

**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 # S299B160006**

**Grants.gov Tracking#: GRANT12203847**

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

Closing Date: Jul 01, 2016

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

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="06/29/2016"/>	4. Applicant Identifier: <input type="text"/>
--	--

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="742652689"/>	* c. Organizational DUNS: <input type="text" value="8063456170000"/>
---	---

**d. Address:**

* Street1:	<input type="text" value="PO Box 210158, Rm 510"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Tucson"/>
County/Parish:	<input type="text" value="Pima"/>
* State:	<input type="text" value="AZ: Arizona"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="85721-0158"/>

**e. Organizational Unit:**

Department Name: <input type="text" value="Sponsored Projects Services"/>	Division Name: <input type="text" value="Office of Research &amp; Discovery"/>
--	---

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

Prefix: <input type="text"/>	* First Name: <input type="text" value="Sherry"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Esham"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="520-626-6000"/>	Fax Number: <input type="text" value="520-626-4137"/>
---	---

\* 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:**

INDIGENOUS TEACHER EDUCATION FOR ACADEMIC AND CULTURAL SUSTAINABILITY

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

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

* a. Federal	<input type="text" value="1,075,339.00"/>
* b. Applicant	<input type="text" value="(b)(4)"/>
* c. State	
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

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

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

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

Yes  No

If "Yes", provide explanation and attach

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

\*\* I AGREE

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

**Authorized Representative:**

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

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Mary Gerrow</p>	<p>TITLE</p> <p>Senior VP For Research</p>
<p>APPLICANT ORGANIZATION</p> <p>AZ Board of Regents, U of AZ</p>	<p>DATE SUBMITTED</p> <p>06/29/2016</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:

\* Street 1:     Street 2:

\* City:     State:     Zip:

Congressional District, if known:

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

<b>6. * Federal Department/Agency:</b> <input type="text" value="N/A"/>	<b>7. * Federal Program Name/Description:</b> <input type="text" value="Indian Education -- Special Programs for Indian Children"/> CFDA Number, if applicable: <input type="text" value="84.299"/>
--	---

<b>8. Federal Action Number, if known:</b> <input type="text"/>	<b>9. Award Amount, if known:</b> \$ <input type="text"/>
--	--

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

Prefix:     \* First Name:     Middle Name:

\* Last Name:     Suffix:

\* Street 1:     Street 2:

\* City:     State:     Zip:

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

Prefix:     \* First Name:     Middle Name:

\* Last Name:     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:

\* Name: Prefix:     \* First Name:     Middle Name:

\* Last Name:     Suffix:

Title:     Telephone No.:     Date:

## 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.**

GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

## **Equitable Access and Participation (GEPA 427 Statement)**

Our recruitment efforts are aimed at all qualified applicants, including those who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. However, according to UA hiring, diversity, and anti-harassment guidelines and statements (<http://diversity.arizona.edu/policies-statements>), all project participants and employees will be selected without regard to gender, race, national origin, color, age or disability.

Our recruitment plan will follow the guidelines. It is based on strategies that have been effective in increasing applications and enrollment from persons from underrepresented groups. At present, 12% of our EE undergraduate students are from underrepresented groups. Our tenure-track faculty includes 22 women and 7 males, 16 White, 7 Hispanic/Latino/a, and 3 American Indian.

We are committed to including scholars from underrepresented groups as well as to the development of training opportunities that result in culturally responsive individuals. Potential candidates will be recruited through a comprehensive process that includes a review of EE program application (e.g., meets admission requirements, essay on Indigenous education, professional references) and in-person interviews.

Specific strategies to include participation by individuals who are traditionally underrepresented include (a) efforts by faculty who currently work on minority outreach through committees, with particular emphasis on Indigenous education initiatives among NA populations; (b) personal letters and flyers to Tribal education entities, educators, and schools serving NA students; (c) recruitment presentations with community colleges and Tribal agencies,

and (d) advertisements on websites, social networks, and NA listservs that target NA populations.

Finally, all existing UA resources will be used. The UA Office of Tribal Relations, Native Nations Institute (NNI), Native American Student Affairs (NASA), Tohono O'odham Student Association (TOSA) and IndigiCat Student Association (ISA) will be consulted for recruitment and retention of NA scholars.

## CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

### Statement for Loan Guarantees and Loan Insurance

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

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

**\* APPLICANT'S ORGANIZATION**

AZ Board of Regents, U of AZ

**\* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE**

Prefix:  \* First Name:  Middle Name:

\* Last Name:  Suffix:

\* Title:

\* SIGNATURE:

\* DATE:

## 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:

## **INDIGENOUS TEACHER EDUCATION FOR ACADEMIC AND CULTURAL SUSTAINABILITY**

Indian Education Professional Development Program – CFDA 84.299B  
Absolute Priority 1

Teacher preparation programs rarely address critical issues related to the culturally responsive education of Native American (NA) children in elementary schools. Foremost are the needs to increase the number of NA teachers, modify existing programs to focus on Indigenous perspectives, and increase the resources to support undergraduates to graduate, obtain certification, and secure employment. The University of Arizona (UA) will meet these needs by developing and implementing a pre-service Elementary Education program for NA students (project scholars) focused on Indigenous education. The UA will partner with the Tohono O’odham Baboquivari Indian Oasis School District, Gila River Community Schools (Casa Blanca, Blackwater, Gila Crossing), Sacaton Public School District, Pascua Yaqui Tribal Education Department, Tohono O’odham Community College, and Tucson Unified School District in this unique effort.

The purposes of the project include building capacity within Tribal communities, developing social justice educators, and grounding existing Elementary Education curriculum and pedagogy with an Indigenous focus. Specific objectives and outcomes that will be met are:

- To indigenize existing EE pedagogy, curriculum, mentoring, and evaluation approaches,
- To prepare 15 qualified NA scholars to graduate and obtain certification,
- To facilitate employment and provide induction services,
- To follow-up and disseminate data on pedagogy, curricula, student outcomes, culture and language, and family/community engagement, and
- To build strong partnerships with Tribes, LEAs, and IHEs for sustainability and institutionalization.

The project will build on the UA Elementary Education program that will ensure the scholars’ compliance with UA and State requirements in a timely manner. Unique to the UA

program is the site-based format for teaching courses. Project scholars will form their own cohort and take classes in one of the partner schools. Important to the project is the availability of the American Indian Language Development Institute (AILDI). Internationally recognized and based at the UA, AILDI strengthens efforts to revitalize and promote the use of Indigenous languages across generations through outreach, transformative teaching, purposeful research, and collaborative partnerships. Attendees include researchers, educators, school personnel, members of Indigenous communities, and policy makers. UA project scholars will attend AILDI to begin grounding their own integration of Indigenous language and cultures into the teaching experiences of NA students.

Project partners will assist in the recruitment and retention of scholars. Nine schools within the partner districts will serve as practicum sites. A mentoring group has been developed to support the students, modify the curriculum, and identify community resources. An Advisory Group and an External Evaluator will provide feedback on student and project progress and assist with modifying the project as it moves forward. Partner school districts will work with project personnel to implement induction efforts to ensure the students secure appropriate employment. Follow-up activities will include evaluation of project outcomes and induction efforts.

To expand the UA offerings, the project will work with a critical mass of UA tenure-track faculty that teach graduate courses on Indigenous issues. These faculty will lead project efforts to create new, Indigenous resources for undergraduates. Their commitment to create new resources speaks to the sustainability of this project beyond the duration of the funding.

The UA and partners are dedicated to using this project to advocate for change within Tribal communities. Ultimately, the outcomes of indigenizing teacher preparation programs will impact teacher education programs, LEAs, teachers, and NA students.

## Project Narrative File(s)

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\* Mandatory Project Narrative File Filename:

[Add 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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## **RESUMES**

Valerie J. Shirley

Jeremy Garcia

Renee Tipton Clift

Perry Gilmore

Donna L. Jurich

Tiffany S. Lee

Sheilah E. Nicholas

Margaret Rosaria Shafer

Sara Tolbert

Marcy B. Wood

Leisy Wyman

Ofelia Zepeda

## Valerie J. Shirley

### Project Role: Principal Investigator/ Project Director

### Current Position

Assistant Professor, Language, Reading, and Culture Program  
Department of Teaching, Learning and Sociocultural Studies  
College of Education, University of Arizona

### Education

2011, Ph.D., Purdue University (Curriculum Studies Program)  
Dissertation: Indigenous Subjectivities: Diné Youth (De)Construct Identity.  
Major Professor: JoAnn Phillion  
2004, M.S., University of Wisconsin, Madison (Curriculum and Instruction Program)  
1999, B.A., Arizona State University (Elementary Education)

### Areas of Specialization

Critical Multicultural Education, Critical Indigenous Pedagogy, Indigenous Social Justice Pedagogy, Indigenous Qualitative Research Methodology, Youth Advocacy in Education, Decolonization.

### Selected Publications

#### Journal Articles

**Shirley, V.** (forthcoming, 2016). Indigenous social justice pedagogy: Teaching into the risks and cultivating the heart. *Critical Questions in Education*.  
Garcia, J. & **Shirley, V.** (2012). Performing decolonization: Lessons learned from Indigenous youth, teachers and leaders' engagement with critical Indigenous pedagogy. *Journal of Curriculum Theorizing*, 28(2), 76-81.  
**Shirley, V.** (2004). On the right path. *Black Issues in Higher Education*: 21 (8), 88-91.

#### Chapters in Scholarly Books

Phillion, J., Malewski, E., Rodriguez, E., **Shirley, V.**, Kulago, H., & Bulington, J. (2008). Promise and perils of study abroad: White privilege revival. In T. Huber (Ed.), *Teaching and learning diversity: International perspectives on social justice and human rights* (pp. 365-382). Greenwich, CT: Information Age.

#### Scholarly Work in Progress

Shirley, V. & Angulo, D. Enacting Indigenous research methods: Relying on the Diné epistemology to guide our minds and hearts through the process. In S. Windchief and San Pedro, T. (Eds.), *Applying Indigenous research methods: Peoples and communities*. (Invited)

Garcia, J., Kulago, H. & **Shirley, V.** *Empowering Epistemologies: Cross contextual narratives among Indigenous scholars, researchers and practitioners.* Greenwich, CT: Information Age.

### **Selected Scholarly Presentations**

**Shirley, V.** *Empowering Indigenous Youth and Teachers as Nation Builders through Indigenous Social Justice Pedagogy.* Paper presented at the American Educational Research Association, Washington, D.C., April 10, 2016.

**Shirley, V.** *Native Control of Native Education: Language, Assessment, Teacher Preparation and Education, Research and Policy.* Panel Presentation at the National Indian Education Association, Portland, OR, October 15, 2015. (Invited Panel)

Garcia, J. & **Shirley, V.** *Indigenous Consciousness: Curriculum and Pedagogical Implications.* Presented at the Gathering of Native Educators: Integrating STEM with Native American Students, Tucson, AZ, May 2015.

**Shirley, V.** *Engaging with critical Indigenous pedagogy: Implications for Diné education.* Presented at the 20th Annual Navajo Studies Conference, Flagstaff, AZ, May 30, 2015.

**Shirley, V.** *Critical Indigenous pedagogy: Teaching to develop a critical consciousness to promote youth empowerment.* Presented at the Wakanyeja “Sacred Little Ones” Early Childhood Symposium at the Southwestern Indian Polytechnic Institute, Albuquerque, NM, June 2, 2015.

**Shirley, V.** *Teachers as nation builders: Engaging youth and educators in Indigenous social justice pedagogy.* Presented at the Teachers as Nation Builders Brown Bag Series, Southwestern Indian Polytechnic Institute. Albuquerque, NM, June 17, 2015.

**Shirley, V.** *Affirming Indigenous identity and youth empowerment through Indigenous social justice pedagogy.* Presented at the American Indian/Indigenous Teacher Education Conference, Flagstaff, AZ, July, 11, 2015.

Anthony-Stevens, v., John, T., Leonard, B., Nicholas, S., Wong, N., **Shirley, V.** & Garcia, J. *Producing Anthropology in Education: Engaging Indigenous and Decolonizing Methodologies.* Panel presentation at the American Anthropological Association Annual Meeting, Washington, DC, December 4, 2014.

