

# Survey on Ensuring Equal Opportunity For Applicants

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

## Purpose:

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

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

## Instructions for Submitting the Survey

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

<b>Applicant's (Organization) Name:</b>	Nebraska Indian Community College
<b>Applicant's DUNS Name:</b>	[REDACTED]
<b>Federal Program:</b>	Tribal Colleges and Universities Program (TCUP)
<b>CFDA Number:</b>	14.519

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

Yes  No

2. Is the applicant a faith-based organization?

Yes  No

3. Is the applicant a secular organization?

Yes  No

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

Yes  No

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

Yes  No

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

3 or Fewer  15-50

4-5  51-100

6-14  over 100

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

Less Than \$150,000

\$150,000 - \$299,999

\$300,000 - \$499,999

\$500,000 - \$999,999

\$1,000,000 - \$4,999,999

\$5,000,000 or more

## Survey Instructions on Ensuring Equal Opportunity for Applicants

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

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

1. Self-explanatory.
2. Self-identify.
3. Self-identify.
4. 501(c)(3) status is a legal designation provided on application to the Internal Revenue Service by eligible organizations. Some grant programs may require nonprofit applicants to have 501(c)(3) status. Other grant programs do not.
5. Self-explanatory.
6. For example, two part-time employees who each work half-time equal one full-time equivalent employee. If the applicant is a local affiliate of a national organization, the responses to survey questions 2 and 3 should reflect the staff and budget size of the local affiliate.
7. Annual budget means the amount of money your organization spends each year on all of its activities.

### **Paperwork Burden Statement**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this

information collection is **1890-0014**. The time required

to complete this information collection is estimated to average five (5) minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

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

Grant Applications Detailed Budget

U.S. Department of Housing and Urban Development

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

\* Organization Name:

Nebraska Indian Community College

\* Project/Activity Name:

NICC Macy Campus Renovation

	Functional Categories								Total (\$)
	Column 1 HUD Share (\$)	Column 2 Applicant Match (\$)	Column 3 Other HUD Funds (\$)	Column 4 Other Fed Share (\$)	Column 5 State Share (\$)	Column 6 Local/Tribal Share (\$)	Column 7 Other Share (\$)	Column 8 Program Income (\$)	
a. Personnel (Direct Labor)	0.00		0.00	0.00	0.00	0.00	0.00	0.00	
b. Fringe Benefits	0.00		0.00	0.00	0.00	0.00	0.00	0.00	
c. Travel	2,237.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
d. Equipment (only items > \$5,000 depreciated value)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
e. Supplies (only items < \$5,000 depreciated value)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
f. Contractual	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
g. Construction	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
1. Administration and Legal Expenses	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
2. Land Structures, Rights-of-Way, Appraisals, etc.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
3. Relocation Expenses and Payments	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
4. Architectural and Engineering Fees	75,500.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
5. Other Architectural and Engineering Fees	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
6. Project Inspection Fees	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
7. Site Work	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
8. Demolition and Removal	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
9. Construction	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
10. Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
11. Contingencies	25,561.75	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
12. Miscellaneous	5,400.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
h. Other Direct Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
i. Subtotal of Direct Costs	132,968.75		0.00	0.00	0.00	0.00	0.00	0.00	
j. Indirect Costs (% Approved Indirect Cost Rate %)									
Grand Total (Year 1)									
Grand Total (All Years)									

Next Year

Grant Applications Detailed Budget

U.S. Department of Housing and Urban Development

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

\* Organization Name:

Nebraska Indian Community College

\* Project/Activity Name:

NICC Macy Campus Renovation

	Functional Categories								
	Column 1 HUD Share (\$)	Column 2 Applicant Match (\$)	Column 3 Other HUD Funds (\$)	Column 4 Other Fed Share (\$)	Column 5 State Share (\$)	Column 6 Local/Tribal Share (\$)	Column 7 Other Share (\$)	Column 8 Program Income (\$)	Column 9 Total (\$)
a. Personnel (Direct Labor)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
b. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
c. Travel	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
d. Equipment (only items > \$5,000 depreciated value)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
e. Supplies (only items < \$5,000 depreciated value)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
f. Contractual	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
g. Construction	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1. Administration and Legal Expenses	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2. Land, Structures, Rights-of-Way, Appraisals, etc.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3. Relocation Expenses and Payments	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4. Architectural and Engineering Fees	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5. Other Architectural and Engineering Fees	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6. Project Inspection Fees	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7. Site Work	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8. Demolition and Removal	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
9. Construction	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
10. Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
11. Contingencies	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
12. Miscellaneous	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
h. Other Direct Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
i. Subtotal of Direct Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
j. Indirect Costs (% Approved Indirect Cost Rate [ ] %)									
Grand Total (Year [ 2 ])									
Grand Total (All Years)									

Grant Applications Detailed Budget

U.S. Department of Housing and Urban Development

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

\* Organization Name:

Nebraska Indian Community College

\* Project/Activity Name:

NICC Macy Campus Renovation

	Functional Categories								All Years
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	
	HUD Share (\$)	Applicant Match (\$)	Other HUD Funds (\$)	Other Fed Share (\$)	State Share (\$)	Local/Tribal Share (\$)	Other Share (\$)	Program Income (\$)	Total (\$)
a. Personnel (Direct Labor)	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
b. Fringe Benefits	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
c. Travel	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
d. Equipment (only items > \$5,000 depreciated value)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
e. Supplies (only items < \$5,000 depreciated value)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
f. Contractual	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
g. Construction	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1. Administration and Legal Expenses	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2. Land, Structures, Rights-of-Way, Appraisals, etc.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3. Relocation Expenses and Payments	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4. Architectural and Engineering Fees	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5. Other Architectural and Engineering Fees	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6. Project Inspection Fees	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7. Site Work	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8. Demolition and Removal	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
9. Construction	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
10. Equipment									
11. Contingencies	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
12. Miscellaneous	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
h. Other Direct Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
i. Subtotal of Direct Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
J. Indirect Costs (% Approved Indirect Cost Rate: %)									
Grand Total (Year 3)									
Grand Total (All Years)									

Previous Year Next Year

Grant Applications Detailed Budget

U.S. Department of Housing and Urban Development

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

\* Organization Name:

Nebraska Indian Community College

\* Project/Activity Name:

NICC Macy Campus Renovation

	Functional Categories								Total (\$)	
	Column 1 HUD Share (\$)	Column 2 Applicant Match (\$)	Column 3 Other HUD Funds (\$)	Column 4 Other Fed Share (\$)	Column 5 State Share (\$)	Column 6 Local/Tribal Share (\$)	Column 7 Other Share (\$)	Column 8 Program Income (\$)		
a. Personnel (Direct Labor)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
b. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
c. Travel	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
d. Equipment (only items > \$5,000 depreciated value)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
e. Supplies (only items < \$5,000 depreciated value)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
f. Contractual	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
g. Construction	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1. Administration and Legal Expenses	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2. Land, Structures, Rights-of-Way, Appraisals, etc.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3. Relocation Expenses and Payments	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4. Architectural and Engineering Fees	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5. Other Architectural and Engineering Fees	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6. Project Inspection Fees	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7. Site Work	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8. Demolition and Removal	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
9. Construction	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
10. Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
11. Contingencies	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
12. Miscellaneous	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
h. Other Direct Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
i. Subtotal of Direct Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
J. Indirect Costs (% Approved Indirect Cost Rate [ ] %)										
Grand Total (Year [All]):										
Grand Total (All Years)										

Previous Year

812

# Facsimile Transmittal

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

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

1248381986-7777

\* Name of Document Transmitting: No documents are being faxed.

