

**NATIONAL ENDOWMENT
FOR THE HUMANITIES**

SAMPLE APPLICATION NARRATIVE



Humanities Initiatives at Tribal Colleges and Universities
Institution: Fort Peck Community College



NATIONAL
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FOR THE
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National Endowment for the Humanities

Division of Education Programs

Narrative Section of a Successful Application

This sample of the narrative portion from a grant is provided as an example of a funded proposal. It will give you a sense of how a successful application may be crafted. It is not intended to serve as a model. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants are also strongly encouraged to consult with staff members in the NEH Division of Education Programs well before a grant deadline. This sample proposal does not include a budget, letters of commitment, or resumes.

Project Title: *Indian Education for All*

Institution: Fort Peck Community College

Project Director: Margaret Campbell

Grant Program: Humanities Initiatives for Faculty at Tribal Colleges and Universities

**FORT PECK COMMUNITY COLLEGE
INDIAN EDUCATION FOR ALL
HUMANITIES INITIATIVES FOR FACULTY
CFDA # 45.162**

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II. PROJECT SUMMARY

Under the aegis of Fort Peck Community College, a comprehensive and scholarly work on the history of the Nakona (Assiniboine) and Dakota (Sioux) Tribes of Fort Peck Indian Reservation has been completed. This historical work was developed to provide a written history of the time period between pre-history, which begins with anthropological data prior to 1600 to the general contact period of 1850 – 1870, to the reservation era of 1888, forward to the present. This work is published and forms the basis for this request for funding. The ten member Faculty Humanities Committee, utilizing this historical work, will provide oversight of the project by organizing discussion panels, scheduling lectures, providing professional development for public school teachers, organizing conferences, and ensuring project success. The Vice President for Community Services, Dr. Margaret Campbell, will oversee this committee to ensure the community connectivity to this initiative.

This project will utilize the resources collected over the past two years in the development of an extensive bibliography, a complete writing of the history of the Nakona and Dakota people, utilizing historical documents and materials specific to these tribes of the Fort Peck Indian Reservation. At FPCC tribal scholars were contracted to compile an extensive bibliography of materials from tribal archives, museums, university archives, and in doctoral dissertations, as well as other scholarly writing. Evening lectures will be held each Wednesday and Thursday in Poplar and Wolf Point respectively, for nine weeks. Workshops and seminars will be held for one full day at the three day Fort Peck Tribal Education Conference, held annually in October for the five reservation school districts, and surrounding school districts serving American Indian children. These workshops and seminars will focus on: a) methods of incorporating Montana's "Indian Education for All" into classrooms, and b) History of the Fort Peck Indian Reservation. Other significant topics to be covered at both community and school presentations will be: a) Tribal Elder Panels, b) Traditional and Medicinal Use of Plants, and c) History of Tribal Leadership & 21st Century Tribal Leadership.

Data will be collected and analyzed for specific outcomes, to allow for improvements if and when necessary. Participant evaluations, sign in sheets, and classroom participation comments will form the basis for discussion and project evaluation. The project will require no additional staff, and those consultants hired will include those involved in the collection and annotation of tribal history. Traditional and Medicinal Plants consultant, Alma Snell, is an Indian Medicinal expert. She has authored two books on the subject, and will provide a weeklong dynamic seminar. This seminar takes students from the classroom out to the prairie, along the river, creeks and coulees as they identify plants that were critical to Nakona and Dakota life.

This project will be evaluated using the institutional formative evaluation model, as recommended by the Northwest Commission on Colleges, the regional accreditation agency. This is a cyclical process that involves planning, implementation, data collection, data analysis, and outcomes. Weekly meetings of the Humanities Committee and key administrative staff will be held to plan for the nine-week lecture series, and will continue throughout the nine-week lecture series. The results of this project will extend well beyond the grant. This project will be the culmination of years of scholarly research, and will enable institutional capacity building through the provision of accurate tribal history, this project will influence administrators, teachers, counselors, and students in all public school districts regarding American Indian history.

III. NARRATIVE

A. Intellectual Rationale

The whole education process must be recognized as fundamentally different when one passes from the mainstream society to Indian society. Education in mainstream society appears to be a creator of communities. It is oriented toward the production of income-producing skills, and the housing, business, entertainment, and recreation sections of white communities reflect this fact.

However, in the tribal setting, communities are the producers of education. At least they were in the past, and we can help them become so today. When communities produce education, the groupings of the community reflect the charisma, wisdom, and activities of the various parts of the community. In that way, the sacredness of the community can be protected and developed. With this understanding we approach Indian Education from a historical viewpoint that is much different than classroom textbooks have portrayed throughout history, even in States like Montana, where there are seven different Indian reservations and eleven tribes.

