

**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 # S299B160004**

**Grants.gov Tracking#: GRANT12203071**

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"/>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------

* 3. Date Received: <input type="text" value="06/28/2016"/>	4. Applicant Identifier: <input type="text" value="Ruff 416-2105"/>
----------------------------------------------------------------	------------------------------------------------------------------------

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

**State Use Only:**

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

**8. APPLICANT INFORMATION:**

\* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="81-6010045"/>	* c. Organizational DUNS: <input type="text" value="6254479820000"/>
----------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------

**d. Address:**

\* Street1:   
Street2:   
\* City:   
County/Parish:   
\* State:   
Province:   
\* Country:   
\* Zip / Postal Code:

**e. Organizational Unit:**

Department Name: <input type="text" value="Education"/>	Division Name: <input type="text" value="Edctn, Health &amp; Human Dvlpmnt"/>
------------------------------------------------------------	----------------------------------------------------------------------------------

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

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

Title:

Organizational Affiliation:

\* Telephone Number:  Fax Number:

\* Email:

**Application for Federal Assistance SF-424**

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

U.S. Department of Education

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

84.299

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:**

Indian Leadership Education and Development (I LEAD)

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.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="1,289,083.00"/>
* 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="1,289,083.00"/>

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

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

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

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

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

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

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>Naomi Stewart</p>	<p>TITLE</p> <p>Senior Fiscal Manager</p>
<p>APPLICANT ORGANIZATION</p> <p>Montana State University</p>	<p>DATE SUBMITTED</p> <p>06/28/2016</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

<b>1. * Type of Federal Action:</b> <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	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------

**4. Name and Address of Reporting Entity:**  
 Prime     SubAwardee

\* Name: Montana State University

\* Street 1: PO Box 172470    \* Street 2: 309 Montana Hall

\* City: Bozeman    \* State: MT: Montana    \* Zip: 59717-2470

Congressional District, if known: MT-001

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

<b>6. * Federal Department/Agency:</b> Department of Education	<b>7. * Federal Program Name/Description:</b> Indian Education -- Special Programs for Indian Children
	CFDA Number, if applicable: 84.299

<b>8. Federal Action Number, if known:</b> 	<b>9. Award Amount, if known:</b> \$
------------------------------------------------	-----------------------------------------

**10. a. Name and Address of Lobbying Registrant:**

Prefix:    \* First Name: N/A    Middle Name:    \* Last Name: N/A    Suffix:    \* Street 1:    \* Street 2:    \* City:    \* State:    \* Zip:   

**b. Individual Performing Services** (including address if different from No. 10a)

Prefix:    \* First Name: N/A    Middle Name:    \* Last Name: N/A    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: Naomi Stewart

\* Name: Prefix: Ms.    \* First Name: Naomi    Middle Name:    \* Last Name: Stewart    Suffix:   

Title: Fiscal Manager    Telephone No.: 406-994-2381    Date: 06/28/2016

**Federal Use Only:**    Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S299B160004

## 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](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

ILEADIVSection427AssurancesILEAD.pdf

Add Attachment

Delete Attachment

View Attachment

**Section 427 Assurances**  
**Indian Leadership Education and Development (I LEAD) Project**

The purpose of this project is to educate and develop American Indian and Native Alaskan educators into school administrators capable of successfully leading schools with high concentrations of American Indian and Native Alaskan students to higher levels of achievement. To facilitate access, Little Big Horn College, the tribal college located on the Crow Reservation and our consortium partner, will collaborate with MSU to identify and recruit American Indian educators from schools on or near the Indian reservations in Montana, North Dakota, South Dakota and Wyoming. The innovative design of this school leadership preparation program used in this project seeks to remove the geographic and cultural barriers that have traditionally impeded American Indian and Native Alaskan participation in graduate education.

## 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.

<b>* APPLICANT'S ORGANIZATION</b> Montana State University	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: Ms.	* First Name: Naomi Middle Name:
* Last Name: Stewart	Suffix:
* Title: Senior Fiscal Manager	
<b>* SIGNATURE:</b> Naomi Stewart	<b>* DATE:</b> 06/28/2016

## 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.]

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## 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:

## **Indian Leadership Education and Development (I LEAD)**

### **Abstract**

American Indian administrators in Montana, Wyoming, South Dakota, and North Dakota are not representative of the numbers of Native Americans in these states. There are 104 schools in Montana alone that have populations of 25% or more American Indian students. To place at least one American Indian administrator in each of these schools, 82 American Indian administrators would need to be recruited, trained and placed in schools serving American Indian students. These statistics are similar in the surrounding Northern Plains states. In meeting **Absolute Priority 2: Pre-Service Administrator Training**, the primary goal of this project is to recruit, educate, certify, install and induct 25 American Indian educators into school leadership positions with the knowledge, skills and abilities necessary to facilitate school improvement and student achievement in schools on or near the Indian reservations in four states: Montana, Wyoming, South Dakota and North Dakota. All completers of the project will complete a graduate level M.Ed. in educational leadership from MSU.

In meeting **Competitive Preference Priority 3** (see Appendix A), a consortium agreement between Montana State University (MSU) and Little Big Horn Tribal College (LBHC) ensures local access to graduate education tailored to meet the contextualized needs of rural and isolated schools with high proportions of American Indian students. This focus on providing an authentic context for leadership instruction will significantly assist in improving reservation schools while educating their next generation of leaders.

In the recruiting phase, MSU and LBHC will collaborate and use their networks to publicize the program. During the instructional phase, the instructional teams - state level Indian Education experts, tribal members and local school officials and faculty members at LBHC and

MSU - will collaborate to link instruction with authentic school improvement activities. The instructional phase will include a cohort-building orientation, both distance learning and face-to-face course meetings, cultural leadership workshops hosted in part by LBHC, and field experiences in public schools serving American Indian students. The cultural leadership and field experience activities are synchronized to course content, establishing a clear connection between theory and practice. Mentors - American Indian experienced school leaders educated at the post-masters level - will maintain contact with each participant on a semi-monthly basis throughout the program. In sum, I LEAD will provide a rigorous program integrating the Professional Educational Standards of Leadership (PESL) standards-based instruction with authentic activities focused on improving public schools; utilize high quality delivery methods that integrate the experiences of university scholars, tribal elders, tribal college faculty, and relevant school leadership practitioners; and establish networks of support that serve participants from their recruitment into the project, to mastery of their role as a school principal.

In the placement phase, the network of mentors, instructors and advisory board members will assist successful placement of candidates by providing leads to administrative openings and by promoting the candidates to the appropriate selection officials. Superintendents of several LEAs have committed to considering and potentially hiring project completers, satisfying **Competitive Preference Priority 1** (see Appendix B). During an induction year, these networks will support participants to facilitate success in their administrative positions.

Evaluation data will be collected using a combination of research-based, nationally normed quantitative instruments; research-based, locally normed quantitative instruments; and qualitative data collected using proven protocols. The semi-annual qualitative and quantitative evaluation reports will be presented to a project advisory board.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

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# Indian Leadership Education and Development (I LEAD)

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## **Indian Leadership Education and Development (I LEAD) Project**

This grant proposal intends to implement an innovative approach to preparing school administrators (Absolute Priority II) capable of meeting the demands for instructional leadership in schools with high populations of American Indian students while evaluating the processes and outcomes of this project. Additionally, we have partnered with several local education agencies (LEA) (Competitive Preference Priority 1) and are proposing this project in consortium with Little Big Horn College (LBHC), a tribally controlled college (Competitive Preference Priority 3). See attachments for Letters of Support from LEAs and the Consortium Agreement between LBHC and Montana State University's (MSU) College of Education, Health and Human Development. This project will continue the work of three highly successful Indian Education Professional Development grants that trained and certified over 100 school administrators of which over 85% have been placed and inducted throughout the Northern Plains, Alaska, and across the U.S. The approach integrates problem-based, authentic instructional methods, extended field experiences, and American Indian traditional leadership styles to contextualize leadership preparation for rural schools in and around the Indian Reservations of Montana, South Dakota, North Dakota and Wyoming. These elements reflect scientifically-based, best practice methods in principal preparation programs (see Carjuzaa, Ruff, & Henderson, 2015; Henderson, Carjuzaa, & Ruff, 2015; Henderson, Ruff, & Carjuzaa, 2015; Jackson and Kelley, 2002; Reames, 2010; Ruff & Erickson, 2008).

The primary objective of this project is to **recruit, educate, certify, install and induct 25 participants** into school leadership positions with the knowledge, skills and abilities to facilitate student achievement within public schools that have a high concentration of American Indian students. This project combines standards-based instruction, public school improvement,

and traditional cultural models of leadership; integrating the knowledge of university scholars, tribal elders and experiences of American Indian school leaders; while establishing networks of support that serve participants from program admission to mastery of their role as an educational administrator.

### **A. Need for the Project**

The project design includes a four-state area of Montana, North Dakota, South Dakota and Wyoming. The four states are home to 27 Federally Funded American Indian tribes. All four states have significant populations of American Indian students. The National Assessment of Educational Progress (NCES, 2011) recognizes 12 states as having relatively large populations of American Indian or Alaska Native students. This grant proposal seeks to service 3 of the 12 (Montana, North Dakota, South Dakota). Montana is home to 19,761 American Indian students which represents nearly 13.7% of the total student population (Montana Office of Public Instruction, 2014); North Dakota is home to 9,043 American Indian students representing about 8.7% of the total population (U.S. Department of Education, 2014); South Dakota has 21,933 American Indian students which is approximately 15.61% of the total student population (South Dakota Office of Indian Education, 2012). In just these three states, over 50,000 American Indian students attend school.

Academic achievement data for American Indian students is troubling. The National Center for Educational Statistics (NCES, 2011) reported that between the years of 1995 to 2009, dropout rates for American Indian students are at least 4 times greater than White students in the 4-state area. Achievement test performance of American Indian students lags significantly behind the performance of White students in all four of the states included in this grant proposal. For example, in Montana the gap in math achievement between American Indian students and

white students is a shocking 33% (Montana Office of Public Instruction, 2014). The achievement gap between American Indian students and White students is not just limited to Montana.

Wyoming reports that more than half of their American Indian students are below proficient on their State test. Each of the four states in this grant proposal report similar or worse achievement gap data. Montana, South Dakota, and North Dakota have all established goals to improve American Indian achievement. Included in the goals is the incorporation and use of culturally-responsive instructional strategies and materials that validate the cultural and linguistic identity of American Indian children.

All four states represented in this grant proposal have underrepresented populations of American Indian teachers and school leaders. For example, in Montana only 2.7% of the total teaching staff is American Indian (285 of 10,578). While principal representation is better at 4.15% due to successful Indian Education Professional Development projects, it still does not reflect the American Indian student population at nearly 14% (Montana Office of Public Instruction, 2014).

Further complicating the problem of providing quality leadership for schools serving American Indian students is teacher and administrator turnover. School Administrators of Montana track and announce administrative vacancies in Montana. Darrell Rud, former Executive Director of School Administrators of Montana reports that schools serving American Indian students have the highest rate of administrative turnover and the most difficult time filling administrative vacancies. Rud observed, "It is not uncommon to have one fourth or higher of our school district administrator openings be for positions on reservations...." Rud's observation was echoed by Bob Vogel from the Montana School Boards Association from his experience in conducting superintendent searches. Vogel also reported administrative turnover in schools

serving 50-100% American Indian students is the highest in the state. According to Rud and Vogel, contributing factors are a lack of commitment among non-Indian administrators to tackle the difficult student achievement issues found in schools on or near reservations. Non-Indian administrators report that their lack of cultural understanding and cultural differences between them and the community interferes with success. Rud and Vogel both report that the only success they can report in recruiting American Indian leaders is from identifying participants from within the system and “growing” them into leadership positions through alternative certification (intern) programs.

Traditional recruitment efforts to identify and train American Indian administrators simply do not work. Cohort models, delivered on reservations, however, have demonstrated positive impact on practicing principals working in reservation schools (Henderson, Carjuzaa, & Ruff, 2015). Experts agree that part of the strategy for improving education for American Indian students is to provide a contextual education that considers the unique cultural identity of Indians. If we are to improve leadership in schools serving American Indian communities, we must identify and recruit American Indian teachers and provide a contextualized program of study that results in administrative certification delivered on or near the reservations.

### **B. Significance of Project**

The I LEAD project will provide a high quality school administrator pre-service education to participants serving as educators on and around Indian Reservations located in the rurally isolated regions of Montana, South Dakota, North Dakota and Wyoming. This project will provide American Indian educators with local access to a nationally accredited graduate education tailored to meet the contextualized needs of rural schools with high proportions of American Indian students. Without this program, the opportunity to participate in a graduate

program is limited to distance delivered coursework that addresses the generic role of principal or superintendent underpinned by unquestioned colonizing assumptions.

This project is an effort by MSU and LBHC to continue an on-going commitment to American Indian education. This partnership initiated under the consortium agreement provides an example of a meaningful relationship between a tribal college and a top-tier research university. This project seeks systemic improvement in the level of educational access provided to those living and working in the tribal communities that are among the most rurally isolated in the continental United States.

The I LEAD project's unique focus in synthesizing American Indian cultural leadership models, research-based administrator preparation and an authentic context for instructional leadership demonstrates another perspective on the significance of the program—increasing the capacity for the improvement of reservation schools while educating its next generation of leaders. Throughout the course of the program, project participants will be engaged in identifying and overcoming barriers to increased student achievement while developing relationships with tribal community leaders. Project participants will be supported by the guidance and efforts of an American Indian mentor, university instructors, practitioner instructors, field experience supervisors, and school leadership teams. The results of having participants supported by mature school leaders experienced in Indian Education, will increase both depth of learning for the student and the capacity of the schools. The significance of building this capacity directly impacts the achievement of American Indian K-12 students. Stewart and Brendefur (2005) found that small groups of educators working collaboratively and focused on improving instruction were successful in bringing about positive change.

The contextualized approach of the I LEAD project provides a unique opportunity to scientifically evaluate the effectiveness of best practice leadership preparation models. Goldring, Huff, and Spillane (2009) as well as Browne-Ferrigno (2003) have found that educational leadership programs that incorporate problem-based learning, community collaboration, and meaningful field experience produce competent principals. Yet, there are very few studies that analyze the efficacy of contextualized program innovations. This project offers the opportunity for a multi-strategy analysis.

In summary, the significance of this project is three-fold. First, the project will provide access to a contextualized graduate education for 25 American Indian educators working in rurally isolated schools, thus increasing the number of American Indian school administrators. Second, the project's focus on authentic problem-based learning and collaboration between schools and tribal communities increases the capacity of reservation K-12 schools for systemic improvement. Finally, few studies exist that measure and analyze culturally-focused innovation strategies of principal preparation and induction in light of desired preparation outcomes. Directly comparing outcome measures of this project with the culturally-based strategies will contribute to the scientifically-based research literature on educational leadership preparation.

### **C. Project Design**

The primary goal of this project is to recruit, educate, certify, install and induct 25 American Indian educators into school leadership positions with the knowledge, skills and cultural abilities necessary to facilitate school improvement and student achievement in schools with high concentrations of American Indian students. Participants will be recruited from Montana, South Dakota, North Dakota and Wyoming through a combination of advertisement, information presentations at each of the reservations in these states, and information

presentations at state-level Indian Education conferences. From a minimum of 40 applications, 25 participants will be selected and 5 applicants will be wait-listed; this selection process will focus on demonstrated instructional ability and the potential for instructional and community leadership. A review board composed of university faculty and American Indian school superintendents will make these determinations.

Participants will attend a 15-hour orientation seminar focused on team building and demonstrating learning expectations of the program. Preparation coursework will be delivered in six instructional blocks, each lasting one semester. Each instructional block contains educational leadership coursework, cultural leadership workshops designed and conducted in collaboration with Little Big Horn College, and field experiences in public schools serving American Indian students. The cultural leadership and field experience activities are synchronized to course content, establishing a clear connection between theory and practice. Academic courses will be integrated with each other and each block will be taught by instructors with Indian education experience. Instructional delivery will use a combination of distance learning techniques combined with local face-to-face meetings and instructional support. A mentor will be assigned to each participant at the beginning of the project and will maintain contact on a semi-monthly basis throughout the program. Mentors will be American Indian, experienced school leaders, and educated at the post-masters level. Evaluation data will be collected using a combination of research-based, nationally normed quantitative instruments; research-based, locally normed quantitative instruments; and qualitative data collected using proven protocols. The semi-annual qualitative and quantitative evaluation reports will be presented to a project advisory board.

*Goals, Objectives, and Outcome:* This project has three specific goals:

- 1. Educate and certify 25 American Indian educators as qualified school administrators who understand both research-based best practice and cultural leadership practices.**
- 2. Successfully place and induct all project completers into a school administrative position at a public school with a high concentration of American Indian students.**
- 3. Provide research-based evidence on the effectiveness of specific strategies in preparing American Indian school administrators by comparing knowledge, skill and disposition measures with outcomes.**

Reed and Kensler (2010) outlined three critical processes in developing competent public school leaders. First, viable leadership participants need to be nominated by current school leaders. Second, effective preparation methods need to be developed and implemented to provide the leadership participants with the knowledge, skills, and abilities needed to perform their role as school leaders. Finally, purposeful involvement must occur in the placement of trained participants in their new role as school leaders. These critical processes, together with the understanding that cultural context is important (Bates & Oleksa, 2008), were used to form the objectives that will lead to achieving Goal 1, to educate and certify 25 American Indian educators as qualified school administrators. The objectives are:

- a) Recruit (40) and select 25 highly qualified American Indian educators.**
- b) Establish participant support networks such that at least 80% of participants are enrolled in courses for each semester throughout the program.**
- c) Graduate and certify 25 participants as school administrators.**

This project seeks to select the most highly qualified participants for leadership positions in schools with high concentrations of American Indian students. Initial over-recruitment of

applicants and rigorous selection of participants facilitates project goals being met within the time constraints of the grant by enrolling the participants who are best prepared and qualified (Ruff & Erickson, 2008). Next, effective preparation occurs by facilitating the success of participants as they matriculate through the program. This objective focuses on participant retention, and the successful completion of each course by each participant. Finally, the full potential of effective preparation cannot be realized until the participant is installed into a school leadership position where the newly acquired skills and knowledge can be further honed by experience.

Goal 2 of this project is to successfully place and induct all project completers into a school administrative position at a public school. Performance objectives are:

- a) Facilitate placement all project completers into school administrative positions at schools with 25% or more American Indian students.**
- b) Establish a mentoring relationship such that at least 90% of participants report high levels of trust and confidence in their mentors.**
- c) Support each project completer placed into a school administrative position to provide a successful induction year such that all administrators are offered a continuing contract.**
- d) Provide leadership coaching and continued access to research materials, information on teaching and learning, and expert advice such that each inductee reports having the ability to find and apply research-based educational methods.**

In order for American Indian educators to have an on-going, school-wide impact, each must be appointed to a formal school leadership position. The performance objective for Goal 2

is simply to facilitate placement of all completers into administrative positions at schools with 25% or more American Indian students. To achieve this first objective, participants will be coached in résumé writing, interviewing and other skills that increase the opportunity for selection. A system to rapidly identify and disseminate vacancy information will be developed to increase awareness of administrative openings. Project staff will visit school districts and tribal councils to promote selection of I LEAD project completers. Local, state, and regional professional networks will also help participants find leadership positions.

