Facsimile Transmittal

1281653112 - 3363

U. S. Department of Housing and Urban Development
Office of Department Grants Management and Oversight

OMB Approval No. 2525-0118
exp. Date (5/30/2008)

*** Name of Document Transmitting:** Nothing Faxed with this Application

1. Applicant Information:

* Legal Name: Salish Kootenai College

* Address:

* Street1: 58138 U.S. Highway 93

Street2:

* City: Pablo

County: Lake

* State: MT: Montana

* Zip Code: 59855-0070 * Country: USA: UNITED STATES

2. Catalog of Federal Domestic Assistance Number:

* Organizational DUNS: 1134883990000 CFDA No.: 14.519

Title: Tribal Colleges and Universities Program

Program Component:

3. Facsimile Contact Information:

Department:

Division:

4. Name and telephone number of person to be contacted on matters involving this facsimile.

Prefix: * First Name: Lon

Middle Name:

* Last Name: Whitaker

Suffix:

* Phone Number: (406) 275-4747

Fax Number: (406) 675-4801

*** 5. Email:** lon_whitaker@skc.edu

*** 6. What is your Transmittal? (Check one box per fax)**

☐ a. Certification ☐ b. Document ☐ c. Match/Leverage Letter ☒ d. Other

*** 7. How many pages (including cover) are being faxed?** 1

Form **HUD-96011** (10/12/2004)

OMB Number: 4040-0004
Expiration Date: 03/31/2012

Application for Federal Assistance SF-424

* 1. Type of Submission:
  - ☐ Preapplication
  - ☒ Application
  - ☐ Changed/Corrected Application

* 2. Type of Application:
  - ☒ New
  - ☐ Continuation
  - ☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received: 08/18/2010

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Salish Kootenai College

* b. Employer/Taxpayer Identification Number (EIN/TIN): 81-0378823

* c. Organizational DUNS: 1134883990000

d. Address:

* Street1: 58138 U.S. Highway 93
Street2:
* City: Pablo
County/Parish: Lake
* State: MT: Montana
Province:
* Country: USA: UNITED STATES
* Zip / Postal Code: 59855-0070

e. Organizational Unit:

Department Name:

Division Name:

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

Prefix: Mr.
* First Name: Lon
Middle Name:
* Last Name: Whitaker
Suffix:

Title: Vice President of Business Affairs

Organizational Affiliation:
Vice President of Business Affairs

* Telephone Number: (406) 275-4747
Fax Number: (406) 675-4801

* Email: lon_whitaker@skc.edu

Application for Federal Assistance SF-424

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

U: Tribally Controlled Colleges and Universities (TCCUs)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

US Department of Housing and Urban Development

11. Catalog of Federal Domestic Assistance Number:

14.519

CFDA Title:

Tribal Colleges and Universities Program

*** 12. Funding Opportunity Number:**

FR-5415-N-06

* Title:

Tribal Colleges and Universities Program (TCUP)

13. Competition Identification Number:

TCUP-06

Title:

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

Add Attachment | Delete Attachment | View Attachment

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

Construction of Teacher Education Building

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant: MT1

b. Program/Project: MT1

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

[Add Attachment] [Delete Attachment] [View Attachment]

17. Proposed Project:

* a. Start Date: 10/01/2010

* b. End Date: 09/30/2013

18. Estimated Funding ($):

* a. Federal	800,000.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	800,000.00

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

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

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

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

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

☐ Yes ☒ No

If "Yes", provide explanation and attach

[Add Attachment] [Delete Attachment] [View Attachment]

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

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

Authorized Representative:

Prefix:

* First Name: Audrey

Middle Name:

* Last Name: Plouffe

Suffix:

* Title: Chief Financial Officer

* Telephone Number: (406) 275-4969

Fax Number: (406) 675-4801

* Email: audrey_plouffe@skc.edu

* Signature of Authorized Representative: Audrey Plouffe

* Date Signed: 08/18/2010

Grant Applications Detailed Budget

U.S. Department of Housing and Urban Development

OMB Approval No. 2501-0017
(expires 01/31/2008)

* Organization Name: Salish Kootenai College

* Project/Activity Name: Construction of Teacher Education Building

Functional Categories Year 1: ☒ Year 2: ☐ Year 3: ☐ All Years : ☐

	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9
	HUD Share ($)	Applicant Match ($)	Other HUD Funds ($)	Other Fed Share ($)	State Share ($)	Local/Tribal Share ($)	Other Share ($)	Program Income ($)	Total ($)
a. Personnel (Direct Labor)									
b. Fringe Benefits									
c. Travel	2,500.00								
d. Equipment (only items > $5,000 depreciated value)									
e. Supplies (only items < $5,000 depreciated value)									
f. Contractual									
g. Construction									
1. Administration and Legal Expenses	13,599.00								
2. Land, Structures, Rights-of-Way, Appraisals, etc.									
3. Relocation Expenses and Payments									
4. Architectural and Engineering Fees	39,166.00								
5. Other Architectural and Engineering Fees	3,917.00								
6. Project Inspection Fees									
7. Site Work									
8. Demolition and Removal									
9. Construction	453,303.00								
10. Equipment									
11. Contingencies	22,665.00								
12. Miscellaneous									
h. Other Direct Costs									
i. Subtotal of Direct Costs	535,150.00								
j. Indirect Costs (% Approved Indirect Cost Rate: 23.60 %)									152,750.00
Grand Total (Year 1):									687,900.00
Grand Total (All Years):									952,750.00

form **HUD-424-CB** (1/2004)

Grant Applications Detailed Budget

U.S. Department of Housing and Urban Development

OMB Approval No. 2501-0017
(expires 01/31/2008)

* Organization Name: Salish Kootenai College

* Project/Activity Name: Construction of Teacher Education Building

Functional Categories Year 1: ☐ Year 2: ☒ Year 3: ☐ All Years : ☐

	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9
	HUD Share ($)	Applicant Match ($)	Other HUD Funds ($)	Other Fed Share ($)	State Share ($)	Local/Tribal Share ($)	Other Share ($)	Program Income ($)	Total ($)
a. Personnel (Direct Labor)									
b. Fringe Benefits									
c. Travel	2,500.00								
d. Equipment (only items > $5,000 depreciated value)									
e. Supplies (only items < $5,000 depreciated value)									
f. Contractual									
g. Construction									
1. Administration and Legal Expenses	6,698.00								
2. Land, Structures, Rights-of-Way, Appraisals, etc.									
3. Relocation Expenses and Payments									
4. Architectural and Engineering Fees	19,290.00								
5. Other Architectural and Engineering Fees	1,929.00								
6. Project Inspection Fees									
7. Site Work									
8. Demolition and Removal									
9. Construction	223,269.00								
10. Equipment									
11. Contingencies	11,164.00								
12. Miscellaneous									
h. Other Direct Costs									
i. Subtotal of Direct Costs	264,850.00								
j. Indirect Costs (% Approved Indirect Cost Rate: 23.60 %)									
Grand Total (Year 1):									264,850.00
Grand Total (All Years):									952,750.00

Next Year

form **HUD-424-CB** (1/2004)

Applicant/Recipient Disclosure/Update Report

U.S. Department of Housing and Urban Development

OMB Approval No. 2510-0011
(exp. 08/31/2009)

Applicant/Recipient Information *** Duns Number:** 1134883990000 *** Report Type:** INITIAL

1. Applicant/Recipient Name, Address, and Phone (include area code):

* Applicant Name: Salish Kootenai College
* Street1: 58138 U.S. Highway 93
Street2:
* City: Pablo
County: Lake
* State: MT: Montana
* Zip Code: 59855-0070
* Country: USA: UNITED STATES
* Phone: (406) 275-4747

2. Social Security Number or Employer ID Number: 81-0378823

* 3. HUD Program Name:
Tribal Colleges and Universities Program

* 4. Amount of HUD Assistance Requested/Received: $ 800,000.00

5. State the name and location (street address, City and State) of the project or activity:

* Project Name: Construction of Teacher Education Building
* Street1: 58138 U.S. Highway 93
Street2:
* City: Pablo
County: Lake
* State: MT: Montana
* Zip Code: 59855-0070
* Country: USA: UNITED STATES

Part I Threshold Determinations

* 1. Are you applying for assistance for a specific project or activity? These terms do not include formula grants, such as public housing operating subsidy or CDBG block grants. (For further information see 24 CFR Sec. 4.3).

☐ Yes ☒ No

* 2. Have you received or do you expect to receive assistance within the jurisdiction of the Department (HUD) , involving the project or activity in this application, in excess of $200,000 during this fiscal year (Oct. 1-Sep. 30)? For further information, see 24 CFR Sec. 4.9

☐ Yes ☒ No

If you answered " **No** " to either question 1 or 2, **Stop!** You do not need to complete the remainder of this form.

However, you must sign the certification at the end of the report.

Part II Other Government Assistance Provided or Requested / Expected Sources and Use of Funds.

Such assistance includes, but is not limited to, any grant, loan, subsidy, guarantee, insurance, payment, credit, or tax benefit.

Department/State/Local Agency Name:

* Government Agency Name:

Government Agency Address:

* Street1:

Street2:

* City:

County:

* State:

* Zip Code:

* Country:

* Type of Assistance:

* Amount Requested/Provided: $

* Expected Uses of the Funds:

Department/State/Local Agency Name:

* Government Agency Name:

Government Agency Address:

* Street1:

Street2:

* City:

County:

* State:

* Zip Code:

* Country:

* Type of Assistance:

* Amount Requested/Provided: $

* Expected Uses of the Funds:

(**Note**: Use Additional pages if necessary.)

Add Attachment Delete Attachment View Attachment

Tracking Number:GRANT10678305 Funding Opportunity Number:FR-5415-N-06 Received Date:2010-08-18T17:05:24-04:00

Part III Interested Parties. You must decide.

1. All developers, contractors, or consultants involved in the application for the assistance or in the planning, development, or implementation of the project or activity and

2. Any other person who has a financial interest in the project or activity for which the assistance is sought that exceeds $50,000 or 10 percent of the assistance (whichever is lower).

* Alphabetical list of all persons with a reportable financial interest in the project or activity (For individuals, give the last name first)	* Social Security No. or Employee ID No.	* Type of Participation in Project/Activity	* Financial Interest in Project/Activity ($ and %)	
			$	%
			$	%
			$	%
			$	%
			$	%

(**Note:** Use Additional pages if necessary.) Add Attachment Delete Attachment View Attachment

Certification

Warning: If you knowingly make a false statement on this form, you may be subject to civil or criminal penalties under Section 1001 of Title 18 of the United States Code. In addition, any person who knowingly and materially violates any required disclosures of information, including intentional non-disclosure, is subject to civil money penalty not to exceed $10,000 for each violation.
I certify that this information is true and complete.

* Signature:	* Date: (mm/dd/yyyy)
Audrey Plouffe	08/18/2010

Survey on Ensuring Equal Opportunity For Applicants

OMB No. 1890-0014 Exp. 2/28/2009

Purpose:

The Federal government is committed to ensuring that all qualified applicants, small or large, non-religious or faith-based, have an equal opportunity to compete for Federal funding. In order for us to better understand the population of applicants for Federal funds, we are asking nonprofit private organizations (not including private universities) to fill out this survey.

Upon receipt, the survey will be separated from the application. Information provided on the survey will not be considered in any way in making funding decisions and will not be included in the Federal grants database. While your help in this data collection process is greatly appreciated, completion of this survey is voluntary.

Instructions for Submitting the Survey

If you are applying using a hard copy application, please place the completed survey in an envelope labeled "Applicant Survey." Seal the envelope and include it along with your application package. If you are applying electronically, please submit this survey along with your application.

Applicant's (Organization) Name: Salish Kootenai College

Applicant's DUNS Name: 1134883990000

Federal Program: Tribal Colleges and Universities Program (TCUP)

CFDA Number: 14.519

1. Has the applicant ever received a grant or contract from the Federal government?

   ☒ **Yes** ☐ **No**

2. Is the applicant a faith-based organization?

   ☐ **Yes** ☒ **No**

3. Is the applicant a secular organization?

   ☐ **Yes** ☒ **No**

4. Does the applicant have 501(c)(3) status?

   ☒ **Yes** ☐ **No**

5. Is the applicant a local affiliate of a national organization?

   ☐ **Yes** ☒ **No**

6. How many full-time equivalent employees does the applicant have? (Check only one box).

   ☐ **3 or Fewer** ☐ **15-50**
   ☐ **4-5** ☐ **51-100**
   ☐ **6-14** ☒ **over 100**

7. What is the size of the applicant's annual budget? (Check only one box.)

   ☐ **Less Than $150,000**
   ☐ **$150,000 - $299,999**
   ☐ **$300,000 - $499,999**
   ☐ **$500,000 - $999,999**
   ☐ **$1,000,000 - $4,999,999**
   ☒ **$5,000,000 or more**

Survey Instructions on Ensuring Equal Opportunity for Applicants

OMB No. 1890-0014 Exp. 2/28/2009

Provide the applicant's (organization) name and DUNS number and the grant name and CFDA number.

1. Self-explanatory.

2. Self-identify.

3. Self-identify.

4. 501(c)(3) status is a legal designation provided on application to the Internal Revenue Service by eligible organizations. Some grant programs may require nonprofit applicants to have 501(c)(3) status. Other grant programs do not.

5. Self-explanatory.

6. For example, two part-time employees who each work half-time equal one full-time equivalent employee. If the applicant is a local affiliate of a national organization, the responses to survey questions 2 and 3 should reflect the staff and budget size of the local affiliate.

7. Annual budget means the amount of money your organization spends each year on all of its activities.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1890-0014.** The time required to complete this information collection is estimated to average five (5) minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: The Agency Contact listed in this grant application package.

Acknowledgment of Application Receipt

U.S. Department of Housing and Urban Development

OMB Approval No. 2577-0259 expires 2/29/2012

Type or clearly print the Applicant's name and full address in the space below.

Salish Kootenai College
58138 US Hwy 93
Pablo, MT 59855

(fold line)

Type or clearly print the following information:

Name of the Federal Program to which the applicant is applying: Tribal College & University Program

To Be Completed by HUD

☐ HUD received your application by the deadline and will consider it for funding. In accordance with Section 103 of the Department of Housing and Urban Development Reform Act of 1989, no information will be released by HUD regarding the relative standing of any applicant until funding announcements are made. However, you may be contacted by HUD after initial screening to permit you to correct certain application deficiencies.

☐ HUD did not receive your application by the deadline; therefore, your application will not receive further consideration. Your application is:

☐ Enclosed

☐ Being sent under separate cover

Processor's Name ______________________

Date of Receipt ______________

ATTACHMENTS FORM

Instructions: On this form, you will attach the various files that make up your grant application. Please consult with the appropriate Agency Guidelines for more information about each needed file. Please remember that any files you attach must be in the document format and named as specified in the Guidelines.

Important: Please attach your files in the proper sequence. See the appropriate Agency Guidelines for details.

1) Please attach Attachment 1	Abstract.doc	Add Attachment	Delete Attachment	View Attachment
2) Please attach Attachment 2	Narrative.doc	Add Attachment	Delete Attachment	View Attachment
3) Please attach Attachment 3	Budget_and_Budget_Narrative.d	Add Attachment	Delete Attachment	View Attachment
4) Please attach Attachment 4	Factor_4.doc	Add Attachment	Delete Attachment	View Attachment
5) Please attach Attachment 5	1281653112_3363.xls	Add Attachment	Delete Attachment	View Attachment
6) Please attach Attachment 6	Letter_of_Commitment.pdf	Add Attachment	Delete Attachment	View Attachment
7) Please attach Attachment 7	Campus_Map_Ed_Bldg.pdf	Add Attachment	Delete Attachment	View Attachment
8) Please attach Attachment 8	Building_Floor_Plan.pdf	Add Attachment	Delete Attachment	View Attachment
9) Please attach Attachment 9	Building_Rendering.pdf	Add Attachment	Delete Attachment	View Attachment
10) Please attach Attachment 10	HUD_993.pdf	Add Attachment	Delete Attachment	View Attachment
11) Please attach Attachment 11		Add Attachment	Delete Attachment	View Attachment
12) Please attach Attachment 12		Add Attachment	Delete Attachment	View Attachment
13) Please attach Attachment 13		Add Attachment	Delete Attachment	View Attachment
14) Please attach Attachment 14		Add Attachment	Delete Attachment	View Attachment
15) Please attach Attachment 15		Add Attachment	Delete Attachment	View Attachment

ABSTRACT

Salish Kootenai College (Pablo, MT) requests $800,000 to construct a Teacher Education Building in 18 months. The project has one activity: construction of a 7,652 sq. ft. Teacher Education Building. In only four years, SKC teacher education has grown from one to three bachelor's degrees, four to nine faculty, and 52 to 246 students. By 2012, the College anticipates hiring two additional faculty to meet the projected enrollment of 300 students.

The project will serve the 7,739 low-and moderate-income Native American community members of the Flathead Indian Reservation. The Teacher Education Building Project will impact the College as follows:

1. Improved instruction for low-and very-low income American Indian and Alaska Native students. The 7,652 square foot facility with six classrooms, 2 labs, and a resource room will be wired for modern computer and telecommunications instructional technologies. Six classrooms will accommodate the 2012-2013 projected enrollment. The labs and resource room will allow faculty and students to teach and learn culturally appropriate educational materials and methodologies for the benefit of AI/AN children.
2. Improved campus cost-effectiveness, accessibility, and green design. The Teacher Education Building emphasizes Energy Star (high efficiency/low power use equipment), Universal Design (ADA compliant single story, ramps, wide aisles and doors, and wheelchair accessible bathrooms), and Sustainability (natural light [skylights]), recycled building products, low

volatile organic compounds, local and regionally manufactured products, Forest Sustainable Certified wood products, and other materials and practices.

3. A minimum of five minority contractors employing a total of 19 Section 3 workers (low-and very-low income) will be hired to construct the facility on an 18-month schedule. The College's TCUP Project will help to reduce the 41% AI/AN unemployment rate on the Flathead Indian Reservation.

Salish Kootenai College is an eligible applicant because it meets the definition of a tribal college and offers 15 associate and 10 bachelor's degree programs of study fully accredited by the Northwest Commission on Colleges and Universities. NWCCU is recognized by the U.S. Department of Education and Council for Higher Education Accreditation as the regional authority for higher education in the northwest United States.

Contact Person/Project Director is Lon Whitaker, Vice President Business Affairs. Tel: 406-275-4800, Fax: 406-275-4801, email: lon_whitaker@skc.edu

Factor 1 - Capacity of the Applicant and Relevant Organizational Experience

a. Knowledge and Experience

The proposed 7,652 square foot Teacher Education Building project will refurbish an existing 1,800 sq. ft. office facility and add 5,852 square feet of new classrooms to the facility over an 18-month construction schedule. Building a new Teacher Education facility is the number 1 building priority of the SKC Institutional Long Range Plan and the SKC Five Year Strategic Plan.

Salish Kootenai College has the knowledge and experience to build a new teacher education facility. The College was the first tribal college to use faculty and students to build campus facilities. In 1978, Building Trades faculty and students constructed the first College facility, a vocational classroom building. Over the next 32 years (1978-2010), faculty and students helped to build or refurbish 33 campus facilities on schedule and at or under the projected budget. In the last five years (2005-2010), SKC served as the general contractor to construct five new campus buildings:

1. Health Fitness Center (2005) - 4,000 sq. ft. of exercise area, locker rooms, and offices. Construction cost: $384,552. Current value: $537,000.

2. Health Fitness Center Classroom Addition (2007) - 6,000 sq. ft. of classrooms, offices, and bathrooms for health education instruction. Construction Cost: $600,000. Current Value: $749,000.

3. McDonald Health Education Center (2007) - 40,000 sq. ft. of offices, classrooms, bathrooms, locker rooms, indoor jogging track, and gymnasium. Construction Cost: $5,996,470. Current Value: $7,250,000.

4. Student Dormitory (2008) - 16,000 sq. ft. single student dormitory with 42 rooms, kitchens, bathrooms, laundry facilities, and meeting areas. Construction Cost: $2,400,000. Current Value: $2,600,000.

5. Campus Bookstore (2009) – 4,000 sq. ft. modern bookstore with merchandise for campus and community. Construction Cost: $750,000. Current Value: $800,000.

Since 2005, Salish Kootenai College refurbished eight buildings with new paint, doors, windows, roofing, carpeting, plumbing, electrical, and mechanical upgrades. Three additions to the library, science lab, and administrative building are currently under construction. The College served as general contractor to build and/or refurbish 111,700 square feet of classroom, office, laboratory, student housing, and health education facilities at a total cost of $14,531,798. These projects required coordination with the administrative requirements of eight public and private funding agencies: U.S. Department of Housing and Urban Development, U.S. Department of Agriculture, U.S. Department of Education, U.S. Department of the Interior, The Paul G. Allen Family Foundation, The Arthur Vinning Davis Foundations, Salish Kootenai College Foundation, and the Plum Creek Timber Company. Construction activities were also completed in cooperation with the Confederated Salish and Kootenai Tribes, Tribal Employment Rights Office. TERO administers a tribal employment ordinance for construction projects on the Flathead Indian Reservation. The program requires contractors, unions, and other stakeholders to comply with American Indian preference in employment, training, and sub-contracting. TERO provides contractors with an applicant skills bank for employee recruitment, referrals, and hiring. The program offers applicants job counseling, coaching, supportive services, complaint investigation, and career counseling.

Salish Kootenai College key project personnel have extraordinary experience with successful construction projects. [redacted], Vice President for Business Affairs, served as Project Director for sixteen previous campus construction projects in the last five years (five buildings, three building additions, eight facility refurbishments). [redacted] managed the administrative requirements of building projects funded by the U. S. Department of Education, the U.S. Department of Housing and Urban Development, The Paul G. Allen Family Foundation, the Arthur Vinning Davis Foundations, the U.S. Department of Agriculture, and the U.S. Department of the Interior. He is thoroughly familiar with a wide variety of management, budget, and reporting systems. As Project Director, [redacted] will be responsible for project management, business operations, supervision of the construction manager and Construction Committee activities. The College will donate 15% of [redacted] time to the project.

The College will donate 100% of the time of [redacted] serve as Construction Manager. [redacted] has more than 30 years experience as a journeyman carpenter, minority contractor, and building trades instructor. Mr. Burland also worked as Construction Manager on the Tribal Arts Building, the Tribal Cultural Center, the Bookstore, the Beaverhead Science Instructional Building, the student dormitory, the Health Fitness Center, the McDonald Health Education Center, eight building refurbishments, and three building additions (library, science lab, and administration buildings). [redacted] will take leave from his teaching position for one year to serve as full-time (100%) Construction Manager and to supervise all daily HUD construction activities, including coordinating work with the project director, contractors, and the SKC Highway Construction Department (SKC faculty and students who will provide building site preparation and other services to the project).

The College will also donate construction equipment and personnel to the project. The Highway Construction Department (HCD) uses 26 different types of trucks, excavators, bulldozers, loaders, rollers, tractors, forklifts, backhoes, and pavers to provide students with the practical skills that contractors need. The HCD does site preparation and landscaping for all SKC construction projects, and will provide a variety of construction services for the proposed Teacher Education building. HCD faculty and students prepared the building sites for the five major facilities listed above, as well as rolling and grading more than four miles of College roads and 30,000 square feet of parking areas. The HCD also worked on summer construction projects with the Bureau of Indian Affairs (dam renovation) and the State of Montana (highway construction). HCD faculty (1) and students (6) will provide site preparation, excavation, hauling, equipment installation, and landscaping work using SKC heavy equipment for the project. A specific description and value of the donated services is described in the Budget and Budget Narrative Section.

The Construction Committee will offer College and community oversight and guidance to the project. Representatives on the Construction Committee bring a variety of skills and life experience to the project. [redacted] (President of Salish Kootenai College) will serve as chair. The Construction Committee will meet monthly to review all project activities, inspect the site, examine data, suggest ideas, and provide information to contractors, administrators, faculty, students, and the public. The Construction Committee includes the following:

1. [redacted] President, Committee Chair
2. [redacted], V.P. Business Affairs, Project Director
3. [redacted], Teacher Education Faculty
4. [redacted] President, Student Senate

5. [redacted], Pablo Baptist Church
6. [redacted] Construction Manager
7. [redacted], Highway Construction Faculty
8. [redacted], Administrative Assistant
9. [redacted], Public School Teacher
10. [redacted], Director of Development
11. [redacted], Physical Plant Manager
12. [redacted] Health and Physical Education Faculty
13. [redacted], Chair, SKC Board of Trustees
14. [redacted], Student
15. [redacted] Teacher Education Faculty
16. [redacted], Department Chair, Teacher Education

10 committee members are Indian. 10 are female. And eight committee members served on the construction committee for 16 previous SKC construction and renovation projects over the last five years. Committee members include four administrators, five faculty, two staff, two community members, two students, and one member of the board of trustees.

Faculty and students will construct approximately 11% of the building, which will include site preparation, excavation, landscaping, hauling, and light crane lifting services. Tribal contractors will complete the remaining 89% of the facility (concrete, electrical, plumbing, rough carpentry, roofing, HVAC, finish carpentry, carpeting, paving, and painting services).

The Teacher Education Building Project will be finished in 18 months because of several factors. First, much of the pre-construction planning is finished. Most of the data, inspections, and assurances for the Environmental Assessment Report are complete and the site has previously been approved for an addition. Preliminary building plans, budget, construction timeline, and specifications are complete. Jackola Architects and Engineers is the leading architectural firm in northwest Montana and has worked with SKC on seven previous construction projects: the Health Fitness Center, Theatre, Student Dormitory, Health Education Center, and three building additions (library, science lab, and administration building). Second, the knowledge and experience gained by administrators, faculty, students, and committee members with 16 successful campus building and renovation projects over the last five years (three HUD, 11 DOE, one USDA, and one USDOI) will accelerate the work schedule. Lessons learned and currently mobilized institutional resources (personnel and processes) can immediately be applied to the project. Finally, College in kind donations provide both substantial value ($367,508) and practical assistance (land and studies, donated indirect cost, use of heavy equipment, faculty/student labor, and supervisory and administrative personnel) to finish the project in 18 months.

b. Past Performance

In 2003, the College received a two-year $384,552 HUD TCUP grant to build a Health Fitness Center. Although the Environmental Assessment Report delayed the start of the project, an unusually mild winter allowed administrators, contractors, faculty, and students to make up for lost time. By March 2005, the project was on time and on budget as measured by achieving the activities and timelines described in the approved Work Plan and documented in the quarterly HUD progress reports. The project remained on the approved schedule and budget to the completion date of September 30, 2005. The 2003 grant application listed two forms of leveraged support for the project, cash ([redacted]) and in-kind donations ([redacted]). The College Business Office reported receiving [redacted] in cash from the Salish Kootenai College Foundation

(April, 2005). The Business Office also received data to substantiate the in-kind donations of [redacted]. The project met all goals and objectives.

