

April 23, 2010

The Honorable Arne Duncan  
Secretary of Education  
U.S. Department of Education  
White House Initiative on Tribal Colleges  
and Universities  
1990 K Street, NW, 6<sup>th</sup> Floor  
Washington, D.C. 20006

Dear Mr. Secretary:

I am pleased to enclose the U.S. Nuclear Regulatory Commission's (NRC) fiscal year (FY) 2009 *Annual Federal Performance Report on Executive Agency Actions to Assist Tribal Colleges and Universities (TCUs)*. The report describes the NRC's continuing efforts to assist TCUs through the agency's funding opportunities. As instructed, this report comprises an executive summary; a summary of FY 2009 total agency awards by category; and a summary of FY 2009 agency awards to individual Tribal colleges and universities. Also enclosed is a promotional publication on the NRC Minority Serving Institutions Program (MSIP) that includes a description of the program and a set of frequently asked questions and answers.

In FY 2006, the NRC implemented the MSIP that provides financial assistance for a broad range of support services, programs and activities. These funded initiatives address the needs of TCUs, their students and faculty. The programs and activities funded include: research and development, mentoring, leadership instruction, training, education activities, technical assistance, and recruitment and retention initiatives. Funds are also awarded through cooperative agreements and grants for direct institutional subsidies, fellowships, internships, scholarships, tuition, travel, housing and other types of assistance.

If you have questions regarding this report, please contact Ms. Corenthis B. Kelley, Director, Office of Small Business and Civil Rights, at (301) 415-7380 or [corenthis.kelley@nrc.gov](mailto:corenthis.kelley@nrc.gov).

Sincerely,

*/RA/*

Gregory B. Jaczko

Enclosures:

1. Fiscal Year 2009 Annual Report
2. NRC MSIP Promotional Publication

**FY 2009 Annual Federal Performance Report  
Transmittal Sheet**

**Department/Agency:** U.S. Nuclear Regulatory Commission

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**Signature of Agency Head:**

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Gregory B. Jaczko, Chairman

*/RA/*

**Name of Agency  
Representative:**

\_\_\_\_\_  
Corenthis B. Kelley, Director  
Office of Small Business and Civil Rights

*/RA/*

**Name of Agency  
Liaison:**

\_\_\_\_\_  
Corenthis B. Kelley, Director  
Office of Small Business and Civil Rights

**Date Submitted:**

04/23/2010  
\_\_\_\_\_

Return this sheet to the White House Initiative Office

# FY 2009 ANNUAL FEDERAL PERFORMANCE REPORT ON EXECUTIVE AGENCY ACTIONS TO ASSIST TRIBAL COLLEGES AND UNIVERSITIES

## EXECUTIVE SUMMARY

The U.S. Nuclear Regulatory Commission (NRC) received authority under the Energy Policy Act of 2005 (EPAAct) to establish and participate in outreach programs and activities with institutions of higher education (IHEs), including Tribal colleges and universities (TCUs). In fiscal year (FY) 2006, the NRC implemented a Minority Serving Institutions Program (MSIP), which is administered by NRC's Office of Small Business and Civil Rights (SBCR). MSIP's purpose is to fulfill NRC's obligations toward TCUs in accordance with Executive Order 13270. Also as required by Executive Order 13270, the NRC ensures opportunities for TCUs to participate in NRC-conducted programs and activities and procurement opportunities.

### 1. Goals and Measurable Objectives Outlined in the FY 2009 Performance Plan

The NRC's *Three-Year Plan to Implement Executive Order 13270 on Tribal Colleges and Universities* (Performance Plan) includes FY 2009 goals and objectives that are consistent with the agency's FY 2009-2011 strategic goals: safety and security. The programs and activities of the Performance Plan support the agency's organizational excellence objectives: openness, effectiveness, and operational excellence. The mission of NRC's MSIP is to strengthen the capacity of TCUs, to educate and train students, and conduct research in science, engineering, technology, law, and other fields NRC deems critical to its mission. NRC funds programs and activities designed to achieve the following objectives:

- The transfer and exchange of knowledge and skills in areas important to the work of the agency. To support this objective, NRC solicits funding applications to support mentoring, leadership development, instruction, training, technical assistance, research and development, program evaluation, direct institutional subsidies, recruitment and retention initiatives, and acquisition of facilities and equipment.
- Instruction and learning experiences through developmental programs, activities, workshops, skill building sessions, opportunities for training, and work experience (internships, fellowships, apprenticeships, cooperatives, on-the-job training). For example, a science, technology, engineering and mathematics (STEM) program is one type of developmental program. Other programs provide assistance (financial and non-financial) to students and faculty through internships, fellowships, scholarships, tuition and housing assistance.

For FY 2009, the NRC Performance Plan projected total awards of \$140,000 in direct institutional subsidies for developmental education programs, activities or training. Expected outcomes for TCU students and faculty from these programs included increases and enhancements in training and technical assistance, course offerings in STEM fields, research and development opportunities, experiential learning, leadership skills, mentoring, and other assistance (e.g., tuition, housing, travel, scholarships, and internships).

NRC also projected \$10,500 in funding for the annual Minority Serving Institutions (MSIs) Technical Assistance and Capacity Building Workshop. Expected outcomes included: knowledge and skill transfer; networking; opportunities for partnerships between Federal agencies, private entities, MSIs, and the broader community of institutions of higher education

(IHEs); identification of resources; and technical assistance in developing effective, competitive applications for grants, cooperative agreements, contracts, and other Federal and private resources.

## **2. Comparison of FY 2009 Performance to the FY 2009 Performance Plan**

NRC's FY 2009 performance exceeded the projections of the FY 2009 Performance Plan. The agency awarded \$500,000 to TCUs.

