

U.S. Department of Education
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

2016 Professional Development Grant Application

CFDA # 84.299B

PR/Award # S299B160002

Grants.gov Tracking#: GRANT12202361

OMB No. 1894-0006, Expiration Date: 11/30/2017

Closing Date: Jul 01, 2016

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

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="06/27/2016"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
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State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
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8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="University of Mary"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="45-0273403"/>	* c. Organizational DUNS: <input type="text" value="1810203480000"/>

d. Address:

* Street1: <input type="text" value="7500 University Drive"/>
Street2: <input type="text"/>
* City: <input type="text" value="Bismarck"/>
County/Parish: <input type="text" value="Burleigh"/>
* State: <input type="text" value="ND: North Dakota"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="58504-9652"/>

e. Organizational Unit:

Department Name: <input type="text" value="Education"/>	Division Name: <input type="text" value="Academic Affairs"/>
---	--

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

Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Sahlenia"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Braun"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Director of Payroll and Grants"/>
--

Organizational Affiliation: <input type="text"/>
--

* Telephone Number: <input type="text" value="701-355-8064"/>	Fax Number: <input type="text" value="701-255-7687"/>
---	---

* Email: <input type="text" value="slbraun@umary.edu"/>

Application for Federal Assistance SF-424

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

O: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

U: Tribally Controlled Colleges and Universities (TCCUs)

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.299

CFDA Title:

Indian Education -- Special Programs for Indian Children

*** 12. Funding Opportunity Number:**

ED-GRANTS-051716-001

* Title:

Office of Elementary and Secondary Education (OESE): Office of Indian Education (OIE): Indian Education Discretionary Grants Programs: Professional Development Grants Program CFDA Number 84.299B

13. Competition Identification Number:

84-299B2016-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Consortium agreement between a university and a college providing K-12 teacher education at the undergraduate level and graduate studies (MEd), in K-12 Administration-Principal and Special Education.

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * 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="1,290,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* 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="1,290,000.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?** a. This application was made available to the State under the Executive Order 12372 Process for review on b. Program is subject to E.O. 12372 but has not been selected by the State for review. c. Program is not covered by E.O. 12372.*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)** Yes No

If "Yes", provide explanation and attach

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:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Sahlenia Braun</p>	<p>TITLE</p> <p>Director of Payroll and Grants</p>
<p>APPLICANT ORGANIZATION</p> <p>University of Mary</p>	<p>DATE SUBMITTED</p> <p>06/27/2016</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: University of Mary * Street 1: 7500 University Drive Street 2: _____ * City: Bismarck State: ND: North Dakota Zip: 58504-9652 Congressional District, if known: ND-001		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: U.S. Department of Education	7. * Federal Program Name/Description: Indian Education -- Special Programs for Indian Children CFDA Number, if applicable: 84.299	
8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant: Prefix _____ * First Name Not Applicable Middle Name _____ * Last Name Not Applicable Suffix _____ * Street 1 _____ Street 2 _____ * City _____ State _____ Zip _____		
b. Individual Performing Services (including address if different from No. 10a) Prefix _____ * First Name Not Applicable Middle Name _____ * Last Name Not Applicable Suffix _____ * Street 1 _____ Street 2 _____ * City _____ State _____ Zip _____		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Sahlenia Braun * Name: Prefix Ms. * First Name Sahlenia Middle Name _____ * Last Name Braun Suffix _____ Title: Director of Payroll and Grants Telephone No.: 701-355-8064 Date: 06/27/2016		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S299B160002

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 03/31/2017

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

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

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

UMGEPA.pdf

Add Attachment

Delete Attachment

View Attachment

General Education Provisions Act (GEPA)

The University of Mary (UMary), Bismarck, ND, serves an academically diverse population which includes all races, religious denominations, and cultural affiliations of undergraduate students, graduate students, faculty and staff. Included in meeting the needs of a diverse population is recognition of age, gender, disability, and color. Students, faculty or staff who feel they have been discriminated based upon any of these benchmarks are provided support and counseling through the grievance procedure through the university: Director of Human Resources, Bonnie Dahl; Director of Student Life, Tim Seaworth; and/or Vice President for Academic Affairs, Diane Fladeland. Specific wording of this policy is, “The UMary does not discriminate on the basis of race color, religion, sex, age, national origin, disability, marital status, or public assistance in accordance with public laws.” (p. 229, UMary 2015-2016 Catalog)

Turtle Mountain Community College (TMCC) is a tribal college on the Turtle Mountain Indian Reservation in Belcourt, ND. The policy of this institution states “...all persons shall have equal access to its programs, facilities, and employment without regard to race, religion, color, sexual orientation, national origin, age or handicap.” (p. 3 TMCC 2015-2016 catalog). Claims of violation of this policy are to be directed to the Human Resources Director on campus, Holly Cahill or the Chicago Office for Civil Rights, U.S. Department of ED, Citigroup Center, Chicago, IL. Grievances of the policy are first acted upon by the tribal college; if there is not resolution, it is referred to the U.S. Department of ED, Chicago Office or further action.

Due to the unique nature of this proposal there are outstanding considerations with regard to participants in the program. Specifically, this proposal is to address the needs of Native educators and administrators who serve in K-12 school systems with majority enrollment of

American Indian children. By definition, a participant must meet one of the following criteria to be considered eligible for support in the program:

1. Participant must be a member of an Indian tribe or band, as membership is defined by the Indian tribe or band, including any tribe or band member since 1940, and any tribe or band recognized by the State in which the tribe or band reside.
2. A descendant of a parent or grandparent who meets the requirements of paragraph (1) of this definition;
3. Considered by the Secretary of the Interior to be an Indian for any purpose;
4. An Eskimo, Aleut, or other Alaska Native; or A member of an organized Indian group that received a grant under the Indian Education Act of 1988 as it was in effect on October 19, 1994.

Discrimination by any other means other than tribal affiliation will not be condoned. All personnel at both the UMary and TMCC are responsible for monitoring the institutional environment to intervene in the event of an infraction of the policy. Both institutions in this consortium have trained personnel seated on Title IX committees: Dr. Carmelita Lamb-Associate Dean, Brandon Holt-IT Director, Sr. Rosemary DeGracia-Academic Affairs, UMary; Holly Cahill-Human Resources, Kellie Hall-Vice President, TMCC.

Specific measures to be taken to assure equal access for participants include:

1. Develop and administer a pre-participation survey to solicit information from participants regarding access requirements – e.g., wheel chair access and signers.
2. All grant program-related sessions/activities should be held in Americans with Disabilities Act (ADA) accessible and compliant facilities. As needed, the grant staff will further develop and implement a ‘plan of action’ that will address the

identified special access needs indicated by program participants that go over and beyond the access provisions of the ADA facilities, themselves.

3. Coordinate and offer cultural sensitivity and ADA training for program staff, as recommended by the two consortium partners.
4. Hire, recruit, and involve individuals from social and ethnic minority groups, multi-lingual individuals, and individuals with disabilities to plan, implement, and evaluate program services, to the greatest extent possible.
5. Develop or acquire and disseminate culturally relevant and sensitive curriculum and information materials that can be understood and accessible to all potential participants, regardless of their unique challenges or backgrounds.
6. Offer transportation vouchers for participating members of the program who must use personal or public transportation to attend grant meetings, activities, and workshops, as needed and if available.
7. Offer multi-lingual services for participants and others as needed and appropriate.
8. Offer onsite childcare for individuals who must bring their children to program training events and activities (as available).
9. Arrange for assistive technology devices to translate materials for participants in need of such services (as available).
10. Post information materials, schedules of events, and program assessments on the internet – which will enable assistive computer devices to interpret the materials for participants. Ensure all participants have direct access to these resources through the provision of usable workstations and/or computer labs, to the greatest extent possible.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION University of Mary	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Ms.	* First Name: Sahlenia Middle Name:
* Last Name: Braun	Suffix:
* Title: Director of Payroll and Grants	
* SIGNATURE: Sahlenia Braun	* DATE: 06/27/2016

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Project Abstract

Applicant:

- University of Mary, Institution of Higher Education

Consortium Members:

- Turtle Mountain Community College, Indian Institution of Higher Education
- Turtle Mountain Community Schools, Bureau-funded schools
- Turtle Mountain Band of Chippewa Indians, Indian Tribe

The purpose and expected outcomes of the project

This grant project will provide support for Native Americans who are pursuing a Bachelor's degree in Teacher Education (Early Childhood, Elementary Education, and Secondary Science); or a Master of Education degree in Elementary Administration, Secondary Administration, or Special Education Strategist with the goal of obtaining employment as teacher or administrator in schools with a high percentage of Native American students. This collaborative project will involve the University of Mary (UMary) as lead agency and provider of graduate level studies, and Turtle Mountain Community College as provider of Bachelor's level courses.

A Job Market Analysis was developed as part of this grant application process, which shows a large unmet need for both teachers and administrators in North Dakota schools that serve Native American students. This gap is especially significant in this state, where 8.7% of students are American Indian and Alaskan Native, compared to 1.0% nationally.

Applicable priorities

UMary is asking for Competitive Preference Points under both Priority One and Priority Three. This project includes partnership with a Bureau-funded school (Turtle Mountain

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Community Schools) that agrees to consider program graduates for qualifying employment.

Although the lead entity for this grant project is non-tribal, a consortium has been developed that includes an Indian institution of higher education (Turtle Mountain Community College).

Number of participants to be served

The undergraduate program at TMCC is expected to support 27 candidates, and the graduate program at UMary is projected at seven candidates (34 total participants).

The number and location of proposed sites

There are two proposed sites: University of Mary in Bismarck, North Dakota, and Turtle Mountain Community College in Belcourt, North Dakota.

How the project will conduct activities to assist participants in identifying and securing qualifying employment

Over the term of this grant award three cohorts will be supported in undergraduate K-12 teacher education at Turtle Mountain Community College, and University of Mary will support graduate candidates for Elementary Administration, Secondary Administration, and Special Education. This consortium-based project includes strategic partnerships with key entities in the training, placement, and success of teachers and administrators. Consortium partner Turtle Mountain Community Schools represents the major employer for teacher and administrator graduates. In addition to the support provided by consortium partner Turtle Mountain Community Schools in placing teacher and administrator graduates, this project will benefit from job placement services that are available on both the TMCC and UMary campus.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

To add more Project Narrative File attachments, please use the attachment buttons below.

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Application Narrative

Introduction

This grant project will provide support for Native Americans who are pursuing a Bachelor's degree in Teacher Education (Early Childhood, Elementary Education, and Secondary Science); or a Master of Education degree in Elementary Administration, Secondary Administration, or Special Education Strategist with the goal of obtaining employment as teacher or administrator in schools with a high percentage of Native American students. The collaborative project will involve the University of Mary (UMary) as lead agency and provider of graduate level studies, and Turtle Mountain Community College (TMCC) as provider of Bachelor's level courses. A consortium that includes University of Mary, Turtle Mountain Community College, Turtle Mountain Community Schools, and the Turtle Mountain Band of Chippewa Indians will work together to meet the projected outcomes of this four-year project.

Need for Project

- (1) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

The intention of this project is to deeply engage Native American scholars in K-12 education/administration preparation at the undergraduate and graduate level. The unique partnership between Turtle Mountain Community College, one of five tribal colleges in North Dakota, and the University of Mary, a long-time supporter of higher education opportunities for Native Americans, is based upon a goal of cultural collaboration designed to meet the needs of tribal communities across the state.

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In response to the preliminary draft of the Bureau of Indian Education Strategic Plan 2014-2018 which states, “Our vision of a successful student is one who discovers a passion for learning and transforming their world, while maintaining the student’s unique tribal culture, identity and language.” (Department of Indian Education, 2014, p. 1), this proposal addresses several key areas of need for the Turtle Mountain Community Schools as well as other schools within North Dakota serving Native children. Specifically, this proposal is targeted toward training and preparing more Native American teachers and administrators for the classrooms and buildings currently serving Native children and their families. According to Grande (2004), it is ever more critical to engage in measured time, energy, and resources on recovering, developing, and fostering tribally-centered forms of schooling.

Description of Institutions of Higher Education

The University of Mary is located in North Dakota’s capital city of Bismarck, home to approximately 71,000 residents. Bismarck is the second largest city in the state, a state with a rural population of less than 757,000 people (US Census 2015 Estimate). Thirty-six of the 53 North Dakota Counties are designated as Frontier (fewer than six persons per square mile), based on 2012 estimates, and all but four counties in the state are designated as rural or semi-rural.

UMary was founded by the Benedictine Sisters of Annunciation Monastery in 1955 as a private, Catholic, two-year nursing school. In 1959, the institution began offering baccalaureate degree granting programs, primarily health sciences, education and liberal arts. UMary has been accredited by the North Central Association of the Higher Learning Commission since 1969. The institution began offering master’s degree programs in 1986, and currently UMary has nearly 3,000 degree candidates enrolled in baccalaureate, master’s and doctoral degree-granting

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programs. In addition to the on-campus programs, UMary has additional off-campus locations to provide accelerated and distance education in North Dakota, Montana, Kansas, and Arizona.

UMary's Statement of Mission and Identity is: "Founded to prepare leaders in the service of truth, the University of Mary is distinctive in our education and formation of servant leaders with moral courage, global understanding, and commitment to the common good." As America's Leadership University, we are deeply devoted to our mission: "The University of Mary exists to serve the religious, academic and cultural needs of the people in this region and beyond. It takes its tone from the commitment of the Sisters of Annunciation Monastery. These Sisters founded the University in 1959 and continue to sponsor it today. It is Christian, it is Catholic, and it is Benedictine." UMary cherishes its Christian, Catholic, and Benedictine identity, while also welcoming and serving persons of all faiths.

Turtle Mountain Community College (TMCC) is a tribally-controlled and accredited college founded in 1972, that primarily serves the educational needs of the 30,000 enrolled members of the Turtle Mountain Band of Chippewa Indians, although it is open to any person who has a desire to pursue higher education. Located on the Turtle Mountain Indian Reservation, TMCC is three miles north of Belcourt, North Dakota, and nearly eight miles south of the Canadian border. The distance from UMary to TMCC is 179 miles.

TMCC was one of the six founding members of the American Indian Higher Education Consortium. In addition to a wide array of associate degrees and certificate of completion programs, TMCC offers four-year degrees in Early Childhood Education, Elementary Education, and Secondary Science Education. Tuition and fee rates are among the lowest in North Dakota. Faculty and staff are well trained and extremely dedicated. TMCC has 969 full and part-time students enrolled.

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TMCC is committed to functioning as an autonomous Indian controlled college on the Turtle Mountain Indian Reservation focusing on general studies, undergraduate education, Career and Technical Education, scholarly research, and continuous improvement of student learning. The college seeks to maintain, seek out, and provide comprehensive higher education services in fields needed for true Indian self-determination.

Target Population

The population to be served through this grant will include the Native Americans of the Turtle Mountain Indian Reservation, as well as Native Americans throughout the state of North Dakota. The Turtle Mountain Indian Reservation has a total population of 8,656, of whom 96.1% are American Indians (according to the 2010 Census). The median age on the reservation is 26.7, with 37% of the population composed of youths aged 0-17. Forty-one per cent of the population live below the federal poverty level. Only 18.8% of adults hold a bachelor's degree or higher, compared to 27.2% for the state of North Dakota, and 29.3% for the United States. The unemployment rate on the reservation is 65%, compared to 4.1% in North Dakota and 9.7% in the US.

On June 6, 2016, the Turtle Mountain Band of Chippewa was awarded a ten-year Promise Zone designation. Through the Promise Zone Initiative, the Federal government plans to work strategically with local leaders to boost economic activity and job growth, improve educational opportunities, reduce crime, and leverage private investment to improve the quality of life in these vulnerable areas. Emphasis will be on expanding educational opportunities for both young people and adults in the zone, with a special emphasis on early childhood education.