In 2005, HUD TCUP awarded Salish Kootenai College [redacted] to build a classroom addition to the Health Fitness Center. The College leveraged in-kind donations of [redacted] to support the project. The College Business Office reported that all leveraged in-kind donations were received and documented. The College also secured another [redacted] million from other funding sources (Title III HEA [redacted]; USDA $300,000; SKC Foundation [redacted]; the Paul G. Allen Family Foundation [redacted]; and the Arthur Vinning Davis Foundations [redacted]) to add a health education center and an instructional kitchen. As a result of the new resources, the College requested and received a one-year extension for the HUD TCUP grant project to accommodate the increased size and scope of the facility. With experience gained from the previous HUD TCUP project, the Classroom Addition was completed on the approved schedule and budget. The project met all goals and objectives.

In 2008, HUD TCUP awarded Salish Kootenai College [redacted] for a campus bookstore. The College secured [redacted] of in kind donations. All the leveraged resources were received and documented. The bookstore facility is complete and in service to the campus and community. The College is working on the close out documentation and reporting requirements.

A list detailing HUD TCUP grants received, dollar amounts, amounts expended and obligated, project completion dates, proposed leveraged funds, and actual leveraged funds is as follows:

1. Health Fitness Center 2003- [redacted] grant award, [redacted] expended and obligated, 09/30/05 completion date, [redacted] proposed leveraged funds, and

[redacted] in actual leveraged funds.

2. Classroom Addition to the Health Fitness Center 2005 - [redacted] grant award, [redacted] expended and obligated, 09/30/07 completion date, [redacted] proposed leveraged funds, and [redacted] in actual leveraged funds.

3. Campus Bookstore 2008- $[redacted] grant award, [redacted] expended and obligated, 09/30/10 completion date, [redacted] in proposed leveraged funds, and [redacted] in actual leveraged funds.

The College completed all three facilities (as described in the grant application and building plans and specifications) on the approved schedule and budget. Since opening the facilities served a combined total of 5,972 low-income Indian students, faculty, staff, and low-and-moderate income Indian community members.

Specific submission dates for required reports in each of the three previous SKC HUD TCUP grants are as follows:

1. Health Fitness Center – Financial Status Reports and Narrative Reports submitted on 05/27/04, 02/02/05, 02/02/05, 02/02/05, 04/20/05, and 06/24/05. Program Management Plan submitted 06/09/04. Logic Model submitted and approved. Final project report submitted 03/03/06.

2. Classroom Addition to HFT – Financial Status Reports and Narrative Reports submitted on 04/13/06, 08/09/06, 12/12/06, 02/01/07, 04/26/07, 12/18/07, and 12/18/07. Program Management Plan submitted 04/13/06. Logic Model submitted and approved. Final project report submitted 01/22/08.

3. Bookstore – Financial Status Reports and Narrative Reports submitted on 08/19/09, 08/19/09, 08/19/09, 11/04/09, 03/03/10 and 03/16/10. Program Management Plan submitted and approved. Logic Model technical reporting problem being worked out. Final project report will be submitted by 12/30/10.

College records indicate compliance with all HUD reporting requirements for both projects. Reporting data included the following: correspondence, email, faxes, phone records, financial reports, progress reports, quarterly reports, Program Monitoring Outcome Reports, amendment requests, evaluation reports, requests for information, and other data were submitted. The Project Director, [redacted], also attended national HUD TCUP meetings and served as an Office of University Partnerships grant proposal reader.

Factor 2 - Need/Extent of the Problem

Salish Kootenai College needs a larger Teacher Education facility. The current Mathias Teacher Education Building is the third oldest building on campus (1981) and has a rated total capacity of 64 persons. In only five years (2005-2010) the Teacher Education Department has grown from one to three bachelor's degrees, four to nine faculty, and 52 to 246 students. The Mathias Building accommodates the largest number of faculty (9) and students (246) in the smallest physical space (3,000 square feet). The SKC Education Department (2007), State of Montana Office of Public Instruction (2007, 2008, and 2009), and the SKC Maintenance Department (2009) noted the following Teacher Education building deficiencies:

1. Size– Three small classrooms and three offices cannot serve the needs of current and projected faculty and students. The Department includes nine faculty, an administrative assistant, and 246 students (90% low and very-low income AI/AN). The projected increase in faculty (n = 2) and Indian students (n = 60) by 2011 will require an absolute capacity limit on

students in the current facility. SKC is a national leader in recruiting, retaining, graduating and placing Indian teachers in employment. The critical national need for Indian teachers would not be served by limiting student enrollment.

2. Parking - The current facility shares a 60-vehicle parking lot with student services, the main classroom building, the counseling center, the business department, the administration building, and the campus food service. Given the rapid and projected growth in teacher education enrollment, the location of the existing facility makes student parking a long-term problem.

3. Systems - The Mathias building's communication, plumbing, electrical, heating, ventilation, and mechanical systems are not adequate for current and projected growth in the number of faculty and students. The facility was originally designed in 1981, before personal computers and the Internet/World Wide Web, as a career counseling center with three offices, a reception area, and three small group conference rooms (435 square feet each), maintenance closet, and bathrooms. The building capacity is only 64 persons.

The SKC Institutional Long Range Plan (2009) and the SKC Five Year Strategic Plan (2010) list a Teacher Education facility as the number 1 campus building priority. Building a new Teacher Education facility will improve the College in many ways. It will serve a majority of low and very-low income Indian students (90%). A new facility will also serve faculty and 7,739 low-and-moderate income community members in an energy efficient, well-lighted, and comfortable environment designed for modern computer and communications technology. Access to expanded parking and instructional space will encourage reservation tribal and public school teachers to participate in departmental activities. It will also allow the Mathias Building to be refurbished for use as a counseling center.

College activities will utilize the facility 100% of the time. The College projects that 90% of the Teacher Education Building users will be low- and very-low income Indian students and low-and-moderate income Indian community members.

Almost 20 years ago the Indian Nation's at Risk Task Force selected "Training more Native teachers" as one of the four national priorities ("Indian Nations at Risk: An Educational Strategy for Action" Final report of the INRTF Task Force, U.S. Department of Education, Washington, DC, 1991). While some progress has been made, much remains to be done. Salish Kootenai College has accepted the challenge to recruit, retain, educate, graduate, and place Native American teachers in reservation and Alaska Native schools. The proposed HUD TCUP Teacher Education Building Project will help the college produce AI/AN teachers for the next 30 years. While more than 100,000 teaching jobs exist in tribal and public schools on and near Native villages, only 22,000 Native Americans meet the professional qualifications to become a teacher. Salish Kootenai College is the only Montana tribal college, and one of only two tribal colleges in the United States, to offer three bachelor's degrees in all levels of education: Early Childhood Education, Elementary Education, and Secondary Education.

The total population of the United States is 290,810,000. The American Indian/Alaska Native population varies between 2,448,000 (one race) and 4,119,000 (tribal rolls, two or more races). Thus the AI/AN population is between .08% and 1.4% of the total U.S. population (Data source: U.S. Census Bureau, American Indian/Alaska Native Tables from the Statistical Abstract of the United States: 2004-2005, Tables 35 and 37).

There are 4,618,824 teachers (Pre-k, Kindergarten, Elementary, Middle School, and Secondary School) in the United States. Only 22,258 (.005%) are American Indian/Alaska Native. 3,364 of 764,581 High School Teachers are American Indian/Alaska Native. And there are only 18,894 AI/AN teachers among 3,854,243 Pre-K to Middle School Teachers (Data Source: U.S. Census Bureau, American Indian Alaska Native Summary File, (AIANSF), 2005).

The 2009 Bureau of Indian Education Annual Report lists 4,360 teachers in 184 elementary and secondary schools on 64 reservations in 23 states serving 48,700 AI/AN children. 39% of BIE teachers are American Indian/Alaska Native. The BIE also indirectly serves more than 400,000 Indian children through various programs to public and private schools. In the most recent Montana survey, only 241 of 10,914 certified teachers in 504 school districts are American Indian/Alaska Native. While Indian children represent 11% of all Montana school children (17,438 of 153,081), Indian teachers represent only 2.5% of all Montana teachers. The statistics for Montana's 36 public and private school districts on the seven Indian reservations are even worse. 62% of the children in reservation schools are Indian, while only 3% of the certified teachers are Indian (Data source: State of Montana, Office of Public Instruction, 2005 Survey Report, Helena, MT).

Teaching is one of the best jobs available in Native American communities. In a recent speech, Ms. Carmen Taylor, Executive Director of the National Indian School Board Association said, "The most stable and plentiful jobs on Indian Reservations and Alaska Native Villages are in education, health care, and tribal government" (National Indian School Board Association, 2010 Annual Meeting, Scottsdale, AZ). Montana reservations have employment concentrated in educational services and public administration (Data source: Montana Department of Labor and Industry, Research Analysis Bureau, Helena, MT, 2008). Secondary School Teachers, Elementary School Teachers, and Child Care Teachers ranked second, third, and seventh in Professional Occupations with the Largest Job Growth 2008 and projected 2018. These three occupations also ranked 10th, 12th, and 29th among All Occupations with the Largest Job Growth

2008 and projected 2018 (Data source: U.S. Department of Labor, Bureau of Labor Statistics, Division of Occupational Employment Statistics, Washington, DC, 20212, May, 2008). Education is the largest employer on the Flathead Indian Reservation. Pre-k to secondary schools employ 1,265 workers in three tribal, two parochial, 12 early childhood centers, and seven public school districts. 863 of the 1,265 workers are certified professional teachers.

The Digest of Educational Statistics (2010) reports that the Native American Teachers are less likely to leave teaching or change schools. The data for 2007 shows that 8.4% of all teachers left teaching and 8.1% changed schools. In comparison only 1.9% of Native Americans left teaching and only 5% changed schools during the same time period.

The Digest (2010) also reported the average salary for elementary teachers at $53,293 and for secondary teachers at $52,984. In 15 states with the largest Native American population, the average salary for All Teachers is $44,779. The states and respective salaries are as follows: Alaska ($54,679,), Arizona (44,674), Washington ($45,724), Oregon ($50,790), Idaho ($42,112), Montana ($38,485), North Dakota ($37,773), South Dakota ($35,378), California ($63,640), Utah ($40,316), New Mexico ($41,637), Oklahoma ($38,772), North Carolina ($43,922), Wisconsin ($46,390), and Minnesota ($47,393). The American Federation of Teachers reported that in 2009 average public school salaries were $51,009 and average private school salaries were $41,106. The combination of middle income salaries, job locations near Native American communities, and the need for American Indian/Alaska Teachers make the teaching profession attractive to low-and very-low income AI/AN students at Salish Kootenai College.

In conclusion, the proposed Teacher Education building is needed for the following reasons: 1.) The current facilities are inadequate for present and future enrollment growth. 2.) The program meets a national need for Native American teachers. 3.) A teaching job would immediately raise SKC graduates from low-income students (90% qualify for need-based aid) to middle income professionals. 4.) Over the 30 year life of the facility, SKC will produce a minimum of 2,000 American Indian/Alaska Native professional teachers.

Factor 3 - Soundness of Approach

The 2009 Institutional Long Range Plan was a year-long process that involved hundreds of students, faculty, board members, community members, staff, and administrators who identified current resources and future long term needs in curriculum, instruction, student services, auxiliary services, administration, and facilities.

The SKC ILRP lists the following prioritized campus building needs:

1. Teacher Education Classroom Facility.
2. Student Services Building.
3. Registered Nursing and Dental Assisting Instructional Center.
4. Public Television Broadcasting Station.
5. General Classroom Building.

The Five Year Strategic Plan (2010) allowed college board members, administrators, faculty, staff and students to identify and prioritize short-term needs related to the institutional mission and goals of the College. The FYSP listed challenges, goals and objectives for the short-term future. The number 1 construction priority of the FYSP is Goal 2e – Obtain funding for a new Education Department Building.

The need to replace the Mathias Teacher Education Building with a new facility was also cited by the State of Montana, Office of Public Instruction Visitation Team in annual visits (2007, 2008, and 2009).

In June, 2009, administrators and construction committee members met to develop strategies to address the number 1 campus building priority. From July 2009 to the present, administrators met with Teacher Education faculty, Straight Arrow Construction Cost Estimators, and Jackola Architects and Engineers to plan and review specific facility needs, HUD TCUP grant guidelines, budget limitations, a construction timeline, prevailing local construction costs, and College resources that could be applied to the project. After discussing advantages, disadvantages, facility services, and a general floor plan, the College decided to apply for 2010 HUD TCUP funds to build a Teacher Education Building.

<u>The Teacher Education building has one objective. By March 31, 2012, Salish Kootenai College will construct a 7,625 square foot Teacher Education Building at a cost of $800,000 as measured by an examination of plans, permits, drawings, specifications, budget records, daily site inspections, weekly meetings, monthly progress reports, quarterly progress reports, annual evaluation report, Construction Committee minutes, and a walk-through inspection and approval of the completed facility by the project director, construction manager, contractors, architects, and Construction Committee</u>. This measurable objective is realistic and achievable given the College's experience in serving as the general contractor for 16 successful building and renovation projects over the past five years. All 16 projects finished on time and on budget.

The proposed Teacher Education building project will benefit low-and-moderate income persons, the first national objective of the Community Development Block Grant Program. The project outcome is a new 7,652 square foot teacher education building.

The activity will include refurbishing 1,800 square feet of an existing office structure and adding 5,852 of new classrooms to the facility. The new teacher education building will offer better services and improved efficiency (larger classrooms, modern technology, new instructional methodologies, Energy Star equipment, universal design/accessibility, green design, and increased parking) for the department and campus. Improved instructional, in-service, planning, demonstration, parent education, and community educational support services will be provided to the following constituents:

1. A minimum of 260 low- and very-low income Indian Teacher Education students and 11 Teacher Education faculty in three Bachelor's of Science in Education degree programs: Elementary Education, Secondary Education, and Early Childhood Education. (Data Source: SKC Planning Office, 2010).
2. The 7,739 low-and-moderate income Indian residents of Flathead Indian Reservation (Data Source: Confederated Salish and Kootenai Tribes, 2009 Annual Report).
3. The 971 tribal employees and 31 tribal departments of the Confederated Salish & Kootenai Tribes (Data Source: Confederated Salish and Kootenai Tribes, 2009 Annual Report).
4. The 863 reservation tribal and public school teachers, early childhood educators, and classroom aides working in 32 schools and early childhood education centers. (Data Source: Office of Public Instruction (2010) and CS&K Tribal Education Department (2010).

The measurable impact of the project activity on the target population by the end of the performance period includes a 7,652 sq. ft. Teacher Education Building with six new classrooms, instructional lab, curriculum development lab, and a resource room. Two new faculty and one Section 3 qualified low-income maintenance worker will be hired when the facility is complete. 73 Teacher Education courses will be taught in the new facility. Five minority Section 3 contractors will be hired to complete the building. These minority Section 3 contractors will hire a minimum of 19 Section 3 workers (low- and very-low income). The project will also help to reduce the 41% reservation unemployment rate.

Procedures for HUD TCUP project management are the result of more than 30 years of success with the College serving as general contractor in building a variety of campus facilities ranging from a 1,200 sq. ft. maintenance building to a 40,000 sq. ft. McDonald Health Education Center. The lessons learned with each experience have been institutionalized in the current construction process and guidelines. For example, innovations from past experience allow Salish Kootenai College to hire minority contractors, to build larger facilities, at lower cost, in less time, with greater quality, and improved worker safety. These advantages will be applied to the proposed Teacher Education Building Project.

The project director (15% time) reports directly to the president. Mr. Lon Whitaker is also the Vice President for Fiscal Affairs. His access to the principal College administrator and his control of the College's financial system maximizes the efficiency of project management. [redacted] has also served as project director and member of the Construction Committee for two successful SKC HUD TCUP construction projects. He is thoroughly familiar with HUD TCUP reporting requirements, attended three annual HUD TCUP annual meetings, and has been selected to serve as a grant application reader in the 2010 HUD TCUP grant competition. He will direct the activities of the construction manager, coordinate the activities of the Construction Committee, represent the project to the campus and community, and prepare and submit required HUD TCUP reports.

The construction manager (100% time) reports to the project director. [redacted] has more than 30 years of experience in construction as a minority contractor, journeyman carpenter, and SKC Building Trades Instructor. Mr. Burland also served as Construction

Manager for three successful HUD TCUP construction projects. He will coordinate work with the project director, minority contractors, Tribal Employment Rights Office and the SKC Highway Construction Department. [redacted] will observe, supervise, and assist contractors in a portable office on the construction site for the 18-month duration of the activity.

The Construction Committee is an innovation from the second campus building project in 1980, when faculty, staff, students, and community members wanted more input and information during the planning, construction, and approval phases of the building activity. The Committee represents the campus and community in providing oversight and support to the project director, construction manager, and contractors. For 30 years faculty, students, staff, administrators, board members, and community members have volunteered to serve without pay to add a collective voice to influence the design and construction of campus facilities. Over that time the Committee has evolved to become a partner in the management process, offering many cultural, money saving, and morale building suggestions to the project director, construction manager, and minority contractors. A majority of committee members are Native American (10 of 16), female (10 of 16), have been SKC students (15 of 16) and have previous experience as Construction Committee members (13 of 16). Three of the faculty representatives, including the department head, are teacher education instructors.

The project director will have a daily briefing with the construction manager, weekly meetings with the construction manager and minority contactors, and monthly meetings with construction manager, minority contractors, and Construction Committee. The project director will also present monthly construction activity updates to the board of trustees, the curriculum committee, the Tribal Employment Rights Office, the staff general meeting and the student government association meeting. He will also complete and file quarterly and annual HUD

TCUP reports as required. Both the project director and the construction manager will keep daily project activity logs. The Construction Committee will also maintain records of meeting activities. Copies of the grant application, award notice, budget data, construction drawings, building schematics, artist renderings, bid award documents, quarterly progress reports, annual progress reports, final progress report, and all other project information will be available for public inspection and review during regular business hours in the entrance alcove of the Bigknife Administration Center on the SKC Campus.

Construction of the Teacher Education Building is directly related to the mission and goals of Salish Kootenai College. The College mission is " to provide quality postsecondary educational opportunities for Native Americans locally and from throughout the United States" (Source: SKC 2009-2010 Institutional Catalog, page 1). The Teacher Education Building Project addresses the need for Indian teachers on the Flathead Indian Reservation, on seven other Montana Indian Reservations, and in tribal and public schools throughout the United States as described in the Need Section, above.

The Teacher Education Building will not duplicate other activities in the target area. Salish Kootenai College is the only institution of higher education on the 4,000 square-mile Flathead Indian Reservation. The SKC offers the only teacher education degree programs between the University of Montana Missoula (61 miles South), Gonzaga University (200 miles West), the University of Lethbridge, Canada (250 miles North), and Montana Tech (164 miles East).

The Project will use the following management plan conceptual model, which lists data elements, data collection and analysis, and short and long-term management outcomes.

Table 2

Project Management Plan Conceptual Model

Data Elements

- Daily, weekly, monthly written data from project, college, and
- Oral data from interviews, discussions, meetings and worksite visits.
- Construction Documents:
  Bids and Contracts
  Permits and Plans
  Specifications
  Approvals/Insurance
  POLM
  TERO Reports
  Safety Reports
  Budget Reports
  Inspection Reports
  Progress Reports
  Correspondence
  PD/CM Daily Logs
  News Articles
  Grant Application
  Committee Minutes

Data Collection & Analysis

- PD/CM and committee review and discussion of oral and written data.
- Daily, weekly, monthly, quarterly, and annual data analysis by PD/CM and committee.
- CM daily worksite inspection, committee monthly worksite inspection, PD quarterly worksite inspection, all parties final worksite inspection.

Short Term Benefits

- Identify and define progress and problems
- Institutionalize progress
- Select and apply solutions to problems
- Assess effectiveness of solutions
- Modify solutions, if necessary
- Maintain project activity schedule
- Improve budget cost control
- Sustain project team cohesion and morale with shared information
- Monthly progress reports, quarterly reports, annual evaluation reports

Long Term Benefits

- Project meets construction objective on schedule and on budget
- College benefits:

  Completion of 7,652 sq. ft. Teacher Education Building with 6 new classrooms, 2 labs and resource room.
- Reservation/National Benefits:

  Five local minority contractors and 19 Section 3 workers will reduce the Reservation 41% unemployment rate.

  The nation gains a minimum of 2,000 AI/AN professional teachers over 30-year life of the facility.

Salish Kootenai College is an eligible HUD TCUP applicant because it is a tribally controlled institution of higher education which is formally chartered by an Indian tribe (The Confederated Salish and Kootenai Tribes of the Flathead Indian Reservation). The College is fully accredited at the associate and bachelor's degree levels by the Northwest Commission on Colleges and Universities (NWCCU). NWCCU is recognized by the U.S. Department of Education and The Council for Higher Education Accreditation as the regional authority for higher education in the northwest United States.

Construction of the Teacher Education Building is a HUD TCUP eligible activity. Faculty, students, staff, and administrators will use the facility 100% of the time. The facility will include 6 classrooms, 2 labs, and a resource room. The activity also meets the first Community Development Block Grant objective to benefit low-and moderate-income persons. The most recent Bureau of Indian Affairs, Office of Indian Services, Population and Labor Report (2005) for Flathead Reservation Indian residents aged 16 to 65 and older lists a 41% Indian unemployment rate. The August, 2009 County unemployment rates for all residents on the Flathead Indian Reservation were as follows: Lake 8.4%, Flathead 8.7%, and Sanders 12.2%. (Data Source: Research and Analysis Bureau, Montana Department of Labor and Industry, Helena, MT). Seven U. S. Census Tracts on the Flathead Indian Reservation average 22.6 % of the total population below the poverty level: Tract 9401=27.1%, Tract 9402= 24.3%, Tract 9403=15.8%, Tract 9404= 33.6%, Tract 9405=25%, Tract 2406=24.6%, and Tract 9407=22.6% (Data source: U.S. Census Bureau, TM-P067, Percent of Persons Below Poverty Level, Census 2000 Survey, File 3, Matrix P87). Salish Kootenai College is an instrumentality of the Confederated Salish and Kootenai Tribes of the Flathead Indian Reservation and will comply with the Indian Civil Rights Act (Title II of the Indian Civil Rights Act of 1968:25 U.S.C. 1301 et. Seq.), Section 504 of the Rehabilitation Act of 1973, and all other applicable civil rights statutes and authorities as set forth in 24 CFR 1000.12. The College will also cooperate with HUD in meeting the requirements of 24 CFR Part 50 in performing an environmental review of the construction activity on the proposed site. SKC will insure that contractors, and subcontractors comply with the Lead-Based Poisoning Prevention Act (42 USC 4821-4846), the Lead-Based Paint Hazard Reduction Act of 1992 (42 USC 4851-4856), and relevant subparts of the impending regulations at 24 CFR Part 35. The College owns and will donate the land for the Teacher Education Building. Based on similar construction projects over the past ten years, the College anticipates the activity will require five local minority contractors and hire a minimum of 19 low and very low-income workers over the 18 months of the project. SKC is exempt from the submission requirement to affirmatively further fair housing. The College will require that the facility meet the accessibility requirements of Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and implementing regulations at 24 CFR Part 8. Ten percent (10%) of the current SKC student enrollment have limited English proficiency (tribal first language). The College offers a highly effective selection of supportive services to insure that such persons have meaningful access to College programs including individual and group tutoring, individual and group counseling for cross cultural adjustment, and developmental studies instruction in thinking, speaking, listening, and writing skills. The LEP Program Director, [redacted], holds a Master's Degree in Bicultural and Multicultural Education, and a Ph.D. in Psychology.

A clear explanation of the key personnel, major tasks, implementation strategies, and management activities related to the one project objective is provided in the Project Implementation Strategy and Timeline which describes objectives and tasks, individuals responsible, methods involved, tangible results, and work schedule.