### 1. Applicant Information:

\* Legal Name: Nebraska Indian Community College

\* Address:

\* Street1: 1 College Hill

Street2:

\* City: Macy

County:

\* State: NE: Nebraska

\* Zip Code: 68039 \* Country: USA: UNITED STATES

### 2. Catalog of Federal Domestic Assistance Number:

\* Organizational DUNS: [REDACTED] CFDA No.: 14.519

Title: Tribal Colleges and Universities Program

Program Component:

### 3. Facsimile Contact Information:

Department:

Division:

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

Prefix: \* First Name: Micheal

Middle Name:

\* Last Name: Oltrogge

Suffix:

\* Phone Number: 402 837-5078 x2568

Fax Number:

\* 5. Email: moltrogge@thenicc.edu

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

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

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

**Application for Federal Assistance SF-424**

Version 02

<b>* 1. Type of Submission:</b> <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	<b>* 2. Type of Application:</b> <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	<b>* If Revision, select appropriate letter(s):</b> _____ <b>* Other (Specify)</b> _____
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<b>* 3. Date Received:</b> 07/24/2009	<b>4. Applicant Identifier:</b> _____
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<b>5a. Federal Entity Identifier:</b> _____	<b>* 5b. Federal Award Identifier:</b> _____
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**State Use Only:**

<b>6. Date Received by State:</b> _____	<b>7. State Application Identifier:</b> _____
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**8. APPLICANT INFORMATION:**

<b>* a. Legal Name:</b> Nebraska Indian Community College	
<b>* b. Employer/Taxpayer Identification Number (EIN/TIN):</b> 47-0623553	<b>* c. Organizational DUNS:</b> _____

**d. Address:**

<b>* Street1:</b> 1 College Hill
<b>Street2:</b> _____
<b>* City:</b> Macy
<b>County:</b> _____
<b>* State:</b> NE: Nebraska
<b>Province:</b> _____
<b>* Country:</b> USA: UNITED STATES
<b>* Zip / Postal Code:</b> 68039

**e. Organizational Unit:**

<b>Department Name:</b> _____	<b>Division Name:</b> _____
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**f. Name and contact information of person to be contacted on matters involving this application:**

<b>Prefix:</b> Mr.	<b>* First Name:</b> Micheal
<b>Middle Name:</b> _____	
<b>* Last Name:</b> Oltrogge	
<b>Suffix:</b> _____	
<b>Title:</b> President	
<b>Organizational Affiliation:</b> Nebraska Indian Community College	
<b>* Telephone Number:</b> 402 837-5078 x2568	<b>Fax Number:</b> 402 837 4183
<b>* Email:</b> moltrogge@thenicc.edu	

**Application for Federal Assistance SF-424**

Version 02

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

U: Tribally Controlled Colleges and Universities (TCCUs)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

US Department of Housing and Urban Development

**11. Catalog of Federal Domestic Assistance Number:**

14.519

CFDA Title:

Tribal Colleges and Universities Program

**\* 12. Funding Opportunity Number:**

FR-5300-N-27

\* Title:

Tribal Colleges and Universities Program (TCUP)

**13. Competition Identification Number:**

TCUP-27

Title:

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

Macy and Walthill, NE. Thurston County.

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

Nebraska Indian Community College's Renovation of the Macy Campus

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

\* a. Applicant

\* b. Program/Project

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

17. Proposed Project:

\* a. Start Date:

\* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="799,545.25"/>
* b. Applicant	<input type="text" value=""/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value=""/>

\* 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:  \* First Name:   
Middle Name:   
\* Last Name:   
Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* 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.

[Empty text input area for Applicant Federal Debt Delinquency Explanation]

### *Abstract*

This project proposes to renovate approximately 75% of an existing building shell at Nebraska Indian Community College's (NICC's) Macy campus in order to create a 100% functioning campus. This will result in a two level facility containing offices, general classrooms, a science lab, a cultural classroom, a recording room, a conference room, and a library. The location is the new Macy campus, which is 20 acre site on Highway 75 in Macy, Nebraska. The target population to be served is the Omaha Tribe of Nebraska, which consists of approximately 3000 enrolled members. The immediate towns served are Macy, NE, the capitol of the Omaha Tribe of Nebraska, which is 97% Native American and has a population of 962, and Walthill, NE, which has a population of 909, the majority of whom are Native. The project will have the impacts of creating a safe and healthy campus environment for learning, which is vital to NICC's continued accreditation, and also increasing recruitment and retention, which is vital for NICC fiscally and for improved standard of living for the Omaha Tribe. Nebraska Indian Community College is an eligible applicant because it is currently a two-year, fully accredited institution. It is accredited by the Northwest Chapter Association (NCA) of the Higher Learning Commission (HLC), which is recognized by the U.S. Department of Education

Currently, classes and administration are conducted in a condemnable facility with black mold, rodent infestation, and periodic flooding. Not only is it a health hazard for employees and students, but also it is a liability to our accreditation. Continued accreditation is contingent upon transition to new facilities (Report of Higher Learning Commission Evaluation Team, March 2008). In order to address the need for suitable facilities, NICC has purchased land for a new facility and constructed an exterior shell. Existing funds are currently being utilized to develop one half of the main (upper) level of the interior of this shell to provide for a

general student services area, a library area, three classrooms, and bathrooms. Still needed for this structure to be 100% functional are administrative office space, faculty office space, a conference room, private offices for student advisors to meet with students, a science laboratory, a technology classroom, a cultural classroom, recording room, and an elevator for accessibility between the main floor and walk-out level floor. The renovation activity of this project addresses these needs.

The needs for the facilities in general and the purposing of rooms in specific is based on evidence from NICC's Self-Study for Accreditation, NICC's Strategic Planning Process, findings of the Construction Committee, the Omaha Language Survey, and two Community Profiles. The Self-Study and Strategic Planning Process include input from all constituents, including staff, faculty, students, and community members. NICC's commitment to lifelong learning and educational access have led to the incorporation of Universal Design features in this project.

This renovation activity addresses two HUD Community Development Block Grant (CDBG) program national objectives. First, they benefit low- and moderate-income persons. The renovation activity also meets other community development needs having a particular urgency because existing conditions pose a serious and immediate threat to the health and welfare of the community, and other financial resources are not available to meet such needs.

The designated contact person for this project is the project director, [REDACTED] [REDACTED] President of NICC. His phone number is [REDACTED] or [REDACTED]. His fax number is (402) 837-4183, and his email is [REDACTED].

## **0. Brief Overview of the College**

### **Brief Overview of the College**

The Nebraska Indian Community College (NICC) began in 1972 as the American Indian Satellite Community College under a grant from the Fund for the Improvement of Post-secondary Education. The grant was administered through Northeast Community College, formerly Northeast Technical Community College in Norfolk, Nebraska, to provide post-secondary education on the Umo<sup>ho</sup> (Omaha), Isanti (Santee Sioux), and the Winnebago reservations.

In serving its clientele, Nebraska Indian Community College has had a substantial impact by making a variety of cultural, educational, and social resources available in isolated and economically underdeveloped areas. The college libraries at each campus are developing collections of resources important to the history and culture of each tribe, and the nation.

Today NICC serves the Umo<sup>ho</sup> (Omaha) and Isanti (Santee Sioux) Tribes of Nebraska at the Macy and Santee Campuses. The college also operates a campus in South Sioux City, Nebraska to augment offerings and to further assist in the completion of our mission.

The mission of the Nebraska Indian Community College is to provide “quality higher education and lifelong educational opportunities for Umo<sup>ho</sup> (Omaha), Isanti (Santee Sioux,) and other learners.” The College is also committed to the following beliefs and core values:

- Cultural preservation, continuity, and revitalization consistent with the Umo<sup>ho</sup> (Omaha) and Isanti (Santee Sioux) peoples' needs, including languages and Tribal knowledge, are key elements of the college.
- Learning is a life-long process and that the learner centered atmosphere is of the utmost importance.

- Safe and healthy working and learning environment promotes free expression and the exchange of ideas so learners will be challenged to think holistically, and to live responsibly and productively in a Tribal and global society.