### **A. The College of Menominee Nation (CMN):**

NRC awarded \$150,000 to the CMN to conduct the President's STEM Leadership Program. The NRC obtained guidance and conferred with the White House Initiative Office on TCUs to ensure that NRC's funding initiatives and activities were consistent with the objectives identified in the FY 2009 Performance Plan.

The program focuses on recruiting high achieving Native American seniors from local high schools and providing these students with full tuition and scholarship funds to attend the CMN as STEM majors. The program also focuses on building leadership skills, coaching, and mentoring students, and providing opportunities for them to participate in activities that offer experiential and developmental learning and exposure to occupations. The specific program goals are to increase enrollment in undergraduate programs, student retention, the number of college graduates, and STEM graduates who enter the workforce. This grant pays tuition costs for students to earn up to 15 credits per term; a stipend for textbooks, lab fees, or other student fees; living expenses; costs associated with training activities and faculty meetings; registration fees for attendance at national and regional STEM events; travel; and stipends for peer tutoring. The grant awarded to the CMN supported:

- establishment of a STEM Leadership Team and creation of the application packet and criteria for student participation;
- establishment of mentoring programs wherein each STEM student has a STEM advisor from the STEM Leadership Team and meets with the project director bimonthly. Each student is mentored and receives tutoring;
- development of recruiting materials to increase student enrollment;
- outreach at surrounding high schools (Shawano, Menominee Indian, Gresham, Bowler, and Seymour);
- four leadership sessions on varying topics including leadership styles and skills, practical advice regarding matriculation at 4-year universities, internships, job opportunities in STEM areas, Native American leadership attributes, and ethical considerations in genetic research;
- partial salaries and fringe costs for two faculty members (program manager and recruiter) to carry out program activities;
- supplemental funding for faculty program staff to attend meetings;

- activities to raise awareness and expand personal networks to increase matriculation at major universities, and participation in internships and job opportunities with major corporations and government agencies;
- assistance for students in applying for research and development opportunities, such as summer internships in materials science, engineering, bio-science, information technology and other areas;
- funding for students experiential learning and exposure to careers through participation in the American Indian Science and Engineering Society's (AISES) National Conference, held in the fall of 2009 in Portland, Oregon and the American Indian Higher Education Consortium's (AIHEC) National Student Conference, held in the spring of 2009 in Bismarck, North Dakota.

A significant achievement for the program in FY 2009 was re-establishment of the CMN as an active member chapter of AISES. AISES chapter status has benefited the NRC STEM students, as well as other CMN STEM students through: (1) involvement in STEM-related projects; (2) participation in the AISES national leadership conference to learn about STEM internship and career opportunities, major college scholarships/recruiting, leadership and professional networks; (3) enhanced eligibility for education grants and scholarships; and (4) practice and development of written and oral presentation skills in recruitment activities.

Student summer research internships were extremely successful. The students enhanced socialization skills and experience with research protocols at major universities. Student placements included: UW-Madison (2), Cornell University, UM-Minneapolis, Oneida Tribal Conservation (Green Bay, Wisconsin), and Bighorn Canyon National Recreational Area (Lovell, Wyoming).

B. The Working Group on Engineering Studies at the Tribal Colleges and Universities-Salish Kootenai College – Lead, (Working Group)

The Working Group comprises representatives from 11 Tribal colleges and universities who aim to develop the infrastructure for establishing course sequences, pre-engineering, and engineering programs at their institutions. The members are: Blackfeet Community College, Montana; Chief Dull Knife College, Montana; College of Menominee Nation, Wisconsin; Crownpoint Institute of Technology/Navajo Technical College, New Mexico; Fort Berthold Community College, North Dakota; Haskell Indian Nations University, Kansas; Salish Kootenai College, Montana; Sitting Bull College, North Dakota; Southwestern Indian Polytechnic Institute, New Mexico; United Tribes Technical College, North Dakota; and White Earth Tribal and Community College, Minnesota. The group has developed a five-year Management Plan to establish culturally relevant four-year bachelor of science in engineering degree programs. The NRC awarded \$50,000 to the Working Group to fund travel costs for up to two meetings in furtherance of this goal. The Working Group is responsible for the oversight, guidance, and execution of the program described in the Management Plan, as well as for providing coordination, consultation, and support to one another. The Working Group's responsibilities are as follows:

- provide oversight and guidance in executing this Management Plan, including approving the Management Plan along with all subsequent revisions;
- assign action items among the group members as needed to ensure continued progress as well as provide advice and guidance to the Working Group Chair;
- work toward developing and recommending to their respective presidents and boards of directors, as appropriate, reasonably common educational standards for course work that supports the engineering and engineering technology programs;
- advocate, work toward, and help coordinate agreements among partners so that students may transfer seamlessly among the partners;
- share lessons learned, report progress, and resolve common challenges;
- provide a forum to ensure equitable sharing of resources granted to the partnership in common; and
- oversee the activities of any subcommittees that the Working Group may charter.

C. Blackfeet Community College – Development of Civil and Electrical Engineering, Electronic Engineering Technology and Civil Technology Degree Programs

Blackfeet Community College (BCC) serves a population of 670 Native American students at its campus in Browning, Montana, on the Blackfeet Indian Reservation. BCC offers five associate of arts degrees, five associate of science degrees, seven associate of applied science degrees, and seven certificates of completion. More and more students express a desire to obtain an initial education in engineering fundamentals at BCC before continuing on to a baccalaureate degree elsewhere or before seeking employment in the regional job market that has expanding engineering opportunities. The college is building its academic programs to help its graduates take advantage of these growing opportunities.

Over the next five years, Blackfeet Community College will concentrate on developing two new engineering programs, the Associate of Science in Electronics Engineering Technology and the Associate of Science in Civil Engineering Technology. The college needs funding support for enhancement of its base in the fundamental sciences and mathematics, more full-time faculty, construction of new facilities, faculty professional development, and new equipment for engineering laboratories. The NRC provided \$100,000 for this initiative.