State-wide, American Indians are the largest minority population in North Dakota. According to the latest American Community Survey, American Indians alone comprise 39,669

of North Dakota's population, a little over five percent; a figure that has remained unchanged since the last decennial census. The American Indian population increased by 22.1% from 2000 to 2010. As of 2014, the median age of North Dakota's American Indians is 26.9, a full eight years younger than North Dakota's overall median age of 35.1.

Numerous tribes are represented in the state, though the majority are either Chippewa or Sioux, which make up seventy-two percent of the Native American population. According to the



2010 Census, approximately 55% of American Indians living in North Dakota live on reservations, which include Fort Berthold with the Three Affiliated Tribes; Lake Traverse with the Sisseton-Wahpeton Oyate; Spirit Lake with the Sioux; Standing Rock with the Sioux; and Turtle Mountain with the Chippewa. Though the Fort Berthold and Standing Rock reservations are much larger in land area, the Turtle Mountain reservation has the largest population of the five reservations.

Current Gaps

A Job Market Analysis was developed as part of this grant application process, which shows a large unmet need for both teachers and administrators in North Dakota schools that serve Native American students. This gap is especially significant in the state, where 8.7% of students are American Indian and Alaskan Native, compared to 1.0% nationally (North Dakota

Education Express Snapshot Dataset, 2013-2014). At the same time, only 239 (2%) of teachers are American Indian or Alaskan Native.

The North Dakota Education Standards and Practices Board declared the entire state a “Critical Shortage Area” in 2015-2016, due to severe teacher shortages in all content/degree areas. The State School Superintendent reported that 204 teacher openings around North Dakota were unfilled in January 2016, an increase of 55 percent from the same time last year, and the highest number in ten years. The U.S. Department of Education, Office of Postsecondary Education, declared the following Teacher Shortage Area (TSA) list for North Dakota during the 2014-2015 year: Agriculture Education, Business and Office Technology (Business Education), Career Clusters, Computer Education, English as a Second Language, English Language Arts, Family and Consumer Science, Health Careers, Information Technology, Languages/Native American Languages, Marketing Education, Mathematics, Music, Science, Social Studies, Special Education Programming, Technology Education (Industrial Arts), and Trade and Industrial Education.

In addition to current shortages, it is anticipated that the need for teachers and administrators will grow in the future due to the aging of the workforce and the effect of retirements. The North Dakota Teachers’ Fund for Retirement projects that 3,000-3,400 out of the state total of 10,000 teachers will retire in the next ten years, along with about 90 administrators. At the same time, K-12 public school enrollment has increased by about 10,000 in the past five years, with enrollment of about 104,000 students last fall, reflecting the state’s population growth driven largely by oil and gas development.

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The table below shows a state-wide summary of full-time educational personnel by position and age as of 2013-2014, demonstrating that more than 1,000 currently employed teachers and administrators in the state of North Dakota were then over the age of 60.

Statewide 2013-14 Summary of Full-time Educational Personnel by Age and Position							
Position	Count	20-29	30-39	40-49	50-59	60-69	70+
Elem Principal	263	1	40	97	88	36	1
Sec. Principal	156	3	34	68	40	9	2
Superintendent	143		11	39	61	32	
Counselor/Librarian/ Noncourse Activities	563	50	140	111	163	98	1
Elem. Teacher	5,586	998	1,504	1,261	1,308	502	13
Sec. Teacher: Ag, Trade, Indus., Health	175	24	36	43	51	21	
Business, Off. Tech, Mrkting, ComSci	163	28	36	41	47	11	
Career Cl., Ed., Div.Occ, Tech	21	1	5	6	3	6	
Driver Education	7	1	1	2	2	1	
English/Language Arts	389	77	99	99	74	36	4
Family and Consumer Sciences	125	17	20	12	45	30	1
Fine & Performing Arts/ Music	143	22	39	19	34	29	
Foreign Languages, ESL	121	16	25	35	28	16	1
Information Tech, Tech Ed	57	2	14	12	15	13	1

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Mathematics	359	88	84	76	78	32	1
Physical Education	152	20	39	41	38	14	
Science	335	53	88	90	70	30	4
Social Studies	307	61	89	77	58	22	
Special Education	214	17	54	48	60	35	
TOTALS	9,279	1,479	2,358	2,177	2,263	973	29

(2) The extent to which employment opportunities exist in the project's service area, as demonstrated through a job market analysis.

In preparation for this grant project, the UMary School of Education and Behavioral Sciences prepared a job market analysis, which supported the extreme need for Native American teachers and administrators in the field over the last decade. Data were collected from sources such as the U.S. Department of Education Office of Postsecondary Education, North Dakota Education Standards and Practices Board, North Dakota Teachers' Fund for Retirement, EdJobsND.com, regional news sources, and "position vacancy" listing for Bureau of Indian Education schools in the state.

Employment opportunities were found to exist for both K-12 Teachers Special Education Teachers and K-12 Administrators. Within tribal communities across the state of North Dakota there are a number of positions open for Special Education teachers; the critical shortage in Special Education teachers is further heightened by statistics such as those reported by the Dunseith Day Indian School (a BIE K-8 school on the western edge of the Turtle Mountain Indian Reservation) specifying that 20% of the enrollment is in need of Special Education services (Dunseith Day, 2016).

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The following table shows a sample of job openings as of May 2016 (teachers and administrators) listed on EdJobsND.com both on reservations, and off reservation but within proximity to tribal communities who may opt to enroll their children outside of the existing reservation school systems.

JOB LISTINGS from EdJobsND.com as of May 23, 2016		
On Reservations		
School/District	Job Title	Specialty
Parshall School District	Superintendent	Supt
Devils Lake Public Schools	Special Ed Teacher, Grades 7-8	SPED
Standing Rock Community School	Special Ed Admin Asst	SPED
Standing Rock Community School	Asst High School Principal	Princ
Dunseith Public Schools	Special Ed Teacher, Grades 7-12	SPED
Minnewaukan Public Schools	Teacher, Grade 1	Teacher
Statewide		
Harvey Public Schools	Elem Principal, Grades K-6	Princ
Langdon Area Schools	Superintendent	Supt
Beach Public Schools	Special Ed Teacher, Grades 7-12	SPED
Dickinson Public Schools	Elem Principal, Grades K-5	Princ
Bismarck Public Schools	Special Ed Teacher	SPED

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Midway Public Schools	Principal/Math Teacher, half admin intern	Princ intern
Elgin/New Leipzig Public Schools	Special Ed Teacher	SPED
Kulm Public Schools	High School Principal/Technology Coordinator	Princ
LaMoure Public Schools	Superintendent	Supt
Langdon Area Schools	Elem PreK Special Needs/Elem Special Ed Teacher	SPED
United Public Schools	Special Ed Teacher, High School	SPED
Glen Ullin Public Schools	Special Ed Teacher, Grades K-12	SPED
Fordville-Lankin Public Schools	Elem Principal	Princ
Burke Central Schools	Special Ed Teacher, Grades K-12	SPED
Stanley Public Schools	Special Ed Teacher	SPED
East Central, New Rockford	Special Ed Strategist/SLD Teacher	SPED

Updated teacher vacancies in June 2016, listed on the EDJobsND.com site, show 89 teacher positions currently available across the state. Additionally, the June, 2016 list shows there are seven superintendent and/or principal positions open throughout North Dakota.

In addition to listing vacancies on EdJobsND.com, each school district maintains its own website and lists available positions. The following example is from Standing Rock Community

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School's May 2016 website. It shows the 2016-2017 vacancies listing for Standing Rock Community School, part of the Standing Rock Sioux Tribe. This listing demonstrates the difficulty North Dakota reservation schools have in maintaining full teaching capacity.

ELEMENTARY

- Elementary Teachers (K-5)
- Kindergarten Teacher
- Culture/Language Teacher
- Substitute Teachers

MIDDLE SCHOOL

- Gifted/Talented Teacher
- ELL Coach
- Language Arts Teacher
- Paraprofessional/Classroom Monitor
- Math Teacher
- Social Studies Teacher

HIGH SCHOOL

- Math Teacher
- Science Teacher

- Construction Technology Teacher
- Culture/Language Teacher
- Consumer Science Teacher
- Guidance Counselor
- Home School Coordinator
- Secretary
- Assistant Principal
- PE Teacher

OTHER

- Administrative Assistant (SPED)
- Paraprofessionals
- Speech Pathologist
- Campus Computer Technician
- Bus Drivers
- Head Volleyball Coach

Quality of the Project Design

- (1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are ambitious but also attainable:

The number of degree candidates to be served by this grant program has been carefully and cautiously projected, based heavily on the existing number of Native American candidates for Teacher Education Bachelor's degrees at TMCC (13), and the existing number of Native American candidates for doctoral degrees in Education at UMary (6).

During the term of this grant award, three cohorts will be supported in undergraduate K-12 teacher education at Turtle Mountain Community College. Year 1 will be comprised of 20 candidates: 13 juniors and seven seniors. Year 2 will support 20 candidates: 13 seniors [from year 1] and seven juniors newly recruited to the professional program of study. Year 3 will support seven seniors. Twenty-seven K-12 teachers in all are expected to enter into this sponsored program and complete all necessary requirements for state licensure.

The graduate Master's in Education program at the University of Mary will recruit seven graduate candidates for Elementary Administration, Secondary Administration, or Special Education. These candidates will be supported through the three-year academic program which includes coursework in advanced administration such as Education Law, Education Finance, Special Education Law, Management and Personnel, and School Culture and Organization Behavior, as well as graduate research culminating in action research, Indigenous research, empirical study, or Portfolio which includes an advanced Literature Review.

- Undergraduate Program (TMCC):

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- The number of participants expected to be recruited in the project each year: Year One: 7 seniors and 13 juniors; 7 graduates by the end of Year One
- Year Two: 7 juniors recruited; 13 graduates by the end of Year Two
- Year Three: 7 seniors; 7 graduates by end of Year Three
- The number of participants expected to continue in the project: 27
- The number of participants expected to graduate: 27
- The number of participants expected to find qualifying jobs within twelve months of completion: 27
- Graduate Program (UMary):
 - The number of participants expected to be recruited in the project each year: Year One: 7
 - The number of participants expected to continue in the project: 7
 - The number of participants expected to graduate: 7
 - The number of participants expected to find qualifying jobs within twelve months of completion: 7

We realize that these are ambitious goals, but both UMary and TMCC teams are confident that these goals are achievable based on the quality of incoming degree candidates, the plans to support these candidates through graduation and beyond, and the large unmet need for Native American teachers and administrators in North Dakota. Should there be attrition early in the program (by the end of Year 1), alternates will be recruited to fill the vacancies and provided support through the PDs at both TMCC and UMary to ensure student success and completion of their program of study within the term of the grant award.

- (2) The extent to which the proposed project has a plan for recruiting and selecting participants that ensures that program participants are likely to complete the program.

Both UMary and TMCC have existing policies and procedures for recruiting and selecting participants to their Education programs that ensure that degree candidates are highly qualified and motivated to complete their programs. Initially, candidates for the undergraduate programs are recruited from a pool of individuals who have been enrolled in the first two years of study (60 credits) and have taken the course Introduction to Teaching. This serves as a gateway for those students who may have considered teaching as a career, but are not fully aware of what a career in the field might entail. This course is taught by teacher education faculty at TMCC, and thus they serve as a first-level recruitment tool for the programs offered. Prior to attending college, high school juniors and seniors at the Turtle Mountain Community High School and other high schools on the fringes of the Turtle Mountain Indian Reservation with greater than 80% Native student enrollment, make a TMCC campus visit known as “Career Day.” Each college department provides written information, career related activities, and one-on-one communication about their program offerings to the high school students in hopes of encouraging students to attend the tribal college and pursue a career in any number of different areas. The teacher education faculty are heavily involved in this campus-wide recruitment effort.

The University of Mary uses multiple venues for graduate student recruitment. Its graduate admissions representative, Jennifer Barry, attends numerous ‘table’ opportunities where potential graduate students are likely to be engaged in professional development conferences hosted by state agencies such as the North Dakota Council of Education Leaders (NDCEL). Of particular note is the high frequency traffic on the UMary web page that allows for potential graduate students to engage directly with Mrs. Barry via the Internet. Probably of optimum

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importance is the strong reputation that the University of Mary has developed in North Dakota and across the country with respect to high quality graduate programs and exceptional faculty. This reputation travels via personal communication from student to student, district to district. It is of utmost value to the entire University of Mary family, and is deeply part of our mission.

Individuals seeking to enter into the Master's graduate program in the School of Education and Behavioral Sciences at UMary must first present an official transcript documenting the successful completion of a Bachelor's degree from an accredited institution of higher education. The transcript is then submitted to admissions personnel for a preliminary analysis. If there are no concerns, the application moves forward to the Chair for Graduate and Distance Education for approval. The applicant must have at least a 3.0 GPA, a written mission paper and goal statement, and three letters of approval from appropriate individuals in higher education or the workforce. Once admitted into graduate school the student is assigned an advisor who monitors progress through the plan of study.

TMCC recruits candidates into its Bachelor's degree program in the Education Department who have already successfully completed at least 60 credits, with a cumulative GPA of 2.5. Applications include a written Philosophy of Education; three letters of recommendation from faculty, staff or administration; and a resume of the candidate's work history and/or previous academic experience. Acceptance is based on the writing assessment and a committee interview. A review of the GPA's of current TMCC Education candidates provides evidence of a high quality roster of candidates fully prepared to enter into the professional program of study in K-12 teacher education. The 13 candidates' GPA's range from 3.0 to 4.0, with a group average of 3.51.

- (3) The potential of the proposed project to develop effective strategies for teaching Indian students and improving Indian student achievement, as demonstrated by a plan to share findings gained from the proposed project with parties who could benefit from such findings, such as other institutions of higher education who are training teachers and administrators who will be serving Indian students.

Effective strategies for meeting the needs of a diverse Native American student population include:

- a) changes in teacher attitude with respect to a diverse classroom curricula and theory of practice (Gay, G. 2010 and Grande, S. 2015);
- b) developing personal connections with Native students which validate their culture and heritage (Sorkness, L. & Kelting-Gibson, L., 2006);
- c) identifying core values of respect, responsibility, community service and culture preservation within the classroom and school (McCarty, T. & Lee, T., 2014); and
- d) accurately using student data to drive school improvement (Faircloth, S. & Tippeconnic, J., 2010). McCarty and Lee (2014) suggest the school setting should support both traditional and evolving cultural connectedness of modern Native youth.

TMCC undergraduate students are assessed within the curriculum on their understanding of specific strategies for engaging students utilizing methods courses in Math, Science, Language Arts, and Social Studies. In these classes students are required to design lessons and present those lessons in the age-appropriate classroom to determine the effectiveness of their abilities to engage all students in the learning process. Teacher candidates record these lessons and later reflect on their instructional proficiency in content, classroom management, and student engagement. These videos are archived through the course of the academic program of study

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(digital portfolio) and used as a comparative from which to measure growth in their teaching. In addition, candidates are assessed during the lesson by their college instructor. Following the on-site lesson, the candidate participates in a one-on-one conference with his/her professor to discuss areas of strength and weakness in the lesson presented. This important feedback further prepares the candidate for future instruction opportunities and builds the candidate's self-awareness and confidence as a future educational professional.

Within UMary's Administration K-12 Principal (elementary and secondary) and Special Education program of study, graduate students are charged with engaging in either action research, Indigenous research, or empirical study to complete their Master's program. During this portion of graduate study, candidates delve into important contemporary educational issues which they have either witnessed within their own Native communities, or have concerns with respect to the profession in general. Consistent with experience in the doctoral program with the Native scholars, UMary fully supports all areas of research endeavor, in particular Indigenous methodologies. The Associate Dean of the Liffrig Family School of Education and Behavioral Sciences, Dr. Carmelita Lamb, has unique expertise in Indigenous research methodologies and has been an advocate for this approach to research throughout her career.

Graduate theses are published by UMary and are available for public use through the Welder Library either digitally or in hard copy. Candidates who have completed their Master's degrees become experts in their area of study and are readily available to facilitate workshops, keynote speaking engagements, and in-service programs. In this way, the benefits of this Office of Indian Education sponsored program may be disseminated to a larger audience within the state of North Dakota and across Indian Country.