The vision for the college is:

“Nebraska Indian Community College is envisioned as a comprehensive Tribal College which values service through high quality education. The college is distinctive in serving the diverse people of the Umo<sup>ho</sup> (Omaha) and Isanti (Santee Sioux) Nations. It features an enriched living and learning environment and year-round operation. The identity of the college is framed by a substantive commitment to multicultural learning.

Institutional programs value and cultivate the creative and productive talents of learners, faculty, and staff, and seek ways to contribute to the self-sufficiency of the Nations served, the well being of our communities, and the quality of life and development of its learners, faculty, and service areas.”

The college’s Comprehensive Development Plan (CDP) is of a quality sufficient for a community college. The college utilizes its Strategic Plan as the overall CDP. The overall goals of NICC from the strategic plan are:

1. Prepare individuals for their roles as effective tribal members and citizens in a changing and complex environment.
2. Integrate, revitalize and preserve Umo<sup>ho</sup> and Isanti culture throughout the college environment, including but not limited to: history, Umo<sup>ho</sup> language, Dakota language, games, songs, arts/crafts and the way of life.

**1. Rating Factor 1: Capacity of the Applicant and Relevant Experience (25 points).**

**a. Knowledge and Experience. For First Time Applicants (25 points)**

The team members for the planning, directing, controlling and implementation of this grant will be the President of NICC, Mr. Michael Oltrogge, and Vocational Education Division Head, [REDACTED]

[REDACTED]

Serving as Project Director, the President, [REDACTED], will provide general oversight of the project ensuring timely implementation and completion. [REDACTED] will oversee and approve all expenditures and ensure fiscal accountability. He will also be responsible for grant documentation and report submission. [REDACTED] has been a long time employee at the college. His academic credentials include two Associate Degrees, both from the Nebraska Indian Community College, a Bachelor's degree in Management, a Master of Science in Educational Administration, and he is currently All But Dissertation on his Philosophical Doctorate in Leadership for Higher Education. Before accepting the presidency in June of 2004, [REDACTED] was employed with the college in the Student Support Services program since 1997. In this capacity, he directed the NICC Trio grant program, which provided him with a strong background in grants management and documentation. As President, he has moved the college toward improved documentation and accountability, notably setting up several electronic databases of key information at NICC. The President will devote .12 FTE (12%) in year 1 and .005 FTE (.5%) in years 2 and 3 to this project in order to provide support and guidance in ensuring timely reporting and project completion.

[REDACTED], the college's construction expert, will serve as Project Manager. In this role, he will oversee performance and review plans with team members for compliance with specifications and regulations. He will assure accuracy of renovation design in accordance

with instructional strategies and building use, as well as universal design and access. [REDACTED]

[REDACTED] will assist with the selection of subcontractors along with the architect and Project Director and act as a liaison between NICC faculty/staff and project staff. Responsible for direct supervision of the subcontractors, [REDACTED] will review progress on site at least weekly, maintaining a log of this progress. This log will be turned in with monthly reports to the President. He will assist the President in guiding and overseeing this project, as directed by the President. Highly qualified, [REDACTED] maintains an A.A.S. Degree in construction theory and has operated his own construction facility for the past twenty years. He has served as Head of the Carpentry Department at Nebraska Indian Community College for over ten years. [REDACTED] [REDACTED] will devote 30% time and effort to this project.

#### **b. Institutional Capacity**

The College in general and the Key Personnel in specific have significant past experience and training directly related to the construction projects proposed. The College, under the supervision of the President (Project Director) and Vocational Education Division Head (Project Manager), has constructed the exterior shell of a new Macy campus, including land acquisition. Currently, they are directing the interior build of a portion of that shell. Furthermore, the College, under the President's guidance, has purchased and renovated an urban outreach campus at South Sioux City, NE. The Institution oversees several major grants at any time. Examples of recent major grant projects at NICC include Administration for Native American Language Revitalization grants, a Department of Defense Science Instrumentation project, USDA Equity Extension, Research, and Education grant projects, Title III Development, and AICF Woksape

Oyate projects. Each of these has been successfully administered and monitored. All these experiences help to ensure that the proposed project will be successfully implemented.

The NICC Construction Committee provides additional institutional capacity in administering construction projects. They provide research, reports, and recommendations in support of this project. Their work involves gathering feedback from faculty, staff, and students as well as consulting experts regarding possible strategies and solutions for the campus enhancement. They regularly work with Encompass Architects to develop details for construction. Encompass Architects provided details and budget estimates for this project. The Construction Committee findings and recommendations are integral components of this project.

## **2. Rating Factor 2: Need/Extent of the Problem (8 points).**

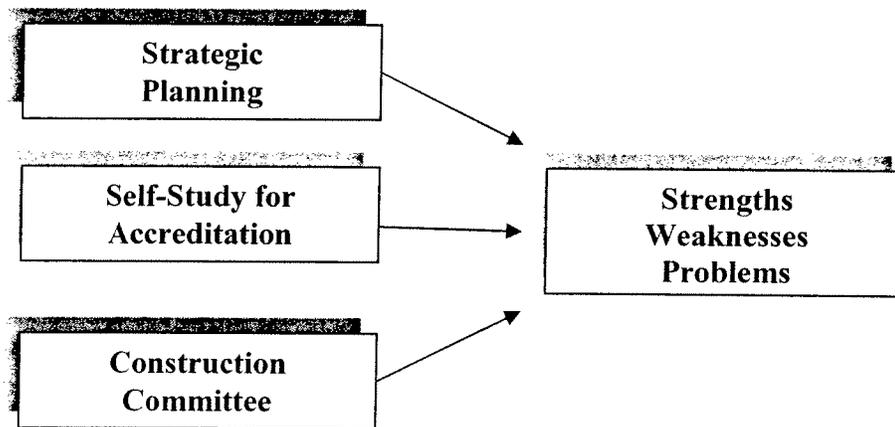
### *a. Need for a new facility*

Nebraska Indian Community College needs a fully functioning new campus for its Macy location. Currently, classes and administration are conducted in a condemnable facility with black mold, rodent infestation, and periodic flooding. Not only is it a health hazard for employees and students, but also it is a liability to our accreditation. Continued accreditation is contingent upon transition to new facilities (Report of Higher Learning Commission Evaluation Team, March 2008). In order to address the need for suitable facilities, NICC has purchased land for a new facility and constructed an exterior shell. This shell is a two story structure (approximately 20,000 square feet) with a main level area and a walk-out level area. The two levels are currently connected by a stair case. Outside accessibility between the two levels is limited due to the steep hill slope connecting levels. Existing funds are currently being utilized to develop one half of the main (upper) level of the interior of this shell. This will provide for a

general student services area, a library area, three classrooms, and bathrooms. These areas were prioritized for first construction for their multipurpose nature. Still needed for this structure to be 100% functional are administrative office space, faculty office space, a conference room, private offices for student advisors to meet with students, a science laboratory, a technology classroom, a cultural classroom, recording room, and an elevator for accessibility between the main floor and walk-out level floor.

The need for a new facility was established based on two main college-wide processes—strategic planning and self-study for accreditation—and on findings of the Construction Committee. Involving all major constituent members of the College, these processes and committee findings represent a clear and comprehensive analysis of the College’s needs and the plan of how to address them.

**Figure 1: Analysis Process**



**Strategic Planning.** NICC’s 2006-2011 strategic plan is guided by College leadership with input from faculty, students, tribal members, alumni/ae, and members of the larger College community. NICC developed strategic objectives to support long-term goals for achievement of

the College's institutional mission and ultimately self-sufficiency. The planning process integrates the tribal core values and mission of the College to address the higher education needs of the reservation constituency. The plan provides a common direction for all activities and initiatives of NICC, including this HUD TCUP construction project.

**Self-Study for Accreditation.** The NICC self-study process involved all college constituencies in preparation for a visit by the Higher Learning Commission in March 2008. The evaluation team found evidence reinforcing NICC's need to address its facility-related challenges and referred to its science classroom facilities as grossly inadequate. Their recommendations were incorporated into this project.