Mentoring optimizes learning when a bond develops between the mentor and protégé that provides a relevant social context and experiential learning (Hall, 2008; Kerka, 1998). The meaning of *support* in this goal operationally translates into providing multiple opportunities for reflective learning. The second objective addresses mentorship quality based on the level of trust the protégé perceives in the relationship. The third objective presumes frequent feedback serves to clarify expectations and provide a richer understanding of the new role which in turn leads to improved performance. The fourth objective rests on the assumption that the more helpful and accessible the information the more it will be used.

Goal 3 seeks to gather research-based evidence on the effectiveness of specific strategies in preparing American Indian school administrators by comparing knowledge, skill and disposition measures to outcomes. The performance objectives for this goal include:

- a) **Demonstrate a relationship between student support strategies and student success as measured by PRAXIS, respective state-mandated administrator tests, Principal Self-Efficacy Scale, improved Leadership Profile Index (LPI) scores, and successful administrative induction.**

- b) Demonstrate strength of project curriculum such that 80% of participants completing the program score above the national mean on the PRAXIS exam.**
- c) Demonstrate strength of leadership skill building such that 80% of participants score above the normed mean on the Principal Self-Efficacy Scale.**
- d) Demonstrate the strength of induction support such that participants' LPI scores and state-mandated administrator evaluation tools demonstrate increases in transformational leadership skills between program graduation and the end of induction.**

Each of the instruments identified in these objectives have been scientifically developed, and all have construct validity and a reliability rate above .80. All instruments identified above are nationally normed and described in detail in the Evaluation section.

*Recruitment and Selection of Leadership Participants:* As mentioned above, purposeful selection of participants, with a focus on leadership potential, needs to be a collaborative effort between university faculty and local school leaders (Young, O'Doherty & Gooden, 2011). In a review of admissions patterns into principal preparation programs, Browne-Ferrigno and Shoho (2002) found that personal invitations from the educator's superintendent signal an expectation of readiness to capable but reluctant applicants. Furthermore, participants' firsthand knowledge and understanding of the school setting, students, teachers, and administrators allows participants to make sense of their learning (Goldring, Huff & Spillane, 2009; Creighton & Shipman, 2002). As such, the selection of principal preparation participants should occur from a pool of experienced American Indian educators. Crow and Glascock (1995) list several strategies that are rarely used,

but powerful, in the recruitment and selection of minority candidates. Among these strategies are: (1) nomination of candidates by the superintendent with an emphasis on nominating capable minority members; (2) a rigorous application process requiring nominees to reflect on career history, teaching and learning experiences, and vision of leadership; and (3) having the first round of the selection process conducted by school leadership practitioners and school board members. These principles, culled from scientifically-based research, were applied in the project design.

Recruitment will begin immediately following notification of the award. Materials advertising the project will be developed, published and distributed to school districts in Montana, South Dakota, North Dakota and Wyoming. The superintendents of each of the districts with American Indian teachers will be contacted and solicited for support of the program. This will be done at regional superintendent conferences, and similar gatherings of school superintendents and principals throughout the four-state region, and through individual contact. Presentations at each of the Indian reservations in the four-state region will be conducted to describe and promote the I LEAD project and answer questions prospective applicants might have. During each presentation, admissions packages will be distributed containing: a project application form and all graduate program application materials, a copy of the participant agreement highlighting the payback provisions, a project admissions questionnaire. For each of these presentations, superintendents of schools will be asked to personally invite American Indian educators who demonstrate promise as leaders.

A selection committee comprised of the Project Director, Project Co-Director, Project Evaluator, LBHC faculty member, and at least one American Indian school superintendent will meet to review all applications. Only American Indian applicants who can complete the teacher

experience requirements for state certification as a school administrator will be considered. A scientifically-developed and locally normed (n>200) Admission Rubric will be used for selection. This rubric has construct validity and an inter-rater reliability of .89.

*Innovative and Scientifically-based Model of Principal Preparation:* The gaps between theory and practice, education and experience, knowledge and understanding, and other such dichotomies continue to form a foundation of criticism about the formal preparation of principals (Levine, 2005; Orr & Pound, 2008). Yet for intelligent practice to flourish, the dichotomies must be collapsed (Dewey, 1938). Promoting intelligent practice is easier said than done. Despite cries for reform in principal preparation and program descriptions touted to promote principal competence (Young, Crow, Murphy & Ogawa, 2009; Sizer, 1988), most universities continue to separate classroom coursework and field experience (Knopple & Logan, 2011; Murphy, 1992; Murphy & Forsyth, 1999). Such a separation in activities during formal education perpetuates habits separating the understanding of principles of how schools should work from the work of applying these principles to improve schooling. If preparation programs are to facilitate the growth of leaders, then the connections among university classrooms, school district programs, and the expectations of American Indian communities must be demonstrated in ways that engage aspiring leaders (Fullan, 2009; LoMurray, 2004). This project seeks to engage aspiring leaders in demonstrations of intelligent practice, in schools with high concentrations of American Indians.

Jackson and Kelley (2002) outlined the best practices of exceptional and innovative pre-service principal preparation programs. Three of the five practices they highlighted were focused on engaging aspiring leaders to integrate the connections between coursework and school improvement—use of problem-based learning (PBL), collaborative university-school district partnerships, and field experiences distributed throughout the program of study. “Partnerships

between preparation programs and external resources are often considered central to the development of effective preparation programs” (Jackson & Kelley, 2002, p. 196). Field experiences enable observation, participation, and dissection of important issues; yet, to facilitate intelligent practice, coursework should be used to support learning that occurs in the field (Leithwood & Hallinger, 1993; Perez, Uline & Johnson, 2011).

A reciprocal interaction among the seminars, courses and field experiences serve to deepen student understanding of school administration concepts and applications (Perez, Uline & Johnson, 2011). A collaborative effort among university faculty, tribal communities, practicing school administrators and state-level program leaders is necessary to accomplish such a reciprocal interaction (Ruff & Erickson, 2008). Tribal elders and tribal college faculty have a clear understanding of Indigenous ways of knowing and community needs and expectations. University faculty members have a clear understanding of curricular standards and experience in educating project participants in educational leadership. Local and state-level school leaders have a clear and current understanding of both the context of leadership practice and experience in applying leadership concepts to solve urgent and important issues facing schools with high concentrations of American Indian students.

To realize the goal of integrating theory with practice, semester blocks will be used to integrate best practice concepts, American Indian leadership models, and field experiences. The actual field-based experiences used in the preparation of participants will be the result of collaboration among the course instructor, a practitioner instructor, and a field experience supervisor (together constituting the instructional team) for each block of instruction. Course instructors, practitioner instructors, and field experience supervisors will be trained on the framework of the block and the expectations for instruction by the Project Director in the first

few weeks of the semester before the instructional block is offered. Following the initial training, the instructional team will collaborate to integrate the activities and specific content and document their efforts in a syllabus. The Project Director, Co-Director in collaboration with LBHC Academic Dean and appropriate faculty will review and approve course syllabi.

Qualitative information, nationally normed quantitative instruments and locally developed signature assignment rubrics will be used to provide data for continuous improvement of the project as well as data on student performance. Quarterly mentor reports categorizing bimonthly discussion topics and student feedback will provide an early identification for increased participant support. Semiannually, members of the Project Advisory Board will meet to review analyzed data and to adapt the project so that strengths can be capitalized and weaknesses overcome.

*Participant Preparation Schedule and Support Systems:* The curriculum consists of a 36 credit program framed with the ten Professional Standards for Educational Leaders (PSEL). A 15-hour orientation will be conducted in locations that are convenient to participants. The orientation will focus on team building and setting high learning expectations. Two courses will be completed in each of two summer sessions at the MSU-Bozeman campus where participants attend face-to-face classes with other educational leadership students. Family social gatherings will also be incorporated into the on-campus summer experience. The purpose of having the I LEAD cohort meet in Bozeman for summer full-time study is to introduce them to the various resources of the university as well as provide opportunities for cohort members to network and collaborate with other educational leadership students. Two contextualized distance-learning courses will be completed during each fall and spring semester for two academic years. Additionally, six academic semester I LEAD Workshops, three hosted by LBHC, and restricted to participants,

will contextualize key issues in schools on or near Indian reservations; topics include:

1. American Indian Heritage, Identity, and Achievement; 2. American Indian Community Leadership; 3. Serving American Indian English Language Learners (ELLs); 4. Job Placement, Interviewing and the Principal's First Hundred Days Plan; and 5. Politics of Integrating School/Community/Tribal Services.

During the second academic year, participants will have the opportunity to work with state-level or Bureau of Indian Education (BIE) school accreditation teams widening their experience in improving low-performing and turn-around schools. Participant knowledge and skills will be evaluated using the following scientifically developed and nationally normed instruments: PRAXIS, LPI, state-mandated administrator evaluation tools, and the Principal Self-Efficacy Scale.

A mentor will be assigned to each I LEAD participant following selection and will work with the participant through both the internship and induction phases of the project. Mentors will contact participants at least semi-monthly and will spend between 10-15 hours a semester facilitating a trusting relationship, preparing the participant for placement, and assisting reflection on leadership practice.

*Mentoring:* Mentoring is a critical piece in the I LEAD project. Throughout the leadership preparation phase mentors will establish a trusting relationship and provide instructional support by helping focus the participant on the important issues of content learning and by offering models of successful practice. Early availability of a mentor establishes a source of emotional support; which in turn serves to accelerate trust building in the relationship (Bloom, Castagna & Warren (2003). Mentors will be American Indian leaders recruited from the ranks of experienced administrators who have led schools with high concentrations of American Indian students. Each

mentor will be provided an initial six-hour training workshop following the selection of participants. Supplemental mentor training will be conducted annually to ensure a clear understanding of expectations and to discuss key issues. Mentor reports, interviews with participants, and after-training questionnaires will serve as evaluation tools for mentoring.

The mentoring model adopted for this project is a five-stage developmental model of Mentor-Protégé relations (Caldwell & Carter, 1993). This model has been used successfully in mentoring leadership development of school leaders (Ruff & Perry, 2005). In this model, the mentor-protégé relationship begins with the mentor leading the direction of the relationship and as the relationship, trust, and skills build, the protégé takes a more active role in the relationship until the protégé takes full responsibility for professional growth and the mentor provides wisdom and advice only when requested.

*Placement and Induction into a School Leadership Role:* Upon the completion of the preparation program, activities will be designed to assist participants to locate and successfully compete for open school administrative positions including identification and dissemination of position openings, résumé writing and interviewing skill-building workshops, and by promoting the participants to the appropriate selection officials.

After the participant has been placed in a school administrative position, systemic support will continue throughout the induction year to include job coaching, access to research materials and information on teaching and learning, and attendance at professional education events such as quarterly seminars, and state professional association conferences.

Scientific-based research on beginning principals indicates that first-year principals are isolated, overwhelmed, and “wrestle with doubts about personal adequacy, all in a fast-paced environment that leaves little time for reflection and thoughtfulness” (Lashway, 2003, p. 2).

Morford (2002, abstract) expressed the primary task of the beginning principal well in saying, “They must discover how to fit into the existing work group at their school (organizational socialization), while remaining distinct enough to contribute creatively to the growth and development of the school (leadership succession).” Mentoring, feedback, and socialization into the role facilitate competency. Often novice principals focus on the immediate, technical application of daily activity and lose sight of the big picture. Induction activities need to encourage collaboration and reflection to help novice principals focus on the important as well as the urgent issues (Aiken, 2002; Hall 2008). Supporting participants to accomplish role competency will require a sound mentoring process, access to research and other information, and collaborative professional networks. Beginning principals often do not have time to reflect, much less identify, find, and retrieve information from a research library. To facilitate a just-in-time informational system and fully use the network of practitioners, mentors, faculty and participants implicitly created with this model, an online classroom (via the university’s Brightspace/Desire to Learn (D2L) system) will be developed allowing members of the I LEAD network to post relevant information by topical area on discussion boards such as best practices, recent research findings, and program evaluations. Furthermore, the Brightspace/D2L system documents who has entered the system and for how long. This Brightspace/D2L tracking system will provide a reliable means for measuring participants’ access to research.

An online classroom will enhance the ability of the participants to network with each other in providing information and support; yet, it will not replace the rejuvenating effect of meeting face to face. Quarterly video conference seminars will be conducted with both mentors and participants. The agenda will be determined by the Project Director, LBHC faculty liaison, and Mentoring Supervisor in collaboration with the mentors and participants based on their

experiences and federal/state/local educational trends. Finally, all the mentors and participants, will be encouraged to attend at least one state level professional conference during their induction year.

#### **D. Project Services**

The institutions associated with the I LEAD project, and the consortium members offering services, maintain a high dedication to ensuring equal access and opportunity for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age or disability. In the selection of mentors, field experience supervisors, and seminar instructors, preference will be given to American Indian candidates. Rationale for this priority is provided in the findings of a report on schools, principals, and teachers serving American Indian students (Pavel, 2002). Specifically, “the presence of Native people in school leadership positions brings much-needed positive role modeling and training in how to design programs for Native students.”

Researchers have noted that the American Indian view of education is often in contrast to contemporary public school practices producing a tension between individual perceptions and learning expectations (Barnhardt & Kawagley, 2005; Bates & Oleksa, 2008; Calsoyas, 2005; Ruff & Erickson, 2008). Aragon (2004) found that American Indian students describe their learning as a process of watching and thinking; are practical and orderly in their orientation; earn success by thoroughness; and draw on analytic as well as global information processing approaches in learning. By contextualizing the activities and instructional focus of this project, the project conforms to the high national standards of the ELCC and research findings on the best practices in principal preparation (Browne-Ferrigno, 2003; Hess & Kelly, 2007; Orr & Ophranos, 2011), and aligns with research findings on the nature of American Indian learning

styles in post-secondary education settings (Aragon, 2004; Carjuzaa & Ruff, 2010). The I LEAD project service will be rigorously evaluated using a combination of scientifically-developed, nationally normed instruments and qualitative data obtained through reports, and interviews with stakeholders.

At the center of the I LEAD project is the consortium comprised of MSU's nationally accredited educational leadership program (via CAEP) and the LBHC, the tribal college of the Crow Indian Reservation). This consortium is an active tribal college-university partnership focused on developing leaders with the knowledge, skill and abilities to promote American Indian student learning. This collaboration is occurring at multiple levels in the delivery of project services: collaboration among the university faculty and the leaders of public schools located on the reservation in the selection of participants; collaboration among university faculty, tribal elders, and current American Indian school leaders to develop the instructional activities essential to leadership preparation; and collaboration among university faculty, current American Indian educators serving as mentors, and local school administrators in orchestrating the induction of the project's participants into school leadership roles. At each level of the project, collaboration among appropriate partners will maximize the effectiveness of the training and project services provided. Concretely, this collaborative partnership will involve the LBHC President serving as the Advisory Board Chairman as well as a working relationship between the Project Director and the LBHC Academic Dean in joint decision making on issues of recruitment, selection, placement, mentoring, and the conduct of the leadership workshops.

### **E. Project Personnel**

Dr. William Ruff will serve as the Project Director dedicating at least 20% effort during the academic year and 50% during the summers. Dr. Ruff is a tenured faculty member and the

former Educational Leadership Program Graduate Coordinator at MSU. He has successfully directed three previous Indian Education Professional Development Grants resulting in 108 participants being certified as well as more than 85% participants being placed leading K-12 schools. His published research focuses on school reform and American Indian principal preparation.

Dr. David Henderson will serve as Project Co-Director. Dr. Henderson is currently a tenure track faculty member in the Educational Leadership program. He has more than ten years' experience as an educational leadership professor and six years as a rural school principal. His research is focused on the topics of principal preparation and principal identity, integrity and authenticity.

Dr. Jioanna Carjuzaa will serve as the Project Evaluator. She is the Executive Director of the Center for Bilingual and Multicultural Education at MSU. She also is a distinguished professor and tenured faculty with more than 25 years' experience as a world-renowned educator in culturally responsive pedagogy and multicultural advocacy. Her work has been critical to Indigenous education and specifically to the ongoing development of Indian Education for All (IEFA) in Montana.

Dr. Godfrey Saunders will serve as Mentoring Supervisor. He has over 20 years' experience as an educational leader in Montana and has served as Mentoring Supervisor for the previous I LEAD project as well as a School Administrators of Montana leadership coach. His experience in mentoring new leaders especially in rural locales within Indian Country is extensive and well known across this four-state region.

A Student Services Coordinator will be hired (.5 FTE) to coordinate project activities, facilitate student engagement and success, and maintain student records/reports. The Student

Services Coordinator will have a minimum of a bachelor's degree, three years of administrative experience, and experience working with American Indians; preference will be given to American Indian applicants.

Principal preparation course instructors in this project will be tenured, tenure track, or adjunct faculty members with an earned doctorate in educational leadership or a related field, and at least three years' experience teaching at the graduate level. Additionally, each university instructor will have at least five years of leadership experience, a thorough knowledge and understanding of PSEL principal preparation standards, and content expertise. Preference will be given to American Indian instructors.

Workshop presenters will be American Indian leaders selected by the LBHC-MSU consortium known for their contributions to Indian Education and/or understanding of American Indian leadership and community expectations.

Mentors for this project will be American Indian school leaders, with at least three years of administrative experience in schools with high concentrations of American Indian students. Previous experience with mentoring or coaching school administrators is desirable. Mentors with state-wide reputations in Indian Education will be actively recruited. Preference will be given to former I LEAD completers and doctoral candidates.

#### **F. Adequacy of Resources**

Each partner in this consortium is relevant and committed to providing an effective, high quality leadership preparation program. The MSU Educational Leadership Program's mission is to prepare highly qualified educational leaders, and provide on-going professional development opportunities for school administrators. Implementing an innovative principal preparation and induction program for American Indian educators speaks directly to that mission. As a CAEP

accredited program within a land-grant university with a Very Intensive Research Carnegie rating, this mission has been fulfilled with a high degree of quality and success. Within the past ten years, MSU's Educational Leadership Program has successfully administered three Office of Indian Education Professional Development grants resulting in the administrative certification of over 100 American Indian educators of which more than 85% of those certified are leading schools that serve American Indian communities or are Indian Education leaders at the state or federal levels.

The LBHC is committed to providing American Indians with the opportunity for successful completion of post-secondary education. As a consortium partner, its role is to facilitate the integration of tribal community values and priorities into the design and delivery of instruction, and evaluate the cultural responsiveness of the project in meeting the needs of American Indian communities through its participation in this project.

The I LEAD project has the capacity to prepare, install and induct 25 highly qualified school administrators who will facilitate the achievement of American Indian children in this region of the United States. The direct costs of this program, focused on providing participant support and instruction are reasonable in comparison to the costs of education at other top-tier research universities in this nation. More importantly, without support for this project, American Indian educators serving in rural schools would likely not participate in leadership preparation due to geographic isolation. At a cost comparable to generic leadership preparation programs, this project provides a program with the support systems demonstrated to be successful in facilitating the success of American Indian project participants (Ruff & Erickson, 2008).