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This grant proposal represents one of the first opportunities for Native American K-12 educators to pursue graduate school in Education through the support of the Office of Indian Education. In recent history TMCC has served as a model for other tribal colleges to pursue and accredit Elementary Education programs (United Tribes Technical College, College of Menominee Nation, Nueta Hidatsa Sahnish College) and Secondary Education programs (Salish Kootenai College). Thus, the intention in this proposal is to provide a model from which other tribal colleges may develop graduate programming or engage in partnerships with non-Native institutions of higher education, which offer MEd programs.

The PD will contribute to the data informing future requests for proposals (RFPs) by creating an inventory of student satisfaction measuring the following benchmarks: graduate course instruction, graduate advising and mentoring, graduate internship experience, graduate self-efficacy and persistence, and graduate research involvement. Results from these data will be analyzed and described for peer review within the following contexts: *Journal of American Indian, Native American and Indigenous Studies Association, American Indian Quarterly, Wicazo Sa Review, and The Tribal College Journal*. Through these parameters future programming may be tailored to meet the unique needs of Native graduate scholars. Indeed, graduate students engaged in this program may seek to be first author in potential publications related to the success of this unique Office of Indian Education opportunity.

Within the Master's in Special Education (SPED), candidates are expected to complete coursework in the Core Areas which include EDU 531 Ethics for Education and EDU 567 Diversity in Culture and Human Relationships. These complement the SPED content courses EDU 611 Reading Diagnostics, EDU 507 Special Education-Mild Disabilities, EDU 670 Advanced Methods and Materials of Emotional Disorders, and EDU 660 Special Education Law.

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This rigorous curriculum provides special education teacher training in Learning Disabilities, Emotional Disabilities, and Intellectual Disabilities. An added benefit of this degree plan is the ability to design and implement and supervise specific interventions for K-12 children with special needs and/or disabilities within the inclusive classroom environment as well as the sequestered special education classroom. Candidates in this program will also participate in the student satisfaction inventory conducted by the PD of this project. Data from the MEd in Administration and MEd in Special Education will be analyzed as aggregate and disaggregate sets. Reporting will be conducted by peer review as noted in the previous section of this narrative.

- (4) The extent to which the proposed project will incorporate the needs of potential employers, as identified by a job market analysis, by establishing partnerships and relationships with appropriate entities (e.g., Bureau-funded schools, organizations providing educational services to Indian students, and LEAs) and developing programs that meet their employment needs.

This consortium-based project includes strategic partnerships with key entities in the training, placement, and success of teachers and administrators. UMary is partnering with a tribally controlled and accredited college, TMCC, to provide courses designed for Native American candidates who are planning to teach at Native American schools. Consortium partner Turtle Mountain Community Schools represents the major employer for teacher and administrator graduates. The consortium also includes the Turtle Mountain Band of Chippewa Indians, who will support the graduates of both programs in their efforts to gain employment in schools which serve Native American children and their families.

Competitive Preference Points

Due to these partnerships, UMary is asking for Competitive Preference Points under both Priority One and Priority Three:

- **Priority One:** This project includes partnership with a Bureau-funded school (Turtle Mountain Community Schools) that agrees to consider program graduates for qualifying employment. See consortium agreement and letter of support in attachments.
- **Priority Three:** Although the lead entity for this grant project is non-tribal, a consortium has been developed that includes an Indian institution of higher education (Turtle Mountain Community College). See consortium agreement in attachments.

Quality of project services

- (1) The likelihood that the proposed project will provide participants with learning experiences that develop needed skills for successful teaching and/or administration in schools with significant Indian populations.

The design of this grant project is based on research and experiential knowledge about effective methods of teaching and supporting Native American candidates for teaching and administrative degrees. In addition to receiving financial support in the form of tuition, books, and (in the case of undergraduates) stipends, the grant provides funding for personnel from both UMary and TMCC to provide individualized support to the candidates to ensure their success. Learning experiences for prospective teachers and administrators will include hands-on experience at Native American schools, and mentors will be made available for those in the Administrator and Special Education Master's program.

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The University of Mary as the LEA is deeply committed to providing a means of support for Native undergraduate teacher education candidates for K-12 through the culturally rich tribal college setting. Tribal colleges have long been noted as a source of cultural revitalization across Indian Country. Thus, it is appropriate to offer this opportunity in higher education from the context of Turtle Mountain Community College. Currently, UMary is providing doctoral studies to six Native scholars. In all six cases, these candidates intend to return to their tribal community to further empower their schools and colleges. Each of these scholars is investigating deeply in dissertation research to expand knowledge in ways to serve Native educational communities. In an effort to broaden the current scope of educational opportunity for Native scholars at UMary, the Master's in Administration and Master's in Special Education are included in this proposal.

With respect to the Master's in Special Education, data from the most recent Comprehensive Needs Assessment/Title I Supplemental Report submitted by the Dunseith Day Indian School reports 20% of the K-8 student enrollment receive or are eligible to receive special education services within the special education classroom (Dunseith Indian Day School, 2016). Graduate students in this program of study engage in the following courses targeting a vast array of special needs in K-12: EDU 576 Advanced Methods and Materials of Learning Disabilities, EDU 737 Advanced Assessment of Exceptional Students, EDU 670 Advanced Methods and Materials of Emotional Disorders, EDU 660 Special Education Law, EDU 609 Internship: Intellectual Disabilities. These courses are in complement to the research methodology courses which all graduate students in the MEd complete in order to meet the university requirements for conferral.

- (2) The extent to which the proposed project prepares participants to adapt teaching and/or administrative practices to meet the breadth of Indian student needs.

University of Mary: Indian Education Professional Development Program

Pre-service teachers at TMCC are enrolled in a teacher education curriculum that includes content course work, pedagogy, and education methods courses. In addition, students are required to complete two practicum field experiences of 40 hours each, a 10-12 week student teaching externship, and volunteer community outreach service. The students are members of a cohort model learning community that fosters student-student collaboration, student-faculty collaboration, increased academic involvement, interdisciplinary learning, knowledge constructivism, perspectivism, linking coursework to real life situations, cooperative learning, and culture (Lamb, 2013). Through this model of deep academic involvement and rigor, the teacher education students from TMCC emerge as true change agents in meeting the challenges of education in Indian Country.

At UMary, graduate programs are offered in a convenient, flexible program designed for working professionals. They blend theory and applied leadership opportunities to prepare candidates to lead in school settings. The Master degrees are offered as an online program with mentored internship experiences. Courses such as EDU 566 K-12 School Curriculum, EDU 570 Differentiated Instruction, EDU 620 Integrating Technology in Education, and EDU 665 School Organization and Culture, are included in the MEd in Administration. They are integral to the development of a school system and culture that advocates and promotes student success in learning. Other courses within the Administration program of study attend to the management of school systems such as EDU 634 School Finance, EDU 632 School Law, EDU 545 School Administration, and EDU 527 Management Theory and Personnel. For a detailed description of the MEd in Administration please refer to the Appendix.

- (3) The extent to which the applicant will provide job placement activities that reflect the findings of a job market analysis and needs of potential employers.

In addition to the support provided by consortium partner Turtle Mountain Community Schools in placing teacher and administrator graduates, this project will benefit from job placement services that are available on both the TMCC and UMary campus. The Turtle Mountain Community College supports its teacher education graduates in finding jobs primarily through the Placement Center under the direction of Denise Marcellais. With the assistance of Mrs. Marcellais students are coached in interview techniques, resume building, and critical decision making regarding relocation, such as housing, childcare and other community services available to new graduates seeking employment for the first time in the teaching profession.

Other supports for job placement are more directly tied to the community. These include: advertisements in the local newspaper, the *Turtle Mountain Star*; the National Public Radio Station KEYA, “The Voice of the Turtle Mountains”; position announcements from the HR department at Turtle Mountain Community Schools via the director, Mr. Keith LaVallie; and as is the norm in a tribal community, word of mouth. In addition, the TMCC teacher education department practices three separate interview exercises with the teacher education students during the two-year curriculum leading to a Bachelor’s degree in education. During these interviews students are provided valuable feedback which helps them to hone their public speaking and presentation skills.

One of the tools used by the undergraduate students is the electronic portfolio designed through the Weebly (<https://www.weebly.com/>) software package. Throughout the academic career of the undergraduate student’s time at TMCC this software is used to craft an electronic portfolio showcasing their best work and uniquely designed lesson plans, curriculum maps, classroom management plans, assessment tools, and instructional strategies necessary to bring forth academic success in the K-12 classroom.

University of Mary: Indian Education Professional Development Program

Students from the TMCC undergraduate program are deeply knowledgeable in culturally relevant pedagogy and the development of an environment of respect, responsibility, and relationship building (McCarty, T. & Lee, T., 2014). Courses in the TMCC teacher education curriculum such as EDU 320 Multicultural Education and Human Development, EDU 320 Native Issues in Education, and EDU 329 Curriculum Planning and Evaluation, all provide critical research-based information leading to academically and culturally prepared K-12 teachers.

UMary's Career and Testing Services office helps students to explore career options, secure a job, or move into graduate school. Each year, more than 100 employers actively recruit UMary students by attending career fairs and information sessions, holding on-campus interviews, posting openings on the career services website, offering classroom presentations, and other events. An additional source of employment support for graduates from this program will be the new North Dakota website which was launched this spring as a state-wide clearinghouse for all K-12 administrators to use for advertising their available positions: www.edjobsnd.com/Edj/front/scripts/default.cfm. This site was developed by the North Dakota Council of Educational Leaders, officiated by Dr. Aimee Copas who also participates as one of the University of Mary's lead professors in K-12 administration Master's program. The site has filled a huge need for all North Dakota principals and superintendents who are searching for qualified, licensed, teaching personnel. In addition, it is a powerful site for job seekers searching for positions matching their K-12 licensure credentials. Another source of job market information is the North Dakota Job Service site: <http://www.jobsnd.com>. Although this site is more general, it offers a host of services available to individuals who are seeking employment in multiple areas, including K-12 education.

- (4) The extent to which the applicant will offer induction services that reflect the latest research on effective delivery of such services.

Induction services at the graduate level in teacher education is a comparatively new strategy. Numerous works have cited the effectiveness of undergraduate first year teacher induction services (Kearney, 2014; Bloomfield, 2010; and Poom-Valickis, 2013). Kearney (2014) observes that there does not seem to be a common understanding of what induction is, and offers that a number of formal and informal experiences seem to be in practice to support first year educators. The following definition of induction was offered by Ingersoll & Kralik, 2004; Ingersoll & Smith, 2004; Ingersoll & Strong, 2011 in the paper, *Understanding beginning teacher induction: A contextualized examination of best practices*, by Kearney: "...a collective of programs involving orientation, support, and guidance for beginning teachers" (p. 5). Wong (2004) in Kearney, furthers this premise by adding, "A system-wide, coherent comprehensive training and support process that continues for two to three years and then seamlessly becomes part of the lifelong professional development program of the district..." (p.42).

Paliokas & Killion (2013) advocated a need for comprehensive induction of principals in order to meet the increasing demands of: a) rigorous Common Core Standards in math, English language arts, and science; b) revised student assessments aligned to these standards and; c) teacher evaluation and support systems linked to student growth. The most effective strategies for administrative induction include multiple mentors, peer coaching, job embedded professional learning, and working within a collaborative organization (p.13). Other strategies which have been documented (Cameron, M., Lovett, S., Baker, R. and Waiti, P., 2003) include 12 days of residential sessions, and extensive networking opportunities.

University of Mary: Indian Education Professional Development Program

In view of these research-based suggestions for educational administrator induction, UMary intends to provide the following first year supports to graduates: 1) opportunity for shared mentorship among senior administrative personnel in the building and/or district; 2) peer coaching sessions with the PD of the project, graduate student advisor, and graduate students 4 times in the induction year; 3) professional development support to graduates to attend the North Dakota Council of Educational Leaders (NDCEL) annual conference held in Bismarck, ND; and 4) opportunity for professional networking within their professional association NDCEL. Induction services will be assessed for participant satisfaction through quantitative survey and qualitative interview. Data will be analyzed for continued program improvement in future cohorts entering into the program.

TMCC will provide recent Teacher Education graduates with in-depth induction level experiences and services. This includes an orientation session with mentor teachers, monthly observations with debriefing sessions involving the director, a mentor teacher for each candidate, and in-service sessions for the inductees and mentor teachers to engage in an in-depth exploration of effective practice. The North Dakota Standards and Practices Board (NDESPB state licensure agency) provides added intensive first year teacher support through its Mentoring Program (see attachments). Through guided state support TMCC will partner with ESPB to provide induction services which include the following activities: one-on-one conferencing, recording lessons, continuing education via on-line courses, targeted training of mentor teachers who support first year teachers in the classroom and building, training and support of administrators in the strategies necessary to provide encouragement and open communication between a first year teacher and his/her administrator. TMCC has been previously engaged in

this partnership between the state mentorship program and first year teachers and thus has a history of successful outcomes that will inform the future of induction services in this program.

- (5) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

Professional development services for teacher candidates will include a Diversity

Experience in Year 3. Diversity is a National Council for the Accreditation of Teacher Education (NCATE) Standard 4, as well as Council for the Accreditation of Educator Preparation (CAEP) Standard 2.3 Clinical Experiences which states, “The provider [teacher preparation program] works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students’ learning and development.” Inherent in CAEP requirements is that equitable and effective teachers are skilled in designing and delivering instruction which promotes the growth and development of all learners.

Opportunities for informal learning within the context of Native American higher learning is rare due to the expense of travel and the relative marginalization of the Native demographic. Thus this proposal seeks to support a diversity experience which meets the national standards for accreditation, and also the inherent need for Native college students who have not experienced education away from the BIE system an opportunity to witness other teaching and learning strategies. The trip will include visitation to a variety of K-12 school systems both public and private, entry into rich cultural experiences through art, drama, music (museums and diverse cultural ceremony) and lectures. Students will be accompanied by tribal college and university faculty members in order to help teacher education students navigate a

uniquely urban environment. Such an experience is completely foreign to the TMCC students and will contribute to their worldview.

The expectation of Indigenous research through the work of the Master's thesis prepared by candidates in UMary's graduate program will be pivotal to the manner in which this program can be further replicated in other tribal environments across Indian Country. Graduates of the MEd are fully prepared to engage in professional development to improve student achievement within their building and/or district.

The Professional Development activities will include individuals such as Anton Treuer, one of the most noted Indigenous scholars currently in the United States. Anton is a friend and colleague of Dr. Lamb's and has spent his entire career in pursuit of Native studies and the perception of Native peoples within the mainstream environment. He has written numerous books, his most poignant being *Everything you Wanted to Know about Indians but Were Afraid to Ask*. His presentations include: Strategies for Addressing the "Achievement Gap," Cultural Competence and Equity, and Tribal Sovereignty and History. TMCC will host Anton on its home campus and will invite educators from across the Turtle Mountain Indian Reservation and all Native graduate students engaged in coursework at the University of Mary. This will be one of the cultural highlights of this sponsored program.

Quality of Project Personnel

- (1) The qualifications, including relevant training, experience, and cultural competence, of the project director and the amount of time this individual will spend directly involved in the project.

University of Mary: Indian Education Professional Development Program

One of the strengths of this project is the qualifications, experience, and cultural competence of the Project Director (PD) Carmelita Lamb, PhD, is the Associate Dean for the Liffrig Family School of Education and Behavioral Sciences at UMary. Dr. Lamb is of mixed heritage, Hispanic and an enrolled member of the Lipan Band of Apache tribe of south Texas. She has been with UMary since 2014, and before that she served as the Chair of the Teacher Education Department at TMCC for four years. Prior to becoming Department Chair for Teacher Education at TMCC, Dr. Lamb was the PD for the 2.3M NSF sponsored program, “Native Ways of Knowing,” which trained 18 secondary science teachers. This background ensures that she has strong ties with all relevant parties in this consortium grant: UMary, TMCC, and the Native American degree candidates and students that are the basis for this project.

