

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

NATIVE AMERICAN SERVING NONTRIBAL INSTITUTIONS PROGRAM

CFDA # 84.031X

PR/Award # P031X100002

OMB No. 1840-0816, Expiration Date: 06/30/2013
Closing Date: AUG 06, 2010

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission * 2. Type of Application: * If Revision, select appropriate letter(s):
☐ Preapplication ☒ New
☒ Application ☐ Continuation * Other (Specify)
☐ Changed/Corrected Application ☐ Revision

* 3. Date Received:

8/2/2010

4. Applicant Identifier:

5a. Federal Entity Identifier:

* 5b. Federal Award Identifier:

NA

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Navajo County Community College District dba Northland Pioneer College

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

860277526

* c. Organizational DUNS:

068421650

d. Address:

* Street1:

P.O. Box 610

Street2:

* City:

Holbrook

County:

Navajo

State:

AZ

Province:

* Country:

USA

* Zip / Postal Code:

86025

e. Organizational Unit:

Department Name:

Division Name:

Information Services

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

Prefix:

Mr.

* First Name:

Eric

Middle Name:

* Last Name: Bishop

Suffix:

Title: Director of Information Services

Organizational Affiliation:

Northland Pioneer College

* Telephone Number: (928)524-7400

Fax Number: (928)524-7402

* Email: ERIC.BISHOP@NPC.EDU

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.031X

CFDA Title:

Native American Serving Nontribal Institutions Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-070710-001

Title:

Native American Serving Non-Tribal Institutions Program

13. Competition Identification Number:

CFDA 84.031X

Title:

Native American Serving Non-Tribal Institutions Program

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

Navajo and Apache Counties, Arizona, including the Navajo, Hopi, and Fort

Apache (White Mountain Apache Tribe)Reservations

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

Equitable Access to Gainful Learning Experiences - EAGLE

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: AZ-01

* b. Program/Project: AZ-01

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

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 10/1/2010

* b. End Date: 9/30/2015

18. Estimated Funding (\$):

a. Federal	\$ 1924602
b. Applicant	\$ 0
c. State	\$ 0
d. Local	\$ 0
e. Other	\$ 0
f. Program Income	\$ 0
g. TOTAL	\$ 1924602

*** 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.)**

☐ Yes ☒ No

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: Dr. * First Name: Jeanne

Middle Name:

* Last Name: Swarthout

Suffix: Ph.D

Title: President, Northland Pioneer College

* Telephone Number: (928)524-7418 Fax Number: (928)524-7419

* Email: JEANNE.SWARTHOUT@NPC.EDU

* Signature of Authorized Representative:

* Date Signed:

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Navajo County Community College ...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 70,000	\$ 72,800	\$ 75,712	\$ 78,740	\$ 81,890	\$ 379,142
2. Fringe Benefits	\$ 20,000	\$ 21,160	\$ 22,403	\$ 23,734	\$ 25,163	\$ 112,460
3. Travel	\$ 0	\$ 4,500	\$ 0	\$ 0	\$ 0	\$ 4,500
4. Equipment	\$ 129,500	\$ 134,000	\$ 169,000	\$ 148,000	\$ 127,000	\$ 707,500
5. Supplies	\$ 8,000	\$ 1,500	\$ 1,500	\$ 0	\$ 0	\$ 11,000
6. Contractual	\$ 161,500	\$ 134,000	\$ 109,000	\$ 129,000	\$ 139,000	\$ 672,500
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 21,000	\$ 8,250	\$ 4,125	\$ 4,125	\$ 37,500
9. Total Direct Costs (lines 1-8)	\$ 389,000	\$ 388,960	\$ 385,865	\$ 383,599	\$ 377,178	\$ 1,924,602
10. Indirect Costs*	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 389,000	\$ 388,960	\$ 385,865	\$ 383,599	\$ 377,178	\$ 1,924,602

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

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

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

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

Approving Federal agency: ☐ ED ☐ Other (please specify): _____ The Indirect Cost Rate is 0%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 0%

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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Navajo County Community College ...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY**NON-FEDERAL FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9- 11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Jeanne Swarthout, Ph.D

Title: President, Northland Pioneer College

Date Submitted: 07/19/2010

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

1. Type of Federal Action: <input type="checkbox"/> Contract <input type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0 Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency:	7. Federal Program Name/Description: CFDA Number, if applicable:	
8. Federal Action Number, if known:	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Jeanne Swarthout, Ph.D Title: President, Northland Pioneer College Applicant: Navajo County Community College District dba Northland Pioneer College Date: 07/19/2010	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

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

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

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

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

Statement for Loan Guarantees and Loan Insurance.

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

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

APPLICANT'S ORGANIZATION

Navajo County Community College District dba
Northland Pioneer College

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. First Name: Jeanne Middle Name:
Last Name: Swarthout Suffix: Ph.D
Title: President, Northland Pioneer College

Signature: _____

Date:

07/19/2010

ED 80-0013

03/04

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

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 **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours 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:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

Attachment:

Title : NPC T3 NASNTI -10 GEPA STATEMENT

File : C:\Documents and Settings\Owner.YOUR-A02E9A738F\My Documents\10 WWC PROJECTS\T3
NASNTI 2010\NPC T3 NASNTI -10 GEPA STATEMENT.doc

**NORTHLAND PIONEER COLLEGE TITLE III PROJECT 2008
GENERAL EDUCATION PROVISIONS ACT (GEPA) STATEMENT**

**NORTHLAND PIONEER COLLEGE TITLE III PROJECT 2010
GENERAL EDUCATION PROVISIONS ACT (GEPA) STATEMENT**

Given the large percentage of the Northland Pioneer College Title III project's target area population that is Native American (45.6% of Navajo County and 73.8% of Apache County) NPC's Title III project must speak to *all* its constituents. All program materials, technology, and services will be tailored to the unique cultural aspects of the people of Northeastern Arizona. In addition, they will meet all requirements prescribed by the Americans With Disabilities Act (ADA), and be updated each project year. The EAGLE Project Director will consult with NPC's Kayenta (Navajo), Polacca (Hopi), and Whiteriver (White Mountain Apache) Center Managers to review all promotional, and project materials and presentations. Where applicable, promotional and project materials will be prepared in native languages. Also, native language speakers will be provided to translate all presentations and lectures where native speakers request them.

To assure that participants who are disabled have access to project materials, presentations, activities such as those related to evaluation, and other services, and to ensure compliance according to the ADA, the Project Director will consult the NPC Coordinator of Disability Resources. Where applicable, promotional and project materials will be presented in alternative formats such as Braille, and through TTY messaging. Interpreters for the deaf and hard-of-hearing may be provided for project activities. To the extent that it is possible, project activities will take place at ADA accessible sites. All project campus sites are ADA accessible, and if it is necessary for key personnel to meet with project personnel or other participants at other locations to accommodate special needs, provisions will be made to do so.

The Project Director will work with the NPC Director of Human Resources to identify candidates for Systems Administrator who can most effectively relate to the backgrounds and life experiences of NPC students. Northland will begin its search for Systems Administrator on a local scale. It is always the position of the college to advertise in local media for positions, and in some cases in specialized publications for positions. By conducting searches in this manner, and networking with representatives from *every* NPC partner, we optimize the chance of employing individuals who represent the project's target population. We have further enhanced our chances by indicating in the position descriptions on file with the NPC Office of Human Resources that individuals with these qualifications would be preferred.

Project Narrative

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Project Narrative

Abstract

The Program Narrative Abstract Form is where applicants will attach in a word document, their one-page project abstract that will provide an overview of the proposed project.

Attachment 1:

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ABSTRACT NARRATIVE

Northland Pioneer College (NPC) is a comprehensive, multi-campus, publicly controlled two-year community college serving 21,158 square miles in rural northeastern Arizona. Since 1972, NPC has provided post-secondary education to Navajo and Apache Counties, a remote and isolated area the size of West Virginia with a population density of fewer than eight persons per square mile. Over 80 percent of the NPC service area consists of the tribal lands of the Navajo, Hopi and White Mountain Apache people, and over 59 percent of the population is Native American. Navajo and Apache Counties are the two poorest counties in the state of Arizona, and among the poorest one percent of all counties in the U.S. Spring 2010 enrollment by Full-Time Student Equivalent (FTSE) was 2946, with 75 percent of students attending one of the four main campus locations in Show Low, Snowflake, Holbrook and Winslow. Five outlying centers serve the most remote communities: Kayenta (Navajo Nation), Polacca (Hopi Lands), Whiteriver (Fort Apache Reservation), St. Johns and Springerville (both in eastern Apache County). The average NPC student is a female, age 30-39, enrolled part-time. Racial, ethnic, age and gender breakdown for Spring 2010 is as follows:

	Female	Male	Total	Percent
White (Caucasian)	1509	953	2462	52.22%
American Indian	926	409	1335	28.31%
Black	20	13	33	0.70%
Hispanic	183	116	299	6.34%
Asian	15	14	29	0.62%
Other	17	16	33	0.70%
Unknown	276	248	524	11.11%
Totals	2946	1769	4715	100.00%

Spring 2010 faculty rosters include 68 full-time and 125 adjunct instructors; faculty-to-student ratio averages 1:14. The Associate of Arts (AA), the Associate of Business (ABUS), and the Associate of Science (AS), and Associate of Arts in Elementary Education (AAEE) degrees are designed for students intending to transfer to universities. Associate of Applied Science (AAS) degrees are awarded for two-year programs to prepare graduates for employment. Certificates of Applied Science (CAS) are awarded for one-year programs. Certificates of Proficiency (CP) are awarded for some short-term programs with a narrow focus to prepare students for specific employment. The Associate of General Studies (AGS) degree is intended for non-majors seeking greater flexibility in planning their education.

NPC will combine institutional and Federal funds to employ an updated distance learning technology (DLT) infrastructure to create and institutionalize an *equitable, accessible and consistent educational experience at all NPC locations*, and to ensure that all faculty, staff and students can utilize the technology *proficiently*. Through *Equitable Access to Gainful Learning Experiences - EAGLE*, NPC will increase enrollment and persistence at all locations, positively affecting an area marked by high poverty and unemployment. A DLT infrastructure that is more cost-effective and efficient will reduce operating costs while increasing revenue through tuition, improving NPC's financial profile, while facilitating more proficient institutional management. Objectives incorporating equipment and training to strengthen academic and student-services; institutional and fiscal management; joint use of facilities; and faculty and staff development will ensure success. A five-year total of \$1,924,602 is requested. This project is critical to the NPC's mission to provide high-quality, low cost, life changing education where it is *profoundly* needed.

Project Narrative

Need for the project. (Maximum 20 points) In determining the need for the proposed project, the Secretary considers:

- a. The magnitude of the needs for the services to be provided or the activities to be carried out by the proposed project. (10 points)**
- b. The extent to which the proposed project will focus on serving or otherwise addressing the needs of disadvantaged individuals. (5 points)**
- c. The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses. (5 points)**

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A. NORTHLAND PIONEER COLLEGE AND ITS NEED FOR THE PROJECT

1. A SYNOPSIS OF NORTHLAND PIONEER COLLEGE'S NASNTI PROJECT

A 2006-2009 institutional self-study of Navajo County Community College District hereafter referred to as Northland Pioneer College (NPC) revealed that while NPC has many strengths, there is inconsistency in the quality, quantity, and accessibility of the distance learning technology (DLT) upon which it relies to deliver learning and student services across its rural, remote 21,000 mile service area. NPC will combine institutional dollars with funds from the Strengthening Institutions Program (SIP) to realize an *equitable, accessible, consistent educational experience* at all locations through **expansion of its network connectivity** coupled with **implementation of Virtual Desktop Infrastructure (VDI)**, based in part on a model piloted by Arizona's Scottsdale Community College.¹ Beyond a more cost-effective, sustainable DLT model all faculty, staff and students will be able to *utilize the technology proficiently – anytime, anyplace, to access instructional and student services*. **Equitable Access to Gainful Learning Experiences (EAGLE)** will promote increased enrollment, retention and completion rates for all NPC students, positively affecting the socioeconomic profile of an area deeply marked by the effects of poverty and low educational attainment. Project **EAGLE** is critical to NPC's mission to provide high-quality, low cost, life changing education where it is profoundly needed.

2. POST-SECONDARY EDUCATION IN A REMOTE, HIGH-POVERTY REGION

NPC is a comprehensive, multi-campus community college. All students commute to four full-service campuses, five centers, and numerous educational outreach sites serving Navajo

¹ VDI separates a personal computer desktop environment from a physical machine using a client-server model of computing. The model stores the resulting "virtualized" desktop on a remote central server, instead of on the local storage of a remote client; thus, when users work from their remote desktop client, all of the programs, applications, processes, and data used are kept and run centrally. This scenario allows users to access their desktops on any capable device, such as a traditional personal computer, smartphone or thin client. The VDI model can result in a *sustainable savings of 48%* total cost of ownership (TCO) and drastically reduce costs of travel for every NPC division, so operating costs will decrease and revenue through tuition will increase, improving the college's financial profile, while facilitating more responsive, proficient institutional management.