## **G. Management Plan**

An I LEAD Advisory Board will be composed of representatives from each of the consortium organizations as well as representatives from various tribal and professional educator organizations, and public school leaders in Montana, South Dakota, North Dakota and Wyoming. Leaders with state-wide reputations for their expertise in American Indian education will be actively recruited for participation on this board. The purpose of the Advisory Board is to advise project leaders in understanding the cross-cultural challenges that must be overcome to make the project fully successful as well as facilitate project awareness. The Project Director will provide current information and formative evaluation results to the Advisory Board seeking their advice and recommendations for continuous improvement of the project.

As noted above in the project design section, qualitative and quantitative data will be continually collected from a variety of sources including participants, instructors, workshop presenters, mentors and Advisory Board members during each phase of the project through scientifically-developed, validated instruments, locally prepared rubrics, surveys, artifact reviews and interviews. To follow up on the impact participants are making through their field activities, school leaders at sites hosting student field activities will be contacted as appropriate. The information will be used to improve service quality, instruction, and project processes.

An annual review by the Project Evaluator will assess the accomplishment of project goals, objectives and outcomes. Both the evaluator and the Advisory Board will indicate strengths and weaknesses of project processes, especially in regard to cultural responsiveness.

*Roles and Responsibilities:* The Project Director will assume overall responsibility for implementing the project, achieving the goals and objectives described in the project design section, and facilitating the successful outcome of this project. The emphasis of the role will be

to work with educators at LBHC to collaborate with elders from tribes throughout the region, tribal college faculty and American Indian school leaders to plan and implement activities and cultural events that facilitate the integration of cultural leadership with school leadership practices. Additionally, the Project Director will coordinate the Advisory Board, instructional staff, public school leaders, mentors, and participants. The Project Director will ensure the hiring or contracting of high quality instructors and mentors; evaluate the appropriateness of course design and field activities; facilitate the placement of participants into administrative positions; monitor the effectiveness of participant support services, instructional delivery, and induction activities; and allocate resources efficiently, effectively aligned to project goals and objectives.

The Project Co-Director will assist the Project Director to facilitate collaboration and continual awareness to build the project's reputation at the state level; he will assist the Director in hiring project instructors, mentors, and consultants; facilitating the placement of completers into administrative positions; monitoring the effectiveness of participant support services, instructional delivery, and induction activities; and assist in the allocation of resources aligned to project goals and objectives.

The Project Evaluator will provide annual formative assessments and an end-of-project summative assessment based on data collected from a variety of sources and methods as discussed in the Evaluation section. She will assist the Project Director in preparing articles for peer reviewed journals and research conferences disseminating the efficacy of principal preparation activities for American Indian educators.

The Mentoring Supervisor will develop mentor training, coordinate mentor activities, and supervise mentor relationships with participants. He will also assist the Project Director in defining the agendas for Advisory Board meetings, preparing participants for administrator

positions, insuring access to technical materials and support, as well as providing job coaching during the participants' internship and induction experiences.

The Student Services Coordinator will: advise and assist students in completing application materials and student participation agreements; obtaining support services; managing course enrollments; and assisting the Project Director in: recruiting activities, developing effective operational procedures, tracking project expenses, and coordinating logistical instructional arrangements.

The university instructors will ensure that instructional strategies, readings, and activities are appropriate for participants, of high quality, and aligned with the objectives of the instructional block and PSEL standards. Workshop Presenters will design and facilitate discussions focusing on American Indian educational issues, Indigenous ways of knowing and leading, community expectations and other topics deemed appropriate by LBHC educators.

Mentors will develop a trusting relationship with leadership participants and facilitate their competencies as school administrators. During the latter portion of the preparation phase, the mentor will focus on relationship development with the participant by providing emotional support as well as insight into course content and activities. As the participant completes preparation, the mentor will assist and support the participant in seeking an administrative position at a school with high concentration of American Indian students. Once the participant is placed, the mentor will contextualize the induction framework assisting the participant to achieve competency. The mentor will assist the participant to accomplish the induction objectives by collaborating with the participant in setting and reviewing priorities; identify local and professional resources available to assist the participant accomplish goals; and facilitate the participant's development of a professional network.

Advisory Board Members assist in the implementation of the project by representing various constituencies of stakeholders for this project. The Advisory Board, led by the LBHC President, will advise the Project Director on issues impacting project success and carry information about the project to the constituents that they represent.

*Project Milestones:* The major milestones coincide with the project’s objectives. These milestones include: (1) promoting project awareness among all educators in and around the Indian Reservations in the four-state region (2) recruiting and selection of participants, (3) selection and training of mentors, (4) completion of the instructional blocks, (5) award of certification and degree, (6) placement of participants in administrative positions, (7) successful completion of induction, and (8) a rigorous, thorough and appropriate program evaluation. Table 1 provides a detailed timeline showing project milestones by month.

**Table 1: Timetable for Meeting Milestones**

<b>Semester</b>	<b>Project Activities</b>	<b>Evaluation Activities</b>
Fall 2016	Notification of Award	
Spring 2017	<ul style="list-style-type: none"> <li>• Create program awareness in MT,SD,ND &amp; WY Reservations</li> <li>• Contextualize and redesign coursework (ongoing throughout project)</li> <li>• Recruit at Tribal colleges, school districts and educational events</li> <li>• Hire Student Services Coord.</li> <li>• Plan Orientation seminars</li> </ul>	<ul style="list-style-type: none"> <li>• Develop admissions questionnaire</li> <li>• Implement data collection system</li> <li>• Collect Admissions Data</li> </ul>

	<ul style="list-style-type: none"> <li>• Select and notify 25 Participants; 5 “wait-listed” applicants</li> </ul>	
Summer 2017	<ul style="list-style-type: none"> <li>• Conduct Orientation Workshop I</li> <li>• Select Advisory Board Members/Conduct Meeting</li> <li>• Host family welcome social</li> <li>• Conduct first two courses</li> </ul>	<ul style="list-style-type: none"> <li>• Collect Training feedback forms from Orientation</li> <li>• Student course evaluations</li> </ul>
Fall 2017	<ul style="list-style-type: none"> <li>• Plan/conduct cultural leadership workshop II</li> <li>• Conduct two courses</li> </ul>	<ul style="list-style-type: none"> <li>• Collect Training feedback forms for workshop II</li> <li>• Collect Student course evaluations</li> </ul>
Spring 2018	<ul style="list-style-type: none"> <li>• Conduct two courses</li> <li>• Advisory Board Meeting II</li> </ul>	<ul style="list-style-type: none"> <li>• Collect Student course evaluations</li> </ul>
Summer 2018	<ul style="list-style-type: none"> <li>• Conduct two courses</li> <li>• Hire/train mentors</li> </ul>	<ul style="list-style-type: none"> <li>• Collect Student course evaluations</li> <li>• Conduct annual evaluation</li> </ul>
Fall 2018	<ul style="list-style-type: none"> <li>• Plan/conduct cultural leadership workshop III</li> <li>• Conduct two courses including Internship I</li> </ul>	<ul style="list-style-type: none"> <li>• Collect Training feedback forms for workshop III</li> <li>• Collect Student course evaluations</li> <li>• Collect Mentor Reports</li> </ul>
Spring 2019	<ul style="list-style-type: none"> <li>• Plan/conduct cultural leadership workshop IV</li> </ul>	<ul style="list-style-type: none"> <li>• Student Interviews</li> <li>• Collect Training feedback forms for workshop IV</li> </ul>

	<ul style="list-style-type: none"> <li>• Conduct two courses including Internship II</li> <li>• Project Advisory Board Meeting III</li> <li>• MSU Commencement</li> <li>• Obtain State Licensure</li> <li>• Assist in initial job placement</li> <li>• Visit Indian communities to promote program completers</li> </ul>	<ul style="list-style-type: none"> <li>• Collect Student course evaluations</li> <li>• Instructional team focus group</li> <li>• Collect LPI, PRAXIS, state-mandated principal evaluation tool, and Principal Self-Efficacy Scale scores</li> <li>• Collect Mentor Reports</li> </ul>
Summer 2019	<ul style="list-style-type: none"> <li>• Conduct remedial coursework/advanced coursework as appropriate</li> <li>• Facilitating job placement of completers</li> <li>• Mentor training for induction</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct annual evaluation</li> </ul>
Fall 2019	<ul style="list-style-type: none"> <li>• Plan/conduct cultural leadership workshop V</li> <li>• Coaching/mentoring participants</li> <li>• Insuring access to research materials</li> <li>• Participant attendance at state/regional conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct site supervisor interviews</li> <li>• Collect Training feedback forms for workshop V</li> <li>• Conduct participant interviews</li> <li>• Collect mentor reports</li> <li>• Mentor training feedback surveys</li> </ul>
Spring 2020	<ul style="list-style-type: none"> <li>• Plan/conduct cultural leadership workshop VI</li> <li>• Coaching/mentoring participants</li> </ul>	<ul style="list-style-type: none"> <li>• Collect Quarterly Mentor Reports</li> <li>• Training feedback survey</li> </ul>

	<ul style="list-style-type: none"> <li>• Insuring access to research materials</li> <li>• Participant attendance at state/regional conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Collect Training feedback forms for workshop VI</li> <li>• Collect LPI, state-mandated principal evaluation tool, and Principal Self-Efficacy Scale scores</li> </ul>
Summer 2020	<ul style="list-style-type: none"> <li>• Write and submit articles for publication</li> </ul>	<ul style="list-style-type: none"> <li>• Collect Mentor Report</li> <li>• Mentor focus group</li> <li>• Participant Interviews</li> <li>• Prepare final summative report</li> </ul>
Fall 2020	<ul style="list-style-type: none"> <li>• Write and submit articles for publication</li> </ul>	<ul style="list-style-type: none"> <li>• Submit summative report</li> </ul>

*Time Commitments of Key Personnel:* It is estimated that the Project Director will need to be committed to project business about 8 hours per week during the school year and half time during the summer for the duration of the grant. The Project Co-Director will need to be committed to project business about 5 hrs/week during the first and third year of the project to assist in recruiting, selecting, and placing participants as well as halftime during the summers of the first three years of the project to assist with instructional design and participant support. The Project Evaluator will need to be committed to project business about 5 hrs/week during the first year to implement the project evaluation system and during the third year to collect qualitative data from participants, instructors, mentors, and site supervisors as well as halftime each summer to analyze data and compile annual formative and summative reports. The Mentoring Supervisor will need to be committed to project business 16 hrs/week for the duration of the project to

develop professional relationships with participants as well as train and supervise mentors. The Student Services Coordinator will be a half- time position.

## **H. Project Evaluation**

The goals listed in the Project Design section will be evaluated both formatively using feedback in the accomplishment of milestones as well as through summative evaluations focusing on specific outcomes. This project has three distinct goals: (1) to educate and certify 25 participants as qualified school administrators; (2) to install and induct each completer into a school administrative position in schools with 25% or more American Indian students and (3) provide research-based evidence on the effectiveness of specific strategies in preparing American Indian school administrators by comparing knowledge, skill and disposition measures to outcomes.

Qualitative and quantitative data will be collected on the timeline as indicated in Table 1 above. These data will be analyzed to develop annual formative evaluations which will guide continuous improvement of the project. Note that several of the quantitative instruments being used in this project were scientifically developed and nationally normed: PRAXIS, state-mandated administrator evaluation tools, LPI, and the Principal Self-Efficacy Scale. Other quantitative data will be used such as rubric scores, enrollment/retention rates, placement rates, and other forms of descriptive program statistics. Qualitative data will be collected in the form of participant interviews, interviews with Project Advisory Board members, mentor focus groups, and instructional team focus groups.

Since MSU has a nationally accredited administrator preparation program, systems are already in place to collect and analyze much of the evaluation data discussed above.

Additionally, through working with previous Indian Education Professional Development grants, systems are also in place to capture the required student information and GPRA requirements. Constant-comparison and grounded theory methods will dominate the qualitative analysis of data; however, in addition, student interviews will be analyzed using content analysis as well as making explicit students' assumptions regarding the project. Descriptive, comparative and relational analyses will be used to evaluate the quantitative data.

Evaluation will occur at both the individual level and the project level. Evaluating individual students will facilitate an understanding of the individual's needs and progress to allow for early intervention and remediation if necessary. Evaluating at program level will facilitate continuous improvement of the student services provided by this grant as well as continuous improvement of project capacity. Listed below is a brief summary of the evaluation methods and how they connect to student progress and program improvement.

Student progress evaluation will be ongoing from student selection through induction. Formal evaluation reports will be provided to the Project Director and Advisory Board annually throughout the grant period. Feedback will be provided to students on a routine basis from a number of sources, but primarily from instructors, practitioners, and mentors. The following methods will be used to evaluate student progress.

***Admissions Rubric*** (*locally normed-quantitative*): establishes participant strengths and weaknesses to establish proactive interventions. Comparative and relational analysis with other student measures improves selection criteria.

***Mentor Reports*** (*mixed method*): provides descriptive statistics and qualitative information regarding mentor-protégé contact. Reports provide the means to monitor the support needed and

received by a student, and can provide early detection of need for greater support interventions. It also facilitates continuous improvement of mentor support services.

***Semi-structured Student Interviews (qualitative):*** Constant-Comparative analysis will be used to identify trends related to student support, student content understanding, and individual barriers to progress. Content analysis will be used to identify student assumptions regarding project delivery, content understanding and skill building. Systemically removing the constraints to progress and clarify assumptions will facilitate student progress. Identifying trends and student assumptions will improve communication among project stakeholders and students.

***Leadership Practice Inventory (LPI) (Nationally-normed quantitative):*** A 360-degree assessment of transformational leadership practices will be used by each participant. A pre-test given during internship will provide feedback on leadership skills. A post-test given towards the end of the induction year can measure student growth in key leadership areas. Trends identify focus areas for guided and independent practice during internship.

***State-Mandated Administrator Evaluation Tools (normed, quantitative):*** identifies strengths and weaknesses in principal practice. Pre-test given during internship provides feedback on leadership skill. Post-test given towards the end of the induction year can measure student growth in key leadership areas. Trends identify focus areas for guided and independent practice during internship.

***PRAXIS (nationally-normed, quantitative)*** identifies strengths and weaknesses in leadership content understanding. Sub-test analysis of measure can facilitate remediation for student development. Aggregated scores provide an indicator of project quality and identify areas for continuous improvement.

Although all of the participant progress evaluation methods will be also used programmatically to monitor project progress and to provide accountability, the following evaluation methods are designed to monitor project quality, progress, facilitate data-driven decisions at the project level and demonstrate accountability.

***Admissions Survey (descriptive)***: provides data on applicant's leadership experiences, cultural identity, educational experiences and project awareness. Descriptive statistics on participant demographics and experiences facilitate participant support networks. Project awareness data is used to improve recruiting efforts.

***Training Feedback Survey (mixed method)***; provides descriptive statistics on participant's perceptions on training content and process as well as qualitative information on the success of the training--facilitates the continuous improvement of cultural leadership events and other training sessions.

***Instructional Team Focus Groups (qualitative)***: Constant comparative analysis of instructor, practitioner and cultural leader perceptions will facilitate project cohesion. It identifies strengths and weaknesses in collaboration, instructional planning and instructional delivery for improved progress of participants and continuous improvement of curriculum and participant support.

As one can see from the lists of data collected throughout the project, the evaluation protocol will have ample data to fully assess the efficacy of student progress as well as project accountability. These data will be comprehensively analyzed and documented in both the annual formative and project summative reports. Furthermore, integrated into this project proposal are plans for disseminating the information at national educational leadership conferences as well as Indian Education conferences.

## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

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**COLLEGES AND UNIVERSITIES RATE AGREEMENT**

EIN: 816010045

DATE: 09/17/2015

ORGANIZATION:

FILING REF.: The preceding agreement was dated 07/21/2011

Montana State University-Bozeman

P.O. Box 172460

Bozeman, MT 59717-2460

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.

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**SECTION I: Facilities And Administrative Cost Rates**

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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.	07/01/2014	06/30/2018	44.00	On-Campus	Organized Research
PRED.	07/01/2014	06/30/2018	26.00	Off-Campus	Organized Research
PRED.	07/01/2014	06/30/2018	57.00	On-Campus	Instruction
PRED.	07/01/2014	06/30/2018	26.00	Off-Campus	Instruction
PRED.	07/01/2014	06/30/2018	34.50	On-Campus	Other Sponsored Activities
PRED.	07/01/2014	06/30/2018	19.30	Off-Campus	Other Sponsored Activities
PROV.	07/01/2018	Until Amended		(1)	

\*BASE

ORGANIZATION: Montana State University-Bozeman

AGREEMENT DATE: 9/17/2015

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Modified total direct costs, consisting of all salaries and wages, fringe benefits, materials, supplies, services, travel and subgrants and subcontracts up to the first \$25,000 of each subgrant or subcontract (regardless of the period covered by the subgrant or subcontract). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, student tuition remission, rental costs of off-site facilities, scholarships, and fellowships as well as the portion of each subgrant and subcontract in excess of \$25,000.

(1) Use same rates and conditions as those cited for fiscal year ending June 30, 2018.

ORGANIZATION: Montana State University-Bozeman

AGREEMENT DATE: 9/17/2015

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**SECTION II: SPECIAL REMARKS**

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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.

OFF-CAMPUS DEFINITION: For all activities performed in facilities not owned by the institution and to which rent is directly allocated to the project(s), the off-campus rate will apply. Actual costs will be apportioned between on-campus and off-campus components. Each portion will bear the appropriate rate.

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:

FICA, WORKERS COMPENSATION, UNEMPLOYMENT COMPENSATION, HEALTH INSURANCE, AND RETIREMENT (TRS/PERD AND TIAA/CREF).

The four year extension of the indirect cost rate was granted in accordance with 2 CFR 200.414(g).

NEXT PROPOSAL DUE DATE

A proposal based on actual costs for fiscal year ending 06/30/16, will be due no later than 12/31/16.