**Shirley, V.,** Cheyenne Harding, Kiara Pahovama, Samuel Tenakhongva. *Indigenous Social Justice Education: Hopi Teachers Reflect on the Process of Curriculum Development.* Panel presentation at the National Indian Education Association Convention, Anchorage, AK, October 16, 2014.

**Shirley, V.** *Activating the decolonization process with Diné youth: Implications for critical Indigenous pedagogy.* Panel presentation at the National Indian Education Association Convention, Rapid City, South Dakota, October 31, 2013.

Garcia, J., Kulago, H., & **Shirley, V.** *Indigenous education in research as advocacy for sovereignty.* Panel presentation at the American Indian Teacher Education Conference, Northern Arizona University, Flagstaff, Arizona.

**Shirley, V.** *Reclaiming Indigeneity: Diné Youth (De)Construct Identity.* Paper presented at the American Anthropological Association, San Francisco, California, November 17, 2012.

**Shirley, V.** *“In our culture we just have to protect our people”*: A Decolonizing Project of Cultural Resistance and Renewal among Diné Youth. Paper presented at the American Educational Research Association, New Orleans, LA, April 12, 2011.

### **Previous Employment**

2012-2014, Adjunct Faculty, School of Education, University of Wisconsin, Milwaukee  
2012-2014, Student Teaching Supervisor, School of Education, University of Wisconsin, Milwaukee  
2014, Adjunct Faculty, Elementary Education Teacher Education Program, College of Education, Northern Arizona University  
2005-2006, Research Assistant, Study Abroad Program- Honduras, College of Education, Purdue University  
2004-2005, Program Specialist, Education Research, Environmental Health Program, Inter Tribal Council of Arizona, Inc.  
2003-2004, Research Assistant, Home-School Relations Project, School of Education, University of Wisconsin, Madison  
2002-2003, Liaison and Tutor, PEOPLE (A Pre-college Enrichment Opportunity Program for Learning Excellence) Program, University of Wisconsin, Madison  
2000-2002, Gifted and Talented Program Teacher, Salt River Elementary School, Salt River Pima-Maricopa Indian Reservation  
1999-2000, First Grade Teacher, Kin Dah Lichii Olta, Diné Nation, Ganado, Arizona

### **Tribal Nation and Schools Community Service**

2016, Curriculum Consultant (with Jeremy Garcia). Pascua Yaqui Early Childhood Education, Tucson, AZ  
2014-present, Member. Native Education Alliance, Tucson, AZ

### **Honors and Awards**

2010, Purdue Research Funding Grant—Research Assistantship, Purdue University  
2009, Navajo Nation Graduate Trust Fund—Dissertation Award  
2009, Bilsland Dissertation Completion Fellowship, Purdue University  
2005-2009, Ross Doctoral Fellowship, Purdue University  
2006-2008, Navajo Nation Chief Manuelito Scholarship  
2006-2010, American Indian Graduate Center Scholarship  
2006, Orla K. Harlan Alumni Scholarship  
2002-2004, Navajo Nation Chief Manuelito Scholarship  
2003, Project Assistantship—PEOPLE (Pre-college Enrichment Opportunity Program for Learning Excellence) Program, University of Wisconsin, Madison  
2002, Advanced Opportunity Fellowship, University of Wisconsin, Madison  
1994-1999, Navajo Nation Undergraduate Scholarship

## Jeremy Garcia

### Project Role: Co-Principal Investigator

### Current Position

Assistant Professor, Teaching and Teacher Education, Language Reading and Culture Program  
Department of Teaching, Learning, and Sociocultural Studies  
College of Education, University of Arizona

### Education

2011, Ph.D., Purdue University, West Lafayette, Indiana (Curriculum Studies)

Specialization: Indigenous Education

Dissertation: A Critical Analysis of Curriculum and Pedagogy in Indigenous  
Education: Engaging Hopi and Tewa Educators in the Process of Praxis

Chair: JoAnn Phillion

2000, M.Ed., Michigan State University, East Lansing, Michigan (Curriculum and Instruction)

1997, B.A., Northern Arizona University, Flagstaff, Arizona (Elementary Education K-8)

### Selected Publications

### Refereed Journals

Garcia, J. (2014). Re-Examining Indigenous conceptualizations of family and community involvement. *Journal of Family Diversity in Education*, 1(1), 58-74.

Garcia, J. & Shirley, V. (2012). Performing decolonization: Lessons learned from Indigenous youth, teachers and leaders' engagement with critical Indigenous pedagogy. *Journal of Curriculum Theorizing*, 28(2), 76-81.

### Book Chapters

Windchief, S., Garcia, J., San Pedro, T. (2015). Red Pedagogy: Reflections from the field. In S. Grande, (Ed), *Red Pedagogy: Native American Social and Political thought, 10<sup>th</sup> Anniversary Edition*. Rowman & Littlefield: Lanham, MD.

Garcia, J. (2008). Honoring our role as fathers. In M. Benham, (Ed) *Indigenous Educational Models for Contemporary Practice: In Our Mother's Voice II* (pp. 169-184). New York: Taylor & Francis.

Garcia, J. (2008). A journey home: Did we ever leave? In M. Benham, (Ed) *Indigenous Educational Models for Contemporary Practice: In Our Mother's Voice II*. New York: Taylor & Francis.

Garcia, J. (2008). Cultural partnerships confront school culture. In M. Benham, (Ed) *Indigenous Educational Models for Contemporary Practice: In Our Mother's Voice II*. New York: Taylor & Francis.

### **Scholarly Works in Progress**

Garcia, J. (Chapter, In Progress). *Indigenous Family Engagement in Education: Creating Spaces for Critical Dialogues, Ownership and Empowerment*. In the Handbook on Family, School and Community Partnerships in Education. Wiley-Blackwell Publishers.

Garcia, J. (Chapter, In Progress). In A. Gonzales, & M. Martinez (Eds) *Perspectives on Pueblo Indian Studies*. Santa Fe, NM: School for Advance Research Press

Garcia, J., Kulago, H., Shirley, V (In Progress). *Empowering Epistemologies: Cross contextual narratives among Indigenous scholars, researchers and practitioners*. Greenwich, CT: Information Age.

Garcia, J. (In progress). "Indigenous Education: Negotiating within my conscience. Is this right? Should I teach it? Or should I not teach it?"

Garcia, J. (In progress). *Indigenous Resistance to Exploitation of Sacred Landscapes: Implications for Curriculum and Pedagogy*.

### **Research**

Garcia, J. (2012-2013) *Contextualizing American Indian partnerships between home and school in an urban context*. University of Wisconsin-Milwaukee, Milwaukee, Wisconsin.

Garcia, J. & Phillion, J. (2009-2010). *An Analysis of Hopi/Tewa Self-Education: Implications for Self-Determination in the 21<sup>st</sup> Century*, Purdue University, West Lafayette, Indiana.

Garcia, J. (1999). *Examining the preservation of the Hopi language and culture within the home and school*, Michigan State University, East Lansing, Michigan.

Garcia, J. (1997). *A comparative analysis of parental and community involvement between a Hopi/Tewa school and an urban school*, Northern Arizona University, Flagstaff, Arizona.

### **Previous Employment**

2011-2014, Endowed Professor of the Electa Quinney Institute for American Indian Education, University of Wisconsin-Milwaukee

2011-2014, Assistant Professor of Curriculum and Instruction, Middle Childhood Early-Adolescent Program and Early Childhood Education Program, University of Wisconsin-Milwaukee

2003-2005, Program Coordinator of the Parent and Community Involvement Program Salt River Pima-Maricopa Indian Elementary School, Scottsdale, Arizona

2000-2003, Elementary Education Teacher, Salt River Pima-Maricopa Indian Community, Scottsdale, Arizona

1995-1997, Multicultural Student Center Student Advisor, Northern Arizona University, Flagstaff, Arizona

## **Tribal Community Service and Outreach**

- Curriculum Consultant with Valerie Shirley (2015-present). Pascua Yaqui Early Childhood Education. Tucson, AZ
- Hopi Education Endowment Fund Board Member (2013-present). The Hopi Education Endowment Fund, Kykotsmovi, Arizona.
- Invited Honorary Speaker (2015). *Hopi High School Commencement*. Keams Canyon, Arizona.
- Curriculum Consultant (2010-2015). The Hopi Foundation: *Lomasumi'nangwtukwsiwman* Natwani Coalition, Kykotsmovi, Arizona.
- Garcia, J. (2013). Presentation. *Faculty Expectations: What students can do to prepare*. Ho-chunk Youth Visit the University of Wisconsin-Milwaukee, Wisconsin.
- Garcia, J. (2013). Presentation. *Identity and thinking about career path*. Coronado High Alliance of Native Tribes, Coronado High School, Scottsdale, Arizona.
- Garcia, J. (2013). Presentation. *Indigenous education: Youth explore their roles and responsibility as future educators*. Lifelong Learning: Nurturing a tradition of excellence. Wisconsin Indian Education Association Conference, Wausau, WI
- Invited speaker. (2011). *'Talking Story': Honoring the voices of our youth*. 6<sup>th</sup> Grade Promotion, First Mesa Elementary School. Polacca, Arizona.
- Curriculum Consultant (2009-2010). Hopi *Kuuyi* (Water) Curriculum: *Kuuyit oovi Suuvotumala* for 4<sup>th</sup>-6<sup>th</sup> grade, Kykotsmovi, Arizona.
- Consultant (2004-2005). Parent Involvement Programs, Navajo and Hopi Nations, Arizona
- Member (2003-2005). Department of Education Policy Committee, Salt River Pima-Maricopa Indian Community (SRPMIC), Arizona.
- Co-facilitator (2002). Reconsideration of a vision and mission statement in the Department of Education, Salt River Pima-Maricopa Indian Community (SRPMIC), Arizona.
- Member (2012-2014). American Indian Studies Advisory Committee, University of Wisconsin-Milwaukee, Milwaukee, Wisconsin.
- Consultant (2012). Cultural programming at the Indian Community School of Milwaukee, Franklin, Wisconsin.
- Garcia, J., & Tromp, A., (2012). *(Re)generating American Indian Partnerships Between Home and School Project*. Cultures and Communities and Indian Community School, University of Wisconsin-Milwaukee

## **Honors and Awards**

- Garcia, J. (2010-2011). Purdue University Research Foundation (PRF) Research, West Lafayette, Indiana.
- Garcia, J. (2010-2011). Purdue University Dean's Doctoral Scholarship, West Lafayette, Indiana.
- Garcia, J. (2010). American Education Research Association Curriculum Studies Graduate Student Advisory Board, Denver, Colorado.
- Garcia, J. (2010). Nominee, Purdue University Department of Curriculum and Instruction Teaching Award Nomination, West Lafayette, Indiana.
- Garcia, J. (2009-2010). Hopi Tribal Priority Educational Scholarship Award, Kykotsmovi, Arizona.
- Garcia, J. (2006-2010). Hopi Tribal Educational Scholarship Award, Kykotsmovi, Arizona.

Garcia, J. (2006-2010). American Indian Graduate Center Scholarship, Albuquerque, New Mexico.

Garcia, J. (2009). Purdue University Research Foundation (PRF) Research Award, West Lafayette, Indiana.

Garcia, J. (2006-2009). Purdue University Graduate Assistantship Award, West Lafayette, Indiana.

Garcia, J. (2006-2007). Purdue University Bilsland Fellowship Award, West Lafayette, Indiana.

Garcia, J. (1998-2000). Michigan State University Graduate Assistantship Award, East Lansing, Michigan.

Garcia, J. (1993-2000). Hopi Tribal Educational Scholarship Award, Kykotsmovi, Arizona.

Garcia, J. (1997). Northern Arizona University Deans List Award, Flagstaff Arizona.

Garcia, J. (1997). John Tippeconnic III Scholarship Award, Flagstaff Arizona.

Garcia, J. (1993-1997). Northern Arizona University Academic Award, Flagstaff Arizona.