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and Apache Counties, an area of 21,158 square miles in rural and remote Northeastern Arizona.

Although the size of West Virginia, the region has a population density of 8.7 persons per square mile. For perspective, there are 55.7 persons per square mile across Arizona and 418.7 persons per square mile in Maricopa County, where the capital city of Phoenix is located.² The tribal lands of the Navajo, Hopi and White Mountain Apache (Fort Apache Reservation) people comprise over 80% of the NPC service area. Over 59% of the population of the two counties is Native American, compared to 4.5% for Arizona.³ In 2006-2008, 15% of all Arizonans were in poverty compared to 23% of Navajo County and 35% of Apache County residents⁴. These factors, combined with the low levels of educational attainment described below, precipitate the need for a comprehensive plan to ensure equitable, consistent access to post-secondary programs.

Nearly 36% of all of Arizona's Native American People live in Navajo and Apache Counties.⁵ Poverty rates for Native American tribes have not been comprehensively reported since the 2000 U.S. Census, but were extremely high as the following chart illustrates:

Percent Below the Poverty Level on Native American Lands in Navajo and Apache Counties, Arizona According to 2000 U.S. Census*

	Families	Individuals
Fort Apache Reservation, AZ*	42.2	48.8
Navajo Nation Reservation and Off-Reservation Trust Land, AZ*	38.5	41.9
Hopi Reservation and Off-Reservation Trust Land, AZ*	36.5	41.6

**Source – U.S. Bureau of the Census, Census 2000 (Most recent available by tribe)*

There has been no shift in the economy since 2000 that would improve these statistics; the national and state economies have almost certainly worsened the picture.

² 2006-2008 U.S. Census American Community Survey: <http://factfinder.census.gov>

³ Ibid.

⁴ Ibid.

⁵ Ibid.

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In 2008, Arizona had a per capita personal income (PCPI) of \$32,935, which ranked 43rd

in the U.S. and was 84% of the national average of \$39,138. The non-reservation portion of Apache County had a PCPI of \$23,643 which ranked 14th out of Arizona's 15 counties. The non-reservation portion of Navajo County had the lowest per capita personal income of all counties in Arizona: \$22,613. In addition to being the two poorest counties in Arizona, Navajo and Apache Counties rank in the poorest 1% of all counties in the United States.⁶ Concomitant with high poverty, unemployment for the Navajo, Hopi and White Mountain Apache People is profound, as the following chart illustrates:

2010 Unemployment Rates for Arizona; Navajo County; Apache County; Fort Apache (White Mountain Apache), Hopi, and Navajo Reservations⁷

Statistical Area	Unemployment Rate
Arizona	9.5%
Navajo County	15.4%
Navajo County, Less Native American Reservations	8.3%
Apache County	16.0%
Apache County, Less Native American Reservations	6.1%
Fort Apache Reservation	26.8%
Hopi Reservation	21.9%
Navajo Reservation	24.4%

Educational attainment is *drastically* lower for Native Americans in the NPC service area and for state and federal levels. Moreover, *all* residents of Navajo and Apache Counties are only about half as likely, as compared to Arizona and the U.S., to complete a Bachelor's or graduate degree.

Compare the following charts:

Educational Attainment for Residents, Over Age 25, for Apache County and Navajo County, Arizona, and U.S.⁸

⁶ Bureau of Economic Analysis Regional Accounts Data: <http://www.bea.gov/regional/bearfacts>

⁷ www.workforce.az.gov Special Unemployment Report 2010

⁸ 2006-2008 U.S. Census American Community Survey: <http://factfinder.census.gov>

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	Less than 9th Grade	Attended high school, but did not graduate	Graduated high school or equivalent	Attended college, but did not earn degree	Earned Associate degree	Earned Bachelor's degree	Earned graduate or professional degree
Apache County, AZ	18%	11%	32%	20%	8%	6%	4%
Navajo County, AZ	9%	11%	32%	26%	9%	8%	5%
Arizona	7%	9%	26%	24%	8%	16%	9%
U.S.	6%	9%	30%	20%	7%	17%	10%

2000 Educational Attainment for Residents, Over Age 25 for Arizona's Fort Apache (White Mountain Apache), Hopi and Navajo Reservations⁹

	Less than 9th Grade	Attended high school, but did not graduate	Graduated high school or equivalent	Attended college, but did not earn degree	Earned Associate degree	Earned Bachelor's degree	Earned graduate or professional degree
Fort Apache Reservation,	12.1%	33.6%	29.6%	14.9%	3.4%	3.4%	3.0%
Navajo Nation Reservation	24.9%	18.8%	25.3%	17.3%	5.2%	5.3%	3.1%
Hopi Reservation	7.2%	25.7%	29.9%	22.4%	4.7%	6.4%	3.8%

Since its inception, NPC has prioritized educational access across its geographically and economically challenged service area. Throughout the 1970s and early 80s instructors traveled by car between the four campuses, located in Show Low, Snowflake, Holbrook and Winslow, and later to six center locations at Whiteriver (Fort Apache Reservation), Springerville, St.

⁹ U.S. Bureau of the Census, Census 2000 (Most recent available *by tribe*)

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Johns, Heber, Polacca (Hopi Reservation) and Kayenta (Navajo Nation), as well as many remote community sites to deliver classes.¹⁰ Distances between sites range from 35 to over 250 miles.

In 1987, a grant from Title III enabled the development and implementation of a distance learning delivery system that employed a private audio network and later Interactive Television (ITV) linking campuses so that one instructor could teach a class at multiple sites. This made NPC a pioneer in DLT, and its audio/ITV network was used as a nationwide model many years before e-mail, video conferencing and teleconferencing became common, although NPC's dedicated instructors still travel great distances to offer classes face-to-face.

Utilizing funding from a subsequent Title III grant in 1998, FIPSE in 1999, and a 2005 Title III grant in partnership with Coconino Community College, NPC expanded and improved its DLT infrastructure, establishing one to two video classrooms and at least one audio classroom at each of its campuses and centers. The video classrooms allow synchronous communication via video, live desktop computer feed, and supplemental video cameras to project document images. The audio classrooms allow synchronous audio communication with instructor or student screen projection to remote locations onto a wall-mounted digitizer/screen SmartBoard.

In developing this proposal, it is significant to note that previous Title III and FIPSE-funded projects, which brought DLT to the college's three most remote locations, the Whiteriver, Hopi, and Kayenta Centers, netted gains of over 90% in the number of courses available to students within their local communities via DLT over the number available the semester prior to project execution and an increase of 114% in combined average full-time student equivalency for the three project sites over the base period of Fall 1999. There was an increase of 94% in student's use of online library research and study resources for completing class assignments;

¹⁰In 2010, the Heber Center was closed due to the need to drastically reduce the college budget; there are now four campuses and five centers.

and of 45% in Fall 2002 over data compiled before project startup in students at project sites using financial aid, academic advising and placement testing services Ironically, success has placed increasing demands on network functionality, capacity and tech support staff, contributing to the problem to be solved. Also, advances in DLT have outpaced technological proficiency of students, faculty and staff. The following section describes institutional strengths and weaknesses that led to this project.

3. ANALYSIS OF INSTITUTIONAL STRENGTHS AND SIGNIFICANT PROBLEMS

a. Introduction: The Process of Analyzing Strengths and Weaknesses

NPC is a learner-centered institution, committed to a strategic planning process. This process was recently enhanced by an institutional self-study, begun in 2006, in preparation for a 2009 accreditation review by the North Central Association of Colleges and Secondary Schools. The Strategic Planning and Accreditation Steering Committee (SPASC) comprised of faculty, staff, administrators, students, and community members conducted the self-study. SPASC examined each of NPC's General Institutional Requirements to determine its strengths and weaknesses. Information in this proposal on the academic quality, institutional management, and fiscal stability of NPC is derived from the analyses by SPASC.

b. Institutional Strengths and Significant Problems

ACADEMIC PROGRAMS: STRENGTHS

NPC has strong curricula in both academic and vocational areas, which serves the needs of students seeking transfer to four-year institutions as well as those seeking skills for employment. The Associate of Arts (AA), the Associate of Business (ABus), the Associate of Science (AS), and Associate of Arts in Elementary Education (AAEE) degrees are designed for students intending to transfer to universities. The general education requirements of these

degrees are designed to transfer to Arizona's public universities, fulfilling their lower division

general requirements. Associate of Applied Science (AAS) degrees are two-year programs to prepare graduates for direct employment. Certificates of Applied Science (CAS) are awarded for one-year programs. Certificates of Proficiency (CP) are short-term programs, narrow in focus, to prepare students for specific employment-related skills. The Associate of General Studies (AGS) degree is intended for non-majors seeking greater flexibility in planning their education. NPC is the educational and training resource for Navajo and Apache counties, offering customized training through the Business and Industry Training (BIT) department whose mission is to provide business and industry with programs to enhance the individual and provide additional value to companies by increasing employee knowledge, skills and confidence.

NPC has a national reputation as a leader in community college DLT. As various aspects of its distance learning system were established at NPC, dissemination activities assisted other colleges in rural and remote locations, including Alaska, to implement similar DLT systems.

NPC has a nationally recognized educational support service program, The Learning Cornerstone (TLC), for students unprepared for college-level coursework to enroll in programs appropriate to their abilities in math and English. TLC learning labs enable under-prepared students to achieve goals through tutoring, individualized instruction, and study groups. A 1999 Fund for the Improvement of Post-Secondary Education (FIPSE) grant provided for the expansion of TLC offerings into the College's most rural, under-served areas.

NPC has a highly educated faculty. Most full-time faculty who teach academic courses for transfer have graduate or equivalent degrees. Among full-time instructors, 50% have master's degrees, and 16% have doctoral degrees. Many vocational faculty are outstanding in their professions as indicated by awards, grants, and positions in professional organizations.

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The libraries located at each of the four campuses provide reference services and library instruction by library faculty and staff during all times the library is open, including weekend and evening hours. At its most rural sites, NPC libraries are the only libraries available. A 2000 grant from Title III enabled the NPC library system to provide much of its collection, including journals, magazines, and other reference materials in a digital format.

NPC is a partner with the Northern Arizona Vocational Institute of Technology (NAVIT). Through the partnership with NPC, NAVIT students receive college credit and prepare for direct employment while still in high school. NPC also offers dual enrollment credit to high school students enrolled in college-level courses at their schools, allowing them to articulate course work in preparation for post-secondary education.

ACADEMIC PROGRAMS: PROBLEMS *Problems 1-3 relate to the needs of students.*

Academic Programs Problem 1 –There is a marked disparity in the completion rates of students at campus locations and students at center locations, *especially* students at the three Native American reservation locations. The average percentage of completers at campus locations for Academic Years 2006-2009 was 85.58%, as compared to center locations at 76.79% for the same period. The following chart details the disproportion in completion rates for center students, especially those on reservation sites:

Percent of Completers and Non-Completers at Northland Pioneer College Center Locations – Average for Academic Years 2006-07, 2007-08, 2008-09

Location	Number Completers	% Completers	Number Non-completers	% Non-completers
Springerville Center	3108	82.7	649	17.3
St. Johns Center	2593	90.1	286	9.9
Kayenta Center (Navajo Reservation)	1438	71.4	575	28.6
Hopi Center (Hopi)	1633	69.8	708	30.2

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Reservation)				
Whiteriver Center (Fort Apache Reservation)	4395	69.4	1936	30.6

The following weaknesses contribute:

The current DLT model brings students to the remote center classrooms to participate in classes hosted by instructors at other sites via ITV and audio. *The number of classrooms, and therefore the number of classes and number of students NPC can reach is directly linked to the bandwidth and technology available at each location.* Network performance dictates audio/video classroom availability and quality. **(Limited bandwidth and network functionality/capacity will be discussed further under Institutional Management.)**

Feedback from 2009-2010 Student Focus Group discussions, conducted annually at all NPC sites by the Vice President for Learning and Student Services reveals students at *all* center locations are concerned with both the quantity and *quality* of access to both instructional and ancillary services. At *every* center location, students expressed frustration with video and audio feeds, lack of interactive courses, the number of days the audio/video system was unavailable due to technological problems, and lack of web-based access to their own academic records, college services, etc. Of the 4,906 student calls to the DLT support center between 2008-2010, 1,570 (32%) came from centers, although on the average, only 23% of total enrollment for this period was at centers. Further, center students cited time and gas prices as significant barriers to traveling to campuses where more stand-alone, traditional classes are available. Students at Kayenta (Navajo Nation) were concerned about having to travel to the Hopi Center – 75 miles one-way – for some classes, and they responded *very positively* to the concept of availability of student services (career advising, tutoring, etc.) via webcam/microphone link. Apache County students and the Apache County Higher Education

advisory group have both asked for more access to course options – anything that requires less travel to campuses. All concerned believe this will be a financial and academic assist to students and will increase enrollment at Apache County sites.