ORGANIZATION: Montana State University-Bozeman

AGREEMENT DATE: 9/17/2015

**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 Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, 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:

Montana State University-Bozeman

(INSTITUTION) (b)(6)  
(b)(6)  
(SIGNATURE) (b)(6)

DR. RENEE REIJO PERA

(NAME)

VICE PRESIDENT FOR RESEARCH & ECONOMIC DEVELOPMENT

(TITLE)

9.23.15

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)  
**Arif M. Karim - A**  
Digitally signed by Arif M. Karim - A  
DN: cn=US, o=U.S. Government, ou=HHS, ou=PSG,  
ou=People, cn=Arif M. Karim - A,  
0.9.2342.19200300.100.1.1=2000212095  
Date: 2015.09.22 16:46:31 -0500

(SIGNATURE)

Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

9/17/2015

(DATE) 1064

HHS REPRESENTATIVE: Jeanette Lu

Telephone: (415) 437-7820

MONTANA STATE UNIVERSITY - BOZEMAN

EXHIBIT A

PREDETERMINED FACILITIES AND ADMINISTRATIVE RATES

FOR THE PERIOD JULY 1, 2014 THROUGH JUNE 30, 2018

	ORGANIZED RESEARCH			INSTRUCTION			OTHER SPON ACTIVITIES		
		ON- CAMPUS	OFF- CAMPUS		ON- CAMPUS	OFF- CAMPUS		ON- CAMPUS	OFF- CAMPUS
BUILDING DEPRECIATION		2.2%			2.6%			0.8%	
INTEREST		1.0%			0.2%			0.7%	
EQUIPMENT DEPRECIATION		1.3%			1.6%			-	
OPERATIONS & MAINTENANCE		12.4%			16.1%			13.4%	
LIBRARY		1.1%			10.5%			0.3%	
GENERAL ADMINISTRATION	5.5%			3.8%			8.9%		
DEPARTMENTAL ADMINISTRATION	14.7%			6.6%			3.4%		
SPONSORED PROJECTS ADMIN	5.8%			2.0%			7.0%		
STUDENT SERVICES & ADMIN				13.6%					
ADMINISTRATIVE COMPONENTS	26.0%	<u>26.0%</u>	<u>26.0%</u>	26.0%	<u>26.0%</u>	<u>26.0%</u>	19.3%	<u>19.3%</u>	<u>19.3%</u>
TOTAL		44.0%	26.0%		57.0%	26.0%		34.5%	19.3%

CONCUR: (b)(6)

(b)(6)

(SIGNATURE) (b)(6)

Dr. Renee Reijo Pera, Vice President of Research & Economic Development

TITLE

9.23.15

DATE

**Appendix A**

**Consortium Agreement  
between**

**Little Big Horn College, the tribal college of the Crow Nation,  
and**

**Montana State University, College of Education, Health, and Human Development,  
to support  
Competitive Preference Priority 3**

**June 7, 2016**

**Consortium Agreement**

**Discretionary Grants under Indian Education  
Professional Development  
(CFDA 84.299B)**

**INDIAN LEADERSHIP EDUCATION AND DEVELOPMENT (I LEAD)**

Purpose: (Absolute Priority Two—Pre-service Administrator Training)

The purpose of the I LEAD project is to: 1) provide instruction and support to 25 Native American educators to complete the requirements for certification and licensure as an education administrator; (2) facilitate the placement of project graduates into administration positions in schools with significant Native American student populations and provide one year of induction support during the first year of work as a school administrator; and (3) provide research-based evidence on the effectiveness of specific strategies in preparing Native American school administrators by comparing specific strategies with outcomes.

Consortium Members:

The Consortium Parties are Montana State University, and Little Big Horn College

- 1) Montana State University has a TEAC accredited graduate degree program in educational leadership, which prepares candidates for certification as school principals (elementary, secondary, and K-12) and as superintendents. Montana State University is eligible to grant the target degree of Masters in School Administration, or Educational Specialist in School Administration, which are the levels and types of degrees proposed in the application.
- 2) Little Big Horn College is a Tribally Controlled Community College recognized under the Tribally Controlled College or University Assistance Act of 1978 (25 U.S.C. 1801 et seq.)

Duties and Responsibilities of Consortium Members:

Little Big Horn College. Little Big Horn College will (1) provide direction to MSU in the development of meaningful leadership activities that better connect schools with their communities; provide project candidates with culturally relevant leadership experiences through the development of a series of Native American Leadership Workshops; (2) collaborate with MSU Educational Leadership faculty members in providing contextual support to the curriculum, instruction and induction that address the needs of both the participants and the community; and (3) assist in the recruitment and selection of participants, mentors and guest instructors.

Montana State University will be the fiscal agent for the application, and will assume primary responsibility for (1) the design and delivery of the program of study, which will lead to the licensure and endorsement of program graduates as K-12 principals or superintendents; and

ensure the pre-service administration program meets all existing institutional requirements for the award of graduate degrees and state requirements for licensure with the appropriate endorsement. (2) Qualified and experienced faculty, and current American Indian school administrators, will deliver the instruction of the program of study. (3) Montana State University will (a) develop the system to collect high-quality and timely data relating to enrollment, persistence, program completion, post-graduation outcomes, and career success; (b) analyze the data collected, and present the findings and implications to an advisory board to facilitate formative program decision making as well as disseminate validated best practices to a national audience. (4) Additionally, Montana State University's Educational Leadership faculty in collaboration with Little Big Horn College will design and deliver an induction support program for the first year of practice as an administrator that will include mentoring, coaching and consultation for participants; access to research, feedback on performance, and periodic meetings and seminars to enhance collaboration, feedback and networking. MSU will provide academic advising to participants in concert with American Indian practitioners.

Signatures of Consortium Partners:

(b)(6)

Dr. David Yarlott, Jr., President  
Little Big Horn College  
1 Forestry Lane  
P.O. Box 370  
Crow Agency, MT 59022

(b)(6)

Dr. Alison Harmon, Acting Dean  
College of Education, Health and Human Development  
Montana State University  
Reid Hall #250  
Bozeman, MT 59717

## Appendix B

### LEA Letters of Commitment to Support Competitive Preference Priority 1

Arlee Public Schools	Superintendent David Whitesell
Bozeman Public Schools	Superintendent Rob Watson
Hardin Public Schools	Superintendent Dennis Gerke
Lame Deer Public Schools	Superintendent William Parker
Northern Cheyenne Tribal Schools (BIE)	Superintendent Loverty Erickson
Ronan Public Schools	Superintendent Andy Holmlund
Wolf Point Public Schools	Superintendent Gary Scott
Wyola Public Schools	Superintendent Linda Pease-Brien
Yupiit School District (AK)	Superintendent Rayna Hartz

# Arlee Joint School District No. 8

72220 Fyant St. – Arlee, Montana 59821 (406)726-3216 Fax (406)726-3940

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## Trustees:

Rick Desjarlais – Chairperson  
Kris Gardner - Vice-Chairperson  
Tom Haynes– Trustee  
Wendy Forgey – Trustee  
Lisa Koetter – Trustee

## Administrative Staff:

Dave Whitesell – Superintendent  
Don Holst – Elementary Principal  
Jim Taylor – JHS/HS Principal

## Review Committee

Office of Indian Education Professional Development Grant  
U.S. Department of Education  
400 Maryland Ave.  
Washington, DC 20202

June 6, 2016

Dear Review Committee Member,

Please know that as superintendent of Arlee Public Schools, I would be willing to consider a graduate from the Indian Leadership Education and Development (ILEAD) program sponsored by the Little Bighorn Tribal College/Montana State University consortium for any potential school leadership role in our district for which they qualify.

Sincerely,

A handwritten signature in cursive script, appearing to read "David C. Whitesell".

David C. Whitesell  
Superintendent  
Arlee Public Schools



**Bozeman Public Schools**  
404 West Main, P.O. Box 520  
Bozeman, MT 59771-0520  
www.bsd7.org

**Robert J. Watson, Ed.D.**  
Superintendent

Phone: (406) 522-6001  
Fax: (406) 522-6065  
robert.watson@bsd7.org

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Review Committee  
Office of Indian Education Professional Development Grant  
U.S. Department of Education  
400 Maryland Ave.  
Washington, DC 20202

June 8, 2016

Dear Review Committee Member,

Please know that as superintendent of Bozeman Public Schools, I would be willing to consider a graduate from the Indian Leadership Education and Development (ILEAD) program sponsored by the Little Bighorn Tribal College/Montana State University consortium for any potential school leadership role in our district for which they qualify.

I support the project's primary goal of recruiting, educating, and installing American Indian educators in school leadership positions.

Sincerely,

Rob Watson  
Superintendent  
Bozeman Public Schools



# Hardin Public Schools

ELEMENTARY DISTRICT 17H & HIGH SCHOOL DISTRICT 1

**\*KIDS COME FIRST\***

401 Park Rd

Hardin, MT 59034-2505

Big Horn County

406-665-9307 · Fax: 406-665-9338

Dennis Gerke, Superintendent

[www.hardin.k12.mt.us](http://www.hardin.k12.mt.us)

Review Committee  
Office of Indian Education Professional Development Grant  
U.S. Department of Education  
400 Maryland Ave.  
Washington, DC 20202

May 31, 2016

Dear Review Committee Member,

Please know that as superintendent of Hardin Public Schools 17H&1, I would be willing to consider a graduate from the Indian Leadership Education and Development (ILEAD) program sponsored by the Little Bighorn Tribal College/Montana State University consortium for any potential school leadership role in our district for which they qualify.

Sincerely,

Mr. Dennis Gerke  
Superintendent  
Hardin Public School Districts 17H&1



Elementary School  
Ph. (406) 477-6431  
Fax (406) 477-8234

## Lame Deer Public School

District No. 6      Rosebud County  
P.O. Box 96  
Lame Deer, Montana 59043  
Phone: (406) 477-6305  
Fax (406) 477-6535



High School  
Ph. (406) 477-8900  
Fax (406) 477-8906

Review Committee

Office of Indian Education Professional Development Grant

U.S. Department of Education

400 Maryland Ave.

Washington, DC 20202

May 31, 2016

Dear Review Committee Member,

Please know that as superintendent of Lame Deer Public Schools, I would be willing to consider a graduate from the Indian Leadership Education and Development (ILEAD) program sponsored by the Little Bighorn Tribal College/Montana State University consortium for any potential school leadership role in our district for which they qualify. In fact, we already have a record of hiring ILEAD candidates and appreciate all of the efforts of those involved to help this program stay in operation to help our native leaders develop in a good way.

Sincerely,

William A. Parker, Superintendent

Lame Deer Public Schools

Box 96, Lame Deer, Montana 59043

# Northern Cheyenne Tribal Schools

#1 Campus Drive • P.O. Box 150 • Busby, Montana 59016-0150

Superintendent • Business Manager • Administrative Assistant • Phone# (406) 592-3646 • Fax# (406) 592-3645

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Review Committee  
Office of Indian Education Professional Development Grant  
U.S. Department of Education  
400 Maryland Ave.  
Washington, DC 20202

May 31, 2016

Dear Review Committee Member,

Please know that as superintendent of Northern Cheyenne Tribal School, Bureau of Indian Education Schools, I would be willing to consider a graduate from the Indian Leadership Education and Development (ILEAD) program sponsored by the Little Bighorn Tribal College/Montana State University consortium for any potential school leadership role in our district for which they qualify. I would also encourage interns or any mentorship program that Northern Cheyenne Tribal School can assist with.

Sincerely,



Loverty Erickson  
Northern Cheyenne Tribal School, Superintendent  
#1 Campus Drive  
P.O. Box 150  
Busby, MT 59106  
(406) 592-3646 phone  
(406) 592-3645 fax  
[loverty.erickson@nctsk12.com](mailto:loverty.erickson@nctsk12.com)  
[www.nctsk12.com](http://www.nctsk12.com)

Review Committee  
Office of Indian Education Professional Development Grant  
U.S. Department of Education  
400 Maryland Ave.  
Washington, DC 20202

May 31, 2016

Dear Review Committee Member,

Please know that as superintendent of Ronan Public Schools No. 30, I would be willing to consider a graduate from the Indian Leadership Education and Development (ILEAD) program sponsored by the Little Bighorn Tribal College/Montana State University consortium for any potential school leadership role in our district for which they qualify.

Sincerely,

A handwritten signature in blue ink, appearing to read "D. J. [unclear]", is written over a faint, illegible typed name.

Superintendent, Ronan Public Schools

# WOLF POINT PUBLIC SCHOOLS

SCHOOL DISTRICT #45-45A, WOLF POINT, MONTANA 59201-1538



District Office  
213 6th Ave. South  
406-653-2361  
Fax 406-653-1881

High School/Junior High  
213 6th Ave. South  
406-653-1200  
Fax 406-653-3104

Northside School  
710 4th Ave. North  
406-653-1653  
Fax 406-653-2368

Southside School  
415 4th Ave. South  
406-653-1480  
Fax 406-653-1483

Review Committee  
Office of Indian Education Professional Development Grant  
U.S. Department of Education  
400 Maryland Ave.  
Washington, DC 20202

May 31, 2016

Dear Review Committee Member,

Please know that as superintendent of Wolf Point Public Schools, I would be willing to consider a graduate from the Indian Leadership Education and Development (ILEAD) program sponsored by the Little Bighorn Tribal College/Montana State University consortium for any potential school leadership role in our district for which they qualify.

Sincerely,

Superintendent  
Wolf Point Public Schools  
[gscott@wolfpoint.k12.mt.us](mailto:gscott@wolfpoint.k12.mt.us)  
406-653-5540



wyola **WILDCATS**  
likooshtaka'atbaatchaache  
PO Box 66 • 1 Mondell Avenue • Wyola, MT 59089

Review Committee  
Office of Indian Education Professional Development Grant  
U.S. Department of Education  
400 Maryland Ave.  
Washington, DC 20202

May 31, 2016

Dear Review Committee Member,

Please know that as superintendent of Wyola Public Schools, I would be willing to consider a graduate from the Indian Leadership Education and Development (ILEAD) program sponsored by the Little Bighorn Tribal College/Montana State University consortium for any potential school leadership role in our district for which they qualify.

Sincerely,

A handwritten signature in cursive script that reads "Linda Pease-Brien". The signature is fluid and elegant, with a mix of capital and lowercase letters.

Linda Pease-Brien, Superintendent  
Wyola Public Schools

# Yupiit School District

Box 51190 • Akiachak, AK 99551 • Telephone (907) 825-3600 • FAX (877) 825-2404



Review Committee  
Office of Indian Education Professional Development Grant  
U.S. Department of Education  
400 Maryland Ave.  
Washington, DC 20202

May 31, 2016

Dear Review Committee Member,

Please know that as superintendent of the Yupiit School District, I would be willing to consider a graduate from the Indian Leadership Education and Development (ILEAD) program sponsored by the Little Bighorn Tribal College/Montana State University consortium for any potential school leadership role in our district for which they qualify.

Sincerely,

A handwritten signature in black ink, appearing to be 'RH' with a large flourish underneath.

Rayna Hartz  
Superintendent

**Akiak School**  
P.O. Box 49  
Akiak, Alaska 99552  
Tel. (907) 765-4600

**Akiachak School**  
P.O. Box 51189  
Akiachak, Alaska 99551  
Tel. (907) 825-3616

**Tuluksak School**  
P.O. Box 115  
Tuluksak, Alaska 99679  
Tel. (907) 695-5625

## Indian Leadership Education and Development (I LEAD)

### Appendix D

#### References

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[=26:0:entityframedurl](http://firstsearch.oclc.org/WebZ/FSPage?pagetype=return_frameset:sessionid=fsapp4-60107-e14atpb8d1ayz:entitypagenum)

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- Ruff, W.G. & Erickson, J.L. (2008) Contextualized principal preparation for the improvement of American Indian education: Negotiating cross-cultural assumptions. In Papa, R. (Ed.), *Leadership on the Frontlines: Challenges in Preparation and Practices*, pp. 244-254. Lanham MD: Rowman and Littlefield.
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**Indian Leadership Education and Development (I LEAD)  
Appendix E**

**Resumes and Job Descriptions**

Ruff, William	Project Director
Henderson, David	Associate Project Director
Saunders, Godfrey	Mentor Supervisor
Carjuzaa, Jioanna	Project Evaluator
Position Description (to be hired)	Student Services Coordinator
Position Description (to be hired)	Mentors

## William G. Ruff

Dr. Ruff is an Associate Professor of Educational Leadership at Montana State University. He has published more than a dozen research articles, five book chapters, and made almost 50 presentations at regional, national, and international conferences on the topics of social justice, American Indian Education, and school improvement. In the last 10 years, he has received more than \$3.5 million dollars in grants from the U.S. Department of Education and other sources. His students serve in educational leadership roles at the federal, state, district, and school levels.

### Education

Ed.D. The University of Texas at San Antonio, San Antonio, Texas, Aug 2002.  
Area of concentration: Educational Leadership

### Publications

#### *Refereed Journals*

- Henderson, D., Carjuzaa, J. and Ruff, W.G. (2015). Reconciling leadership paradigms: Authenticity as practiced by American Indian school leaders. *International Journal of Multicultural Education*.
- Henderson, D., Ruff, W.G. & Carjuzaa, J. (2015). Social Justice Leadership for American Indian Sovereignty: A Model for Principal Preparation. *Journal of Education and Social Justice*
- Ruff, W.G. (2014). Identity, heritage and achievement: Comparative case study of effective education in Indian country. *The Researcher*, 26(1), 18-21
- Ferris, D. L. & Ruff, W. G. (2011) Special Education Director Burnout in Montana. *2011 Yearbook of the National Council of Professors of Educational Administration*, pp 81-92
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- Crediting the past, challenging the present, and changing the future* (pp. 329 – 332). Lanham, MD: Rowman & Littlefield Publishers, Inc.
- Ruff, W.G., Hansen, C.C. & Gable, K. (2004). Beyond research: Improving how we improve reading. *Academic Exchange Quarterly*, 8/2, 40-45.

#### Books

- Calabrese, R.L., Allain, S., Binovi, J., Guadiano, T, Ruff, W. & Trautwein, B. (2002). *Companion Guide to Leadership for Safe Schools*. Lanham, MD: Scarecrow Press.

#### Book Chapters

- Carjuzaa, J., Ruff, W.G., & Henderson, D. (2015). Promoting social justice through the Indian leadership education and development (ILEAD) Ed.D. program. In V. Stead (Ed.), *The Education Doctorate (Ed.D.): Issues of Access, Diversity, Social Justice, and Community Leadership, Vol. 5*, Equity in Higher Education Theory, Policy, & Praxis series, pp.187-196. New York: The Peter Lang Publishing Inc.
- Gieselmann, S. & Ruff, W.G. (2015). Pursuing a *vision* on which there is disagreement. In *Quandaries in School Leadership*. Lanham, MD: Rowman & Littlefield Education, pp. 19-33.
- Ruff, W. & Gieselmann, S. (2012). Growth and development of children. In M. Acker-Hocevar, J. Ballenger, A.W. Place & G. Ivory (Eds.) *Snapshots of school leadership in the 21<sup>st</sup> century: Perils and promises of leading for social justice, school improvement and democratic community*, pp. 31-54. Charlotte, NC: IAP-Information Age Publishing.
- Ruff, W. & Dexter, R. (2007). Success strategy: Basing decisions on data. In G. Ivory & M. Acker-Hocevar (Eds.), *Successful School Board Leadership: Lessons from Superintendents* (pp. 103-127). Lanham, MD: Rowman & Littlefield Education
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#### Grants Awarded

- |                                                                      |                        |
|----------------------------------------------------------------------|------------------------|
| Montana Teachers of English Language Learners                        | \$2,702,694 (pending)  |
| Office of English Language Acquisition, U.S. Department of Education |                        |
| Conference: Revitalizing Endangered Indigenous Languages             | \$50,000 (May 2016)    |
| Spencer Foundation                                                   |                        |
| Class 7 Teacher Professional Development Institute                   | \$70,892 (Dec 2014)    |
| Montana Office of the Commissioner of Higher Education               |                        |
| Indian Leadership Education and Development (III)                    | \$1,240,000 (Jul 2012) |
| Office of Indian Education, U.S. Department of Education             |                        |
| Indian Leadership Education and Development (II)                     | \$1,182,162 (Jul 2007) |
| Office of Indian Education, U.S. Department of Education             |                        |
| Indian Leadership Education and Development                          | \$1,109,511 (Aug 2006) |
| Office of Indian Education, U.S. Department of Education             |                        |

#### Honors

- 2014 Cox Faculty Award for Creative Teaching and Research, Montana State University  
Department of Education 2010 Outstanding Researcher Award, College of Education,  
Health and Human Development, Montana State University
- Finalist in the 2002 Division A, American Education Research Association's Dissertation  
of the Year Award

*David Ingram Henderson, Ed.D.*

(b)(6)

(b)(6) david.henderson3@montana.edu

(W) 406-994-6424 (C) (b)(6)

---

### **Education:**

Ed.D. The University of Montana, Missoula, MT  
Department of Educational Leadership, 2007  
Dissertation Title: *The Leadership Triad: Identity-Integrity-Authenticity*

M.Ed. Harding University, Searcy, Arkansas  
English Education, 1981  
B.A. Harding College, Searcy, Arkansas  
Secondary Education in Biology and Chemistry, 1975

### **Certification:**

Courage to Teach/Lead/Circles of Trust Facilitator  
Center for Courage and Renewal, Seattle, WA

### **Current Higher Education Teaching Position**

Assistant Professor, Educational Leadership  
Montana State University Bozeman, MT 2012-present  
Teach masters and doctoral graduate courses including: EDLD 507 Foundations of Leadership, EDLD 520 Schools and Diverse Communities, EDLD 532 Montana School Law, EDLD 534 Data Driven Decision Making, EDLD 643 Leading for Social Justice

### **Recent Refereed Publications**

- Henderson, D., Clyatt, L.A., Frank, B., Dickey Hedalen, S., Helvik, J. & Miller, N. (2014). Trust and maintaining academic optimism. *The Researcher*, 26(2), 15-21.
- Henderson, D., Carjuzaa, J & Ruff, W. (2014). Social justice leadership for American Indian sovereignty: A model for principal preparation. *Journal of Education and Social Justice*.
- Henderson, D. (2014). Chapter contribution to *Teaching from the Heart*. Jossey-Bass Publications: San Francisco, CA.
- Henderson, D. (2013). Hope vs. Optimism. *Courage in Schools Blog*. Seattle, WA: Center for Courage and Renewal.