**Construction Committee.** The NICC Construction Committee provided research, reports, and recommendations in support of this project. Their work involved gathering feedback from faculty, staff, and students as well as consulting experts regarding possible strategies and solutions for the Macy Campus. They worked with Encompass Architects to develop the details for construction and refurbishing of the new shell. Their findings and recommendations are integral components of this project and are discussed throughout the proposal.

*b. Need for enhanced learning environment for recruitment and retention*

Not only is the rationale for this activity supported by studies internal to the College (e.g. Self-Study, Strategic Action Planning, Student Meeting minutes), but the College has also reviewed several studies and reports which support the need for optimizing learning environment in a college setting. An improved learning environment positively affects student learning outcomes (Maxwell 2000). This theme is also supported by Jensen (2003) who states that the external and

internal environment of the learner has a profound effect on the impact of the learning experience. Many other studies support the link between physical learning environment and learning outcomes (e.g. Schneider 2002, Buckley et al. 2004, Higgins et al. 2005, Stevenson 2007).

Through the Association of Higher Education Facilities Officers, Center for Facilities Research (CFaR), a research project was conducted to determine the influence that physical assets, such as buildings, exert on student recruitment and retention. "...two-thirds of the respondents indicated that the *Overall Quality of the Campus Facilities* and that half of the respondents indicated that the *Attractiveness of the Campus* were 'Essential' or 'Very Important' to their decision." The study further explored the lack or inadequacy of a facility and the impact of that on the decision process: "...29.3 percent of the respondents indicated that they had rejected an institution because it lacked a facility they felt was important; 26.1 percent rejected an institution because an important facility was inadequate, and 16.6 percent rejected an institution because an important facility was poorly maintained"(Reynolds 2007). Reynolds and Cain (2006) also supports the link between facilities and recruitment and retention.

Thus, studies uphold NICC's planning for enhanced facilities as vital to student learning and recruitment. Not only is a building needed to maintain accreditation (continue to function as a college), but also a new building is needed for our growth as an institution and our ability to serve the needs of our communities. Currently, NICC has issues on the Macy campus with both recruitment and retention. Due primarily to poor facilities (as noted in Community Meeting minutes), many community members are choosing not to enroll at NICC's Macy campus. Over the past four years, there has been more than a 30% decrease in student population at this

campus. This loss of recruitment and retention hurts the institution fiscally, as much of our funding is based on student count.

More importantly, it negatively impacts the tribal community where unemployment is high (20.5%, Boston 2008), income levels are low (e.g. 35% of **families** (not individuals) on the Omaha reservation in Macy earned less than \$15,000.00 per annum according to the 2000 Census), and educational attainment is low (e.g. 17.7% of Omaha adults have an associate's degree or higher, 2000 Census). Educational attainment has been shown to be linked to income in a number of studies (Ashenfelter et al. 2000, Ashenfelter and Rouse 1999). Thus, the education NICC provides as the institution for higher learning for the Omaha Tribe is critical at this time. Based on the studies cited above and NICC's community data collection, it is projected that the completion of the new campus, including this project of renovation which will bring this campus to 100% functional level, will result in increased enrollment and retention of students.

*c. Needs for specific rooms and areas to be developed*

Prioritization of what areas needed to be developed in the new shell were based on recommendations of the Construction Committee, which conducted internal informal surveying and participated in a general Community Listening Meeting (March 2009) which, among other questions, posed which areas were most vital for the new college to begin with. In the community meeting, staff, students, and community members cited the needs for a library as a priority due to the fact that NICC is the only public computing and electronic information resource facility for the Omaha Nation. General classrooms were prioritized so as to be able to hold many different classes in the new facility upon renovation of this first area. To serve the needs for students in registration and advising, the Construction Committee recommended the

establishment of a general student services area. Bathrooms were also prioritized. Thus, these areas were developed first in the shell using existing funds. In this way, most students at NICC can begin to have classes at the new facility from the time the first areas are developed.

However, the Construction Committee, the Community Meeting, and NICC's Strategic Planning process stressed that while these areas were to be prioritized in renovating and developing this shell, they could not adequately serve the needs of NICC and its constituents. Administrative offices for the President, Academic Dean, Registrar, Faculty, and Student Advisors are critical to ensure confidentiality of information (as opposed to a general, open area student services area) and adequate working space, conditions, and environment for staff. A conference room is similarly vital for both sensitive staff meetings and strategic planning meetings. The Construction Committee noted that while some meetings might be possible in the library or student services area, this would tie up these areas from their primary functions and also create a lack of privacy. They found designated meeting and office space to be critical needs.

Furthermore, while the three general classrooms would provide adequate space for a variety of classes, subject specific classrooms are necessary to carryout college-level education. The Higher Learning Commission report noted the need for dedicated science laboratory facilities. Toward this, NICC has acquired a chemical hood and laboratory equipment (including a spectrophotometer, rotoevaporator, titration system, scales, glassware, etc.) through a Department of Defense Instrumentation grant (2008). However, dedicated facilities are needed to install the equipment and provide secure storage as well as space for experimentation.

A cultural classroom and recording area are of utmost importance at this time at the Macy Campus. This campus serves the Omaha Nation. The native language of this sovereign nation,

Omaha, is extremely endangered with 42 speakers, all of whom are elderly (NICC's February 2009 Community Profile). There is a need both to teach this language to a new generation and to document and record this language using best practice while Native speakers exist.

In 2006, recognizing the rapid loss of the Umo<sup>n</sup>ho<sup>n</sup> language and culture, NICC applied for and received funding from the Administration for Native Americans (ANA) to determine the full extent of the problem through the development of a Community Survey (CS). The CS produced a more clearly defined and devastating picture. The grant established an Elder Coordinator, along with other tribal Elders, whose main responsibility was to compile a resource list of fluent Umo<sup>n</sup>ho<sup>n</sup> language speakers.

At that time, sixty one fluent speakers of the Umo<sup>n</sup>ho<sup>n</sup> language resided in Macy, Walthill, Omaha, and Lincoln, Nebraska. Most lived in Macy, the tribal headquarters village and all are over the age of 60. Many of the Tribal Elders, especially those younger than 65 are English dominant or monolingual. No elder is Umo<sup>n</sup>ho<sup>n</sup> monolingual. Of the fluent speakers, fewer than 35 were Umo<sup>n</sup>ho<sup>n</sup> monolingual in childhood. 50 are female. Since, the time of the survey, we have lost at least 19 speakers. Each time we lose an Elder, we lose an immeasurable piece of our language and culture.

No children today learn Umo<sup>n</sup>ho<sup>n</sup> in the home to fluency. The number of places and contexts in which to hear Umo<sup>n</sup>ho<sup>n</sup> is also declining. In a community profile informed by the Community Survey, the Project Director and the Elder Coordinator, it was noted that Umo<sup>n</sup>ho<sup>n</sup> is currently employed with less frequency than ever before in the past. It is heard frequently in the context of Handgames, Native American Church worship, Sweatlodge, and Sundance. However, even in these areas, it is almost never used exclusively and sometimes it is not used at all. The Macy Senior Center, where one used to hear only Umo<sup>n</sup>ho<sup>n</sup>, is also no longer Umo<sup>n</sup>ho<sup>n</sup> dominant.

Our culture is contained in our Native language. Along with the above indicators of language loss, the NICC-ANA survey also showed an endangerment of cultural knowledge within the community. It is often said that our Elders take with them things that no one else will ever know when they pass on. Indeed, we have lost sacred societies, ceremonies, and healing knowledge in the past century.