Project Implementation Strategy and Timeline

Objectives and Specific Tasks	**Individuals Responsible for Specific Tasks**	**Methods Involved**	**Tangible Results**	**Schedule**
Objective 1 – By March 31, 2009 Salish Kootenai College will construct a 7,652 sq. ft. Teacher Education Building at a cost of $800,000 as measured by an examination of plans, permits, drawings, specifications, budget records, daily site inspections, weekly meetings, monthly progress reports, quarterly progress reports, annual evaluation report, Construction Committee minutes, and a final walk-through inspection of the completed facility by the project director, construction manager, contractors, architects, and Construction Committee.	[redacted] Project Dir. [redacted], Con. Mgr. Jackola Architects Contractors Construction Committee	Plan, organize, manage, build, inspect, and approve facility. Specific methods are described in the sub-objectives which follow.	The tangible result is a new Teacher Education Building combined 1800 sq. ft. of an existing office building with 5,852 sq. ft. of new construction. The Teacher Education Building will include 6 classrooms, 2 labs, and a resource room.	10/01/10 – 03/30/12

Objectives and Specific Tasks	**Individuals Responsible for Specific Tasks**	**Methods Involved**	**Tangible Results**	**Schedule**
Sub-Objective 1.01 – Organize Construction Committee	[redacted] President [redacted]r, Project Dir.	Schedule monthly meetings. Monitor progress. Discuss success/problems. Offer suggestions and support. Maintain records: minutes, correspondence, and reports.	Monthly oversight and consultation for the construction project.	10/01/10 – 03/31/12
Sub-Objective 1.02 – Complete Environmental Assessment Process	[redacted] Project Dir. CS & K Tribes U.S. Dept. of HUD	Contact relevant agencies. Provide requested data. Conduct site assessments. Complete and forward report.	Environmental Assessment Report completed, forwarded, and approved.	10/01/10 – 12/31/10
Sub-Objective 1.03 – Order, review, and approve plans and specifications.	[redacted], Project Dir. Jackola Architects [redacted], Con. Mgr. [redacted]s, CC Chair	Visit site with architect. Discuss project scope with teacher education staff and construction committee. Order plans and specifications. Review and approve plans and specifications.	Construction plans and specifications are complete and approved.	10/01/10 – 12/31/10
Sub-Objective 1.04 – Distribute plans and specifications, solicit bids, review bids, and select contractors.	[redacted], Project Dir. [redacted]Con. Mgr. [redacted], CC Chair SKC Board of Trustees Tribal Employment Rights Office (TERO) Contractors	Advertise bids. Notify local/regional Indian contractors through CS & K Tribes. Distribute plans and specs. Receive and open bids. Review bids. Select contractors under TERO guidelines.	Project contactors are selected under Tribal Employment Rights Office guidelines. A minimum of 5 Section 3 contractors and 19 Section 3 workers (low and very-low income) will be hired to build the facility.	01/01/11 – 02/01/11

Objectives and Specific Tasks	Individuals Responsible for Specific Tasks	Methods Involved	Tangible Results	Schedule
Objective 1.05 – Review documents and give authorization to proceed.	[redacted] Project Dir. [redacted], Con. Mgr. [redacted] CC Chair	Review bids, contracts, grant application, plans and specs. Give contractors formal authorization to proceed.	Begin construction activity.	02/01/11 – 02/07/11
Objective 1.06 – Site preparation.	[redacted], Con. Mgr. Heavy Equipment Faculty and students.	Cut and remove brush. Excavate, grade, level, compact, stake, and fence site.	Site prepared and ready for concrete forms.	02/08/11 - 03/01/11
Objective 1.07 - Frame and pour concrete footings and stem wall.	[redacted], Con. Mgr. Contractors Heavy Equipment Faculty and students. (excavation)	Measure and build concrete forms. Pour concrete pad.	Concrete foundation is ready for wood framing.	03/01/11 – 04/01/11
Objective 1.08 - Complete wood framing	[redacted], Con. Mgr. Contractors	Install rough walls, floor, trusses, roof, windows and doors.	Facility ready for roughing in plumbing, heating, AC, electrical, and mechanical.	04/01/11 – 07/01/11
Objective 1.09 – Rough in plumbing, heating, AC, electrical, and mechanical.	[redacted] Con. Mgr. Contractors Heavy Equipment Faculty and students (equip. lift)	Begin installation of plumbing, heating, AC, electrical, and mechanical service.	Facility ready for exterior finish.	07/01/11 - 09/01/11
Objective 1.10 - Finish exterior roof, walls and siding.	[redacted] Con. Mgr. Contractors Heavy Equipment Faculty and students (mats. lift)	Cover roof, install siding, gutters, windows and doors.	Facility ready for interior finish.	09/01/11 - 11/01/11

Objectives and Specific Tasks	Individuals Responsible for Specific Tasks	Methods Involved	Tangible Results	Schedule
Objective 1.11 - Finish interior: sheetrock, painting, plumbing, carpeting, electrical, heating and mechanical.	[redacted]Con. Mgr. Contractors	Install ceiling, floor and wall coverings. Complete plumbing, electrical, heating, mechanical fixtures and services.	Facility ready for installation of furniture, equipment, and final landscaping, road paving.	11/01/11 – 02/01/12
Objective 1.12 – Install furniture and equipment, finish paving.	[redacted] Con. Mgr. Contractors Heavy Equipment Faculty and students.	Move in furniture and equipment. Plant grass and shrubs. Pave parking.	Furniture and equipment in place. Grounds and paving completed.	02/01/12 – 03/01/12
Objective 1.13 - Clean and prepare for inspection and occupancy.	[redacted] Con. Mgr. Maintenance Staff	Remove trash. Wash, vacuum, and dust facility surfaces.	Facility ready for inspection.	03/01/12 – 03/15/12
Objective 1.14 - Final Walk-through Inspection	[redacted], Project Dir. [redacted] Con. Mgr. Construction Committee Jackola Architects Contractors	Group walk through. Deficiencies noted and corrected.	Facility ready for blessing and dedication.	03/15/12 – 03/22/12
Objective 1.15 – Bless, dedicate, and open facility.	Tribal leaders, HUD representatives, College administrators, faculty, staff, students, board members, community members, cultural leaders, & Construction Committee	Prayers, speeches, introductions, ribbon cutting, cultural activities, tours, lunch.	Facility open and ready for occupancy.	03/31/12

Faculty and students have significant input and oversight of the project. 32 full time faculty, 27 part time faculty and 489 students participated in developing the Institutional Long Range Plan. And 73 students, staff, and faculty provided input for the Five Year Strategic Plan. Both documents identified the teacher education facility as the number 1 campus building priority.

Five faculty members and two students will serve on the Construction Committee. Four committee members are SKC alumni. 15 of 16 committee members have taken SKC courses. The project director will provide monthly construction progress reports to faculty and students at staff, Student Government, Construction Committee, and Curriculum Committee meetings for the duration of the grant activity. The project director will also provide faculty and student tours of the construction site at the beginning, midpoint, and completion of the facility.

Faculty and students will also help to construct the facility. One Highway Construction faculty member and six Highway Construction students will provide a total of 1,000 hours of labor to the project (site preparation, excavating, grading, rolling, landscaping, hauling, and light crane lifting). 260 low and very-low income AI/AN students and 11 faculty will also be the primary users of the new facility.

The proposed project will target the HUD Job Sustainability Policy Priority that the land is clean and the building energy efficient and healthy as follows:

1. Energy Star **–** the equipment for this facility would be energy star compliant. All appliances, equipment, lighting, windows, doors, HVAC, and exit signs will be Energy Star products. Additionally the single story and deep eaves all contribute to assisting the mechanical system in energy saving.

2. Universal Design/Accessibility – the College requires that all facilities meet ADA accessibility requirements. Indeed, Salish Kootenai College is the only Montana college or university in which all facilities are ADA compliant. The proposed project's single story design, ramps, Braille signage, wide aisles, 36" wide doors, and wheelchair accessible bathrooms are a result of these considerations.

3. Sustainability - The building will be designed with sustainable attributes in products, materials and practices. These features include recycled building materials, low volatile organic compounds (VOC), excellent indoor air quality, natural light (skylights), high SEER rating Heating Ventilation and Air Conditioning (HVAC), local and regionally manufactured products, use of FSC (Forest Sustainable Certified) wood products where possible, fiber cement products, insulated glass and doors, vibration dampered, filtered, and sound lined HVAC, and individual room controls of high efficiency light fixtures.

The entire facility and surrounding site features will be fully handicap accessible in compliance with the requirements of ADA/ANSI A117.1. Additionally, the building and its systems will be designed to meet the requirements of current codes and their referenced standards including the 2006 IBC, 1006 IMC, 2005 NEC, 2006 UPC and the 2006 IECC.

4. Land – The three acre building site is clean, level grassland. It's only previous use has been as grazing land for horses and cattle.

Following guidelines of the CS&K Tribal Employment Rights Office, the College will award construction contracts to local businesses who hire Section 3 employees. The College and TERO will also provide a variety of specific and individualized training opportunities to Section 3 businesses and employees. These services include job banks, bid announcements direct mail to eligible participants, construction activity monitoring, job placement, career counseling, complaint resolution, job announcements, adult basic education, GED courses, bid technical assistance, resume writing, letter writing, completing job applications, free access to computers/printers, Internet job searches, and related supportive courses (Business Math, Business English, Speech, Introduction to Computers, How to Use the Internet, and 17 business entrepreneurship courses). In 16 previous building and renovation projects over the last five years, SKC awarded 29 contracts to Section 3 business concerns who employed 87 Section 3 qualified employees. The proposed Teacher Education Building project will award a minimum of five contracts to Section 3 business concerns who will employ a minimum of 19 Section 3 qualified workers over the 18 month construction schedule.

Most SKC students qualify as low and very-low income. In 2009-2010, 90% of SKC American Indian/Alaska Native students qualified for Federal Need-Based Student Financial Aid. Since the Education Department projects that 50 AI/AN students will receive bachelor's degrees in 2012, most of these new teachers will be placed and employed in tribal and public schools at middle-income salaries and fringe benefits. For example, in 2009, 81% of SKC graduates were placed in employment or chose to enter a graduate degree program (Souce: SKC Student Service Department Annual Report, 2009). For the last 32 years, most SKC AI/AN graduates have returned to their respective home reservations and Alaska Native Villages and secured jobs as professionals. SKC is proud of our graduates and their commitment to improve their respective Native American communities.

Salish Kootenai College serves the most diverse tribal student population in the United States. From 2005-2010, the College enrolled Indian students from 113 tribes, and 23 states. Student tribal affiliations included the following:

- Alaska: Eskimo, Tlingit, Yupik, and Haida.
- Arizona: White Mountain Apache, Gila River, Hopi, Navajo, Apache, Yavapai, Salt River Pima, Ah-Chin, Tohon O'dham, Hualapai, and San Carlos Apache.
- California: Karuk, La Jolla, Yokut, Round Valley, and Picayune Rancheria.
    - Colorado: Ute Mountain.
    - Idaho: Coeur d'Alene, Shoshone Bannock, and Nez Perce.
    - Indiana: Miami.
    - Iowa: Sac and Fox.
    - Kansas: Potawatomi.
    - Minnesota: Lac Courte Oreilles, and Ojibawa.
    - Montana: Blackfeet, Crow, Salish, Kootenai, Gros Ventre, and Assiniboine Sioux, Northern Cheyenne, Chippewa, Cree, and Little Shell.
    - North Dakota: Sioux, Chippewa, Three Affiliated Tribes, and Turtle Mountain.
    - Nebraska: Omaha, Santee Sioux, Winnebago, and Ponca.
    - Nevada: Washoe, Shoshone, Paiute, Pyramid Lake Paiute, Wynnemucca, Goshute, and Te-Moak.
    - New Mexico: Navajo, Pueblo, Zuni, Taos, Cochiti, and Isleta.
    - New York: Seneca.
    - Oklahoma: Cherokee, Cheyenne, Arapaho, Choctaw, Potawatomi, Osage, and Seminole.
    - Oregon: Burns Piute, Coquille, Grand Ronde, Klamath, Lower Umpqua, Umatilla, and Warm Springs.

- South Dakota: Cheyenne River Sioux, Crow Creek Sioux, Lower Brule Sioux, Oglala Sioux, Rosebud Sioux, Sisseton Wahpeton Sioux, and Yankton Sioux.
- Utah: Goshute, Ute, and Paiute.
- Washington: Chehalis, Colville, Hoh, Kalispell, Lower Elwha, Makah, Ozette, Puyallup, Quileute, Quinault, Shoalwater Bay, Spokane, Yakama, Muckleshoot, and Jamestown S'Kallam.
- Wisconsin: Oneida, Menominee, and Black River Falls Ho-Chunk.
- Wyoming: Arapahoe and Shoshone.

Budget and Budget Narrative

The project budget was cooperatively developed by Salish Kootenai College, Straight Arrow Cost Estimators, and Jackola Architects and Engineers when the 2010 TCUP NOFA was released. The following items were used to determine project costs:

1. SKC 2009-2010 Policy Handbook- for salaries, fringe benefits, travel, and indirect cost.
2. State of Montana, 2010 Davis-Bacon Construction Wage Rates- for current construction worker hourly wage rates.
3. Boyce Lumber, Northwest Drywall and Roofing Supply, Northwestern Truss, Lilienthal Insulation, Badger Building Center, Wild West Plumbing and Heating, Bison Electric, Eagle Heating and Air, Big Sky Flooring, Tile Plus, Arrow Concrete, Cole Acoustics, Western Building Center, ADT Security, Clearwater Plumbing and Electric, Mission Painting, and other construction materials suppliers- for current building materials costs.
4. Delta Airlines, Missoula County Airport, and D.C. Super Shuttle- for travel costs.

Construction

Construction budget categories, items and costs were developed using current and projected building cost estimates furnished by Straight Arrow Construction Cost Estimators (an Indian owned company with 24 years of experience), and Jackola Architects and Engineers. JAE is the leading architectural services company in Northwest Montana. All cost estimates are reasonable for the scope of work to be performed, and consistent with prevailing 2010 Davis-Bacon rates established for the level of expertise required to perform the work in northwest Montana.

Over the last year, the College has been planning a Teacher Education facility on the specific site. The initial planning phase began with a conceptual site master plan that portrayed a strong, traditional, Native American theme that blends with the natural landscape. The second planning phase- gathering data for the Environmental Assessment Report- is nearing completion at this time. Since the College recently completed other building projects (three instructional facilities, a bookstore, and a 42 unit student dormitory) on sites adjacent to the proposed teacher education facility, no difficulties with the EA Report findings are anticipated. Data from the third planning phase – budgeting - is included in the budget section of this grant application. The final planning stage- building drawings- is also underway with Jackola Architects and Engineers.

Design issues that are of importance to notice while reviewing the Teacher Education Building are as follows:

1. Energy Star – the equipment for this facility would be energy star compliant. All appliances, equipment, lighting, windows, doors, HVAC, and exit signs will be Energy Star products. Additionally the single story and deep eaves all contribute to assisting the mechanical system in energy saving.
2. Universal Design/Accessibility – the College requires that all facilities meet ADA accessibility requirements. Indeed, Salish Kootenai College is the only Montana college or university in which all facilities are ADA compliant. The proposed project’s single story design, ramps, Braille signage, wide aisles, 36” wide doors, and wheelchair accessible bathrooms are a result of these considerations.
3. Sustainability - The building will be designed with sustainable attributes in products, materials and practices. These features include recycled building materials, low volatile organic compounds (VOC), excellent indoor air quality, natural light (skylights), high

SEER rating Heating Ventilation and Air Conditioning (HVAC), local and regionally manufactured products, use of FSC (Forest Sustainable Certified) wood products where possible, fiber cement products, insulated glass and doors, vibration dampered, filtered, and sound lined HVAC, and individual room controls of high efficiency light fixtures.

The entire facility and surrounding site features will be fully handicap accessible in compliance with the requirements of ADA/ANSI A117.1. Additionally, the building and its systems will be designed to meet the requirements of current codes and their referenced standards including the 2006 IBC, 1006 IMC, 2005 NEC, 2006 UPC and the 2006 IECC.

The following budget provided by Jackola Architects and Engineers is a description by division of the scope of work for the Teacher Education Building. Prevailing 2010 Davis-Bacon wages were utilized in compiling the conceptual planning estimates of construction costs included herein. This scope of work includes the information depicted on the preliminary drawings in size, quantity and finish, and further defines items to assist in budgeting and planning purposes.

Division 1 – General Requirements

All construction related administrative, rental, permit, temporary construction, construction staking, and incidental costs are included in the estimate. Design fees are not included in this category as they are shown as a separate line item.

Division 2 – Site Work

Provisions for handling of storm water emanating from the roof will be accomplished through installation of two drywells installed on opposite sides of the building. Downspouts will be connected to underground PVC piping at the building perimeter which will extend to the drywells. The grade around the building will be sloped to provide positive drainage away from the building. If required, additional management of surface storm water may be through development of swales.

Based on the nature of the building, sidewalks and landscaping will be an integral part of meeting the building design intent. Sidewalks will be installed to provide access to/from the future student parking lot which is to be situated north of the building.

Division 3 – Concrete

Typical reinforced concrete foundations and 10” thick, 7’-0” tall reinforced stem walls will be installed around the building addition. Strip footings with framed cripple walls will be installed to support the floor at various location throughout the crawl space. There will be several spread footings around the building for support of entrance canopy columns at several locations around the building.

Site concrete will include exterior slabs, sidewalks and mechanical unit condenser unit pads.

Division 4 – Masonry

4” split-faced masonry veneer units will be used as wainscot at the building exterior. The inclusion of the veneer in the design is intended to provide an architectural connection to recently completed buildings near by. Regionally manufactured products will be used, thereby contributing to sustainability goals.

Division 5 – Metals

There will be numerous items of miscellaneous steel included in the project in the form of wood column bases and caps, timber connectors, joist hangers, etc.

Division 6 – Wood

The exterior walls of the addition will be framed with 2x6 wood studs with structural grade exterior sheathing. Interior partitions will be a combination of 2x4 and 2x6 wood studs as appropriate. The floor throughout will be made up of 1 1/8" plywood sheathing on manufactured wood "I" joists. The roof structure will be structural grade sheathing on pre-manufactured press plate wood trusses. It is anticipated that there be some glue laminated timber beams and headers in various locations. To further the goal of utilizing sustainable products, FSC certified wood products may be used to the extent the project budget allows.

Division 7 – Thermal and Moisture Protection

The exterior walls will include R-23 blow-in batt (BIB) insulation. The attic throughout the addition will be insulated with R-38 fiberglass BIB insulation. The foundation walls will be insulated with R-30 scim-faced fiberglass.

The roof covering will be fiberglass reinforced composition shingles to match those on the existing building.

Exterior wall siding will be fiber cement lap type installed to match the exposure of the Masonite lap siding on the existing building. The siding will occur above the concrete masonry unit wainscot and extend to the soffit at the roof overhang. The soffit will be made up of perforated aluminum panels matching those on the existing building. Siding trim and fascia material will be either products of the siding manufacturer or medium density fiberboard (MDF). Some fiber cement products contribute to sustainability in a number of categories, and MDF products may have sustainability in a number of categories, and MDF products may have sustainability attributes as well.

Flashing and sheet metal work associated with the project will include such items as roof edge flashing, base flashing at siding, roof valley flashing, formed prefinished gutters and downspouts, and head flashings at windows and doors.

Division 8 – Doors and Windows

Interior doors will be plastic laminate faced solid core wood similar to those installed elsewhere in buildings throughout the campus. Interior doors will be installed in hollow metal frames. Doors at the exterior entrances and vestibule are to be medium stile aluminum with clear insulating glass in aluminum frames. Emergency exit doors located at the east end and north side of the building will be insulated hollow metal in hollow metal frames.

Door hardware is expected to be the same products as were installed in the nearby Science Building and Book Store.

Exterior fixed and operable windows will be aluminum units with clear insulating glass similar to those in the existing building. Operable units will be horizontal sliders.

Division 9 – Finishes

The building fascia, siding and trim will be painted to match the existing building. All exterior masonry surfaces will receive clear sealer.

The interior will be finished with painted gypsum wallboard. The restroom walls will receive the sheet vinyl product installed elsewhere in recently constructed buildings.

Ceilings are to be suspended acoustical tile installed below gypsum wall board attached to the bottom chord of the roof trusses.

Carpet with rubber base is to be installed throughout the addition. Carpet in the existing building is to be replaced subsequent renovation of the space. Entrance vestibules are to be provided with walk-off type carpet similar to Mannington “recoarse”.

Division 10 – Specialties

Toilet partitions will be painted metal products of Global Partitions. Toilet accessories will be products of Bradley, Bobrick or equal.

Three 5 lb. fire extinguishers in recessed cabinets will be provided.

Corner guards will be installed on all exterior corners on gypsum wall board partitions.

Division 11 – Equipment

Items such as audio/visual equipment are to be furnished by the college.

Division 12 – Furnishings

Black-out blinds are to be installed at all classroom windows.

Division 13 – Special Construction (Not Applicable)

Division 14 – Conveying Systems (Not Applicable)

Division 15 – Mechanical

An energy recovery unit for ventilation air will be coupled with dual fuel, hybrid heat pump/gas split systems to provide occupant comfort control within the facility.

There will be a Deschamps Micro-Z (or similar) energy recovery unit, feeding ventilation air to the zoned dual fuel units as described above and exhausting air from the restrooms and other spaces as required. The supply air and outside air intake ducting shall be insulated, and all supply air and return air plenums shall be sound lined including the ERV. A complete HVAC operating controls system is to be provided with system commissioning and operator training. All equipment mounts and duct connections to the equipment are to be vibration dampened.

The plumbing for the facility will make use of the existing restroom, and add another for the occupant load. The piping will be a combination of copper and PEX for supply, and a typical PVC DWV system. Steel pipe will be used for all propane supply piping.

The domestic riser and meter are expected to be 1-1/2". The gutter drops off the pitched roof in the front and rear, will have to be piped to the storm system.

Division 16 – Electrical

An upgraded and separately metered electrical service to the building is anticipated to be provided via a new utility transformer. The new 800 amp 120/208 volt three phase service will feed through a main disconnect and TVSS to approximately (6) 200 amp, 42 position sub-panels. These components are expected to be installed on the building exterior and within the Mechanical/Storage Room and other locations.

The existing facility currently has all the required phone, data and IT requirements terminated in the existing M/E room. These will be extended throughout the building as required.

A separate addressable fire alarm and security panel is anticipated. Video and audio are yet to be reviewed to determine applicable scope.

The lighting will include levels of natural light as well as high efficiency fluorescent in a dual level scenario to allow for energy savings. Provisions of the International Energy Efficiency Code will be followed for occupancy and lighting control.

The building exterior will be illuminated with wall sconces similar to those on the Health Education Building, and recessed can type fixtures in the soffit of the roof overhangs at the covered areas flanking the entrance.

The Teacher Education Construction Budget which follows was cooperatively developed by Straight Arrow Construction Cost Estimators in cooperation with Salish Kootenai College administrators and faculty, and reviewed by Jackola Architects and Engineers.

DESCRIPTION	CODE	TASK	AMOUNT
01 General Conditions	01000	Supervision	$ 0
	01050	Insurance	$ 0
	01010	Cleanup	$ 892
	01020	Weather Protection	$ 1,070
	01030	Job office and set-up	$ 0
	01100	Temporary Power	$ 0
	01110	Temporary Water	$ 0
	01120	Storage Bin	$ 0
	01130	Jobsite Safety	$ 892
	01140	Temporary Fencing	$ 446
	01200	Construction Staking	$ 1,962
	01210	Compactin Testing/Inspections	$ 892
	01220	Masonry Inspections	$ 0
	01300	Tool & Equipment Rental	$ 0
	01310	Crane Rental	$ 1,338
	01320	Forklift Rental	$ 0
	01330	Fuel	$ 713
	01400	Sewer Water Fees	$ 0
	01410	Utility Fees	$ 0
	01420	Building Permit Fees	$ 0
	01430	Dump Fees	$ 1,070
			$ 9,275
02 Sitework	02200	Earthwork	$ 0
	02210	Foundation Excavation/Backfill	$ 0
	02220	Cutting and Patchin	$ 1,338
	02500	Site Drainage	$ 2,230
	02550	Site Utilities	$ 3,567
	02740	Heat Pump Wells	$ 0
	02610	Paving Prep (Materials Only, Fill – No Asphalt)	$ 0
	02620	Curb & Gutter	$ 0
	02630	Walks	$ 1,784
	02640	Light Bases	$ 2,675
	02740	Sidewalk Demolition	$ 446
	02800	Landscape & Irrigation	$ 0
	02850	Trash Enclosure	$ 0
	02900	Signage	$ 0
	02910	Fences & Gates	$ 0
			$ 12,039
03 Concrete	03000	Structural Concrete	$ 40,409

	03330	Concrete Cutting	$ 1,338
	03400	Precast Concrete	$ 0
			$ 41,747
04 Masonry	04200	Masonry Veneer	$ 17,993
	04210	Structural Masonry Screen Walls	$ 2,911
	04220	Mfg'd Stone Sills	$ 0
	04230	Mfg'd Stone Caps	$ 2,675
	04250	Smooth Sacking	$ 0
	04300	Interior Fireplace Hearth/Veneer	$ 0
			$ 23,579
05 Metals	05100	Structural Metals & Awnings	$ 1,427
	05500	Metal Fabrications	$ 1,070
			$ 2,497
06 Woods & Plastics	06100	Rough Carpentry	$ 73,907
	06150	Glulams	$ 7,808
	06170	Prefab'd Joists & Trusses	$ 26,121
	06200	Finish Carpentry	$ 16,213
	06250	Demolition	$ 5,797
	06300	Cabinets & Tops	$ 84,721
			$214,567
07 Thermal & Moisture Protection	07210	Insulation	$ 10,260
	07500	Roofing	$ 23,800
	07600	Flashing & Sealants	$ 1,070
	07810	Gutters	$ 1,784
			$ 36,914
08 Door & Windows	08200	Interior Doors & Hardware	$ 12,307
	08400	Entrance & Storefronts	$ 4,459
	08500	Exterior Glazing	$ 17,390
	08800	Interior Glazing	$ 803
			$ 34,959
09 Finishes	09250	Gypsum Wallboard	$ 27,369
	09310	Cutting and Patching	$ 2,675
	09510	Acoustical Ceiling	$ 16,989
	09550	Siding and Soffits	$ 17,660
	09680	Flooring	$ 27,690

	09900	Painting	$ 10,007
			$102,391
10 Specialties	10100	Whiteboards & Display	$ 2,230
	10162	Toilet Partitions	$ 2,675
	10301	Gas Fireplace	$ 0
	10400	Identifying Devices	$ 892
	10670	Storage Shelving	$ 1,338
	10800	Bathroom Accessories	$ 446
			$ 7,580
11 Equipment	11900	Residential Equipment	$ 0
			$ 0
12 Furnishings	12000	Misc. Tables	$ 0
	12050	Misc. Chairs	$ 0
	12500	Window Treatment	$ 0
	12100	Display Screens	$ 0
			$ 0
13 Special Construction		(None)	
14 Conveying Systems		(None)	
15 Mechanical	15400	Plumbing and Piping	$ 12,753
	15450	Heat Pump Loop	$ 0
	15800	HVAC Equipment	$ 51,011
	15900	Ductwork and Installation	$ 42,985
			$106,748
16 Electrical	16100	Service & Distribution	$ 34,869
	16500	Lighting	$ 34,869
	16600	Site Lighting	$ 0
	16700	Low Voltage	$ 14,536
	16800	Alarm & Detection	$ 0
		Sub-Total	**$ 84,275**
Sub-Total			$676,572
TERO Fee			$ 20,297
Contingency			$ 33,829

Total	$730,698
Design Fee (Without Civil and Survey)	$ 58,456
Construction Observation & Reimbursables	$ 5,846
CONSTRUTION TOTAL	**$795,000**

<u>Travel</u>

Travel costs ($5,000) are for the Project Director [redacted] to attend two National HUD TCUP Conference in Washington, DC. These costs include the following:

Airfare Missoula, MT to Washington, DC- $995.50 x 2 trips = $1,991 (Source: Delta Airlines fare quote).