Academic Programs Problem 2 – Students enter NPC challenged by the use of technology-based instructional and student services. The following weaknesses contribute:

NPC's very low-income student body cannot afford to keep pace with ever-evolving technological applications by continually purchasing upgraded software, yet they must stay current technologically to compete in academia and the workplace.

While NPC has increased the number of course offerings and ancillary services available through DLT, student proficiency in using DLT applications has never been addressed *comprehensively* to assure that all students at all locations are *able* to access learning and services through technology, important because a majority of NPC students are the first generation in their families to attend college. These students can find the college environment intimidating due to a lack of familiarity with instructors' requirements and methods.

Academic Programs Problem 3: Students, especially at outlying centers, have insufficient access to instructors and support staff. The following weaknesses contribute:

Because a majority of NPC students are non-traditional, adult learners, they must accommodate family and work responsibilities; time available for educational pursuits is limited.

Regional center students take fewer courses than main campus students so they spend less time at college sites, making communication and support even more difficult. Compounding this issue is the well-documented "Digital Divide", illustrated by the fact that in 2008, 13.3% of all households in Navajo County and 35.6% of all households in Apache County *had no*

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telephone service available, compared to only 5.2% for all of Arizona.¹¹ This underscores the*

need to optimize communication opportunities for students while they are at a campus or center.

Academic Programs Problem 4 affects faculty.

Academic Programs Problem 4 – Faculty have insufficient resources to develop proficiency with DLT teaching/learning applications. The following weaknesses contribute:

Faculty are constrained by limits of time and place in their ability to pursue professional development. When carrying a full course load, scheduling travel to a central campus location to participate in professional learning is a question of transportation, fiscal and opportunity costs. Still, for many, it is less constraining to fall back on familiar instructional, evaluative and communicative methods, because of lack of proficiency with DLT applications.

SUMMARY OF ACADEMIC PROGRAMS

Northland Pioneer College has strong academic and vocational programs that articulate with local secondary schools, as well as four-year institutions, and that are responsive to the needs of the communities served by the college. The de-centralized nature of NPC makes it very responsive to constituent needs, and many courses are taught via audio and video technology. Student Services including Academic Advising, Career Services, Tutoring, and Disability Resources and Access support are delivered by a highly qualified support staff. Still, student achievement cannot reach its potential while bounded by access-related constraints, especially for students at Native American center locations. There is inconsistency in the quantity, quality and accessibility of the learning environment at campuses and centers. Students, especially at remote locations, do not have technological proficiency to utilize that which is available.

INSTITUTIONAL MANAGEMENT: STRENGTHS

¹¹ 2006-2008 U.S. Census American Community Survey: <http://factfinder.census.gov>

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NPC has a long-standing collaborative and inclusive commitment to planning. Responding to the needs of the communities it serves is paramount. The Strategic Planning and Accreditation Steering Committee (SPASC) utilizes input from college faculty, staff, students and business and community members to set both long and short-term goals and objectives for the institution. To facilitate planning and management, NPC has invested in and implemented a fully functional administrative system, which includes financial aid, testing, and academic record information. Students can register for classes through computerized systems, advisors have more complete information to guide students in degree planning, and students can obtain information crucial to enroll and succeed at NPC.

Curricular offerings have been consolidated into three divisions, each headed by a Dean, encouraging inter-disciplinary exchange, cutting costs and facilitating improved curricular and budgetary planning. Every NPC vocational department is overseen by an advisory committee of business and community members who contribute to ongoing program development and participate in regular program reviews. NPC administrators serve on business and community boards, and the president participates on the boards of Navajo and Apache County Public School Superintendents. Representatives from all three tribes have served on the Navajo County Community College District Governing Board; currently, Mr. A.T. Siquah represents the Hopi Tribe and Mr. Daniel Peaches represents the Navajo Nation; both are past Board Presidents.

Each campus has one full-time Academic Advisor; the White Mountain Campus, which has the highest enrollment of the four campuses, has two. At centers, Advisors serve as half-time Library Technicians. Advisors keep office hours a minimum of two evenings per week, and flex their schedules to facilitate special student and college needs. In addition to The Learning Cornerstone (TLC), NPC provides tutoring and specific, learner-centered accommodations to

disadvantaged and disabled students through its Disability Resources and Access program in its Student Services Division. NPC offers federal, state, institutional, and private financial aid and participates in the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Work Study Program, and State Student Incentive Grant

INSTITUTIONAL MANAGEMENT: PROBLEMS

Institutional Management Problem 1 –A geographically vast DLT infrastructure that is heavily reliant on technological, on-location, real-time support *and* vulnerable to single points of failure causes significant strains on NPC’s ability to provide services, information, coordination, and support for faculty, students and staff, especially those working at remote sites. The following weaknesses contribute:

The current NPC DLT network relies upon two primary relay locations. If the Dry Lake point fails, both campuses in the northern half of the district lose Internet access, and all campuses and centers in the southern half, and the Hopi and Kayenta Centers lose internal data. If the Green’s Peak point fails, the Silver Creek Campus in Snowflake, the Whiteriver Center, and both Apache County centers lose *all* Internet and internal data. If White Mountain Campus fails, *all campuses and centers* lose Internet access. In the past two academic years (2008-2009 and 2009-2010) NPC technicians have logged 254 network failures with 77.6% of these failures occurring at remote center locations, and 75 district-wide Internet failures.

The current DLT infrastructure is a distributed network that includes 915 stand-alone workstations throughout the nine college locations. They are connected to the college network, but software and operating systems are installed locally by NPC techs who must travel point-to-point (up to 250 miles one-way) to provide services. Some very limited troubleshooting

of the system can be performed at the central hub in Holbrook, but most is done by traveling

techs and vendors who must be scheduled and contracted to come from out-of-district.

Inconsistency in the quality, quantity, and accessibility of distance learning technology (DLT) precludes the college from placing highly-qualified faculty in a position to instruct all students. For example, four of the five full-time science instructors hold PhDs, but all are located in campus communities.

Inconsistency in the quality, quantity, and accessibility of DLT precludes NPC from placing highly-qualified student services staff in position to serve students at centers.

Limited bandwidth and inconsistency in accessibility of DLT precludes the college from offering the full complement of general education courses required for degrees at all locations; students at centers must travel to campuses for some required courses.

Faculty and support staff must travel up to 250 miles one-way to participate in meetings, internal professional development opportunities, and/or to teach courses traditionally.

SUMMARY OF INSTITUTIONAL MANAGEMENT

NPC has a comprehensive management structure, responsive to the needs of and inclusive of input from all its constituents: administration, faculty, staff, students, community members, and businesses. Efficient, effective operations that ultimately promote student success are the foundation of the management scheme. Services to support students are of paramount importance within the framework of the institution. Still, facilitation of *access to all* college offerings, and *communication among all constituents* has always been a challenge for NPC, given its 21,000 square mile service area; it must adjust DLT accordingly if it is to remain a viable resource for the citizens of Northeastern Arizona.

FISCAL STABILITY: STRENGTHS

NPC has a consistent record of funds management. Its strong overall financial management, purchasing, and billing capabilities have resulted in a stable fiscal profile which has supported its expanded development of student learning sites. Over the past twenty years, and especially within the past decade, NPC has been able to secure grant funds, which have made significant impact on program development. Significant grant projects have included those funded by FIPSE, Title III, Carl Perkins, U.S. Health Resources Services Administration, Arizona Department of Commerce, Arizona Hospital and Healthcare Association, Arizona Community College Association, and state and federal governments. The College seeks alternative funding to directly support students through scholarships via its Foundation. NPC has a solid track record in its financial management policies, including management of federal, state, and local government funds. It has rarely had an audit exception to grant funding procedures, and is in a sound position to receive and efficiently utilize Title III support.

FISCAL STABILITY: PROBLEMS

Fiscal Stability Problem 1 – The College faces a financial crisis that has led administration to authorize operational funding cuts so severe that they preclude growth of programs and services and place the college in a maintenance/survival mode. The following weaknesses contribute to Fiscal Stability Problem 1:

The State of Arizona is facing a budgetary deficit for 2010-2011 of up to \$1.2 billion. NPC has sustained a reduction in operating funding of 19%, plus elimination of all state capital aid since 2008. Also, Arizona statutes have limited the college's ability to generate revenue from property tax, because of a referendum-initiated cap on the amount property taxes may be increased year to year. The college's district governing board is reluctant to approve significant tuition hikes due to the endemic poverty across the service area.

Project Narrative

Quality of the project design. (Maximum 15 points) In determining the quality of the design of the proposed project, the Secretary considers:

- a. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (10 points)**
- b. The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs. (5 points)**

Attachment 1:

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B. QUALITY OF THE PROJECT DESIGN

1. COMPREHENSIVE GOALS AND OBJECTIVES FOR ACADEMIC PROGRAMS, INSTITUTIONAL MANAGEMENT AND FISCAL STABILITY

Northland Pioneer College proposes Equitable Access to Gainful Learning Experiences (EAGLE) to increase enrollment, retention, and graduation rates college-wide with an emphasis on establishing *parity in access* between all campus and center locations. By increasing enrollment and persistence for students at all locations through institutionalization of a technological learning community, as well as an infrastructure that is more economical, effective and efficient we will reduce NPC's operating costs while increasing revenue through tuition and state aid, ultimately improving the college's financial profile while facilitating more responsive, proficient institutional management.

To facilitate accomplishment of **Comprehensive Goals and Key Objectives**, NPC must first address the problem of **inconsistency in the quality, quantity, and accessibility of the distance learning technology (DLT)**. The keystone of EAGLE is the expansion of connectivity and redundancy throughout the DLT network, followed by the complete restructuring of the current *distributed* system, which employs over 900 desktop PCs for faculty, staff and students across the service area, to VDI. Ultimately, 50% of current desktops will be replaced by **thin clients** - computers that depend upon centralized application servers for most resources. The VDI servers provide the actual data processing, software programs, storage, and security, eliminating the need for students to purchase or update particular software or computers. Thin clients also have a life span that is twice that of traditional desktops, so they are more cost-effective. The VDI, Thin Clients, and **Model Classrooms** that *combine* existing DLT classrooms, currently separated by delivery mode (audio in one classroom, video in another), into ***standardized, multi-mode DLT and access-enabled classrooms*** will be implemented in stages and accessible to all users by 09/2015. To develop proficiency of students, faculty and staff in use of new

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technology, a pilot program will begin with courses taught in the first four Model Classrooms.

Preliminary feedback from students, faculty and staff will be collected during the first semester and used for development of a tutorial schedule. The pilot and subsequent roll out will focus on technical and curricular integration, classroom layout and usability, students' multi-modal learning experiences, and all users' technological literacy. Specific institutional goals and objectives are as follows:

Goal #1 – Academic Programs:

To increase enrollment, retention, and graduation rates college-wide with an emphasis on establishing parity between campus and center locations, quantified by the following objectives:

Measureable Objectives for Academic Programs for the period from 2010-2015
1. Increase enrollment of full-time degree seeking students by 20% and of part-time degree seeking students by 20%.
2. Increase enrollment at campuses by 15% and centers by 28%.
2. Increase retention of first-time, full-time degree seeking students enrolled at campuses by 20% and of first-time, full-time degree seeking students enrolled at centers by 30%.
3. Increase retention of part-time degree seeking students enrolled at campuses by 20% and of part-time degree seeking students enrolled at centers by 30%.
4. Increase graduation rates for students enrolled at campuses by 20% and for students enrolled at centers by 50%.

Increasing parity between campus and center locations will strongly indicate that the Title III project has resulted in more accessible, more equitable instructional and ancillary services at all sites. This correlates with our goals for Institutional Management and Fiscal Stability as follows:

Goal #2 – Institutional Management:

To facilitate equitable, reliable, high-quality academic, instructional and managerial access and communication across the NPC service area, quantified by the following objectives:

Measureable Objectives for Institutional Management	Date of Completion
1. NPC's current distributed infrastructure will be converted to 75% end-to-end Virtual Desktop Infrastructure (VDI) across the service area;	09/30/2015
2. 100% of all NPC Student Services staff will use the related technology regularly to provide ancillary services;	09/30/2013

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3. 100% of college meetings that involve students, employee or administrators from more than one location will allow participation using remote meeting applications;	09/30/2012
4. 80% of all <i>full-time</i> faculty will demonstrate proficiency with instructional technology by, as evidenced by their teaching at least one class annually using instructional technology;	09/30/2015
5. 75% of all <i>part-time</i> NPC faculty will demonstrate proficiency with instructional technology as evidenced by their teaching at least one class annually using instructional technology.	09/30/2015

Goal #3 – Fiscal Stability:

To improve the college's financial profile through increased enrollment at all sites through more cost-effective and efficient use of technology and associated savings in energy and transportation, quantified by the following objectives:

Measureable Objectives for Fiscal Stability	Date of Completion
1. NPC will reflect a savings of 1,000 staff hours per year related to travel for participation in meetings.	Fiscal Year 2012
2. NPC will reduce its fuel consumption by 25% over FY 2010.	Fiscal Year 2012
3. NPC Information Services will realize savings of 40% over FY 2010 in expenses related to its overall budget.	Fiscal Year 2015

The following tables depict annualized projections toward meeting these comprehensive goals, and will be used with the Implementation Strategy charts on pages 31-35 to guide project implementation and facilitate formative and summative evaluations.