Dr. Lamb also serves in multiple educational capacities which include the following: Regional Advisory Committee under the direction of (former) U.S. Department of Education Secretary Arne Duncan, content expert for NCATE, proposal reviewer for SACNAS, testing developer/supervisor for Praxis examinations, and curriculum designer for Honoring Tribal Legacies (National Park Service, Lewis and Clark Trail) under the direction of Dr. Stephanie Wood, Oregon State University. Dr. Lamb will commit .4 FTE to coordinate this project and interact directly with the degree candidates.

(2) The qualifications, including relevant training, experience, and cultural competence, of key project personnel and the amount of time to be spent on the project and direct interactions with participants.

N/A

(3) The qualifications, including relevant training, experience, and cultural competence (as necessary), of project consultants or subcontractors, if any.

Dr. Teresa Delorme is the Teacher Education Programs Director at TMCC. A member of the Turtle Mountain Band of Chippewa Indians, Dr. Delorme has intimate knowledge of the Native American school system because she attended elementary and high school on the Turtle Mountain Indian Reservation, and she has been a Principal at one of the Reservation's elementary schools. She earned a master's degree from University of South Dakota-Vermillion and a doctorate from the University of North Dakota. Dr. Delorme will commit .5 FTE to management of the program at TMCC.

Quality of Management Plan

- (1) The extent to which the costs are reasonable in relation to the design of the program, program objectives, number of persons to be served, and the anticipated results and benefits

Approximately 30% of the costs of this grant project will cover personnel to manage program objectives, and minimal costs are being allocated to ancillary expenses such as travel and program supplies. The bulk of the funding request will provide direct support for the teacher and administrator candidates. This includes tuition, books, stipends, and supportive items including computers. It also includes professional development opportunities for the candidates, mentors for graduates, licensure fees, federal background checks, and student insurance fees necessary to enter into the BIE school systems in field experiences which will support the potential for future employment.

- (2) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project

Since this is a consortium-based project with a number of partners, frequent meetings will be required to keep the project on track, ensure feedback, and plan for continuous quality

improvement through all activities. Key staff from UMary and TMCC will meet together on a monthly basis, either in person or through virtual conferencing technology. The PD has allocated time and funding to travel to the Turtle Mountain Reservation at least two times each academic semester. These in-person meetings will allow the key partners to not only make adjustments to the project if needed, but will also give Dr. Lamb an opportunity to interact with the teacher candidates enrolled in the TMCC program, to support their efforts to graduate and obtain employment.

- (3) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project

Both UMary and TMCC have allocated a substantial percentage of time from key personnel to manage this grant project: .4 FTE from UMary and .5 FTE from TMCC. Administrative support for the project has also been budgeted (at .4 FTE), to support the functions of data collection, especially the detailed records surrounding each candidate's payback agreement. In addition, grant funds have been allocated for travel, training, and meetings to ensure that project staff are supported in the goals and objectives.

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- Lamb, C. (2013). *Cohort model learning communities: The tribal college perspective of best practices in teacher education*. In Yazzie-Mintz, E. (ed.), Mellon Tribal College Research Journal (pp.28-76) Denver, CO: American Indian College Fund Press.

McCarty, T. & Lee, T. (2014). Critical culturally sustaining/revitalizing pedagogy and Indigenous education sovereignty.

North Dakota Education Standards and Practices Board. (2016) Critical shortage areas. Retrieved from <http://www.nd.gov/espb/licensure/criticalshortagearea.html>

Paliokas, K. & Killion, J. (2013). Meet the promise of content standards: The role of comprehensive induction. Oxford, OH: Learning Forward.

Poom-Valickis, K. (2013). Novice teachers' professional development during the induction year. *Procedia-Social and Behavioral Sciences* 112, 764-774.

Sorkness, H. & Kelting-Gobson, L. (2006, February). Effective teaching strategies for engaging Native American Students. Presented at National Association of Native American Studies Conference, Baton Rouge, Louisiana. Retrieved from http://www2.ed.gov/rschstat/research/pubs/oieresearch/conference/sorkness_200602.pdf

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Key Personnel

University of Mary Personnel

Dr. Carmelita Lamb, Associate Dean, Project Director

Dr. Brenda Werner, Chair, Graduate Studies

Jaylia Prussing, Program Director, Special Education

Turtle Mountain Community College

Dr. Teresa Delorme, Chair, Teacher Education, Co-Project Director

Kristi Dionne, Teacher Education Faculty

Kathy Thorfinnson-Henry, Teacher Education Faculty

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Education

Ph.D. Institutional Analysis/Adult Occupational Education, 2009

North Dakota State University, Fargo, ND

M.S. Animal Science-Equine Physiology, 1995

North Dakota State University, Fargo, ND

B.S. Animal Science (Science Emphasis), 1979

Texas A & M University, College Station, TX

Experience

2014-present	Department Chair-Graduate and Distance Education, University of Mary, Bismarck, ND
2012-present	NCATE science content expert for program review
2010-2014	Teacher Education Department Chair, Turtle Mountain Community College, Belcourt, ND
2010-2014	Praxis Testing Supervisor, Turtle Mountain Community College
2010-2014	Title III Coop Education Program (U.S. Department of Indian Education 2.3m)
2013-2014	Project Director for Professional Development of Elementary Education (U.S. Department of Indian Education 1.2m)
2010-2011	Supervisor for Professional Development Elementary Education sponsored program (U.S. Department of Indian Education 1.7m)
2008-2009	Mellon Foundation Doctoral Fellow-American Indian College Fund
2006-2012	Native Ways of Knowing (NSF sponsored secondary science teacher education program 1.8m)
2004-2007	Instructor for Equine Science Certificate Program (USDA equity grant) Turtle Mountain Community College
2000-2006	Secondary Science Teacher, Dunseith Public High School, Dunseith, ND
1990-2000	USDA Extension Service state 4-H youth horsemanship coordinator, NDSU, Fargo

Selected Relevant Publications/Presentations

Lamb, C. (2016). Struggle and Success: The state of teacher education at tribal colleges and universities. *Tribal College Journal* 27(3).

Lamb, C. (2016). Teacher Education at Tribal Colleges and Universities: A Talking Circle of department chairs and education warriors. In: E. Petchauer Editor, *Teacher Education at Minority Serving Institutions: Programs, Policies, and Social Justice*. In Press, Brunswick, NJ: Rutgers University Press.

Lamb, C. (2015, May 2). Tribal college governance. [Review of the book *Success Academy: How Native American students prepare for college (and how colleges can prepare for them)*, by M. Benton Lee]. *Tribal College Journal* 26(4).

- Lamb, C.** (2014). Growing our own: A sustainable approach to teacher education at Turtle Mountain Community College. *Tribal College Journal* 26(2).
- Lamb, C.** (2013, October 31). Tribal and behavioral health. [Review of the book *American Indian Educators in Reservation Schools* by T. Huffman]. *Tribal College Journal* 25(2).
- Lamb, C.** (2013). Cohort model learning communities: The tribal college perspective of best practices in teacher education. In Yazzie-Mintz, E. (ed.), *Mellon Tribal College Research Journal* (pp.28-76) Denver, CO: American Indian College Fund Press.
- Lamb, C.** (2012). TMCC takes multicultural education on the road. *Tribal College Journal* 23(4).
- Lamb, C.** (2010). Turtle Mountain teachers train change agents. *Tribal College Journal* 22 (2).
- Lamb, C.** (2010). *Native Ways of Knowing: The Student Perspective of Teacher Education in Tribal Colleges*-Paper presented at Native American Indigenous Studies Association (NAISA) conference, Tucson, AZ.
- Lamb, C.** (2009) *Cohort model learning communities: The tribal college perspective of best practices in teacher education*. Paper presented at Native American Indigenous Studies Association (NAISA) Conference, Minneapolis, MN.
- Marin, T. & **Lamb, C.** (2008). From Turtle Mountain to the Badlands: Learning to teach native ways of knowing. *The Tribal College Journal* 19 (4).
- Marin, T. & **Lamb, C.** (2007). Using NASA research to teach in the Native Ways of Knowing secondary science teacher education project. *The Earth Observer* 19 (2).
- Lamb, C.** (2007), August) *Native Ways of Knowing-secondary science teacher education project*, sponsored by the National Science Foundation. Poster presented at the Joint Annual Meeting, Washington, DC.
- Lamb, C.** (2006, May) *The phenomenon of stopping-out in American Indian post-secondary education*. Paper presented at the Higher Education Resources Organization Meeting, Bismarck, ND

Synergistic Activities

- Advisory Board for North Dakota State University Doctoral Program in Education
- Dakota College at Bottineau Foundation Board member
- Regional Advisory Committee (Region VI) under Secretary Arne Duncan
- Succeed 20-20 North Dakota Education and Work Force Initiative
- Northwest Regional STEM Community (Partnership between state colleges, universities, and tribal colleges to promote STEM transitional programs from high schools to college)
- American Association for the Advancement of Science
- National Science Teachers Association
- Society for the Advancement of Chicanos and Native Americans in Science (SACNAS)
- Native American and Indigenous Studies Association (NAISA) Member of North Dakota Association of Colleges of Teacher Education
- Content expert in secondary science for ND-NCATE accreditation

- ND-NDACTE Program Evaluation/Accreditation review team
- Turtle Mountain Community College Higher Learning Commission Steering Committee
- Turtle Mountain Community College Financial Aid Committee
- North Dakota Education Association student advisor
- Reviewer for Army Research Laboratory Programs for Historically Black Colleges and Universities and Minority Institutions (June 2014)
- ND LEAD Board of Directors October (2014-present)
- Curriculum Designer for U.S. National Park Service Lewis and Clark Honoring Tribal Legacies project (2012-present)

Selected Grants

- Native Ways of Knowing-Secondary Science Teacher Education-NSF (2006-2011)
- Title III Coop Grant-U.S. Department of Education (2008-2014)
- Professional Development for Elementary Education-U.S. Department of Indian Education (2008-2010)
- Professional Development for Elementary Teacher Education-U.S. Department of Indian Education (2013-2017)
- Pending sponsored programs: National Endowment of the Humanities-Literacy/Literature Advancement in Minority Serving Institutions; NSF-Implementing Informal Science Learning Opportunities in Socially Disadvantaged Communities.

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Education

Ph.D., Major: Curriculum and Instruction Emphasis: Administration, 1995
University of North Dakota, Grand Forks, ND

- Dissertation: "Experiences and Perspectives of 9th Grade Students Participating in an Experiential Health Education Program."

M.S., Emphasis: Exercise Science and Master Teaching, 1989
Fort Hays State University, Hays, KS

- Thesis: "A Study to Determine the Effect of an Interdisciplinary Vocabulary Program on the Fitness Knowledge of Fourth Grade Students."

B.S., Double Major: English Education and Health Education, 1988
Minot State University, Minot, ND

Experience

- **Associate Professor, Chair, Graduate Education, 2012-Present**
University of Mary, Bismarck, ND
- **English Teacher, 2001-2012**
Bismarck High School, Bismarck, ND
- **Technology Integration Mentor, 1996-2001**
Bismarck High School
- **Online Instructor and Methods Course Coordinator, 2009-Present**
University of Mary, Bismarck, North Dakota
- **Adjunct Assistant Professor of Education, 2006-2010**
Dickinson State University Extended Campus, Bismarck, North Dakota
- **English Teacher, Department Chair, 2006-2010**
Moorhead Senior High, Moorhead, MN
- **Part-Time Assistant Professor, 1996-2001**
Concordia College, Moorhead, MN
- **Part-Time Instructor, 2000-2001**
Minnesota State University Moorhead, Moorhead, MN
- **Teacher, 1993-1996**
Norman County West High School, Halstad, MN
- **Lecturer, 1992-1993**
University of North Dakota, Grand Forks, ND
- **Assistant Director of Physical Education and Athletics, 1989-1992**
Head Women's Volleyball and Basketball Coach and Sports Information Director
Bismarck State College, Bismarck, ND

Professional Organizations

- ND DPI Leadership Taskforce
- National Council of Teachers of English
- Journalism Education Association
- National Scholastic Press Association
- North Dakota Education Association

- ND Association of Colleges of Teacher Education
- Association of Supervision and Curriculum Development

Community Organizations

Catechist at the Church of the Ascension, Team Leader for American Cancer Society's Relay for Life, Eucharistic Minister, Cook for "The Banquet" at Trinity Lutheran, Funeral Server at Ascension Church, RCIA Sponsor, Safe Prom Community Volunteer, Bismarck State College Board of Directors, Pink Night Community Coordinator, Volunteer for ND Big Sisters/Little Sisters, North Dakota Special Olympics, and the American Heart Association, Board of Directors, Bismarck State College

Publications/Conference Presentations

- Presenter, Creating Formative and Summative Assessments, Bourgade Catholic Presentations School District, Phoenix, AZ, 2016
- Presenter SCENA – Teaching Partner Conference, New Orleans, 2015
- Presenter, Differentiated Strategies in the Secondary Classroom, St. Mary's Catholic Schools, 2015,
- **Werner, B.M.** (2015). College and Career Readiness in the Global World. *360 Review. 1.* 37-
- Presenter, *It's a Great Day to be a Titan: The Privilege of Teaching in Private Schools* Dickinson Catholic Schools Faculty & Staff Development, 2015
- Presenter, *Differentiation—Not Optional for Effective Instruction*, Dickinson Catholic Schools Faculty & Staff Development, 2015
- Presenter, *Who's in the Driver's Seat? Take Control of Learning*, Mercer County Schools, 2015
- Presenter, *Strengthening Critical Reading Skills for College Readiness*, Shiloh Christian School Faculty Inservice, Bismarck, ND, 2015
- Presenter, *Using Formative Instruction to Improve Learning*, Shiloh Cristian School 2015
- Keynote Presenter, *Differentiated Instruction in the College Classroom*, University of Mary Teaching Faculty Fall Inservice, 2015
- Peer Manuscript Reviewer "Engaging the Rewired Brain" David Sousa, 2015
- Presenter, *Brain-Based Learning*, Bismarck Public Schools, 2014, 2015
- Presenter: *Differentiated Instruction and UBD*, North Star School District, 2014
- Delegate – NEA Foundation Global Learning Conference, Washington, D.C.,
- **Werner, B.M.** et al. (Oct., 2013). Lessons from China's Top Schools. *United Voices*, 1(2), 18-19
- Peer Manuscript Reviewer "Identifying Critical Content." Robert Marzano, 2014
- Presenter: *K-12 Differentiated Instruction*, South Heart School District, 2013
- Contributor: *Letters to a New School Teacher: Advice from America's Best Educators 2011-2012 Teachers of the Year*. J. Devlin (Ed.). Burbank, CA: Road Runner Press.
- **Werner, B.M.** (May, 2012) Through the Hands of Teachers. *North Dakota Education News*, 46, 10-11.
- Contributor: Werner, B.M. (2012). *Five Things I've Learned: Chronicle of Personal Lessons Learned from Real-World Experience, Sharing Proven Practice and Wisdom about Learning, Teaching, and Helping Others*. Pearson Foundation: <http://www.pearsonfoundation.org/>.
- Presenter, Technology and Teaching Conference, Bismarck, ND, 2012 *Learning in the Cloud: Netbooks, Moodle, Google Docs & Noodle Tools*
- Panel Participant – Education Commission of the States, National Forum on Educational Policy, Atlanta GA
- Video Contributor – STOY Program/Pearson Mobile Video Institute, NY
- Presenter, Curriculum Share Panel Discussion, ND Council of 2012, Teachers of English, Mandan, ND
- General Assembly Speaker, NDEA Conference, Bismarck, ND 2012
- Commencement Speaker, Bismarck High School Graduation Ceremony 2012