### **Recent Grants**

- Ruff, W., Versland T., & Henderson, D. (2012). *Indian Leadership Education and Development (I Lead)*. Little Big Horn College and Montana State University

funded by the Office of Indian Education, US Department of Education.  
(Funded for \$1.3 millions).

### **PreK-12 Administrative and Leadership Experience**

Principal, Troy Junior High and High School  
Troy Public Schools, Troy, MT 1999-2004

Co-founder, Montana Courage to Teach/Lead  
Missoula, MT 2002-present

## **GODFREY SAUNDERS**

(b)(6)

Work Phone: (406) 579-4428

Email: (b)(6)

### **SUMMARY**

I am a successful educator, with experience leading effective programs at both the secondary and post secondary level. Currently, I am working as an instructor in the Education Leadership Department at Montana State University, Bozeman, MT and the Director of the School Administrators of Montana Mentor Program for new principals and superintendents.

### **ADMINISTRATION EXPERIENCE**

Assistant Teaching Professor at Montana State University, Bozeman, MT and Mentor Supervisor for the I LEAD program, 6/2013 to 6/2016

Director, School Administrators of Montana (SAM) Mentoring Program, 6/2013 - Present

Director, Hamilton County Principal Leadership Academy, 9/2010 - 12/2011

Principal, Bozeman High School and Bridger Alternative School, 7/1996 - 6/2009

Assistant Principal, Chief Joseph Middle School 7/1992-6/1996

Assistant Principal, Bozeman High School 7/1991-6/1992

### **TEACHING EXPERIENCE**

Bozeman Public Schools, Bozeman, Montana 1983-1991  
Teacher: Life Science, Biology and Counselor

Culver Public Schools, Culver, Oregon 1979-1983  
Teacher: Life Science, U.S. History, Career Development, and Counselor

Bainville Public Schools, Bainville, Montana 1977-1979

Teacher: Biology, Physical Science, Chemistry, Physical Education, Counselor,  
Athletic Director

Montana State University, 2010, 2012, 2013 and 2014, 2015 and 2016

Adjunct Professor: Education Leadership

## **HONORS AND RECOGNITIONS**

- **Education:** Milken Educator, 1999, Montana High School Association Delegate, 1996-2009. Distinguished Alumni Award, UM Western, 2001, Junior Achievement in Education Founders Award, 2004, UM Western Lifetime Achievement Award, 2012

## **PROFESSIONAL ORGANIZATIONS**

- National Association of Secondary School Principals
- School Administrators of Montana

## **COMMUNITY SERVICE**

- Child Advancement Program, 2013 - 2016
- 100 Black Men - Chattanooga Chapter, 2010 - 2011

## **EDUCATION**

Doctorate in Education Leadership, Montana State University, 2008. Dissertation:  
Perceptions of School Leaders on Mentoring.

Administrative Certification, Montana State University, 1991.

Master of Science Degree (Counseling & Education), Western Montana College, Dillon,  
Montana, 1983.

Assistance work for Master of Science at the University of Oregon, Oregon State  
University and Montana State University.

Bachelor of Science Degree (Science Education), Western Montana College, Dillon,  
Montana, 1976.

# Jioanna Carjuzaa

June 8, 2016

## Education

***Ph.D. Multicultural, Social, and Bilingual Foundations of Education, 1996***

University of Colorado, School of Education—Boulder, Colorado  
Dissertation: *Academic Article Critiques by Francophone Advanced ESL Speakers*

***M. A. Multicultural Education, English as a Second Language, 1990***

University of Colorado, The Bueno Center for Multicultural Education—Boulder, Colorado

***State of Colorado Professional Teacher's License***

Endorsements: Secondary French, 1989  
K-12 Linguistically Different: English as a Second Language, 1998

***Certificate in French Language and French Canadian Culture, 1989***

International Universities, Intensive Advanced French Program —Québec City, Canada

***B. S. Journalism, Advertising and News Editorial Sequences, 1979***

University of Colorado, School of Journalism—Boulder, Colorado

***Language Proficiency Diploma, Italian and French, 1976***

Università di Perugia—Perugia, Italy

## Academic Positions

***Associate Professor, Executive Director of the Center for Bilingual and Multicultural Education, Montana State University --- Bozeman, MT 2006-present***

***Associate Professor of Education, Linfield College --- McMinnville, OR 2001-2006***

***Associate Professor of Secondary/K-12 Education, Rocky Mountain College --- Billings, MT 1998-2001***

***Corporate Trainer, Global Communications, Ltd. --- Philadelphia, PA 1996-98***

***Language Specialist, The University of Pennsylvania, English Language Programs --- Philadelphia, PA 1995-96***

***EAP/ESP (English for Academic/Specific Purposes) Instructor, The Economics Institute --- Boulder, CO 1990-95***

## Selected Publications: Peer-Reviewed Journal Articles

Carjuzaa, J., Baldwin, A. & Munson, M. (2015). **Making the dream real: Montana's Indian Education for All initiative thrives in a national climate of anti-ethnic studies.** *Multicultural Perspectives*, 17(4), 198-206.

Carjuzaa, J. (2015). **Learning about the mis-education of American Indians.** *Ministry of Education and Science of the Republic of Kazakhstan National Center for Professional Development "Orleu"*, 'Psychological Safety of the Educational Environment'. Petropavlovsk, Kazakhstan, 0016/10-08-700.

Henderson, D., Carjuzaa, J., & Ruff, W. (2015). **Reconciling leadership paradigms: Authenticity as practiced by American Indian school leaders.** *International Journal of Multicultural Education*, 17(1) 211-231.

Henderson, D., Ruff, W., & Carjuzaa, J. (2015). **Social justice leadership for American Indian sovereignty: A model for principal preparation.** *The Journal of Education and Social Justice*, 4(1), 75-91.

Carjuzaa, J. & Hunts, H. (2013). **Thinking outside discipline boundaries to integrate Indian Education for All across the curriculum.** *Collected Essays on Learning and Teaching*, 6, 93-98.

### publications (contd.)

- Carjuzaa, J. (2012). **The positive impact of culturally responsive pedagogy: Montana's Indian Education for All.** *International Journal of Multicultural Education*, 14(3). Retrieved from <http://www.ijme-journal.org/index.php/ijme/article/view/620/779>.
- Carjuzaa, J. & Ruff, W. G. (2010). **When Western epistemology and an Indigenous worldview meet: Culturally responsive assessment in practice**, *Journal of the Scholarship of Teaching and Learning*, 10(1), 68-79.
- Carjuzaa, J. & Fenimore-Smith, K. (2010). **The give away spirit: Reaching a shared vision of ethical Indigenous research relationships**, *Journal of Educational Controversy*, 5(2), Summer 2010, ISSN 1935-7699.
- Carjuzaa, J., Jetty, M., Munson, M., & Veltkamp, T. (2010). **Montana's Indian Education for All: Applying multicultural education theory**, *Multicultural Perspectives*, 12(4), 192 -198.

### Selected Publications: Published Chapters

- Carjuzaa, J., Ruff, W. G. & Henderson, D., (2015) **Promoting Social Justice through the Indian Leadership Education and Development (ILEAD) Ed.D. Program.** In V. Stead, (Ed.), *The Ed.D. as a Force for Social Justice and Community Leadership*, Volume 5, Equity in Higher Education Theory, Policy, & Praxis Series. New York: The Peter Lang Publishing Group.
- Carjuzaa, J. (2011). **Montana's Indian Education for All: Preparing teacher candidates to embrace culturally responsive pedagogy.** In E. G. Kugler, (Ed.), *Innovative Voices in Education: What It Takes to Engage Diverse Communities* (pp. 43-62), Lanham, MD: Rowman & Littlefield Education.

### Selected Publications: Published Textbooks

- Carjuzaa, J. & Kellough, R. D. (2016). **Teaching in the middle and secondary schools** (11<sup>th</sup> edition). Pearson Professional & Career Publishing, Upper Saddle River, N. J ISBN: 0-13-406922-6.
- Carjuzaa, J. (2016). **Instructor's manual to accompany: Teaching in the middle and secondary schools** (11<sup>th</sup> edition). Pearson Professional & Career Publishing, Upper Saddle River, N. J.

### Selected Funded Research Grant Awards

- *Spencer Foundation Grant, Immersion Programs Conference: Revitalizing Endangered Indigenous Languages*, April 2016, \$50,000
- *U.S. Department of Education, Title II Improving Teacher Quality Grant, Class 7*, January, 2015. Awarded \$64,132.00
- *U.S. Department of Education, Title II Improving Teacher Quality Grant, IEFA*, January, 2014. Awarded \$86,500.00
- *U.S. Department of Education, Title II Improving Teacher Quality Grant, IEFA*, May, 2012. Awarded \$79,250.00

### Selected: Awards/Recognitions

- Honoree, American Indian Council Montana State University 41<sup>st</sup> Annual Powwow, April 2016
- Recipient of EHHD Distinguished Professor Award 2014-2016, MSU College of EHHD, May 2014
- 18th Annual Council of Undergraduate Research: Learning through Research Posters on the Hill, Council for Undergraduate Research (CUR) -- McNair Mentee and I were selected to participate -- 60 selected out of 600+, Title: Language Revitalization in Montana's Native American Communities, April 2014
- Recipient of the 2013 G. Pritchey Smith Multicultural Educator of the Year Award, NAME, November 2013
- Recipient, MSU Outstanding Teaching Award in the Department of Education, College of EHHD, 2010
- Honoree, American Indian Council Montana State University 34<sup>th</sup> Annual Powwow, April 2009
- Recipient, MSU Outstanding Service in the Department of Education, College of EHHD Award, 2008

### **Position Description: I LEAD Student Services Coordinator**

- Level of Effort: 0.5 FTE (20 hours / week)
- Selection Preference given to American Indian applicants who meet the qualifications provided below.

#### Qualifications:

- Successful candidates will have a Bachelor's degree
- 3 Years administrative /project coordination experience
- Experience working with American Indian students

#### Roles and Responsibilities: The Student Services Coordinator will:

- provide support to participants and act as an ombudsman to facilitate student success and retention
- advise and assist students, who are separated geographically, in negotiating the bureaucracy of a large state university system
- assist the Project Director establish and maintain efficient office routines that ensure effective grant administration, and oversee the daily routine tasks necessary for the success of the grant

#### Tasks and Assignments: The duties of the Student Services Coordinator are:

- coordination with on-campus administrative offices such as the Office of Sponsored Programs, the university registrar, the financial aid office, and College of Education, Health and Human Development administrative offices;
- Facilitating student admissions applications, enrollment in the appropriate courses, and ordering and distributing textbooks to students
- publicizing the I LEAD project and answering routine inquires;
- assisting the Project Director in coordinating recruiting, placement and site visits
- maintenance of student files,
- assisting the Project Director in the preparation of reports
- maintaining routine correspondence with project participants and responding to procedural requests from participants

### **Position Description: Mentors**

- Level of Effort: 30-40 hours / semester
- Selection Preference given to American Indian applicants who meet the qualifications provided below.
- Selection Preference given to applicants enrolled part-time in a doctoral program in Educational Leadership

#### Qualifications:

- Successful candidates will have a Masters' degree in Educational Leadership/Administration
- 3 years' successful experience as a school principal or school superintendent in a school or school district serving an American Indian community.
- Currently serving in a school or school district leadership position or retired from such a position within the last two years.
- Experience mentoring American Indian educators or graduate students completing an Educational Leadership program.

#### Roles and Responsibilities: Each mentor will:

- provide support to participants and act as an ombudsman to facilitate participant success in the completion of the year-long school administration internship
- advise and assist students, who are separated geographically, in solving complex, contextualized problems while fostering professional and technical leadership ability
- assist participants to develop professional networks of support
- facilitate participant placement into a school leadership position and provide leadership coaching to participants during their induction year as a school leader

## Appendix C

### Individual Letters of Support

Bear Cub, Twilia	Poplar, MT
Blacksmith, Stacey	Roseglen, ND
Cummins, Jason	Crow Agency, MT
Evenstad, Jan Perry	Denver, CO
Four Bear, Kara	New Town, ND
Gourneau, Greg	Poplar, MT
Hall, Brad	Browning, MT
Kenelty, Kevin	Ronan, MT
Miller, Kirk	Helena, MT
Munson, Michael	Pablo, MT
Pewewardy, Cornel	Portland, OR
Van Dyke, Bambi	Pryor, MT
Weatherwax, Theodora	Browning, MT
Wind, Victoria	Lame Deer, MT
Wippert, Arlene	Browning, MT

June 7, 2016

Review Committee  
Office of Indian Education Professional Development Grant  
U.S. Department of Education  
400 Maryland Ave.  
Washington, DC 20202

Dear Review Committee Member;

The Indian Leadership and Development (I LEAD) project is an essential piece in raising the capacity of our school system to meet the needs of every child we serve. We need school leaders who understand the needs of American Indian children, the culture and values of the reservation, and can integrate this understanding with a thorough understanding of the technical needs of sound instructional practices. By developing the leadership skills of American Indian educators this integration of understanding and skill can be realized to benefit the children of this reservation.

As a participant in one of the previous cohorts of ILEAD at MSU, I was able to receive a quality education from the instructors at MSU in Educational Leadership. By attending classes with peers from other Indian reservations in the state, we were able to provide one another with support and encouragement as we went through the program. Upon completing coursework at MSU, I was able to work in school leadership as facilitator of various staff meetings with regular education and in the special education field. I was a mentor teacher for new or struggling special education teachers. I currently will be giving a PIR Day training session in August for the 2016-2017 school year to help new and old teachers realize the importance of being professional in our field of teaching.

The ILEAD project represents a unique opportunity both for American Indian educators and for building the capacity of the schools in this region of the country that serves so many American Indian students and their families. Please make the opportunity a reality by awarding the Indian Professional Development grant to the Little Big Horn Tribal College-Montana State University consortium.

Sincerely,  
Twilia Bear Cub

(b)(6)

June 6, 2016

Review Committee  
Office of Indian Education Professional Development Grant  
U.S. Department of Education  
400 Maryland Ave.  
Washington, DC 20202

Dear Review Committee Member;

The Indian Leadership and Development (I LEAD) project is an essential piece in raising the capacity of our school system to meet the needs of every child we serve. We need school leaders who understand the needs of American Indian children, the culture and values of the reservation, and can integrate this understanding with a thorough understanding of the technical needs of sound instructional practices. By developing the leadership skills of American Indian educators this integration of understanding and skill can be realized to benefit the children of this reservation.

As a participant in one of the previous cohorts of ILEAD at MSU, I was able to receive a quality education from the instructors at MSU in Educational Leadership. By attending classes with peers from other Indian reservations in the state, we were able to provide one another with support and encouragement as we went through the program. Upon completing coursework at MSU, I was able to apply for a position on my home reservation and obtain a leadership role. During my 1<sup>st</sup> semester here as the principal, the superintendent resigned due to illness and I was named Acting Superintendent. I truly believe my training from the MSU instructors gave me the knowledge to successfully carry out such an endeavor.

Presently, I am continuing my education hoping to complete my Doctorate in Educational Leadership. If I had not been accepted into this program I would not have been able to finance my education. I am forever indebted to the I LEAD program and instructors.

The ILEAD project represents a unique opportunity both for American Indian educators and for building the capacity of the schools in this region of the country that serves so many American Indian students and their families. Please make the opportunity a reality by awarding the Indian Professional Development grant to the Little Big Horn Tribal College-Montana State University consortium.

Sincerely,

Stacey Blacksmith  
White Shield High School Principal  
Roseglen, ND

Review Committee  
Office of Indian Education Professional Development Grant  
U.S. Department of Education  
400 Maryland Ave  
Washington, DC20202

May 28, 2016

Dear Review Committee Member;

My name is Jason D. Cummins and I am an enrolled member of the Apsaalooke Crow Tribe in Montana. I am writing to you to express my support of the MSU's LEAD project.

The Indian Leadership and Development (ILEAD) project is an essential piece in raising the capacity of our school system to meet the needs of every child we serve. I believe that building capacity within native leaders is how the achievement gap should be approached. There is a need for leaders who know and understand the unique culture, values and situation of Native American children on the reservation; and who are also able to implement the best educational practices with a proven research base. The Indian Leadership and Development project (ILEAD) is an essential piece in raising the capacity of our school system to meet the needs of the students we serve. By developing the leadership skills of American Indian educators this integration of understanding and skill can be realized to benefit the children of this reservation.

The I LEAD project represents a unique opportunity both for American Indian educators and for building the capacity of the schools in this region of the country that serves American Indian children and their families.

As a product of Little Big Horn and Montana State University, with a child now enrolling in Little Big Horn College. I ask that you would please make the opportunity a reality by awarding the Indian Professional Development grant to the Little Big Horn Tribal College-Montana State University consortium.