ANNUAL PROJECTIONS OF PROGRESS TOWARD FIVE-YEAR GOALS

Goal # 1 – Academic Programs

PY 1 – 10/01/10-09/30/11	PY 2 – 10/01/11-09/30/12	PY 3– 10/01/12-09/30/13	PY 4 – 10/01/13-09/30/14	PY 5 – 10/01/14-09/30/15
Enrollment of FT degree seekers up 2%; PT degree seekers up 2%;	Enrollment of FT degree seekers up 3%; PT degree seekers up 3%;	Enrollment of FT degree seekers up 5%; PT degree seekers up 5%;	Enrollment of FT degree seekers up 6%; PT degree seekers up 6%;	Enrollment of FT degree seekers up 7%; PT degree seekers up 7%;
Enrollment at campuses up 1%; Enrollment at centers up 2%;	Enrollment at campuses up 2% Enrollment at centers up 4% ;	Enrollment at campuses up 3% Enrollment at centers up 6%;	Enrollment at campuses up 4%; Enrollment at centers up 8%;	Enrollment at campuses up 5%; Enrollment at centers up 8%;
Retention of 1st	Retention of 1st	Retention of 1st	Retention of 1st	Retention of 1st

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time, FT degree seekers at campuses up 2%; 1 st time, FT degree seekers at centers up 3%;	time, FT degree seekers at campuses up 3%; 1 st time, FT degree seekers at centers up 5%;	time, FT degree seekers at campuses up 4%; 1 st time, FT degree seekers at centers up 6%;	time, FT degree seekers at campuses up 5%; 1 st time, FT degree seekers at centers up 7%;	time, FT degree seekers at campuses up 6%; 1 st time, FT degree seekers at centers up 9%;
Retention of PT degree seekers at campuses up by 2% ; PT degree seekers at centers up 2%;	Retention of PT degree seekers at campuses up by 3% ; PT degree seekers at centers up 3%;	Retention of PT degree seekers at campuses up by 5% ; PT degree seekers at centers up 5%;	Retention of PT degree seekers at campuses up by 6% ; PT degree seekers at centers up 6%;	Retention of PT degree seekers at campuses up by 7% ; PT degree seekers at centers up 7%;
	Grad rates for campuses up 2%; for centers up 5%.	Grad rates for campuses up 4%; for centers up 10%.	Grad rates for campuses up 6%; for centers up 15%.	Grad rates for campuses up 8%; for centers up 20%.

Goal #2 – Institutional Management

PY 1 – 10/01/10-09/30/11	PY 2 – 10/01/11-09/30/12	PY 3– 10/01/12-09/30/13	PY 4 – 10/01/13-09/30/14	PY 5 – 10/01/14-09/30/15
25% of all FT faculty will teach at least one class using technology;	35% of all FT faculty will teach at least one class using technology;	50% of all FT faculty will teach at least one class using technology;	75% of all FT faculty will teach at least one class using technology;	90% of all FT faculty will teach at least one class using technology;
15% of all PT faculty will teach at least one class using technology;	25% of all PT faculty will teach at least one class using technology;	35% of all PT faculty will teach at least one class using technology;	55% of all PT faculty will teach at least one class using technology;	75% of all PT faculty will teach at least one class using technology;
50% of all Student Services staff will use ancillary services technology not less than 50% of the time;	60% of all Student Services staff will use ancillary services technology not less than 50% of the time;	70% of all Student Services staff will use ancillary services technology not less than 50% of the time;	85% of all Student Services staff will use ancillary services technology not less than 50% of the time;	95% of all Student Services staff will use ancillary services technology not less than 50% of the time;
50% of college meetings from more than one location will allow remote participation;	75% of college meetings from more than one location will allow remote participation;	100% of college meetings from more than one location will allow remote participation;	100% of college meetings from more than one location will allow remote participation;	100% of college meetings from more than one location will allow remote participation;
50% of all administrators will participate in	75% of all administrators will participate in	100% of all administrators will participate in	100% of all administrators will participate in	100% of all administrators will participate in

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at least 25% of weekly meetings via remote applications.	at least 50% of weekly meetings via remote applications.	at least 50% of weekly meetings via remote applications.	at least 75% of weekly meetings via remote applications.	at least 75% of weekly meetings via remote applications.
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Goal #3 – Fiscal Stability

PY 1 – 10/01/10-09/30/11	PY 2 – 10/01/11-09/30/12	PY 3– 10/01/12-09/30/13	PY 4 – 10/01/13-09/30/14	PY 5 – 10/01/14-09/30/15
IS will save 15% in budget over FY 10;	IS will save 20% in budget over FY 10;	IS will save 30% in budget over FY 10; NPC will reflect a savings of 1,000 staff hours per year and reduce fuel consumption by 25% over FY 10	IS will realize a 40% savings in budget through increased efficiency of DLT system.	IS will sustain a 40% savings in budget through increased efficiency of DLT system.

The following **Activity Objectives** will steer EAGLE resulting in the accomplishment of goals for Academic Programs, Institutional Management and Fiscal Stability by 2015.

2. QUALITY OF ACTIVITY OBJECTIVES

Activity Objectives and their Relationship to Institutional Goals

Activity Objective # 1: To establish the **connectivity** to support *ongoing, reliable* access to all NPC DLT, including

implementation of Virtual Desktop Infrastructure (VDI) at all sites throughout the 21,000 square mile service area through increased Internet bandwidth and redundancy and expansion of the Wide Area Network (WAN) by 09/30/2011. Activity Objective # 1 relates to all three comprehensive goals, because it will:

Relationship of Activity Objectives to Comprehensive Institutional Goals

Outcomes for Activity Objective #1	Related Comprehensive Goals
1. Improve quantity and quality of Internet access and accommodating more traffic across the NPC network;	Goal #1- Academic Programs; Goal #2 – Institutional Management
2. Establish redundancy in the Internet connection, eliminating the potential to be affected by the single point of failure of losing Internet access at Show Low	Goal #1- Academic Programs; Goal #2 – Institutional Management; Goal #3- Fiscal Stability
3. Support the Model Classrooms at Hopi and Kayenta Centers and improve the general quality of all DLT instructional delivery	Goal #1- Academic Programs; Goal #2 – Institutional Management
4. Mitigate the risk of severing the Wide Area Network (WAN) (central point of failure);	Goal #1- Academic Programs; Goal #2 – Institutional Management; Goal #3- Fiscal Stability
5. Double the number of classrooms available with DLT at every campus location through standardization of DLT classrooms to accommodate all the college's delivery modes and students of all abilities; Every location will have a Model Classroom.	Goal #1- Academic Programs; Goal #2 – Institutional Management; Goal #3- Fiscal Stability
6. Allow for a broader array of college activities including classroom instruction, student support services and administrative functions.	Goal #1- Academic Programs; Goal #2 – Institutional Management

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7. Implement the back-office services which support the Model Classrooms, including information and network management systems, audio and video capture and distribution systems, network infrastructure, and assistive technologies.	Goal #2 – Institutional Management; Goal #3- Fiscal Stability
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Activity Objective 2: To roll out a phased implementation of Virtual Desktop Infrastructure (VDI) at all locations across the NPC service area by 09/2015, ultimately replacing 50% of all desktop workstations with Thin Clients, using a combination of institutional and Federal funds by 09/2015. Activity Objective #2 relates to all three comprehensive goals, because it will:

Outcomes for Activity Objective #2	Related Comprehensive Goals
1. Streamline the entire DLT instructional, student services, and communications delivery system by allowing systems administration through a single hub at Holbrook;	Goal #2 – Institutional Management; Goal #3- Fiscal Stability
2. Expand and simplify access to instructional, student services and communications for students, faculty and staff, who will be able to connect to network resources and software applications anytime, anyplace from any browser;	Goal #1 - Academic Programs; Goal #2 – Institutional Management
3. Make learning more affordable for students by eliminating the need for individual purchase of software licenses and a specific brand or model of computer for coursework, because the latest software is made available to them via VDI	Goal #1 - Academic Programs
4. Cut hardware replacement costs by 40% annually over FY 10.	Goal #3- Fiscal Stability
5. Reduce travel costs district wide by not less than 25% by allowing Information Services technicians to service equipment from a single, local point, and by allowing faculty and students greater connectivity through Model Classrooms	Goal #1 - Academic Programs; Goal #2 – Institutional Management; Goal #3- Fiscal Stability

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Activity Objective #3: To develop and implement Model Classrooms, at every NPC location, wherein students of any ability at any campus or center can participate in classes held remotely, and when on-campus participation is difficult, students can participate off-campus, and to provide additional tools to facilitate real-time communication between all constituents from any NPC location. The Model Classroom will be piloted at four NPC sites by 01/15/2012, assessed, and revised as necessary. By 09/30/2015 there will be at least one Model Classroom at every NPC location. Activity Objective # 3 relates to all three comprehensive goals, because it will:

Outcomes for Activity Objective #3	Related Comprehensive Goals
1. Enable nearly all students to access learning and student services opportunities, anytime/anyplace, promoting enrollment, retention and graduation;	Goal #1 – Academic Programs
2. Allow highly-qualified faculty to teach one class at multiple sites, using real-time communication to facilitate class discussion, demonstrations, experiments, etc., thereby improving the quality of instruction while enabling ease of scheduling by instructional administration;	Goal #2 – Institutional Management
3. Allow all campuses and centers to offer the full complement of course requirements for degree completion, taught by highly qualified faculty, thereby eliminating the need for students at remote sites to travel to campuses to complete degree requirements;	Goal #1 – Academic Programs
4. Enable the ease of communication student-to-instructor, student-to-student services staff and student-to-student across the college service area, promoting inclusiveness in the learning community and thereby enhancing retention and graduation rates;	Goal #1-Academic Programs
6. Reduce real and opportunity costs related to travel by car for access to instructional delivery, student services, and meetings/forums;	Goal #3 – Fiscal Stability
7. Facilitate administrative, faculty and staff contribution to	Goal #2-Institutional Management

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the college planning process by enabling participation in online forums wherein faculty and staff can make suggestions to administration to improve institutional effectiveness, thereby improving institutional management;	
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Activity Objective #4:

To develop, implement and institutionalize an instructional program, the highlight of which is a *multi-modal tutorial* that can be used anytime/anyplace, to enable all NPC faculty, staff and students to become proficient in the use of the Model Classroom and VDI applications by 03/01/2012 Activity Objective #4 relates to all three comprehensive goals, because it will:

Outcomes for Activity Objective #4	Related Comprehensive Goals
1. Facilitate the inclusion of all students in anytime/anyplace learning, and optimize their ability to learn regardless of learning style or ability, and to communicate with their instructors and student services staff anytime/anyplace, promoting enrollment, retention and graduation;	Goal #1-Academic Programs
2. Enable students of all abilities to access an excellent and cost-effective menu of support services such as tutoring and sign language interpretation, anytime/anyplace, thereby enhancing enrollment, retention and graduation rates and reducing college expenditures in these areas;	Goal #1-Academic Programs; Goal #3 – Fiscal Stability
3. Through increased enrollment, retention, increase revenue through tuition, giving the college more buying power for its operational budget while decreasing the cost of transportation incurred by students at outlying centers, who heretofore had to travel to campus locations to access the full complement of instructional and student services.	Goal #3-Fiscal Stability