“The story of Indian Education in Montana is both complex and simple. Complex because the education process the past 400 years has been from another group of people’s perspective and their attempt to a change Indian to be the same as all other Americans. Simple when Indian people were left to educate themselves from a centuries old and time-proven model. Complex when the American model determines the outcomes of teaching and instruction. Simple when Indian people taught from an oral tradition of history and culture and survival as a group. Complex when a government system determines the curriculum and standards for learning. Simple when the teaching involves the family and community” (Juneau, 2001).

The intellectual rationale for this project is quite simple. The history of the Nakona (Assiniboine) and Dakota (Sioux) will be presented for the first time to public school teachers, staff, parents, community members, tribal college students and non-Humanities faculty, by the humanities faculty and visiting scholars of Fort Peck Community College. This project will

create opportunities for faculty members in the humanities division to study together while improving their capacity to teach the humanities, and to be able to share their knowledge with other faculty members that teach in other disciplines. It will fund visiting scholars as guest speakers and workshop leaders. These scholars have researched and authored books, dissertations and professional papers on the Nakona and Dakota people of the Fort Peck Indian Reservation.

B. Content and Design

This project will utilize the resources collected over the past two years by FPCC scholars in the development of an extensive bibliography, a complete writing of the history of the Nakona and Dakota people using historical documents and materials specific to the Nakona and Dakota people of the Fort Peck Indian Reservation. It is important to understand the background of that ambitious research project and the relationship between the work that has been done and this proposed project. In 2005 the Montana State Legislature appropriated money to all public schools to implement Indian Education for All. This historic funding came in response to a lawsuit against the State, and an eventual ruling from the Montana Supreme Court that stated under Article X, Section 1 (2) of Montana's Constitution reads, "*The state recognizes the distinct and unique cultural heritage of the American Indians and is committed in its educational goals to the preservation of their cultural integrity.*" The Legislature provided funding to the Office of Public Instruction to collect and write curriculum and provide funding to every public school for the implementation of Indian Education for All. Funding was also provided to the seven tribal colleges to develop the history of their tribes. It only made sense that since each of Montana's seven Indian reservations had its own tribal college; and the college's missions are very specifically mandated to help preserve and teach the tribal knowledge of the chartering tribes. At FPCC several tribal scholars were contracted to compile an extensive bibliography of materials

in existence in tribal archives, museums, university archives, and in doctoral dissertations and other scholarly writings. The scholars developed a written history of the time period between pre-history, which begins with anthropological data prior to 1600 to the general contact period 1850-1870 to the reservation era of 1888, forward to current times. It is the history generated from the State-funded project that will be used for this proposed humanities project for tribal college faculty. The list of materials, including a bibliography is in the appendix. The State did not provide any funding to conduct any of the activities proposed in this project.

The FPCC Faculty Humanities Committee, a ten-member group, will be very involved in the project in a variety of ways: committee oversight of project, organizing panels, scheduling lectures, professional development for public school teachers, organizing for conferences and ensuring the projects success. The Vice President for Community Services will oversee the Faculty Humanities Committee, because of the Community connection that is paramount to this project. FPCC uses a cyclical-model of administering all programs that is used for institutional assessment of effectiveness. This project has been placed in that model and follows:

Planning: Project planning will include the following: FPCC Faculty Humanities Committee: Margaret Abbott, Rod Standen, Ilene Standen, Garret Bigleggins, Gerry Draper, Ron Jackson, Lanette Clark, Rhonda Mason, Anita Scheets and Ingrid Firemoon. Vice President for Community Services, Dr. Margaret Campbell and Vice President for Academics, Dr. Robert McAnally. This group will be responsible for all planning, organizing and will participate in all project activities, through assessment.

Implementation: During the project year FPCC will implement the following:

1. Evening lectures by FPCC's visiting scholars will be presented on both Poplar and Wolf Point campuses. The scholars will be the same people who helped research and collect the entire directory of resources. Lectures will be held each Wednesday evening in Poplar and Thursday in

Wolf Point for nine weeks. The lecture presentations will begin with Nakona and Dakota tribal history starting with the 1600's and up to the current time. The schedule follows:

1. Nakona (Assiniboines) 1600-1800 Dr. Dennis Smith, Tribal Member/Scholar
2. Dakota (Sioux) 1600-1800 Dr. Dennis Smith, Tribal Member/Scholar
3. Fort Peck 1800-1871 Dr. Dennis Smith, Tribal Member/Scholar
4. Fort Peck 1871-1888 Caleb Shields, Tribal Member/Historian
5. Fort Peck 1888-1905 Caleb Shields, Tribal Member/Historian
6. Fort Peck 1905-1921 Dr. David Miller, Tribal Historian/Scholar
7. Fort Peck 1921-1935 Dr. David Miller, Tribal Historian/Scholar
8. Fort Peck 1935-1960 Dr. David Miller, Tribal Historian/Scholar
9. Turtle Mountain Indians Dr. Joseph McGeshick, Professor/Scholar

(Note: The Turtle Mountain Indians are scattered all over Montana. Because the Turtle Mountain have been present on and near the Fort Peck Indian reservation, their history must be mentioned.) There will be no charge for the seminars and the beneficiaries of the lectures will be community members, FPCC students, faculty and staff.