### **Grants**

Garcia, J., & Tromp, A., (2012). (Re)generating American Indian Partnerships Between Home and School Project. University of Wisconsin-Milwaukee, Cultures and Communities. Milwaukee, Wisconsin and Indian Community School, Franklin, WI. Amount: \$1,500

## Renee Tipton Clift

### Project Role: Associated Faculty

### Current Position

Professor, Department of Teaching, Learning, and Sociocultural Studies  
Associate Dean, College of Education, University of Arizona

### Education

1984, Ph.D., Stanford University, Stanford, CA (Curriculum and Teacher Education, Minor in Psychology)  
1979, M.A., Educational Administration, Stetson University (Certification in School Administration)  
1972, B.A., University of Florida, Gainesville, FL (Education with certification to teach speech, English)

### Selected Publications

### Recent Books

Clift, R. T., Loughran, J., Mills, G., & Craig, C. (Eds.) (2015). Inside the role of dean: *International perspectives on leading in higher education*. London: Routledge, Taylor and Francis.  
Wang, J., Odell, S. & Clift, R. T. (Eds.). (2010). *Past, present and future research on teacher induction: An anthology for researchers, policy makers and practitioners*. Lanham, MD: Rowman & Littlefield.

### Recent Chapters in Books

Clift, R. T., DaSilva Iddings C, Jurich, D., Reyes, I., & Short, K. (2015). A programmatic focus on engaging families, communities and children: Institutionalizing assets-based pedagogies. In C. Craig & L. Orland-Barak (Eds.), *Advances in Research on Teaching* (Vol. 22C), *International Teacher Education: Promising Pedagogies (Part C (pp. 161-181))*. Bingley, UK: Emerald Books.  
Clift, R. T., Acevedo, M., Short, K., Clift, R. (2015). Communities as Resources in Early Childhood Teacher Education: Engaging families' funds of knowledge through story. In D. Garbett & A. Ovens (Eds.), *Teaching for Tomorrow Today* (pp. 248-255). Auckland, New Zealand: Edify.  
Clift, R. T. (2015). At your service: An associate dean's role. To appear in R. T. Clift, J. Loughran, G. Mills, & C. Craig (Eds.) *Inside the role of dean: International perspectives on leading in higher education*. London: Routledge, Taylor and Francis.  
Rust, F. & Clift, R. T. (2015). Moving from Recommendations to Action in Preparing Professional Educators. To appear in E. R. Hollins (Ed.), *Designing Teacher Preparation for Quality Teaching*. New York: Routledge, Taylor and Francis.

Anders, P. L. & Clift, R. T. (2012). Adolescent language, literacy, and learning: Implications for a schoolwide literacy program. In R. M Bean & A. S. Dagen (Eds.). *Best practices of literacy leaders: Keys to school improvement* (pp. 162-183). New York: Guilford Press.

### **Recent Articles in Journals**

Dana, N. F. & Clift, R. T. (2012) Supporting Emerging Scholars: Lessons from Editing a Special Issue of Action in Teacher Education. *Action in Teacher Education*, 34:199-202.

Brady, P., Hebert, L., Barnish, M. E., Kohmstedt, J., Welsh, H., & Clift, R. T. (2011). Inducting new teachers in Illinois: Challenges and responses. *Action in Teacher Education*, 33(4), 329-432.

Clift, R. T. (2011). Shifting roles, shifting contexts, maintaining identity. *Studying Teacher Education* 7(2), 159-170.

Clift, R. T. (2009). Structures, curriculum, and teacher education. *Curriculum and Teaching Dialogue*, 11(1 & 2), 73-84.

Clift, R. T. (2008) A Letter to the Forty-fourth President of the United States. *Journal of Teacher Education*, 59(3), 220-225.

### **Association Memberships**

American Educational Research Association

Association of Teacher Educators

National Council of Teachers of English

### **Previous Employment**

Director: Illinois New Teacher Collaborative. 2004-2009.

Professor: Department of Curriculum and Instruction, University of Illinois at Urbana-Champaign. 1995-2009.

Executive Director: Council on Teacher Education, University of Illinois at Urbana-Champaign. 1994-2000.

Associate Professor: Department of Curriculum and Instruction, University of Illinois at Urbana-Champaign. 1990-1995.

Assistant Professor: Department of Curriculum and Instruction, University of Houston, College of Education. 1984-1990. Responsibilities include teaching introductory courses for prospective teachers, research courses for doctoral students, and applied research courses for current teachers.

Teacher: Senior High School English, speech, and drama. 1972-80.

### **Awards**

2015, University of Florida Distinguished Alumnus.

2015, Hans Olsen Distinguished Teacher Educator Award, Association of Teacher Educators.

1998, Conference on English Education/National Council of Teachers of English, *Richard A. Meade Award* for Outstanding Research in English Education.

## Perry Gilmore

### Project Role: Associated Faculty

### Current Position

Professor, Language, Reading and Culture Program  
Department of Teaching, Learning and Sociocultural Studies  
College of Education, University of Arizona

### Education

1982, Ph.D., University of Pennsylvania (Language, Culture, and Education)  
1977, M.Ed., Temple University (Education)  
1965, B.S., Temple University (Education)

### Selected Publications

#### Books

- Gilmore, P. (2016) *Kisisi (Our Language): The Story of Colin and Sadiki*. Malden, MA: Wiley Blackwell. (Nominated for the David H. Russell Award, National Council of Teachers of English 2016)
- McCarty, T.L., Borgoiakova, T., Gilmore, P., Lomowaima, T., Romero, M.E. (Eds.). (2005) *Anthropology and Education Quarterly* 36 (1). Theme Issue: *Indigenous Epistemologies and Education: Self-Determination, Anthropology, and Human Rights*.
- Schieffelin, B. B. and Gilmore, P. (Eds.). (1986) *The Acquisition of Literacy: Ethnographic Perspectives*. Norwood, New Jersey: Ablex.
- Gilmore P. and Glatthorn, A. (Eds.). (1982) *Children In and Out of School: Ethnography and Education*. Washington, D.C., Center for Applied Linguistics.

### Selected Articles and Chapters

- Gilmore, P. and Wyman, L. (2013) An Ethnographic Long Look: Language and Literacy Over Time and Space in Alaska Native Communities. In *International Handbook of Research on Children's Literacy, Learning and Culture*. Kathy Hall, Teresa Cremin, Barbara Comber and Luis Moll (Eds.) Wiley-Blackwell.
- Gilmore, P. (2011) We Call It "Our Language": A Children's Pidgin Transforms Social and Symbolic Order on a Remote Hillside in Up-Country Kenya. *Anthropology and Education Quarterly*
- Gilmore, P. (2010) Language Ideologies, Ethnography and Ethnology: New Directions in Anthropological Approaches to Language Policy. In *Ethnography and Language Policy*. Teresa McCarty (Ed.) New York: Routledge.
- Gilmore, P. (2009) Our Language: A friendship that transcended linguistic and cultural borders. In *The Child: An Encyclopedic Companion*. R. Shweder, T. Bidell, A. Dailey, P.

- Miller, and J. Modell (Eds.) Pp. 546-547. Chicago, IL: University of Chicago Press.
- Gilmore, P. (2008) Engagement on the backroads: Insights for anthropology and education. *Anthropology and Education Quarterly* 39 (2)109-116. (Presidential Address)
- Gilmore, P. and Smith, D.M. (2005) Seizing academic power: Indigenous subaltern voices and counter narratives in higher education. In *Language, Literacy, and Power in Schooling*. T. McCarty (Ed.) Pp. 67-88. Lawrence Erlbaum.
- Gilmore, P., Smith, D. M. and Kairaiuak, A.L. (2004) Resisting diversity: An Alaskan case of institutional struggle. In *Off White: Readings on Power, Privilege, and Resistance*. M.Fine, L.Weis, L.P.Pruitt and A.Burns (Eds.) Pp. 273-283. New York: Routledge.
- Dementi-Leonard, B. and Gilmore, P. (1999) Language revitalization and identity in social context: A community-based Athabascan language preservation project in interior Alaska. In *Anthropology and Education Quarterly*. 30 (1)37-55.
- Gilmore, P. (1985) Gimme room: School resistance, attitude and access to literacy. *Journal of Education* 167,111-128.

### **Previous Employment**

- University of Alaska Fairbanks, Fairbanks, Alaska (1985-2000)  
 Professor Emerita, Education, Linguistics and Alaska Native Languages (2000- present)  
 Professor, Faculty in Education, Linguistics and Alaska Native Languages (1999-present)  
 Associate Professor of Education and Faculty in Linguistics (1987-1999)  
 Assistant Professor of Education (1985-1987)
- University of Pennsylvania, Philadelphia (1979-1985)  
 Lecturer, Urban Studies Program and the Graduate School of Education (1981-1985)  
 Associate Director, Literacy Research Center, Graduate School of Education (1982-1985)  
 Research Associate, Center for Urban Ethnography (1979-1985)
- Research for Better Schools, Inc. (RBS) Philadelphia, PA (1970-1978)  
 Research Associate (1976-1978)  
 Curriculum Developer/Writer in Reading and Literature (1970-1976)

### **Secondary Appointments:**

- University of Hawaii at Hilo (2013 – present)  
 Affiliate Faculty, Ka Haka ‘Ulu O Ke’elikolani College of Hawai’ian Language
- Dine College, Tsaille, Navajo Nation (Summer 1999)  
 Visiting Professor, Sociolinguistics

### **Honors and awards**

- President, Council on Anthropology and Education. Terms served: President-Elect, President, and Past President (2004-2007)
- Outstanding Mentor Award, College of Education, University of Arizona (2006)
- Distinguished Humanities Fellow, Centre for Aboriginal Studies, Curtin University, Perth, Western Australia (1998 - \$25,000 Stipend)
- Emil Usibeli Distinguished Teaching Award Nominee, University of Alaska Fairbanks (1992,1994)
- Meritorious Faculty Award, University of Alaska Fairbanks (1989)

## Donna L. Jurich

### Project Role: Associated Faculty

### Current Position

Director of Elementary and Early Childhood Education  
College of Education, University of Arizona

### Education

2000, Ph.D., Education. University of Arizona (Teaching and Teacher Education)  
1978, M.A., English. San Francisco State University (Teaching English as a Second Language)  
1975, B.A., English. San Francisco State University

### Selected Publications

- Clift, R. T., DaSilva Iddings C, Jurich, D., Reyes, I., & Short, K. (in press). A Programmatic Focus on Engaging Families, Communities and Children: Institutionalizing Assets-Based Pedagogies. To appear in C. Craig & L. Orland-Barak (Eds.), *Advances in Research on Teaching* (Vol. 26), *International Teacher Education*. Bingley, UK: Emerald Books.
- Jurich, D. & Vandergriff, J. (2008). Culturally appropriate and placed based practices: Pedagogy for all students and teachers. *ACI Center Connections*.
- Evans, C. A., Elizabeth Arnot-Hopffer, Donna Jurich. (2005). Making ends meet: Bringing bilingual education and mainstream education students together in preservice teacher education. *Journal of Equity and Excellence in Education*, 38(1), pp. 75-88.

### Published Conference Proceedings

- Jurich, D., McMullen, D., Pardieck, S., & Vandergriff, J. (2006). Using digital primary sources in the classroom. In *What we know: Taking/Connecting the research into/to the classroom* proceedings of the Midwest Association of Teacher Educators Annual Spring Conference, Urbana, IL.
- Vandergriff, J. & Jurich, D. (2004). What standards leave behind. In *No child left behind: Political and practical implications for educators* proceedings of the Midwest Association of Teacher Educators Annual Spring Conference, Urbana, IL.

### Grants and Contracts

- CREATE (Communities as Resources in Early Childhood Teacher Education) Co-PI with Drs. Renee Clift, Chris Iddings, Kathy Short, and Iliana Reyes, 2010-2015.
- Developing and Establishing a Non-Traditional Early Childhood Master's Degree Program at the University of Arizona's College of Education. Sub-contract of the Great Expectations for Teachers, Children, and Families (Great Expectations) United Way Grant from the Central Pima Regional Partnership Council of First Things First, 2012-2015. Co-author. Principal Investigator: Dr. Sonya Gaches.

Early Childhood Masters Degree – A Community of Practice in the Professional Development Alliance. Sub-contract of the Professional Development Alliance Grant awarded to United Way from the Central Pima Regional Partnership Council of First Things First. 2009-2012.

### **Previous Employment**

Director of Elementary and Early Childhood Education, College of Education, University of Arizona. 8/2008 to present.

Associate Professor, Knox College, Galesburg Illinois. 9/04 to 8/2008.

Technology Instructor, Science Summer Camp Atsa` Biya`a`zh Community School, Shiprock, New Mexico. 6/01-7/01 & 6/03-7/03.

### **Presentations**

Clift, R. & Jurich, D. (2015). Reforming early childhood teacher education and changing literacy ideologies through dialogical experiences. 2015 Annual Conference of the Association of Teacher Educators, Phoenix, AZ.

