meeting, mileage with local schools and recruitment

Supplies and Material-Non-Instructional

Recruitment supplies, meetings, Ed Fest

\$10,000.00

Activities, mentor meetings, and PD training

Supplies and Material-non-individual instructional

\$8,000.00

EDTPA, Liability Insurance, Background Checks, Licensure

Scholarship

\$147,200.00

Full-time, Part-time students in education programs. A.S degree- B.S degree

Teacher licensure. Based on student need.

Not to exceed \$1,500.00 a month for living expenses, tuition, books.

Miscellaneous

\$3,800.00

Food for student meetings, mentorship meetings, and professional development meetings.

Total

\$184,000.00