D. Navajo Technical College

Navajo Technical College (NTC) is a two-year institution of higher learning that is dedicated to developing and offering intellectually challenging programs that provide its graduates with a solid foundation either for immediate employment or further education. The college offers ten associate of applied science degrees and 19 certificate programs. In particular, the college's pre-engineering programs offer fundamental engineering and

technological concepts that prepare the students for employment with local businesses and offer a solid foundation for further education at a mainstream institution.

Although it is a two-year institution today, NTC's long-term plans include expansion to several full baccalaureate programs to be implemented over the next decade. Within ten years, NTC will develop, offer, and sustain two complete baccalaureate degrees in engineering, a bachelor of science in computer engineering and a bachelor of science in environmental engineering. NTC will submit both programs for ABET, Inc., accreditation. NTC will enhance its program over the next five years to offer an associate degree in both fields that will be expanded to a bachelor of science. The NTC initiative includes plans to hire new faculty and support faculty development opportunities. The NRC provided \$100,000 in support of these efforts.

E. United Tribes Technical College – Sustaining Associate Degree Programs in Environmental Pre-Engineering and Computer Information Technology

United Tribes Technical College (UTTC) is a Tribal Land Grant and inter-Tribal college. Through an environmental pre-engineering partnership with Salish Kootenai College, UTTC aims to establish new pathways to careers in environmental engineering and matriculation in four-year and graduate programs for Native American students. The United Tribes and Salish Kootenai Engineering Partnership will incorporate several proven educational approaches and strategies from research into one comprehensive program.

UTTC aspires to develop, implement and sustain an associate of applied science degree program in environmental pre-engineering. The project will precisely target resources to affect classroom practices and student achievement, thereby increasing the number of students matriculating into engineering degrees. Professional development activities will be practical, research-based, and efficiently delivered. Currently, UTTC has a Tribal Colleges and University Program grant which funded the College's Tribal Environmental Science AAS Degree Program. The United Tribes and Salish Kootenai Engineering Partnership strengthens this framework and offers a sustainable plan to integrate science, technology, engineering, and mathematics education at the college level.

The proposed collaboration should increase the number of Native American students in STEM programs and support their success in post-secondary STEM courses. The United Tribes and Salish Kootenai Engineering Partnership would expand upon existing alliances to increase STEM courses at the college, share courses between colleges, and add an environmental pre-engineering science degree program to the repertoire of degrees now available at the college. This integrated package enhances STEM curricula, improves teaching and learning at the college, facilitates dialog between institutions and the broader community, and advances minority student access to STEM courses in North Dakota. The NRC provided \$100,000 in support of this initiative.

F. Minority Serving Institutions (MSIs) Capacity Building Workshop

The NRC joined with several other Federal agencies in sponsoring the 3rd annual National Minority Serving Institutions Technical Assistance and Capacity Building Conference (MSI conference). Tribal colleges and universities were invited to participate in the conference, which was held September 22-25, 2009, in Dallas, Texas. It was attended by more than 400 participants and included opportunities to network, learn

about Federal funding sources and proposal development techniques, understand how to comply with regulations governing financial assistance, and acquire information on successful programs and partnerships. The NRC staff offered sessions on the NRC Nuclear Education Grant Program, the NRC MSIP, complying with civil rights statutes, and the administrative compliance review process. The conference provided an opportunity for MSIs, including Tribal colleges and universities to share the accomplishments of their programs. For example, the College of Menominee Nation showed a DVD highlighting the success of its program in promoting infrastructure and capacity building, educational and experiential learning opportunities, and developing their students' skills in the STEM areas. It was noted that this NRC-funded project has had a significant impact on STEM development at CMN and provides a model of Federal funding and assistance. As noted above, the NRC Performance Plan projected use of \$10,500 from the TCU program budget to support this conference. These funds were not allocated to this project, as NRC identified alternate sources of funding for this initiative.

### **3. Programs (New and/or Ongoing) That Show Specific Benefit to Tribal Colleges**

NRC provides the following opportunities for IHEs, including TCUs:

- The MSIP assists MSIs to provide the highest quality education, promotes infrastructure and capacity building to allow MSIs to effectively compete for grants, cooperative agreements, contracts and other Federal/private resources, ensures MSIs have the opportunity to participate in and benefit from NRC/Federal programs, and helps MSIs to develop a diverse, skilled future workforce. The MSIP, through the MSI Grants Program, funds programs and activities for the exchange and transfer of knowledge and skills relevant to the fields that are deemed critical to the agency's mission. The MSIP also provides direct institutional subsidies, and funds for facilities and equipment acquisition, internships, fellowships, scholarships, stipends, travel, tuition, housing and other types of assistance.
- The Office of Human Resources administers the Nuclear Education Grant Program, Trade School and Community College Grant Awards program, the Faculty Development Grant Awards Program, and the Scholarship and Fellowship Grant Awards Program. These programs provide funds for curriculum development and training, and enable new faculty to enhance their careers and to increase their skill base in the nuclear field.
- The Office of Nuclear Regulatory Research provides financial assistance to conduct research and development activities related to the nuclear regulatory field.
- The Office of Nuclear Material Safety and Safeguards provides financial assistance to conduct research and development activities related to the nuclear regulatory field.

### **4. Programs Implemented that Exemplified Increased Federal Opportunities for TCUs**

NRC's MSIP, implemented in FY 2006, has increased opportunities for TCUs.

### **5. Total Funding Awarded to Tribal Colleges in FY 2009**

The total funding awarded to TCUs in FY 2009 was \$500,000.



**6. Agency Funding Increases or Decreases for Tribal Colleges from FY 2008 to FY 2009**

There was an increase in funding in FY 2009 due to an increase in budget for the MSIP. Funding is expected to remain about the same during fiscal years 2010-2011.