Koestler, C. & Jurich, D. (2015) Creating equitable spaces for LGBTQQ people: Teacher educators' responsibilities and roles in advocating for all. 2015 Annual Conference of the Association of Teacher Educators, Phoenix, AZ.

Jurich, D. Hogan, D.N. (2015). Learning presentations – Presentations that teach and transform. iStem 4 ECE: Pedagogy & Presentation Workshop, January 24, 2015, Pima Community College, Desert Vista Campus.

Jurich, D., Hill, D., & Zapien, R. (2015). New roles and relationships in preparing early childhood educators. Imagine Possibilities for Early Childhood Teacher Education, January 16 & 17, 2015, College of Education, University of Arizona.

Jurich, D. & Longoria, B. (February 12, 2013). Once is not enough: Preparing traditional teacher education students to work with families & communities. Paper accepted for 93rd Annual Conference of the Association of Teacher Educators, Atlanta, GA.

Jurich, D. & Clift, R. (February 14, 2012). Moving from “learning about” to “learning with and from” in early childhood teacher preparation. Paper presented at 92nd Annual Conference of the Association of Teacher Educators, San Antonio, TX.

### **Professional memberships**

National Association for the Education of Young Children & Southern Arizona Association for the Education of Young Children, Board Member, 2009 to present.

Association of Teacher Educators, 2001 to present.

Illinois Association of Teacher Educators, 2000 to present.

Phi Delta Kappan, 2001 to present.

American Educational Research Association, 1991-present.

Association for Supervision and Curriculum Development, 1996-present.

## Tiffany S. Lee

### **Project Role: External Evaluator**

### **Current Position**

Associate Director, Native American Studies, University of New Mexico  
Associate Professor, Native American Studies, University of New Mexico

### **Education**

2003-2006, Post-Doctoral, American Educational Research Association/ Institute for  
Education Sciences Fellow, University of New Mexico, Native American Studies  
1999, Ph.D., Sociology of Education, School of Education, Stanford University  
1999, M.A., Sociology, Stanford University, Stanford, CA  
1990, B.A., Psychology, Pomona College, Claremont, CA

### **Selected Research and Evaluation Experience**

January 2016, 3rd Round Review, Proposal to the Spencer Foundation for a 4-year study titled:  
Indigenous Language Immersion and Native American Student Achievement. To be  
notified of award status in August. Grant amount: \$1,000,000

January 2015 Pre-Conference on Navajo Language Revitalization, Navajo Studies Conference,  
Inc. – Grant from the Lannan Foundation to support the pre-conference activities.  
Proposal writer on behalf of the Navajo Studies Conference Board. Grant amount: \$3,122

February 2015 Principal Investigator, Sustaining Navajo Knowledge for Navajo Youth and  
Communities, Navajo Studies Conference, Inc. – Grant from the American Educational  
Research Association Education Research Service Grant program. Phenomenological  
research approach to collect stories, research, and perspectives of presenters at the 20th  
Navajo Studies Conference and share in a curriculum package with Navajo Nation  
schools. Grant amount: \$5,000

August 2013 3rd Navajo Studies Symposium, Dilkon, Arizona – Grant from the Seventh  
Generation Fund for Indian Development under the Intergenerational Leadership  
Initiative to support the Navajo Studies Symposium. Proposal writer on behalf of the  
Navajo Studies Conference Board. Grant amount: \$4,000

January – June 2012 Research Consultant, Wakanyeja “Sacred Little Ones” Initiative with the  
Southwestern Indian Polytechnic Institute. Empirically based research evaluation of  
SIPI’s grant funded initiative to infuse and adapt culturally relevant education into early  
childhood programs.

Feb. 2007 – June 2010 Co-Principal Investigator, Indian Education in New Mexico, 2025;  
Indigenous Education Study Group. Grant funded research from NM Public Education  
Department to study best practices in American Indian education across New Mexico.  
Collaborative research project utilizing focus groups, individual interviews, participant  
observations, and document review to determine the best practices in American Indian  
education and successful inclusion of Native language and culture in education in New  
Mexico. Published Research Monograph: Jojola, T., Lee, T. S., Alacantara, A., Belgarde,

- M., Bird, C., Lopez, N., and Singer, B. (2010) Indian Education in New Mexico, 2025. Santa Fe, NM: Public Education Department. Grant amount: \$250,000
- Oct. 2003 – Feb 2010 Research consultant/evaluator, American Indian College Fund, Denver, CO Conducted yearly research evaluations of the AICF-Mellon Faculty Career Enhancement Program
- Jan. 2006 – June 2008 Research evaluator, New Voices and New Visions for Engaging Native Americans in Computer Science, Broadening Participation in Computer Science Grant from the National Science Foundation, University of New Mexico and Boston University

### **Selected Refereed Articles in Journals and Refereed Chapters in Scholarly Books**

- Lee, T.S. & McCarty, T.L. (in press) Upholding Indigenous education sovereignty through critical culturally sustaining/revitalizing pedagogy. In D. Paris and H. Alim (Eds.) *Culturally Sustaining Pedagogy*. New York, NY: Teachers College Press.
- Lee, T.S. (2015) The significance of self-determination in socially, culturally, and linguistically responsive (SCLR) education in Indigenous contexts. Brayboy, B.M.J., Faircloth, S., Lee, T.S., Maaka, M., & Richardson, T. (Eds.) *Journal of American Indian Education*, 1
- McCarty, T.L. & Lee, T.S. (2014) Critical culturally sustaining/revitalizing pedagogy and Indigenous education sovereignty. *Harvard Educational Review*, 84(1), 101-124.
- Lee, T. S. & McCarty, T. L. (in press) Bilingual/multilingual education and Indigenous peoples. Chapter in W. Wright, S. Boun, & O. Garcia (Eds.) *Handbook on Bilingual and Multilingual Education*. Hoboken, NJ: Wiley-Blackwell Press
- Lee, T. S. & Lopez, N. (2014) “You should learn who you are through your culture”: transformative educational possibilities for Native American youth in New Mexico. Chapter in K. Jocson (Ed.) *Cultural transformations: youth and pedagogies of possibility*, pp. 139-164. Boston, MA: Harvard Education Press
- Bird, C.P., Lee, T.S., & Lopez, N. (2013) Leadership and Accountability in American Indian Education: Voices from New Mexico. *American Journal of Education*, Special Issue on Leadership in American Indian and Alaska Native Education: Opportunities and Challenges, 119, 539-564.
- Lee, T.S. (2011) Teaching Native youth, teaching about Native peoples: shifting the paradigm to socio-culturally responsive education. Chapter for A. Ball and C. Tyson (Eds.) *Studying Diversity in Teacher Education*, 275-293. Washington, DC: American Educational Research Association
- Lee, T.S. & Quijada Cerecer, P. (2010) (Re)Claiming Native youth knowledge: engaging in socioculturally responsive teaching and relationships. *Multicultural Perspectives*, 12 (4), 199-205
- Lee, T.S. (2007) Connecting academics, Indigenous knowledge, and commitment to community: high school students’ perceptions of a community based education model. *Canadian Journal of Native Education*, 30 (2), 196-216
- Lee, T.S. (2006, January) “I came here to learn how to be a leader”: An intersection of critical pedagogy and Indigenous education. *InterActions: UCLA Journal of Education and Information Studies*, 12 (1), article 3, <http://repositories.cdlib.org/gseis/interactions/vol2/iss1/art3>
- Lee, T. S. (2000) Community Based Education Model, Santa Fe Indian School Program Evaluation Conducted original teacher research for program analysis using participants’ journals, document review and field notes; prepared and distributed research report

### **University Teaching Experience**

- NATV 150: Introduction to Native American Studies
- NATV 251: Research Issues in Native American Contexts

NATV 305: Indigenous Self-Determination in Education  
NATV 315: Language Recovery, Revitalization, and Community Renewal  
NATV 461: Community Based Learning in Indigenous Contexts  
NAS 255: Nation Building and Environmental Issues in Native America.

### **High School Teaching Experience**

Aug 1999- Jan 2001, High School Social Studies/Language Arts Teacher, Community Based Education Model, Santa Fe Indian School, Santa Fe, NM Taught American Indian tribal government and communications to Pueblo high school students in this innovative interdisciplinary educational program.  
Aug. 1996- May 1997, Dean of Social Studies Dept., Greyhills Academy High School, Tuba City, AZ  
Aug. 1995 - July 1997 High School Social Studies Teacher, Greyhills Academy High School, Tuba City, AZ

### **Service**

2015- present, New Mexico Indian Education Advisory Council, Appointed Member of the Council  
2012 – 2015, President, Navajo Studies Conference Board, Inc.  
2006 – present, Native American Community Academy, Governing Council Member  
2014 – present, Advisory Council, NACA Inspired Schools Network (NISN),  
2013-2015, American Educational Research Association, Special Interest Group Executive Committee Elected Member

## Sheilah E. Nicholas (Hopsisino)

### Project Role: Associated Faculty

### Current Position

Associate Professor, Language, Reading and Culture Program  
Department of Teaching, Learning and Sociocultural Studies  
College of Education, University of Arizona

### Education

- 2008, Ph.D. American Indian Studies Program, *University of Arizona*  
Dissertation: Becoming “Fully” Hopi: The Role of the Hopi Language in the Lives of Contemporary Hopi Youth—A Hopi Case Study of Language Shift and Vitality.  
Co-chairs: Teresa L. McCarty, Ph.D., Emory Sekaquaptewa, JD
- 1991, M.A., University of Arizona (American Indian Studies Program)  
Masters Thesis: Hopi Education: A Look at Its History, Past, and Future
- 1973, B.A., University of Arizona (Special Education)

### Major Fields

*Indigenous Language and Education/Teacher Education:*  
Indigenous Language and Culture Shift/Revitalization; Language Socialization; Indian Education Heritage Language Teaching; Indigenous Epistemologies/Ideologies; Indigenous Youth Language Ideologies and Agency  
*Hopi Culture:* Hopi Identity Formation; Oral Tradition; Hopi Literacy/Literacy Development

### Selected publications

- Nicholas, S. E. & McCarty, T. L. (2015) The Continuum of Literacy in Native American Classrooms. In Reyhner, J. (Ed.). *Teaching Indigenous students*. Norman: University of Oklahoma Press.
- McCarty, T. L, Nicholas, S. E. and Wyman, L. T. (2015) 50(0) Years Out and Counting: Native American Language Education and the Four Rs. *International Multilingual Research Journal*, 9(4), 227-252.
- McCarty, T. L. & Nicholas, S. E. (2014) Reclaiming Indigenous Languages—A Reconsideration of the Roles and Responsibilities of Schools. In *Review of educational research, vol. 38: Language diversity and language policy and politics in education*. Washington, D. C.: America Educational Research Association.
- Galla, Candace K., Kawai’ae’a, K. and Nicholas, S. E. (2014) Carrying the Torch Forward: Capacity for Indigenous Academics Building Capacity Through an International Collaborative Model. *Canadian Journal of Native Education*, 37(1).

- Wyman, L., McCarty, T., & Nicholas, S. (Eds.), (2013) *Indigenous youth and bi/multilingualism: Language identity, ideology, and practice in dynamic cultural worlds*. New York and London: Routledge.
- Nicholas, S. E. (2013) "Being" Hopi by "Living" Hopi: Redefining and Reasserting Cultural and Linguistic Identity—Emergent Hopi Youth Ideologies. In Wyman, L., McCarty, T., & Nicholas, S. (Eds.) *Indigenous youth and bi/multilingualism: Language identity, ideology, and practice in dynamic cultural worlds*. New York and London: Routledge.
- Wyman, L. T., McCarty, T. L., & Nicholas, S. E. (2013) Beyond Endangerment—Indigenous Youth and Multilingualism. In Wyman, L., McCarty, T., & Nicholas, S. (Eds.), *Indigenous youth and bi/multilingualism: Language identity, ideology, and practice in dynamic cultural worlds*. New York and London: Routledge.
- McCarty, T. L., Wyman, L. T. & Nicholas, S. E. (2013) Activist Ethnography with Indigenous Youth—Lessons from Humanizing Research on Language and Education. In Paris, D. and Winn, M. (Eds.), *Humanizing Research: Decolonizing qualitative inquiry with youth and their communities* (pp. 81-104). Thousand Oaks, CA: Sage Publications Inc.
- McCarty, T. L. & Nicholas, S. E. (2012) Indigenous Education. In Martin-Jones, M., Blackledge, A., & Creese, A. (Eds.), *Handbook of multilingualism* (pp. 145-166). New York: Routledge.
- Combs, M. and Nicholas, S. (2012) The Effect of Arizona Language Policies on Arizona Indigenous Communities. In Gandara, P. & Rios-Aguilar, C. (Eds.), (Re)Conceptualizing and (Re)Evaluating Language Policies for English Language Learners: The Case of Arizona, *Language Policy*, 11(1), 101-118.
- Nicholas, S. E. (2011) "How Are You Hopi if You Can't Speak It?": An Ethnographic Study of Language as Cultural Practice among Contemporary Hopi Youth. In McCarty, T. L. (Ed.), *Ethnography and language policy* (pp. 52-75). New York: Routledge.
- Nicholas, S. E. (2010) "Language, Epistemology and Cultural Identity: 'Hopi qatsit aw unangvakiwiyungwa.' 'To Have One's Heart in the Hopi Way of Life.'" *American Indian Culture and Research Journal*, 34(2), pp. 125-144.