Statistically, the survey showed the following breakdown:

- 1) 14% reported knowing traditional clan responsibilities
- 2) 32% have, but don't know their Umo<sup>ho</sup> name
- 3) 12% didn't know if they did or did not have an Umo<sup>ho</sup> name
- 4) 3% reported themselves knowledgeable in the kinship system
- 5) 18% reported themselves knowledgeable in the kinship system
- 6) 16% reported little or no knowledge of Handgame play or rules
- 7) 54% reported little or no knowledge of Sweatlodge
- 8) 56% reported little to no knowledge of wake and burial customs
- 9) 49% reported little to no knowledge of Sundance
- 10) 49% had little or no knowledge of traditional songs, stories, and legends
- 11) 42% had little to no knowledge of Umo<sup>ho</sup> Tribal history

The above reflect the major areas of cultural importance to us as a People. But we continue to lose information on these at a steady pace. It is encouraging that 25% reported themselves to be knowledgeable/very knowledgeable in traditional Umo<sup>ho</sup> "pow-wow". However, the latter is called into question by the number of Elders who were distressed by recent "pow-wows" in that they have become less traditionally Umo<sup>ho</sup> and more pan-Indian, i.e. Inter-tribal. At least five

Elders mentioned this in interviews and it was also brought up in community dinners several times. It is feared that sometimes we might not even understand how little we actually know.

The survey corroborated data that the Omaha tribal community is hungry for language and cultural revitalization from the following statistical indicators:

- 90% of respondents were interested in receiving Umo<sup>n</sup>ho<sup>n</sup> language materials
- 87% agreed that the language was worth saving
- 71% showed interest in participating in an Umo<sup>n</sup>ho<sup>n</sup> language revitalization program
- 81% believe we need to work hard to save the Umo<sup>n</sup>ho<sup>n</sup> language
- 87% believe it is important for our children to learn their Native language

This provides a strong mandate for NICC to now take more direct action with regard to planning and developing a more focused curriculum and providing an actual physical place devoted toward turning the tide of the continuing and devastating loss of the Omaha tribal language, culture, and history.

To address the issues brought forth in the 2005 survey and 2009 community profile, NICC established an Omaha Center of Excellence which has been providing coursework and regularly recording elders. The coursework has resulted in development of a four year curriculum (available online at [www.thenicc.edu](http://www.thenicc.edu) -> courses -> Omaha Language -> Curriculum). The curriculum, developed by a linguist and a tribal Elder, in coordination with students and other Elders, is based on immersing the students in the language through carrying out of activities with language acquisition. This necessitates an enriched learning environment. Students learn the vocabulary around daily activities by doing those activities, such as cooking, cleaning, playing games, and performing cultural activities. A classroom devoted to this teaching with a cooking area, communal table, and sitting area (for games and story telling)

would allow the curriculum and language learning to take flight at NICC. The Community Listening Meeting (March 2009) provided further support for such a classroom.

Furthermore, the Center of Excellence has had issues with recording Elders in spaces not dedicated to recording. These recordings of our Elders are precious, often they have been the last recorded words of an expert in an aspect Omaha culture or language. However, they are not optimal due to the fact that environmental factors (e.g. phones ringing, hallway noise, fluorescent light noise, people walking in) cannot be controlled for when recording at ad hoc locations such as general classroom or office space or at peoples' homes. For example, one recording of two fluent elders was made at their home. It included conversation, which is rarely recorded as languages reach obsolescence. However, parts are very difficult to decipher due to a washing machine being used, an electric fan, and relatives coming and going. Sadly, these elders have left this world. No opportunity exists to re-record this. A recording studio would allow for optimal recording conditions for the unique and precious recordings of Omaha language as a living language.

*d. Needs for Universal Design features*

A final need for renovation of the current shell to serve student needs is the development of an elevator. The two levels are currently connected by stairs. NICC has a number of handicapped students and serves many Elders with limited mobility. Due to this and to NICC's core value of learning as a lifelong process and our commitment to a learner-centered environment, the Construction Committee has placed emphasis on not just accessibility but universal design, creating spaces that are maximally useful for all. This includes wider door and hallways, elevator access, and access that requires low physical effort. Flexible spaces, such as the general

classrooms and general advising area, provide flexible and equitable use of facilities. Clear lines of site, smooth surfaces for walking, and lever handles are important in the project design.

Currently, NICC has many assets for learning (science equipment, language curriculum, community and Elder participation in the learning process) which cannot be adequately utilized due to facility inadequacy. Furthermore, current facilities are not just less than optimal but rather abysmal. Steps have been taken to create new facilities, but these too will prove inadequate without further renovation of the existing shell. This project provides the opportunity to leverage physical and intellectual resources at NICC in the renovation of the remaining areas of the built shell to create an entire functioning campus for our students.

### **3. Rating Factor 3: Soundness of Approach (49 points).**

#### **a. (40 Points) Quality of Work Plan.**

##### **(1) (35 points) Specific Activities.**

*(a) Identify the systematic method/planning strategy(s) used during the development of the project for this application and when the planning began.*

The planning for this project began with the creation of an NICC Master Plan prior to NICC's 2006-2011. The Master Plan first prioritized building of a new Macy facility. This was further developed and prioritized in the Strategic Plan. The Strategic Plan was conceived through a three day workshop involving staff, faculty, board of directors members, students, alumni, community members, and Elders. Each summer since, similar multi-day workshops have been held to update and refine the strategic plan. Documents such as the language survey and community profile are presented and considered at these meetings. In addition, each Spring, NICC hosts Community Meetings at each campus whereat major initiatives are presented and

discussed with community members. At this time, NICC conducts a Strengths, Weaknesses, Opportunities, and Threats (SWOT) survey. Minutes are taken of the meetings, and SWOT results are disseminated. At every Community Meeting since 2006, the need for new facilities for the Macy campus has been a focus of discussion.

After the Master Plan prioritized building of a new Macy facility, a construction committee was formed. This committee consists of the Vocational Education Division Head, the Natural Resources Department Head, the Title III Director, the President, and ad hoc faculty and student members. In addition, Elders are often consulted and asked to sit in on committee meetings. The President researched and presented possible community sites for building (the current site have multiple limitations with renovation not being possible). Funding was secured. The construction committee identified the most promising site, through research and consultation with architects. This site was purchased. The Committee then met with Encompass Architects to discuss possible facility creation. Plans were made, which were presented to the staff, students, and community for input. The Committee selected plans based on this. The decisions were ratified by the board.

Due to various factors such as new survey data, increased material cost, the bankruptcy of the original contracting firm, etc., the committee has continued to meet regularly to revise and refine plans, oversee construction, and provide stewardship in this area. Major College assessments and surveys (SWOT surveys, language surveys, community profiles, Self-Studies for accreditation) are reviewed by the committee so as to evaluate their impacts on and needs in construction. Thus, the SWOT surveys and Community Meeting minutes identified needs for new general classrooms, culture classrooms, an updated library with electronic resources, a technology classroom, and a student services area. These also stressed the need for private areas

for administrators. Students and staff expressed concern about private financial and student record information being discussed in public. This was also discussed in Academic Council, whose minutes were made available to the committee. The language survey and community profile identified the need for a culture classroom and recording room. The Self-Study ratified all these needs and added the need for dedicated Science laboratory space. This process of committee directed action, informed by data collection and community input, as directed by NICC's Board of Directors, has resulted in the creation of a large building shell, the bidding of a first phase of interior shell renovation, and the current project to finish the interior resulting in a complete, functioning campus building. All major plans and any changes or deviations have been presented to the community at meetings. The Board of Directors has also viewed and ratified all changes.

The proposed project with its associated activities related directly to NICC's mission. The mission of the Nebraska Indian Community College is to provide "quality higher education and lifelong educational opportunities for Umo<sup>ho</sup> (Omaha), Isanti (Santee Sioux,) and other learners." A new facility is necessary to offer quality higher education and lifelong educational opportunities for the Omaha due to the fact that the current facility is not suitable for a learning environment, jeopardizes continued accreditation, and does not provide areas for cultural and scientific learning, which are vital for Omahas to have a quality education.

The College is also committed to the following beliefs and core values:

- Cultural preservation, continuity, and revitalization consistent with the Umo<sup>ho</sup> (Omaha) and Isanti (Santee Sioux) peoples' needs, including languages and Tribal knowledge, are key elements of the college.