- Presenter, St. Mary's High School Teacher Inservice 2011, *Curricular Planning for the Common Core Standards*
- Presenter: North Dakota Education Association Conference, Bismarck, ND, 2011
- Presenter, Staff Development Inservice for Bismarck Public Schools, 2010, *Deeper Reading in the Content Areas*
- Co-taught *In-Design Technology* Session, National Scholastic Press, 2010, Association National Conference, Portland, OR
- Designed and taught several study groups for Bismarck Public Schools 2005-2007 including *Curriculum Mapping, Departmental Curriculum Articulation, and Instructional Strategies for Cooperative Learning*.
- Developed Student Teaching Handbook, Bismarck High School, 2007
- Served on NCA evaluation Team for 2007 Accreditation Bismarck High School Academic Leadership Team
- Presenter *Strategies for Differentiated Instruction*, BHS Faculty Inservice, 2006
- Technology Trainer for Moodle Integration, InDesign and PhotoShop, BPS, 2006-12
- Led the Literacy Team Planning sessions at the National Secondary Literacy Conference in Chicago, IL, 2006
- **Werner, B. M.** (2005) "Admission" (Poetry) *River's Edge: 16*, 6. 2005
- Presenter, *Promoting Literacy Across the Curriculum*, BHS, 2005
- Directed the District Language Arts grade level meetings for curriculum mapping for English 12, 2006
- Designed web sites to communicate with students, parents, and cooperating teachers
- Presenter, Moorhead School District Summer Academy, *Developing Experiential Learning Activities*, 2001
- Developed student teaching manual for the Moorhead Public Schools 2000
- Faculty Representative *Moorhead Senior High School*, 2000
- Appointed to the *Minnesota Graduation Standards Review Panel*, 1998-2001
- Served on the Curriculum and Instruction Committee, Moorhead Schools, 1998-2000

Awards

- Global Fellowship Recipient (Education Fellowship to China), 2014
- NEA Foundation Award for Teaching Excellence, 2014
- Bismarck State College Alumna of the Year, 2013
- North Dakota Teacher of the Year, Council of Chief State School Officers, 2012
- Student publication PenSoul awarded 4th in the Nation, "Best of Show" 2011 & 2010 National Scholastic Press Association
- "Excellent" rating for Literary Magazine, National Council of Teachers of English, 2009
- 4th in the Nation, "Best of Show" category, National Scholastic Press, 2008
- Awarded Two Bismarck Public School Foundation Grants for publication of Literary Magazine, PenSoul, 2006 and 2007
- Recipient of a Milken Foundation grant for writing, 2005
- Inducted into the Minot State University Athletic Hall of Fame, 2003
- Named Golden Apple Teacher of the Month, Moorhead Senior High School, 1997
- Recipient of five Service Learning Grants, Moorhead Public Schools K-12, 1997, 1998 & 2000
- Recipient of four Graduation Standards Curriculum Writing Grants for developing and implementing Minnesota Graduation Standards, Moorhead Public Schools, 1998, 1999 & 2000

Javlia R. Prussing

(b)(6)

jrprussing@umary.edu

(b)(6)

Education

Applied Behavior Analysis – Board Certified Behavior Analyst (BCBA), 2014-2015

Coursework Florida Institute of Technology, Melbourne, FL

Passed BCBA Exam February 2016

Master of Education - Emotional Disorders, 2011

University of Mary, Bismarck, ND

3.94 GPA

Bachelor of Science Elementary Education, 2005

Minnesota State University Moorhead

Emphasis: Pre-Primary Education

Summa Cum Laude, GPA 3.97

Minor – Child Development and Family Science, 2005

North Dakota State University, Fargo, ND

Experience

Assistant Professor and Special Education Program Director, 2015-Present

University of Mary, Bismarck, ND

Special Education Teacher, Emotional Disturbances, 2009-2015

Bismarck Public Schools, Bismarck, ND

Adjunct Faculty, 2014-2015

University of Mary, School of Education, Bismarck, ND

District Nonviolent Crisis Intervention Instructor, 2012-2015

Bismarck Public Schools, Bismarck, ND

Assistant Soccer Coach, 2006-2011

Bismarck High School, Bismarck Public Schools, Bismarck, ND

Special Education Teacher/Lead Teacher, 2008-2009

Dakota Boys and Girls Ranch

Emotional Disturbances Secondary Instructional Aide, 2006-2008

Bismarck Public Schools, Bismarck, ND

Certifications and Licensures

- Learning Disabilities Credential

Professional Organizations

- Association of Professional Behavior Analysts
- Council for Exceptional Children Bismarck-Mandan Chapter Secretary (2012-2014)
- Bismarck Education Association
- North Dakota Education Association

Publications/Conference Presentations

- Autism Spectrum Disorder – Professional Association Therapeutic Horsemanship, ND State Meeting, 2016
- Addressing Challenging Behavior, Roosevelt Elementary School, Mandan, ND, 2016
- Nonviolent Crisis Intervention Employee Trainings, Bismarck Public Schools, 2012-2015
- *Behavior Management: Prevention and Intervention Mini-Session*, North Dakota State Council for Exceptional Children Conference, 2014
- *Introduction to Student Behaviors*, Bismarck Public Schools Paraprofessional Training, 2010-2013
- *Anxiety and Depression*, Bismarck Public Schools Staff Development Latte, 2013

Awards

Praxis II ETS Recognition of Excellence Award on:

Principles of Learning and Teaching: Grades K-6
Elementary Education: Content Knowledge Tests

Teresa Delorme

(b)(6)

tdelonne@tm.edu

(b)(6)

Education

Ed.D., Education Administration, 1984

University of North Dakota, Grand Forks, ND

M.A., EDAD, 1980

University of South Dakota, Vermillion, SD

B.S., Elementary Education, 1977

Mayville State University, Mayville, ND

A.A., General Studies, 1975

NDSU-Bottineau, Bottineau, ND

High School Diploma, 1967

Belcourt High School, Belcourt, ND

Experience

Director of Teacher Education, 2014-Present

Turtle Mountain Community College, Belcourt, ND

Principal, 1992-2014

Bismarck Public Schools, Bismarck, ND

Race/Equity Coordinator, 1991-1992

Department of Public Instruction, Bismarck, ND

Principal, 1990-1991

Kearns Canyon Boarding School, Kearns Canyon, AZ

Principal, 1986-1990

Turtle Mountain Elementary School, Belcourt, ND

Principal, 1983-1986

Ojibwa Indian School, Belcourt, ND

Teacher, 1977-1981

Central High School, Devils Lake, ND

Teacher, 1976-1977

Turtle Mountain Elementary School, Belcourt, ND

Certifications and Licensures

- North Dakota Educator's Professional Certificate (K-8)
- North Dakota Elementary Principal's Certificate (Level 1)

Professional Organizations

- North Dakota Council of School Administrators
- National Association of Elementary School Administrators
- Mid-Continent Research for Education and Learning (McREL) – Board Member, 1992-2002
- University of Mary Harold Schafer Emerging Leaders Academy Advisory Board, 2002-2013

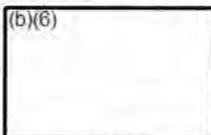
AdvancED Visiting Team Member, 2008-Present

- Circle of Nations Visiting Team Member, Wahpeton, ND, Spring 2014 and Spring 2009
- Tate Topa Tribal School Visiting Team Member, Fort Totten, ND Spring 2010
- Consultant work, previous to 2008
 - Multicultural Education
 - Mentoring/coaching
 - Leadership Assessment
 - Curriculum Development
 - Diversity Training
 - Poverty Training
 - Program Improvement (K-12)

Awards

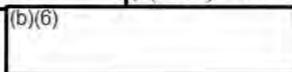
- Golden Apple Service Award for Multicultural Education, 2014 and 2000
- Golden Apple Service to Children Award, 2014
- Bell Ringer Award for Multicultural Education, 1997
- Indian Educator of the Year, 1997
- Outstanding Administrator, University of North Dakota Center for Teaching and Learning NDAESP, 1989

Kristie R Dionne



kdionne@tm.edu

(b)(6); (701) 477-7851 (W)



Education

Middle School Endorsement, (2007)

Minot State University, Minot, ND

M.S., Elementary Education – Cognate in Reading, 2002

University of North Dakota, Grand Forks, ND

B.S., Elementary Education (K-8), 1984

Reading and Math Credential

Minot State University, Minot, ND

Experience

Elementary Education Instructor, 2008-Present

Turtle Mountain Community College, Belcourt, ND

Elementary Education Teacher, 1984-2008

Rolette Public School, Rolette, ND

School Wide Title Coordinator, 2006

Rolette Public School, Rolette, ND

Professional Organizations

- International Literacy Association (ILA)
- ND Reading Association (NDRA)
- Chautauqua Reading Council – Secretary/Treasurer
- National Writing Project
- Red River Valley Writing Project

Kathy Jo Thorfinnson Henry

(b)(6)

Education

M.S., Education, 2005

University of North Dakota, Grand Forks, ND

B.S., Elementary Education, 1987

University of North Dakota, Grand Forks, ND

High School Diploma, 1972

Turtle Mountain Community High School, Belcourt, ND

Experience

Teacher Education Faculty, 2008-Present

Turtle Mountain Community College, Belcourt, ND

Career and Technical Education Faculty, Early Childhood Instructor, 2004-2008

Turtle Mountain Community College, Belcourt ND

Instructional Coordinator, 1999-2004

Ojibwa Indian School, Belcourt, ND

Bilingual/Gifted Talented Director (K-8), 1998-1999

Dunseith Public School, Dunseith, ND

Bilingual Instructor, Kindergarten Cognitive Movement Teacher, 1995-1998

Turtle Mountain Community Elementary School, Belcourt, ND

Elementary Teacher, 1988-1995

Ojibwa Indian School, Belcourt, ND

Professional Organizations

- National Association for Education of Young Children
- North Dakota Association for Education of Young Children
- North Dakota TESOL

Community Organizations

- Belcourt Ladies Auxiliary VFW 415, Senior Vice President

U.S. Department of Education
Office of Indian Education
Consortium Agreement

For the purpose of applying for a Indian Education Formula Grant application as consortium members, we, the undersigned local educational agencies (LEAs) agree to adhere to the requirements under 34 CFR §75.127–129 (attached). Each LEA also certifies that it is not submitting a separate application as an individual LEA for this same grant. In addition,

1. General Agreement

It is agreed that the lead consortium member LEA will be University of Mary, Bismarck, ND, which is designated to act on behalf of all consortium member LEAs. As a consortium member we understand that this agreement binds each member of the group to every statement and assurance made by the applicant in the application. The applicant for the group is the grantee and is legally responsible for --

- (A) The use of all grant funds;
- (B) Ensuring that the project is carried out by the group in accordance with Federal requirements; and
- (C) Ensuring that indirect cost funds are determined as required under 34 CFR §75.564(e).

2. Legal Responsibility

We also understand that, as an LEA member of the consortium, we are each legally and individually responsible to --

- (A) Carry out the activities we agree to perform; and
- (B) Use the funds that we receive under the agreement in accordance with Federal requirements that apply to the grant, including the parent consultation and committee requirements below.

3. Comprehensive Program

These grant funds will be used to carry out, in each member LEA, a comprehensive program for meeting the needs of Indian children, including their language and cultural needs, consistent with ESEA section 7115 (20 USC 7425). The particular activities for this grant will be:

- Undergraduate level K-12 Teacher Preparation _____
- Graduate level K-12 Administration-Principal Preparation _____
- Graduate level K-12 Special Education Preparation _____

Signed by the following authorized representatives of the member LEAs:
(copy additional sign-off spaces as needed)

Dr. Carmelita Lamb-Associate Dean, Liffrig Family School of Education and Behavioral Sciences University of Mary, Bismarck, ND _____ Name and Title	(b)(6) <div style="border: 1px solid black; width: 150px; height: 50px; margin: 0 auto;"></div> Signature	6-15-16 _____ Date
Dr. Jim Davis-President Turtle Mountain Community College Belcourt, ND _____ Name and Title	(b)(6) <div style="border: 1px solid black; width: 150px; height: 50px; margin: 0 auto;"></div> Signature	6-13-16 _____ Date
Dr. Teresa Delorme-Chair, Teacher Education Department, Turtle Mountain Community College Belcourt, ND _____ Name and Title	(b)(6) <div style="border: 1px solid black; width: 150px; height: 50px; margin: 0 auto;"></div> Signature	6/14/16 _____ Date

Mr. Emil LaRocque, MS
Turtle Mountain Band of Chippewa Indians
Scholarship Program
Belcourt, ND

Name and Title

(b)(6)

Signature

6-14-16

Date

Dr. Lana DeCoteau-Superintendent
Turtle Mountain Community Schools
Belcourt, ND

Name and Title

Dr. Lana DeCoteau

Signature

6-14-16

Date

RESOLUTION NUMBER 878-12-72 OF THE DULY ELECTED AND INSTALLED GOVERNING BODY OF THE TURTLE MOUNTAIN BAND OF CHIPPEWA INDIANS

- WHEREAS, the Turtle Mountain Band of Chippewa Indians hereinafter referred to as the Tribe, is an unincorporated Band of Chippewa Indians acting under revised constitution and Bylaws approved by the Secretary of the Interior on June 16, 1959, and Amendments thereto approved April 26, 1962, and
- WHEREAS, under Article IX - Powers of the Tribal Council Sec. 11 of the Constitution authorizes the Tribal Council of the Turtle Mountain Band of Chippewa Indians to engage in any business that will further the economic well-being of the members of the Tribe, or to undertake any programs or projects designed for the economic advancement of the people.
- WHEREAS, the Turtle Mountain Band of Chippewa Indians supports the Community College concept for the Turtle Mountain Band of Chippewa Indians, and
- WHEREAS, the elected Representatives of the Turtle Mountain Band of Chippewa Indians recognizes the need to develop its most valuable resource-- the Indian people, and
- WHEREAS, the Turtle Mountain Community College can provide the machinery necessary in the development of our most valuable resource, and
- WHEREAS, the Indian people of the Turtle Mountain Band of Chippewa Indians have participated in the nursery program and have shown their desire for its continuation and development.
- NOW THEREFORE BE IT RESOLVED THAT the Turtle Mountain Band of Chippewa Indians go on record in support of the Turtle Mountain Community College.
- BE IT FURTHER RESOLVED THAT the Turtle Mountain Community College will operate under the authorization of a Tribal Charter which is issued this date.

CERTIFICATION

I, the undersigned Secretary-Treasurer of the Turtle Mountain Band of Chippewa Indians, hereby certify that the Tribal Council is composed of nine (9) members of whom Six (6) constituting a quorum were present at a meeting duly called, convened, and held on the 9th day of November, 1972, that the foregoing resolution was adopted by an affirmative vote of five (5) with the Chairman not voting.

(b)(6)

Edwin J. Henry
Chairman

(b)(6)

(b)(6)

Janice
Secretary-Treasurer

RECEIVED
NOV 1972

TURTLE MOUNTAIN AGENCY
FOUR NORTH DAKOTA

Turtle Mountain Community College
Mission, Board of Directors, and Board of Trustees

Institutional Mission Statement

Turtle Mountain Community College is committed to functioning as an autonomous Indian controlled college on the Turtle Mountain Chippewa Reservation focusing on general studies, undergraduate education, Career & Technical Education, scholarly research, and continuous improvement of student learning. By creating an academic environment in which the cultural and social heritage of the Turtle Mountain Band of Chippewa is brought to bear throughout the curriculum, the college establishes an administration, staff, faculty, and student body exerting leadership in the community and providing service to it.