Sincerely,

Jason D. Cummins, Principal



Metropolitan State University of Denver  
Equity Assistance Center Region VIII  
P.O. Box 173362 CB 63-A  
Denver, CO 80217-3362  
[www.msudenver.edu/eac](http://www.msudenver.edu/eac)

June 7, 2016

Review Committee  
Office of Indian Education Professional Development Grant  
U. S. Department of Education  
400 Maryland Ave  
Washington, DC 20202

Dear Review Committee:

I am delighted to write this letter of support for the Indian Leadership Education and Development (I LEAD) project for American Indian administrators in Montana, South Dakota, and North Dakota. As the Director of Region VIII Equity Assistance Center serving the states of Utah, Montana, Wyoming, Colorado, North Dakota and South Dakota we do work in providing technical assistance and training to all school districts on and off reservations in the state comprising Region VIII. The mission of I LEAD in developing the capacity of future American Indian educators is greatly needed in the three states this grant targets. In developing the leadership skills of American Indian Educators by integrating best practices in meeting the needs of students in rural and isolated communities there will be the positive impact that a community role model will have on the local education system. In developing American Indian educators and administrators from the local communities there stands to reason that there is a great likelihood, that these educators will be able to not only implement standards based instruction but instruction that is culturally authentic for students. This region is in desperate need of highly qualified American Indian administrators and educators.

I have worked the esteemed faculty from Montana State University on other projects is serving rural, isolated American Indian communities and have the upmost regard for the high quality work they have done and will continue to do in Indian Education. The successes Little Big Horn Tribal College and Montana State University have had with previous I LEAD grants should be considered when weighing the evidence of the quality of work these two entities can produce through this collaboration. I look forward to supporting and assisting this group in any possible with their I LEAD grant. I would strongly encourage that you continue to fund and support the I LEAD grant for Montana State University and Little Big Horn Tribal College.

Respectfully,

*Jan Perry Evenstad*

Jan Perry Evenstad, Ph.D.  
Interim Director Region VIII Equity Assistance Center  
Metropolitan State University of Denver

June 7, 2016

Review Committee  
Office of Indian Education Professional Development Grant  
U.S. Department of Education  
400 Maryland Ave.  
Washington, DC 20202

Dear Review Committee Member;

The Indian Leadership and Development (I LEAD) project is an essential piece in raising the capacity of our school system to meet the needs of every child we serve. Native American communities, schools, families, and children benefit most from leadership who possess a true understanding of the culture and values of the reservation. In addition, these leaders have the ability to integrate this understanding with a thorough implementation of the technical needs of sound instructional practices to benefit learners and teachers alike.

The education profession is ever evolving and the competency of practitioners who delve into the study and implementation of research-based practices for student achievement is critical to the success of any school. The Indian Leadership and Development (ILEAD) project has provided such a program to cultivate these much needed leaders in Indian education.

As a participant and graduate of a previous cohort in the ILEAD program at MSU, I was able to receive a quality education from the instructors at MSU in Educational Leadership. The instructional team at MSU worked to shed a culturally-based perspective on the breadth of educational leadership topics and other studies. By attending classes with peers from other Indian reservations in the state, we were able to provide one another with support and encouragement as we went through the program.

Upon completing coursework at MSU, I've been humbled to serve as a 3<sup>rd</sup> year Assistant Principal of a K-5 elementary school and continue work to further my studies in Education Leadership. The quality of the ILEAD program at MSU is evidenced through the subsequent achievements of its graduates and their positive effects on Native American communities.

The ILEAD project represents a unique opportunity both for Native American educators and for building the capacity of the schools in this region of the country that serves so many Native American students and their families. Please make the opportunity a reality by awarding the Indian Professional Development Grant to the Little Big Horn Tribal College-Montana State University consortium.

Sincerely,

(b)(6)

Kara Four Bear  
Education Administrator  
Kara.FourBear@k12.nd.us

6/9/2016

Review Committee  
Office of Indian Education Professional Development Grant  
U.S. Department of Education  
400 Maryland Ave.  
Washington, DC 20202

Dear Review Committee Member;

The Indian Leadership and Development (I LEAD) project is an essential piece in raising the capacity of our school system to meet the needs of every child we serve. We need school leaders who understand the needs of American Indian children, the culture and values of the reservation, and can integrate this understanding with a thorough understanding of the technical needs of sound instructional practices. By developing the leadership skills of American Indian educators this integration of understanding and skill can be realized to benefit the children of this reservation.

As a participant in one of the previous cohorts of ILEAD at MSU, I was able to receive a quality education from the instructors at MSU in Educational Leadership. By attending classes with peers from other Indian reservations in the state, we were able to provide one another with support and encouragement as we went through the program. Upon completing coursework at MSU, I was able to work in school leadership as a Principal in a rural school of about 125 students K-8. The ILEAD project represents a unique opportunity both for American Indian educators and for building the capacity of the schools in this region of the country that serves so many American Indian students and their families. Please make the opportunity a reality by awarding the Indian Professional Development grant to the Little Big Horn Tribal College-Montana State University consortium.

Sincerely,

Gregory D. Gourneau Jr.

June 6, 2016



Dear U.S Department of Education,

I am writing this letter in support Little Bighorn College and Montana State University-Bozeman's seeking to refund their Indian Leadership Education and Development (I LEAD) Program.

As an alumni of Montana State University-Bozeman and an I LEAD participant, I have been privileged to have received the programmatic and financial support offered by the program. I feel that the I LEAD Program has helped me immensely as I transitioned from teaching into a role as an educational leader through providing the specialized emphasis needed to assist in helping me to mitigate the educational challenges of the Blackfeet Indian Reservation.

The I LEAD Program has been instrumental in promoting networking among American Indian educational leaders and improving curriculum to be more relevant to working in educational settings on tribal lands. Your further support will help to sustain efforts of Little Bighorn College and Montana State University-Bozeman to provide programmatic and financial support for future American Indian educational leaders to become agents of change for needed reforms in Indian education.

If you have any questions regarding my involvement in the I LEAD Program or specific information regarding the personal impact the grant has had on me professionally, please don't hesitate to contact me at (406) 338-5441 ext. 2208 or by e-mail at [brad@bfcc.edu](mailto:brad@bfcc.edu).

Sincerely,

(b)(6)

Brad Hall, MEd  
Vice President of Mission Effectiveness  
Blackfeet Community College  
Browning, Montana  
(406) 338-5441 ext. 2208  
[brad@bfcc.edu](mailto:brad@bfcc.edu)

Review Committee  
Office of Indian Education Professional Development Grant  
U.S. Department of Education 400  
Maryland Ave Washington, DC  
20202

May 31, 2016

Dear Review Committee Member;

The Indian Leadership and Development (ILEAD) project is an essential piece in raising the capacity of our school system to meet the needs of every child we serve. We need school leaders who understand the needs of Native American children, the culture and values of the reservation, and can integrate this understanding with a thorough understanding of the technical needs of sound instructional practices. By developing the leadership skills of American Indian educators this integration of understanding and skill can be realized to benefit the children of this reservation.

The I LEAD program has allowed me to become a principal of the high school here on the Flathead Indian Reservation. It is only because of the opportunity afforded me through the ILEAD grant that this was possible. Indian country needs leaders that understand the problems unique to Indian country and the ILEAD program makes this possible.

The ILEAD project represents a unique opportunity both for American Indian educators and for building the capacity of the schools in this region of the country that serves American Indian children and their families. Please make the opportunity a reality by awarding the Indian Professional Development grant to the Little Big Horn Tribal College-Montana State University consortium.

Sincerely,

Kevin Kenelty  
Ronan High School Principal  
Ronan, MT



**SCHOOL ADMINISTRATORS OF MONTANA**  
*Educational Leaders...Advocates for Youth*

(406) 442-2510 Phone  
(406) 442-2518 Fax  
www.sammt.org

Review Committee  
Office of Indian Education Professional Development Grant  
U.S. Department of Education  
400 Maryland Ave  
Washington, DC 20202

May 25, 2016

Dear Review Committee Member;

The Indian Leadership and Development (ILEAD) project is an essential piece in raising the capacity of Montana's school system to meet the needs of every child we serve. Our state continues to need strong and highly effective school leaders who understand the needs of American Indian children, the culture and values of the reservation, and can integrate this understanding with the technical needs of sound instructional practices. By developing the leadership skills of American Indian educators, this integration of understanding and skill can be realized to benefit American Indian children and their communities both in Montana and in the Northern Rocky Mountain/Northern Plains Regions.

I was pleased to have been a member of the Advisory Board of Montana's previous I LEAD project. It was very enjoyable and uplifting to see firsthand how it represented a unique opportunity both for American Indian educators and for building the capacity of the schools that serve American Indian children and their families. Within the past 10 years, three previous I LEAD programs have resulted in over a hundred American Indian educators being licensed as school administrators with either K-12 principal and/or superintendent endorsements. Over 85% of these completers are now working in educational leadership positions in high population American Indian communities throughout the United States at local, tribal, state and federal levels. I was pleased to see the results of ILEAD positively impacting teaching and learning in six states and the District of Columbia. For example, as a result of the ILEAD programs, Montana now has a critical mass of American Indian educators/leaders which has resulted in the formation of an American Indian School Caucus within our organization.

Please continue this high quality leadership program by awarding the Indian Professional Development grant to the Little Big Horn Tribal College-Montana State University consortium.

Respectfully submitted,

Kirk Miller  
Executive Director  
School Administrators of Montana  
**900 No. Montana Avenue, Suite A-4 • Helena, Montana 59601**

PR/Award # S299B160004



# Salish Kootenai College



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

June 22, 2016

Review Committee  
Office of Indian Education Professional Development Grant  
U.S. Department of Education  
400 Maryland Ave.  
Washington, DC 20202

Dear Review Committee Members;

I am a member of the Salish Kootenai College (SKC) Education and Native American Studies faculty, a participant of a previous I LEAD cohort, a current doctoral student of the Montana State Educational Leadership program, and an assistant to the President of Salish Kootenai College on many projects that aim at infusing community relationships and Salish and Pend d'Oreille perspectives. I am passionate about infusing culturally accurate, authentic, and appropriate information throughout the curriculum of both our Native and non-Native children and educators at all levels—P-20.

I am pleased to write this letter in support for Montana State University's application for the I LEAD Professional Development Grant application. As a participant in one of the previous cohorts of ILEAD at MSU, I have received an outstanding education from the Educational Leadership instructors at MSU. This has been demonstrated through the fact that the leadership skills I have learned through I LEAD are continuously being sought out by the President of Salish Kootenai College, within our Salish and Pend d'Oreille communities, within my work with the Montana Indian Education Association, at the state level, and also at the national level.

One aspect of the I LEAD program that was especially helpful was the fact that I was part of a cohort of Native educators from multiple tribal communities throughout Montana, North Dakota, and Alaska. Having the ability to learn and collaborate with peers who share similar cultural and educational values has proven to be an essential component—one in which I have not received in any other program I have been a part of. Together, we have been able to provide advocacy and support for and with one another, especially in regards to our efforts within our communities, and on state and national levels.

In sum, The Indian Leadership and Development (I LEAD) project is an essential piece in raising the capacity of the educational systems in Native communities throughout Montana to meet the needs of every child we serve. We need school leaders who understand the needs of American Indian children, the culture and values reservation communities, and can integrate these considerations along with understandings and technical needs of sound instructional practices. By developing the leadership skills of American Indian educators, this integration of understanding and skill can be realized to benefit the children of The Confederated Salish and Kootenai Tribes, and other Native communities.

The ILEAD project represents a unique opportunity both for American Indian educators and for building the capacity of the schools in this region of the country that serves numerous American Indian students and their families. Please make the opportunity a reality by awarding the Indian Professional Development grant to the Little Big Horn Tribal College-Montana State University consortium.

Sincerely,

(b)(6)

Michael Munson  
Faculty, Elementary Education,  
Bachelor of Science in Secondary Science Education, &  
Native American Studies  
Salish Kootenai College  
(406) 275-4952  
[michael\\_munson@skc.edu](mailto:michael_munson@skc.edu)

**College of Liberal Arts & Sciences**  
Indigenous Nations Studies

Post Office Box 751 503-725-5920 tel  
Portland, Oregon 97207-0751 503-725-4003 fax  
150 XSB www.pdx.edu/nas  
1633 SW Park Ave

June 2, 2016

**Review Committee**

Office of Indian Education Professional Development Grant  
U.S. Department of Education 400, Maryland Avenue  
Washington, D.C. 20202

Dear Review Committee Members:

On behalf of the Indigenous Nations Studies Program at Portland State University, I would like to lend our support for the proposal being submitted by Montana State University titled the I LEAD (Indian Leadership Education and Develop). The I LEAD project works through a consortium agreement with Little Big Horn Tribal College to provide American Indian educators with local access to graduate education tailored to meet the contextualized needs of rural and isolated schools with high proportions of American Indian students. In addition, we maintain communication and support throughout the current academic scholarship in American Indian education. It is through these discussions and professional associations that we understand the importance of placing more American Indian administrators into the education field.

The data is abundantly clear that additional support for diversifying the educational administrative workforce is needed. With 104 schools in Montana having a population of 25% or more American Indian students, to place at least one American Indian administrator in each of these schools, 82 American Indian administrators would need to be recruited, trained and placed in schools serving American Indian students. We know that American Indian students would benefit greatly from having administrators with whom they share culture, language, and tribal history. This culture connection is a strong step in improving academic achievement. We also believe that the benefits of American Indian administrators impact all students in their classrooms who will have the opportunity to experience academic content from an American Indian perspective.

While assisting more American Indians in becoming school administrators, this program also provides an excellent opportunity for culturally responsive education, and for American Indian administrators to serve as positive role models within the schools and communities they serve. With such a low percentage of American Indian educators in the Montana schools system, the I LEAD project provides an excellent opportunity to address this vital need. We are pleased to lend our support to this innovator endeavor.

If you need additional information, please feel free to contact me at (503) 725-9689 or [cornelp@pdx.edu](mailto:cornelp@pdx.edu).

Sincerely,  
(b)(6)  
(b)(6)  
Cornel Pewewardy, D.Ed. (b)(6)

Professor and Director of Indigenous Nations Studies  
*Founding Board Member of the National Association of Multicultural Education*  
*2009 Teacher of the Year, National Indian Education Association*

# St. Charles Mission School

P.O. Box 29 • 29 Pryor Gap Road • Pryor, Montana 59066  
Tel (406) 259-9976 • Fax (406) 259-7092

June 6, 2016

Review Committee  
Office of Indian Education Professional Development Grant  
U.S. Department of Education  
400 Maryland Ave.  
Washington, DC 20202

Dear Review Committee Member;

The Indian Leadership and Development (I LEAD) project is an essential piece in raising the capacity of our school system to meet the needs of every child we serve. We need school leaders who understand the needs of American Indian children, the culture and values of the reservation, and can integrate this understanding with a thorough understanding of the technical needs of sound instructional practices. By developing the leadership skills of American Indian educators this integration of understanding and skill can be realized to benefit the children of this reservation.

As a participant in one of the previous cohorts of ILEAD at MSU, I was able to receive a quality education from the instructors at MSU in Educational Leadership. By attending classes with peers from other Indian reservations in the state, we were able to provide one another with support and encouragement as we went through the program. Upon completing coursework at MSU, I was able to work in school leadership as principal at St. Charles Mission School in Pryor Montana.

The ILEAD project represents a unique opportunity both for American Indian educators and for building the capacity of the schools in this region of the country that serves so many American Indian students and their families. Please make the opportunity a reality by awarding the Indian Professional Development grant to the Little Big Horn Tribal College-Montana State University consortium.

Sincerely,

(b)(6)

Bambi Van Dyke, principal  
St. Charles Mission School  
Pryor, MT.

June 9, 2016

Review Committee  
Office of Indian Education Professional Development Grant  
U.S. Department of Education  
400 Maryland Ave.  
Washington, DC 20202

Dear Review Committee Member;

The Indian Leadership and Development (I LEAD) project is an essential piece in raising the capacity of our school system to meet the needs of every child we serve. We need school leaders who understand the needs of American Indian children, the culture and values of the reservation, and can integrate this understanding with a thorough understanding of the technical needs of sound instructional practices. In the State of Montana we Indian Education for All and having Native Americans return back to the classroom with more skills to serve our students is very beneficial.

As a participant in one of the previous cohorts of ILEAD at MSU, I was able to receive a quality education from the instructors at MSU in Educational Leadership. By attending classes with peers from other Indian reservations in and out of the state, we were able to provide one another with support and encouragement as we went through the program. Upon completing coursework at MSU, I was able to work in school leadership to help our school increase reading and math scores by developing student's skills. I work in the classroom and I do help the Principal and Vice Principal with writing grants and set on committees to contribute to our plans for the school year.

The ILEAD project represents a unique opportunity both for American Indian educators and for building the capacity of the schools in this region of the country that serves so many American Indian students and their families. Please make the opportunity a reality by awarding the Indian Professional Development grant to the Little Big Horn Tribal College-Montana State University consortium.

Sincerely,  
Ms. Theodora Weatherwax, M. ED.  
Browning Public School  
Browning, Montana 59417

June 9, 2016

Review Committee  
Office of Indian Education Professional Development Grant  
U.S. Department of Education  
400 Maryland Ave.  
Washington, DC 20202

Dear Review Committee Member;

The Indian Leadership and Development (I LEAD) project is an essential piece in raising the capacity of our school system to meet the needs of every child we serve. We need school leaders who understand the needs of American Indian children, the culture and values of the reservation, and can integrate this understanding with a thorough understanding of the technical needs of sound instructional practices. By developing the leadership skills of American Indian educators this integration of understanding and skill can be realized to benefit the children of this reservation.

As a participant in one of the previous cohorts of ILEAD at MSU, I was able to receive a quality education from the instructors at MSU in Educational Leadership. By attending classes with peers from other Indian reservations in the state, we were able to provide one another with support and encouragement as we went through the program. Upon completing coursework at MSU, I was able to work in school leadership as the Vice Principal of Lame Deer Junior High, High School. The knowledge and skills I had obtained throughout the ILEAD project prepared me to identify areas of need for supporting the staff and students within the boundaries of the Northern Cheyenne Reservation which the district served. The program also prepared me for dealing with families and community members in the native communities in a positive way that was respectful to the culture.

The ILEAD project represents a unique opportunity both for American Indian educators and for building the capacity of the schools in this region of the country that serves so many American Indian students and their families. Please make the opportunity a reality by awarding the Indian Professional Development grant to the Little Big Horn Tribal College-Montana State University consortium.

Sincerely,

Victoria Wind

June 8, 2016

Review Committee  
Office of Indian Education Professional Development Grant  
U.S. Department of Education  
400 Maryland Ave.  
Washington, DC 20202

Dear Review Committee Member;

The Indian Leadership and Development (I LEAD) project is an essential piece in raising the capacity of our school system to meet the needs of every child we serve. We need school leaders who understand the needs of American Indian children, the culture and values of the reservation, and can integrate this understanding with a thorough understanding of the technical needs of sound instructional practices. By developing the leadership skills of American Indian educators this integration of understanding and skill can be realized to benefit the children of this reservation.

As a participant in one of the previous cohorts of ILEAD at MSU, I was able to receive a quality education from the instructors at MSU in Educational Leadership. By attending classes with peers from other Indian reservations in the state, we were able to provide one another with support and encouragement as we went through the program. Upon completing coursework at MSU, I was able to work in school leadership as an Instructional Coach for Browning Elementary School. My role consists of ensuring that the Principal's instructional goals are met by coaching teachers' instruction based on data. I provide professional development, implement strategies for instruction, set up the school's assessment schedule, assign the reading level for teachers and assign them students, create Literacy outreach for parents/guardians, write a monthly board report, and ensure the school's action plan for all content areas is followed. I am a member of the school's leadership team, district leadership team, Standards Based Education committee, and district English Language Learner team.