2. *Workshops/Seminars* will be provided for one full day at the 3-day, Fort Peck Tribal Education conference, which is held annually, in October for the five reservation and surrounding schools. This conference is widely attended by area teachers and aides. The workshops will cover the following: a) methods of incorporating Indian Education for All into the classroom, some teaching examples will be provided by Indian teachers, and, b) History of the Fort Peck Indian Reservation, particularly the Nakona and Dakota people. This be a condensed version and will cover the era of the 1600's to present. Visiting scholars and members of FPCC Humanities Committee will present the Conference seminars. The

beneficiaries of the Conference workshop will be public school teachers, aides and parent-committees from within the public schools, and school-board members.

3. Tribal Elder Panels will present community and school presentations in selected topics. The FPCC Humanities Committee is responsible for selecting and scheduling the various topics and others that on-demand. Some topics that will be included: Family structures, role of grandmother, grandfather, mother, father, uncles, aunts, etc. in traditional Nakona and Dakota life. Respect, death, grief, healing, nutrition, and other issues that can be talked about publicly are areas of knowledge that must be passed on. The beneficiaries of the tribal elder panels will be FPCC faculty, staff, students, community members and public school teachers and students.

4) Traditional and Medicinal Use of Plants will be presented both spring and fall. This is necessary due to the harvest times for traditional and medicinal plants. Some must be harvested early in the spring, and others are harvested later in the summer. These seminars will be hands-on, and will include cleaning, storing, drying and preserving. Each seminar will last four days. Tribal elders will teach this course. This course will need to be limited to 40 participants due to the nature of the course. Preference will be given to FPCC faculty and public school teachers.

5) History of Tribal Leadership & 21st Century Tribal Leadership will be presented by two of the scholars in several one-hour lectures. Letters written by past chairman, speeches made, and other documentation of ideology found in tribal archives, and other institutional archives that have been collected will be discussed in the context of the eras of leadership. Historical tribal leadership theory and ideology will be contrasted against today's tribal leadership, nationally and in local context. The intended beneficiaries for these lectures will be open to community members, Tribal Government leaders, FPCC students, faculty, and public school students, staff and teachers. This could be invaluable to new teachers coming to the Fort Peck Indian Reservation and wanting to understand the tribal history.

Data Collection: To monitor and ensure the success of the project it is critical that data is collected for each planning session, and at each implemented activity. The following data collection will occur. All planning meetings will have sign-in sheets, and meeting minutes, each planned activity (i.e. seminar, workshop) will have a sign-in sheet to document participants, and an evaluation of the seminar. This will be a one-page sheet that allows the participant an opportunity evaluate the substance of the activity, the presenter, setting, and indicate if they would attend another seminar. A summary of participant responses will be documented and presented to FPCC Humanities Committee. A summary of collective participant responses will be documented in monthly reports from the Project Director to the President. The monthly report contains fiscal information and other data pertinent to the institutional assessment process.

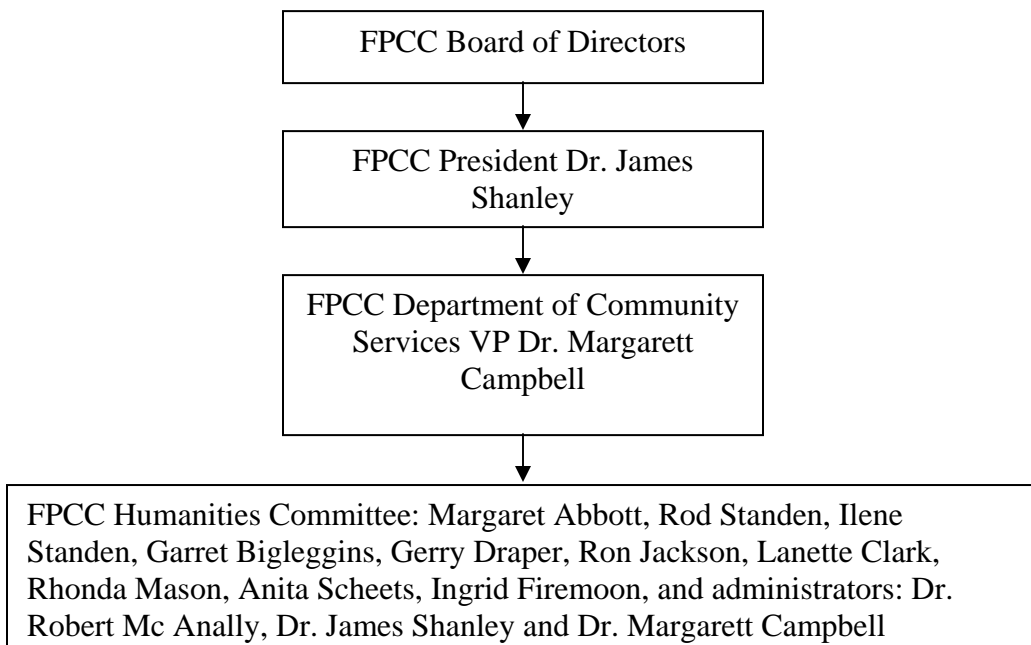
Data Analysis: The FPCC Humanities Committee, the Vice Presidents for Community Services and Academics, as well as the College President, who has shown a very keen interest in this project, will analyze the data collected. This will occur weekly during the evening lecture series and monthly the rest of the year. Feedback from this process will be provided to the visiting scholars so that they may adjust their presentation if necessary for the wide variety of people who will attend the evening lectures. The scholars are more accustomed to lecturing to a higher education audience, quite different from community, public school, elders and tribal government audiences. Therefore it will be imperative that feedback is provided immediately back to the committee. The purpose of analyzing data is to allow for improvements if necessary. The FPCC Humanities Committee will also provide fiscal oversight, along with the Project Director, Dr. Margaret Campbell, Vice President for Community Services.