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the college planning process by enabling participation in online forums wherein faculty and staff can make suggestions to administration to improve institutional effectiveness, thereby improving institutional management;	
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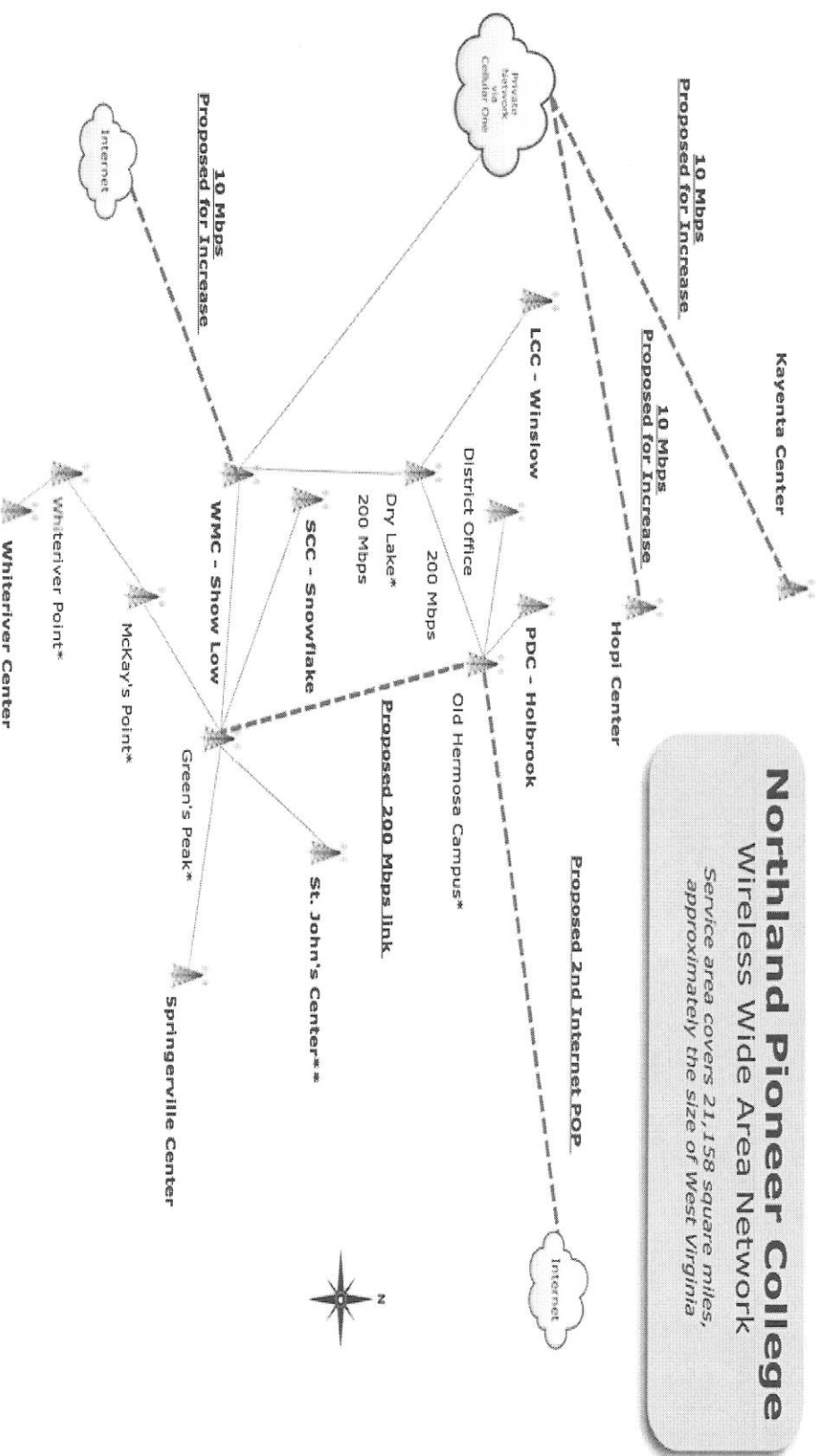
Activity Objective #4:

To develop, implement and institutionalize an instructional program, the highlight of which is a *multi-modal tutorial* that can be used anytime/anyplace, to enable all NPC faculty, staff and students to become proficient in the use of the Model Classroom and VDI applications by 03/01/2012 Activity Objective #4 relates to all three comprehensive goals, because it will:

Outcomes for Activity Objective #4	Related Comprehensive Goals
1. Facilitate the inclusion of all students in anytime/anyplace learning, and optimize their ability to learn regardless of learning style or ability, and to communicate with their instructors and student services staff anytime/anyplace, promoting enrollment, retention and graduation;	Goal #1-Academic Programs
2. Enable students of all abilities to access an excellent and cost-effective menu of support services such as tutoring and sign language interpretation, anytime/anyplace, thereby enhancing enrollment, retention and graduation rates and reducing college expenditures in these areas;	Goal #1-Academic Programs; Goal #3 – Fiscal Stability
3. Through increased enrollment, retention, increase revenue through tuition, giving the college more buying power for its operational budget while decreasing the cost of transportation incurred by students at outlying centers, who heretofore had to travel to campus locations to access the full complement of instructional and student services.	Goal #3-Fiscal Stability

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The following chart depicts the NPC Network to illustrate the Activity Objectives:



** - St. Johns microwave link inactive at this time and is currently using a 10 Mbps Metro Ethernet link for network connectivity
 Distance from Whiteriver Center to Kayenta Center is 278 miles (6 hour drive one way)
 All links 100 Mbps unless otherwise noted.
 All link speeds listed are current

Project Narrative

Quality of project services. (Maximum 15 points) In determining the quality of the services to be provided by the proposed project, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers:

- a. The extent to which the services provided by the proposed project are appropriate to the needs of the intended recipients or beneficiaries of those services. (10 points)**
- b. The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice. (5 points)**

Attachment 1:

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C. QUALITY OF PROJECT SERVICES: THE IMPLEMENTATION STRATEGY

This section describes the processes employed to ensure that all Activity Objectives, and ultimately the Comprehensive Goals, are realized. It also provides for the execution and dissemination of a comprehensive evaluation plan described in detail in Part F.

To implement **Activity Objective #1**, the Systems Administrator will be assisted by Information Services (IS) staff and vendors. This strategy will increase bandwidth, wired access points, network redundancy and network traffic management equipment and tools. Activity Objective # 1 will be completed in the first project year to establish the infrastructure required to support the VDI and build the Model Classrooms (Activity Objectives #2 & 3).

Activity Objective # 2: To roll out implementation of the Virtual Desktop Infrastructure (VDI) at all locations across the NPC service area by 09/2015, the Systems Administrator, assisted by NPC Facilities and Information Services (IS) staff will purchase, install, configure and test supporting infrastructure to include network switches, servers, software and storage (to keep student/faculty files and facilitate enhanced security) to support implementation of VDI. When infrastructure has been in place for one full semester, tutorials will be developed and distributed college-wide (see Activity Objective #4) to ensure all constituents are proficient with VDI applications. By Project Year Two, the Systems Administrator and IS staff, will initiate a phased replacement of desktop workstations with Thin Clients, with the ultimate goal to eventually replace 50% of desktops with Thin Clients, using institutional funds beyond the sunset of the grant period to optimize reduction of operational funds.

Model Classrooms, at *every* NPC location is the focus of **Activity Objective #3**. Because Model Classrooms will be based on pedagogical needs, and realized through technological, administrative and physical applications in the actual classroom and throughout the college's

infrastructure and administrative structure, the System Administrator will incorporate input from an advisory team consisting of the Faculty in Educational Technology (FET) and other faculty, NPC Facilities and IS staff. This team will evaluate the DLT, assistive, network and management technologies that will be offered in the Model Classroom, and design its layout to ensure access and efficiency. The final design document for the Model Classroom will be delivered to the President's Executive Team and SPASC for approval. The Systems Administrator will oversee IS and Facilities staff to install the Model Classrooms. The Model Classrooms will be piloted at the four core campuses: White Mountain in Show Low, Painted Desert in Holbrook, Silver Creek in Snowflake and Little Colorado in Winslow, by 09/2012, assessed through user feedback, then revised and re-designed as necessary in Year Two. In Project Year Three, Model Classrooms will be deployed at the five centers: St. Johns (Apache County); Springerville (Apache County); Kayenta (Navajo Nation); Hopi (Hopi Reservation) and Whiteriver (Ft. Apache Reservation). Year Four will place a second model classroom at each core campus, Whiteriver and Hopi Centers. Lack of physical space at Kayenta, St. Johns and Springerville precludes second Model Classrooms at those sites.

To develop, implement and institutionalize an instructional program, the highlight of which is a *multi-modal tutorial* per **Activity Objective #4**, the FET will convene an advisory team: faculty, student services staff, and students (SPASC subcommittee) to define content elements necessary to enable all users to become proficient with VDI and Model Classroom technology. They will also identify instructional strategies for the tutorials. The FET will produce the tutorial on CD, DVD, in print, and online. The FET will oversee the development and implementation of a plan to market and disseminate the VDI and Model Classrooms and tutorial college-wide. Faculty and staff will be directed to an online link to view it, or they may

borrow an alternative version from any NPC library. They will be required to complete an assessment that demonstrates understanding. When they return the assessment to their supervisors, they will receive a stipend, paid for through Title III. When students register for classes, they will be directed to an online link to download the tutorial, or to the NPC library where they can borrow a copy in the format they are most comfortable with. Every user will be asked to evaluate the tutorial's effectiveness, enabling the development team to assess its effectiveness and make revisions to its content and/or instructional methods as needed. These strategies will assure all NPC faculty, staff and students are proficient in the use of the VDI and Model Classrooms beginning 06/2012. The tutorial will be institutionalized as a resource for all new students and faculty.

The Implementation Strategy is **illustrated** in specific, time-oriented and outcome-based detail on the following charts, to facilitate ease of project management and ongoing evaluation for continuous refinement.

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IMPLEMENTATION STRATEGY CHARTS

Chart Key to assist the reader in linking Process Objectives and Outcome Measures with Activity Objectives, management, and evaluation tasks.	Abbreviation	Meaning
	AO	Pertains to Activity Objective (AO-1, AO-2, etc.)
	PM	Pertains to Project Management
	PE	Pertains to Project Evaluation

Project Year One: October 1, 2010 – September 30, 2011

Process Objectives	Person(s) Responsible	Completion Date	Outcome Measure(s)
Hire Systems Administrator, a grant-funded position that will be sustained by NPC after 2015. (PM)	Director of IS/Title III Project Director	December 1, 2010	Systems Administrator begins duties.
Increase bandwidth for Internet connection at Show Low to accommodate more traffic throughout the network. (AO-1)	Systems Administrator; Facilities & IS staff.	January, 2011	Bandwidth increases from 10 Megabits per second (Mbps) to 15 Mbps.
Establish second point of presence for Internet access to establish network redundancy, eliminating the potential to be affected by the single point of failure of losing Internet access at Show Low (AO-1)	Systems Administrator; Facilities & IS staff	March, 2011	Second point of presence doubles capacity to 30 Mbps.
Increase Wide Area Network (WAN) bandwidth to Hopi and Kayenta centers to support their Model Classrooms and improve the general quality of all DLT instructional delivery. (AO-1)	Systems Administrator; Facilities & IS staff; evaluator.	March, 2011	WAN bandwidth increases from 10 to 15 Mbps. Students report improved quality of DLT.
Mitigate the risk of severing the network (central point of failure) at Dry Lake by installing a secondary path between Green's Peak and Holbrook. (AO-1)	Systems Administrator; Facilities & IS staff	July, 2011	Network traffic flows through two main routes, instead of only one.
Activity Objective # 1 is complete.			
Evaluate the DLT, assistive, network and management technologies that will be offered in the Model Classroom; design the physical layout to ensure access & efficiency. (AO-3)	FET; SPASC Subcommittee	February, 2011	Model Classroom design document delivered to Executive Team and SPASC and approved.

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Install Model Classrooms 1-4, including SMARTBoards, video conferencing equipment, video monitors, computers and teleconferencing systems to allow user testing and feedback. (AO-3)	Facilities & IS staff	July, 2011	Model Classrooms are fully operational at four core campuses and in use for Fall 2011 semester.
Design and engineer VDI infrastructure.	Systems Administrator; IS staff	September, 2011	Design document is in place and approved by Project Director.
Conduct formative evaluation of Project Year 1, analyzing results of outcome measures and lessons learned. (PE)	Project Director; Evaluator; Systems Administrator; FET	July, 2011	Evaluation report delivered to NPC President, Executive Team, SPASC, District Governing Board, and Title III.
Revise project tasks and methods as necessary per results of formative evaluation. (PM)	Project Director; Evaluator; Systems Administrator; FET	Bi-annually, April & October each year.	Revisions report delivered to NPC District Governing Board, Executive Team and SPASC.

Project Year Two: October 1, 2011 – September 30, 2012

Specific Task/Methods	Person(s) Responsible	Completion Date	Outcome Measure(s)
Initiate roll-out of Phase I of VDI infrastructure: Purchase and install, configure and test supporting infrastructure to include network switches, servers, software and storage (to keep student/faculty files) to support implementation of VDI. (AO-2)	Systems Administrator; IS staff; vendors.	March, 2012	VDI hardware/software is installed and being tested.
Using feedback from faculty, staff and students who used the first Model Classrooms, develop multi-modal tutorial enabling all users to develop proficiency with all applications related to the Model Classrooms.(AO-2&3)	FET with input from SPASC subcommittee	March, 2012	Multi-modal Model Classroom tutorial is developed and distributed across service area.
Distribute tutorials to all college faculty and staff; allowing 3 hours of professional development time for completion. Faculty and staff may borrow tutorials in any format from NPC libraries. (AO-4)	FET and NPC Head Librarian.	May, 2012	All faculty and staff return assessment instrument to supervisor; faculty and staff paid for professional

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Distribute tutorials to students through registration for Spring 2012 semester, so students are prepared to use Model Classrooms in Fall 2012. (AO-4)	FET; Head Librarian; Director of Enrollment Services	June, 2012	Master list of students borrowing tutorials or signing up for online tutorial indicates market saturation.
Assess usage patterns and performance of Model Classrooms through user feedback. (AO-2&3; PE)	Evaluator with input from project key personnel, students, faculty, staff.	May, 2012	Assessment report delivered to SPASC.
Revise Model Classroom design per recommendations revealed by initial assessment of first four sites. (AO-3)	FET; SPASC Subcommittee	September, 2012	Revised Model Classroom design approved by SPASC; Executive Team
Assess performance of tutorials through user feedback. (AO-4)	Evaluator with input from FET	May, 2012	Assessment report delivered to SPASC.
Revise tutorial per assessment report and order updated formats as necessary in time to distribute through Fall 2012 registration. (AO-4)	FET	August, 2012 and ongoing.	Revised tutorials distributed by libraries through registration process.
Replace 50 desktop workstations at various campus locations with Thin Clients. (AO-2)	Systems Administrator; IS staff	March, 2012	Thin clients are installed and being piloted.
Replace 25-50 desktop workstations at various center locations with Thin Clients. (AO-2)	Systems Administrator; IS staff	September, 2012	Thin clients are installed and being piloted.
Conduct formative evaluation of Project Year 2, analyzing results of outcome measures and lessons learned, and making necessary revisions. (PE, PM)	Project Director; Evaluator; Systems Administrator; FET	July, 2012	Evaluation/revision reports delivered to NPC President, Exec Team, SPASC, District Governing Board, and Title III.