The ILEAD project represents a unique opportunity both for American Indian educators and for building the capacity of the schools in this region of the country that serves so many American Indian students and their families. Please make the opportunity a reality by awarding the Indian Professional Development grant to the Little Big Horn Tribal College-Montana State University consortium.

Sincerely,

Arlene Wippert  
Instructional Coach  
Browning Elementary School

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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

There was a problem attaching a file(s).

The file was missing in the application package  
submitted through Grants.Gov

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

OMB Number: 1894-0007  
Expiration Date: 08/31/2017

**1. Project Director:**

Prefix: Dr.	First Name: William	Middle Name:	Last Name: Ruff	Suffix:
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Address:

Street1:	Reid Hall 457A
Street2:	Montana State University
City:	Bozeman
County:	
State:	MT: Montana
Zip Code:	59717-2880
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
406-994-4182	

Email Address:  
wruff@montana.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.

RuffLEADIVHumanSubjectsExemption.pdf

Add Attachment

Delete Attachment

View Attachment

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

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

Name of Institution/Organization

Montana State University

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	95,620.00	90,930.00	102,958.00	40,310.00		329,818.00
2. Fringe Benefits	28,415.00	28,182.00	31,651.00	12,372.00		100,620.00
3. Travel	29,588.00	17,405.00	45,325.00	8,306.00		100,624.00
4. Equipment						
5. Supplies	18,000.00	1,890.00	3,900.00	900.00		24,690.00
6. Contractual	5,500.00	3,250.00	13,000.00	5,750.00		27,500.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	177,123.00	141,657.00	196,834.00	67,638.00		583,252.00
10. Indirect Costs*	14,170.00	11,333.00	15,747.00	5,411.00		46,661.00
11. Training Stipends	208,700.00	246,450.00	187,345.00	16,675.00		659,170.00
12. Total Costs (lines 9-11)	399,993.00	399,440.00	399,926.00	89,724.00		1,289,083.00

**\*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: 07/01/2014 To: 06/30/2018 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): DHHS, Jeanette Lu, 90 7th Street, Suite 4-600, San Francisco, CA 94103

The Indirect Cost Rate is 44.00%.

(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 8.00%.

PR/Award # S299B160004

Name of Institution/Organization Montana State University	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	0.00	0.00	0.00	0.00		0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00		0.00
3. Travel	0.00	0.00	0.00	0.00		0.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	0.00	0.00	0.00	0.00		0.00
6. Contractual	0.00	0.00	0.00	0.00		0.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	0.00	0.00	0.00	0.00		0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00		0.00
10. Indirect Costs	0.00	0.00	0.00	0.00		0.00
11. Training Stipends	0.00	0.00	0.00	0.00		0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00		0.00

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524

**I LEAD  
Detailed Budget Request**

Ruff, PI Object Class Category	Year 1	Year 2	Year 3	Year 4	Federal Total
<b>Personnel:</b>					
Dr. Ruff	\$ 24,050	\$ 24,050	\$ 24,050	\$ 17,117	\$ 89,267
benefits	\$ 7,020	\$ 7,020	\$ 7,020	\$ 5,081	\$ 26,141
Dr. Henderson	\$ 15,490	\$ 9,690	\$ 15,490		\$ 40,670
benefits	\$ 4,084	\$ 1,938	\$ 4,084		\$ 10,106
Dr. Carjuzaa	\$ 18,090	\$ 11,390	\$ 18,090	\$ 7,593	\$ 55,163
benefits	\$ 4,757	\$ 2,278	\$ 4,757	\$ 1,519	\$ 13,311
Dr. Saunders	\$ 19,240	\$ 20,800	\$ 26,578	\$ 15,600	\$ 82,218
benefits	\$ 5,616	\$ 7,696	\$ 8,852	\$ 5,772	\$ 27,936
Student Services Coordinator	\$ 18,750	\$ 25,000	\$ 18,750		\$ 62,500
benefits	\$ 6,938	\$ 9,250	\$ 6,938		\$ 23,125
Total MSU Staff salaries	\$ 95,620	\$ 90,930	\$ 102,958	\$ 40,310	\$ 329,818
MSU Staff Benefits	\$ 28,415	\$ 28,182	\$ 31,651	\$ 12,372	\$ 100,620
<b>Subtotal Personnel</b>	<b>\$ 124,035</b>	<b>\$ 119,112</b>	<b>\$ 134,609</b>	<b>\$ 52,682</b>	<b>\$ 430,438</b>
<b>Travel:</b>					
Project Directors Conference	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 8,000
Site Visits	\$ 19,734	\$ 7,722	\$ 19,734		\$ 47,190
Advisor Board Meetings	\$ 1,468	\$ 1,468	\$ 1,468	\$ 1,468	\$ 5,872
Mentor Training		\$ 3,252	\$ 3,252		\$ 6,504
Mentor Site Visits		\$ 1,875	\$ 5,625	\$ 3,750	\$ 11,250
Workshop Presenter Travel	\$ 1,566	\$ 1,088	\$ 2,426	\$ 1,088	\$ 6,168
Staff Travel to Leadership Workshops	\$ 4,820		\$ 4,820		\$ 9,640
Conference Travel			\$ 6,000		\$ 6,000
<b>Subtotal Travel</b>	<b>\$ 29,588</b>	<b>\$ 17,405</b>	<b>\$ 45,325</b>	<b>\$ 8,306</b>	<b>\$ 100,624</b>
<b>Supplies:</b>					
Computer systems	\$ 6,860				\$ 6,860
Software	\$ 3,750				\$ 3,750
Portable projectors	\$ 800				
Portable printers	\$ 400				
Scanners	\$ 250				
Polycom Unit	\$ 450				\$ 450
Phone lines	\$ 250				\$ 250
Durable Office Supplies	\$ 350				\$ 350
Printing	\$ 3,000		\$ 3,000		\$ 6,000
Consumable Office Supplies	\$ 600	\$ 600	\$ 300	\$ 300	\$ 1,800
Postage	\$ 600	\$ 600	\$ 240	\$ 240	\$ 1,680
Coper Costs	\$ 690	\$ 690	\$ 360	\$ 360	\$ 2,100
<b>Subtotal Supplies</b>	<b>\$ 18,000</b>	<b>\$ 1,890</b>	<b>\$ 3,900</b>	<b>\$ 900</b>	<b>\$ 24,690</b>

**I LEAD  
Detailed Budget Request**

Object Class Category	Year 1	Year 2	Year 3	Year 4	Federal Total
<b>Contractual:</b>					
Workshop Presenters	\$ 1,500	\$ 750	\$ 1,500	\$ 750	\$ 4,500
Facilities for Leadership Workshops	\$ 4,000		\$ 4,000		\$ 8,000
Mentors		\$ 2,500	\$ 7,500	\$ 5,000	\$ 15,000
<b>Contracted Services Subtotal</b>	<b>\$ 5,500</b>	<b>\$ 3,250</b>	<b>\$ 13,000</b>	<b>\$ 5,750</b>	<b>\$ 27,500</b>
<b>Training Stipends/Student Support</b>					
Tuition and Fees	\$ 112,850	\$ 169,275	\$ 56,425		\$ 338,550
Books and Course Materials	\$ 20,000	\$ 18,000	\$ 10,000		\$ 48,000
Summer Stipends and Travel	\$ 42,500	\$ 42,500			\$ 85,000
Travel for Leadership Workshops	\$ 33,350	\$ 16,675	\$ 33,350	\$ 16,675	\$ 100,050
State/Reg'l Conference Travel			\$ 37,500		\$ 37,500
PRAXIS Exam Fees			\$ 4,000		\$ 4,000
Graduation Regalia			\$ 2,500		\$ 2,500
Additional Coursework			\$ 43,570		\$ 43,570
<b>Subtotal Training Stipends</b>	<b>\$ 208,700</b>	<b>\$ 246,450</b>	<b>\$ 187,345</b>	<b>\$ 16,675</b>	<b>\$ 659,170</b>
<b>Total Modified Direct Costs:</b>	<b>\$ 177,123</b>	<b>\$ 141,657</b>	<b>\$ 196,834</b>	<b>\$ 67,638</b>	<b>\$ 583,252</b>
<b>Indirect Costs @ 8%:</b>	<b>\$ 14,170</b>	<b>\$ 11,333</b>	<b>\$ 15,747</b>	<b>\$ 5,411</b>	<b>\$ 46,661</b>
<b>Student Support</b>	<b>\$ 208,700</b>	<b>\$ 246,450</b>	<b>\$ 187,345</b>	<b>\$ 16,675</b>	<b>\$ 659,170</b>
<b>Total Grant Request:</b>	<b>\$ 399,993</b>	<b>\$ 399,440</b>	<b>\$ 399,926</b>	<b>\$ 89,724</b>	<b>\$ 1,289,083</b>

**U.S. Department of Education**  
**2016 Office of Indian Education Professional Development Grant**  
**Indian Leadership Education and Development**  
**(I LEAD)**

**Detailed Budget and Budget Justification Narrative for \$1,289,083**  
**Budget Period: 10/1/2016 – 9/30/2020**

**Yr 1 = \$399,993   Yr 2 = \$399,440   Yr 3 = \$399,926   Yr 4 = \$89,724**

**Section A. Personnel**

**Yr 1 = \$95,620      Yr 2 = \$90,930      Yr 3 = \$102,958      Yr 4 = \$40,310**

Principal Investigator/Project Director

Yr 1=\$24,050      Yr 2=\$24,050      Yr 3=\$24,050      Yr 4=\$17,117

This salary reflects a 50% effort during the summer and a 20% effort during the academic year throughout the first 3 years of the grant and a 34% effort during the summer and 15% effort during the school year for Year 4 of the grant. Dr. Ruff's base salary is \$65,000 (9-month faculty salary). His summer salary was calculated by dividing the base salary by 9, to determine the monthly salary, and multiplying the monthly salary by 0.5 x 3 months. Similarly, the salary for a 20% effort during the academic year was calculated from the base salary (\$65,000 x .20).

Dr. Ruff's expertise and experience in principal preparation and Indian education will contribute to the development, implementation, and evaluation of the project. He will direct and supervise key project personnel to ensure the fidelity of the project to its vision and ensure the appropriate selection and training of all project personnel. As the Project Director, he will represent the project to all external constituents as well as maintain communication about the project to the school district superintendents and school boards, the state education agencies, and the regional Educational Equity Center. Additionally, he will take direct responsibility for the recruitment and selection of highly qualified participants, and all instructional aspects of the project to include: the development of culturally responsive curriculum, course development, selection of instructors, and the delivery and evaluation of instruction.

Co-Principal Investigator/ Associate Project Director

Yr 1=\$15,490      Yr 2=\$9,690      Yr 3=\$15,490      Yr 4=\$0

This salary reflects a 50% effort during the summer during the first 3 years of the project and a 10% effort during the academic year during Years 1 and 3 of the grant. Dr Henderson's base salary is \$58,000 (9-month faculty salary). His summer salary was calculated by dividing the base salary by 9, to determine the monthly salary, and multiplying the monthly salary by 0.5 for 3 months. Similarly, the salary for a 10% effort during the academic year was calculated from the base salary (\$58,000 x .10).

Dr. David Henderson is an Assistant Professor of Educational Leadership. His expertise and experience in school leadership and developing school principals focused on building community engagement for the education and development of youth will enhance the project by facilitating communication among participants, school districts and other key stakeholders. These activities are especially important during the first year of the project as relationships are being formed, and as participants are being recruited and selected. Additionally, his skills are also especially important during the third year of the project as participants are being placed in school administrative positions. In addition to assisting the Project Director in the recruitment,

selection, and placement of participants, Dr. Henderson will provide support in course development and curriculum implementation and evaluation.

Student Services Coordinator

Yr 1=\$18,750      Yr 2=\$25,000      Yr 3=\$18,750      Yr 4=\$0

This salary reflects a 0.5 FTE for a base salary of \$50,000 per year. The Project Coordinator will be hired approximately 12 weeks after the award of the grant, allowing the time necessary for recruiting and selection of an appropriate candidate. Once hired, the Project Coordinator will work half-time throughout Year 2 and the first 9 months of Year 3. Most, if not all of the participants will be graduated during the first 9 months of Year 3; at which time, the Mentoring Supervisor will be responsible for participant engagement and support for placement and induction. The Student Services Coordinator will provide support to participants to facilitate student success and retention. He or she will act as an ombudsman by advising and assisting students, who are separated geographically, in negotiating the bureaucracy of a large state university system from the time they submit an application through graduation and placement. Additionally, he or she will assist the Project Director to establish and maintain efficient office routines that ensure effective grant administration through coordination with on-campus administrative offices such as the Office of Sponsored Programs, the university registrar, the financial aid office, and College of Education, Health and Human Development administrative offices. He or she will also develop and maintain student management system to ensure that appropriate information about each participant such as participant contact information and payback agreements are managed in an appropriate and timely manner. Finally, the Student Service Coordinator will maintain communication with participants and respond to appropriate requests from participants.

Mentor Supervisor

Yr 1=\$19,240      Yr 2=\$20,800      Yr 3=\$26,578      Yr 4=\$15,600

This salary reflects a 50% effort during the summer during the first year of the project, 33% effort during summer of the third year, and a 40% effort during the academic year for the second half of Year 1 and all of Years 2 and 3. In Year 4 there will be a 30% effort as many of the participants are expected to complete their induction year half way through Year 4 of the grant. Dr. Godfrey Saunders' base salary is \$52,000 (9-month faculty salary). His summer salary was calculated by dividing the base salary by 9, to determine the monthly salary, and multiplying the monthly salary by 0.5 for 3 months. Similarly, the salary for a 40% for half of Year 1, all of Years 2 and 3, and 30% effort for Year 4 during the academic year was calculated from the base salary (\$52,000). Dr. Saunders is an accomplished principal and leadership coach. He is well respected among the school districts serving American Indian communities across Montana, North Dakota and South Dakota. In addition to more than 20 years' experience as an award winning Principal, he has served as a principal mentor and leadership coach for more than 5 years for School Administrators of Montana, previous I LEAD grants, and as an independent consultant. Beginning in the second half of Year 1, he will assist participants in developing their professional networks through a variety of methods which include site visits and on-going communication. Additionally, he will recruit, train and supervise mentors through the remaining duration of the grant. Furthermore, he will assist the Project Director in implementing the placement and induction of participants to include: assisting participants to prepare job application materials and for interviews for administrator positions; identify and disseminate

vacancy announcements; facilitate participant access to current and relevant research reports and other professional materials; and maintain liaison with school district leaders where participants are placed for internships and induction.

**Project Evaluator**

Yr 1=\$18,090                      Yr 2=\$11,390                      Yr 3=\$18,090                      Yr 4=\$7,593

This salary reflects a 50% effort during the summer and a 10% effort during the academic year for the first and third years of the grant, a 50% effort during Year 2 and a 34% effort in the summer of Year 4 of the grant. Dr. Carjuzaa’s base salary is \$67,000 (9-month faculty salary). Her summer salary was calculated by dividing the base salary by 9, to determine the monthly salary, and multiplying the monthly salary by 0.5 x 3 months for years 1-3 and 0.3 x 3 months in Year 4. Similarly, the salary for a 10% effort during the academic year in years 1 and 3 was calculated from the base salary. The summer effort is to analyze the data and compile the reports. The 10% effort during the first academic year is to articulate and implement the evaluation plan to include setting up databases, developing interview and focus group questions and demonstrate inter-rater reliability in the selection of candidates. The 10% effort in the third academic year is to collect qualitative data from interviews, focus groups and artifacts and begin synthesizing information to disseminate best practices and compile the final report. Dr. Carjuzaa is an Associate Professor of Multicultural Education who has worked with Indigenous communities on educational issues for more than 20 years. She currently serves as the Director of the Center for Bilingual and Multicultural Education and is well respected among the American Indian communities in the Northern Plains and Northern Rocky Mountain regions of this country and beyond. Her work with many of the Northern Plains tribal nations has earned the trust of educators and wide range of community members in this region. This relational trust is essential to gathering open and honest feedback about the I LEAD program from both educators and community members. The ability to gather trustworthy information from key constituents as well as her previous research and demonstrated accomplishments make her well qualified to serve as the Project Evaluator. As Project Evaluator, she will articulate and implement the evaluation plan of this project to ensure valid, reliable and trustworthy information is collected and analyzed. She will compile annual formative assessment reports and complete the final summative report of the project. Additionally, she will assist the Project Director in ensuring that accurate data is collected and analyzed as appropriate to ensure the validity, reliability and trustworthiness of the reports. Furthermore, she will assist the Project Director in documenting best practices for the preparation of American Indian Administrators and disseminate this information in research-based venues such as national conferences and peer-reviewed journals.

**Section B. Fringe Benefits**

**Yr 1 = \$28,415                      Yr 2 = \$28,182                      Yr 3 = \$31,651                      Yr 4 = \$12,372**

Summary figures inclusive of fringe benefits figured at 37% for faculty and professional staff.

The percentages below are averages, based on the following fringe benefit costs:

- Retirement –highest rate is 11.05% (varies by position and individual).
- FICA – 6.2%
- Medicare – 1.45%
- Unemployment .15%
- Worker’s comp - .53% - low (professionals/graduates)

- A flat \$10,644 for insurance benefits for non-students working .5 or greater (all of the positions noted above).

Also note that health insurance for faculty members is paid in full during the academic year; therefore the benefits rates for faculty is 20% for faculty receiving summer salary.

<b>Fringe Benefits – All Personnel</b>	<b>Cumulative Summer Salary Benefits</b>	<b>Cumulative 20% of Academic Yr Benefits</b>	<b>Total Benefits</b>
Project Director	\$40,517 x 20%= \$8,103	\$48,750 x 37% =\$18,038	\$26,141
Project Co-Director	\$26,520 x 20%= \$5814	\$11,600 x 37% =\$4292	\$10,106
Mentor Supervisor	\$14,618 x 20%= \$2,924	\$67,600 x 37% =\$25,012	\$27,936
Project Evaluator	\$41,763 x 20%= \$8,353	\$13,400 x 37% =\$4,958	\$13,311
		<b>Cumulative Annual Benefits</b>	
Student Services Coordinator		\$62,500 x 37% = \$23,125	\$23,125

**Section C. Travel**

**Yr 1 = \$29,588      Yr 2 = \$17,405      Yr 3 = \$45,325      Yr 4 = \$8,306**

All travel is domestic.

**Project Director’s Conference      \$8,000**

Each year the Project Director will travel to Washington, DC for a meeting with the program director and other project directors. Total cost for **Project Director’s meetings is \$8,000**

Air transportation	\$1000 per person-trip
Per Diem for 3 days for each trip @ \$46/day	\$138 per person-trip
Lodging for 3 nights per trip x \$260/night	\$780 per person-trip
Ground transportation to and from airports	\$82 per person-trip
4 trips	<b>\$2000 per trip X 4 trips = \$8,000</b>

**Site Visits      \$47,190**

During the first year, either the Project Director or Project Staff member will visit each reservation community to recruit students at local school districts, Tribal Colleges and Tribal offices. Additionally, all of the reservation communities will be visited during Year 3 to solicit and promote the placement of participants. There are 7 Indian Reservations in MT, 6 in ND, 9 in SD and 1 in WY for a total of 23 reservation community trips.