Lodging- $220/day x 5 days x 2 trips = $2,200 (Source: 2009-2010 SKC Policy Handbook; Travel, Mileage, and Per Diem Rates).

Per Diem- $56/day x 5 days x 2 trips = $560 (Source: 2009-2010 SKC Policy Handbook; Travel, Mileage, and Per Diem Rates).

Auto Mileage from SKC to Missoula Airport and Return- 2 trips x 110 miles x 55 cents per mile = $121 (Source: 2009-2010 SKC Policy Handbook: Travel, Mileage, and Per Diem Rates).

Hotel Shuttle from National Airport to Conference Hotel and Return- $20/person x 1 person x 4 trips = $80 (Source: D.C. Super Shuttle Web Quote).

Parking at Missoula International Airport- $48 x 2 trips = $96 (Source: MSO Airport Web Page).

Indirect Cost

The current approved Salish Kootenai College Indirect Cost Rate is 23.60 %

23.60% x $573,000 = $177,000 (Source: Salish Kootenai College Business Office).

Budget Narrative Summary

Travel	$ 5,000
Construction	$795,000
Total Project Cost	$800,000

Factor 4 - Leveraging Resources

Salish Kootenai College, Straight Arrow Construction Cost Estimators, and Jackola Architects and Engineers cooperatively identified services and equipment the College could provide to maximize the use of HUD TCUP funds. For example, the College will provide an in-kind donation of [redacted] as follows: Indirect Cost ([redacted]), land and studies ([redacted], use of heavy equipment ([redacted]), faculty/student Labor ([redacted], and administrative personnel ([redacted]. Specific College donations to the HUD TCUP Teacher Education Bookstore Project are as follows:

1. Indirect Cost- The current approved indirect cost rate is 23.60%. With total project costs of $647,249 x .236 = [redacted]

2. Land and Studies, [redacted]he current market value of land adjacent to the College is [redacted]/acre. The College will donate 3 acres of land to the project for the facility and parking area. The Environmental Assessment Report will cost [redacted]to complete. The College will donate the cost of the EA Report to the project.

3. Use of Heavy Equipment, [redacted]. Costs for heavy equipment rental are current prevailing commercial rates by type. Cost and time estimates are provided by Straight Arrow Construction Cost Estimators, and by Jackola Architects and Engineers. Excavator- 7 days x [redacted]/day = [redacted] Grader- 10 days x [redacted]. Roller- 10 days x [redacted]. Truck for hauling and delivery- 20 days x [redacted]. Light Crane - 5 days x [redacted].

4. Labor- [redacted]. Costs for labor are current 2010 Montana Davis Bacon rates for heavy equipment supervisor and novice operators. Costs and time estimates are provided

by Straight Arrow Construction Cost Estimators and Jackola Architects and Engineers. One Highway Construction Instructor for 100 hours x [redacted]. Six Highway Construction Students x 100 hours x $[redacted]

5. Administrative Personnel- [redacted]. The College will donate 100% of the Construction Manager's Salary plus Fringe Benefits for the 18 month project. [redacted] total benefit package (SKC salary schedule D-III, Level V, Step 20 plus fringe benefits) from October 1, 2010 to March 30, 2012 is [redacted]4. The Vice President for Business Affairs will donate 15% time as project director. Salary and fringe benefit costs are from the SKC Policy handbook 2009-2010. 15% of VPBA's salary ($[redacted]3) over 18 months = $19,781. 15% of VPBA's fringe benefits [redacted] over 18 months = [redacted]he current SKC fringe benefit rate is 35%. Fringe benefits include FICA 6.20%, Medicare 1.45%, Retirement 6%, Workman's Compensation 7.38%, Unemployment 1.20%, Long Term Disability 0.14%, and insurance 12.63%.

The College has a letter in the Attachment Section of the grant application dated August 9, 2010 committing Salish Kootenai College to provide the leveraged goods and services as described above to the proposed Teacher Education Building construction project. The letter includes the following:

1. The name of the institution (Salish Kootenai College) and executive officer ([redacted], President) authorizing the donation of goods and services.
2. The specific use (Land and Studies, In-kind donation, Use of Heavy Equipment, Labor, and Administrative Personnel) and dollar value ($[redacted]) of the in-kind goods and services committed as described above.

3. The date the contribution will be made available (August 9, 2010) and a statement that describes the duration of the contribution (October 1, 2010- March 31, 2009).

4. The signature of the appropriate executive officer ([redacted], President) authorized to commit the in-kind goods and services.

IT IS RECOMMENDED THAT YOU PRINT THESE INSTRUCTIONS BEFORE CONTINUING. DO NOT MODIFY THE ELOGIC MODEL® TEMPLATE. DO NOT CUT AND PASTE INTO THE ELOGIC MODEL® TEMPLATE.
When opening the eLogic Model®, you will be asked if you want to enable "Macros"; click Yes. The eLogic Model® uses a Microsoft Excel®

platform. **"**Macros" are a form of programming used in Excel® to enable additional functionality. You will need to "enable" the "Macros" to use all functions on your eLogic Model®. To enable the macros to function, you will have to adjust the security settings on your computer.

Testing to See If the Macros are Working.

If you do not see this dialog box when you first open your eLogic Model®, then check to see if the Macros are working by opening the eLogic Model®, and going to the Tab labeled Year 1. Click on the gray area of the column labeled, "Needs." If the column expands, your Macro settings are working. To expand and return the cell to its original size, click once. Do not double click.

Depending on your version of Excel®, there are several steps you must take in order to use all the functions in your eLogic Model®. The description below provides information for the four most common versions of Excel® in use today, one of which is probably installed on your computer. If you are working in a network, and you cannot control your desktop settings, contact your system administrator for support.

SECURITY AND THE USE OF MACROS
You will need to "enable" the Macros to use all functions on your eLogic Model®. After creating and saving your your eLogic Model®, you may reset your security levels to their original settings.

Excel® 2007 - You can change macro security settings in the Trust Center, unless a system administrator in your organization has prevented you from changing the settings.

On the Developer tab, in the Code group:

⅄ Click Macro Security.

Tip: If the Developer tab is not displayed, click the Microsoft Office Button (top left of your Excel®), click Excel® Options, and then in the Popular category under Top options for working with Excel®, click Show Developer tab in the Ribbon.
In the Macro Settings category, under Macro Settings, click the option that you want. **Note:** Any changes that you make in the Macro Settings category in Excel® apply only to Excel® and do not affect any other Microsoft Office program.

Tip: You can also access the Trust Center in the Excel® Options dialog box.

⅄ Click the Microsoft Office Button, and then click Excel® Options in the Trust Center category.

⅄ Click Trust Center Settings, and then click the Macro Settings category.

⅄ If your settings are set to "Disable all macros with notification", when you open your Excel®, you will see a Security Warning stating "Macros have been disabled" and Options button to the left (this button is located under the toolbars).

If you do not change the Macro security settings, you will have to enable the Macros each time you open the Excel®.

Excel® 2003 - There are four levels of security regarding the use of Macros: Very High, High, Medium, and Low. If upon opening the eLogic Model® the dialog box states that you must change your Security setting to enable Macros, your security settings are either set to Very High or High and you must take the following steps:

⅄ Go to the toolbar at the top of the screen and click on "Tools."

⅄ Then click "Options" and then click the tab labeled "Security" located on the top right of the window.

⅄ At the bottom right of the window, click the button that says "Macro Security" and select Medium as your setting.

⅄ Click "OK" and then click "OK" in the Options window.

⅄ Close your eLogic Model®. Re-open your eLogic Model®. You will now receive a dialog box with the message "Security Warning."

⅄ Click on the button at the bottom that says "Enable Macros." Your eLogic Model® will open and be fully functional.

If upon opening the eLogic Model® the dialog box gives you an option to enable "Macros" at that moment, it means that Security is set to Medium. All you need to do is to click the button at the bottom of the dialog box that says, "Enable Macros." Your eLogic Model® will open and be fully functional.

If upon opening the eLogic Model® there is no dialog box, your Security setting is set on "Low" and your Macros are already enabled. No additional step is needed.

Excel® 2000 - There are three levels of security regarding the use of Macros: High, Medium, and Low. The High security setting automatically disables most Macros and does not alert you to the action. If when entering Services/Activities in Column 3, or Outcomes in Column 5, you select "other", the word "other" appears and remains in the cell, the Macro is not functioning. Save and close changes you have made thus far.

⅄ From the menu, select "Tools," "Macro", "Security". A dialog box will open.

⅄ Click on the "Security" TAB and select "Medium,"

⅄ Click "OK." Reopen your eLogic Model®. A dialog box will open. Select "Enable Macros." Your eLogic Model® will open and be fully functional.

If your copy of Excel® is already set to "Medium" security, the enable Macros dialog box will appear and you can proceed as above.

The low security setting automatically enables all Macros and you will not receive any message. The eLogic Model® will open and be fully functional.

Excel® 1997 - If you are using this version of Excel® and need assistance, please contact HUD's NOFA Information Center for assistance at (800) HUD-8929 week days during their operating hours of 10:00 a.m. to 6:30 p.m. eastern time, Monday to Friday, except federal holidays. The NOFA Information Center cannot provide you additional help right before a deadline date. Please take into account their operating hours and allow at least 72 hours for the NOFA Information Center to be able to get you additional help.

Additional Support
If after trying the instructions for your version of Excel® and need additional assistance, please contact the NOFA Information Center at (800) HUD-8929.

Persons with hearing or speech impairments may access this number via TTY by calling the Federal Information Relay Service at (800) 877-8339. The NOFA Information Center is open between the hours of 10 a.m. and 6:30 p.m. eastern Ttme, Monday through Friday, except federal holidays.

Check that You Have the Correct eLogic Model® for your Program.
The eLogic Model® is found in the Instructions Download for the application package posted to the Grants.gov website. Before you begin completing your eLogic Model®, check the name of the program and the fiscal year that is populated on the eLogic Model®. If it contains a program name different from the program application, or does not have 2010 in the Fiscal Year data field, you have opened the wrong eLogic Model®. To correct, go back to the website and look for the program you want to apply for and download the proper eLogic Model®. **New**

Features inthe 2010 eLogic Model®
The 2010 eLogic Model® has new features and functions compared to the 2009 eLogic Model that are described below:

Coversheet

A **Coversheet** Tab has been added to collect additional data regarding the applicant and place of performance. This additional data allows **HUD** to better match the **eLogic Model®** that is submitted with the application and with the eLogic Model® that has been negotiated, and reports that are submitted as As required over theperformance period fo the award. The **Coversheet** now provides for a Logic Model Amendment Number. Program **eLogic Models®** are initially created for a three year period since it is difficult to project outputs and outcomes going beyond three years. The use of a Logic Model Amendment Number allows **HUD** to issue an amended **eLogic Model®** for programs longer than three years duration.

This Logic Model Amendment Number field will also allow HUD to review and approve amendments to the eLogic Models® where **due to circumstances in the community**, the original projects need to be modified. The modifications are not to be granted simply because an agency is not meeting its proposed goals, but rather to take into account extraordinary circumstances in a community that requires **HUD** to consider an amendment to the original **eLogic Model®** to accommodate changing needs. The amendment will also allow **HUD** to amend the eLogic Model to cover an additional one year where a 12 month extension has been granted on an award.

CCR Doing Business As (DBA) Field
When entering the applicant organization profile in the **Central Contractor Registration (CCR)**, organizations may have a **legal name** and a

"Doing Business As" (DBA) Name. Sometimes the **Legal Name** in the CCR represents that part of a large organization which is responsible for paying the federal taxes for all divisions or organizations within its structure. This may be the case with large universities or state or local governments. This may happen because the Doing Business As Name can be used to distinguish sub-organizations of the entity at different locations, e.g. Departments of a State or local government or university campuses. To ensure that we accurately reflect the organization or sub-organization of the legal entity that will be receiving the **HUD** funds, a field has been added to capture the CCR Doing Business As Name and **DUNS** Number.

Mandatory Fields
There are seven**"mandatory**" fields in your eLogic Model**®: "Applicant Legal Name", "DUNS Number", and "Project Name", "Grantee Contact Name", "Grantee Contact email", "Logic Model Contact Name", "Logic Model Contact email".** You must enter the required data in these fields as they are recorded in the CCR for the **eLogic Model®** to be complete. Before closing and saving your **eLogic Model®,** click the button at the top left of the worksheet (Tab Coversheet) that says **"Check Errors".** If you did not complete any of the **"mandatory"** fields, a message box will appear telling you what field(s) was not completed and the field will be highlighted in yellow. If you attempt to close your **eLogic Model®** without completing the **"Applicant Legal Name"** and/or the **DUNS** Number, you will receive a dialog box that reminds you that the required data has not been entered. Click **"OK"** and the cursor will go to the required field and allow you to enter the required data. The final dialog box will ask you if you want to save your data. If you want to save the data, click "**Yes"** as you would do with any Microsoft Excel® workbook. **If you click "No", the file will close and your data will not be saved.** Please remember when saving your **eLogic Model®** that **file names** must not contain any special characters or spaces which could be **"read"** as viruses File names must be no more than fifty characters including any path information in the file name. See the **FY2010 General Section** for complete details.

The eLogic Model® Workbook
The eLogic Model® workbook has 12 separate worksheets and each worksheet is identified by a Tab at the bottom of the page. If you cannot see all the Tabs, be sure to maximize your workbook by clicking the middle button in the top right corner of the workbook to expand your window or move your bottom scroll bar so all the Tabs appear.
The 12 Worksheets/Tabs are:

- Instructions
- Coversheet
- Year1
- Year2
- Year3
- Total
- GoalsPriorities
- Needs
- Services
- Outcomes
- Tools
- Reporting

<u>Instructions for Completing the Cover Sheet</u>
NOTE: The "**Fiscal Year**" does not appear on the Cover Sheet but in the Tabs for each year of the project, See description under,

"**<u>INSTRUCTIONS FOR COMPLETING THE Year 1, Year 2 Year 3 and Total Tabs in the eLogic Model®."</u>**

Program Information
"HUD Program Name" and "**Program CFDA #"** located on Rows 11 and 12 respectively are pre-populated.

"Program Component" is located on Row 13 to 19. If the program under which you are applying has components, e.g., **EOI** or **PEI** under the **Fair Housing Initiatives Program** click on the component field. A drop down menu will appear. Select as many component that you are applying under. If you are permitted by the **NOFA** to apply for funding under more than one program component, using the drop down select as many as needed in the fields provided. If there are no components in the funding opportunity for which you are seeking funding, skip this field. Once you have entered your **"Program Component"** in the **"Cover Sheet",** worksheets **Year1**, **Year2**, **Year3**, and **Total** will automatically populate the same information.

Grantee Information

"**Applicant Legal Name**" is located on Row 21 and is a **mandatory field**. Enter the **legal name**as entered in the Central Contractor Registration and which matches the applicant **Legal Name** entered in **Box 8a** in the **SF-424** in your application. Once you have entered your **"Applicant Legal Name"** in the **"Coversheet", worksheets**, **Year1**, **Year2**, **Year3**, and **Total worksheets** will automatically populate the same information.

"**CCR Doing Business As Name**" is located on Row 22, is new for 2010. . Only complete this field if your **Central Contractor Registration** includes an entry in **Doing Business As (DBA).** Enter the name as it appears in CCR. Once you have entered **your "CCR Doing Business As Name"** in the **"Cover Sheet"**, worksheets, **Year1**, **Year2**, **Year3**, and **Total** worksheets will automatically populate the same information.

"**DUNS Number**" is located on Row 23 and is a **mandatory field**. Enter the **DUNS #** exactly as it appears in **box 8c** of the **SF-424** and as registered with the **Central Contractor Registration**. The **DUNS** number entered must be for the organization that is entered in **box 8a** of the **SF-424**, Application for **Federal Assistance**. Your **DUNS** number is a <u>nine</u> digit number or a nine digit plus <u>four</u> digit number. Some applicants will use a <u>nine</u> digit plus <u>four</u> digit **DUNS** number. If you do, then insert the <u>four</u> digits in the field provided. If you do not use a **DUNS** plus <u>four</u> **#**, leave the <u>four</u> digit field blank. <u>Make sure you enter the **DUNS** number accurately.</u> Once you have entered your "**DUNS** Number" in the
"Cover Sheet", worksheets **Year1**, **Year2**, **Year3**, and **Total** worksheets will automatically populate the same information

"**City**" is located on Row 24. Enter the City where your organization is located. This information must match the applicant address data in your application SF424. .

"**State**" is located on Row 25 Use the dropdown to enter the State where your organization is located, this information must match the **SF-424** data in your application.

"**Zip Code**" is located on Row 26. Enter the same nine-digit zip code used for the applicant address in your SF424.

"**Grantee Contact Name**" and "**Grantee Contact email**" are located on Rows 27 and 28 respectively. Enter the Grantee Contact Name and email address in the fields provided.

"**Logic Model Contact Name**" and "**Logic Model Contact email**" are located on Rows 28 and 29 respectively. Enter the name of the person that completed the **eLogic Model®** and their **email address** in the field provided or the name and email of a person to contact who can address questions concerning the eLogic Model submitted with the application and, if you are selected for an award, **eLogic Model reporting®.**

Project Information
"**Project Name**" is located on Row 32 and is a **mandatory field**. Enter the name of your project in the field provided. Use exactly the same name as you did on box 15 of the form SF424. If you did not provide a project name on the **SF424**, please make sure that you provide a project name in your **eLogic Model®.** The project name is helpful in distinguishing logic models submitting by the same grantee over multiple years and for differing projects.

If you are submitting multiple funding requests for the 2010 fiscal year funding under the same applicant name for the same **HUD** program, you **<u>must</u>** include a **project name** that can distinguish between the two applications and logic models submitted. The **project name** may be based upon the location of the project, the address at which it is located, anything that would distinguish one project from another for the same applicant. If you are not sure what to name your project, using your applicant name or acronym and then adding a 1 or 2, or 3 , etc., to distinguish the projects would be sufficient to distinguish the two logic models being processed.

Once you have entered your **"Project Name" in** the **"Cover Sheet"**, worksheets", **Year1**, **Year2**, **Year3**, and **Total worksheets** will automatically populate the same information.

“**Project Location City/County/Parish”** is located on Row 33. Applicants, except Indian Tribes, will enter the city or township or County/Parish where the project will be located. If there are multiple locations, enter the location where the majority of the work will be done. Indian Tribes, including multi-state tribes, should enter the city or county associated with their business address location.

"**Project Location State**" is located on Row 34. Use the dropdown menu to select the location of your project. The data field label, **“Project Location State”** includes all fifty states and American Samoa, District of Columbia, Federated States of Micronesia, Guam, Marshall Islands, Northern Mariana Islands, Palau, Puerto Rico, and the Virgin Islands. In the case of multi-state or regional entities, enter the State location where the majority of activities are to occur. For Indian Tribes, enter the state applicable to the business address of the Tribal entity.

“**Zip Code**” is located on Row 35 and is to be entered for the “Project Location State”. Please enter the nine digit zip code.
“**Project Type” is located on Row 36**.” Project Type describes the type of project you are doing, Please see the program **NOFA** for specific instructions. If no instructions are provided, provide a project type that would categorize the nature of the program e.g. housing counseling; family self-sufficiency program; research; regional development, community development, fair housing; technical assistance; etc.“**Construction Type”** is located on Row 37 and describes the type of Construction you are doing, e.g., new construction, rehabilitation, acquisition, mixed use development, etc. A logic model may provide specific drop down selections for this field based upon program **NOFA** If you are not involved with a construction program, leave the field blank.

Additional Information- Leave Blank At the Time of Application

“**Grants.gov Application Number**”, “**HUD Award Number**”, and “**Logic Model Amendment Number**” are located on Rows 39, 40 and 41 respectively. THESE ARE FIELDS THAT ARE TO BE COMPLETED ONLY IF YOU ARE SELECTED AS A GRANTEE AND ARE SUBMITTING YOUR REPORTS TOHUD.
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NSTRUCTIONS FOR COMPLETING THE Year 1, Year 2 Year 3 and Total Tabs in the eLogic Model®
The "**Fiscal Year**" represents the fiscal year of the Notice of Funding Availability **(NOFA)** under which the award will be made. This field is pre-populated and located in **Tabs Year1**, **Year2**, **Year3**, and **Total** in cell [O6] below the **HUD** logo.
The **“Year1”** Tab is the first sheet of the **eLogic Model**® workbook to be used to enter your data for columns labeled:

- **HUD Goals**
- **Policy Priority**
- **Needs**
- **Services/Activities**
- **Measures**
- **Outcomes**
- **Measures**
- **Evaluation Tools**

If you have a multi-year award, you will enter data in the **Year2**, **Year3**, and **Total** worksheets. These worksheets are identical in format as Year1. Applicants applying for a multiple year award must complete a worksheet for each year of performance showing what is to be accomplished per year. The **“Total”** worksheet should be used to show the *sum of cumulative* accomplishments achieved for all Services/Activities and Outcomes for all years covered by the award. For example, a two-year award would include worksheets showing Services/Activities and Outcomes covering **Year1**. The **Year2** worksheet would show Services/Activities covering **Year2.** The **“Total”** worksheet would show the *cumulative* totals for all Services/Activities and Outcomes for both **Year1** and **Year2**. A three-year award would include the worksheets showing all Services/Activities and Outcomes for **Year1**, **Year2**, **Year3**, and the **“Total”** worksheet would show the *cumulative* totals for all **Services/Activities** and **Outcomes** for **Year1**, **Year2**, and **Year3**.

A one-year award would include ONLY Year1. A Total Worksheet is not required for a one year award
Note: Some cells of the worksheet are "lock protected" so you can only make entries in cells that are for input as directed by these instructions.

"**Reporting Period**", "**Reporting Start Date**" and "**Reporting End Date**" are fields located in **Year1**, **Year2**, **Year3**, and **Total** worksheets. The **Reporting Dates remain blank at the time of application** and are completed when submitting a report to HUD. See "INSTRUCTIONS FOR REPORTING PERFORMANCE TO HUD" later in these Instructions.

COLUMNS OF THE eLogic Model® (1-7)
Column 1 – Policy
Under the "Policy" Column (1), there are actually two columns; one labeled HUD Goals, and the other labeled Policy Priority. Review the HUD Goals and Policy Priorities by clicking on the Tab labeled, "Goals Priorities" at the bottom of the **eLogic Model®.** For each of the **eLogic Model®** worksheets used in your application, select the HUD Goals and Policy Priorities that your program will address. You do this by clicking the mouse in one of the cells in Column (1) of the worksheets labeled **(Year1, Year2, Year3, Total)**. A little dropdown arrow appears. Click the dropdown arrow and a dropdown list of letters and numbers that correspond to the HUD Goals and Policy Priorities will appear. Select one or more of the HUD Goals and Policy Priorities number/letter in the list by clicking it. If you make an error and want to remove the listing, select the cell and click the DELETE KEY on your keyboard. The item will be deleted.

To associate the HUD Goals and Policy Priorities to particular Services/Activities, select a HUD Goal and Policy Priority in Column 1 and then select related Services/Activities in Column 3, Programming. Please remember that not every Activity and Outcome is related to a HUD Policy Priority so that you can select a HUD goal without selecting a HUD policy priority. Also your activities and outcomes may be associated to more than one HUD goal and one policy priority.

If there is more than one Service/Activity to be administered related to the HUD Goal and Policy Priority, select all the related Services/Activities and associated Outcomes and skip as many rows as needed to identify the activities and outcomes associated to the HUD Strategic Goal and/or Policy Priority. Then before entering the next HUD Goal and Policy Priority, skip a row and then enter the next Strategic Goal and/or HUD Policy Priority and all the associated activities and outcomes to ensure that the association is clear.

Applicants/Grantees can make clear during each Year of their award, what Services/Activities are related to the achievement of the HUD Goal and Policy Priority selected.

Repeat this process until you have selected all HUD Goals and Policy Priorities that apply to your application.

Column 2 – Planning
Under the "Planning" Column (3), select a "Needs" statement. Do this by clicking the mouse in one of the cells of this column. A little dropdown arrow appears. Click the dropdown arrow and a dropdown list of "Needs" statement(s) will appear. Select one or more of these Needs statements in the list by clicking it. Because the column may be too narrow to show the full Needs statement in the dropdown list, you may wish to refer to the Tab labeled "Needs" to see the full statements or you can (using your mouse) click on the shaded cell [D7] labeled "Needs" and this will expand the cell. To return the cell to its original size, click again on cell [D7] labeled "Needs."

When expanding and returning the cell to its original size, click once. Do not double click. When you select a "Needs" statement, the full statement will fill the cell. If you don't want this statement, you can simply click the dropdown arrow again and select another item; or, you can delete a statement by selecting the cell and clicking the **DELETE KEY** on your keyboard. If you want to select more than one statement, go to the next cell in the column and repeat the process selecting the appropriate statement(s). You can do this until you have selected all the statements that are appropriate to your proposed program.

The selections should reflect the Needs identified in your response to your Rating Factor narratives. There is no need to select all the Needs statements if they do not apply to what you plan to address or accomplish with the funding requested. When developing your eLogic Model®, associate the Needs statement(s) selected to the Services/Activities and Outcome(s) you select. To show relationships, you can skip rows when making your Needs statement(s) selection(s) and remember to place the associated Services/Activities and Outcome(s) in the same row.