Attachments:

1. Table B: Summary of FY 2009 Agency Awards By Category to TCUs
2. Table C: Summary of FY 2009 Agency Awards to Individual TCUs

**TABLE B. SUMMARY OF FY 2009 AGENCY AWARDS BY CATEGORY TO TCUs**

1. **Agency/Organization** U.S. Nuclear Regulatory Commission

2. **Name, Title, Phone, Fax, and email address of agency representative preparing report:**

Tuwanda Smith, Manager, Outreach and Compliance Coordination Program

Phone: (301) 415-7394 Fax: (301) 415-5953 Email: Tuwanda.smith@nrc.gov

3. **FY 2009 Total Funding for all Institutions of Higher Education (IHEs)**

CATEGORY	TOTAL AWARDS TO IHEs	TOTAL AWARDS TO TCUs	% OF AWARDS TO TCUs
1. Research & Development	\$2,205,894	0	0
2. Direct Institutional Subsidies			
3. Program Evaluation			
4. Training & Technical Assistance	\$10,031,466	\$350,000	3.5%
5. Facilities & Equipment			
6. Fellowships, Internships Recruitment, IPAs	\$5,444,758	0	0
7. Student Tuition Assistance, Scholarships, and Other Aid	\$4,945,399	\$150,000	3.0%
8. Economic Development			
9. Administrative Infrastructure			
10. Third Party Awards			
11. Private Sector Involvement			
12. Other Activities			
<b>Total</b>	<b>\$22,627,517</b>	<b>\$500,000</b>	<b>2.2%</b>

Gregory B. Jaczko, Chairman  
Agency Head

*/RA/*

\_\_\_\_\_  
Agency Head (Signature)

04/23/2010

\_\_\_\_\_  
Date

**TABLE C. Summary of FY09 Agency Awards to Individual Tribal Colleges and Universities**

<b>Agency: U.S. Nuclear Regulatory Commission</b>														
Tribal Colleges and Universities	St.	Research & Development	Direct Institutional Subsidies	Program Evaluation	Training & Technical Assistance	Facilities & Equipment	Fellowships, Internships, Recruitment, IPAs	Student Tuition Assistance, Scholarships and Other Aid	Economic Development	Administrative Infrastructure	Third Party Awards	Private Sector Involvement	Other Activities	Grand Total
BAY MILLS COMMUNITY COLLEGE	MI													0
BLACKFEET COMMUNITY COLLEGE	MT				100,000									100,000
CANKDESKA CIKANA COMMUNITY COLLEGE	ND													0
CHIEF DULL KNIFE COLLEGE	MT													0
COLLEGE OF MENOMINEE NATION	WI							150,000						150,000
COMANCHE NATION COLLEGE	OK													0
CROWNPOINT INSTITUTE OF TECHNOLOGY	NM													0
DINE COLLEGE	AZ													0
D-Q UNIVERSITY	CA													0
FOND DU LAC TRIBAL & COMMUNITY COLLEGE	MN													0
FORT BELKNAP COMMUNITY COLLEGE	MT													0
FORT BERTHOLD COMMUNITY COLLEGE	ND													0
FORT PECK COMMUNITY COLLEGE	MT													0
HASKELL INDIAN NATIONS UNIVERSITY	KS													0
INSTITUTE OF AMERICAN INDIAN ARTS	NM													0
KEWEENAW BAY OJIBWA COMMUNITY COLLEGE	MI													0
LAC COURTE OREILLES OJIBWA COMM. COLLEGE	WI													0
LEECH LAKE TRIBAL COLLEGE	MN													0
LITTLE BIG HORN COLLEGE	MT													0
LITTLE PRIEST TRIBAL COLLEGE	NE													0
NAVAJO TECHNICAL COLLEGE	NM				100,000									100,000
NEBRASKA INDIAN COMMUNITY COLLEGE	NE													0
NORTHWEST INDIAN COLLEGE	WA													0
OGLALA LAKOTA COLLEGE	SD													0
SAGINAW CHIPPEWA TRIBAL COLLEGE	MI													0
SALISH KOOTENAI COLLEGE	MT				50,000									50,000
SI TANKA/HURON UNIVERSITY	SD													0
SINTE GLESKA UNIVERSITY	SD													0
SISETON WAHPETON COMMUNITY COLLEGE	SD													0
SITTING BULL COLLEGE	ND													0
SOUTHWEST INDIAN POLYTECHNIC INSTITUTE	NM													0
STONE CHILD COLLEGE	MT													0
TOHONO O'ODHAM COMMUNITY COLLEGE	AZ													0
TURTLE MOUNTAIN COMMUNITY COLLEGE	ND													0
UNITED TRIBES TECHNICAL COLLEGE	ND				100,000									100,000
WHITE EARTH COMMUNITY COLLEGE	MN													0
WIND RIVER TRIBAL COLLEGE	WY													0
AMERICAN INDIAN HIGHER ED. CONSORTIUM	VA													0
<b>Category Totals</b>		0	0	0	350,000	0	0	150,000	0	0	0	0	0	500,000



## **MINORITY SERVING INSTITUTIONS PROGRAM**



**August 2006**

**Administered by  
The Office of Small Business and Civil Rights**

# MINORITY SERVING INSTITUTIONS PROGRAM

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## MINORITY SERVING INSTITUTIONS PROGRAM

### I. INTRODUCTION:

- A. **Background:** The Federal Government recognizes Minority Serving Institutions (MSIs) as valuable resources to the Nation. These renowned colleges and universities have either a historic tradition or mandate to serve students in a specific demography and focus on satisfying the needs of minority persons to include social, economic and cultural identities. Three MSIs that fit into this category are: Historically Black Colleges and Universities (HBCUs), Hispanic Serving Institutions (HSIs), and Tribal Colleges and Universities (TCUs). The Federal Government also recognizes these MSIs as important catalysts in the delivery of education to our nation's minorities and has expressed its commitment to strengthening their capacities through White House education initiatives.