## Employment

### Present

Adjunct Faculty, Ka Haka 'Ula Ke'elikōlani, College of Hawaiian Language, Hilo, Hawaii.  
 Second Language Acquisition and Teaching Program, University of Arizona.  
 Affiliate Faculty, American Indian Studies Program.  
 Faculty Instructor, American Indian Language Development Institute (AILDI), University of Arizona.

2008-2010, Faculty Instructor, Hopilavayi Summer Institute, Hopi Reservation, Arizona  
 2006-2007, Director, Project NATIVE II, USDOE/Office of Indian Education Native American Teacher Pre Service Program, Tohono O'odham Community College  
 2005, Teacher Supervisor, Office of Field Experiences, University of Arizona and Tohono O'odham Community College, Project NATIVE I, USDOE/Office of Indian Education Native American Pre-Service Teacher Program  
 2000-2003, Program Coordinator, American Indian Language Development Institute (AILDI)

### **Tribal community service and outreach**

- 2015, University of Arizona Faculty Representative, Hopi Tribe Research Initiative. Kykotsmovi, AZ.
- 2012, Invited presenter, Hopi Head Start Curriculum Alignment Project, Hopi Head Start Staff Retreat, August 23, Munqapi, AZ, Hopi Reservation; “Immersion as an Early Childhood Education Goal,” Hopi Child Care Center, August 22, Kykotsmovi, AZ, Hopi Reservation .
- 2012, Member, Advisory Committee, Hopi Tribe Department of Education, Hopiikwa Tutuqayani (Learning through the Language) Pre-Service Teacher Program

### **Honors and Awards**

- 2010-2011, Outstanding Faculty Service/Outreach Award, College of Education.
- 2007, Honorable Mention, Outstanding Dissertation Award, Council on Anthropology and Education, American Anthropological Association.

## Margaret Rosaria Shafer

### Project Role: Associated Faculty

**Current Position:** Director of Field Experiences  
Department of Teaching, Learning and Sociocultural Studies  
College of Education, University of Arizona

### Education

1996, M.A., University of Arizona (Teaching and Teacher Education)  
1980, B.S., Wagner College, New York

### Selected Presentations to Administrators/ Teachers

Shafer, M.R., Cohen, R. & Ryan, D. (2016) *Supervising Practitioners Colloquium*, Mentor Teacher Training, Tucson, AZ.

Shafer, M. R. (2016) Co-teaching, District Wide Professional Development, Toltec School District, Eloy, AZ.

Shafer, M.R. & Anhalt, (2015) *Mentoring the Next Generation of Teachers*, Mathematics Educator Appreciation Day Conference, Tucson, AZ

Shafer, Margaret R. (2013) *Observing Classroom Instruction Using a Depth of Knowledge Lens*; Tucson Unified School District Administrator Workshop, Tucson, AZ

### Previous Employment

2009-2013, Assistant Superintendent K-8 School Leadership, Tucson Unified School District, Tucson, AZ

2008-2009, Chief Academic Officer, Tucson Unified School District, Tucson, AZ

2006-2008, Principal Supervisor, Tucson Unified School District, Tucson, AZ

2005-2006, Principal Coach, Arizona Department of Education in Conjunction with Wallace Foundation

2000-2006, Principal, Robins Elementary School, Tucson Unified School District

### Certifications

2008, Superintendent Certificate, Arizona Department of Education

2000, Principal Certificate, Arizona Department of Education

1996, Mathematics Specialist K-8, Arizona Department of Education

## Sara Tolbert

### Project Role: Associated Faculty

### Current Position

Assistant Professor of Science Education  
Department of Teaching, Learning, and Sociocultural Studies  
College of Education, University of Arizona

### Education

2011, Ph.D., Education, University of California, Santa Cruz  
2006, M.Ed. and T-5 Teaching Credential, Middle School Education, Science (primary concentration) and Social Studies (secondary concentration), University of Colorado, Boulder  
1996, B.A., Environmental Studies, University of Colorado, Boulder

### Areas of Specialization

Equity/ Access in Science Education, Social Justice Education, Teacher Education, Professional Development, Literacy and Language Development in Science, Cultural Studies of Science Education, Indigenous Science Education, Bilingualism/ Biliteracy, Critical/ Decolonial Theories

### Selected Publications

- Canipe, M. & Tolbert, S. (2016). Many ways of knowing: A multilogical science lesson on climate change. *The Science Teacher*, 83, 4, 31-35.
- Lyon, E., Tolbert, S., Solís, J., Stoddart, T., & Bunch, G., Eds. (2016). *Secondary science teaching for English Learners: Developing supportive and responsive learning contexts for sense-making and language development*. Rowman & Littlefield Publishers.
- Tolbert, S. & Knox, C. (2016). "They might know a lot of things that I don't know": Investigating differences in preservice teachers' ideas about contextualizing science instruction in multilingual classrooms. *International Journal of Science Education*. DOI: 10.1080/09500693.2016.1183266
- Tolbert, S. (2015). "Because they want to teach you about their culture...": Analyzing effective mentoring conversations between culturally responsible mentors and secondary science teachers of indigenous students. *Journal of Research in Science Teaching*, DOI: 10.1002/tea.21240
- Tolbert, S. & Eichelberger, S. (2014). Surviving teacher education: A community cultural capital framework of persistence. *Race, Ethnicity, & Education*. 10.1080/13613324.2014.969222
- Tolbert, S., Stoddart, T., Lyon, E., & Solís, J. (2014). The Next Generation Science Standards, Common Core State Standards, and English language learners: Using the SSELLA framework to prepare preservice elementary teachers. *Issues in Teacher Education* (special issue), STEM education: Educating teachers for a new world, 23, 1, 65-90.

## **Selected Peer Reviewed Conference Papers**

- Knox, C., Salinas, I., & Tolbert, S. (2016). Framing, adapting, and applying: How can novice science teachers construct authentic science learning contexts for/with students in multilingual science classrooms? Paper presented in the Strand 11 Related Paper Set: What is contextualization of science learning environments after all? An exploration across cultural contexts at the annual conference of the National Association of Research in Science Teaching.
- Tolbert, S. & Knox, C. (2015). "How many people have been to the Grand Canyon?" Novice teachers contextualizing science activities in diverse high school science classrooms. Paper presented to the Science Teaching & Learning SIG for the Annual Meeting of the Association of Educational Research Association (AERA).
- Tolbert, S. (2014). Investigating the culturally responsive practices of science teachers with indigenous students. Paper presented at the annual meeting of the American Educational Research Association (AERA), Philadelphia, PA.
- Tolbert, S. (2014). Relationship-based pedagogy as culturally responsive science instruction for indigenous students. Presented at the annual meeting of the Association of Science Teacher Educators (ASTE), San Antonio, TX.

## **Selected Service Commitments**

### *University*

TLS Equity and Social Justice Committee, Lead Coordinator; COE Bilingual Education Committee; TLS Colloquy, Faculty Volunteer, 2012-2014; OVPR Faculty Seed Grant, Reviewer, 2013; COE Student Affairs Committee member, 2012-2013.

### *Professional*

National Science Foundation, Education and Human Resources, panelist [2014, 2015, 2016]; Secretary, AERA Science Teaching & Learning SIG 2013-2016; Secretary, Far West Region, Association for Science Teacher Educators (ASTE) 2013-2016; Secretary, NARST Latino/a Research Interest Group (LARIG), 2013-2016; Journal for Research in Science Teaching, Editorial board member, 2015-present; Reviewer, Science Education, Cultural Studies of Science Education; Conference Proposal Reviewer, NARST, AERA, ASTE; External Reviewer, Diversity and Equity in Science Learning from an Indigenous Perspective, Diversity and Equity in Science Learning section (O. Lee & C. Buxton, Section Editors), *Handbook of Research on Science Education*, 2<sup>nd</sup> ed., Taylor & Francis Publishing.

### *Community*

Professional Development for Cooperating Teachers and University Supervisors, 2015; Siemens STEM Institute for Teachers, Application Reviewer, 2013; Tucson High School Science Fair Judge, 2013; UA Math, Engineering, & Science Alliance (MESA), Adviser/ Guest Judge; Western Institute for Leadership Development (high school), Curriculum Development, 2012-present; CAP: Partnerships for Indigenous Knowledge and Digital Literacies Symposium, invited participant, November 9-10, 2013; Indigenous Language and Traditional Ecological Knowledge (TEK), Invited symposium participant, March 25-26, 2013.

## Marcy B. Wood

### Project Role: Associated Faculty

### Current Position

Associate Professor of Mathematics Education  
Department of Teaching, Learning and Sociocultural Studies  
College of Education, University of Arizona  
Affiliation: University of Arizona Institute for LGBT Studies

### Education

2008, Ph.D., Michigan State University (Curriculum, Teaching, and Educational Policy)  
Emphasis in Teacher Education with a Focus in Elementary Mathematics  
2000, Teaching Certificate, University of New Mexico (Elementary K-8 Certification)  
1999, M.A., University of New Mexico (Elementary Education)  
1990, B.A., Earlham College (Biology)

### Selected Publications

#### Books

Featherstone, H. F., Crespo, S., Jilk, L. M., Oslund, J., Parks, A., & Wood, M. B. (2011).  
*Smarter together! Collaboration and equity in the elementary classroom*. Reston, VA:  
NCTM.

#### Referreed Journal Articles

- Wood, M. B.** & Turner, E. T. (2015). Bringing the teacher into teacher preparation: Learning from mentor teachers in joint methods activities. *Journal of Mathematics Teacher Education*, 18(1), 27-51.
- Wood, M. B.**, Olson, A. M., Freiberg, E. J., & Vega, R. I. (2013). Fractions as subtraction: An activity-oriented perspective from elementary children. *School Science and Mathematics*, 113(8), 390-399.
- Wood, M. B.** (2013). Mathematical micro-identities: Moment-to-moment positioning and learning in a fourth-grade classroom. *Journal for Research in Mathematics Education*, 44(5), 775-808.
- Good, T. L., Wood, M. B., Sabers, D., Olson, A. M., Kalinec, C. A., Lavigne, A., & Sun, H. (2013). Strengthening grade 3-5 students' foundational knowledge of rational numbers. *Teachers College Record*, 115 (7), p.
- Wood, M. B.**, Jilk, L. M., & Paine, L. (2012). Moving beyond sinking or swimming: Reconceptualizing needs of beginning teachers. *Teachers College Record*, 114(8), p. 1-44.
- Wood, M. B.** & Kalinec, C. A. (2012). Student talk and opportunities for learning in small group interactions. *International Journal of Educational Research*, 51-52, 109-127.

**Wood, M. B.** (2010). Not understanding Andy: A metaphorical analysis of students' resistance to learning. *For the Learning of Mathematics*, 30 (3), 17-22.

### **Refereed Conference Proceedings**

**Wood, M. B.**, Newton, J. A., Drake, C., Spangler, D. A., & Wilson, P.S. (2013). Investigating mathematics teacher educators' practices in the context of common core state standards for mathematics. In Martinez, M., & Castro Superfine, A. (Eds.). *Proceedings of the 35th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Chicago, IL: University of Illinois, Chicago.