Column 3 – Programming
Under the "Programming" Column (3), select Services/Activities. You do this by clicking the mouse in one of the cells of this column. A little dropdown arrow appears. Click the dropdown arrow and a dropdown list of eligible Services/Activities appears. Select one of the Services/Activities in the list by clicking it. Identify your Year1 Services/Activities using the Year1 worksheet. Identify Year2 Services/Activities using the Year2 worksheet. Identify Year3 Services/Activities using the Year3 worksheet. <u>Make a composite eLogic Model® of all years on the Total worksheet</u>. *If you are only applying for a one year award, you do not need to create a composite eLogic Model® on the Total Tab.* Because the column may be too narrow to show the full Services/Activities statement in the dropdown list, you may wish to refer to the Tab labeled "Services" to see the full range of eligible Services/Activities, or you can (using your mouse) click on the shaded cell [E7] Services/Activities. This will expand the cell. To return the cell to its original size, click on shaded cell [E7] Services/Activities. When expanding and returning the cell to its original size, click once. **<u>Do not double click.</u>**

NOTE: If the Services/Activities that you are looking for does not appear on the dropdown list, choose "other" from the dropdown list and follow the instructions in the dialog boxes which are also described below:

⅄ A dialog box will appear that says **"Year1".** Click **"OK"** and another dialog box will appear that says, "You have selected 'other' and have the option to create a new Service/Activity or Outcome and a Unit of Measure. Are you prepared to do this now?"

⅄ Click **"Yes"** if you wish to continue.

⅄ You will see an input window that says, "Enter a new Activity/Service or Outcome to your dropdown list." Enter your new Service/Activity in the field provided and click **"OK."**

⅄ A second window will appear that says, "Specify a Unit of Measure." Enter the Unit of Measure in the field provided and click **"OK".** The new Service/Activity will appear in the **eLogic Model®** cell and it will be added to the dropdown list.

⅄ The new Service/Activity which you added will be displayed with the prefix "new".

If this function does not occur when working with your **eLogic Model®** please look at the directions for enabling macros. If after following the directions and this function still does not work, please call the NOFA Information Center at 800-HUD-8929 week days during operating hours of 10:00 a.m. to 6:30 p.m. eastern time, Monday to Friday, except federal holidays. The NOFA Information Center cannot provide you additional help right before a deadline date. Please take into account their operating hours and allow at least 72 hours for the NOFA Information Center to be able to get you additional help.

YOU ARE ONLY PERMITTED TO ADD A TOTAL OF THREE NEW SERVICES/ACTIVITIES PER ELOGIC MODEL®.

⅄ In the event that you want to delete, or change your newly created Service/Activity, follow the instructions in the dialog boxes which are also described below:

⅄ Click the Tab labeled Services at the bottom of your screen and then click cell [B1], "Click here to allow deletion of New Activities" at the top right of the window.

⅄ A dialog box will appear that says "Do you want to delete this new Service/Activity?", click "OK."

⅄ A dialog box will appear that says "Caution! This will delete all instances of 'new Service/Activity in your Logic Model. Do you wish to continue?" Click "Yes."

<u>You can only delete new Services/Activities</u>.
To find out how to associate a Service/Activity and Outcome to a HUD Goal and Policy Priority, see the instructions under Column 1, Policy.

Column 4 – Measure
Notice that as the Services/Activities you selected appears in Column 3, a corresponding Unit of Measure appears or populates in the Column 4, Measure. The Unit of Measure could be "persons", "dollars", "square feet", "houses", "date", or some other Unit of Measure that relates to the selected Services/Activities. Immediately below the Unit of Measure are three blank cells. Enter the projected number of persons or units (or dates if applicable) you are proposing to deliver or accomplish in the "Pre" column. When entering the date, use the format MM/DD/YYYY. When entering your projection in the "Pre" column, type the number or date in the cell and tab down or use your mouse to go to the next cell. If you click the Enter key, you will see the error message, "Run-time error '13':".If you see this message, click the button labeled End to continue. The "Run-time error '13':" will not affect your work. (What happens if a date field comes up 1 Jan rather than MM/DD/YYYY? Will that occur in the model? Will we need to tell them how to set the field format?)

Please note that the "Post" and the Year-to-Date (YTD) columns are locked to be used later for reporting purposes so that at the time of application, you cannot enter data in these fields.

Column 5 – Impact
Under Column 5, “Impact”, select the Outcome that best corresponds to the “Needs” statement, Column 2 and Services/Activities, Column 3, which you just previously identified and selected for your eLogic Model®. This is the same procedure used for completing Column 3. When you select an Outcome from the dropdown list, a Unit of Measure automatically appears in the next column, “Measure." Since the column may be too narrow to show the full Outcome statement in the dropdown list, you may wish to refer to the Tab labeled "Outcomes" to see the full range of Outcomes, or you can (using your mouse) click on the shaded cell [J7] Outcome. This will expand the cell. To return the cell to its original size, click on shaded cell [J7] Outcome.

NOTE: When expanding and returning the cell to its original size, click once. **Do not double click**.

NOTE: If the Outcome that you are looking for does not appear on the dropdown list, choose "other" from the dropdown list and follow the instructions in the dialog boxes which are also described below:

⅄ A dialog box will appear that says **"Year1".** Click **"OK"** and another dialog box will appear that says, "You have selected ’other’ and have the option to create a new Service/Activity or Outcome and a Unit of Measure. Are you prepared to do this now?"

⅄ Click **"Yes"** if you wish to continue.

⅄ You will see an input window that says, **"Enter a new Activity/Service or Outcome to your dropdown list."** Enter your new Outcome in the field provided and click "OK."

⅄ A second window will appear that says, **"Specify a Unit of Measure.”** Enter the Unit of Measure in the field provided and click **"OK".** The new Outcome will appear in the **eLogic Model®** cell and it will be added to the dropdown list.

⅄ The new Service/Activity which you added will be displayed with the prefix **"new".**

If this function does not occur when working with your **eLogic Model®** please look at the directions for enabling macros. If after following the directions and this function still does not work, please call the **NOFA Information Center** at 800-HUD-8929 week days during operating hours of 10:00 a.m. to 6:30 p.m. eastern time, Monday to Friday, except federal holidays. The NOFA Information Center cannot provide you additional help right before a deadline date. Please take into account their operating hours and allow at least 72 hours for the NOFA Information Center to be able to get you additional help.

YOU ARE ONLY PERMITTED TO ADD A TOTAL OF THREE NEW OUTCOMES PER ELOGIC MODEL®.
In the event that you want to delete, or change your newly created Outcome, follow the instructions in the dialog boxes which are also described below:

⅄ Click the Tab labeled Outcomes at the bottom of your screen and then click cell [B1], "Click here to allow deletion of New Outcomes" at the top right of the window.

⅄ A dialog box will appear that says "Do you want to delete this Outcome?", click "OK."

⅄ A dialog box will appear that says **"Caution!** This will delete all instances of ‘new Outcome’ in your Logic Model. Do you wish to continue?" Click **"Yes."**

⅄ **You can only delete new Outcomes.**

To find out how to associate a Service/Activity and Outcome to a HUD Goal and Policy Priority, see the instructions under Column 1, Policy.

Column 6 – Measure
As the Outcomes you selected appear in the cell, a corresponding Unit of Measure appears or populates in Column 6, Measure. The Unit of Measure could be "persons", "dollars", "square feet", "houses", "date", or some other Unit of Measure that relates to the selected Outcome. Immediately below the Unit of Measure are three blank cells. Enter the projected number of persons or units (or dates if applicable) you are proposing to deliver or accomplish in the "Pre" column. When entering the date, use the format MM/DD/YYYY. When entering your projection in the "Pre" column, type the number or date in the cell and tab down or use your mouse to go to the next cell. If you click the Enter key, you will see the error message, "Run-time error '13' " If you see this message, click the button labeled End to continue. The "Run-time error '13':" will not affect your work.
The "Post" and the Year-to-Date (YTD) columns are locked to be used later for reporting purposes.

Review for Using Columns 2, 3, 4, 5, and 6 of the eLogic Model®

How To Demonstrate the Relationship between a HUD Goal, Policy Priority, Services/Activities and Outcomes
In the eLogic Model®, applicants can select Services/Activities and Outcomes as appropriate to how they conduct business. There are four possible types of associations among Services/Activities and Outcomes:

<u>One to One</u> - A single Service/Activity can yield a single Outcome. For example, referral to an employer can yield job placement; the Service/Activity is referral and the Outcome is job placement.

<u>One to Many</u> - A single Service/Activity can yield more than one Outcome. For example, a Service/Activity such as referral to an employer can yield several Outcomes such as job placement, job retention lasting 30 days, and job retention lasting longer than 90 days.

<u>Many to One</u> - More than one Service/Activity can yield one Outcome. For example, Services/Activities such as providing resume writing, job search classes, pre-employment counseling, and referrals to employers can result in a single job placement, the Outcome.

<u>Many to Many</u> - More than one Service/Activity can yield more than one Outcome. For example, multiple Services/Activities such as providing resume writing, job search classes, pre-employment counseling, and referrals to employers can result in multiple Outcomes including job placement, job retention more than 30 days, job retention more than 90 days, and increased household income.
There is no predesigned way to complete your eLogic Model®. It depends on how you operate your program.

Demonstrating Relationships Between Services/Activities and Outcomes
Show the relationships between the Services/Activities and Outcomes as you create your eLogic Model® using one or more of these models described above:

- One to One
- One to Many
- Many to One
- Many to Many

Between each Service/Activity, skip a row and then start entering the next set of Services/Activities. Use the same structure to enter your associated Outcomes. There is more than enough space to do this within the eLogic Model® Template.

Repeat the process of specifying “Policy”, “Needs”, “Service/Activity” and ”Outcome” using as many rows as is necessary to fully describe your proposal. Applicants must skip a row when selecting new HUD Goals, Policy Priorities, Needs, Activities/Services and Outcomes. The eLogic Model® form extends to six pages when printed out. You may view a preprint of your eLogic Model® at any time by selecting FILES | Print Preview from the Menu bar at the very top of the Excel® Window. It is recommended that you do this periodically to get a better view of the eLogic Model® you are creating.

Associating Services/Activities with Outcomes Over Multiple Years
You can adjust the look of your eLogic Model® by skipping rows, so that “Needs”, “Services/Activities” and ”Outcomes” are grouped or associated together. If you are conducting a multi-year project and the “Services/Activities” occurs in Year1 with the resulting Outcomes occurring in Year2, make sure that you show the relationship between the Services/Activities in Year1 with the Outcomes occurring in Year2 and similarly the relationships between Year2 Services/Activities with the Outcomes occurring in Year3. You can do this by leaving blank fields corresponding to the lines in which Services/Activities were identified in the previous year or years. For example, if you have enrolled someone in General Equivalency Degree (GED) classes, the results of attending the GED Classes may not result in a person obtaining a GED degree until Year 2 or Year 3.

To show the relationship over time:

- Enter the Services/Activities in Year 1 noting to yourself the line numbers on the Excel® worksheet that the Services/Activities appear in the Year 1 Tab of the eLogic Model®.

- Move to the year Tab that you are proposing the Outcomes to occur. In the Year 2 or Year 3 Tab, place the Outcomes in the Outcomes section in the same rows that you noted the Services/Activities. You will be leaving the Outcomes blank in Year 1 and the Services/Activities blank for those corresponding rows in either Year 2 or Year 3.

- Skip a row in both the Year 1 and the corresponding Year that you placed the Outcomes. Do this as many times as needed, remembering to maintain the same row numbers for Services/Activities and Outcomes across the span of years.

Demonstrating the Relationship To Needs Statements
Similarly, if you want to demonstrate the relationship between Services/Activities, Outcomes and a Needs statement, select the Needs statement and enter the Services/Activities and the corresponding Outcomes on the same row in the Excel® worksheet. To select another Needs statement, skip a row and identify the Services/Activities and Outcomes on the same row in the Excel® worksheet. This can occur within a single year or across years provided you remember to maintain the row alignment to the Needs statement, Services/Activities and Outcomes. You can continue adding activities and outcomes associated to the Needs statement as needed. When done, skip a row to move to another Needs statement and set of Services/Activities,

CAUTION, DO NOT CUT & PASTE ITEMS FROM ONE COLUMN TO ANOTHER. For example, do not cut and paste an item from the “Needs” Column to the “Services/Activities” Column, or the “Services/Activities” Column to the “Outcomes” Column. Doing so will produce an unstable worksheet which will behave erratically, requiring you to start over with a new blank eLogic Model® workbook.

Column 7 – Accountability
Under the “Accountability” Column (7), enter the tools and the process of collection and processing of data in your organization to support all project management, reporting, and responses to the Management Questions. This column provides the framework for structuring your data collection efforts. If the collection and processing of data is not well planned, the likelihood of its use to further the management of the program and support evaluation activity is limited. If data are collected inconsistently, or if data are missing, not retrievable, or mishandled, the validity of any conclusions is weakened.

The structure of Column 7 contains five components in the form of dropdown fields that address the Evaluation Process. You are responsible for addressing each of the five steps that address the process of managing the critical information about your project.

A. Tools for Measurement
B. Where Data Maintained
C. Source of Data
D. Frequency of Collection
E. Processing of Data

You may select up to five choices for each of the five processes (A-E) that supports Accountability and tracks Services/Activities and Outcomes. Given the limited space, please identify the most frequent sources for the processes (A-E). As you proceed through the remaining components, B through E, specify those components in the same order as you selected the "Tools for Measurement" listed under item A. For example, if the first Tool is "Pre-post Test," then the first item under B "Where Data Maintained" must identify where the pre-post test data is maintained, and so on through E. The first entry should pertain to "Pre-post Test." Likewise, if the second item in A is "Satisfaction Surveys," then specify the second item in B through E as it pertains to "Satisfaction Surveys."

A. Tools for Measurement. A device is needed for collecting data; e.g., a test, survey, attendance log, or inspection report, etc. The tool “holds” the evidence of the realized Services/Activities or Outcomes specified in the eLogic Model®. At times, there could be multiple tools for a given event. A choice can be made to use several tools, or rely on one that is most reliable, or most efficient but still reliable. Whatever tool is identified, it is important to remain consistent throughout the project.
Instructions: Under Column 7, Accountability, select your choices of “Tools for Measurement” to Track Services/Activities and Outcomes. You do this by clicking the mouse in one of the cells of this column. A little dropdown arrow appears. Click the dropdown arrow and a dropdown list of Tools appears. Select one or more of the Tools in the list by clicking it.

B. Where Data Maintained. A record of where the data or data tool resides must be maintained. It is not required that all tools and all data are kept in one single place. You may keep attendance logs at the main office files, but keep other tools or data such as a “case record" in the case files at the service site. It is important to designate where tools and/or data are to be maintained. For example, if your program has a sophisticated computer system and all data is entered into a custom-designed database, it is necessary to designate where the original or source documents will be maintained.

Instructions: Under Column 7, Accountability, select your choices of “Where Data Maintained.” You do this by clicking the mouse in one of the cells of this column. A little dropdown arrow appears. Click the dropdown arrow and a dropdown list of Where Data Maintained appears. Select one or more of the Where Data Maintained in the list by clicking it.

C. Source of Data. This is the source where the data originates. Identify the source and make sure that it is appropriate.
Instructions: Under Column 7, Accountability, select your choices of “Source of Data.” You do this by clicking the mouse in one of the cells of this column. A little dropdown arrow appears. Click the dropdown arrow and a dropdown list of Source of Data appears. Select one or more of the Source of Data in the list by clicking it.

D. Frequency of Collection. Timing matters in data collection. In most instances, you want to get it while it occurs. Collect data at the time of the encounter; if impossible, when it is most opportune immediately thereafter. For example, collect report card data immediately upon the issuance of report cards. Do not wait until after the school year is over. Collect feedback surveys at the conclusion of the event, not a few months later when clients may be difficult to reach. Reporting can be done at anytime if the data is already collected. Another important aspect of this dimension is consistency. If some post tests are collected soon after the event, but others are attempted months later, the data are confounded by the differences in the timing. If some financial data are collected at the middle of the month and others at the end of the month, the data may be confounded by systematic timing bias.
Instructions: Under Column 7, Accountability, select your choices of “Frequency of Collection.” You do this by clicking the mouse in one of the cells of this column. A little dropdown arrow appears. Click the dropdown arrow and a dropdown list of Frequency of Collection appears. Select one or more of the Frequency of Collection in the list by clicking it.

E. Processing of Data. This is where you identify the mechanism that will be employed to process the data. Some possibilities are: manual tallies, computer spreadsheets, flat file database, relational database, statistical database, etc. The eLogic Model® is only a summary of the program and it cannot accommodate a full description of your management information system. There is an implicit assumption that the grantee has thought through the process to assure that the mechanism is adequate to the task(s).
Instructions: Under Column 7, Accountability, select your choices of “Processing of Data.” You do this by clicking the mouse in one of the cells of this column. A little dropdown arrow appears. Click the dropdown arrow and a dropdown list of Processing of Data appears. Select one or more of the Process of Data in the list by clicking it.

Saving Your eLogic Model®
The 2010 eLogic Model® was constructed using Excel™ 2007. The models are posted on Grants.gov as Excel® 2003. You can save your eLogic Model® as an Excel® 97-2003 Workbook or as an Excel® 2007 Workbook. If you are using Excel® 97-2003 and if you see [Compatibility Mode] at the top of your Excel® where the name of the Excel® Workbook is located, it will not affect the functionality of the eLogic Model®. You can run the eLogic Model® in either Excel® version without functionality issues.
When you have completed the eLogic Model®, or wish to stop and continue later, save the file by going to the Excel® Menu bar and choosing FILE | Save As. Then specify a name for the file, and note where you save the file on your computer.

⅄ Use the name of the HUD Program and your organization name to form a file name for your eLogic Model®. **For example, FHIP_DillardAffordableHousing.** Please note that there is an “underscore” between FHIP and no spaces between Dillard Affordable Housing separating the Program Name from the Project Name which is needed to identify the eLogic Model® in the database. This is the only convention allowed to separate these two terms. Do not use an underscore to separate words in your project name. The database will read “DillardAffordableHousing” as one name.

Do not use spaces or special characters such as dashes, periods, asterisks, and symbols when saving your eLogic Model®, only use letters and numbers. Only underscores are permitted. If you fail to follow these directions by using special characters or spaces, or the file name exceeds 50 characters, grants.gov will reject your submission as JAVA code treats your submission as containing a virus.

If your program has a program component, please follow the example below adding the Program Component “EOI” with an underscore:

⅄ **FHIP_EOI_DillardAffordableHousing**

Please remember, if you are submitting multiple applications under the same applicant name for the same HUD program, you must distinguish between the two applications as is shown below:

⅄ **FHIP_EOI_DillardAffordableHousing1**
⅄ **FHIP_EOI_DillardAffordableHousing2**

Please be sure to review the file formats and naming requirements contained in the General Section.

Excel® automatically adds the file extension “.xls” or “xlsx” to your file name. Make sure the file extension is not capitalized. <u>In following these directions, if your organizational name exceeds the 50 character limit for space, you should abbreviate your organizational name by either using its initials or a recognizable acronym, e.g., South Carolina State University maybe written as SCSU, or Howard University maybe written as HOWDU.</u>

If you attempt to close the eLogic Model® without entering the Applicant Legal Name, the DUNS Number or Project Name, you receive a message that says “You still need to enter the Applicant Legal Name, the DUNS Number or Project Name. Dialog boxes have been created as reminders. Click OK on the dialog boxes. You will then get to the default Excel® dialog box asking if you want to save changes. Clicking CANCEL will allow you to go back and enter the missing mandatory fields. Clicking YES will save your work and close the Workbook but the mandatory fields will not be completed. **Clicking NO WILL NOT SAVE your work and will close the Workbook.”**

Later, you will "Attach" this file to your application. Please remember the name of the file that you are saving. Be sure to delete any earlier version so that when you go to attach the file to your application, you select the appropriate and final file.

A single Workbook will be adequate for completing your eLogic Model®.

This ends the instructions for completing your eLogic Model® for application submission.

INSTRUCTIONS FOR REPORTING PERFORMANCE TO HUD

Do not modify or change the integrity of the eLogic Model® by adding additional Tabs or worksheets. The Instructions provided here will meet your needs. When saving your eLogic Model®, save it in the Excel® format. Do not convert it into PDF.

If your project is selected for funding, the eLogic Model® will be used as a monitoring and reporting tool upon final approval from the HUD program office. Upon approval, HUD will open the reporting side of the eLogic Model® allowing you to submit the actual Services/Activities and Outcomes against the approved (projected) Services/Activities and Outcomes. Specifically, HUD will open the "Post" and "YTD" fields in both Columns 4 and 6, and will close the "Pre" fields in the same columns. HUD will also open the Reporting Tab for you to meet the reporting requirements that are discussed below. The HUD program office will send back to you or post to a website, the approved eLogic Model® to be used for reporting purposes.

Identify the Reporting Period Covered by the Report

On the Coversheet are three fields that must be completed when you submit your reports to HUD: "**Grants.gov Application Number**", "**HUD Award Number", and "Logic Model Amendment Number**" which are located on Rows 33, 34 and 35 respectively. These fields allow HUD to associate the eLogic Model® submitted with the application with the negotiated logic model, and reports submitted. On the Year1, Year2, Year3 and Total Tabs are three additional fields labeled "Reporting Period", "Reporting Start Date" and "Reporting End Date." These three fields are not to be used at time of application. At the time of reporting they are "mandatory. They are used during the reporting process to record the Start and End date of your reporting period.
." The required data must be entered to have a complete eLogic Model® report.

Before closing and saving your eLogic Model® report, click the worksheet Tab, "Coversheet" and at the top left, click "Check Errors." If you did not complete any of the "mandatory" fields, a message box will appear telling you what field(s) were not completed and the field(s) will be highlighted in yellow. When actually reporting performance on your approved eLogic Model®, select the "Reporting Period" using the dropdown feature for:

- Yr1 1st Quarter
- Yr1 2nd Quarter
- Yr1 3rd Quarter
- Yr1 4th Quarter
- Yr2 5th Quarter
- Yr2 6th Quarter
- Yr2 7th Quarter
- Yr2 8th Quarter
- Yr3 9th Quarter
- Yr3 10th Quarter
- Yr3 11th Quarter
- Yr3 12th Quarter
- Final Report.

Note: For those reporting on a semi-annual basis, the reporting period identified in the eLogic Model® report would be Yr1 2nd Quarter, and Yr1 4th Quarter for the first year reports and Yr2 6th Quarter and Yr2 8th Quarter, etc.. For those reporting on an annual basis, the eLogic Model® reporting period would be selected as Yr1 4th Quarter. If the award was a one year award, and the award was completed, the reporting period selected would be Final Report. If the report was multi-year, for the 2nd year report, the reporting period would be Yr2 8th Quarter.

Then enter a "Reporting Start Date" and the "Reporting End Date" that reflects the reporting period you will be submitting in accordance with required reporting time frames indicated in the HUD Program NOFA and the Award Agreement. When entering the dates, you must use this format, MM/DD/YYYY including the slashes. Using the MM/DD/YYYY format will allow HUD to enter your eLogic Model® into the database. If not, you may have to resubmit your eLogic Model® if it is not accepted by HUD.

Completing Performance Information in YEAR1, YEAR2, YEAR3, and TOTAL Tabs

Your projections approved by HUD that were entered in the "Pre" Column will be locked in and the "Post" and "YTD" will be opened for reporting purposes. When reporting enter:

- Year1 accomplishments utilizing the Year1 Tab
- Year2 accomplishments utilizing the Year2 Tab
- Year3 accomplishments utilizing the Year3 Tab

For multi-year awards, use the Total Tab to capture cumulative reporting during years 2 and 3 and for your final report. *If you have a one year award you only need to complete Year1 for your final report.* If you have a two year award, use Year1, Year2, and Total. If you have a three year award, use Year1, Year2, Year3, and Total.

In each reporting period, enter your data for the reporting period cover by the report. Do not enter cumulative data in this column. The column labeled YTD is used to capture the cumulative data for the current reporting period as well as all past reports submitted covering the first year of the award. For example, if you report quarterly.

When reporting Activities in Year1:

- Enter your first quarter accomplishments in the “Post” column and the cumulative accomplishments in the “YTD” column.For the first quarter reporting, the numbers or dates will be the same in both columns.

- For the second quarter of Year1 reporting, enter the data covering second quarter activities and outcomes which occurred in that quarter only. In the “YTD” column, you will enter the cumulative total of both the first and second quarter accomplishments.

- Follow this same process for all quarters in Year1.

When reporting Activities in Year2:

- Only enter your first quarter accomplishments of Year2 in the “Post” column. The information should only reflect activities and outcomes that occur in the 1st quarter of year 2. Cumulative accomplishment from year 1 nad year 2 acitiviite nad outcones will be recorded in the Total Worksheet.

- Enter the Year 2 Quarter 1 accomplishments in the “YTD” column. For the first quarter reporting the numbers or dates will be the same for both the Actual and the YTD columns.

- For the second quarter of Year2 reporting, you will only enter the second quarter results (what actually occurred in the second quarter independent of the previous quarter) of theYear2 in the “Post” column.

- In the “YTD” column, you will enter the cumulative total of both the first and second quarter accomplishments for Year2. In the Total worksheet enter the cumulative total (the YTD from Year1 and the YTD from Year2). Follow these instructions for all quarters in Year2.

When reporting Activities in Year3, enter your first quarter accomplishments of Year3 non-cumulative in the “Post” column and the cumulative accomplishment of Year3 in the “YTD” column.

- For the first quarter reporting the numbers or dates will be the same in both columns.

- For the second quarter of Year3 reporting, you will enter the non-cumulative second quarter results (what actually occurred in the second quarter independent of the previous quarter) of the Year3 in the “Post” column.

- In the “YTD” column you will enter the cumulative total of both the first and second quarter accomplishments for Year3. In the Total worksheet enter the cumulative total (the YTD from Year1, the YTD from Year2 and the YTD from Year3). Follow these instructions for all quarters in Year3.

Using the Total Worksheet

If you have a multi-year award, you will begin to use the “Total” Tab at the beginning of the second year. The “Total” Tab is designed to show cumulative totals of Year1, Year2, and Year3. The “Total” worksheet will show the cumulative progress for Year1, Year2, and Year3. In the Total worksheet, when you are reporting accomplishments for the first quarter of Year2, add the "YTD" number from Year1 and the "YTD" number for Year2. Remember, the first quarter of Year2 and the "Post" is the same number as the "YTD" number. If you are reporting accomplishments for the second quarter of Year2, add the "YTD" number from Year1 and the "YTD" number from Year2 and add them to reach a cumulative total or

"YTD" of Year1 and the first two quarters of Year2.
Follow these instructions for all quarters in Year2, and Year3. At the end of the award period, the “Total” Worksheet will contain the cumulative total for all years.