During Year 2, the Mentor Supervisor will make site visits to observe the participant at his or her intern site or placement site and meet with the participant’s supervisor and other key people. Typically, in previous I LEAD grants, participants have been geographically clustered, thus one site may have several participants. This was taken into account when estimating the number of

site visits; thus the number of site visits is estimated at 9 for Year 2. These estimates are based on the actual distribution and induction placement of the last 3 I LEAD grants.

Each trip is expected to be three days of travel with 2 overnights as there are multiple schools within each community. The cost of each trip is calculated at \$858 and includes the following:

3 days car rental @ \$70 per day	\$270 per trip
Per Diem for 3 days @ \$46/day	\$138 per trip
Lodging for 2 nights per trip @\$125/night	\$250 per trip
Average fuel cost per trip	\$200 per trip
<b>Year 1</b>	<b>\$858 per trip X 23 trips = \$19,734</b>
<b>Year 2</b>	<b>\$858 per trip X 9 trips = \$7,722</b>
<b>Year 3</b>	<b>\$858 per trip X 23 trips = \$19,734</b>

**Advisor Board Meetings \$5872**

The Advisory Board will meet annually for the duration of the grant. The Advisory Board will be composed of four external stakeholders, Indian education leaders from each state in which we will be recruiting participants. Travel expenses are estimated as follows:

2 days per diem @ \$46 per day	\$92
1 days lodging @ \$125 per day	\$125
1 \$150 gas card	\$150
<b>Year 1</b>	<b>\$367 per person x 4= \$1468</b>
<b>Year 2</b>	<b>\$367 per person x 4= \$1468</b>
<b>Year 3</b>	<b>\$367 per person x 4= \$1468</b>
<b>Year 4</b>	<b>\$367 per person x 4= \$1468</b>

**Mentor Training \$6504**

Training will be conducted for mentors in Year 2 to clarify expectations for mentoring participants during the internship phase of their preparation and in Year 3 to clarify the expectations for mentoring in regard to participant placement and induction. The Mentoring Supervisor will conduct the training. The training will begin on a Friday evening and be completed on the following Sunday around noon. Travel cost estimates are as follows:

2 nights lodging @ \$127 per night	\$254
3 days per diem @ \$46 per day	\$138
1 \$150 gas card	\$150
<b>Year 2</b>	<b>\$542 x 6 people (5 mentors and supervisor)=\$3252</b>
<b>Year 3</b>	<b>\$542 x 6 people (5 mentors and supervisor)=\$3252</b>

**Mentor Site Visits \$11,250**

Mentors will be assigned five participants each and assignments will be made geographically. Mentors will need to make at least one site visit in Year 2 during first semester of each participant’s internship. This visit will provide the mentor with an understanding of the participants’ school environment and provide the opportunity to interact with the participant face to face and clarify site supervision with the participants’ supervisors. Four site visits per participant will be conducted in Year 3 to build relationships with both participants and their

supervisors. Three site visits per participant will be conducted in Year 4 for leadership coaching during the induction phase of the program. Estimated travel costs are as follows:

\$75 gas card per site visit	\$75 x 5 participants=\$375 per mentor per round of visits
<b>Year 2</b>	<b>1 rounds of site visits x 5 mentors=\$1875</b>
<b>Year 3</b>	<b>3 rounds of site visits x 5 mentors=\$5625</b>
<b>Year 4</b>	<b>2 rounds of site visits x 5 mentors=\$3750</b>

### **Workshop Presenter Travel**

**\$ 6168**

As part of the professional development project, a series of 2-day workshops will be held for the participants. American Indian scholars and educational leaders with national reputations will be selected and recruited to present these workshops. These workshops are designed to facilitate cross-cultural awareness among participants as well as provide the knowledge and skills needed to address the unique needs of schools serving American Indian communities. Workshops in Years 1 and 3 will be conducted at Little Big Horn College in Crow Agency, MT. Workshops in Years 2 and 4 will be conducted at Montana State University in Bozeman, MT. Travel costs associated with bringing the scholars to Montana are estimated as follows:

<b>Workshop</b>	<b>Transportation</b>	<b>Per diem</b>	<b>lodging</b>
Workshop I (Year 1)	\$395	3 x \$46=\$138	2 x \$125=\$250
Workshop II (Year 1)	\$395	3 x \$46=\$138	2 x \$125=\$250
Workshop III (Year 2)	\$700	3 x \$46=\$138	2 x \$125=\$250
Workshop IV (Year 3)	\$700	3 x \$46=\$138	3 x \$125=\$375
Workshop V (Year 3)	\$700	3 x \$46=\$138	3 x \$125=\$375
Workshop VI (Year 4)	\$700	3 x \$46=\$138	2 x \$125=\$250
Year 1	2 workshops @ \$783	= \$1566	
Year 2	1 workshop @ \$1088	= \$1088	
Year 3	2 workshops @ \$1213	= \$2426	
Year 4	1 workshop @ \$1088	= \$1088	

### **Staff Travel to Leadership Workshops**

**\$ 9640**

As noted above, the Leadership Workshops for Years 1 and 3 will be held at Little Big Horn College. The following travel costs are for the key project staff to travel to the Leadership Workshops not held at Montana State University. There are 5 key staff members: Project Director, Co-Director, Student Support Coordinator, Mentor Supervisor and the Evaluator.

2 nights lodging @ \$125 per night	\$250 x 5=\$1250
3 days per diem @ 46 per day	\$138 x 5=\$690
1 van rental for 3 days @ \$123 per day	\$370 x 1=\$370
Fuel costs	\$100
<b>Year 1</b>	<b>\$2410 x 2 workshops=\$4820</b>
<b>Year 3</b>	<b>\$2410 x 2 workshops=\$4820</b>

### **Conference Travel to Disseminate Best Practices \$ 6,000**

In Year 3, the Project Director, Co-Director or Evaluator will prepare proposals disseminating the findings regarding the I LEAD principal preparation activities and proximal outcomes on the leadership development of American Indian educators. This information will be presented at three national conferences such as the annual conferences of the University Council of Educational Administration, the American Education Research Association, American Society for Higher Education, the National Indian Education Association, and/or the National Association for Multicultural Education.

Air transportation	\$1000 per conference
Per Diem for 4 days for each trip @ \$46/day	\$184 per conference
Lodging for 3 nights per trip x \$150/night	\$450 per conference
Ground transportation to and from airports	\$66 per conference
Conference registration	\$300 per conference
<b>Year 3 conference presentations</b>	<b>\$2000 X 3 people = \$6,000</b>

**Section D. Equipment**

None.

**Section E. Materials and Supplies**

**Yr 1 = \$18,000      Yr 2 = \$1,890      Yr 3 = \$3,900      Yr 4 = \$900**

**Year 1 startup costs:      \$ 13,110**

- Each key staff member—Project Director, Co-Director, Evaluator, Mentor Supervisor, and Student Support Coordinator will require a computer system for work on the project operations, program delivery and communications.
- Software licensing will be required (SPSS or SAS, Microsoft Office, etc.)
- Two portable projectors, printers and scanners will be needed to make presentations and conduct business while traveling for recruiting and promoting the placement of participants. Site visits to different Indian Reservation communities will occur simultaneously by Director and other key staff members.
- Phone line activation for Student Support Coordinator and line transfer fees for 3 other key staff
- Purchase of durable office supplies such as tape recorders, staplers, paper cutters, etc.

5 computer systems @ \$1372 each	\$6860
Software licenses @\$750 per computer	\$3750
2 portable projectors @ \$400 each	\$800
2 portable printers @ \$200 each	\$400
2 scanners@\$125 each	\$250
1 Polycom unit @ \$300 plus \$150 installation of line	\$450
1 phones @ \$100 each plus \$150 each for activation + transfer of 3 phone lines	\$250
Durable office supplies	\$350

**Printing Costs****\$6,000**

Year 1: 3500 trifold color recruitment brochures @ \$0.857 per copy=\$3,000

Year 3: 3500 trifold color placement brochures @ \$0.857 per copy=\$3,000

**Annual Operational Supply Costs****\$ 5,580**

Type	Consumable Office Supplies	Postage	Copier Costs
Year 1	\$50/month x12 = \$600	\$50/month x12=\$600	.05/copy x 230 x 5 people x12months = \$690
Year 2	\$50/month x12 = \$600	\$50/month x12=\$600	.05/copy x 230 x 5 people x12months = \$690
Year 3	\$525/month x12 = \$300	\$20/month x12=\$240	.05/copy x 120 x 5 people x12months = \$36000
Year 4	\$25/month x12 = \$300	\$20/month x12=\$240	.05/copy x 200 x 3 people x12months = \$360
Total	\$1800	\$1680	\$2100

**F. Contractual Services****Yr 1 = \$5,500****Yr 2 = \$3,250****Yr 3 = \$13,000****Yr 4 = \$5,750****Workshop Presenters****\$4,500**

As part of the professional development project, a series of 2-day conferences will be held for the participants. American Indian scholars and educational leaders with national reputations will be selected and recruited to present these workshops. These conferences are designed to facilitate cross-cultural awareness among participants as well as provide the knowledge and skills needed to address the unique needs of schools serving American Indian communities. Each leadership workshop presenter will be provided a \$750 honorarium.

Year 1	2 workshops x \$750 = 1500
Year 2	1 workshop x \$750 = \$750
Year 3	2 workshops x \$750 = 1500
Year 4	1 workshop x \$750 = \$750

**Facilities for Leadership Workshops****\$8,000**

In Years 1 and 3 the Leadership workshops will held off campus on the Crow Indian Reservation. A facilities fee of \$2000 per weekend workshop is needed to provide access to the facilities and pay facility staff to work during the weekend. The facilities fee includes work effort that the LBHC Academic Dean and appropriate faculty spend in collaborating with project key staff to ensure the success of the leadership workshop series in providing American Indian leadership knowledge and skills

Year 1	2 workshops @ \$2000 = \$4000
Year 3	2 workshops @ \$2000 = \$4000

**Mentors** **\$15,000**

Five experienced American Indian School Leaders will be recruited and selected to mentor five participants each beginning in the last semester of Year 2 and continuing through the duration of the project. Each mentor will talk with each participant at least once every 2 weeks, perform site visits each semester, attend mentor training, complete mentor reports on each participant each semester, and complete the state-required principal evaluation tool for each participant at the end of the internship and at the end of the induction phase of the project. Each mentor will receive \$500 per semester during the year.

Year 2	\$500 x 1 semester x 5 mentors = \$2500
Year 3	\$500 x 3 semesters x 5 mentors = \$7500
Year 4	\$500 x 2 semesters x 5 mentors = \$5000

**G. Training Stipends/Student Support**

**Yr 1 = \$208,700      Yr 2 = \$246,450      Yr 3 = \$187,345      Yr 4 = \$16,675**

**Tuition and Fees** **\$338,550**

Participants will enroll in 6 instructional blocks of 6 credits each. Two instructional blocks during Year 1, three instructional blocks in Year 2 and one instructional block in Year 3. Tuition and fee rates are different between in-state and out of state students. For purposes of planning, we anticipate that 15 participants will pay the out of state rate and 10 participants will be state residents.

Year 1 In-state tuition and fees	10 participants x 2 blocks x \$1921 = \$38,420
Year 1 Out of state tuition and fees	15 participants x 2 blocks x \$2481 = \$74,430
Year 2 In-state tuition and fees	10 participants x 3 blocks x \$1921 = \$57,630
Year 2 Out of state tuition and fees	15 participants x 2 blocks x \$2481 = \$111,645
Year 3 In-state tuition and fees	10 participants x 1 block x \$1921 = \$19,210
Year 3 Out of state tuition and fees	15 participants x 1 blocks x \$2481 = \$37,215

**Books and Course Materials** **\$ 48,000**

Textbooks and course materials vary by course ranging from \$120 to \$200. Each instructional block contains two courses.

Year 1	\$400 per block x 2 blocks x 25 students = \$20,000
Year 2	\$240 per block x 3 blocks x 25 students = \$18,000
Year 3	\$400 per block x 1 block x 25 students = \$10,000

**Summer Stipends and Travel Costs** **\$85,000**

Students will come to the MSU campus during the summer of Year 1 and Year 2 for courses. The summer stipends of \$1500 are provided to each student help defray the costs associated with

living away from home. Additionally, each student will be provided a gas card of \$200 for travel to and from campus.

Year 1 Stipend	25 students x \$1500 stipend = 37,500
Year 1 Travel	25 students x \$200 gas card = 5,000
Year 2 Stipend	25 students x \$1500 stipend = 37,500
Year 2 Travel	25 students x \$200 gas card = 5,000

**Travel for Leadership Workshops \$100,050**

Students will attend a series of six leadership workshops as described above. The workshops will begin on a Friday evening and end Sunday evening. Participants will be provided 3 days lodging, per diem and a \$150 gas card to attend each workshop.

- 3 days lodging @ \$125 per day = \$375 x 25 students = \$9375
- 2 days per diem @ \$46 per day = \$138 x 25 students = \$3550
- \$150 gas card x 25 students = \$3750

Year 1	\$16,675 x 2 workshops = \$33,350
Year 2	\$16,675 x 1 workshops = \$16,675
Year 3	\$16,675 x 2 workshops = \$33,350
Year 4	\$16,675 x 1 workshops = \$16,675

**State & Regional Conference Travel \$ 37,500**

During their internship or in the beginning of their induction, participants will attend a state or regional education conference to facilitate networking as well as current information about best practices. Estimate travel costs for the conference are \$1500 per participant

- 3 days lodging @ 150 per day = \$450
- 4 days per diem @ 46 per day= \$184
- Conference fee = \$300
- Transportation costs= \$566

Year 3	\$1500 x 25 students = 37,500
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**PRAXIS Exam Fees \$4,000**

Each student is required to take the PRAXIS exam to facilitate licensure. The cost of the exam is \$160 and will be taken in Year 3.

- \$160 x 25 students = 4,000

**Graduation Regalia \$2,500**

Each graduating participant will be provided a cap & gown as well as be presented with an academic stole made from a Pendleton blanket to wear at the graduate commencement ceremony. Participants will graduate in Year 3

- \$100 x 25 students = \$ 2500

**Additional Coursework \$43,570**

As part of their induction some students may be selected to take additional coursework toward completing a school superintendent endorsement on their administrative license. Many school districts in MT, WY, SD and ND have only one administrator who serves as both principal and

superintendent. Such additional coursework may be required for placement within these single administrator districts or can facilitate placement of participants. These additional courses will be conducted in the summer of the Year 3.

- Tuition and fees for MT residents @\$1921 for 6 credits x 4 participants = \$7684
- Tuition and fees for non-residents @\$2481 for 6 credits x 6 participants = \$14,886
- Books and course materials @\$400 for 10 participants = \$4000
- Stipend and travel @ \$1700 for 10 participants = \$17,000

**Total Modified Direct Costs**

**Yr 1 \$177,123   Yr 2 = \$141,657   Yr 3 = \$196,834   Yr 4 = \$67,638**

**Total Indirect Costs** (calculated at 8% of Total Direct Costs)

**Yr 1 = \$14,170   Yr 2 = \$11,333   Yr 3 = \$15,747   Yr 4 = \$5,411**

**Total Training Stipends**

**Yr 1 = \$208,700   Yr 2 = \$246,450   Yr 3 = \$187,345   Yr 4 = \$16,675**

**Total Request = \$1,289,083**

**Yr 1 = \$399,993   Yr 2 = \$399,440   Yr 3 = \$399,926   Yr 4 = \$89,724**

**Note regarding Program Administration Costs:**

Per the instructions published for the granting program regarding the requirement that Program Administration Costs not exceed 5% of the total budget, we have identified the following as program administration costs, and their proportion of the total budget:

***Personnel:***

*Project director.*

1. Set up office systems -15 hours year1 only.

Year 1: 15 hours/564 total paid hours = 2.7% \* \$24,050 (annual salary) = \$ 639.63

2. Compile SemiAnnual reports 20 hours per year.

Years 1-3: 20/564 total paid hours = 3.5% \* \$24,050 = \$852.84/year \* 3 = \$2558.52

Year 4: 20/411 total paid hours = 4.87% \* \$17,117 (annual salary) = \$ 832.94

3. Review/reconciliation of expenditures 12 hours per year

Years 1-3: 12/564 = 2.1% \* \$24,050 = \$511.70 \* 3 = \$1535.10

Year 4: 12/411 = 2.9% \* \$17,117 = \$ 499.77

*Student Services Coordinator.*

1. Set up student file system. 15 hours in first year.

Year 1: 15 hours/780 total paid hours = 1.92% \* \$18,750 (annual salary) = \$ 360.58

2. Compile student data for semiannual reports. 10 hours years 1,2&3.  
 Years 1 and 3:  $10/780 = 1.28\% * \$18,750 = \$240.39 * 2 =$  \$ 480.78  
 Year 2:  $10/1040$  total paid hours =  $.96\% * \$25,000$  (annual salary) = \$ 240.38

3. Forward student payback agreements 10 hours year 1  
 Year 1:  $10/780 = 1.28\% * \$18,750 =$  \$ 240.39

***Supplies:***

Year 1 durable office supplies = \$ 350  
 Year 1 phone lines setup = \$ 250

**Total Administrative Costs: \$7,988.09**  
**Percentage Administrative Costs:  $\$7,988.09/\$1,289,083 = .62\%$  of total**  
**Percentage Admin Costs subtracting IDCs:  $\$7,988.09/\$1,242,422 = .64\%$  of total**  
**Remainder of Budget serves Program development and delivery.**

**Indian Leadership Education and Development (I LEAD) Project  
Rationale for Human Subjects Exemption.**

The policy for the protection of human research subjects allows certain research involving human subjects to be exempted from review when risk to the participants is low. The following Section 46.101b categories of exemption apply to this study:

Paragraph b (1, ii): Research conducted in established or commonly accepted educational settings involving normal educational practices, such as research on the effectiveness of or comparison among instructional curricula. The focus of this study is a comparison of effectiveness between two leadership preparation curricula—a contextualized curriculum and a traditional curriculum. In both cases, the curriculum will be delivered using normal educational practices in commonly accepted settings, such as classroom training, field experiences, and problem-based learning techniques conducted in professional settings.

Paragraph b (2): Research involving the use of survey procedures, interview procedures or observation of public behavior where information is maintained in a confidential manner and poses no risk of liability or reputation to the participant. Interview materials will be provided with pseudonym to maintain confidentiality. Furthermore, interview questions are designed to reveal professional beliefs and are not likely to illicit controversial responses from the participants.

Paragraph b (4): Research involving the collection or study of existing data, documents or records from sources that are publicly available .... Outcome indicators aggregated at the school level of student achievement, teacher retention, student promotion and graduation rates may be obtained from the Montana Office of Public Instruction and are available either directly or indirectly to the public as a matter of public record.