The U.S. Nuclear Regulatory Commission (NRC) is committed to implementing the White House education initiatives directed at HBCUs, HSIs, and TCUs.

- B. **Legislative Action:** On August 8, 2005, President Bush signed into law the Energy Policy Act of 2005 (EPAAct), which authorized NRC to establish and participate in partnership programs with institutions of higher education, including HBCUs, HSIs, and TCUs, to enhance their capacity to train students, including present or potential NRC employees in fields that the NRC deems critical to its mission.

### II. PROGRAM AUTHORITY:

NRC derives its authority to conduct a Minority Serving Institutions Program (MSIP) from the EPAAct, Section 651(c) (4), Partnership Programs with Institutions of Higher Education; Section 622, Nuclear Regulatory Commission Scholarship and Fellowship Program; Executive Order (E.O.) 13256, directed towards HBCUs; E.O. 13270, directed towards TCUs; and E.O. 13230, directed towards HSIs.

### III. PROGRAM ADMINISTRATION:

The Office of Small Business and Civil Rights (SBCR) administers NRC's MSIP, and implements White House education initiatives and pertinent EPAAct provisions to ensure MSIs and students and faculty of MSIs have meaningful and equal access to NRC conducted and financially assisted programs and activities.

### IV. PROGRAM INITIATIVES:

- A. **Impact of Legislation:** As a result of EPAAct Section 651(c) (4), regarding partnership programs with institutions of higher education, NRC is able to participate in activities to include, but not limited to, research, mentoring, instruction, and training with institutions of higher education, including HBCUs, HSIs, and TCUs. NRC is also able to provide more expansive support services



to strengthen the capacity of MSIs to educate and train students; and to conduct research in the fields of science, engineering, law, information technology, and other fields NRC deems critical to its mission.

- B. **Expansion of Initiatives:** SBCR administers NRC's HBCU initiative, which provides students and faculty internships at Department of Energy (DOE) and other Federal laboratories. As a result of the EAct, NRC is able to provide financial assistance for a broad range of programs and activities for institutions of higher education, including HBCUs, HSIs, TCUs, and other individuals covered by relevant White House education initiatives.

## V. GOALS:

NRC is committed to maximizing internal and external relationships to foster collaborative efforts to develop human capital to its fullest and achieve stability within future workforces by:

- A. **Developing Work Relationships:** Building viable relationships and partnerships for the purpose of implementing quality programs and activities that address the needs of MSIs to develop a diverse and skilled workforce in science, engineering, law, information technology and other fields NRC deems critical to its mission.
- B. **Unifying Private/Public Sector Partners to Achieve Common Goals:** Bridging the divide and combining the efforts of private and public sector partners to achieve the greatest potential for developing high quality MSI educational programs, so that they may provide meaningful access to knowledge, training, and work experiences. Also, enhancing individual talent and increasing the potential pool of job candidates in fields NRC deems critical to its mission.
- C. **Implementing Quality Services:** Promoting delivery of quality programs and activities to MSIs, students and faculty of MSIs and individuals including, but not limited to, minorities, women, individuals with disabilities, persons age 40 and over, and persons with limited English proficiency.
- D. **Producing a Pool of Skilled Potential Employees:** Developing the skills and abilities of individuals in areas NRC deems critical to its mission.
- E. **Promoting Diversity/Pool of Work-Ready Candidates:** Providing a diverse pool of work-ready candidates by ensuring that candidates receive instruction and experience in areas NRC deems critical to its mission.

## VI. OBJECTIVES:

NRC provides Federal financial assistance for programs and activities conducted by MSIs, educational institutions, nonprofit and profit organizations, State and local governments, professional organizations, private and public sector organizations and other providers of services for the exchange and transfer of knowledge, ideas, concepts, and skills that will:

- A. **Increase Recruitment and Retention:** Aid MSIs in recruitment, retention, and assisting students to pursue academic and career goals in areas NRC deems critical to its mission.
- B. **Ensure Availability of Instructional and Training Experiences:** Provide students and faculty instruction and learning experiences through exposure to science, technology, engineering, and mathematics (STEM) related activities, workshops, skills building sessions, special events, orientations, career exploration trips, and outreach activities to enhance career development.
- C. **Provide Opportunities for Career Exposure and On-the-Job Training (OJT):** Provide instruction, training, work experience, and exposure to new and emerging occupations and professions in science, engineering, law, information technology, and other fields NRC deems critical to its mission.
- D. **Create Research and Development Opportunities:** Establish short-term/long-term research partnerships with NRC, Federal laboratories, MSIs and other universities and colleges in areas NRC deems critical to its mission.
- E. **Develop Leadership Skills:** Provide leadership training that fosters and promotes developmental growth, independence, responsibility, reliance and leadership traits.
- F. **Offer Mentoring Opportunities:** Provide mentoring programs that encourage development of critical thinking skills, support individual commitment and responsibility, throughout the learning and/or work experience cycles, up to and until the individual is determined, through mutual assessment, to no longer require mentoring.
- G. **Make Available Internships:** Provide year-round internships, within NRC affiliated labs, Federal work environments, and various private and public organizations.

## VII. **SBCR RESPONSIBILITIES:**

SBCR performs a variety of outreach and coordination functions associated with MSIP to include:

- A. **Oversight:** Administering and managing the MSIP; and reporting the status, progress and outcomes of funded programs and activities to Federal oversight agencies.
- B. **Financial Assistance:** Promoting and encouraging solicited and unsolicited requests for financial assistance for innovative programs and activities that are consistent with NRC's program goals and objectives.