- Learning is a life-long process and that the learner centered atmosphere is of the utmost importance.
- Safe and healthy working and learning environment promotes free expression and the exchange of ideas so learners will be challenged to think holistically, and to live responsibly and productively in a Tribal and global society.

Thus, this project addresses the core value of cultural preservation through creation of a cultural classroom and recording studio. The lifelong learning process is addressed through universal design features, which make education physically accessible to the widest variety of participants. The value of a learner centered atmosphere is embodied in the creation of a campus which is responsive to student and community needs, as expressed in surveys and meetings, and is physically appropriate and responsive to learning. The project directly addresses the need for a safe and healthy working and learning environment. Hence, this project is integral to NICC's mission and core values.

*(b-e) Activities, tasks, timeline, responsible parties, CDBG Objectives met*

1. *Overarching activity: Renovate remainder of undeveloped NICC Macy Campus Shell to 100% level. This will result in a two level facility containing offices, general classrooms, a science lab, a technology classroom, a cultural classroom, a recording room, a conference room, and a library. Measurable output: 1 campus renovated to 100% level.*

*Tasks needed to complete this activity:*

<b>Tasks</b>	<b>Measurable Outputs</b>	<b>Timeline for completion</b>	<b>Party Responsible</b>
Announcement of HUD Award, if funded, to all staff, faculty, students, and community through notice on NICC listserv and in NICC community newsletter	Email notification, newsletter notification	First six months (10/1/2009-3/31/2010)	Project Director
-Present documentation of ownership and arrange with HUD for environmental studies within 20 acre site owned by NICC	Request for studies, ownership documentation	First six months (10/1/2009-3/31/2010)	Project Director
Prepare and advertise for sealed bids for building renovation in accordance with grant requirements, including emphasis on universal design and energy efficiency	Bid Advertisement	First six months (10/1/2009-3/31/2010)	Project Director
Select Architectural firm. Subtasks:  -Construction committee meets to open received bids.  -Construction Committee makes recommendation of winning bid.  -Board of Directors ratifies recommendation	-Letter of acceptance of bid	First six months (10/1/2009-3/31/2010)	Project Director
Review plans with staff, students, and community at community meeting.	Community meeting minutes	First six months (10/1/2009-3/31/2010)	Project Director
Construction Committee reviews plans and community meeting minutes. Makes recommendation to PD.	Construction committee minutes	First six months (10/1/2009-3/31/2010)	Project Director
PD contacts architects with any necessary changes.	Email or letter	First six months (10/1/2009-3/31/2010)	Project Director
-Architectural firm reviews any changes and sends updated plans.	Plans	First six months (10/1/2009-3/31/2010)	Architectural Firm (PD oversight)

Construction Committee meets and approves plans.	Finalized plans	First six months (10/1/2009-3/31/2010)	Project Director
HUD Approval of plans.	Approval letter	First six months (10/1/2009-3/31/2010)	Project Director
<p>Construction Bidding Process. Subtasks:</p> <ul style="list-style-type: none"> <li>-Bid advertisement.</li> <li>-Receipt of bid</li> <li>-Review of bids by Construction Committee.</li> <li>-Recommendation of Construction Committee made.</li> <li>-Recommendation reviewed and ratified by Board of Directors.</li> <li>-Winning bid notified, contract created.</li> </ul>	<ul style="list-style-type: none"> <li>-Bid advertisement</li> <li>-Received bids received</li> <li>-Constructn Committee minutes</li> <li>-Board of Director Minutes</li> <li>-Construction Contract</li> </ul>	<p>First six months (10/1/2009-3/31/2010) (final approval may not occur until first month of second six months, due to Board of Directors meeting schedule)</p>	Project Director
Construction of interior including plumbing, electrical, HVAC	<ul style="list-style-type: none"> <li>-1 Cultural Classroom constructed</li> <li>-1 recording room constructed</li> <li>-1 Science Laboratory</li> <li>-1 Technology room</li> <li>-3 administrator offices</li> <li>-2 faculty</li> </ul>	<p>Second six months (04/01/2010-09/30/2010)</p>	Project Director, informed by Project Manager

	offices -1 conference room -1 elevator		
Blessing Ceremony	-video recording	Second six months (04/01/2010-09/30/2010)	Project Director
Impact evaluation data gathering	-Evaluation measures documented, to be reported to HUD in overall grant documentation	Second, Fourth, and Sixth six month period (August of each year for three years)	Project Director
-Preparation and submission of grant documentation	Grant documentation	Yearly	Project Director

*Table 1. Tasks needed to complete project activity of renovating Macy campus to 100% level.*

This project will create classrooms (Science, Technology, Culture), office space, a conference room, a recording room, and an elevator through renovating undeveloped area in the existing Macy shell. This will result in this shell being renovated to a 100% level. The tasks listed above, including HUD approvals, bidding for design and construction, and actual construction all function to accomplish this goal. Review by community, staff, and students as well as committee review ensures that the spaces created are responsive to academic and community needs as well as NICC's mission. Oversight by the Project Director, with Project Manager supervision of the construction phase, ensures project accountability. Blessing the spaces created is a community appropriate activity. For the Omaha, the building is not complete without this.

This renovation activity addresses two HUD Community Development Block Grant (CDBG) program national objectives. First, they benefit low- and moderate-income persons. The majority of NICC students have incomes which fall below the poverty line. Most NICC students qualify for full Pell awards based on income (Financial Aid Records 2009). Many of those who do not qualify are disqualified for reasons that are not financial (e.g. over credit, defaulted student loan). The poverty rate for Nebraska in general is under 10%, but that of Thurston County, where the Omaha reservation and our Macy campus is located, is 20.5% (Boston 2008). According to the 2000 Census (last year for which numbers are available), 35% of **families** (not individuals) on the Omaha reservation in Macy earned less than \$15,000.00 per annum. Another 29% earned between \$15,000.00 and \$24,999.99. In 1999 (again, last year available), 46.2% of the population fell below the poverty line. It is clear that the people NICC serves are primarily low-income. NICC's Macy campus is providing education to a people that suffer under some of the worst economic conditions in the country. This year, it has been compounded by the closing of the tribal casino, which had been the major employer of Native people on the reservation.

There is a clear tie between educational advancement and economic advancement, with many studies showing the amount of income earned increasing on average with increased degree (e.g. Ashenfelter et al. 2000, Ashenfelter and Rouse 1999). Only 17.7% of Omaha adults in the 2000 survey had an associate's degree or higher. Thus, NICC's role is of the utmost importance. Constructing classrooms and office space to make this education available is benefiting low income people. In this way, they can better themselves and their communities. Note that all the tasks listed above (bidding, advertising bids, approving plans, fulfilling grant documentation, etc.) are vital to constructing a campus to serve this low income population.

The renovation activity also meets other community development needs having a particular urgency because existing conditions pose a serious and immediate threat to the health and welfare of the community, and other financial resources are not available to meet such needs. The black mold, rodent infestation, and periodic flooding, as well as poor HVAC system of the current campus are a serious and immediate threat to the welfare of the community. As can be seen from the statistics above, education is vital to this community. However, learning at the current campus poses a serious and immediate health threat. One instructor can no longer teach at this facility due to his allergic reaction to the mold and rodent feces. Other workers suffer from chronic sinus and allergy issues that are attributable to the building condition. It is imperative that we move from this facility. This project and its associated activity would allow us to do so. We have no other financial resources to do so. The college receives no funding currently from the Omaha Tribe, who have in the past year closed their casino, fuel plaza, and convenience store due to debts and financial issues. The college itself, like the majority of tribal colleges, is chronically underfunded. It is through initiatives such as this project and its associated activity that the college works to improve both institutional conditions and community conditions. All the activities of this project function to create a fully functioning college campus which does not pose an immediate threat to the health and welfare of the community.