Board of Directors:

Chairperson - Duane Poitra, Business Manager, TMCS, Turtle Mountain Chippewa

Vice Chair - Carla Peltier, Teacher, TMCES, Turtle Mountain Chippewa

Member - Dr. Lana DeCoteau TMCS Superintendent, Turtle Mountain Chippewa

Member - JoAnne DeCoteau, TMCHS Diversified Occupations, Instructor, CTE, Turtle Mountain Chippewa

Member - Cynthia Allery, Diabetes Coordinator, TMBCI, Turtle Mountain Chippewa

Board of Trustees:

James Lindgren, Retired BIA Facility Manager, Turtle Mountain Chippewa

Vice-Chairperson - Yvonne St. Claire, Principal, Dunseith Day School, Turtle Mountain Chippewa

Member - David "Doc" Brien. Director of Development, St. Ann's Indian Mission, Tribal Chairperson 07/08, Turtle Mountain Chippewa

Member - Elmer Davis, Jr. (Tribal Council Representative), Turtle Mountain Chippewa

Member - Patrick Marcellais (Tribal Council Representative), Turtle Mountain Chippewa

Member - Theresa Rivard, Retired Postmaster, Turtle Mountain Chippewa

Member - Dwight "Ike" Trottier, Retired, Turtle Mountain Community School, Turtle Mountain Chippewa

Student Senate President - Carla Morin – Turtle Mountain Chippewa

Student Senate Representative - Sheyanna Ashes, Yankton Sioux Tribe



DEPARTMENT OF HEALTH & HUMAN SERVICES

Program Support Center
Financial Management Service
Division of Cost Allocation

DCA Western Field Office
80 7th Street, Suite 4-600
San Francisco, CA 94103

*Do not destroy
Keep with funded
grant documents*

MAR 04 2011

*Business office
11:20 AM 3/4/11*

Steve Schanandore
Director, Student Services
University of Mary
7500 University Drive
Bismarck, ND 58504-9652

Dear Mr. Schanandore:

A copy of an indirect cost Negotiation Agreement is attached. This Agreement reflects an understanding reached between your organization and a member of my staff concerning the rate(s) that may be used to support your claim for indirect costs on grants and contracts with the Federal Government. Please have the Agreement signed by a duly authorized representative of your organization and return it to me BY FAX, retaining the copy for your files. We will reproduce and distribute the Agreement to the appropriate awarding organizations of the Federal Government for their use.

An indirect cost proposal together with supporting information are required to substantiate your claim for indirect costs under grants and contracts awarded by the Federal Government. Thus, your next proposal based on your fiscal year ending 06/30/13, is due in our office by 12/31/13.

Sincerely,

(b)(6)

Wallace Chan
Director

Attachment

PLEASE SIGN AND RETURN THE NEGOTIATION AGREEMENT BY FAX

Phone: (415) 437-7820 - Fax: (415) 437-7823 - E-mail: dcnsf@psc.gov

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN:

DATE:03/03/2011

ORGANIZATION:

University of Mary
7500 University Drive
Bismarck, ND 58504-962

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: INDIRECT COST RATES

RATE TYPES: FIXED FINAL PROV. (PROVISIONAL) PRED. (PREDETERMINED)

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	02/01/2011	06/30/2014	30.00	All	All Programs
PROV.	07/01/2014	06/30/2015	30.00	All	All Programs

*BASE

Direct salaries and wages including vacation, holiday, sick pay and other paid absences but excluding all other fringe benefits.

ORGANIZATION: University of Mary

AGREEMENT DATE: 03/03/2011

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are specifically identified to each employee and are charged individually as direct costs. The directly claimed fringe benefits are listed below.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

DEFINITION OF EQUIPMENT

Equipment is defined as tangible nonexpendable personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.

The following fringe benefits are treated as direct costs:

SOCIAL SECURITY, HEALTH/LIFE INSURANCE, DISABILITY INSURANCE, MEDICAL & CHILD CARE FLEXIBLE PLANS, EMPLOYEE/FAMILY TUITION DISCOUNT, AND RETIREMENT PLAN.

ORGANIZATION: University of Mary

AGREEMENT DATE: 03/03/2011

SECTION III: GENERAL

A. LIMITATIONS:

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted; such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

B. ACCOUNTING CHANGES:

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

C. FIXED RATES:

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Office of Management and Budget Circular A-21 Circular, and should be applied to grants, contracts and other agreements covered by this Circular, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER:

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:

University of Mary

(INSTITUTION)

(b)(6)

(SIGNATURE)

Brent Winiger

(NAME)

Vice-President For Financial Affairs

(TITLE)

March 7, 2011

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

(b)(6)

(SIGNATURE)

Wallace Chan

(NAME)

Director, Western Field Office

(TITLE)

3/3/2011

(DATE) 9335

HHS REPRESENTATIVE:

Ernest Willard

Telephone:

(415) 437-7820

Letters of Support

Dr. Teresa Delorme, Teacher Education Programs Director, Turtle Mountain Community College

Dr. Jim Davis, President, Turtle Mountain Community College

Dr. Lana DeCoteau, Superintendent, Turtle Mountain Community Schools

Emil LaRocque, Turtle Mountain Band of Chippewa Indians Tribal Higher Education Scholarship Program Director



Turtle Mountain Community College

P.O. Box 340

Belcourt, North Dakota 58316-340

Telephone: (701) 477-7862

Fax: (701) 477-7807

June 1, 2016

Dr. Carmelita Lamb
Liffrig Family School of Education and Behavioral Science
Chair, Graduate and Distance Education
University of Mary
7500 University Drive
Bismarck, ND 58503

Dear Dr. Lamb:

As the Teacher Education Programs Director at Turtle Mountain Community College (TMCC), I am pleased to collaborate with the University of Mary on their proposal submission to the Office of Indian Education, Indian Professional Development Program. I am prepared to commit 50% of my time and effort engaged in the management of the program's operations. Department faculty and I will work collaboratively to (1) provide undergraduate curriculum instruction for K-12 teacher education students, (2) advise candidates during the program of study leading to a Bachelor of Science degree in education at the Turtle Mountain campus, (3) provide academic preparation for the state licensure exams, and (4) provide multiple opportunities for professional development experiences for candidates. Further, we have an administrative assistant who will be available, on a daily basis, to serve as part of the candidates' support system as they work toward accomplishing their goals.

The final year of the grant cycle requires one year of in-depth induction level experiences and services. Faculty at TMCC will include (1) an orientation session with mentor teachers, (2) monthly observations with debriefing sessions involving the director, (3) a mentor teacher for each candidate, and (4) in-service sessions for the inductees and mentor teachers to engage in an in-depth exploration of effective practice.

I look forward to the opportunity to serve our community through the provision of this level of support that would allow our TMCC education candidates to focus on their career path without the usual interferences caused by lack of resources and support.

Sincerely yours, (b)(6)

(b)(6)

Dr. Teresa Delorme-Teacher Education Programs Director
Turtle Mountain Community College
P.O. Box 340 BIA # 7
Belcourt, ND 58316

SEE OUR WEB PAGE AT: <http://www.tm.edu>

Accredited by North Central Association of Colleges and Schools Commission on Institutions of Higher Education
30 North LaSalle, Suite 2400, Chicago IL 60602

Turtle Mountain Community College is an Equal Opportunity Employer.

Turtle Mountain Community College

P.O. Box 340
Belcourt, North Dakota 58316
Telephone: 701-477-7862



June 8, 2016

Dr. Jim Davis
President

*
Turtle Mountain
Band of Chippewa
Indians

*
Charter Member
American Indian
Higher Education
Consortium

*
Accredited by:
The Higher
Learning
Commission & A
Member of The
North Central
Association

230 S. LaSalle St.
Suite 7-500
Chicago, IL
60604-1413

Ph: 1-800-621-7440
1-312-263-0456
Fax: 312-263-7462
Info@hlcommission.org

*
Turtle Mountain
Community College
is an Equal
Opportunity Employer

Dr. Carmelita Lamb
Liffrig Family School of Education and Behavioral Science
Chair, Graduate and Distance Education
University of Mary
7500 University Drive
Bismarck, ND 58503

Dear Dr. Lamb:

Thank you for the opportunity to participate in a partnership between Turtle Mountain Community College (TMCC) in Belcourt, North Dakota, and the University of Mary in Bismarck, North Dakota. This partnership will result in a submission to the Office of Indian Education, Indian Education Professional Development Program. The submission includes (1) undergraduate teacher education preparation at TMCC and (2) graduate programs in Special Education and K-12 Administration at the University of Mary.

I am committed to your dual intentions to ask for funding support for our undergraduate teacher education students at TMCC as well as advancement in graduate education for our current teachers in the K-12 Turtle Mountain Indian Reservation school systems through graduate education programs at the University of Mary. I feel TMCC and the University of Mary can make a difference in the effectiveness of our schools in meeting the needs of all students in our community.

This funding opportunity will help in many ways to develop our human resource capital in educational leadership on our reservation. If you have any questions, please contact me. Thanks.

Sincerely yours,

(b)(6)

Dr. Jim Davis
President



Turtle Mountain Community School Belcourt School District No. 7

PO BOX 440
BELCOURT, ND 58316-440
PHONE: (701) 477-6471
FAX: (701) 477-6470

We Are An Equal Opportunity Employer

June 6, 2016

Dr. Carmelita Lamb
Liffrig Family School of Education and Behavioral Science
Chair, Graduate and Distance Education
University of Mary
7500 University Drive
Bismarck, ND 58503

Dear Dr. Lamb:

Thank you for coming to my office on Friday afternoon to discuss the Office of Indian Education, Indian Professional Development Program proposal for Professional Development in teacher education. Within our Turtle Mountain Community School system we have over 1500 students enrolled in our K-12 classes. Each year we seek high quality teachers and administrative personnel to provide for all of our students' educational needs on a daily basis. At this time many of our employees in administration and advanced teaching degrees such as Special Education are nearing retirement. Thus it will be vital to develop new sources of expertise to fill the impending vacancies.

This source of funding will offer a much needed professional development opportunity for our K-12 education personnel to engage in graduate school online while still remaining in their classrooms. I am committed to this effort in these ways: 1) informing all faculty of the graduate programs offered in this proposal (Special Education and K-12 Administration), 2) use of the technology resources within the Turtle Mountain Community Schools for their graduate studies, and 3) providing some release time to participate in specialized professional development trainings which will benefit our schools and students. As a University of Mary alumni, I know the mission of the university well. Turtle Mountain Community Schools shares the same vision of ensuring excellence in education and respect for local culture.

I fully support this grant proposal and look forward to working together with you Dr. Lamb in meeting the needs of our schools here on the Turtle Mountain Indian Reservation.

Sincerely,

Dr. Lana DeCoteau-Superintendent
Turtle Mountain Community Schools
P.O. Box 440
Belcourt, ND 58316



**TURTLE MOUNTAIN
BAND OF CHIPPEWA INDIANS**

- SCHOLARSHIP PROGRAM -

P.O. BOX 900
BELCOURT, NORTH DAKOTA 58316

(701) 477-8102
FAX: (701) 477-8053

5-31-2016

Dr. Carmelita Lamb
Liffrig Family School of Education and Behavioral Science
Chair, Graduate and Distance Education
University of Mary
7500 University Drive
Bismarck, ND 58503

Dear Dr. Lamb:

This letter is in support of your grant proposal through the Office of Indian Education for Professional Development in education. The Turtle Mountain Band of Chippewa Indians Tribal Higher Education Scholarship Program has been a long-time advocate for American Indian self-determination through advancement in higher education. I look forward to again working in partnership with you Dr. Lamb as well as the University of Mary. We have had a good history together over the years in providing opportunities for Native college students. I appreciate your efforts to again bring means of support to our community.

Sincerely yours,

(b)(6)

Emil LaRocque
Turtle Mountain Band of Chippewa Indians Tribal Higher Education Scholarship Program Director
P.O. Box 900
Belcourt, ND 58316

Curricula

University of Mary

Elementary Education, M.Ed.

Secondary Education, M.Ed.

Special Education Strategist, M.Ed.

Turtle Mountain Community College

Early Childhood, B.S.

Elementary Education, B.S.

Secondary Science Education, B.S.

UNIVERSITY OF MARY
DEGREE PLAN
MASTER OF EDUCATION (M.ED.)
PROGRAM OF STUDY: ELEMENTARY ADMINISTRATION

NAME _____ DATE _____
 ADDRESS _____ TELEPHONE # _____
 STUDENT ID# _____ ADVISOR _____
 EMAIL ADDRESS _____

TRANSFER CREDITS RESIDENT CREDITS
 INSTIT & COURSE HOURS GRADE YEAR HOURS GRADE

Core Courses: 15-16 credit hours (It is strongly suggested that EDU 551 be taken prior to EDU 565)						
EDU 531 Ethics for Educators (2)						
EDU 551 Critique/Design/Res (2)						
EDU 565 Statistics (3)						
EDU 567 Diversity in Culture and Human Relationships (2)						
EDU 665 School Culture & Org. (3)						
HUM 799 04 Graduate Assessment (0)						
Thesis Option						
EDU 700 Research Seminar I (1)						
EDU 701 Research Seminar II (1)						
EDU 704 Research Presentation (3)						
Portfolio Option						
EDU 705 Portfolio Preparation (2)						
EDU 706 Portfolio Presentation (2)						
Apply for Diploma						

Emphasis Area Requirements: 19 credit hours (Edu 545 is pre-requisite to all other emphasis area coursework)						
EDU 527 Mgmt Theory/Personnel (3)						
EDU 545 School Admin (2)						
EDU 566 Sch Curr K-12 (3)						
EDU 570 Differentiated Instruction (3)						
EDU 620 Integrating Tech in Edu (2)						
EDU 632 School Law (2)						
EDU 634 School Finance (2)						
EDU 692 Internship: Elem Adm (2)						
Electives: Electives must be graduate level courses and should be selected from areas to enhance elementary administration degree plan in which there are electives.						

TOTAL REQUIRED: 35-36 CREDIT HOURS
 TRANSFER HOURS _____ RESIDENT HOURS _____ TOTAL HOURS _____

Graduate credit carrying a letter grade of "B" or better earned through LEAD Center may be accepted as elective coursework for this degree. Completion of a Master's of Education in Elementary Administration meets the requirements for the Level I Elementary Principal Credential. If seeking a North Dakota Elementary Administration credential, an individual must:

- Hold a valid North Dakota teaching license based on a bachelor's degree with a major (or other appropriate endorsement) in elementary education.
- Have three years of successful teaching and/or administrative experience in elementary schools.
- Have a Master's Degree. PR/Award # S299B160002

UNIVERSITY OF MARY
DEGREE PLAN
MASTER OF EDUCATION (M.ED.)
PROGRAM OF STUDY: SECONDARY ADMINISTRATION

NAME _____ DATE _____
 ADDRESS _____ TELEPHONE # _____
 STUDENT ID# _____ ADVISOR _____
 EMAIL ADDRESS _____

TRANSFER CREDITS RESIDENT CREDITS
 INSTITUTE & COURSE HOURS GRADE YEAR HOURS GRADE

Core Courses: 15-16 credit hours (It is strongly suggested that EDU 551 be taken prior to EDU 565)						
EDU 531 Ethics for Educators (2)						
EDU 551 Critique/Design/Res (2)						
EDU 565 Statistics (3)						
EDU 567 Diversity in Culture and Human Relationships (2)						
EDU 665 School Culture & Org. (3)						
ALU 799 04 Graduate Assessment (0)						
Thesis Option						
EDU 700 Research Seminar I (1)						
EDU 701 Research Seminar II (1)						
EDU 704 Research Presentation (3)						
Portfolio Option						
EDU 705 Portfolio Preparation (2)						
EDU 706 Portfolio Presentation (2)						
Apply for Diploma						

Emphasis Area Requirements: 19 credit hours (Edu 545 is pre-requisite to all other emphasis area coursework)						
EDU 527 Mgmt Theory/Personnel (3)						
EDU 545 School Admin (2)						
EDU 566 Sch Curr K-12 (3)						
EDU 570 Differentiated Instruction (3)						
EDU 620 Integrating Tech in Edu (2)						
EDU 632 School Law (2)						
EDU 634 School Finance (2)						
EDU 693 Internship: Sec Adm (2)						
Electives: Electives must be graduate level courses and should be selected from areas to enhance secondary administration degree plan in which there are electives.						

TOTAL REQUIRED: 35-36 CREDIT HOURS

TRANSFER HOURS _____ RESIDENT HOURS _____ TOTAL HOURS _____

Graduate credit carrying a letter grade of "B" or better earned through LEAD Center may be accepted as elective coursework for this degree. Completion of a Master's of Education in Secondary Administration meets the requirements for the Level I Secondary Principal Credential. If seeking a North Dakota Secondary Administration credential, an individual must:

- Hold a valid North Dakota teaching license based on a bachelor's degree with a major (or other appropriate endorsement) in secondary education.
- Have three years of successful teaching and/or administrative experience in secondary schools.
- Have a Master's Degree.