- C. **Outreach:** Serving as liaison to NRC headquarters offices, Regions, and the Office of Human Resources, MSIs, nonprofit and profit organizations, and participating in internal and external efforts to:
- Establish and build new relationships and partnerships;
  - Examine best practices and approaches to delivering effective programs and activities;
  - Identify and address unmet needs of target group members;
  - Identify NRC activities which might be suitable for HBCUs, HSIs, TCUs, and individuals covered by relevant White House education initiatives;
  - Conduct recruitment and retention initiatives;
  - Host and co-host career and learning fairs, booths and activities;
  - Share resources;
  - Dispense information to MSIs, students and faculty of MSIs, and others regarding NRC grants, training, internships and career opportunities;
  - Eliminate barriers which impede participation in programs and activities;
  - Evaluate the effectiveness of services; and progress (pre and post) of participants enrolled in programs and activities.
- D. **Referrals:** Referring students, faculty, organizations and others for assistance and opportunities at NRC, and affiliated laboratories.
- E. **Technical Assistance and Support:** Providing technical guidance and assistance as needed to achieve SBCR's program goals and objectives.
- F. **Monitoring Financially Assisted Programs and Activities:**
- Ensuring compliance with applicable Civil Rights Statutes and regulations to include Title IV of the Energy Reorganization Act of 1974, as amended; Title VI of the Civil Rights Act of 1964, including limited English proficiency (LEP); Section 504 of the Rehabilitation Act of 1973; Title II of the Americans with Disability Act; The Age Discrimination Act of 1975; Title IX of the Education Amendments of 1972, as amended; and 10 CFR Part 4, "Nondiscrimination in Federally Assisted Programs or Activities Receiving Federal Financial Assistance From the Commission," and Part 5, "Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance;"

- Ensuring meaningful and equal access to opportunities and benefits including educational preparation, job readiness skills, and work experiences;
- Ensuring instruction and training are at levels sufficient for participants, students and faculty of MSIs to acquire the knowledge, skills and abilities required to achieve educational proficiency, develop appropriate work experience and transition into the NRC workforce;
- Assessing the level and impact of service delivery and/or benefits to MSIs, students and faculty of MSIs and other individuals covered by relevant White House education initiatives;
- Reviewing recipients criteria for participant selection for programs and activities;
- Evaluating and reporting the progress of individuals as a result of participating in educational development and/or job readiness opportunities.

G. **Compliance Coordination:** Ensuring recipients and sub-recipients comply with applicable Civil Rights statutes and regulations by providing assistance with data collection, reporting functions and feedback.

## VIII. FINANCIAL ASSISTANCE:

SBCR may enter into arrangements to provide financial assistance to accomplish the purpose of MSIP.

A. **Methods of Providing Financial Assistance:** Financial assistance is provided in two ways:

- **Grant** - which is a legal instrument for transferring money, property, or services to a recipient to accomplish a public purpose of support or stimulation in which there will be no substantial involvement between SBCR and the recipient during performance.
- **Cooperative Agreement** - which is a legal instrument for transferring money, property, or services to a recipient to accomplish a public purpose of support or stimulation in which substantial involvement between SBCR and the recipient is anticipated during performance.

Grants as well as cooperative agreements can result from unsolicited applications. Unsolicited applications undergo the same processing, technical and budget review and award as other applications.

B. **Areas in Which Applications for Financial Assistance are Accepted:** Financial assistance may be provided in areas to include mentoring programs; leadership programs; research and development; direct institutional subsidies; program evaluation; training and technical assistance; facilities and equipment;

fellowships, internships, recruitment and retention; arrangements under the Intergovernmental Personnel Act (IPA); student tuition assistance; scholarships and housing.

C. **Solicited Applications for Financial Assistance:** Applications for financial assistance are solicited from potential recipients by a multipurpose notice. This notice is a formal written notification for interested service providers to submit applications for the exchange and transfer of knowledge, ideas, concepts and skills. The Federal Register is used to notify the public regarding:

- Forms and procedures for applying for financial assistance
- Criteria by which applicants will be evaluated and selected
- Application due date (Applicants will be given a minimum of 30 days to prepare their application).

SBCR also solicits applications for financial assistance through other mediums to include:

- Newspapers of Record
- Minority Serving Institutions
- Private and Public Organizations
- Nonprofit Organizations
- Community and Professional Interest Groups
- NRC Website
- Other Source

D. **Unsolicited Applications for Financial Assistance:** The public may submit unsolicited applications for financial assistance to conduct programs, activities, training, projects and symposiums. Unsolicited applications may include requests for financial assistance of a new initiative and requests for additional support of a previously funded program, activity or project.

**IX. PERIOD OF SUBMISSION OF APPLICATIONS FOR FINANCIAL ASSISTANCE:**

Applications for financial assistance are received at various periods throughout the year; however, awards are subject to the availability of program funds. The public may submit applications for financial assistance to: U.S. Nuclear Regulatory Commission, Division of Contracts, Office of Administration, MS: T7-I2, Washington, DC 20555.

**X. ELIGIBILITY FOR MSIP FINANCIAL ASSISTANCE:**

To receive consideration applicants for solicited and unsolicited financial assistance must:

**A. Submit a Written Narrative:**

- Identifying name, address and location of the organization, corporate structure, principal place of business and all external locations
- Organizational chart, organization make-up including the names, titles and telephone numbers, fax numbers and email addresses of principals and all staff responsible for carrying out programs and/or activities in which funding is being requested
- Summary statement and proof of experience administering programs and/or activities in the areas funding is being requested
- Statement of financial capability
- Description of program services to be rendered and the target group(s) to be served (e.g., HBCUs, HSIs, TCUs, or other groups)
- Statement of goals and objectives and time tables for implementation, duration and completion of activities; and
- Summary discussing techniques, methodology and resources that will be utilized to achieve goals and objectives, and measure individual progress

**B. Submit a Budget:** Submit a budget reflecting cost breakdowns associated with conducting programs and activities, and administrative and overhead costs.