Using the Reporting Worksheet

The Reporting Tab (worksheet) serves three functions: 1) Respond to the Management Questions, 2) Describe or explain actual performance compared to what was projected, and 3) Provide an explanation of any deviation (positive or negative) from the projections in your approved eLogic Model® .

Each program has different Management Questions that are applicable to that program only. The Management Questions contained in the eLogic Model® ask key questions related to all Services/Activities and Outcomes in the drop-down lists in the eLogic Model® forms for each HUD program. Grantees are required to report on the Management Questions which relate to the specific Services/Activities and Outcomes that are in their HUD approved eLogic Model®. These are determined during negotiations with HUD. HUD will use the approved eLogic Model® for monitoring program performance throughout the project. The Services/Activities and Outcomes identified in your approved eLogic Model®, and resultant data reported in your eLogic Model® over the award performance period should enable you to address most or all of the Management Questions reflective of your project. The data collected during the course of your work and captured in the eLogic Model® will also be useful to you in evaluating the effectiveness of your program.

Use the Reporting Tab to enter your responses to the Management Questions by entering the appropriate “Count/Amount” in the fields provided. The last question asks, “Describe the population you are serving in the space below.” Enter a brief summary description of the demographic and socio-economic characteristics of the area and clients you are serving. Your description should be short and to the point -- a paragraph or less.

Narrative Description - Positive/Negative Deviation from Approved eLogic Model® Projections

In addition to your submission of your eLogic Model® results, if there are deviations from what you projected, then you must include a narrative indicating any positive or negative deviations from projected Services/Activities and Outcomes as contained in your approved eLogic Model® and explain the basis for the actual performance as compared to what was projected. In your narrative be sure to identify the Services/Activities and Outcomes from your approved eLogic Model® that you are describing and the reason why this deviation occurred. When doing this, create a paragraph header labeled, "Narrative Description - Positive/Negative Deviation from Approved Logic Model Projections." By identifying the deviations and the reasons, HUD is able to obtain information on what impacts affect the timeline for program activity and outcomes, and also will be able to share and disseminate best practices to help grantees learn from each other and to also increase the effectiveness of the program.

Saving Your Report
Save the eLogic Model® file you receive from HUD. Each time you submit your report to HUD, add the fiscal year of the NOFA in which the award was made and the reporting period to the file name. For example:
This is for a 1st quarter report.

- **FHIP_EOI_DillardAffordableHousing2010qtr1**

This is for a 2nd quarter or semi-annual report.

- **FHIP_EOI_DillardAffordableHousing2010qtr2**

This is for a 3rd quarter report.

- **FHIP_EOI_DillardAffordableHousing2010qtr3**

This is for a 4th quarter or annual report.

- **FHIP_EOI_DillardAffordableHousing2010qtr4**

This is for a 5th quarter or the first reporting period in year 2 of the project.

- **FHIP_EOI_DillardAffordableHousing2010qtr5**

Please remember, if you are reporting on multiple projects under the award for the same HUD program, you must distinguish between the two reports as is shown below. **Please note that an underscore was added before the fiscal year. Only add the underscore if there are multiple projects:**

- **FHIP_EOI_DillardAffordableHousing1_2010qtr1**
- **FHIP_EOI_DillardAffordableHousing2_2010qtr2**

For eLogic Model® Training via webcast, consult the webcast schedule found at HUD's website at: http://www.hud.gov/offices/adm/grants/fundsavail.cfm. If you have any questions regarding reporting requirements, please contact your HUD program representative.

Reporting Requirements
As part of your required reports to HUD, you must also submit an eLogic Model® report in either Excel® 2003 or 2007. (See the FY2010 General Section of the NOFA in the HUD approved electronic formats.)

2010 eLogic Model® Information Coversheet

Instructions

When completing this section there are "mandatory" fields that must be completed. These fields are highlighted in yellow. The required data must be entered correctly to complete an eLogic Model®. Applicant Legal Name must match box 8a in the SF-424 in your application. Enter the legal name by which you are incorporated and pay taxes. CCR Doing Business is new for 2010 eLogic Model®. Only complete this field if your registration at CCR includes an entry in Doing Business as: (dba). Enter the DUNS # as entered into box 8c of the SF-424 Application for Federal Assistance form. Enter the City where your organization is located, this information must match the SF-424 data in your application. Use the dropdown to enter the State where your organization is located, this information must match the SF-424 data in your application. This information must match the SF-424 data in your application. Enter the Grantee Contact Name and email address in the field provided. Enter the name of the person that completed the eLogic Model® and their email address in the field provided. When completing the Project Information Section, applicants except Indian Tribes must enter their Project Name, Project Location City/County/Parish, State, Project Type, and Construction Type. If there are multiple locations, enter the location where the majority of the work will be done. Indian tribes, including multi-state tribes, should enter the City or County associated with their business address location. For Indian Tribes, enter the state applicable to the business address of the Tribal entity.

Program Information

HUD Program	**TCUP**
Program CFDA #	**14.519**
	Program Component

Grantee Information

Applicant Legal Name	Salish Kootenai College		
CCR Doing Business As Name			
DUNS Number	113488399	-	
City	Pablo		
State	MONTANA		
Zip Code	59855	-	0070
Grantee Contact Name	Lon Whitaker		
Grantee Contact email	lon_whitaker@skc.edu		
Logic Model Contact Name	Lon Whitaker		
Logic Model Contact email	lon_whitaker@skc.edu		

Project Information

Project Name	Construction of Teacher Education Building		
Project Location City/County/Parish	Pablo, Lake County		
Project Location State	MONTANA		
Zip Code	59855	-	70
Project Type	Tribal College Construction		
Construction Type	New		

Additional Information for Reporting (Leave Blank At the Time of Application)

Grants.gov Application Number	
HUD Award Number	
Logic Model Amendment Number	

eLogic Model® **_Year 1_**

Applicant Legal Name	Salish Kootenai College
CCR Doing Business As Name	0
HUD Program	TCUP
Program Component	
Project Name	Construction of Teacher Education Building
Reporting Period	
Reporting Start Date	
Reporting End Date	

HUD Goals	Policy Priority	Needs	Services/Activities	Measures		
1		2	3	4		
Policy		Planning	Programming	**Pre**	**Post**	**YTD**
4B	2c	There is a need for Tribal Colleges and Universities to build, expand, renovate and equip their own facilities consistent with Sustainability principles and practices.	new- Construction of new 7,652 sq. ft. Teacher Education Building in 18 months to serve 260 low- and very-low income students.	Time		
4E	2g			10/1/2010		
			new- 19 Section 3 low- and very-low income workers will be hired	Persons		
				19		
			new- Construction design incorporates visitability, universal design and Energy Star standards	Units		
				1		
				#N/A		
				#N/A		
				#N/A		
				#N/A		
				#N/A		
				#N/A		
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				#N/A		

eLogic Model® **_Year 1_**

Applicant Legal Name	Salish Kootenai College
CCR Doing Business As Name	0
HUD Program	TCUP
Program Component	
Project Name	Construction of Teacher Education Building
Reporting Period	
Reporting Start Date	
Reporting End Date	

HUD Goals	Policy Priority	Needs	Services/Activities	Measures		
1		2	3	4		
Policy		Planning	Programming	**Pre**	**Post**	**YTD**
					#N/A	
					#N/A	
					#N/A	
					#N/A	
					#N/A	
					#N/A	
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					#N/A	

eLogic Model® **Year 1**

Applicant Legal Name	Salish Kootenai College
CCR Doing Business As Name	0
HUD Program	TCUP
Program Component	
Project Name	Construction of Teacher Education Building

Reporting Period
Reporting Start Date
Reporting End Date

HUD Goals	Policy Priority	Needs	Services/Activities	Measures		
1		2	3	4		
Policy		Planning	Programming	Pre	Post	YTD
					#N/A	
					#N/A	
					#N/A	
					#N/A	
					#N/A	
					#N/A	
					#N/A	
					#N/A	
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					#N/A	

eLogic Model® **Year 1**

Applicant Legal Name	Salish Kootenai College
CCR Doing Business As Name	0
HUD Program	TCUP
Program Component	
Project Name	Construction of Teacher Education Building

Reporting Period
Reporting Start Date
Reporting End Date

HUD Goals	Policy Priority	Needs	Services/Activities	Measures		
1		2	3	4		
Policy		Planning	Programming	Pre	Post	YTD
					#N/A	
					#N/A	
					#N/A	
					#N/A	
					#N/A	
					#N/A	
					#N/A	
					#N/A	
					#N/A	
					#N/A	
					#N/A	
					#N/A	
					#N/A	
					#N/A	

eLogic Model® **Year 1**

Applicant Legal Name	Salish Kootenai College
CCR Doing Business As Name	0
HUD Program	TCUP
Program Component	
Project Name	Construction of Teacher Education Building
Reporting Period	
Reporting Start Date	
Reporting End Date	

HUD Goals	Policy Priority	Needs	Services/Activities	Measures		
1		2	3	4		
Policy		Planning	Programming	**Pre**	**Post**	**YTD**
					#N/A	
					#N/A	
					#N/A	
					#N/A	
					#N/A	
					#N/A	
					#N/A	
					#N/A	
					#N/A	
					#N/A	
					#N/A	
					#N/A	
					#N/A	
					#N/A	
					#N/A	
					#N/A	
					#N/A	

eLogic Model®

Year 1

Applicant Legal Name	Salish Kootenai College
CCR Doing Business As Name	0
HUD Program	TCUP
Program Component	
Project Name	Construction of Teacher Education Building

Reporting Period	
Reporting Start Date	
Reporting End Date	

HUD Goals	**Policy Priority**	**Needs**	**Services/Activities**	**Measures**		
1		2	3	4		
Policy		Planning	Programming	**Pre**	**Post**	**YTD**
					#N/A	
					#N/A	
					#N/A	
					#N/A	
					#N/A	
					#N/A	
					#N/A	
					#N/A	
					#N/A	

OMB Approval 2535-0114 exp. 2/28/2011

DUNS No. 113488399 - 0

2010

Outcomes	**Measures**			**Evaluation Tools**
5	6			7
Impact	**Pre**	**Post**	**YTD**	Accountability
Policy Priority-Sustainability-Community Assets-The number of public facilities constructed	Buildings			
	10/1/2010			**A. Tools for Measurement**
Employment Opportunities-Section 3-Available jobs (FTE)	Available jobs			Construction log
	0			Mgt. Info. System-manual
new- Construction design incorporates visitability, universal design and Energy Star standards.	Units			Time sheets
	0			Database
	#N/A			Plans
				B. Where Data Maintained
	#N/A			Agency database
	#N/A			
	#N/A			
				C. Source of Data
	#N/A			Audit report
				Employment records
	#N/A			Inspection results
				Financial reports
	#N/A			Progress reports
				D. Frequency of Collection
	#N/A			Daily
				Weekly
	#N/A			Monthly
				Quarterly
	#N/A			Annually
				E. Processing of Data
	#N/A			Manual tallies
				Computer spreadsheets
	#N/A			Flat file database
	#N/A			
	#N/A			
	#N/A			
	#N/A			
	#N/A			
	#N/A			
	#N/A			
	#N/A			

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DUNS No. 113488399 - 0

2010

Outcomes	Measures			Evaluation Tools
5	6			7
Impact	**Pre**	**Post**	**YTD**	Accountability
		#N/A		
		#N/A		
		#N/A		
		#N/A		
		#N/A		
		#N/A		
		#N/A		
		#N/A		
		#N/A		
		#N/A		
		#N/A		
		#N/A		
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		#N/A		
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		#N/A		
		#N/A		
		#N/A		
		#N/A		

OMB Approval 2535-0114 exp. 2/28/2011

DUNS No. 113488399 - 0

2010

Outcomes	**Measures**			**Evaluation Tools**
5	6			7
Impact	**Pre**	**Post**	**YTD**	Accountability
		#N/A		
		#N/A		
		#N/A		
		#N/A		
		#N/A		
		#N/A		
		#N/A		
		#N/A		
		#N/A		
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		#N/A		
		#N/A		
		#N/A		
		#N/A		
		#N/A		
		#N/A		
		#N/A		
		#N/A		

OMB Approval 2535-0114 exp. 2/28/2011

DUNS No. 113488399 - 0

2010

Outcomes	Measures			Evaluation Tools
5	6			7
Impact	**Pre**	**Post**	**YTD**	Accountability
	#N/A			
	#N/A			
	#N/A			
	#N/A			
	#N/A			
	#N/A			
	#N/A			
	#N/A			
	#N/A			
	#N/A			
	#N/A			
	#N/A			
	#N/A			
	#N/A			

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DUNS No. 113488399 - 0

2010

Outcomes	Measures			Evaluation Tools
5	6			7
Impact	**Pre**	**Post**	**YTD**	Accountability
		#N/A		
		#N/A		
		#N/A		
		#N/A		
		#N/A		
		#N/A		
		#N/A		
		#N/A		
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		#N/A		
		#N/A		
		#N/A		
		#N/A		
		#N/A		
		#N/A		
		#N/A		
		#N/A		

OMB Approval 2535-0114 exp. 2/28/2011

2010

DUNS No. 113488399 - 0

Outcomes	**Measures**			**Evaluation Tools**
5	6			7
Impact	**Pre**	**Post**	**YTD**	Accountability
	#N/A			
	#N/A			
	#N/A			
	#N/A			
	#N/A			
	#N/A			
	#N/A			
	#N/A			
	#N/A			

eLogic Model®

Year 2

Applicant Legal Name	Salish Kootenai College		
CCR Doing Business As Name	0		
HUD Program	TCUP	**Reporting Period**	
Program Component		**Reporting Start Date**	
Project Name	Construction of Teacher Education Building	**Reporting End Date**	

DUNS No. 113488399 -

HUD Goals	Policy Priority	Needs	Services/Activities	Measures			Outcomes	Measures	
1		2	3	4			5	6	
Policy		Planning	Programming	Pre	Post	YTD	Impact	Pre	Post
4B	2c	There is a need for Tribal Colleges and Universities to build, expand, renovate and equip their own facilities and to provide services to the community.	new- Construction of new 7,652 sq. ft. Teacher Education Building in 18 months to serve 260	Time			Policy Priority-Sustainability-Community Assets-The number of public facilities constructed	Buildings	
4E	2g			10/1/2010				1	
			new- 19 Section 3 low- and very-low income workers will be hired	Persons			Employment Opportunities-Section 3-Available jobs (FTE)	Available jobs	
				19				19	
			new- Construction design incorporates visitability, universal design and Energy Star	Units			new- Construction design incorporates visitability, universal design and Energy Star standards.	Units	
				1				1	
				#N/A				#N/A	
				#N/A				#N/A	
				#N/A				#N/A	
				#N/A				#N/A	
				#N/A				#N/A	
				#N/A				#N/A	
				#N/A				#N/A	
				#N/A				#N/A	
				#N/A				#N/A	
				#N/A				#N/A	
				#N/A				#N/A	
				#N/A				#N/A	
				#N/A				#N/A	
				#N/A				#N/A	
				#N/A				#N/A	
				#N/A				#N/A	
				#N/A				#N/A	
				#N/A				#N/A	
				#N/A				#N/A	

eLogic Model®

Year 2

Applicant Legal Name	Salish Kootenai College
CCR Doing Business As Name	0
HUD Program	TCUP
Program Component	
Project Name	Construction of Teacher Education Building
Reporting Period	
Reporting Start Date	
Reporting End Date	
DUNS No.	113488399 -

HUD Goals	Policy Priority	Needs	Services/Activities	Measures			Outcomes	Measures	
1		2	3	4			5	6	
Policy		Planning	Programming	**Pre**	**Post**	**YTD**	Impact	**Pre**	**Post**
					#N/A				#N/A
					#N/A				#N/A
					#N/A				#N/A
					#N/A				#N/A
					#N/A				#N/A
					#N/A				#N/A
					#N/A				#N/A
					#N/A				#N/A
					#N/A				#N/A
					#N/A				#N/A
					#N/A				#N/A
					#N/A				#N/A
					#N/A				#N/A
					#N/A				#N/A
					#N/A				#N/A
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					#N/A				#N/A
					#N/A				#N/A
					#N/A				#N/A
					#N/A				#N/A
					#N/A				#N/A

eLogic Model®

Year 2

Applicant Legal Name	Salish Kootenai College
CCR Doing Business As Name	0
HUD Program	TCUP
Program Component	
Project Name	Construction of Teacher Education Building
Reporting Period	
Reporting Start Date	
Reporting End Date	
DUNS No.	113488399 -

HUD Goals	Policy Priority	Needs	Services/Activities	Measures			Outcomes	Measures		
1		2	3	4			5	6		
Policy		Planning	Programming	Pre	Post	YTD	Impact	Pre	Post	
					#N/A				#N/A	
					#N/A				#N/A	
					#N/A				#N/A	
					#N/A				#N/A	
					#N/A				#N/A	
					#N/A				#N/A	
					#N/A				#N/A	
					#N/A				#N/A	
					#N/A				#N/A	
					#N/A				#N/A	
					#N/A				#N/A	
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					#N/A				#N/A	
					#N/A				#N/A	
					#N/A				#N/A	

eLogic Model®

Year 2

Applicant Legal Name	Salish Kootenai College
CCR Doing Business As Name	0
HUD Program	TCUP
Program Component	
Project Name	Construction of Teacher Education Building
Reporting Period	
Reporting Start Date	
Reporting End Date	
DUNS No.	113488399 -

HUD Goals	Policy Priority	Needs	Services/Activities	Measures			Outcomes	Measures	
1		2	3	4			5	6	
Policy		Planning	Programming	Pre	Post	YTD	Impact	Pre	Post
					#N/A				#N/A
					#N/A				#N/A
					#N/A				#N/A
					#N/A				#N/A
					#N/A				#N/A
					#N/A				#N/A
					#N/A				#N/A
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					#N/A				#N/A
					#N/A				#N/A
					#N/A				#N/A
					#N/A				#N/A
					#N/A				#N/A
					#N/A				#N/A
					#N/A				#N/A

eLogic Model®

Year 2

Applicant Legal Name	Salish Kootenai College
CCR Doing Business As Name	0
HUD Program	TCUP
Program Component	
Project Name	Construction of Teacher Education Building
Reporting Period	
Reporting Start Date	
Reporting End Date	
DUNS No.	113488399 -

HUD Goals	Policy Priority	Needs	Services/Activities	Measures			Outcomes	Measures	
1		2	3	4			5	6	
Policy		Planning	Programming	Pre	Post	YTD	Impact	Pre	Post
					#N/A				#N/A
					#N/A				#N/A
					#N/A				#N/A
					#N/A				#N/A
					#N/A				#N/A
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					#N/A				#N/A

eLogic Model®

Year 2

Applicant Legal Name	Salish Kootenai College
CCR Doing Business As Name	0
HUD Program	TCUP
Program Component	
Project Name	Construction of Teacher Education Building
Reporting Period	
Reporting Start Date	
Reporting End Date	
DUNS No.	113488399 -

HUD Goals	Policy Priority	Needs	Services/Activities	Measures			Outcomes	Measures	
1		2	3	4			5	6	
Policy		Planning	Programming	Pre	Post	YTD	Impact	Pre	Post
				#N/A				#N/A	
				#N/A				#N/A	
				#N/A				#N/A	
				#N/A				#N/A	
				#N/A				#N/A	
				#N/A				#N/A	
				#N/A				#N/A	
				#N/A				#N/A	
				#N/A				#N/A	

OMB Approval 2535-0114 exp. 2/28/2011

0	2010
	Evaluation Tools
	7
YTD	Accountability
	A. Tools for Measurement
	Construction log
	Mgt. Info. System-manual
	Time sheets
	Database
	Plans
	B. Where Data Maintained
	Agency database
	C. Source of Data
	Audit report
	Employment records
	Inspection results
	Financial reports
	Progress reports
	D. Frequency of Collection
	Daily
	Weekly
	Monthly
	Quarterly
	Annually
	E. Processing of Data
	Manual tallies
	Computer spreadsheets
	Flat file database

OMB Approval 2535-0114 exp. 2/28/2011

0

2010

	Evaluation Tools
	7
YTD	Accountability

OMB Approval 2535-0114 exp. 2/28/2011

0	2010
	Evaluation Tools
	7
YTD	Accountability

OMB Approval 2535-0114 exp. 2/28/2011

0	2010
	Evaluation Tools
	7
YTD	Accountability

OMB Approval 2535-0114 exp. 2/28/2011

0	2010
	Evaluation Tools
	7
YTD	Accountability

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0	2010
	Evaluation Tools
	7
YTD	Accountability

eLogic Model® **Year 3** *OMB Approval 2535-0114 exp. 2/28/2011*

Applicant Legal Name	Salish Kootenai College			
CCR Doing Business As Name	0			
HUD Program	TCUP	**Reporting Period**		
Program Component		**Reporting Start Date**		**DUNS No.** 113488399 - 0
Project Name	Construction of Teacher Education Building	**Reporting End Date**		**2010**

HUD Goals	**Policy Priority**	**Needs**	**Services/Activities**	**Measures**			**Outcomes**	**Measures**			**Evaluation Tools**
1		2	3	4			5	6			7
Policy		Planning	Programming	**Pre**	**Post**	**YTD**	Impact	**Pre**	**Post**	**YTD**	Accountability
					#N/A				#N/A		
											A. Tools for Measurement
					#N/A				#N/A		
					#N/A				#N/A		
					#N/A				#N/A		
											B. Where Data Maintained
					#N/A				#N/A		
					#N/A				#N/A		
					#N/A				#N/A		
											C. Source of Data
					#N/A				#N/A		
					#N/A				#N/A		
					#N/A				#N/A		
											D. Frequency of Collection
					#N/A				#N/A		
					#N/A				#N/A		
					#N/A				#N/A		
											E. Processing of Data
					#N/A				#N/A		
					#N/A				#N/A		
					#N/A				#N/A		
					#N/A				#N/A		
					#N/A				#N/A		
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					#N/A				#N/A		

eLogic Model® **Year 3** *OMB Approval 2535-0114 exp. 2/28/2011*

Applicant Legal Name	Salish Kootenai College
CCR Doing Business As Name	0
HUD Program	TCUP
Program Component	
Project Name	Construction of Teacher Education Building
Reporting Period	
Reporting Start Date	
Reporting End Date	
DUNS No.	113488399 - 0

2010

HUD Goals	Policy Priority	Needs	Services/Activities	Measures			Outcomes	Measures			Evaluation Tools
1		2	3	4			5	6			7
Policy		Planning	Programming	Pre	Post	YTD	Impact	Pre	Post	YTD	Accountability
					#N/A				#N/A		
					#N/A				#N/A		
					#N/A				#N/A		
					#N/A				#N/A		
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eLogic Model®

Year 3

OMB Approval 2535-0114 exp. 2/28/2011

Applicant Legal Name	Salish Kootenai College
CCR Doing Business As Name	0
HUD Program	TCUP
Program Component	
Project Name	Construction of Teacher Education Building
Reporting Period	
Reporting Start Date	
Reporting End Date	
DUNS No.	113488399 - 0

2010

HUD Goals	**Policy Priority**	**Needs**	**Services/Activities**	**Measures**			**Outcomes**	**Measures**			**Evaluation Tools**
1		2	3	4			5	6			7
Policy		Planning	Programming	**Pre**	**Post**	**YTD**	Impact	**Pre**	**Post**	**YTD**	Accountability
					#N/A				#N/A		
					#N/A				#N/A		
					#N/A				#N/A		
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eLogic Model®

Year 3

OMB Approval 2535-0114 exp. 2/28/2011

Applicant Legal Name	Salish Kootenai College		
CCR Doing Business As Name	0		
HUD Program	TCUP	**Reporting Period**	
Program Component		**Reporting Start Date**	
Project Name	Construction of Teacher Education Building	**Reporting End Date**	

DUNS No. 113488399 - 0

2010

HUD Goals	Policy Priority	Needs	Services/Activities	Measures			Outcomes	Measures			Evaluation Tools
1		2	3	4			5	6			7
Policy		Planning	Programming	Pre	Post	YTD	Impact	Pre	Post	YTD	Accountability
					#N/A				#N/A		
					#N/A				#N/A		
					#N/A				#N/A		
					#N/A				#N/A		
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					#N/A				#N/A		
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					#N/A				#N/A		
					#N/A				#N/A		

eLogic Model® **Year 3** ***OMB Approval 2535-0114 exp. 2/28/2011***

Applicant Legal Name	Salish Kootenai College
CCR Doing Business As Name	0
HUD Program	TCUP
Program Component	
Project Name	Construction of Teacher Education Building
Reporting Period	
Reporting Start Date	
Reporting End Date	
DUNS No.	113488399 - 0