Project Year Three: October 1, 2012 – September 30, 2013

Specific Task/Methods	Person(s) Responsible	Completion Date	Outcome Measure(s)/ Tangible Results
Install Model Classrooms 5-9, including SMART Boards, video conferencing equipment, video monitors, computers and teleconferencing systems at five centers to allow user	Systems Administrator assisted by Facilities & IS	December, 2012	Model Classrooms are fully operational at all centers and campuses.

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testing and feedback. (AO-3)	staff; FET; vendors		
Model Classrooms are now fully operational at all NPC sites per Activity Objective #3.			
Initiate roll-out of Phase II of VDI infrastructure: further expansion of VDI throughout district. (AO-2)	Systems Administrator; IS staff; vendors.	March, 2013	VDI hardware/software is installed and being tested
Update tutorials to include development of proficiency with VDI applications.	FET with input from SPASC subcommittee	March, 2013	Updated tutorials available college-wide in multi-modal formats.
Distribute tutorials to all new college faculty and staff; allowing 3 hours of professional development time for completion. Faculty and staff may borrow tutorials in any format from NPC libraries. (AO-4)	FET and NPC Head Librarian	November, 2012 and ongoing for new faculty and staff.	All faculty and staff return assessment instrument to supervisor; faculty and staff paid for professional development.
Distribute tutorials to students through semester registration. Students may choose format and borrow CD, DVD, VHS or workbook or take online tutorial. (AO-4)	FET; Head Librarian; Director of Enrollment Services	January, 2013, and ongoing for new students/users.	Master list of students borrowing tutorials or signing up for online tutorial indicates market saturation.
Assess usage patterns and performance of Model Classrooms and VDI through user feedback. (AO-2&3; PE)	Evaluator with input from project key personnel, students, faculty, staff.	May, 2013	Assessment report delivered to SPASC.
Revise Model Classroom design per recommendations revealed by assessment. (AO-3)	FET; SPASC Subcommittee; Systems Admin.	September, 2013	Model Classroom design approved by SPASC, Executive Team; revisions implemented.
Assess performance of tutorials through user feedback. (AO-4)	Evaluator with input from FET	May, 2013	Assessment report delivered to SPASC.
Revise tutorial per assessment report and order updated formats as necessary in time to distribute through Fall 2013 registration. (AO-4)	FET	August, 2013 and ongoing.	Revised tutorials are distributed by libraries through registration process.
Replace 100 desktop workstations at various campus and center locations with Thin Clients. (AO-2)	Systems Administrator; IS staff	August, 2013	Thin clients are installed and being piloted.
Although periodic review and revision will be necessary, Activity Objective #4 is complete.			
Conduct formative evaluation of Project Year 3, analyzing	Project Director;	July, 2013	Evaluation/revision reports

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results of outcome measures and lessons learned, and making necessary revisions. (PE, PM)	Evaluator, with Systems Administrator; FET		delivered to NPC President, Exec Team, SPASC, District Governing Board, and Title III.
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Project Year Four: October 1, 2013 – September 30, 2014

Specific Task/Methods	Person(s) Responsible	Completion Date	Outcome Measure(s)/ Tangible Results
Install Model Classrooms 10-15, including SMART Boards, video conferencing equipment, video monitors, computers and teleconferencing systems at six centers to allow user testing and feedback. (AO-3)	Systems Administrator assisted by Facilities & IS staff; FET; vendors	December, 2013	Second Model Classrooms are fully operational at all campuses, Hopi and Whiteriver Centers.
Distribute tutorials to all new college faculty and staff; allowing 3 hours of professional development time for completion. Faculty and staff may borrow tutorials in any format from NPC libraries. (AO-4)	FET; NPC Head Librarian	November, 2013 and ongoing for new faculty and staff.	All faculty and staff return assessment instrument to supervisor; faculty and staff paid for professional development.
Distribute tutorials to students through semester registration. Students may choose format and borrow CD, DVD, VHS or workbook or take online tutorial. (AO-4)	FET; Head Librarian; Director of Enrollment Services	January, 2014, and ongoing for new students/users.	Master list of students borrowing tutorials or signing up for online tutorial indicates market saturation.
Initiate roll-out of Phase III of VDI infrastructure: further expansion of VDI throughout district. (AO-2)	Systems Administrator; IS staff; vendors.	March, 2013	VDI hardware/software is installed and being tested
Assess usage patterns and performance of Model Classrooms and VDI through user feedback. (AO-2&3; PE)	Evaluator with input from project key personnel, students, faculty, staff.	May, 2014	Assessment report delivered to SPASC.
Revise Model Classroom design per recommendations revealed by assessment. (AO-3)	FET; SPASC Subcommittee; Systems Admin.	September, 2014	Model Classroom design approved by SPASC, Executive Team; revisions implemented.
Replace 100 desktop workstations at various campus and center locations with Thin Clients. (AO-2)	Systems Administrator; IS staff	August, 2014	Thin clients are installed and being piloted.

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Assess performance of tutorials through user feedback. (AO-4)	Evaluator with input from FET	May, 2014	Assessment report delivered to SPASC.
Revise tutorial per assessment report and order updated formats as necessary in time to distribute through Fall 2014 registration. (AO-4)	FET	August, 2014 and ongoing.	Revised tutorials are distributed by libraries through registration process.
Conduct formative evaluation of Project Year 4, analyzing results of outcome measures and lessons learned, and making necessary revisions. (PE, PM)	Project Director; Evaluator, with Systems Administrator; FET	July, 2014	Evaluation/revision reports delivered to NPC President, Executive Team, SPASC, District Governing Board, and Title III.

Project Year Five: October 1, 2014 – September 30, 2015

Specific Task/Methods	Person(s) Responsible	Completion Date	Outcome Measure(s)/ Tangible Results
Distribute tutorials to all new college faculty and staff; allowing 3 hours of professional development time for completion. Faculty and staff may borrow tutorials in any format from NPC libraries. (AO-4)	FET; NPC Head Librarian	November, 2014 and ongoing for new faculty and staff.	All faculty and staff return assessment instrument to supervisor; faculty and staff paid for professional development.
Distribute tutorials to students through semester registration. Students may choose format and borrow CD, DVD, VHS or workbook or take online tutorial. (AO-4)	FET; Head Librarian; Director of Enrollment Services	January, 2015, ongoing for new students/users.	Master list of students borrowing tutorials or signing up for online tutorial indicates market saturation.
Initiate roll-out of Phase IV of VDI infrastructure; further expansion of VDI throughout district. (AO-2)	Systems Administrator; IS staff; vendors.	March, 2014	VDI hardware/software is installed and being tested
Assess usage patterns and performance of Model Classrooms and VDI through user feedback. (AO-2&3; PE)	Evaluator with input from project key personnel, students, faculty, staff.	05/31/2015	Assessment report delivered to SPASC.
Revise Model Classroom design per recommendations revealed by assessment. (AO-3)	FET; SPASC Subcommittee;	September, 2015	Model Classroom design approved by SPASC,

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	Systems Admin.		Executive Team; revisions implemented.
Replace 100 desktop workstations at various campus and center locations with Thin Clients. (AO-2)	Systems Administrator; IS staff	August, 2015	Thin clients are installed and being piloted.
Activity Objective #2 is complete. Approximately 45% Desktop workstations have been replaced by Thin Clients across the NPC service area (AO-2).			
Assess performance of tutorials through user feedback. (AO-4)	Evaluator with input from FET	May, 2015	Assessment report delivered to SPASC.
Revise tutorial per assessment report and order updated formats as necessary in time to distribute through Fall 2013 registration. (AO-4)	FET	August, 2015 and ongoing.	Revised tutorials are distributed by libraries through registration process.
Conduct formative evaluation of Project Year 5, analyzing results of outcome measures and lessons learned, and making necessary revisions. (PE, PM)	Project Director; Evaluator, with Systems Administrator; FET	July, 2015	Evaluation/revision reports delivered to NPC President, Exec Team, SPASC, District Board, and Title III.
Conduct summative evaluation of five-year EAGLE project. Include data on all formative evaluations, revisions made to objectives and activities, satisfaction of users with products and services, and analysis of measurable Comprehensive Goals. Include summary describing lessons learned and assessment of overall project success for other institutions who may benefit from EAGLE. (PE-PM)	Project Director; Evaluator, with Systems Administrator; FET; SPASC.	December, 2015	Evaluation/revision reports delivered to NPC President, Executive Team, SPASC, District Governing Board, and Title III. Results disseminated to other institutions via vendors associated with EAGLE.

Project Narrative

Quality of project personnel. (Maximum 10 points) In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers:

- a. The qualifications, including relevant training and experience, of the project director or principal investigator. (5 points)**
- b. The qualifications, including relevant training and experience, of key project personnel. (5 points)**

Attachment 1:

Title: NPC T3 NASNTI 10 Quality of Project Personnel Pages: 2 Uploaded File: C:\Documents and Settings\Owner.YOUR-A02E9A738F\My Documents\10 WWC PROJECTS\T3 NASNTI 2010\NPC T3 NASNTI 10 Quality of Project Personnel.pdf

D. QUALITY OF PROJECT PERSONNEL

The Project Director is Mr. Eric Bishop, NPC Director of Information Services (IS). He holds a Master's degree in Computer Information Systems/Information Security and has over 13 years of experience in information technology, including five years at NPC, the last as Director of Information Services. Of special relevance to the EAGLE project, Mr. Bishop is an experienced administrator, with authority over an annual operational budget of \$2 million. In addition to managing day-to-day office and project activities, including accounting, administrative, personnel, logistics, budget, and legal and marketing processes, he has negotiated contracts, managed the implementation of grant-funded programs and evaluated their outcomes. He daily directs a diverse, multi-cultural staff in carrying out broad and complex projects related to the development and implementation of computer and telecommunications infrastructure.

As Director, Policy Initiatives at Northern Arizona University (NAU) in Flagstaff, Arizona, Ms Eva Putzova brings extensive experience to her role as EAGLE Project Evaluator. She employed her background in market research and analysis to develop an innovative program to increase Arizona baccalaureate degrees. She has over seven years experience creating university business plans, presentations, position and concept papers for the Arizona Board of Regents. She regularly conducts policy research and oversees university-wide student surveys, including planning, implementation, statistical analysis, reporting, enabling her to manage and facilitate university strategic planning processes. Ms. Putzova authored the Project EAGLE Evaluation Plan and will serve as Project Evaluator on a consulting basis.

Mr. Wei Ma, NPC Faculty in Educational Technology has a Master's degree in telecommunications and a Ph.D. degree in Educational Studies (Educational Technology Emphasis). His expertise is in providing training and support for college faculty and students on

a variety of educational technologies and incorporating learning theories into technology implementation to facilitate learning.

The ideal candidate for Systems Administrator will have a Bachelor's degree in computer networking, computer science or electrical engineering with a networking emphasis, or an equivalent combination of experience and training, and five years of experience planning, installing, managing and maintaining computer systems, computer networks, and application software. One year of experience in project management or grant fulfillment is required, as is demonstrated knowledge of networking protocols, systems administration, server installation and maintenance, network equipment installation and maintenance, and application programming. Desired skills include CISCO certifications, an MS in computer or networking-related field, experience in a higher education setting, experience implementing and applying distance learning technologies and systems, and understanding of multiple telecommunications infrastructure types and their applications. The exceptional candidate will show an intense interest in computer and networking technology, work well under pressure, and be able to manage multiple responsibilities with little supervision. A wide breadth of computer systems and application experience, excellent verbal and written communication skills; strong organizational abilities; ability to develop and maintain cooperative relationships and work in a diverse, multicultural environment; and experience teaching in a higher education setting are desired.

Resumes and a position description for the Systems Administrator are attached. It is always the position of the college to advertise in local media for positions, and in some cases in specialized publications for positions. By conducting searches in this manner, and by networking with representatives from *every* constituency of the college, NPC optimizes the chance of employing individuals who best represent the project's target population.