**Wood, M. B.**, Oslund, J., Crespo, S., Parks, A., Jilk, L., & Featherstone, H. (2013). Complex Instruction working group: Investigating Complex Instruction in mathematics teacher education. In Martinez, M., & Castro Superfine, A. (Eds.). *Proceedings of the 35th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Chicago, IL

Civil, M., Fede, B., & **Wood, M. B.** (2013). A third-space of mathematical practice: Implications for teacher education. In Lindmeier, A. M. & Heinze, A. (Eds.). *Proceedings of the 37<sup>th</sup> Conference of the International Group for the Psychology of Mathematics Education*. Kiel, Germany: PME.

### **Previous Employment**

2008-2014, Assistant Professor of Mathematics Education, University of Arizona

1999-2002, Elementary Classroom Teacher Grades 3 and 4, Albuquerque Public Schools, Albuquerque, New Mexico

### **Selected Grants and Fellowships**

2013-2015, Smarter Together Working Conference: Developing a Shared Curriculum of Complex Instruction for Elementary Mathematics Methods Courses, Co-PI: Conference Grant for \$107,000 funded by the National Science Foundation

2010-2014, Beyond Bridging: Co-Education of PReservice and Inservice Elementary Teachers in Science and Mathematics, Senior Researcher, \$2,223,107 from the National Science Foundation

2010-2015, Arizona Master Teachers of Mathematics (AZ-MTM), Co-PI, \$1,802,755, National Science Foundation

2011-2014, Algebra Ready: Transitioning to Academic Success, Co-PI, \$559,416, Helios Foundation

### **Honors and Awards**

2014, Nominated for Outstanding Faculty Teaching/ Mentoring Award, College of Education, University of Arizona

2014, Nominated for Graduate Teaching and Mentoring Award, Graduate College, University of Arizona

2013, Nominated for Outstanding Faculty Service/Outreach Award, College of Education,  
University of Arizona

2010-2011, Mathematics Education Service, Teaching and Research (STaR) Program  
Fellow, National Science Foundation Faculty Induction Program

**National Service**

*Lead Co-Chair*, 2016 National Conference for the International Group of Psychology of  
Mathematics Education – North American Chapter (PMENA), to be held in  
Tucson, November of 2016. This conference typically has 350-400 attendees from  
the U.S., Mexico, Canada, and abroad.

*Member*, National Steering Committee, PMENA, 2013-2016.

## Leisy Wyman

### Project Role: Associated Faculty

### Current Position

Associate Professor, Department of Teaching, Learning and Sociocultural Studies,  
College of Education, University of Arizona  
Affiliate Faculty, American Indian Studies and Second Language Acquisition and  
Teaching Programs, University of Arizona

### Education

2004, Ph.D., Stanford University (Language, Literacy, and Policy)  
1992, Teacher Certification, University of Alaska- Fairbanks  
1989, B.A., Duke University (History)

### Selected Publications

#### Books and Edited Volumes

- Wyman, L., McCarty, T., & Nicholas, S. (Eds.) (2013) *Indigenous youth and multilingualism: language identity, ideology, and practice in dynamic cultural worlds*. Routledge.  
(Reviewed in *Critical Multilingualism Studies*)
- Wyman, L. (2012) *Youth culture, language endangerment and linguistic survivance*. Bristol, UK: Multilingual Matters. (Reviewed in *Anthropology of Education Quarterly*, *Critical Multilingualism Studies*, *Journal of Language, Identity and Education*, *Language Policy*)
- Edited Volumes*
- Warriner, D. & Wyman, L. (Guest Eds.) (2013) Special Issue: Experiences of simultaneity in contemporary linguistic ecologies. *International Multilingual Research Journal*, 7(1).
- McCarty, T. & Wyman, L. (Guest Eds.) (2009). Special Issue: Indigenous youth and bilingualism. *Journal of Language, Identity and Education*, 8(5).
- Fredson, A., Mann, M. J., Dock E. & Wyman, L. (Eds.) (1998). *Kipnermiut tiganrita igmirtitlrit: Qipnermiut tegganrita egmirtellrit: Knowledge of the Kipnuk elders*. Fairbanks, AK: Alaska Native Language Center.

#### Articles and Chapters

- McCarty, T., Nicholas, S. & L. Wyman. (2015). (50)0 years and counting: Native American language education and the Four R's. *International Multilingual Research Journal*, 9(4), 227-252.
- Wyman, L. (2013). Indigenous youth migration and language contact: a Yup'ik example. *International Multilingual Research Journal*, 7(1), 66-82.
- Gilmore, P. & Wyman, L. An ethnographic long look: Language and literacy over time in Alaska Native communities. (2013). In K. Hall, T., Cremin, B. Comber & L. Moll (Eds.)

- International Handbook of Research on Children's Literacy, Learning and Culture* (pp. 121-138). Malden, MA: Wiley-Blackwell Publishers.
- McCarty, T. L., Wyman, L. & Nicholas, S. (2013). Activist ethnography with Indigenous youth – lessons from humanizing research on language and education. In Paris, D. & Winn, M. (Eds.) *Humanizing research: Decolonizing qualitative inquiry with youth and their communities* (pp. 81-104). Malden, MA: Wiley-Blackwell.
- Wyman, L., Marlow, P., Andrew, C. F., Miller, G., Nicholai, C. R. & Rearden, Y. N. (2011). Focusing communities and schools on Indigenous language maintenance: A Yup'ik example. In M.E. Romero- Little, S. J. Ortiz, and T. L. McCarty, with R. Chen, (Eds.) *Indigenous languages across the generations—Strengthening families and communities* (pp. 262–280). Tempe: Arizona State University Center for Indian Education.
- González, N., Wyman, L. & O'Connor, B. (2011). The past, present and future of “funds of knowledge”. In M. Pollock & B. Levinson (Eds.) *Companion to the Anthropology of Education* (pp. 481-494). Malden, MA: Wiley-Blackwell Publishers.
- Wyman, L., Marlow, P., Andrew, C. F., Miller, G., Nicholai, C. R. & Rearden, Y. N. (2010b). High stakes testing, bilingual education and language endangerment: a Yup'ik example. *International Journal of Bilingual Education and Bilingualism*, 13(6), 701-721.

### **Previous Employment**

Classroom Teacher and Supervising Teacher, multiple subjects grades 7-12. Chief Paul Memorial School, Kipnuk, Alaska. 1992-1995.

### **Synergistic Activities**

- Co-developer and planner. College of Education and Native Education Alliance Outreach Events.* Co-developed annual showcases to promote Indigenous knowledge-sharing, career pathways for Native American K-20 students, and networking among UA faculty and personnel, Native American Education Directors in large urban districts, and tribal education leaders and community members.
- Co-PI. Yup'ik Language Planning Project.* Co-led a multi-role collaborative research team including colleagues from the University of Alaska-Fairbanks, the head of academic instruction of Lower Kuskokwim School District (LKSD), and multiple Yup'ik graduate students, administrators and educators. The team conducted transdisciplinary Indigenous research on community language development needs and resources, and helped develop processes for district administrators to use to strengthen tribal engagement in program development in the LKSD, a large rural school district serving 22 remote Yup'ik villages in southwestern Alaska.
- Co-instructor. Videoconference courses on Indigenous knowledge and Indigenous Well-being.* Co-instructed multi-sited, annual videoconference courses using digital spaces and tools to promote information-sharing about promising approaches for centering P-20 education on Indigenous knowledge and well-being. The course serves a networked group of Indigenous scholars, educators and program/curriculum developers at the University of Arizona, Dine College, The University of Alaska–Fairbanks, The University of Hawaii-Hilo, the University of British Columbia, and the University of New Zealand-Aotearoa.

*Co-facilitator, grant writer, and curriculum developer. Kipnuk Language and Culture Preservation Project.* Co-facilitated a collaborative team of Yup'ik educators and community members in intergenerational, community-based Indigenous education research. The project brought Yup'ik youth and elders together to document Yup'ik knowledge, transform secondary curriculum in Yup'ik and English classes, and produce volumes of elders' narratives in two Yup'ik orthographies.

## **Grants**

Principal Investigator. (2016) \$4985. Faculty Research Grant. Center for Educational Resources in Culture, Language and Literacy (CERCLL). University of Arizona.

Co-Principal Investigator. (2010) \$13,760. Smith Junior Faculty, Erasmus Foundation and Pima Education Research Council Joint Award. College of Education, University of Arizona.

Principal Investigator (2007) \$9,624. Vice Provost Faculty Small Grant. University of Arizona.

Principal Investigator (2000) \$11,853. National Science Foundation Doctoral Dissertation Improvement Grant in Linguistics. Joint Award with Arctic Social Sciences.

Principal Investigator (2000) \$20,000. Spencer Foundation Dissertation Fellowship for Research in Education.

## Ofelia Zepeda

### Project Role: Associated Faculty

### Current Positions

Director, The American Indian Language Development Institute

1999-Present Affiliate Faculty, American Indian Studies

2000-Present Affiliate Faculty, Second Language & Teaching (SLAT), University of Arizona

2004-Present Affiliate Faculty, Language, Reading & Culture

2006-Present, Appointed, Board of Trustee, Tohono O'odham Community College

2007-Present. Regents' Professor of Linguistics, University of Arizona

### Education

1984, Ph.D., University of Arizona (Linguistics)

1981, M.A., University of Arizona (Linguistics)

1980, B.A., University of Arizona (Linguistics)

### Selected Publications

2014, Function of Medium-of-Instruction Policies in Indigenous and Minoritized Education, with T. McCarty, M.E. Romero-Little, in *Researching Race in Education: Practical and Qualitative Research*, Adrienne Dixon, editor. IAP Inc.

2008, Language Policies in Practice: Implications from a National Study of Native American Language Shift, M. Eunice Romero-Little, T. McCarty, L. Warhol in *TESOL Journal*

2008, "Indigenous Language Policy in Social Practice: A Navajo Example" with M.E. Romero and T. McCarty, Georgetown University Press.

2006, "Reclaiming Multilingual American: A lesson from Native American Youth" with T. McCarty, M.E. Romero, in *Imagining Multilingual Schools*.

2006, "Native American Youth Discourse on Language Shift and Retention: Ideological Cross-currents and Their Implications for Language Planning" with T. McCarty & M.E. Romero, in *International Journal for Bilingual Education and Bilingualism* V9. Issue 5. MultilingualMatters Publisher.

2005, "Reclaiming the Gift: Youth Counter-narratives on Native Language Loss and Revitalization." In *American Indian Quarterly*, Teresa McCarty, M.E. Romero

2001, Native American Languages, in *Languages in the USA*, with A. Yamamoto, E. Finegan & J. Rickford, eds.

2001, Indigenous Educators as Change Agents: Case Studies of Two Language Institutes, with T. McCarty, L. Watahomogie, Y. Yamamoto, in *The Green Book of Language Revitalization in Practice*, K. Hale and L. Hinton, eds.

2001, Collaborative Linguistic Research among the Tohono O'odham, with Jane Hill, in *Native American Oral Traditions, Collaborations & Interpretation*, Larry Evers & Barre Toelken, eds.

### **Previous Employment**

2014-2015, Head, Dept. of American Indian Studies, University of Arizona

2013-2014, Acting Head, Dept. of Linguistics, University of Arizona

1999-2006, Professor of Linguistics, University of Arizona

1989-03, Co-Director, The American Indian Language Development Institute (AILDI) AILDI is a training institute for language educators serving Native American students. AILDI has a thirty seven year history in the field of Native American education.

1992-1999, Associate Professor of Linguistics, University of Arizona.

1991-1992, Assistant Professor of Linguistics, University of Arizona.

1986-1991, Director of the American Indian Studies Program, University of Arizona.

Title: Assistant Research Social Scientist, Soc. and Behavioral Sciences

1986-1991, Assistant Research Social Scientist, University of Arizona

### **Synergistic Activities**

Co-founder of the American Indian Language Development Institute (AILDI), featuring a four-week summer residential training institute for language teachers, researchers, and students of Indigenous languages. The Institute provides a range of courses and training in all areas of Native American linguistics, language teaching, language policy, language documentation and revitalization.

In addition the Institute provides short-term non-credit training on grant writing for the purposes of documenting endangered languages, using technology for documenting and teaching endangered languages.

Faculty and advisor along with Dr. Tyler Peterson for the Master's Program in Native American Languages and Linguistics in the Department of Linguistics. Students in this program have as their primary research area endangered language documentation, pedagogy and teaching.