**(f) Measurable impact**

This initiative will result in the Macy facility being 100% complete. It will result in 3 classrooms (Science, Technology, Culture), 1 recording room, 1 conference room, 5 administrative offices, and 1 elevator. Combined with the current general spaces build, this

brings the Macy campus to a 100% functional level. For the purposes of evaluation, this will be measured as 1 complete campus unit for the NICC Macy site.

Further outcomes to be evaluated are the proposed increase in student recruitment and retention projected to result from this renovation project. To measure impact on recruitment and retention, the following data will be collected:

- (1) The number of full-time degree-seeking learners enrolling at the Nebraska Indian Community College at the Macy campus for the grant period of three years;
- (2) The percentage of full-time undergraduate students who were in their first year of enrollment in the year of the completion of the Macy campus (2010-2011) and are enrolled or graduating in the year after this (2011-2012);

It is projected that each measure will show significant increases, indicating increased enrollment each year after the renovation and increased retention after the renovation. Enrollment is projected to increase by 10 students (10% increase above current enrollment) in year 2 and an additional 10 students in year 3. Retention is projected to increase 10% in third project year, which will be the second year after building completion. This will be the first year that students could be retained in this building. Data for retention and recruitment will be obtained from NICC's electronic records management system. The Project Director will submit these figures in the grant evaluation yearly.

**(3.2) (a) How project addresses the needs identified in Factor 2, Need/Extent of the Problem;**

Section 2 established the need for a safe, healthy facility for students at NICC. Further needs for subject specific classroom space (Science, Technology, Culture), a recording room, private administrative offices and conference area, and universal design principles were also established. This project directly addresses all these needs by building subject specific classrooms (Science, Technology, Culture), a recording room, administrative offices, and a conference area. The creation of an elevator and incorporation of universal design principles makes this facility maximally accessible and useful.

The further need for increased enrollment and retention is also addressed by this project. The enhanced learning environment is projected to both attract and retain students better than the current abysmal facility.

**(3.2) (b) How project relates to and does not duplicate other activities in the target area.**

NICC's current renovation being conducted to address the need for new college facilities is that of 3 general classrooms, a general student services area, and bathrooms. This project seeks to build subject specific classrooms (Science, Technology, Culture), a recording room, administrative offices, a conference room, and an elevator. Thus, this complements the very general initial build by allowing for subject-specific investigation and private office and meeting space. While the current build creates a very general area for learning, the proposed project allows for the subject specific exploration integral to higher education and builds the administrative capacity to effectively oversee the educational process. This project also further enhances NICC's emphasis on universal design through creation of an elevator between floors

and other components such as doorway width, smooth flooring, and lever knobs. This makes both current renovation and proposed renovation more easily utilizable for NICC's constituents. Furthermore, this renovation project results in a 100% fully functioning campus for NICC students at Macy. Current partial build does not allow for this.

**3.b. (2 points) Involvement of the Faculty and Students.**

Students and faculty have been involved in this project from its initial conception. They participate in the workshops to create and modify our Strategic Plan, are integral to the Self-Study for Accreditation, are voting members of the Construction Committee, and attend Community Meetings. Students and faculty have informed this process from start to proposal and will continue to guide the current project if funded. The Construction Committee, which reviews bids and provides general oversight of the project, consists of two specific faculty members (Vocational Education, Natural Resources), one ad hoc faculty member, and one student member (generally a student senator), as well as the President. The Project Manager is also a faculty member (Vocational Education Division Head, Carpentry Instructor) who regularly reports to Academic Council (all Faculty voting body). A Community Meeting scheduled to review the architectural plans will incorporate students and faculty as well, making sure all have a chance to make their individual voices heard (not just through a representative).

**3.c. HUD Policy Priorities.**

This project undertakes a specific activity with its associated tasks to promote a number of HUD Policy Priorities. Foremost, Nebraska Indian Community College is a tribal college, which is a Minority Serving Institution (MSI). Thus, this entire project involves participation of an MSI in

a HUD Program. The proposal and the fulfillment of renovation activity result in a successfully completed HUD grant project involving an MSI. The second HUD Priority addressed is that of encouraging accessible design features through Universal Design. This project incorporates the building of one large, specific feature of universal design – an elevator between the two floors of the building. This results in the two floors being more accessible to all using the facility. Other components of universal design (such as flooring type, door and hallway width) will be incorporated in the renovation activity through bid advertisement and bid selection. The advertisement will note an emphasis on Universal Design with specific mention of components such as entrance width etc.

While these two priorities are primary to this proposal, other HUD priorities are also addressed. When selecting bids, the Construction Committee will give added weight to those which incorporate such features. Energy Star efficiency promotion will also be noted in the bid advertisement to be a component of design selection. This will also be given weight during bid selection. Furthermore, it is expected that this project will provide jobs to low-income people. NICC follows TERO and gives priority to Omaha and Santee contractors. Contractors, especially locally-based contractors, generally employ local laborers. As seen in the section 3.a.1.e, the local community is impoverished and low income. Thus, the local jobs created due to the construction activities in this project should provide jobs to low income people. NICC will work to ensure this through the construction bidding process, emphasizing use of local laborers.

**d. Budget (see attached HUD specific Budget Form) and Budget Narrative**

\*Note that almost all project activities are scheduled to complete in one year. Thus, all costs and narrative are for Year 1 only unless otherwise noted.

\*\*All costs are HUD share costs unless specifically noted as NICC costs

**a. Personnel (NICC Cost)**

*Project Director*

Based on Salary of \$45,000.00 per year for NICC President

.12 FTE x \$45,000.00 = \$5400.00 (Year 1)

.005 FTE x \$45,000.00 = \$225 (Years 2, 3)

*Project Manager*

Based on salary of \$30,000.00 per year for NICC Vocational Education Division Head

.30 FTE x \$30,000.00 = \$9,000.00 (Year 1 only)

**b. Fringe Benefits (NICC Cost)**

Fringe benefits are calculated at 16% of the total salary for salaried employees. This includes FICA @ 7.65%, Employment Security @ .043%, Leave Benefits @ .07%, Workman's Comp. @ .056%, and Health Insurance @ 8.18%.

$(\$5400.00 + \$9,000.00) \times .16 = \$2304$  (Year 1)

$\$225.00 \times .16 = \$36.00$  (Years 2, 3)

**c. Travel**

Cost for 2 individuals to attend HUD Conference each project year in Washington, D.C.

*Per Diem* (Meals, Expenses, Lodging in accordance with GSA.gov): \$273 x 3 days = \$1119.00

*Airfare*: \$500.00

Total per individual = \$1619.00 x 2 individuals = **\$3238.00** (Years 1, 2, & 3)

d-f. *not applicable*

**g. Construction**

1. *Administration and Legal Expenses – n/a*

2. *Land, Structures, Rights-of-way etc. – n/a*

3. *Relocation Expenses –n/a*

4. *Architectural and Engineering fees*

\$75,500.00 estimate provided by Encompass Architects for Complete Build Out of Macy Shell  
(not including parts already done)

5-8. – *n/a*

9. *Construction*

All figures based on architect estimate of project.