Project Narrative

Adequacy of resources. (Maximum 5 points) In determining the adequacy of resources for the proposed project, the Secretary considers:

- a. The extent to which the budget is adequate to support the proposed project. (3 points)**
- b. The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project. (2 points)**

Attachment 1:

Title: NPC T3 NASNTI 10 Adequacy of Resources Pages: 1 Uploaded File: C:\Documents and Settings\Owner.YOUR-A02E9A738F\My Documents\10 WWC PROJECTS\T3 NASNTI 2010\NPC T3 NASNTI 10 Adequacy of Resources.pdf

E. ADEQUACY OF RESOURCES

The NPC Director of Information Services, as EAGLE Project Director, will oversee all aspects of the project and supervising a Systems Administrator. He will devote 25% of his time to EAGLE; no project funds are requested. While salary is requested from Title III for a full-time Systems Administrator who will execute all technological aspects of the Implementation Strategy, NPC will sustain this salary after the sunset of grant funding. The Information Services Manager will devote 25% of her time to EAGLE as needed; no federal funds are requested.

The Vice President for Learning and Student Services will ensure his staff and faculty are fully proficient with and capable of facilitating student access to all aspects of the new system. NPC's Faculty in Educational Technology (FET) will develop and implement the training program and serve as liaison between IS and faculty. He will devote 50% of his time for these duties; no Federal funds are requested. Faculty and staff will participate in project design and implementation. The investment of *all* divisions of the college, and the college's proven ability to carry multi-year grant projects will ensure the success of EAGLE and assure its sustainability.

EAGLE is a key element of the President's Initiatives in the college's Strategic Plan, and its goals and objectives were derived from the findings of the Strategic Planning and Accreditation Steering Committee (SPASC) in preparation for NPC's 2009 review for accreditation. Therefore, SPASC will provide internal oversight of progress according to the Process Objectives and Outcome Measures described in the **Implementation Strategy charts** beginning on Page 32. The NPC Director of Information Services/ Title III Project Director and the Project Evaluator will include SPASC's input in the formative project evaluation. Ad hoc committees derived from membership of SPASC will assist the Director with elements of process objectives. Of particular importance, the Project Director is also a member of SPASC.

Project Narrative

Quality of the management plan. (Maximum 20 points) In determining the quality of the management plan for the proposed project, the Secretary considers:

- a. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (10 points)**
- b. The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project. (5 points)**
- c. The adequacy of mechanisms for ensuring high-quality products and services from the proposed project. (5 points)**

Attachment 1:

Title: NPC T3 NASNTI 10 Quality of the Management Plan Pages: 3 Uploaded File: C:\Documents and Settings\Owner.YOUR-A02E9A738F\My Documents\10 WWC PROJECTS\T3 NASNTI 2010\NPC T3 NASNTI 10 Quality of the Management Plan.pdf

F. QUALITY OF THE PROJECT MANAGEMENT PLAN

The objectives for Title III project management are as follows:

1. To ensure consistent and complete adherence to all federal and institutional policies;
2. To establish and maintain open communication among college administration including the President, Project Director, Systems Administrator, and all faculty, staff, consultants and vendors involved in Title III activities;
3. To fulfill project milestones and objectives on schedule as well as assure the integration of the total project with strengthening the institution as a result of Title III activities;
4. To implement an effective formative and summative evaluation of Title III activities and integrate the evaluation into the college's Strategic Planning process;
5. To exercise financial responsibility and ensure appropriate use of funds;
6. To incorporate all project activities into college operations at the end of the grant period;
7. To sustain and build upon the project accomplishments.

In order to meet the objectives listed above, NPC has developed the policies and procedures needed for effective and efficient management of the Title III program. These policies will meet Title III regulations as well as adhere to established college policies for the regulations of restricted funds. The college will incorporate Title III activities into institutional planning and operating procedures to ensure efficient and responsible operation. All policies and procedures will be evaluated over the five-year period. Strong fiscal management will ensure funds are used as specified for the strengthening of the institution and do not supplant existing college funds.

Because of its importance, Dr. Jeanne Swarthout, President of NPC, will be responsible for overall supervision of the Title III project and will remain personally involved throughout the

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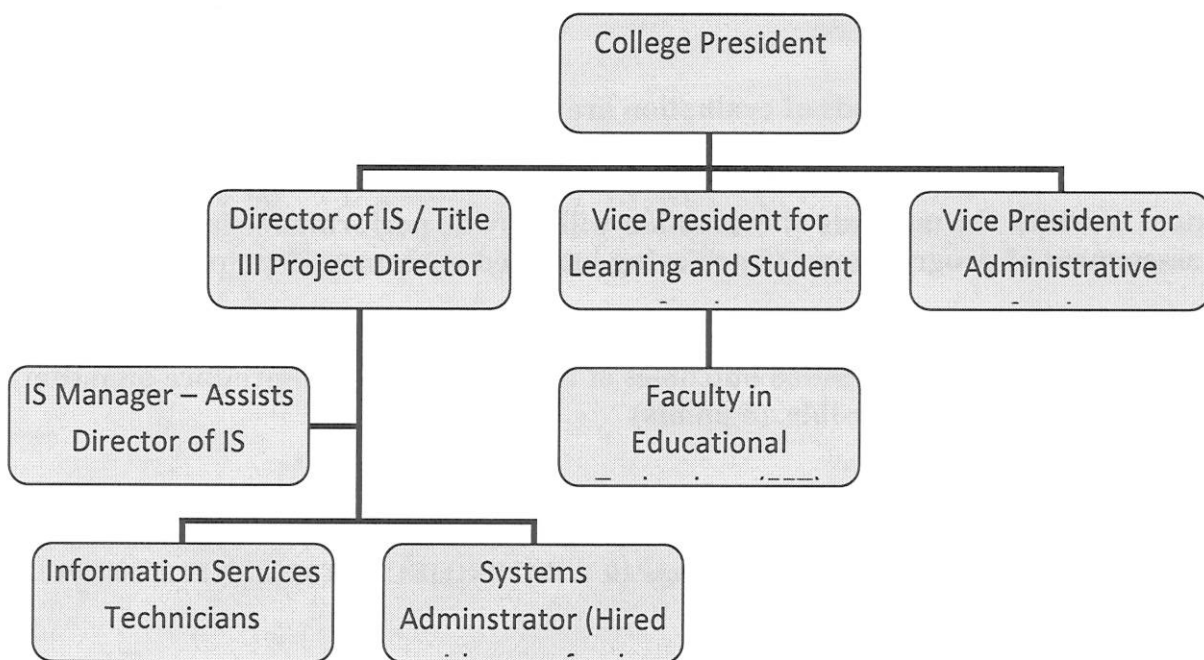
five-year period to ensure maximum program success. She will exercise a direct influence on the quality of program implementation and fulfillment of activity objectives.

Project Director Bishop will be responsible for the following to ensure management objectives are met: 1. Establishing, maintaining and communicating an informed understanding of the Activity Objectives and strategies to staff working on the Title III activity and other college personnel; 2. Establishing and maintaining effective communication to assure that the operation of the project remains congruent with the goals of overall institutional development; 3. Monitoring progress, supervising the Systems Administrator and creating internal support for Title III in terms of resources, information, personnel and services; 4. Approving all expenditures for grant funds and providing monthly budget reports; 5. Serving as liaison between staff, consultants and vendors working on Title III activities, the College and U.S. Department of Education Title III staff; 6. Preparing and submitting in a timely fashion all programmatic and financial reports to the U.S. Department of Education.

Mr. Bishop reports directly to Dr. Swarthout, so he has the authority and autonomy to carry out project management. Mr. Bishop meets weekly throughout the year with the Executive Team: the president, vice presidents for administrative services, and learning and student services. Through this group, information on the project can be provided to key administrators so they can integrate project activities with related, institutional activities. The Executive Team can also efficiently make decisions regarding the ongoing refinement of the project. Since Mr. Bishop serves as the chief technology administrator for the College, he will designate 25% of his time for each of the five grant years as Project Director. No Title III funding is requested for this time commitment. The organizational chart below depicts the lines of authority of key

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institutional decision makers related to this Title III project:



Mr. Bishop will file activity reports that will reflect progress toward Key Objectives as stated in the implementation charts. They will be part of the official EAGLE file and will be useful tools for internal monitoring of projected activities and for review during a federal program audit. Quarterly summary reports will provide a composite of monthly reports reflecting progress toward objectives and outcomes of the grant. Activity reports will be due on January 15, April 15, July 15 and October 15 for the quarter immediately preceding, to be shared with the Executive Team, and the project evaluator. In summary, NPC will develop and implement a Title III project that is effectual, conducive to institutional improvement, and sustainable beyond the funding period. The college will accomplish these ends through a highly qualified and efficient administrative team whose management strategy will integrate all activities into institutional operational practices by the end of the grant phase.

Project Narrative

Quality of the project evaluation. (Maximum 15 points) In determining the quality of the evaluation, the Secretary considers:

- a. The extent to which the methods of evaluation are thorough, feasible and appropriate to the goals, objectives and outcomes of the proposed project. (5 points)**
- b. The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (5 points)**
- c. The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. (5 points)**

Attachment 1:

Title: NPC T3 NASNTI 10 Quality of the Project Evaluation Pages: 3 Uploaded File: C:\Documents and Settings\Owner.YOUR-A02E9A738F\My Documents\10 WWC PROJECTS\T3 NASNTI 2010\NPC T3 NASNTI 10 Quality of the Project Evaluation.pdf

G. QUALITY OF EVALUATION PLAN

The evaluation design will be divided into two categories –Implementation and Results and Impact. Formative evaluation will focus on the implementation processes of the project; summative evaluation will describe progress toward meeting project goals and objectives (Results) and study the relationship between the project implementation and outcomes (Impact).

Implementation: The formative evaluation will be guided by the following three questions:

1. Were the tasks identified as process objectives accomplished according to the project management plan, meeting the timeline and outcome expectations? Note any lessons learned that may assist other institutions in their implementation. 2. What communication and project management strategies worked well? 3. What project modifications should be made to the project management plan?

Processes and their individual phases that will be assessed through formative evaluation include, hiring project personnel, implementing VDI, building Model Classrooms, and developing and distributing VDI and Model Classroom tutorials. In addition, a performance instrument will assess the effectiveness of the VDI and Model Classroom tutorials. The instrument will provide data to inform the tutorials' initial content, language clarity, and format; and to modify the tutorials as the VDI and Model Classrooms are expanded throughout the district. It will be administered to faculty, staff, and students.

Formative evaluation will be carried out bi-annually throughout the duration of the project. The information necessary to develop the reports will come from quarterly activity reports and an online survey of Project Director and Systems Administrator followed by semi-structured interviews to contextualize the survey answers. In addition, the NPC President will be interviewed once a year to provide institutional perspective on the project implementation

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process. The instruments developed for the formative evaluation, including the online survey instrument and the semi-structured interview questionnaire will be available in electronic format to be use by other institutions that decide to replicate this project.

Results and Impact

Summative evaluation will assess the project's impact on meeting the three overarching goals in the area of academic programs, institutional management, and fiscal stability as outlined in Section 2 of this application (pp 18-21). While a comprehensive summative evaluation of the project cannot be conducted until the project strategies have had a chance to take effect, individual measurements will be collected and monitored annually to inform the feasibility of meeting projected benchmarks and included in the bi-annual report. The key questions that provide basis for the descriptive and causal parts of the summative evaluation are: 1. What are the usage patterns and performance of VDI and Model Classrooms? 2. To what extent were the objectives of the project met? 3. What impact did the EAGLE project and its major components—VDI and Model Classrooms—have on student access (enrollment) and performance (retention and graduation rates)? 4. Has the parity between the campus and center locations in key institutional performance indicators (enrollment, retention and graduation rates) improved due to the enhanced access to technology? 5. Are students at the Centers taking more credit hours as a result of improved quantity and quality of access to instructional and ancillary services? 6. What impact did the EAGLE project and its major components—VDI and Model Classrooms—have on the College financial performance and sustainability?

Data Analysis

Qualitative analysis will be the prevailing statistical method to provide continual evaluation of project implementation processes. Quantitative data analysis, including univariate,

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bivariate, and multivariate statistical techniques will be employed in summative evaluation.

Sophisticated statistical analysis, such as multivariate regression analysis will be used to control for extraneous factors that may influence outcomes. The impact of the project's design on the identified outcomes (objectives under academic programs, institutional management, and fiscal stability goals) will be tracked through trend analysis. The details of the evaluation plan, including measures, data sources, data collection methods, and data analysis corresponding with individual objectives, are included in the evaluation management matrix.

Because the project is designed to *optimize access* to instructional and student services, because it emphasizes the development of faculty, staff and student *proficiency* with technological applications, and because it has the unyielding support of the administration of Northland Pioneer College, EAGLE *will succeed* and so students *will succeed*. Most importantly, a region marked by poverty and its effects will know the potential and the promise of post-secondary education without the financial impact of traveling to remote classrooms and institutions. We of course anticipate that our submission will be well received and chosen for funding! Whether the proposal is accepted or not, we would like to thank Title III for its long history of commitment to our past projects and others like it, and we look forward to working with Title III in the future on this and other opportunities.