## References

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## LETTERS

Dr. Paul M. Robertson  
President  
Tohono O'odham Community College

Dr. Edna Morris  
Superintendent  
Baboquivari Unified School District

Isaac Salcido  
Director, Tribal Education Department  
Gila River Indian Community

Pete Guerrero  
Education Director  
Pascua Yaqui Tribe

Dr. Douglas Price  
Superintendent of Schools  
Sacaton Elementary School District

Ana Gallegos  
Assistant Superintendent, Elementary/K-8 Schools  
Tucson Unified School District



1998

## TOHONO O'ODHAM COMMUNITY COLLEGE

P.O. BOX 3 129 • Sells, Arizona 85634 Phone:  
(520) 383-840.1 • Fax: (520) 383-8403  
tocc.edu

June 24, 2016

Dr. Valerie Shirley  
Department of Teaching, Learning, & Sociocultural Studies  
The University of Arizona  
1430 E. 2nd St  
PO Box 210069  
Tucson, AZ, 86721

Dear Dr. Shirley,

I am writing in support of the University of Arizona's (UA) application entitled, *Indigenous Teacher Education for Academic and Cultural Sustainability*, to be submitted for the Office of Indian Education Professional Development Grant. I understand the proposed project will contribute to increasing the number of Native American teachers needed across schools serving Indigenous students. Unique to this proposal is the importance of developing Native teachers who understand the importance of culturally responsive education, social justice goals, and the significance of integrating Indigenous knowledge, values and language. These are aspects of education that we value and see as essential to supporting and ensuring that our students succeed academically and culturally.

Tohono O'odham Community College looks forward to collaborating with the University of Arizona on the proposed project that would prepare a cohort of Native American pre-service teachers in the Elementary Education Program. At the current point there is a critical need for Native American teachers in the K-12 systems on the Tohono O'odham Nation. Currently, 90% of the teachers serving O'odham youth are non-native. The proposed program could plan an important role in addressing this issue, one that has great significance for the future of the Nation's youth.

As part of our support of this proposed project, Tohono O'odham Community College will partner with the UA in an effort to ensure the proposed project is successful. Specifically, TOCC will 1) recruit participants to the program, 2) contribute to program development, and 3) provide information and communication for project related activities.

Understanding the significance of having an increase of Native American teachers within our schools, we are excited about this proposed initiative. Importantly, we look forward to the outcomes and anticipated benefits the project will have on our tribal schools, students and community.

Sincerely,

(b)(6)

Paul M. Robertson, Ph.D.  
President



## BABOQUIVARI UNIFIED SCHOOL DISTRICT

P.O. Box 248  
Sells, Arizona 85634

(520) 383-6746  
Fax: (520) 383-5441

www.busd40.org

### GOVERNING BOARD

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President

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Member

ALLEN ROY SIXKILLER  
Member

### SUPERINTENDENT

EDNA MORRIS, Ed.D.

June 27, 2016

Dear Dr. Shirley,

I am writing in support of the University of Arizona's (UA) application entitled, *Indigenous Teacher Education for Academic and Cultural Sustainability*, to be submitted for the Office of Indian Education Professional Development Grant. I understand the proposed project will contribute to increasing the number of Native American teachers needed across schools serving Indigenous students. Unique to this proposal is the importance of developing Native teachers who understand the importance of culturally responsive education, social justice goals, and the significance of integrating Indigenous knowledge, values and language. These are aspects of education that we value and see as essential to supporting and ensuring that our students succeed academically and culturally.

The Baboquivari Unified School District is pleased to work in collaboration with the University of Arizona on the proposed project in preparing a cohort of Native American pre-service teachers in the Elementary Education Program.

As part of our support of this proposed project, the Baboquivari Unified School District is committed to partnering with the UA to ensure that the proposed project is successful. We will work with the project team to:

- Recruit participants to the program
- Serve as a field site (i.e., student practicum, courses, student teaching)
- Contribute to program development
- Provide information and communication for project related activities
- Support the program graduates in finding qualifying employment opportunities
- Offer services to mentor program participants during their first year of teaching

Understanding the significance of having an increase of Native American teachers within our schools, we are excited about this proposed initiative. Importantly, we look forward to the outcomes and anticipated benefits the project will have on our tribal schools, students and community.

Sincerely,

Dr. Edna Morris  
Superintendent  
Baboquivari Unified School District  
Highway 86, Milepost 115.5  
Sells, AZ 85634  
Phone: (520) 383-6746

PR/Award # S299B160006

### VISION:

We will prepare our students to be academically prepared, know their Himdag, and have life skills to excel.

### MISSION:

We create Healthy Inspiring, Motivating Developing Achieving Graduates.

### OUR PURPOSE

Is to create a positive academic impact on every child's life, everyday.



# GILA RIVER INDIAN COMMUNITY

## TRIBAL EDUCATION DEPARTMENT

Education Administration

Post Office Box 97

Sacaton, Az 85147

Phone: (520) 562-3662

Fax: (520) 562-2924

June 27, 2016

Dr. Valerie Shirley

Department of Teaching, Learning, & Sociocultural Studies

The University of Arizona

1430 F 2nd St

PO Box 210069

Tucson, AZ. 86721

Dear Dr. Shirley,

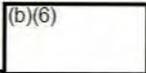
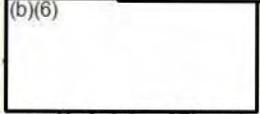
I am writing in support of the University of Arizona's (UA) application entitled, *Indigenous Teacher Education for Academic and Cultural Sustainability*, to be submitted for the Office of Indian Education Professional Development Grant. I understand the proposed project will contribute to increasing the number of Native American teachers needed across schools serving Indigenous students. Unique to this proposal is the importance of developing Native teachers who understand the importance of culturally responsive education, social justice goals, and the significance of integrating Indigenous knowledge, values and language. These are aspects of education that we value and see as essential to supporting and ensuring that our students succeed academically and culturally.

The Gila River Indian Community Tribal Education Department is pleased to work in collaboration with the University of Arizona on the proposed project in preparing a cohort of Native American pre-service teachers in the Elementary Education Program. The need within our schools for Native American Teachers and particularly those native to our community cannot be overstated. As of this writing, less than 5 percent of the teachers working in our schools are native to our community. Ninety five percent of the students attending our schools are native to Gila River. As partners with this grant we will develop a recruitment and retention plan for all schools serving students within the Gila River Indian Community.

As part of our support of this proposed project, the Gila River Indian Community Tribal Education Department is committed to partnering with the UA to ensure that the proposed project is successful. We will work with the project team to:

- Recruit participants to the program
- Serve as a field site (i.e., student practicum, courses, student teaching)
- Contribute to program development
- Provide information and communication for project related activities
- Support the program graduates in finding qualifying employment opportunities
- Offer services to mentor program participants during their first year of teaching

Understanding the significance of having an increase of Native American teachers within our schools, we are excited about this proposed initiative. Importantly, we look forward to the outcomes and anticipated benefits the project will have on our tribal schools, students and community.

Sincerely,   


Isaac Salcido, Director

# PASCUA YAQUI TRIBE

## EDUCATION DIVISION

June 23, 2016

Dr. Valerie Shirley  
Department of Teaching, Learning, & Sociocultural Studies  
The University of Arizona  
1430 E. 2nd St  
PO Box 210069  
Tucson, AZ, 86721

Dear Dr. Shirley,

I am writing in support of the University of Arizona's (UA) application entitled, *Indigenous Teacher Education for Academic and Cultural Sustainability*, to be submitted for the Office of Indian Education Professional Development Grant. I understand the proposed project will contribute to increasing the number of Native American teachers needed across schools serving Indigenous students. Unique to this proposal is the importance of developing Native teachers who understand the importance of culturally responsive education, social justice goals, and the significance of integrating Indigenous knowledge, values and language. These are aspects of education that we value and see as essential to supporting and ensuring that our students succeed academically and culturally.

The Pascua Yaqui Tribe Education Department is pleased to work in collaboration with the University of Arizona on the proposed project in preparing a cohort of Native American pre-service teachers in the Elementary Education Program. Historically, there has existed a demographically disproportioned representation of our native student to native teacher ratio. The southwest area of Tucson which includes the Tucson Unified School District's feeder pattern of schools, Johnson Elementary (100 students), Lawrence School (232 students) and Valencia Middle School (113 students) has the highest number of PYT students yet minimal native teachers on staff.

As part of our support of this proposed project, the Pascua Yaqui Tribe Education Department is committed to partnering with the UA to ensure that the proposed project is successful. We will work with the project team to:

- Recruit participants to the program
- Serve as a field site (i.e., student practicum, courses, student teaching)
- Contribute to program development including the integration of the Yaqui Language and Culture.
- Provide information and communication for project related activities
- Support the program graduates in finding qualifying employment opportunities at schools that have high population of Yaqui students.
- Offer services to mentor program participants during their first year of teaching

Understanding the significance of having an increase of Native American teachers within our schools, we are excited about this proposed initiative. Importantly, we look forward to the

*Administration • Early Childhood Education • Yaqui Education Services  
Community & Adult Education • Dr. Fernando Escalante Community Library*

7474 S. Camino De Oeste • Tucson, Arizona 85757 • Phone (520) 883-5050 • FAX (520) 883-5049  
9405 S. Avenida Del Yaqui • Guadalupe, Arizona 85283 • Phone (480) 768-2082 • FAX (480) 768-2051

outcomes and anticipated benefits the project will have on our tribal schools, students and community.

Sincerely,

(b)(6)

Pete Guerrero  
Education Director  
Pascua Yaqui Tribe  
Education Department

# Sacaton Elementary School District No. 18

P.O. Box 98

92 S. Skill Center Road • Sacaton, AZ 85147

Phone: (520) 562-8600

[www.sacatonschools.org](http://www.sacatonschools.org)

## Board of Trustees:

Mrs. Elaine Moyah  
Board President

Mrs. Michelle Lyons  
Board Clerk

Ms. Judy Antone  
Board Member

Mrs. Laurie Thomas  
Board Member

Ms. Jane Johnson  
Board Member

## Administration:

Dr. Douglas E. Price  
Superintendent

Mr. Phillip Bonds  
Principal  
Middle School

Ms. Leslie Rychel  
Principal  
Elementary School

Dr. DIAnne Davidsen  
Director of  
Special Education

Mr. Paul Christensen  
Chief Financial Officer

## Fax Numbers:

District Office  
(480) 763-4410

Business Office  
(480) 732-9343

Middle School  
(480) 763-4420

Elementary School  
(480) 763-4430

Special Education  
(480) 763-4440

June 23, 2016

Dr. Valerie Shirley  
Department of Teaching, Learning, & Sociocultural Studies  
The University of Arizona  
1430 E. 2nd St  
PO Box 210069  
Tucson, AZ, 86721  
[vshirley@email.arizona.edu](mailto:vshirley@email.arizona.edu)

Dear Dr. Shirley,

I am writing in support of the University of Arizona's (UA) application entitled, *Indigenous Teacher Education for Academic and Cultural Sustainability*, to be submitted for the Office of Indian Education Professional Development Grant. I understand the proposed project will contribute to increasing the number of Native American teachers needed across schools serving Indigenous students. Unique to this proposal is the importance of developing Native teachers who understand the importance of culturally responsive education, social justice goals, and the significance of integrating Indigenous knowledge, values and language. These are aspects of education that we value and see as essential to supporting and ensuring that our students succeed academically and culturally.

The Sacaton Elementary School District #18 (SESD) is pleased to work in collaboration with the University of Arizona on the proposed project in preparing a cohort of Native American pre-service teachers in the Elementary Education Program. At SESD we have less than ten percent of our teaching staff that is Native American. We believe that it is extremely important to hire more Native American teachers; however, there are few prospects. Therefore, we would like to partner with the University of Arizona to increase the number of Native American teachers here in the Gila River Indian Community (GRIC). We have over 500 Indigenous students in our Pre-Kindergarten through 8<sup>th</sup> grades that could be well served by Native teachers who understand the importance of a culturally responsive education. The Gila River Indian Community, with the support of the Governor and the Tribal Council, has provided funds to all GRIC schools, including SESD, so that the

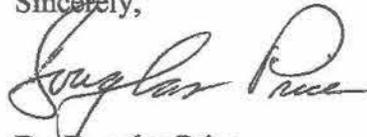
Native Culture can be integrated and the Indigenous knowledge, values and language be incorporated into our students' lessons. Each year the Gila River Indian Community Tribal Education Department sponsors a community wide professional development in-service for all schools with in the GRIC. They support our culture programs and continually assist in matters of wellness, safety and family support.