Outcomes: The entire process of planning, implementation, data collection, data analysis leads up to outcomes. The outcomes of this project are measured by determining whether or not we implemented what we set out to do. By using the cyclical model, used by accredited institutions

of higher education to assess the effectiveness of activities, adjustments can be made for project success. The planning, implementation, data collection, data analysis and outcomes model ensures project success, and is consistent with other institutional assessment measures being used in each department across campus.

C. Institutional Context

Fort Peck Community College is directed by its mission to preserve and teach the history of the Assiniboine (Nakona) and Sioux (Dakota) tribes. FPCC’s institutional philosophy is to *“meet the unique educational needs of Indian people. FPCC is committed to preserving Indian culture, history, and beliefs, and to perpetuating them among the Indian people of all ages”*.



D. Staff and Participants

This project will not hire additional staff. FPCC staff time will be in-kind to the project. Consultants will be compensated. The consultants hired will include those who helped to collect and annotate the tribal history over the past two years, namely Dr. David Miller, Dr. Dennis Smith, Dr. Joseph McGeshick, Caleb Shields, Suzanne Fox and others. The Traditional and Medicinal Plants consultant, Alma Snell, is an Indian Medicinal expert, has authored two books on the subject and has a week-long dynamic seminar that takes students from the classroom out into the prairie, along the river, creeks and coulees as they find plants that were critical to Nakona and Dakota life. Resumes for all consultants are in the appendix. Tribal elders will be brought in for panel discussions for topics that are selected by the FPCC Humanities Committee.

E. Evaluation

This project will be evaluated using the institutional, formative, evaluation model recommended by Northwest Commission on Colleges, the regional, higher education regional accreditation agency. This model is used, campus-wide, in Academics, Student Services, Institutional Research and Development, Physical Plant and Maintenance and Governance. This is a cyclical process that involves planning, implementation, data collection, data analysis, and outcomes, then more planning, etc. The FPCC Humanities Committee, along with Dr. Robert McAnally, VP for Academics, Dr. Margaret Campbell, VP for Community Services and Dr. James Shanley, President will meet weekly to plan for the nine-week lecture series, and will meet weekly during the series. Participant evaluations, sign-in sheets and all other data collected will be analyzed. This group will meet bi-weekly the rest of the project year. The president has taken a special interest in this project and has outlined how he would like to have the project designed, implemented and evaluated. This project will be discussed at each Monday morning Presidents Administrative Committee (PAC) and feedback will be obtained from all department

heads, division heads, faculty representatives, president, and vice presidents. A summary of participant responses will be provided to the PAC, for input. Monthly reports will document project activities and an assessment of progress. This report will be completed by Project Director, Dr. Margaret Campbell and will be given to the President, and the FPCC Humanities Committee.

F. Follow-up and Dissemination

The results of this project will extend well beyond the grant. This project will be the culmination of years of scholarly research, particularly the past two years, and will enable the humanities faculty, along with visiting scholars, to build institutional capacity within both the humanities division and the rest of the academic department to be able to provide tribal history to the community, five public schools on the reservation, surrounding schools, FPCC students, staff and tribal leaders. Once the presentations are developed and presented, the preparation has been done for further lectures, presentations, and workshops. The value in working with the entire Humanities Committee allows for capacity building, lessening the reliance on visiting scholars and consultants. The FPCC Humanities division will be able to teach the entire history of the Nakona and Dakota people of the Fort Peck Indian Reservation.