2010

HUD Goals	Policy Priority	Needs	Services/Activities	Measures			Outcomes	Measures			Evaluation Tools
1		2	3	4			5	6			7
Policy		Planning	Programming	Pre	Post	YTD	Impact	Pre	Post	YTD	Accountability
					#N/A				#N/A		
					#N/A				#N/A		
					#N/A				#N/A		
					#N/A				#N/A		
					#N/A				#N/A		
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					#N/A				#N/A		

eLogic Model® **Year 3** **OMB Approval 2535-0114 exp. 2/28/2011**

Applicant Legal Name Salish Kootenai College

CCR Doing Business As Name 0

HUD Program TCUP | **Reporting Period**

Program Component | **Reporting Start Date** | **DUNS No.** 113488399 - 0

Project Name Construction of Teacher Education Building | **Reporting End Date**

2010

HUD Goals	Policy Priority	Needs	Services/Activities	Measures			Outcomes	Measures			Evaluation Tools
1		2	3	4			5	6			7
Policy		Planning	Programming	Pre	Post	YTD	Impact	Pre	Post	YTD	Accountability
					#N/A				#N/A		
					#N/A				#N/A		
					#N/A				#N/A		
					#N/A				#N/A		
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					#N/A				#N/A		
					#N/A				#N/A		

eLogic Model®

Total

Applicant Legal Name Salish Kootenai College

CCR Doing Business As Name 0

HUD Program TCUP

Program Component

Project Name Construction of Teacher Education Building

Reporting Period

Reporting Start Date

Reporting End Date

DUNS No. 113488399 -

HUD Goals	Policy Priority	Needs	Services/Activities	Measures			Outcomes	Measures	
1		2	3	4			5	6	
Policy		Planning	Programming	Pre	Post	YTD	Impact	Pre	Post
4B	2c	There is a need for Tribal Colleges and Universities to build, expand, renovate and equip their own facilities and to provide services to the community.	new- Construction of new 7,652 sq. ft. Teacher Education Building in 18 months to serve 260 low- and very-low income students.		Time		Policy Priority-Sustainability-Community Assets-The number of public facilities constructed		Buildings
4E	2g			10/1/2010				1	
			new- 19 Section 3 low- and very-low income workers will be hired		Persons		Employment Opportunities-Section 3-Available jobs (FTE)		Available jobs
				19				19	
			new- Construction design incorporates visitability, universal design and Energy Star standards		Units		new- Construction design incorporates visitability, universal design and Energy Star standards		Units
				1				1	
					#N/A				#N/A
					#N/A				#N/A
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					#N/A				#N/A

eLogic Model®

Total

Applicant Legal Name	Salish Kootenai College
CCR Doing Business As Name	0
HUD Program	TCUP
Program Component	
Project Name	Construction of Teacher Education Building
Reporting Period	
Reporting Start Date	
Reporting End Date	
DUNS No.	113488399 -

HUD Goals	Policy Priority	Needs	Services/Activities	Measures			Outcomes	Measures	
1		2	3	4			5	6	
Policy		Planning	Programming	**Pre**	**Post**	**YTD**	Impact	**Pre**	**Post**
					#N/A				#N/A
					#N/A				#N/A
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eLogic Model®

Total

Applicant Legal Name	Salish Kootenai College
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HUD Program	TCUP
Program Component	
Project Name	Construction of Teacher Education Building
Reporting Period	
Reporting Start Date	
Reporting End Date	
DUNS No.	113488399 -

HUD Goals	Policy Priority	Needs	Services/Activities	Measures			Outcomes	Measures	
1		2	3	4			5	6	
Policy		Planning	Programming	Pre	Post	YTD	Impact	Pre	Post
					#N/A				#N/A
					#N/A				#N/A
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					#N/A				#N/A

eLogic Model®

Total

Applicant Legal Name	Salish Kootenai College
CCR Doing Business As Name	0
HUD Program	TCUP
Program Component	
Project Name	Construction of Teacher Education Building
Reporting Period	
Reporting Start Date	
Reporting End Date	
DUNS No.	113488399 -

HUD Goals	Policy Priority	Needs	Services/Activities	Measures			Outcomes	Measures	
1		2	3	4			5	6	
Policy		Planning	Programming	Pre	Post	YTD	Impact	Pre	Post
					#N/A				#N/A
					#N/A				#N/A
					#N/A				#N/A
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eLogic Model®

Total

Applicant Legal Name	Salish Kootenai College
CCR Doing Business As Name	0
HUD Program	TCUP
Program Component	
Project Name	Construction of Teacher Education Building
Reporting Period	
Reporting Start Date	
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DUNS No.	113488399 -

HUD Goals	Policy Priority	Needs	Services/Activities	Measures			Outcomes	Measures	
1		2	3	4			5	6	
Policy		Planning	Programming	Pre	Post	YTD	Impact	Pre	Post
					#N/A				#N/A
					#N/A				#N/A
					#N/A				#N/A
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					#N/A				#N/A

OMB Approval 2535-0114 exp. 2/28/2011

0	2010
	Evaluation Tools
	7
YTD	Accountability
	A. Tools for Measurement
	Construction log
	Mgt. Info. System-manual
	Time sheets
	Database
	Plans
	B. Where Data Maintained
	Agency database
	C. Source of Data
	Audit report
	Employment records
	Inspection results
	Financial reports
	Progress reports
	D. Frequency of Collection
	Daily
	Weekly
	Monthly
	Quarterly
	Annually
	E. Processing of Data
	Manual tallies
	Computer spreadsheets
	Flat file database

OMB Approval 2535-0114 exp. 2/28/2011

0	2010
	Evaluation Tools
	7
YTD	Accountability

OMB Approval 2535-0114 exp. 2/28/2011

0	2010
	Evaluation Tools
	7
YTD	Accountability

OMB Approval 2535-0114 exp. 2/28/2011

0	2010
	Evaluation Tools
	7
YTD	Accountability

OMB Approval 2535-0114 exp. 2/28/2011

0	2010
	Evaluation Tools
	7
YTD	Accountability

	HUD Goals		HUD Priorities
1A	**Strengthen the Nation's Housing Market to Bolster the Economy and Protect Consumers** (1A) Stem the foreclosure crisis.	1a	**Job Creation/Employment** (1a) Improving access to job opportunities through information sharing, coordination with federal, state, and local entities, and other means.
1B	**Strengthen the Nation's Housing Market to Bolster the Economy and Protect Consumer** (1B) Protect and educate consumers when they buy, refinance or rent a home.	1b	**Job Creation/Employment** (1b) Increasing access to job training, career services, and work, supports through coordination with federal, state, and local entities.
1C	**Strengthen the Nation's Housing Market to Bolster the Economy and Protect Consumers** (1C) Create financially sustainable homeownership opportunities.	1c	**Job Creation/Employment** (1c) Expanding economic and job creation opportunities for low-income residents and creating better transportation access to those jobs and other economic opportunities by partnering with federal and nonprofit agencies, private industry, and planning and economic development organizations and by leveraging federal and private resources.
1D	**Strengthen the Nation's Housing Market to Bolster the Economy and Protect Consumers** (1D) Establish an accountable and sustainable housing finance system.	2a	**Sustainability** (2a) Promote and preserve community assets including small businesses, fresh food markets, parks, hospitals, and quality schools by incentivizing comprehensive and inclusive local economic development planning.
2A	**Meet the Need for Quality Affordable Rental Homes** (2A) End homelessness and substantially reduce the number of families and individuals with severe housing needs.	2b	**Sustainability** (2b) Give consumers more information about the true cost of living by incorporating both housing and transportation costs into measures of affordability.
2B	**Meet the Need for Quality Affordable Rental Homes** (2B) Expand the supply of affordable rental homes where most needed.	2c	**Sustainability** (2c) Improve residents' health and safety, particularly that of children and other vulnerable populations, by promoting green and healthy design, construction, rehabilitation, and maintenance of housing and communities.
2C	**Meet the Need for Quality Affordable Rental Homes** (2C) Preserve the affordability and improve the quality of federally assisted and private unassisted affordable rental homes.	2d	**Sustainability** (2d) Support and promote an energy-efficient, green, and healthy housing market by retrofitting existing housing, supporting energy-efficient new construction, improving home energy labeling, and promoting financing products that reduce the carbon footprint of non-HUD-supported residential buildings.
2D	**Meet the Need for Quality Affordable Rental Homes** (2D) Expand families' choices of affordable rental homes located in a broad range of communities.	2e	**Sustainability** (2e) Reduce energy consumption and incorporate green building practices in the design and operation of HUD-supported affordable housing.
3A	**Utilize Housing as a Platform for Improving Quality of Life** (3A) Utilize HUD assistance to improve educational outcomes and early learning and development.	2f	**Sustainability** (2f) Promote coordinated planning, integrating federal resources, and targeting technical assistance at the local, state, and regional levels for sustainable housing and communities.
3B	**Utilize Housing as a Platform for Improving Quality of Life** (3B) Utilize HUD assistance to improve health outcomes.	2g	**Sustainability** (2g) Promote the design and construction of buildings and communities that are accessible and visitable by people with disabilities.
3C	**Utilize Housing as a Platform for Improving Quality of Life** (3C) Utilize HUD assistance to increase economic security and self-sufficiency.	2h	**Sustainability** (2h) Promote the use of climate-resilient and disaster-resistant building design, construction and siting.
3D	**Utilize Housing as a Platform for Improving Quality of Life** (3D) Utilize HUD assistance to improve housing stability through supportive services for vulnerable populations including the elderly, people with disabilities, homeless people, and those individuals and families at risk of becoming homeless.	2i	**Sustainability** (2i) Encourage metropolitan and regional focus in planning and community development.
3E	**Utilize Housing as a Platform for Improving Quality of Life** (3E) Utilize HUD assistance to improve public safety.	3a	**Affirmatively Furthering Fair Housing** (3a) Regional coordination of affirmatively furthering fair housing plans, including such activities as developing regional analyses of impediments.
4A	**Build Inclusive and Sustainable Communities Free from Discrimination** (4A) Catalyze economic development and job creation, while enhancing and preserving community assets.	3b	**Affirmatively Furthering Fair Housing** (3b) Regional strategies to reduce racially segregated living patterns and other effects of formely de jure segregated public or assisted housing in metropolitan areas with a year 2000 dissimilarity index of 70 or higher and where the minority population is at least 20,000 or 3 percent of the total population in the Core Based Statistical Area (CBSA), whichever is greater.
4B	**Build Inclusive and Sustainable Communities Free from Discrimination** (4B) Promote energy efficient buildings and location efficient communities that are healthy, affordable and diverse.	3c	**Affirmatively Furthering Fair Housing** (3c) Decreasing the concentration of poverty and racial segregation in neighborhoods and communities through strategic targeting of resources.
4C	**Build Inclusive and Sustainable Communities Free from Discrimination** (4C) Ensure open, diverse, and equitable communities.	3d	**Affirmatively Furthering Fair Housing** (3d) Promoting visitability for persons with disabilities in single-family housing.
4D	**Build Inclusive and Sustainable Communities Free from Discrimination** (4D) Facilitate disaster preparedness, recovery and resiliency.	4a	**Capacity Building and Knowledge Sharing** (4a) Develop, target and deliver technical assistance for increasing affordability in areas experiencing increased rental costs due to development.
4E	**Build Inclusive and Sustainable Communities Free from Discrimination** (4E) Build the capacity of local, state and regional public and private organizations.	4b	**Capacity Building and Knowledge Sharing** (4b) Strengthen the capacity of state and local partners, including governments and nonprofit organizations, to implement HUD programs, participate in decision making and planning processes, and coordinate on cross-programmatic, place-based approaches through grantmaking and technical assistance.
5A	**Transform the Way HUD Does Business** (5A) Build Capacity: Create a flexible and high performing learning organization with a motivated, skilled workforce.	4c	**Capacity Building and Knowledge Sharing** (4c) Support knowledge sharing and innovation by disseminating best practices, encouraging peer learning, publishing data analysis and research, and helping to incubate and test new ideas.
5B	**Transform the Way HUD Does Business** (5B) Focus on Results: Create an empowered organization that is customer-centered, place based, collaborative, and responsive to employee feedback and focused on results.	5a	**Using Housing as a Platform for Improving Other Outcomes** (5a) Increasing access to high quality early learning programs and services through coordination with local programs.

5C	**Transform the Way HUD Does Business** (5C) Bureaucracy Busting: Create flexible, modern rules and systems that promote responsiveness, openness and transparency.
5D	**Transform the Way HUD Does Business** (5D) Culture Change: Create a healthy, open, flexible work environment that reflects the values of HUD's mission.

5b	**Using Housing as a Platform for Improving Other Outcomes** (5b) Providing physical space to co-locate healthcare and wellness services with housing (e.g., on-site health clinics).
5c	**Using Housing as a Platform for Improving Other Outcomes** (5c) Increasing access to public benefits (such as Temporary Assistance to Needy Families and Supplemental Security Income) through outreach and other means.
5d	**Using Housing as a Platform for Improving Other Outcomes** (5d) Maintaining or improving the physical environment and design of HUD-assisted residences, giving attention to physical safety and crime prevention.
5e	**Using Housing as a Platform for Improving Other Outcomes** (5e) Providing mobility counseling to increase access to neighborhoods of opportunity.
6a	**Expand Cross-Cutting Policy Knowledge (6a)** Support knowledge sharing and innovation by disseminating best practices, encouraging peer learning, publishing data analysis and research, and helping to incubate and test new ideas.

CAMP eLogic Model®
Column 2
NEEDS
There is a need for Tribal Colleges and Universities to build, expand, renovate and equip their own facilities and to provide services to the community.
There is a need for Tribal Colleges and Universities to build, expand, renovate and equip their own facilities consistent with Sustainability principles and practices.
There is a need for Tribal Colleges and Universities to either directly engage in job creation and/or employment training opportunities to benefit Section 3 and non-Section 3 individuals and businesses.

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CAMP eLogic Model®	*Click here to allow deletion of 'New' Activities*
Column 3	
SERVICES/ACTIVITIES	**UNITS**
Acquisition-Acquisition of Real Property	Properties
new- 19 Section 3 low- and very-low income workers will be hired	Persons
new- Construction of new 7,652 sq. ft. Teacher Education Building in 18 months to serve 260 low- and very-low income students.	Time
new- Construction design incorporates visitability, universal design and Energy Star standards	Units
Business Opportunities-Other-Businesses	Businesses
Business Opportunities-Other-Dollars	Dollars
Business Opportunities-Section 3-Businesses	Businesses
Business Opportunities-Section 3-Dollars	Dollars
Community Development-Clearance and demolition	Properties
Economic Development-Create Community Development Corporations (CDC)	CDC
Economic Development-Expansion of commercial building	Units
Economic Development-Financial assistance for establishment of micro-enterprises	Micro-enterprises
Economic Development-Financial assistance for expansion of micro-enterprises	Micro-enterprises
Economic Development-Financial assistance for stabilization of micro-enterprises	Micro-enterprises
Economic Development-Micro-businesses/micro-enterprises	Businesses
Economic Development-New construction of a commercial building	Units
Economic Development-Rehabilitation/renovation of commercial building	Units
Economic Development-Small business incubator	Businesses
Economic Development-Technical assistance for CDC	CDC
Economic Development-Technical assistance for establishment of micro-enterprises	Micro-enterprises
Economic Development-Technical assistance for expansion of micro-enterprises	Micro-enterprises
Economic Development-Technical assistance for stabilization of micro-enterprises	Micro-enterprises
Education-Adult literacy programs-Enrolled	Persons
Education-Educational Programs K-12-Enrolled	Persons
Education-GED program-Enrolled	Persons
Employment Opportunities-Other-Available FTE jobs	Available jobs
Employment Opportunities-Other-Persons	Persons
Employment Opportunities-Section 3-Available FTE jobs	Available jobs
Employment Opportunities-Section 3-Persons	Persons
Employment-Job training-Enrolled	Persons
Employment-Vocational programs-Enrolled	Persons
Energy-Energy conservation programs-Persons served	Persons
Financial-Credit repair	Persons
Financial-Establish revolving loan fund	Loan Fund Established
Financial-Foreclosure prevention counseling	Households
Financial-IDA accounts established-Dollars	Dollars
Financial-IDA accounts established-Persons	Persons
Housing-Development of rental housing-Disabled	Units
Housing-Development of rental housing-Elderly	Units
Housing-Development of rental housing-Non-elderly/Non-disabled	Units

Housing-Homeownership Assistance-Counseling	Persons
Housing-Homeownership Assistance-Down payment assistance	Persons
Housing-Homeownership Assistance-Training	Persons
Housing-Lead-based paint hazard evaluation	Inspections
Housing-Lead-based paint hazard reduction	Units
Housing-New construction	Homes
Housing-Rehabilitation-Owner occupied housing	Homes
Housing-Rehabilitation-Rental housing	Units
Housing-Rehabilitation-Vacant housing	Homes
Planning-Develop comprehensive plan	Plans Completed
Planning-Develop detailed development plan	Plans Completed
Policy Priority-Sustainability-Support and promotion of green and healthy design in the maintenance of public facilities	Units
Policy Priority-Sustainability-Vulnerable Populations-Social Services-Establish day care program/child development programs	Programs
Policy Priority-Sustainability-Vulnerable Populations-Social Services-Other	Persons
Policy Priority-Sustainability-Vulnerable Populations-Social Services-Services for children & youth	Persons
Policy Priority-Sustainability-Vulnerable Populations-Social Services-Services for disabled persons	Persons
Policy Priority-Sustainability-Vulnerable Populations-Social Services-Services for elderly persons	Persons
Policy Priority-Sustainability-Vulnerable Populations-Social Services-Services for homeless persons	Persons
Policy Priority-Job Creation/Employment-Number of jobs that will be created for low- and moderate-income persons	Jobs
Policy Priority-Job Creation/Employment-Number of services that will be created to enable minority-and/or women-owned small businesses to receive training and assistance to improve and/or enhance their business	Services
Policy Priority-Job Creation/Employment-Number of services that will be created to enable minority-and/or women-owned small businesses to receive training and assistance to improve and/or enhance the quality of services	Services
Policy Priority-Job Creation/Employment-Number of services that will be created to enable minority-and/or women-owned small businesses to receive training and assistance to create/increase employment	Services
Policy Priority-Job Creation/Employment-Number of supportive services that will be created to enable individuals to obtain training.	Services
Policy Priority-Job Creation/Employment-Number of supportive services that will be created to enable individuals to obtain jobs	Services
Policy Priority-Job Creation/Employment-Number of supportive services that will be created to enable individuals to retain jobs/employment	Services
Policy Priority-Job Creation/Employment-Strategies developed to improve wages and benefits for low-wage and low-skilled workers	Strategies
Policy Priority-Sustainability-Affordable Housing-Support and promotion of an energy efficient, green and healthy housing market by rehabilitating existing affordable housing	Units
Policy Priority-Sustainability-Affordable Housing-Support and promotion of an energy efficient, green and healthy housing market by constructing new affordable housing	Units
Policy Priority-Sustainability-Affordable Housing-Support and promotion of green and healthy design in the maintenance of affordable housing	Units

Policy Priority-Sustainability-Community Assets-Preservation or promotion of community assets	Assets
Policy Priority-Sustainability-Community Assets-Preservation- Preservation-Cultural-Recreation	Facilities
Policy Priority-Sustainability-Community Assets-Preservation-Cultural-Community Building	Programs
Policy Priority-Sustainability-Community Assets-Preservation-Cultural-Economic Development	Businesses
Policy Priority-Sustainability-Community Assets-Preservation-Cultural-Historic properties	Properties
Policy Priority-Sustainability-Community Assets-Public Facilities-Computer center created	Facilities
Policy Priority-Sustainability-Community Assets-Public Facilities-Construction park/playground	Facilities
Policy Priority-Sustainability-Community Assets-Public Facilities-Day care/Childcare center constructed	Centers
Policy Priority-Sustainability-Community Assets-Public Facilities-Day care/Childcare center rehabilitated	Centers
Policy Priority-Sustainability-Community Assets-Public Facilities-Equip computer center	Facilities
Policy Priority-Sustainability-Community Assets-Public Facilities-Equip facilities	Facilities
Policy Priority-Sustainability-Community Assets-Public Facilities-Equip park/playgrounds	Facilities
Policy Priority-Sustainability-Community Assets-Public Facilities-Multi-purpose center constructed	Facilities
Policy Priority-Sustainability-Community Assets-Public Facilities-Multi-purpose center equipped	Facilities
Policy Priority-Sustainability-Community Assets-Public Facilities-Multi-purpose center rehabilitated	Facilities
Policy Priority-Sustainability-Community Assets-Public Facilities-Public facility constructed	Facilities
Policy Priority-Sustainability-Community Assets-Public Facilities-Public facility rehabilitated	Facilities
Policy Priority-Sustainability-Community Assets-Public Facilities-Rehabilitation Park/Playground	Facilities
Policy Priority-Sustainability-Community Assets-Public Facilities-Renovate computer center	Facilities
Policy Priority-Sustainability-Healthy Communities-Number of new health services available in the community	Services
Policy Priority-Sustainability-Healthy Communities-Number of persons enrolled in substance abuse programs	Persons
Policy Priority-Sustainability-Healthy Communities-The number of persons utilizing health and wellness centers	Persons
Policy Priority-Sustainability-Housing Construction-Number of improvements impacting the health and safety of the community, particularly children and other vulnerable populations by promoting green and healthy design in new construction	Improvements
Policy Priority-Sustainability-Housing Maintenance-Number of improvements impacting the health and safety of the community, particularly children and other vulnerable populations by promoting green and healthy design in maintenance of housing	Improvements

Policy Priority-Sustainability-Housing Rehabilitation-Number of improvements impacting the health and safety of the community, particularly children and other vulnerable populations by promoting green and healthy design in housing rehabilitation	Improvements
Policy Priority-Sustainability-Public Facilities Construction-Number of improvements impacting the health and safety of the community, particularly children and other vulnerable populations by promoting green and healthy design in new construction of public facilities	Improvements
Policy Priority-Sustainability-Public Facilities Construction-Support and promotion of an energy efficient, green and healthy design by constructing new public facilities	Units
Policy Priority-Sustainability-Public Facilities Maintenance-Number of improvements impacting the health and safety of the community, particularly children and other vulnerable populations by promoting green and healthy design in maintenance of public facilities	Improvements
Policy Priority-Sustainability-Public Facilities Rehabilitation-Number of improvements impacting the health and safety of the community, particularly children and other vulnerable populations by promoting green and healthy design in rehabilitation of public facilities	Improvements
Policy Priority-Sustainability-Public Facilities Rehabilitation-Support and promotion of an energy efficient, green and healthy design by rehabilitating public facilities	Units
Public Safety-Crime prevention programs	Programs
Public Safety-Crime prevention programs	Persons served
Public Safety-Public safety programs	Persons served
Training Opportunities-Other	Persons
Training Opportunities-Section 3-Persons	Persons
Training-Child care provider license/certification	Persons
Training-Child care worker training	Persons
Training-Leadership development training/workshops	Workshops
Training-Life skills training/self improvement programs	Persons served
Training-Technical assistance training workshops	Workshops
other	Other

CAMP eLogic Model®	*Click here to allow deletion of 'New' Outcomes*
Column 5	
OUTCOMES	**UNITS**
Business Opportunities-Other-Businesses	Businesses
new- Construction design incorporates visitability, universal design and Energy Star standards.	Units
Business Opportunities-Other-Dollars	Dollars
Business Opportunities-Section 3-Businesses	Businesses
Business Opportunities-Section 3-Dollars	Dollars
Community Development-Clearance and demolition-Create open space/beautification	Properties
Community Development-Clearance and demolition-Removal of blight	Properties
Economic Development-Businesses incubated	Micro-enterprises
Economic Development-Businesses leave incubator for business locations	Micro-enterprises
Economic Development-Commercial facilities expanded	Facilities Competed
Economic Development-Commercial facilities opened	Facilities
Economic Development-Commercial facilities rehabilitated	Facilities Completed
Economic Development-Micro-enterprises established	Micro-enterprises
Economic Development-Micro-enterprises expanded	Micro-enterprises
Economic Development-Micro-enterprises stabilized	Micro-enterprises
Education-GED obtained	Persons
Education-High school diploma obtained	Persons
Education-Increased high school GPA	Persons
Education-Increased school readiness-Enrolled	Persons
Education-School/educational performance-Improved GPA from previous year	Persons
Education-TABE/ESL obtained	Persons
Employment Opportunities-Other-Available jobs (FTE)	Available jobs
Employment Opportunities-Other-Persons	Persons
Employment Opportunities-Section 3-Available jobs (FTE)	Available jobs
Employment Opportunities-Section 3-Persons	Persons
Employment-Jobs obtained (FTE)	Jobs
Employment-Jobs retained (FTE)	Jobs
Employment-New jobs created (FTE)	Jobs
Employment-Vocational program completed	Persons
Energy-Reduced energy expenditures	Dollars
Energy-Reduced energy utilization	Households
Financial-Credit score improved	Persons
Financial-Foreclosures prevented	Foreclosures
Financial-IDA account deposits-Dollars	Dollars
Financial-IDA account deposits-Persons	Persons
Financial-Mortgage ready	Persons
Financial-Revolving loan funds-Loans provided to Businesses	Businesses
Financial-Revolving loan funds-Loans provided to Micro-enterprises	Micro-enterprises
Financial-Revolving loan funds-Loans provided to Persons	Persons
Housing-Homes constructed-Owner occupied	Units
Housing-Homes constructed-Rental	Units
Housing-Homes made lead safe	Units
Housing-Homes rehabilitated/renovated-Owner occupied	Houses
Housing-Homes rehabilitated/renovated-Rental	Properties

Housing-Homes rehabilitated/renovated-Vacant	Properties
Housing-Low/moderate-income persons who purchased new home	Persons
Housing-Low/moderate-income persons who purchased renovated home	Units
Housing-Purchased a home	Persons
Policy Priority-Job Creation/Employment-Minority-Owned Business-Increased number of customers/clients attributed to training and assistance to minority-owned small businesses	Customers/Clients
Policy Priority-Job Creation/Employment-Minority-Owned Business-Increased revenue attributed to training and assistance to minority-owned small businesses	Dollars
Policy Priority-Job Creation/Employment-The number of supportive services utilized to enable individuals to obtain training	Services
Policy Priority-Job Creation/Employment-The number of supportive services utilized to enable individuals to obtain minimum wage jobs	Services
Policy Priority-Job Creation/Employment-The number of supportive services utilized to enable individuals to obtain above minimum wage jobs	Services
Policy Priority-Job Creation/Employment-The number of supportive services utilized to enable individuals to retain jobs/employment	Services
Policy Priority-Job Creation/Employment-Wages-The average salary of FTE jobs created	Dollars
Policy Priority-Job Creation/Employment-Wages-The average salary of FTE jobs retained	Dollars
Policy Priority-Job Creation/Employment-Wages-The average salary of part-time jobs created	Dollars
Policy Priority-Job Creation/Employment-Wages-The average salary of part-time jobs retained	Dollars
Policy Priority-Job Creation/Employment-Wages-The number of <u>above</u> minimum wage FTE jobs attributed to training and assistance to women-owned small businesses	Jobs
Policy Priority-Job Creation/Employment-Wages-The number of <u>above</u> minimum wage FTE jobs attributed to training and assistance to minority-owned small businesses	Jobs
Policy Priority-Job Creation/Employment-Wages-The number of <u>above</u> minimum wage FTE jobs created for low- and moderate-income persons	Jobs
Policy Priority-Job Creation/Employment-Wages-The number of jobs created that have career ladders	Jobs
Policy Priority-Job Creation/Employment-Wages-The number of <u>minimum</u> FTE wage jobs created for low- and moderate-income persons	Jobs
Policy Priority-Job Creation/Employment-Wages-The number of <u>minimum</u> wage FTE jobs attributed to training and assistance to women-owned small businesses	Jobs
Policy Priority-Job Creation/Employment-Wages-The number of <u>minimum</u> wage FTE jobs attributed to training and assistance to minority-owned small businesses	Jobs
Policy Priority-Job Creation/Employment-Wages-The number of part-time above minimum wage jobs created for low- and moderate-income persons	Jobs
Policy Priority-Job Creation/Employment-Wages-The number of part-time minimum wage jobs created for low- and moderate-income persons	Jobs
Policy Priority-Job Creation/Employment-Women-Owned Business-Increased number of customers/clients attributed to training and assistance to women-owned small businesses	Customers/Clients