Woods and Plastics                      \$17,750.00

(Includes rough carpentry, casework, shelving, window sills)

Thermal and Moisture Protection    \$450.00

Doors and Windows                      \$23,500.00

Finishes                                      \$113,750.00

Specialties                                  \$7000.00

(Blinds, marker boards, fire extinguishers)

<u>Conveying</u>	\$49,150.00
(Elevator)	
<u>Mechanical</u>	\$198,650.00
(HVAC, Plumbing, Fire Protection)	
<u>Electrical</u>	\$156,975
(Lighting, power, FA, Special Systems)	
<b>Subtotal Construction:</b>	<b>\$567,225</b>

Contractor Overhead (8%) and Contractor Profit (8%)

16% of construction subtotal (architect estimate)

$$\$567,225 \times .16 = \$90,756.00$$

TERO Tax (4%)

4% of construction subtotal

$$\$567,225 \times .04 = \$22,689.00$$

**Total Construction Costs: \$680,670**

10. *Equipment-n/a*

11. *Contingencies*

Bidding Contingency 2% of Construction (as recommended by Architect estimate)

$$\$567,225 \times .02 = \$11,344.50$$

Construction Contingency 3% of Construction (as recommended by Architect estimate)

$$\$567,225 \times .03 = \$17,016.75$$

**Total Contingency Costs: \$28,361.25**

12. *Miscellaneous*

Bid Advertisement \$300, based on architect estimate and past practice

Bid Document Printing \$5000.00, based on architect estimate and past practice

h. Other direct costs –n/a

i. Subtotal of direct costs –

**Year 1 Subtotal: \$809,773.25**

**NICC Share: \$16,704.00**

**HUD share: \$793,069.25**

**Year 2: \$3499.00**

**NICC Share: \$261.00**

**HUD share: \$3238.00**

**Year 3: \$3499.00**

**NICC Share: \$261.00**

**HUD share: \$3238.00**

**All Years: \$816,771.25**

**NICC Share: \$17,226.00**

**HUD share: \$799,545.25**

j. Indirect costs- n/a

<b>Grand total Year 1 :</b>	<b>\$809,773.25</b>
<b>NICC Share:</b>	<b>\$16,704.00</b>
<b>HUD share:</b>	<b>\$793,069.25</b>
<b>Grand total Year 2:</b>	<b>\$3499.00</b>
<b>NICC Share:</b>	<b>\$261.00</b>
<b>HUD share:</b>	<b>\$3238.00</b>
<b>Grand total Year 3:</b>	<b>\$3499.00</b>
<b>NICC Share:</b>	<b>\$261.00</b>
<b>HUD share:</b>	<b>\$3238.00</b>
<b>Grand total All Years:</b>	<b>\$816,771.25</b>
<b>NICC Share:</b>	<b>\$17,226.00</b>
<b>HUD share:</b>	<b>\$799,545.25</b>

#### **4. Leveraging Resources**

NICC has increased the capacity of this grant project by securing a number of resources. NICC has committed to the salary (██████████) and fringe benefits (██████████) costs associated with the Project Director and Project Manager. In order to accomplish this project, the exterior shell to be renovated is also committed. This is valued at ██████████. The percentage to be renovated is 75%. Thus, this is a leveraged resource of ██████████. This renovation also is possible due to the purchase of land (██████████) and the sitework (██████████), including a hill demolition necessary to secure and build a site for this facility. A letter of commitment of these resources is attached. Thus, the value of leveraged resources for this project is ██████████.

*References Cited:*

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HUD Program:  
 Applicant Legal Name:  
 Component Name:  
 Project Name:  
 Project Type:  
 Construction Type:

TCUP  
 Nebraska Indian Community College  
 NICC Macy Campus Renovation

Project Location:  
 Project Location State:  
 Fiscal Year:  
 Reporting Start Date:  
 Reporting End Date:

Macy, NE  
 NEBRASKA  
 2009

**Check Errors**

HUD Goals	Policy Priority	Problem, Need, Situation	Services or Activities/Outputs	Measure			Outcome			Measure		
				Pre	Post	YTD	Pre	Post	YTD	Pre	Post	YTD
1	Policy	2	3	4	5	6	4	5	6	4	5	6
		Planning	Programming					Impact				
				#N/A	#N/A	#N/A	#N/A					#N/A
				#N/A	#N/A	#N/A	#N/A					#N/A
				#N/A	#N/A	#N/A	#N/A					#N/A
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US Department of Housing and Ur.  
 OMB Approval 2535-0114 exp. 02/  
 Year 1





HUD Program:  
 Applicant Legal Name:  
 Component Name:  
 Project Name:  
 Project Type:  
 Construction Type:

TCUP  
 Nebraska Indian Community College  
 NICC Macy Campus Renovation

Project Location:  
 Project Location State:  
 Fiscal Year:  
 Reporting Period:  
 Reporting Start Date:  
 Reporting End Date:

Macy, NE  
 NEBRASKA  
 2009

Check Errors

HUD Goals	Policy Priority	Problem, Need, Situation	Services or Activities/Outputs	Measure			Outcome			Measure		
				Pre	Post	YTD	Pre	Post	YTD	Pre	Post	YTD
1	Policy	2	3	4	5	6	7	8	9	10	11	12
		Planning	Programming	#N/A	Impact	#N/A						
				#N/A		#N/A						
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DUNS # 119729960



<b>Evaluation Tools</b>	
7	
Accountability	

<b>Evaluation Tools</b>	
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Accountability	

<b>Evaluation Tools</b>
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Accountability

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Accountability

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Accountability



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**Nebraska Indian Community College**

Office of the President

P.O. Box 428 • Macy, Nebraska 68039  
(402) 837-5078 • [moltrogge@thenicc.edu](mailto:moltrogge@thenicc.edu)

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July 23, 2009

Sherone Ivey

Deputy Assistant Secretary for University Partnerships

Dear Dr. Ivey,

I, Micheal Oltrogge, am the executive officer of Nebraska Indian Community College. I authorize the following resources to be committed to the NICC HUD TCUP grant project "Renovation of the Macy Campus":

1. Salary (\$14,850.00) and fringe benefits (\$2376.00) costs associated with the Project Director (.12 FTE in Year 1, .005 FTE in Years 2 & 3) and Project Manager (.30 FTE). These positions function to oversee project functioning, construction progress, and grant documentation. The payment of these funds will begin with the first day of the grant period (10/1/09) and commence throughout the grant project.

2. The exterior shell building of the Macy campus is also committed. This is valued at \$800,000. The percentage to be renovated is 75%. Thus, this is a leveraged resource of [REDACTED]. This shell will be

Macy • Santee • South Sioux City

renovated in the construction activities. This is committed from Day 1 of grant project period throughout the project period.

3. Existing land and sitework: This renovation also is possible due to the purchase of land (\$100,000.00) and the sitework (\$800,000.00), including a hill demolition necessary to secure and build a site for this facility. The land will be used both for the site of the renovation and access to it. The construction activities can occur due to the already performed sitework. This is committed from Day 1 of grant project period throughout the project period.

The total value of leveraged resources committed by NICC for this project is [REDACTED].

Please do not hesitate to contact me with any questions or comments. Thank you for this opportunity and for your consideration. If you require any additional information please feel free to contact me at (402) 494-2311 ext 2568, on my cell at (402) 960-5176 or [moltrogge@thenicc.edu](mailto:moltrogge@thenicc.edu). Thank you for your time.

Sincerely,  
[REDACTED]

Micheal Oltrogge  
President

## ATTACHMENTS FORM

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

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

1) Please attach Attachment 1	2009HUDAbstract.doc	Add Attachment	Delete Attachment	View Attachment
2) Please attach Attachment 2	2009HUDNarrative.doc	Add Attachment	Delete Attachment	View Attachment
3) Please attach Attachment 3	SecondNICCEval.xls	Add Attachment	Delete Attachment	View Attachment
4) Please attach Attachment 4	20090723LeveragedresourcesHUD	Add Attachment	Delete Attachment	View Attachment
5) Please attach Attachment 5		Add Attachment	Delete Attachment	View Attachment
6) Please attach Attachment 6		Add Attachment	Delete Attachment	View Attachment
7) Please attach Attachment 7		Add Attachment	Delete Attachment	View Attachment
8) Please attach Attachment 8		Add Attachment	Delete Attachment	View Attachment
9) Please attach Attachment 9		Add Attachment	Delete Attachment	View Attachment
10) Please attach Attachment 10		Add Attachment	Delete Attachment	View Attachment
11) Please attach Attachment 11		Add Attachment	Delete Attachment	View Attachment
12) Please attach Attachment 12		Add Attachment	Delete Attachment	View Attachment
13) Please attach Attachment 13		Add Attachment	Delete Attachment	View Attachment
14) Please attach Attachment 14		Add Attachment	Delete Attachment	View Attachment
15) Please attach Attachment 15		Add Attachment	Delete Attachment	View Attachment