**UNIVERSITY OF MARY
DEGREE PLAN
MASTER OF EDUCATION (M.ED.)
PROGRAM OF STUDY: SPECIAL EDUCATION STRATEGIST**

NAME _____ DATE _____
 ADDRESS _____ TELEPHONE # _____
 STUDENT ID# _____ ADVISOR _____
 EMAIL ADDRESS _____

TRANSFER CREDITS RESIDENT CREDITS
 INSTIT & COURSE HOURS GRADE YEAR HOURS GRADE

Core Courses: 15-16 credit hours (It is strongly suggested that EDU 551 be taken prior to EDU 565)						
EDU 531 Ethics for Educators (2)						
EDU 551 Critique/Design/Res (2)						
EDU 565 Statistics (3)						
EDU 567 Diversity in Culture and Human Relationships (2)						
EDU 608 Foundations in Edu (2)						
ALU 799 04 Graduate Assessment (0)						
Thesis Option						
EDU 700 Research Seminar I (1)						
EDU 701 Research Seminar II (1)						
EDU 704 Research Presentation (3)						
Portfolio Option						
EDU 705 Portfolio Preparation (2)						
EDU 706 Portfolio Presentation (2)						
Apply for Diploma						

Emphasis Area Requirements: 36 credit hours						
EDU 507 Sp Ed: Mild Disabilities(3)						
EDU 576 Advanced Methods & Materials of Learning Disabilities (2)						
EDU 588 Advanced Methods & Materials: Intellectual Disabilities(3)						
EDU 592 Sp Ed Transitions (3)						
EDU 595 Behavior Mgmt (3)						
EDU 609 Internship: Intellectual Disabilities (2)						
EDU 611 Reading Diag & Corr (2)						
EDU 617 Reading Clinic (2)						
EDU 645 School Family (2)						
EDU 656 Assess of Except Stdnts (2)						
EDU 657 Advanced Assess of Except Students (2)						
EDU 660 Special Education Law (2)						
EDU 670 Advanced Methods & Materials of Emotional Disorders (2)						
EDU 682 Adv Prac: ED/LD/MR (2)						
EDU 690 Internship: ED (2)						
EDU 691 Internship in Lrng Dis (2)						

TOTAL REQUIRED: 51-52 CREDIT HOURS
 TRANSFER HOURS _____ RESIDENT HOURS _____ **TOTAL HOURS** _____

Students who have not taken an assistive technology course take EDU 429 Assistive Technology (2) and EDU 505 as pre/co-requisites.

****If the candidate's licensure is at the secondary level, Elementary Math Methods and Elementary Reading Methods are North Dakota Special Education Strategist requirements.**

University of Mary is not responsible for invalidation of coursework due to future changes in the North Dakota Credential Guidelines.

Turtle Mountain Community College
 Teacher Education Department
 Bachelor of Science in Early Childhood
 Program of Study (POS)

Student Name:
 Drafted By:
 Date Updated: 6-2015



General Education Requirements					
PRE	NO	COURSE TITLE	DATE	GR	CR
		English (9 credits)			
ENGL	110	College Composition			3
ENGL	120	College Composition			3
ENGL	238	Children Literature			3
		Math (6 credits min.)			
MATH	111	College Algebra I			3
MATH	112	College Algebra II or			3
MATH	103	College Algebra			
MATH	277	Math for Teachers			3
		Science (14 credits min.)			
		Space Sci.			
					4
		Earth Science			
GEOL		Geology with Lab			4
		Life Science (BIOL)			
BIOL		Biology with Lab			4
		Physical Science			
CHEM					4
PHYS					
Total General Education Credits Required					60

General Education Requirements					
PRE	NO	COURSE TITLE	DATE	GR	CR
		Phys. Ed. (2 credits)			
HPER	210	First Aid/CPR			2
		Social Sci. (9 credits)			
PSYC		111 or higher			3
HIST		Elective			3
HIST		Native American			3
		Arts & Hum. (6 credits)			
HUMM	202	Fine Arts & Aesthetics			3
LANG		Elective			3
		Comm. (3 credits)			
COMM	110	Fund of Public Speaking			3
		Geography (3 credits)			
GEOG		Elective			3
		Teacher Educ.			
PSYC	353	Adolescent Psych			3

Teacher Educaton Credits			DATE			Advisement Meeting Notes:			
PRE	NO	COURSE TITLE		GR	CR				
EDUC	235	Prep for Praxis I			1				
EDUC	236	Prep for Praxis II			1				
EDUC	300	Educational Tech			2				
EDUC	310	Intro to Except. Learner			3				
ECE	311	Obs. Doc., & Assess			3				
ECE	313	Lang. Dev. & Emrg. Lit.			3				
EDUC	320	Native Issues in Educ.			3				
ECE	320	Infants and Toddlers			3				
EDUC	321	Multicultural Ed/Human Div			3				
ECE	337	Preschool w/ Spec. Needs			3				
ECE	338	Family & Comm. Relations			3		course must be repeated due low grade		
ECE	329	Curr., Dev. Play & Eval.			4		course needs to be accomplished		
							course has been accomplished		
ECE	336	Soc/Emo Guid. Of Yng Child			3		means course is in progress		
ECE	350	Practicum I			1		course is questionable, e.g. substitution request		
ECE	360	Practicum II			1				
EDUC	402	Found Rdng and Rdng Diag			4				
EDUC	403	Soc Stud Methods/Materials			3				
EDUC	405	Math Methods			3				
EDUC	406	Sci Methods/Materials			2				
EDUC	409	Lang. Arts Methods/Mat			3	Faculty Advisor:			
ECE	411	Pre-K Meth. Materials			2	Date of Advisement:			
ECE	412	K- Meth. Materials			2	Student Signature:			
ECE	413	Administrative Leadrshp in EC			2				
ECE	414	Pre-K Student Teaching			6				
ECE	415	K-3rd Student Teaching			6	Total ECE Credits		71	
ECE	416	Seminar			1	Total Credits for BS in ECE		131	

Turtle Mountain Community College
 Teacher Education Department
 Bachelor of Science Elementary Education
 Program of Study (POS)

Student Name: _____
 Date Updated: 2-2016



General Education Requirements					
PRE	NO	COURSE TITLE	DATE	GR	CR
		English (9 credits)			
ENGL	110	College Composition			3
ENGL	120	College Composition			3
ENGL	238	Children Literature			3
		Math (7 credits min.)			
MATH	111	College Algebra I			3
MATH	112	College Algebra II or			3
MATH	103	College Algebra			4
MATH	277	Math for Teachers			3
		Science (14 credits min.)			
ASTR	110	Principles of Astronomy			4
		Earth Science			
GEOL	105	Geology with Lab			4
		Life Science (BIOL)			
BIOL					4
		Physical Science			
CHEM					4
PHYS					
Total General Education Credits Required					65

General Education Requirements					
PRE	NO	COURSE TITLE	DATE	GR	CR
		Phys. Ed. (2 credits)			
HPER	210	First Aid/CPR			2
		Social Sci. (9 credits)			
PSYC	111	Intro to Psychology			3
HIST					3
HIST					3
		Arts & Hum. (6 credits)			
HUMM	202	Fine Arts & Aesthetics			3
LANG					3
		Comm. (3 credits)			
COMM	110	Fund of Public Speaking			3
		Geography (3 credits)			
GEOG	121	Physical Geography			4
		Teacher Education			
PSYC	353	Child and Adolescent			3
EDUC		Electives			

Teacher Educaton Credits		DATE		
PRE	NO	COURSE TITLE	GR	CR
EDUC	235	Prep for Praxis I		1
EDUC	236	Prep for Praxis II		1
EDUC	300	Educational Tech		2
EDUC	310	Intro to Except. Children		3
EDUC	320	Native Issues in Educ.		3
EDUC	321	Multicultural Ed/Human Div		3
EDUC	329	Curric Planning & Eval		3
EDUC	330	Foundations of Ed		3
EDUC	331	Learning Environments		3
EDUC	350	Practicum 1		1
EDUC	360	Practicum 2		1
EDUC	402	Found Rdng and Rdng Diag		4
EDUC	403	Soc Stud Methods/Materials		3
EDUC	404	Music Methods		2
EDUC	405	Math Methods		3
EDUC	406	Sci Methods/Materials		2
EDUC	407	Creative Arts Methods/Materials		3
EDUC	408	Health & PE Methods/Materials		2
EDUC	409	Meth/Matls for Lang Arts		3
EDUC	410	Educational Assessment		3
EDUC	414	Student Teaching		12
EDUC	415	Student Teaching Seminar		1

Advisement Meeting Notes:			
	course must be repeated due low grade		
	course needs to be accomplished		
	course has been accomplished		
	means course is in progress		
	course is questionable, e.g. substitution request		
Faculty Advisor:			
Date of Advisement:			
Student Signature:			
Total EE Credits		62	
Total Credits for BS Degree		127	

**Turtle Mountain Community College
 Teacher Education Department
 BS in Secondary Science Education
 Program of Study for Advisement**

Student Name:

Revised: 6-2015

Cohort:



General Education Requirements					
PRE	NO	COURSE TITLE	DATE	CR	GR
		Sciences (24 cr)			
GEOL	106	Earth Through Time		4	
BIOL	150	Gen. Biol. I /Lab		4	
BIOL	151	Gen. I Biol. II /Lab		4	
CHEM	121	Chem I w/Lab		4	
CHEM	122	Chem II w/Lab		4	
PHYS	211	Physics w/Lab		4	
ASTR	110	Principles of Astronomy		4	
		Humanities (3)			
LANG		Elective		3	
		English/Speech (9)			
ENGL	110	English I		3	
ENGL	120	English II		3	
COMM	110	Public Speaking		3	
Total General Ed. Credits Required =				68	

General Education Requirements					
PRE	NO	COURSE TITLE	DATE	CR	GR
		Phys Ed (2)			
HPER				2	
		Social Sci. (9 credits)			
PSYC	111	Intro to Psychology		3	
HIST				3	
HIST				3	
		Mathematics (12)			
MATH	111	Algebra I and		3	
MATH	112	Algebra II or		3	
MATH	103	University Algebra		3	
MATH		Statistics		2	
MATH	105	Pre-Calculus or Trig		3	
		Teacher Education			
PSYC	353	Child and Adolesc.		3	

Teacher Education Credits					
PRE	NO	COURSE TITLE	Date	CR	GR
EDUC	310	Educating Except Stdnt.		3	
EDUC	321	Hmn Rel & Multicult Ed		3	
EDUC	330	Foundations of Ed		3	
EDUC	300	Educational Tech		2	
EDUC	320	Issues in Native Ed.		3	
EDUC	329	Curric Plng. & Eval		3	
EDUC	470	Meth. of Second.Sci.		2	
EDUC	375	Rdng. in Cont. Area		2	
EDUC	350	Practicum 1		1	
EDUC	235B	Prep for PRAXIS I		1	
EDUC	236B	Prep for PRAXIS II		1	
EDUC	360	Practicum 2		1	
EDUC	414	Student Teaching		12	
EDUC	415	Student Teaching Seminar		1	
Total EDUC credits				38	

Advisement Meeting Notes:	
Total Science Content Credits	52
28 Credits of science over and above the 24 in GenEd 12 in Area of Concentration and a combination of 8+4+4	
	course must be repeated due low grade
	course needs to be accomplished
	course has been accomplished
	means course is in progress
	course is questionable, sub. request
Date of Advisement:	
Student Signature:	
Total Credits for BS in SS	134

CHEMISTRY All 4 credit courses					
PRE	NO	NAME	DATE	CR	GR
CHEM	240	Fund. Of Organic			
CHEM	333	Envi./Clinic/Forensic			
CHEM	380	Environmental			
CHEM	431	Analytical			
CHEM	301	Biochemistry			
MATH	165	Calculus			
TOTAL					

BIOLOGY					
PRE	NO	NAME	DATE	CR	GR
BIOL	363	Entomology			
BIOL	220	Anatomy/Physiology I			
BIOL		Electives			
TOTAL					

GEOLOGY					
PRE	NO	NAME	Date	CR	GR
GEOL	105	Physical Geology			
GEOL	200	Meteorology			
GEOL	320	Oceanography			
GEOL	410	Sed/Strat			
GEOL	450	Field Geology			
GEOL	101	Environmental Geol.			
TOTAL					

PHYSICS					
PRE	NO	NAME	DATE	CR	GR
PHYS	212	College Physics II			
PHYS	275	Planetary Science			
PHYS	310	Philos. Issues			
PHYS	321	Optics			
PHYS	405	Adv. Phys. Science			
PHYS	412	Astron. Instrum.			
MATH	165	Calculus			
TOTAL					



Mentoring Program 2016-17 Here's What We Do!

First-year Teacher

- *One-on-one conferencing
Minimum of 30 hours (15 each semester, two of which can be made up of shorter meetings)
- *Be observed by your mentor
6 times per year (September, October, November, January, March, April)
- *Record your teaching, watch and discuss with mentor
2 times per year (October and February)
- *Observe other teachers
Minimum of 360 minutes fall, 180 minutes spring

*An **OPTIONAL** online course is offered
(2 credits per semester) to support and
enhance the first year teacher*

Mentor

- *Complete Teacher Support System training requirements (varies by level of mentoring experience)
- *One-on-one conferencing
Minimum of 30 hours (half by Jan.15) (2 per semester can be made up of shorter meetings)
- *Observe first-year teacher and provide feedback during one-on-one conferencing
6 times per year (September, October, November, January, March, April)
- *Watch recording of new teacher and discuss during one-on-one conferencing
2 times per year (October and February)
- *Mentors will be paid a stipend each semester

Principal

- *Select mentors
- *Enroll participants into Teacher Support Program
- *Participate in online principal training
- *Support mentor and first-year teacher
- *Verify completion of Program activities

District

- *Provide a maximum of 5 days of substitute coverage for mentors and first-year teachers to share for observation purposes and mentor participation in Seminar plus 2-day training if necessary
- *Provide access to technology equipment and support needed for Program requirements
- *Support first-year teachers, mentors and principals

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Indian Education Professional Development Program: Budget Justification—University of Mary

Description	Year 1	Year 2	Year 3	Year 4	Total
1. Personnel	60,256	30,366	62,707	16,997	170,326
<p>Dr. Carmelita Lamb, PD, Associate Dean of Liffrig Family School of Education and Behavioral Sciences: Dr. Lamb will serve as a 40% PD in years 1 and 3, then for years 2 and 4 10% PD will be responsible for: 1) assuring compliance with all Professional Development program budget draw-downs; 2) the planning and design of all graduate programming, recruitment, retention, and graduate student research advising; 3) collaboration and support of the Turtle Mountain Community College (TMCC) sub-contract partners, which include personnel, undergraduate students, TMCC teacher education faculty, and staff; 4) maintaining the data base to monitor program services and performance; 5) maintaining financial records for the funding agency (Office of Indian Education); 6) preparing reports necessary for federal, university and tribal college compliance in project management; 7) overseeing induction services at the undergraduate and graduate levels; 8) overseeing student performance data at tribal college and university levels; 9) monitoring student performance in attaining necessary teacher licensure; 10) overseeing job placement of undergraduate and graduate program completers.</p> <p>The shift in support in years 1 and 3 reflect an increased load in time and effort for the University of Mary PD. It is particularly important that during the third year graduate students will all be engaged in their research studies. The development of their thesis statements, IRB approvals, methodology, data collection and analysis, and finally, the reporting of their findings is extremely time consuming for the graduate primary advisor. During this program all of these tasks come to fruition and require countless hours of reading and critical student feedback by the university PD in order to complete the Master’s thesis. In year 1 the bulk of the time and effort is devoted to program start up and active recruitment (graduate students) and successful engagement (graduate and undergraduate) of all participants in the program.</p> <p><i>Cost calculation: Base salary @ \$100,639 x 0.4 = \$40,256. Cost of living increase each year 3%. Year 2 @ 0.1 = 10,366. Year 3 @ 0.4 = 42,707. Year 4 @ 0.1 = 10,997.</i></p> <p>Administrative Assistant: Years 1-3 s/he will serve as a 40% personnel and Year 4 as 12%. The administrative assistant will serve in the project in the following capacities: a) graduate student recruitment; b) graduate student advising; research assistant to the PD in the data collection and analysis associated with student satisfaction inventories necessary for peer review; coordination of graduate field experience internships and subsequent induction services related to mentor-mentee partnerships.</p> <p><i>Cost calculation: Base salary @ \$50,000 x 0.4 = \$20,000 for Years 1 - 3. Year 4 @ 0.12 = 6,000.</i></p>					
2. Fringe Benefits	15,064	7,591	15,677	4,249	42,581
<p>Fringe benefits includes Health insurance, Life insurance, Disability insurance, Retirement benefits, Social Security and Medicare. <i>Cost calculation: 25% of personnel salaries – Year 1 \$60,256 x 0.25 = \$15,064. Cost of living increase each year 3%. Year 2 \$30,366 x 0.25 = \$7,591. Year 3 \$62,707 x 0.25 = \$15,677. Year 4 \$16,997 x 0.25 = \$4,249.</i></p>					