**C. Submit Required Data:** Submit to SBCR, prior to award of funding, the following documents (Title VI, Guidelines, Data Collection Requirements, Sec. 42.406(d)):

- Notice of all lawsuits (and for recipients, complaints) filed against it
- A description of assistance applications that the recipient has pending in other agencies
- Other Federal assistance being provided
- A description of any civil rights compliance reviews of the potential

awardee or recipient during the preceding two years

- A statement as to whether the potential awardee or recipient has been found in noncompliance with any relevant civil rights requirements

#### **XI. REVIEW OF APPLICATIONS FOR FINANCIAL ASSISTANCE:**

Review Process: A Contracting Officer is designated within the Division of Contracts, Office of Administration, to ensure the processing, award, and administration of all financial assistance actions. Applications solicited and unsolicited are submitted to the Division of Contracts, Office of Administration. The Division of Contracts checks applications for completeness and accuracy, and forwards applications to the Grants Coordinator for SBCR.

#### **XII. EVALUATION OF APPLICATIONS FOR FINANCIAL ASSISTANCE:**

- A. **Screening Process:** Prior to the technical review process applications will be screened to remove from consideration any proposal that the budget is seriously flawed with regard to cost necessity and reasonability. Copies of applications are subsequently submitted to a panel of evaluators for review, evaluation and ranking based on technical merit.
- B. **Technical Review:** The technical evaluation review may include such considerations as judgment on the merit of project objectives, accomplishments, work plan, and staff/facilities; delivery of services; techniques, methodology and resources utilized; past performance; and project budget evaluation.
- C. **Pre-award Review by SBCR to Ensure Compliance with Civil Rights Statutes and Regulations:** SBCR conducts a pre-award review to ensure that potential awardees have met the requirements under the applicable Civil Rights statutes and regulations. SBCR provides a copy of the review results to the Contracting Officer for appropriate action.
- D. **Notification of Award:** The Contracting Officer notifies prospective recipients of their selection by issuance of an award document or letter.

#### **XIII. RECIPIENT RESPONSIBILITIES:**

An applicant becomes a recipient following the award of financial assistance. Recipients are regarded as providers of programs and activities and who stand between the funds provided by NRC and the individuals who participate in, or benefit from the services provided. Recipients provide a variety of functions to include:

- A. **Signing an Assurance of Compliance:** Prospective recipients are required to sign an Assurance Statement of intent to abide by applicable Civil Rights statutes and regulations pertaining to Federally assisted programs and activities as a condition of award.
- B. **Providing Oversight:** Administration and management of the day-to-day operations of recipient and sub-recipient programs and activities. These

responsibilities include ensuring individuals served or eligible to be served by a program or activity are not denied an opportunity to participate in, benefit from, or have access to such services based on their class status.

- C. **Implementing Quality Programs:** Ensuring delivery of quality programs and activities conducted by the recipient and sub-recipients.
- D. **Submitting Required Data:** Ensuring data is collected, records maintained, and reports required by SBCR are submitted timely. (Title VI, 28 CFR Sec. 42.406(d) of the Coordination Regulations).

#### XIV. APPLICABLE CIVIL RIGHTS STATUTES/ EXECUTIVE ORDERS:

Executive Order 12250, Leadership and Coordination of Nondiscrimination Laws:  
<http://www.usdoj.gov/crt/cor/byagency/eo12250.htm>

Executive Order 13078, Increasing Employment of Adults with Disabilities:  
<http://www.archives.gov/federal-register/executive-orders/1998.html>

Executive Order 13160, Nondiscrimination on the Basis of Race, Sex, Color, National Origin, Disability, Religion, Age, Sexual Orientation, and Status as a Parent in Federally Conducted Education and Training Programs:  
<http://www.archives.gov/federal-register/executive-orders/2000.html>

Executive Order 13163, Increasing Opportunities for Individuals with Disabilities to be Employed in the Federal Government: <http://www.archives.gov/federal-register/executive-orders/2000.html>

Executive Order 13166, Improving Access to Services for Persons with limited English proficiency: <http://www.archives.gov/federal-register/executive-orders/2000.html>

Executive Order 13256, Historically Black Colleges and Universities:  
<http://www.archives.gov/federal-register/executive-orders/2002.html>

Executive Order 13230, Educational Excellence for Hispanic Americans:  
<http://www.archives.gov/federal-register/executive-orders/2001-wbush.html>

Executive Order 13270, Tribal Colleges and Universities:  
<http://www.archives.gov/federal-register/executive-orders/2002.html>

Title VI of the Civil Rights Act of 1964:  
<http://www.dol.gov/oasam/regs/statutes/titlevi.htm>

Title IX of the Educational Amendments Act of 1972, Increasing Female Participation in Federally Conducted, Funded or Assisted Educational Programs, Activities and Services: <http://www.dol.gov/oasam/regs/statutes/titleix.htm>

Section 504 of the Rehabilitation Act of 1973: <http://www.eric.org/sect504.html>

The Age Discrimination Act of 1975:



[http://www.dol.gov/oasam/regs/statutes/age\\_act.htm](http://www.dol.gov/oasam/regs/statutes/age_act.htm)

Title II of the Americans with Disabilities Act of 1990:

<http://www.dol.gov/esa/regs/statutes/ofccp/ada.htm>;

<http://www.usdoj.gov/crt/ada/reg2.html>

10 CFR Part 4, Nondiscrimination in Federally Assisted Programs or Activities Receiving Federal Financial Assistance From the Commission:

[http://www.access.gpo.gov/nara/cfr/waisidx\\_05/10cfr4\\_05.html](http://www.access.gpo.gov/nara/cfr/waisidx_05/10cfr4_05.html)

10 CFR Part 5, Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance:

[http://www.access.gpo.gov/nara/cfr/waisidx\\_05/10cfr5\\_05.html](http://www.access.gpo.gov/nara/cfr/waisidx_05/10cfr5_05.html)

**XV. SBCR PROGRAM CONTACT INFORMATION:**

Contact SBCR for information regarding funding for MSIP and other funding opportunities at:

**In-Person Address:**

U.S. Nuclear Regulatory Commission  
Office of Small Business and Civil Rights  
11555 Rockville Pike  
Rockville, MD 20852

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Phone Number: 301-415-7380

TDD: 301-415-5244

Fax: 301-415-5953

**Mailing Address:**

U.S. Nuclear Regulatory Commission  
Office of Small Business and Civil Rights  
MS: O-3H8  
Washington, DC 20555

**Program Manager:**

Ms. Tuwanda M. Smith, Esq.

Phone Number: 301-415-7394

E-mail Address: [EEOPrograms@nrc.gov](mailto:EEOPrograms@nrc.gov)

**MSI Program Coordinator:**

Ms. Tuwanda M. Smith, Esq.

Phone Number: 301- 415-7394

E-mail Address: [EEOPrograms@nrc.gov](mailto:EEOPrograms@nrc.gov)



## **MINORITY SERVING INSTITUTIONS PROGRAM**



**August 2006**

**Administered by  
The Office of Small Business and Civil Rights**

## FREQUENTLY ASKED QUESTIONS & ANSWERS

- Q1. What is the Minority Serving Institutions Program (MSIP)?
- A. MSIP is a program administered by the U.S. Nuclear Regulatory Commission (NRC), Office of Small Business and Civil Rights (SBCR), which is designed to implement White House education initiatives and provision of the Energy Policy Act of 2005 (EPAAct) to ensure MSIs and students and faculty of MSIs have meaningful and equal access to NRC-conducted and financially assisted programs and activities.
- Q2. What provision is covered by the EPAAct?
- A. The EPAAct authorized the NRC to establish and participate in partnership programs with institutions of higher education, including Historically Black Colleges and Universities (HBCUs), Hispanic Serving Institutions (HSIs) and Tribal Colleges and Universities (TCUs), to enhance their capacity to train students, including present or potential NRC employees, in fields that the NRC deems critical to its mission.
- Q3. What type of programs and activities may be funded?
- A. As a result of the EPAAct, the NRC is able to participate in programs and activities to include, but not limited to, mentoring, leadership, research and development opportunities, program evaluation, training and technical assistance, recruitment and retention initiatives, student tuition assistance, scholarships, and housing. The NRC is also able to provide more expansive support services to strengthen the capacity of MSIs to educate and train students and to conduct research in the field of science, engineering, law, information technology, and other fields that the NRC deems critical to its mission.
- Q4. How does NRC benefit from the MSIP?
- A. NRC's commitment to maximizing partnerships and promoting delivery of quality programs and activities that address the needs of MSIs, students, and faculty of MSIs helps to create a diverse pool of skilled potential employees in science, engineering, law, information technology, and other fields that the NRC deems critical to its mission. It also provides opportunities for the NRC to gain knowledge regarding the skills and talents of potential recruits, and for them to gain knowledge about the NRC as an agency and employer.
- Q5. How does the MSIP benefit MSIs and students and faculty of MSIs?
- A. Students and faculty benefit from an exchange and transfer of knowledge, ideas, concepts, and skills from individuals in engineering, science, technology, information technology, law, and other fields that the NRC deems critical to its mission and from the opportunity to pursue their academic and career goals. MSIs benefit from increases in recruitment and retention; the ability to provide the highest level of educational excellence; the availability of instructional and training experience; the creation of

research and development opportunities; the ability to provide mentoring and leadership development; and opportunities for career exposure, on-the-job training, and internships for their students.

Q6. How do providers of programs and activities apply for financial assistance?

A. Providers of programs and activities can submit unsolicited and solicited applications for financial assistance to: U.S. Nuclear Regulatory Commission, Division of Contracts, Office of Administration, MS: TWB 1B10M, Washington, DC 20555.

Q7. What types of financial assistance are available?

A. The NRC may enter into arrangements to provide financial assistance to accomplish the purpose of MSIP in two ways: a grant, which is a legal instrument for transferring money, property, or services to a recipient to accomplish a public purpose of support or stimulation in which there will be no substantial involvement between the agency and the recipient during performance; and, a Cooperative Agreement, which is a legal instrument for transferring money, property, or services to a recipient to accomplish a public purpose of support or stimulation in which substantial involvement between SBCR and the recipient is anticipated during performance.

Q8. What are the criteria for evaluating applications for financial assistance?

A. The types of programs and activities funded vary. The public is notified of solicited applications for financial assistance by a multipurpose notice in the Federal Register, which will provide information regarding the forms and procedures for applying and criteria for evaluation. Notification is also provided on NRC's website.

Q9. How are MSIs, students, and faculty of MSIs made aware of MSIP programs and activities?

A. Information is posted on NRC's external website; literature and program information is also sent to MSIs and community and professional organizations; or institutions and individuals may contact Tuwanda M. Smith, Esq., MSI Program Coordinator at 301-415-7394, TDD: 301-415-5244, Fax: 301-415-5953, or email: [EEOPrograms@nrc.gov](mailto:EEOPrograms@nrc.gov).

Q10. What role will SBCR have in the administration of the MSIP programs and activities funded?

A. SBCR is responsible for a variety of administrative functions of the MSIP, which include oversight, financial assistance, outreach and coordination, referrals, technical assistance and support, monitoring, and compliance coordination.