Policy Priority-Job Creation/Employment-Women-Owned Business-Increased revenue attributed to training and assistance to women-owned small businesses	Dollars
Policy Priority-Sustainability-Community Assets-Fresh food markets	Markets
Policy Priority-Sustainability-Community Assets-Public Facilities-Childcare-Day care/child care center opened	Centers
Policy Priority-Sustainability-Community Assets-Public Facilities-Persons utilizing computer center	Persons
Policy Priority-Sustainability-Community Assets-Quality schools	Schools
Policy Priority-Sustainability-Community Assets-The amount of acreage in parks created	Acres
Policy Priority-Sustainability-Community Assets-The amount of acreage in parks revitalized	Acres
Policy Priority-Sustainability-Community Assets-The amount of square feet in parks created	Square Feet
Policy Priority-Sustainability-Community Assets-The amount of square feet in parks revitalized	Square Feet
Policy Priority-Sustainability-Community Assets-The number of community residents served in public facilities	Persons
Policy Priority-Sustainability-Community Assets-The number of parks created	Parks
Policy Priority-Sustainability-Community Assets-The number of parks revitalized	Parks
Policy Priority-Sustainability-Community Assets-The number of public facilities constructed	Buildings
Policy Priority-Sustainability-Community Assets-The number of public facilities renovated	Buildings
Policy Priority-Sustainability-Healthy Communities-Number of persons free from substance abuse	Persons
Policy Priority-Sustainability-Healthy Communities-The number of health and wellness centers constructed	Buildings
Policy Priority-Sustainability-Healthy Communities-The number of health and wellness centers renovated	Buildings
Policy Priority-Sustainability-Healthy Communities-The number of persons that completed health and wellness programs	Persons
Policy Priority-Sustainability-Healthy Communities-The number of persons enrolled in substance abuse programs	Persons
Policy Priority-Sustainability-Healthy Communities-The number of persons with a medical home	Persons
Policy Priority-Sustainability-Healthy Communities-The number that persons that obtained health screenings	Persons
Policy Priority-Sustainability-Public facilities constructed-Units incorporate universal design	Units
Policy Priority-Sustainability-Public facilities constructed-Units incorporate visitability standards	Buildings
Policy Priority-Sustainability-The number of affordable housing units maintained in accordance with energy efficient/green practices	Units
Policy Priority-Sustainability-The number of existing affordable housing units rehabilitated to improve energy efficiency	Units
Policy Priority-Sustainability-The number of jobs created by expanded small/micro-businesses that support sustainable, energy efficient or green practices	Jobs
Policy Priority-Sustainability-The number of jobs created by small/micro-businesses that support sustainable, energy efficient or green practices	Jobs

Policy Priority-Sustainability-The number of new affordable housing units constructed in accordance with green and healthy design principles	Units
Policy Priority-Sustainability-The number of small/micro-businesses created that support sustainable, energy efficient or green practices	Businesses
Policy Priority-Sustainability-The number of small/micro-businesses expanded that support sustainable, energy efficient or green practices	Businesses
Policy Priority-Sustainability-Vulnerable Populations-Affordable Housing Constructed-Units incorporate universal design	Units
Policy Priority-Sustainability-Vulnerable Populations-Affordable Housing Constructed-Units incorporate visitability standards	Buildings
Policy Priority-Sustainability-Vulnerable Populations-Social Services-Adult enrolled in day care program	Adults
Policy Priority-Sustainability-Vulnerable Populations-Social Services-Children enrolled in day care/child care facility	Children
Policy Priority-Sustainability-Vulnerable Populations-Social Services-Senior/elderly services obtained	Persons
Public Safety-Public Safety Programs-Decrease in property crime statistics from previous year	Percent Change
Public Safety-Public Safety Programs-Decrease in violent crime statistics from previous year	Percent Change
Public Safety-Public Safety Programs-Reduced incidence of emergency room visits	ER Visits Reduced
Self-Sufficiency-Increased economic self-sufficiency	Students
Training Opportunities-Other	Persons
Training Opportunities-Section 3-Persons	Persons
Training-Job training completed	Participants
Training-Persons completed homeownership training	Persons
other	other

CAMP eLogic Model®

A. Tools For Measurement
Bank accounts
Construction log
Database
Enforcement log
Financial aid log
Intake log
Interviews
Mgt. Info. System-automated
Mgt. Info. System-manual
Outcome scale(s)
Phone log
Plans
Pre-post tests
Post tests
Program specific form(s)
Questionnaire
Recruitment log
Survey
Technical assistance log
Time sheets
B. Where Data Maintained
Agency database
Centralized database
Individual case records
Local precinct
Public database
School
Specialized database
Tax Assessor database
Training center
C. Source of Data
Audit report
Business licenses
Certificate of Occupancy
Code violation reports
Counseling reports
Employment records
Engineering reports
Environmental reports
Escrow accounts
Financial reports
GED certification/diploma
Health records
HMIS
Inspection results
Lease agreements
Legal documents
Loan monitoring reports
Mortgage documents
Payment vouchers
Permits issued
Placements
Progress reports
Referrals
Sale documents
Site reports
Statistics
Tax assessments
Testing results
Waiting lists
Work plan reports
D. Frequency of Collection
Daily
Weekly
Monthly
Quarterly
Biannually
Annually
Upon incident
E. Processing of Data
Computer spreadsheets
Flat file database
Manual tallies
Relational database
Statistical database

Carter-Richmond Methodology

The Management Questions developed for your program are based on the Carter-Richmond Methodology.* A description of the Carter-Richmond Methodology appears in the General Section of the NOFA.

* © The Accountable Agency – How to Evaluate the Effectiveness of Public and Private Programs," Reginald Carter, ISBN Number 9780978724924

Evaluation Process
An evaluation process will be part of the on-going management of the program.

The following are standard requirements that HUD expects of every program manager as part of their project management.

• Comparisons will be made between projected and actual numbers for both outputs and outcomes.
• Deviations from projected outputs and outcomes will be documented and explained on space provided on the "Reporting" Tab.
• Analyze data to determine relationship of outputs to outcomes; what outputs produce which outcomes.

The reporting requirements are specified in the program specific NOFA and your funding award.

HUD Will Use The Following Management Questions To Evaluate Your Program:

	Response to Management Questions	Measure	Answer
1	How many persons are you serving (unduplicated count)?	Persons	
2	How many new FTE jobs were created?	Jobs	
3	How many FTE jobs were retained?	Jobs	
4	What is the average income of persons employed in the new jobs?	Dollars	
5	How many commercial facilities were added through construction?	Facilities	
6	What is the market value of commercial facilities added through construction?	Dollars	
7	How many commercial facilities were added through rehabilitation?	Facilities	
8	What is average total cost for constructing a commercial facility?	Dollars	
9	How many offices were added through construction?	Offices	
10	What is average total cost for constructing an office facility?	Dollars	
11	How many offices were added through rehabilitation?	Offices	
12	What is average total cost for rehabilitating an office facility?	Dollars	
13	What is the market value of offices added through construction?	Dollars	
14	How many public facilities were added through construction?	Facilities	
15	What is the average total cost for constructing a public facility?	Dollars	
16	What is the market value of public facilities added through construction?	Dollars	
17	How many public facilities were added through rehabilitation?	Facilities	
18	What is the average total cost for rehabilitating a public facility?	Dollars	
19	How much housing was added through construction?	Units	
20	What is the market value of housing added through construction?	Dollars	
21	How much housing was added through rehabilitation?	Units	
22	How many persons purchased a home?	Persons	
23	What is the average market value of homes purchased?	Dollars	
24	How many homes were made lead safe?	Homes	
25	How many students increased their GPA?	Students	
26	How many students acquired marketable skills?	Students	
27	How many students received their GED?	Students	
28	What is the average cost to obtain a GED?	Dollars	
29	How many students received their high school diploma?	Students	
30	Policy Priority-Sustainability-Healthy Communities-How many persons received health services?	Persons	
31	Policy Priority-Sustainability-Vulnerable Populations-How many persons received social services?	Persons	

32	Policy Priority-Sustainability-Vulnerable Populations-How many persons received childcare services?	Persons	
33	How many persons received recreation services?	Persons	
34	How many homeless persons received services?	Persons	
35	How many homeless persons received job training?	Persons	
36	How many homeless persons obtained jobs (FTE) as a result of job training?	Persons	
37	As a result of job training, how many persons obtained employment?	Persons	
38	What is the total average anticipated energy savings as a result of using Energy Star appliances and products?	Dollars	
39	How many micro-enterprises were established?	Micro-Enterprises	
40	How many micro-enterprises were expanded?	Micro-Enterprises	
41	How many micro-enterprises were stabilized?	Micro-Enterprises	
42	What is the value (projected gross income) of new businesses or micro-enterprises created?	Dollars	
43	How many new affordable housing units were built?	Units	
44	What is the average market value of new affordable housing units built?	Dollars	
45	How many new businesses were created?	Businesses	
46	How many high school students are expected to pursue post-secondary education?	Students	
47a	Use the dropdown to identify the supportive services created under this grant and the number of individuals who received these services and who obtained training and/or jobs.	Supportive Services	
47b	Identify the number of individuals who received the supportive services.	Persons	
47c	Identify the number of individuals who obtained training and/or jobs with this supportive services.	Persons	

47d	Use the dropdown to identify the supportive services created under this grant and the number of individuals who received these services and who obtained training and/or jobs.	Supportive Services	
47e	Identify the number of individuals who received the supportive services.	Persons	
47f	Identify the number of individuals who obtained training and/or jobs with this supportive services.	Persons	
47g	Use the dropdown to identify the supportive services created under this grant and the number of individuals who received these services and who obtained training and/or jobs.	Supportive Services	
47h	Identify the number of individuals who received the supportive services.	Persons	
47i	Identify the number of individuals who obtained training and/or jobs with this supportive services.	Persons	
47j	Use the dropdown to identify the supportive services created under this grant and the number of individuals who received these services and who obtained training and/or jobs.	Supportive Services	
47k	Identify the number of individuals who received the supportive services.	Persons	
47l	Identify the number of individuals who obtained training and/or jobs with this supportive services.	Persons	
47m	Use the dropdown to identify the supportive services created under this grant and the number of individuals who received these services and who obtained training and/or jobs.	Supportive Services	
47n	Identify the number of individuals who received the supportive services.	Persons	
47o	Identify the number of individuals who obtained training and/or jobs with this supportive services.	Persons	
48a	Identify the community(ies)/neighborhood(s) that you are serving	Community/ Neighborhood	
48b	Identify the City	City	
48c	Use the dropdown to identify the State	State	
49	What is the total number of affordable housing units constructed or rehabilitated?	Units	
50	Of the total number of affordable housing units constructed or rehabilitated, how many had both universal design and visitability?	Units	
51	How many affordable housing units were constructed with universal design only?	Units	
52	How many affordable housing units were constructed with visitability design only?	Units	
53	Of the total number of affordable housing units constructed or rehabilitated, how many were constructed or rehabilitated to green recognized rating standards?	Units	
54	Describe the types of improvements that impacted the health and safety of the community, particularly for children and other vulnerable populations, by promoting green and healthy design, construction, rehabilitation and maintenance of housing and communities.	Types of Improvements	
55	Identify the types of support and promotion of an energy efficient green and healthy housing market by retrofitting existing housing, and supporting new energy efficient construction.	Support and Promotion	
56	**Describe the population you are serving.**	Population	
	If you are collecting client level data, identify the number of persons receiving services:		

57	How many persons receiving services are under the age of 6?	Persons	
58	How many persons receiving services are ages 6-17?	Persons	
59	How many persons receiving services are ages 18-30?	Persons	
60	How many persons receiving services are ages 31-50?	Persons	
61	How many persons receiving services are ages 51-61?	Persons	
62	How many persons receiving services are over 62 years of age?	Persons	

Explanation of Any Deviations From the Approved eLogic

Salish Kootenai College

P.O. Box 70
Pablo, MT 59855
Ph. (406) 275-4800
Fax (406) 275-4801

August 9, 2010

Ms. Sherone Ivey
Associate Deputy Assistant Secretary for University Partnerships
U.S. Department of Housing and Urban Development
Office of University Partnerships
Room 8106
451 Seventh Street SW
Washington, DC 20410

Dear Secretary Ivey,

Salish Kootenai College will provide [redacted] in in-kind goods and services to ensure the success of the proposed SKC TCUP Teacher Education Building Project. The extraordinary amount of the leveraged resources will allow the College to expand the size and quality of the facility than would otherwise be possible with HUD TCUP resources alone. The donation includes the following items as described in the grant application: Indirect Cost ([redacted], Land and Studies ([redacted]), Use of Heavy Equipment ([redacted], Faculty/Student Labor ([redacted]), and Administrative Personnel ([redacted]. The contribution will be available on August 9, 2010 and will last until the project is complete (March 31, 2012).

A description of how the contributions will be used for the project and how the dollar amount was determined is as follows:

1.) Indirect Cost – The current approved indirect cost rate is 23.60%. With total project costs of [redacted] x .236 = [redacted]. The contribution will increase the size and quality of the building.

2.) Land and Studies - [redacted]. The current market value of land adjacent to the College is [redacted]/acre. The College will donate 3 acres of land to the project for the facility and parking area. The Environmental Assessment Report will cost $5,000 to complete. The College will donate the cost of the EA Report to the project. The contribution will increase the size and quality of the building.

3.) Use of Heavy Equipment - [redacted]. Costs for heavy equipment rental are current prevailing commercial rates by type. Cost and time estimates are provided by Straight

Arrow Construction Cost Estimators, and by Jackola Architects and Engineers. Excavator – 7 days x [redacted]ay = [redacted] Grader – 10 days x [redacted] Roller – 10 days x [redacted]. Truck for hauling and delivery – 20 days x [redacted] Crane to install trusses – 5 days x [redacted] The contribution will increase the size and quality of the building.

4.) Faculty/Student labor - [redacted]. Costs for labor are current 2010 Montana Davis-Bacon rates for heavy equipment supervisor and novice operators. Costs and time estimates are provided by Straight Arrow Construction Cost Estimators and Jackola Architects and Engineers. One Highway Construction Instructor for 100 hours x [redacted]/hour = [redacted] Six Highway Construction Students x 100 hours x [redacted]/hour = [redacted] The contribution will increase the size and quality of the building.

5.) Administrative Personnel - [redacted]. The College will donate 100% of the Construction Manager's Salary plus Fringe Benefits for the 18-month project. Mr. Burland's total benefit package (SKC salary schedule D-III, Level V, Step 20 plus fringe benefits) from October 1, 2010 to March 30, 2012 is [redacted] The Vice President for Business Affairs will donate 15% time as project director. Salary and fringe benefit costs are from the SKC Policy Handbook 2009-2010. 15% of VPBA's salary ([redacted]) over 18 months = [redacted]. 15% of VPBA's fringe benefits [redacted] over 18 months = [redacted]. The current SKC fringe benefit rate is 35%. Fringe benefits include FICA 6.20%, Medicare 1.45%, Retirement 6%, Workman's Compensation 7.38%, Unemployment 1.20%, Long Term Disability 0.14%, and insurance 12.63%. The contribution will increase the size and quality of the building.

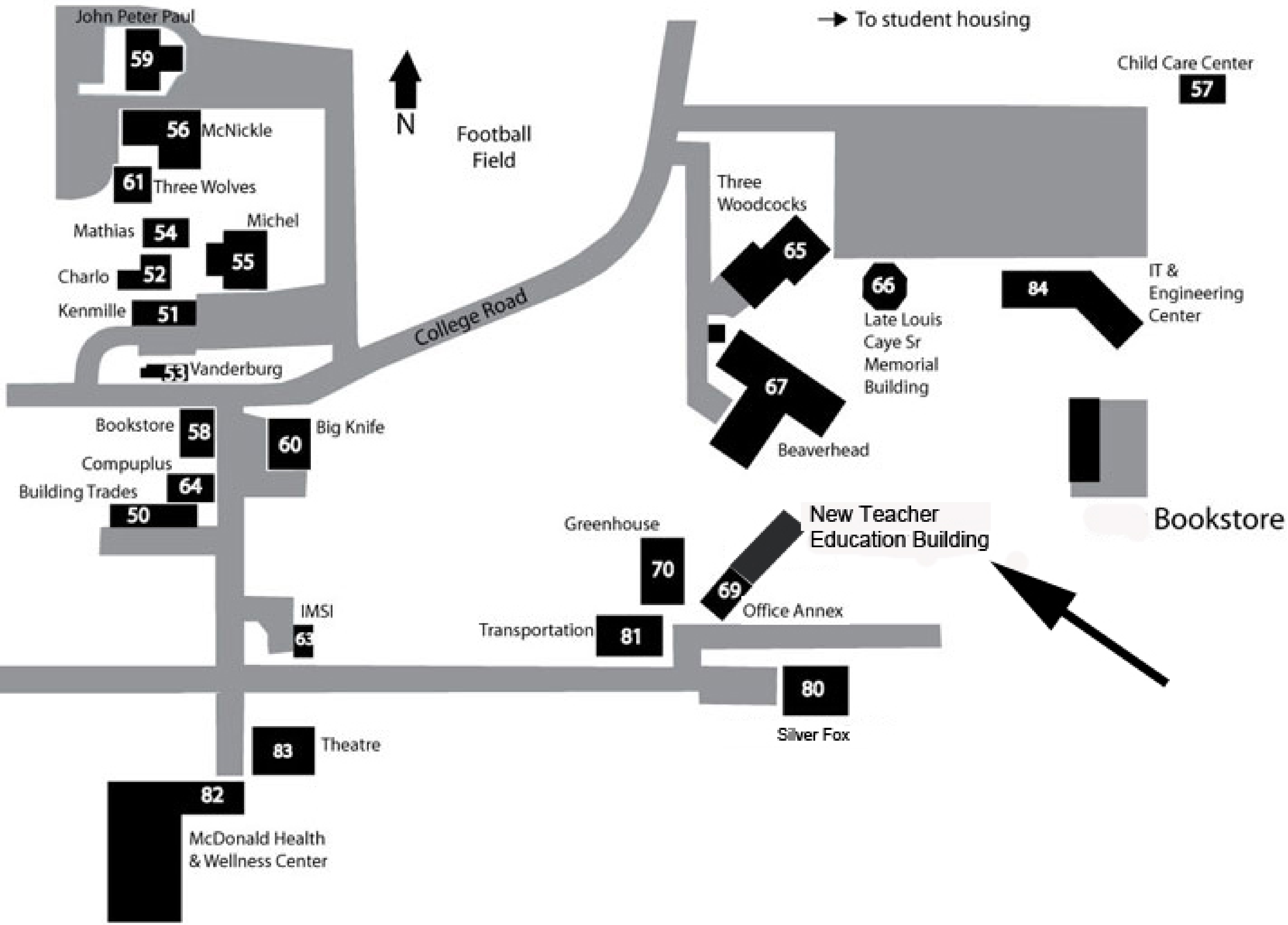
Salish Kootenai College looks forward to working with the Office of University Partnerships to build this much-needed facility.

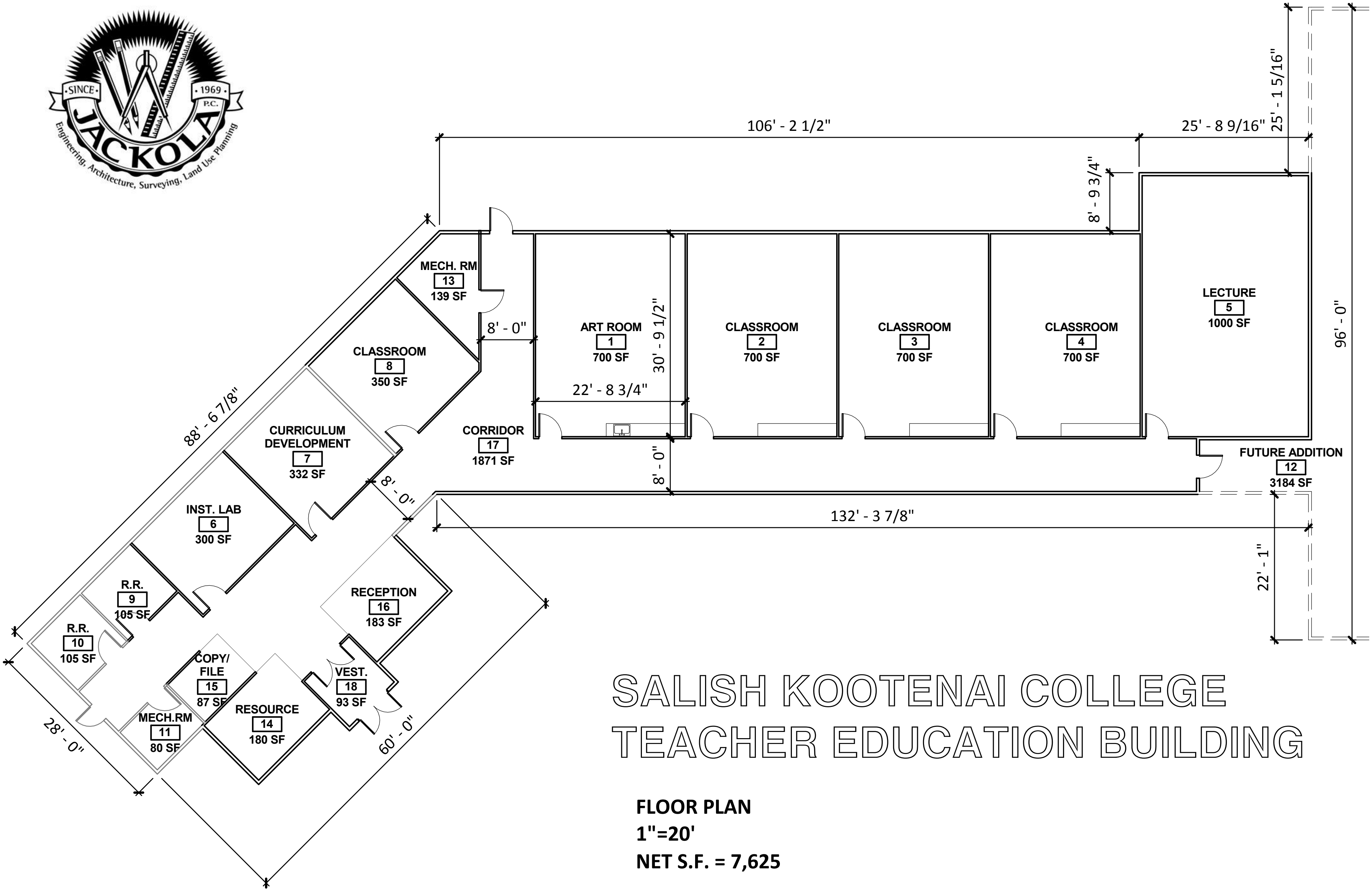
Thank you,

Luana Ross

Dr. Luana Ross
President

SKC Campus Project Location Map



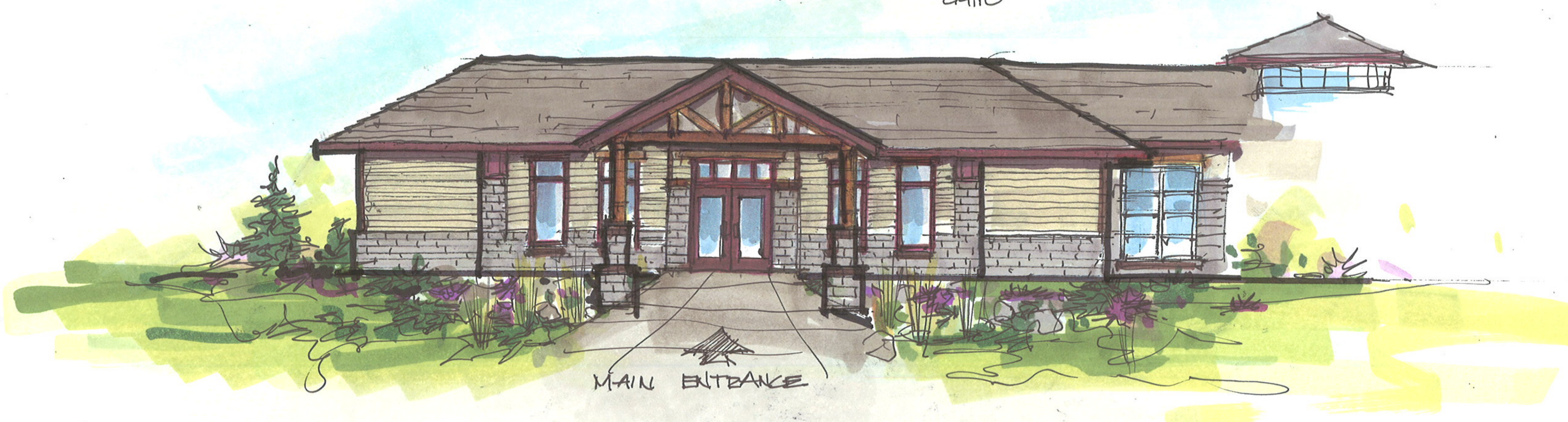


SALISH KOOTENAI COLLEGE TEACHER EDUCATION BUILDING

FLOOR PLAN
1"=20'
NET S.F. = 7,625

ELEVATION

1" = 20' 8/4/10



ELEVATION

1" = 10'