Project Narrative

Other Attachments

Attach Program Profile Here.

Attachment 1:

Title: NPC T3 NASNTI 10 Program Profile Pages: 2 Uploaded File: C:\Documents and Settings\Owner.YOUR-A02E9A738F\My Documents\10 WWC PROJECTS\T3 NASNTI 2010\NPC T3 NASNTI 10 Program Profile.pdf

84.031A Strengthening Institutions Program Profile

INSTRUCTIONS: *ALL applicants must complete these pages. The completed pages must be attached to the "Other Attachments Form" in the application package in Grants.gov (as either a .doc, .rtf, or .pdf document). DO NOT MODIFY OR AMEND THESE PAGES.*

OPE ID # _____

1. INSTITUTION (Legal Name):

Navajo County Community College District dba Northland Pioneer College

2. Are you applying as a Branch Campus? _____ YES ☒ NO

3. ADDRESS (Applicants must indicate the address where the project will be located):

Project Address:

P.O. Box 610 - 103 North First Avenue at Hopi Drive

City: Holbrook State: **AZ** Zip: **86025-0610**

4. ENDOWMENT FUND ASSURANCE:

By checking this box (or placing an "X" beside it), an applicant certifies that the institution of higher education proposes to use up to twenty percent (20%) of the Strengthening Institutions Program grant award, made under the authority of Title III, Part A of the Higher Education Act of 1965, as amended, to establish or increase the institution's endowment fund. The institution agrees to abide by the Department of Education's regulations governing the Endowment Challenge Grant Program, 34 CFR Part 628, the program statute, and the program regulations, 34 CFR Part 607. The institution further agrees to raise the required matching funds.

5. DUAL SUBMISSION CERTIFICATION: If an institution applies for more than one grant, it must indicate which grant it wishes to receive if it is selected to receive more than one.

If my institution should be selected to receive more than one grant, I will accept the grant for N/A (insert name of program).

6. COOPERATIVE ARRANGEMENT FOR PARTICIPATING INSTITUTIONS: *The applicant institution must provide for each Participating Institution: the Institution Name, DUNS Number, Location (City and State).*

7. Tie-Breaker Information

If the selection process ends in a tie and funds are not sufficient to fund all institutions, we will use the information provided here to determine who will receive a grant. In accordance with Section 607.23(b), the Secretary will award up to three (3) additional points based on the information provided here.

Content: On a separate page, provide the following information:

TOTAL 2007-2008 FULL-TIME EQUIVALENT (FTE) STUDENTS= 2501

A. Total market value of endowment fund at the end of 2007-2008 \$ 0.00

B. Total expenditures for library materials during 2007-2008 \$152,559

C. Check activities applicant proposes to carry out in application:

a. Faculty Development X

b. Funds and administrative management X

c. Development and improvement of academic programs X

d. Acquisition of equipment for use in strengthening management and academic programs X

e. Joint use of facilities X

f. Student Services X

Budget Narrative

ED 524 (Section A and Section B)

The U. S. Department of Education Budget Information for Non-Construction Programs Application package is where applicants provide budget information for Section A - Budget Summary U.S. Department of Education Funds and Section B - Budget Summary Non-Federal Funds Applicants should include costs for all project years.

Attachment 1:

Title: NPC T3 NASNTI 10 Budget Narrative Pages: 5 Uploaded File: C:\Documents and Settings\Owner.YOUR-A02E9A738F\My Documents\10 WWC PROJECTS\T3 NASNTI 2010\NPC T3 NASNTI 10 Budget Narrative.pdf

G. BUDGET NARRATIVE

The charts on the following pages explain the budget items requested per the project narrative. Savings in Information Services operational costs, realized by the implementation of VDI, will allow NPC to fully sustain EAGLE beyond the grant period.

PROJECT YEAR ONE: 10/01/2010 - 09/30/2011

Salary Base salary for one full-time Systems Administrator	\$70,000.00
Total Salary	\$70,000.00
Benefits At 20% (NPC District Governing Board approved rate) Standard NPC medical benefits package	\$14,000.00 \$6,000.00
Total Benefits	\$20,000.00
Equipment Network upgrades to establish microwave communications link between Green's Peak and Holbrook Network upgrades to establish secondary connection point for Internet access at Holbrook Model classrooms: Including SMART Board, audio, computer, and other instructional technology (4 classrooms @ \$8,000 ea.)	\$87,500.00 \$10,000.00 \$32,000.00
Total Equipment	\$129,500.00
Supplies Laptop computer for Systems Administrator Miscellaneous Software to support Systems Administrator (such as Systems and Network monitoring/reporting software, etc.)	\$3,000.00 \$5,000.00
Total Supplies	\$8,000.00
Contractual 1. Project Evaluation Project Evaluator's inclusive consulting rate for one year of evaluation as described in project narrative.	25,000.00
2. Vendor Services Increase Internet connection from 10 Mbps to 15 Mbps at Show Low (recurring annual cost) Add secondary Internet connection point at Holbrook at a transfer rate of 15 Mbps (recurring annual cost) Increase network connection transfer rates for Kayenta and Hopi centers from 10 Mbps to 15 Mbps each (recurring annual cost)	\$21,000.00 \$15,000.00 \$18,000.00
Engineering to integrate secondary Internet connection point into college network (routing, security, etc.) Engineering and installation services for equipment supporting new link between Green's Peak and Holbrook 5 years of Maintenance /Monitoring for microwave communications link between Green's Peak and Holbrook	\$10,000.00 \$37,500.00 \$35,000.00

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Total Contractual		\$161,500.00
Total Federal Request Year One		\$389,000.00
PROJECT YEAR TWO: 10/01/2011 - 09/30/2012		
Salary		
Base salary for one full-time Systems Administrator, including 4% increase over Yr 1.		\$72,800.00
Total Salary		\$72,800.00
Benefits		
At 20% (NPC District Governing Board approved rate)		\$14,560.00
Standard NPC medical benefits package (+ 10% over Year 1)		\$6,600.00
Total Benefits		\$21,160.00
Equipment		
Phase I of VDI rollout – networking switches/equipment, servers, storage, backup devices, etc.		\$89,000.00
100 Thin Client devices		\$40,000.00
Server to host tutorials related to the model classroom for streaming via the web		\$5,000.00
Total Equipment		\$134,000.00
Supplies		
100 copies of Model Classroom tutorial in DVD (or VHS) format @ \$5.00 ea.		\$500.00
100 tutorial handbooks for Model Classroom @ \$10.00 ea.		\$1,000.00
Total Supplies		\$1,500.00
Travel		
1. IF REQUIRED DURING COURSE OF PROJECT - To one national conference for Project Director, and Project Evaluator, including RT coach air, 3 nights lodging, 4 days per diem, conference registration, transportation to and from Phoenix Sky Harbor airport, ground transportation and airport parking.		\$4,500.00
Total Travel		\$4,500.00
Contractual		
1. Project Evaluation		
Project Evaluator's inclusive consulting rate for one year of evaluation as described in project narrative		\$25,000.00
2. Vendor Services		
Maintain the increase in Internet access at 15 Mbps at the Show Low campus (recurring annual cost)		\$21,000.00
Maintain the increase in Internet access at 15 Mbps at the Holbrook campus (recurring annual cost)		\$15,000.00
Maintain the increase of network connection transfer rates for the Kayenta and Hopi centers at 15 Mbps each (recurring annual cost)		\$18,000.00

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Initial purchase of software licensing to implement and sustain the new VDI environment	\$55,000.00
Total Contractual	\$134,000.00
Other	
Stipends for 200 adjunct and 80 full-time faculty to participate in professional development to become proficient in use of Model Classroom technology @ \$75.00 each.	\$21,000.00
Total Other	\$21,000.00
Total Federal Request Year Two	\$388,960.00
PROJECT YEAR THREE: 10/01/2012 - 09/30/2013	
Salary	
Base salary for one full-time Systems Administrator, including 4% increase over Yr 2.	\$75,712.00
Total Salary	\$75,712.00
Benefits	
At 20% (NPC District Governing Board approved rate)	\$15,143.00
Standard NPC medical benefits package (+ 10% over Year 2)	\$7,260.00
Total Benefits	\$22,403.00
Equipment	
Phase II of VDI rollout – networking switches/equipment, servers, storage, backup devices, etc.	\$89,000.00
100 Thin Client devices	\$40,000.00
Model classrooms: Including SMART Board, audio, computer, and other instructional technology (5 classrooms @ \$8,000 ea.)	\$40,000.00
Total Equipment	\$169,000.00
Supplies	
100 copies of Model Classroom tutorial in DVD (or VHS) format @ \$5.00 ea.	\$500.00
100 tutorial handbooks for Model Classroom @ \$10.00 ea.	\$1,000.00
Total Supplies	\$1,500.00
Contractual	
1. Project Evaluation	
Project Evaluator's inclusive consulting rate for one year of evaluation as described in project narrative	\$25,000.00
2. Vendor Services	
Maintain the increase in Internet access at 15 Mbps at the Show Low campus (recurring annual cost)	\$21,000.00
Maintain the increase in Internet access at 15 Mbps at the Holbrook campus (recurring annual cost)	\$15,000.00
Maintain the increase of network connection transfer rates for the Kayenta and Hopi centers at 15 Mbps each (recurring annual cost)	\$18,000.00

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Increase software licensing to expand and sustain the VDI environment (Phase II)	\$30,000.00
Total Contractual	\$109,000.00
Other	
Stipends for 100 adjunct and 10 new full-time faculty to participate in professional development to become proficient in use of Model Classroom technology @ \$75.00 each.	\$8,250.00
Total Other	\$8,250.00
Total Federal Request Year Three	\$385,865.00
PROJECT YEAR FOUR: 10/01/2013 - 09/30/2014	
Salary	
Base salary for one full-time Systems Administrator, including 4% increase over Yr 3.	\$78,740.00
Total Salary	\$78,740.00
Benefits	
At 20% (NPC District Governing Board approved rate)	\$15,748.00
Standard NPC medical benefits package (+ 10% over Year 3)	\$7,986.00
Total Benefits	\$23,734.00
Equipment	
Phase III of VDI rollout – networking switches/equipment, servers, storage, backup devices, etc.	\$60,000.00
100 Thin Client devices	\$40,000.00
Model classrooms: Including SMART Board, audio, computer, and other instructional technology (6 classrooms @ \$8,000 ea.)	\$48,000.00
Total Equipment	\$148,000.00
Contractual	
1. Project Evaluation	
Project Evaluator's inclusive consulting rate for one year of evaluation as described in project narrative	\$25,000.00
2. Vendor Services	
Maintain the increase in Internet access at 15 Mbps at the Show Low campus (recurring annual cost)	\$21,000.00
Maintain the increase in Internet access at 15 Mbps at the Holbrook campus (recurring annual cost)	\$15,000.00
Maintain the increase of network connection transfer rates for the Kayenta and Hopi centers at 15 Mbps each (recurring annual cost)	\$18,000.00
Increase software licensing to expand and sustain the VDI environment (Phase III)	\$50,000.00
Total Contractual	\$129,000.00
Other	

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Stipends for 50 new adjunct faculty and 5 new full-time faculty to participate in professional development to become proficient in use of Model Classroom technology @ \$75.00 each.	\$4,125.00
Total Other	\$4,125.00
Total Federal Request Year Four	\$383,599.00
Project Year Five: 10/01/2014 - 09/30/2015	
Salary	
Base salary for one full-time Systems Administrator, including 4% increase over Yr 4.	\$81,890.00
Total Salary	\$81,890.00
Benefits	
At 20% (NPC District Governing Board approved rate)	\$16,378.00
Standard NPC medical benefits package (+10% over Year 4)	\$8,785.00
Total Benefits	\$25,163.00
Equipment	
Phase IV of VDI rollout – networking switches/equipment, servers, storage, backup devices, etc.	\$87,000.00
100 Thin Client devices	\$40,000.00
Total Equipment	\$127,000.00
Contractual	
1. Project Evaluation	
Project Evaluator's inclusive consulting rate for one year of evaluation as described in project narrative	\$25,000.00
2. Vendor Services	
Maintain the increase in Internet access at 15 Mbps at the Show Low campus (recurring annual cost)	\$21,000.00
Maintain the increase in Internet access at 15 Mbps at the Holbrook campus (recurring annual cost)	\$15,000.00
Maintain the increase of network connection transfer rates for the Kayenta and Hopi centers at 15 Mbps each (recurring annual cost)	\$18,000.00
Increase software licensing to expand and sustain the VDI environment (Phase III)	\$60,000.00
Total Contractual	\$139,000.00
Other	
Stipends for 50 new adjunct faculty and 5 new full-time faculty to participate in professional development to become proficient in use of Model Classroom technology @ 75.00 each.	\$4,125.00
Total Other	\$4,125.00
Total Federal Request Year Five	\$377,178.00
TOTAL FIVE-YEAR FEDERAL REQUEST	\$1,924,602.00