3. Travel	8,937	8,963	15,112	9,133	42,145
<ul style="list-style-type: none"> The PD and a Co-PD, will travel to Washington, DC, to attend the annual meeting of Program grantees. <i>Cost calculation: Airfare @ \$1,000 x 2 = \$2,000; Lodging @ \$300 x 2 x 2 nights = \$1,200; Meals @ \$50 x 2 x 3 days = \$300. Taxi @ \$100 x 2 = \$200. Total travel cost = \$3,700 per year.</i> Professional Development: The project anticipates using short term contracts for leading at least 75% of the seminars. The project will hire seminar facilitators: 1) when the area of student need indicates a higher level of expertise will better accomplish student grasp of the material; 2) the focus is outside the expertise of the director and education faculty; or 3) when the seminar is used to expose students to emerging trends such as expanding the role of technology in the classroom. Compensation will follow institutional practice including level of expertise and length of time for the seminar. It is anticipated that the project will be able to fund nine seminars across three cohorts - two in K-12 education and one in graduate education. <i>Cost calculations: Year 1: \$4,537; Year 2: \$4,563; Year 3: \$10,712; Year 4: \$3,221.</i> Site Visits will be expended to coordinate efforts with schools, including scheduling and assessment activities as well as monitoring students during placements for induction project activities during year 4 for graduate students. <i>Cost calculations: 7 students estimated mileage 400 miles round trip x 54 cents = \$1,512. Mileage Federal reimbursement rate as of 1/1/2016 is 54 cents per mile.</i> Between consortium partners on the Turtle Mountain Indian Reservation: 2 site visits per year / 1 per academic semester, (Fall and Spring terms): <i>Cost calculations: 2 x 400 miles round trip x 54 cents Federal reimbursement rate as of 1/1/2016: Years 1 – 4: mileage \$432; hotel \$200; per diem \$68.</i> 					
4. Equipment	-	-	-	-	-
N/A					
5. Supplies	7,000	-	7,000	-	14,000
Participant laptops will be provided to the student during the first semester. Laptops fill two critical purposes including ensuring students have computers to work on their classroom assignments and related projects and providing additional reinforcement for the use of technology in education. Currently, TMCC provides laptops to students on a 'check-out' basis. The seven computers purchased in Year 3 serve to replenish the computer inventory accounting for updates in technology which occur after three to four years of use. Costs were calculated at \$1,000 for a laptop with the actual purchase being done under the procurement policies. <i>Cost calculations: 7 students in graduate Year 1 @ 7 x \$1,000 = \$7,000 and another 7 students in undergraduate Year 3 @ 7 x \$1,000 = \$7,000.</i>					

6. Contractual	69,432	69,823	85,778	57,421	282,454
Turtle Mountain sub grant budget narrative attached below (pages 5-8). <i>Cost calculations: Year 1 @ \$65,582; Year 2 @ \$62,673; Year 3 @ 81,928; Year 4 @ \$53,921.</i>					
Mentor fees are paid to teachers serving as mentors for newly hired teachers. Mentors are expected to serve as a technical resource at multiple levels including handling a specific classroom incident, critiquing lesson plans and classroom materials, providing an audience for a dress rehearsal of a complex lesson, and guiding the new teacher through the schools' systems for assessment, grading, and attendance. Mentors will also provide feedback to the teacher education department on quality improvement and identifying areas where the director can provide or arrange additional skill building.					
Graduate students will be in their induction phase of support during Year 4. Undergraduate students will be in their student teaching during Year 1, Year 2, and Year 3. The state of North Dakota Education Standards and Practices Board, under the direction of Dr. Janet Welk, provides mentor support for undergraduate first year teachers during the induction year, thus the sponsored program will not incur that expense for TMCC students in Year 4.					
<i>Cost calculations: mentor teachers are calculated in Year 1 @ 7 undergraduate students x \$550 = \$3,850; Year 2 @ 13 undergraduate students x \$550 = \$7,150; Year 3 @ 7 undergraduate students x \$550 = \$3,850; and Year 4 @ 7 graduate students x \$500 = \$3,500.</i>					
7. Construction	-	-	-	-	-
N/A					
8. Other	233,285	280,220	207,455	500	721,460
Office Supplies includes consumable items such as printing, printer supplies, postage, paper, pens, file supplies items necessary for providing project record keeping and administration. At the graduate level the support will cover correspondences, procurement of official transcript documents, and shipping of textbooks and other education supplies necessary to complete individual course assessments to the student from the University bookstore. <i>Cost calculations: Year 1 \$500, Year 2 \$500, Year 3 \$500, Year 4 \$500.</i>					
Undergraduate Tuition/Books/Fees: costs are provided in Year 1 and 2 @ \$1,125 per semester and 2 semesters per year x 20 students = \$45,000 annual cost. Year 3 @ \$1,125 per semester and 2 semesters per year x 7 students = \$15,750.					
Graduate Tuition (\$570 per credit hour + \$125 per credit hour for online) x 9 credits per semester x 7 students. Year 1 one semester = \$695 x 9 credits x 7 students = \$43,785. Year 2 will be two semesters and adjusted credit hour increase per institution budget (\$590+\$130) x 18 credits x 7 students = \$90,720. Year 3: three semesters (\$610+\$135) x 27 credits x 7 students = \$140,805.					
<ul style="list-style-type: none"> • During the Year 2 summer semester graduate students are engaged in the active pursuit of their research endeavor. Chapters 1-3 are necessary in order to complete their study during this summer term. Included in this work is the IRB approval from the University of Mary as well as the same approval from associated research sites (i.e., tribal colleges, BIE K-12 school systems, 					

Indian Day Schools, Indian Mission Schools). Graduate students will NOT be carrying a full time load over the summer, but rather 2-4 credits to cover their research experiences. Courses would include, but are not limited to, EDU 701 Research Seminar I (1 cr), or EDU 705 Portfolio (2 cr).

- In Year 3 graduate students will be completing their advanced administration courses such as School Law, Special Education Law, Education Finance, and School Culture and Organization Behavior. The MEd program of study allows for electives in order to better prepare administrators for their field of practice in K-12.

Participant support stipends are intended to support student unmet needs for living. The stipends will enable undergraduate students to fully engage in their college studies without requiring a source of part-time employment to support their families. Full time enrollment in teacher education programs requires a minimum of six hours in class per day in addition to another three to six hours of at-home study. The GPA necessary to become a licensed teacher in North Dakota requires students to exercise diligence in their daily study habits. Working in addition to full time enrollment will ultimately hinder the success of students in meeting their academic and professional goals. Thus stipends are an integral component of this project.

Cost calculations: Undergraduate 20 students Year 1 and 2; 7 students Year 3. Stipend Year 1 = \$800 x 20 students x 9 months = \$144,000; Year 2 = \$800 x 20 students x 9 months = \$144,000; Year 3 \$800 x 7 students x 9 months = \$50,400.

9. Total Direct Costs (1-8)	393,974	396,963	393,729	88,300	1,272,966
10. Indirect Costs	6,026	3,037	6,271	1,700	17,034
8% based on Salaries and Fringes (line item 1 and 2) x 0.08					
11. Training Stipends	-	-	-	-	-
N/A					
12. Total Cost (9-11)	400,000	400,000	400,000	90,000	1,290,000

Indian Education Professional Development Program: Budget Justification—Turtle Mountain

Description	Year 1	Year 2	Year 3	Year 4	Total
1. Personnel	32,906	33,893	34,909	35,957	137,665
<p>Dr. Teresa Delorme – Teacher Education Programs Director: Dr. Delorme will serve as a 50% employee and will work collaboratively to: (1) provide undergraduate curriculum instruction for K-12 teacher education students, (2) advise candidates during the program of study leading to a Bachelor of Science degree in education at the Turtle Mountain campus, (3) provide academic preparation for the state licensure exams, and (4) provide multiple opportunities for professional development experiences for candidates.</p> <p><i>Cost calculation: Base salary @ \$65,811 x 0.5 = \$32,906. Cost of living increase each year 3%. Year 2 @ 0.5 = 33,893. Year 3 @ 0.5 = 34,909. Year 4 @ 0.5 = 35,957.</i></p>					
2. Fringe Benefits	13,820	14,235	14,662	15,102	57,819
<p>Fringe benefits include Health insurance, Dental Insurance, Life insurance, Retirement benefits, Social Security, Medicare, Unemployment, and Worker’s Compensation.</p> <p><i>Cost calculation: 42% of personnel salaries – Year 1 \$32,906 x 0.42 = \$13,820. Cost of living increase each year 3%. Year 2 \$33,893 x 0.42 = \$14,235. Year 3 \$34,908 x 0.42 = \$14,662. Year 4 \$35,957 x 0.42 = \$15,102.</i></p>					
3. Travel	750	8,595	15,955	-	25,300
<p>Site visits involve local travel to be undertaken to coordinate efforts with schools, including scheduling and assessment activities as well as monitoring students during placements for project activities during Years 1, 2, and 3. <i>Cost calculations: (7 students) year 1 at \$750; (20 students) year 2 at \$1,500; and (20 students) year 3 at \$1,500. Actual mileage will be reimbursed at the Federal mileage rate.</i></p> <p>Diversity Standards Requirements: Study trips to communities that offer a wide range of experiences from a diversity perspective will support the TMCC Teacher Education Department’s effort to meet CAEP Standard 3.6: “Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice...”. “Culturally Responsive Teaching” serves as the foundation for Turtle Mountain Community College’s conceptual framework. Its students have few opportunities to expand their word view through culturally diverse experiences due to the location of the community and lack of resources to support travel necessary to broaden their cultural experiences. Experiences embedded in this student trip provide critical background knowledge and experiences that will result in more meaningful experiences in all coursework, which, in turn, will enhance their ability to share an expanded world view in their future work with students. <i>Cost calculations: Year 2: 7 students and 3 faculty; transportation \$3,000;</i></p>					

<i>rooms \$2,100; meals \$1,575; tickets \$420. Year 3: 20 students and 3 faculty; transportation \$4,000; rooms \$3,900; meals \$5,175; tickets \$1,380.</i>					
4. Equipment	-	-	-	-	-
NA					
5. Supplies	-	-	-	-	-
6. Contractual	8,200	3,000	3,850	-	15,050
Background checks on undergraduate students are required of the candidates before they will be allowed to work with students in the classrooms in most of the schools in the area. Year 1 @ \$400 per student x 13 = \$5,200 and Year 3 @ \$400 per student x 7 = 2,800.					
NDU Insurance covers candidates while they are working with students in the classrooms in schools throughout the area. At \$150 per student each year. Year 1 and 2 \$150 x 20 = \$3,000 and Year 3 \$150 x 7 = \$1,050.					
7. Construction	-	-	-	-	-
NA					
8. Other	9,906	2,950	12,552	2,862	28,270
Office Supplies include consumable items such as printing, printer supplies, postage, paper, pens, file supplies items necessary for providing project record keeping and administration. At the undergraduate level, this line item will provide support for transfer of student records, stipend disbursements, dependent support disbursements, and other miscellaneous correspondence between consortium partners. <i>Cost calculations: Year 1 \$1,000; Year 2 \$1,000; Year 3 \$1,000; Year 4 \$1,000.</i>					
Praxis I and II are the licensure examinations required for teacher licensure in North Dakota. Students are required to take three of these tests, one prior to entering the student teacher period (Praxis Core), and the remaining two exams (Praxis Principles of Teaching and Learning and Praxis Curriculum Instruction and Assessment) either during student teaching or immediately afterward. <i>Cost calculations: Praxis I fee per student is \$150. Year 2 at 13 students x \$150 = \$1,950. Year 3 at 7 students x \$150 = \$1,050. Praxis II fees per student are \$266. Year 1 at 7 students x \$266 = \$1,862; Year 3 at 13 students x \$266 = \$3,458; Year 4 at 7 students x \$266 = \$1,862.</i>					
NorthStar is a software package which provides technical and content area support for teacher education students preparing for the Praxis exams. Students are able to log into the program from their computers with a password and participate in tutorials and practice tests. The program provides valuable feedback to students in specific content and pedagogy knowledge areas in order to ensure success on the exams. Turtle Mountain Community College has seen exemplary success of its teacher education students in					

the past six years on the Praxis exams through the implementation of this targeted program into the curriculum. The NorthStar license is valid for two years, thus there would be two expenditures from the budget for this program to accommodate both groups coming into the program at Years 1 and 3 for \$3,300 in each of those years.

Weebly Portfolio is a software program that provides support to undergraduate students in the design, construction, and development of their e-portfolios. This portfolio serves as a capstone assessment tool for the entire teacher education program at Turtle Mountain Community College as well as a tool to use when interviewing for positions within K-12. Students are able to upload video clips of their instructions, lesson plans, classroom management plans, and other sources of evidence highlighting their content and pedagogical skills. Students will have access to this program for the duration of their careers. There would be two expenditures from the budget for this program to accommodate both groups coming into the program at Years 1 and 3 for \$3,744 in each of those years.

9. Total Direct Costs (1-8)	65,582	62,673	81,928	53,921	264,104
10. Indirect Costs	-	-	-	-	-
NA					
11. Training Stipends	-	-	-	-	-
NA					
12. Total Cost (9-11)	65,582	62,673	81,928	53,921	264,104

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix: Dr.	First Name: Carmelita	Middle Name:	Last Name: Lamb	Suffix:
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Address:

Street1:	7500 University Drive
Street2:	
City:	Bismarck
County:	Burleigh
State:	ND: North Dakota
Zip Code:	58504-9652
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
701-355-8186	701-255-7687

Email Address:
elamb@umary.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?
 Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?
 Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?
 Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization

University of Mary

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	60,256.00	30,366.00	62,707.00	16,997.00		170,326.00
2. Fringe Benefits	15,064.00	7,591.00	15,677.00	4,249.00		42,581.00
3. Travel	8,937.00	8,963.00	15,112.00	9,133.00		42,145.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	7,000.00	0.00	7,000.00	0.00		14,000.00
6. Contractual	69,432.00	69,823.00	85,778.00	57,421.00		282,454.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	233,285.00	280,220.00	207,455.00	500.00		721,460.00
9. Total Direct Costs (lines 1-8)	393,974.00	396,963.00	393,729.00	88,300.00		1,272,966.00
10. Indirect Costs*	6,026.00	3,037.00	6,271.00	1,700.00		17,034.00
11. Training Stipends	0.00	0.00	0.00	0.00		0.00
12. Total Costs (lines 9-11)	400,000.00	400,000.00	400,000.00	90,000.00		1,290,000.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 02/01/2011 To: 06/30/2015 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): Department of Health and Human Services

The Indirect Cost Rate is 30.00%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
PR/Award # S299B160002

Name of Institution/Organization University of Mary	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

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

SECTION C - BUDGET NARRATIVE (see instructions)

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