As part of our support of this proposed project, the Sacaton Elementary School District #18 is committed to partnering with the UA to ensure that the proposed project is successful. We will work with the project team to:

- Recruit participants to the program
- Serve as a field site (i.e., student practicum, courses, student teaching)
- Contribute to program development
- Provide information and communication for project related activities
- Support the program graduates in finding qualifying employment opportunities
- Offer services to mentor program participants during their first year of teaching

Understanding the significance of having an increase of Native American teachers within our schools, we are excited about this proposed initiative. Importantly, we look forward to the outcomes and anticipated benefits the project will have on our tribal schools, students and community.

Sincerely,



Dr. Douglas Price  
Superintendent of Schools  
Sacaton Elementary School District #18  
P.O. Box 98  
Sacaton, AZ 85147  
520-562-8600

# TUCSON UNIFIED

SCHOOL DISTRICT

**Office of Assistant Superintendent – Elementary/K-8 Leadership**  
1010 E. 10<sup>th</sup> Street ♦ Tucson, AZ 85719 ♦ (520) 225-6304 ♦ (520) 225-6178 (fax)

June 27, 2016

Dr. Valerie Shirley  
Department of Teaching, Learning, & Sociocultural Studies  
The University of Arizona  
1430 E. 2nd St  
PO Box 210069  
Tucson, AZ, 86721

Dear Dr. Shirley,

I am writing in support of the University of Arizona's (UA) application entitled, *Indigenous Teacher Education for Academic and Cultural Sustainability*, to be submitted for the Office of Indian Education Professional Development Grant. I understand the proposed project will contribute to increasing the number of Native American teachers needed across schools serving Indigenous students. Unique to this proposal is the importance of developing Native teachers who understand the importance of culturally responsive education, social justice goals, and the significance of integrating Indigenous knowledge, values and language. These are aspects of education that we value and see as essential to supporting and ensuring that our students succeed academically and culturally.

The Tucson Unified School District is pleased to work in collaboration with the University of Arizona on the proposed project in preparing a cohort of Native American pre-service teachers in the Elementary Education Program. In our district, we serve approximately 1,737 Native American students. We currently have 34 Native American teachers in our district. One of our objectives is to increase our diversity, especially within our Native American teachers. Our district also provides a mentoring program for our new teachers. Every new teacher is provided with additional training and also assigned a teacher mentor for the first year. Veteran teachers who need additional support are also assigned a mentor at the principal's request.

As part of our support of this proposed project, the Tucson Unified School District is committed to partnering with the University of Arizona to ensure that the proposed project is successful. We will work with the project team to:

- Recruit participants to the program
- Serve as a field site (i.e., student practicum, courses, student teaching)
- Contribute to program development
- Provide information and communication for project related activities
- Support the program graduates in finding qualifying employment opportunities
- Offer services to mentor program participants during their first year of teaching

# TUCSON UNIFIED SCHOOL DISTRICT

**Office of Assistant Superintendent – Elementary/K-8 Leadership**  
1010 E. 10<sup>th</sup> Street ♦ Tucson, AZ 85719 ♦ (520) 225-6304 ♦ (520) 225-6178 (fax)

Understanding the significance of having an increase of Native American teachers within our schools, we are excited about this proposed initiative. Importantly, we look forward to the outcomes and anticipated benefits the project will have on our tribal schools, students and community.

Sincerely,

(b)(6)

(b)(6)

Ana Gallegos  
Assistant Superintendent  
Elementary/K-8 Schools

## TLSS Position Statement on Social Justice, Adopted March 25, 2014

The members of the TLSS community are committed to providing equal opportunity and nurturing an academic climate dedicated to social justice.

Injustice takes many forms. Oppressive acts are sometimes overt, but most are subtle, and are difficult to document. These hidden forms of discrimination are identified in the literature as microaggressions, often resulting from unexamined attitudes and beliefs. Macroaggressions are expressions of both the overt and systemic forms of injustice.

Our commitment to social justice reflects an orientation to our goals and practices in education and ultimately, an orientation to life that values a diversity and inclusion of viewpoints and experiences of all people as valuable contributors to the experience of schooling and society. This stance recognizes that individuals bring a variety of linguistic, social, and cognitive strengths from their families and communities into the classroom; we view these strengths as assets.

1. We value and honor human diversity.
2. We recognize that all relationships include dynamics of power. We are committed to relating to each other with conscious awareness and sensitivity to these power dynamics.
3. We pledge to contribute to expanding the linguistic and cognitive strengths that learners possess and bring with them to the classroom.
4. We understand that systemic policies, traditions, and laws along with personal beliefs, experiences and attitudes affect personal relationships and equitable treatment and opportunity for all.
5. We strive to provide a context where we all have the venue, the opportunity, and the confidence to express our experiences and that these experiences will be heard constructively, critically, and with sensitivity.
6. Hence, we are not color blind. We will not erase who someone is in the name of equality, nor deny the historical, material and emotional impacts of racialized and gendered identities, and colonial legacies.

We stand alongside and speak out with our colleagues, staff, students, and community members when any of us or others experience micro- or macroaggressions.

We recognize that those of us who enjoy privileged status due to our racialized, gendered, heteronormative, or otherwise privileged aspects of our identities may be unaware of the ways this privileged status marginalizes others. We pledge to listen to our colleagues, students, staff, and community members when any of us or others make efforts to remain diligent in maintaining awareness of micro, macro aggressions, and raise our awareness around issues of invisibility, marginalization, normativity, power, and privilege.

We view these goals as both crucial and ambitious. The entrenched nature of oppression requires both institutional restructuring and new social discourses. Therefore, our stance on disrupting existing and persisting inequities requires attention to micro and macro level interactions. Every interaction is an opportunity for disrupting processes of marginalization, whether overt or subtle, both through person-to-person exchange and through resisting oppressive structures and systems. We commit to holding one another and ourselves accountable, through our research and practice, to rejecting entrenched inequalities, and to cultivating new discourses as groundwork for imagining new social worlds.

**COLLEGES AND UNIVERSITIES RATE AGREEMENT**

EIN: 74-2652689

DATE: 06/16/2015

ORGANIZATION:

FILING REF.: The preceding agreement was dated 04/30/2014

University of Arizona  
 University Services Building  
 888 N. Euclid Ave., Rm. 502F  
 Tucson, AZ 85721-0158

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

**SECTION I: INDIRECT COST RATES**

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

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2013	06/30/2014	51.50	On-Campus	Organized Research
PRED.	07/01/2014	06/30/2015	52.50	On-Campus	Organized Research
PRED.	07/01/2015	06/30/2016	53.00	On-Campus	Organized Research
PRED.	07/01/2016	06/30/2018	53.50	On-Campus	Organized Research
PRED.	07/01/2013	06/30/2018	26.00	Off-Campus	Organized Research
PRED.	07/01/2013	06/30/2014	51.50	On-Campus	Instruction
PRED.	07/01/2014	06/30/2018	50.00	On-Campus	Instruction
PRED.	07/01/2013	06/30/2018	26.00	Off-Campus	Instruction
PRED.	07/01/2013	06/30/2014	51.50	On-Campus	Other Sponsored Activities
PRED.	07/01/2014	06/30/2018	47.00	On-Campus	Other Sponsored Activities
PRED.	07/01/2013	06/30/2018	26.00	Off-Campus	Other Sponsored Activities

ORGANIZATION: University of Arizona

AGREEMENT DATE: 6/16/2015

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<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PROV.	07/01/2018	Until Amended		(1)	

\*BASE

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 a 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: University of Arizona

AGREEMENT DATE: 6/16/2015

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**SECTION I: FRINGE BENEFIT RATES\*\***

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<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
FIXED	7/1/2015	6/30/2016	34.70	All	UA Employees
FIXED	7/1/2015	6/30/2016	31.70	All	Faculty Ancillary
FIXED	7/1/2015	6/30/2016	11.00	All	Classified Temporary
FIXED	7/1/2015	6/30/2016	3.50	All	Student Employees
FIXED	7/1/2015	6/30/2016	13.90	All	Graduate Assistants

**\*\* DESCRIPTION OF FRINGE BENEFITS RATE BASE:**

Salaries and wages including vacation, holiday, sick leave pay and other paid absences.

ORGANIZATION: University of Arizona

AGREEMENT DATE: 6/16/2015

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**SECTION II: SPECIAL REMARKS**

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TREATMENT OF FRINGE BENEFITS:

The fringe benefits are charged using the rate(s) listed in the Fringe Benefits Section of this Agreement. The fringe benefits included in the rate(s) 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 for the costs of these paid absences are not made, except where vacation benefit leave is accrued and earned but unused at the termination of a project.

OFF-CAMPUS DEFINITION AND APPLICATION

The off-campus rate is applicable to those projects conducted in facilities not owned or leased by the University. However, if the project is conducted in leased space and lease costs are directly charged to the project, then the off-campus rate must be used. A project is considered off-campus if more than 50% of its salaries and wages are incurred at an off-campus facility. If a project is determined to be off-campus, it shall be considered wholly off-campus. Separate on and off-campus rates will not be used for a single project.

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 included in the fringe benefit rate(s): FICA, WORKERS COMPENSATION, UNEMPLOYMENT COMPENSATION, LIABILITY INSURANCE, HEALTH/ACCIDENT/LIFE/DISABILITY INSURANCE (HALD), DEPENDENT CARE ASSISTANCE, RETIREMENT, RETIREE SICK PAY, AND QUALIFIED TUITION REDUCTION PROGRAM FOR EMPLOYEES.

NEXT PROPOSAL DUE DATE

Your next indirect cost proposal based on your fiscal year ending 06/30/17, is due in our office by 12/31/17 and your next fringe benefits proposal based on fiscal year ending 06/30/15 is due by 12/31/15.

ORGANIZATION: University of Arizona

AGREEMENT DATE: 6/16/2015

**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:

University of Arizona

(INSTITUTION)

(b)(6)

(SIGNATURE)

Gregg Goldman

(NAME)

Senior VP for Business Affairs and Chief Financial Officer

(TITLE)

6/25/15

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

Arif M. Karim - S

Digitally signed by Arif M. Karim - S  
DN: cn=US, o=U.S. Government, ou=HHS, ou=PS, ou=People,  
email=Arif.M.Karim-S.03.2342.12203303.1061.1-309212865  
Date: 2015.06.18 07:25:23 -0500

(SIGNATURE)

Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

6/16/2015

(DATE) 0162

HHS REPRESENTATIVE: Jeanette Lu

Telephone: (415) 437-7820

## 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.

# INDIGENOUS TEACHER EDUCATION FOR ACADEMIC AND CULTURAL SUSTAINABILITY

## BUDGET NARRATIVE YEAR 1

**1. PERSONNEL— \$55,886**— cost basis: salaries have been adjusted upward by 1.02%

### Faculty

Valerie Shirley, Ph.D., Principal Investigator/Project Director (PI/PD); Salary \$70,720; FTE AY = .20 (.10 funded/.10 contributed); FTE Summer = 1.0 for one month); Assistant Professor of Indigenous Education in the Department of Teaching, Learning and Sociocultural Studies (TLSS). The responsibilities include overseeing and coordinating all aspects of the project which include overall project management, evaluation and reporting; the recruitment of participants; collaborations between UA, partner schools and Tribal education entities; liaison to the advisory group; and working closely with the Project Coordinator, program personnel, mentor teachers, and project participants. No direct costs are requested for administrative tasks. All tasks are covered by the cost-share portion of salary.

Jeremy Garcia, Ph.D. Co-Project Investigator, Salary \$72,800; FTE AY = .20 (.10 funded/.10 contributed); FTE Summer = 1.0 for one month); Assistant Professor of Indigenous Education in the Department of TLSS. The responsibilities include assisting the PI/PD with overseeing and coordinating all aspects of the project which include overall project management, evaluation and reporting; the recruitment of participants; collaborations between UA and partner schools; liaison to the advisory group; and working closely with the Project Coordinator, program personnel, mentor teachers, and project participants. No direct costs are requested for administrative tasks. All tasks are covered by the cost-share portion of salary.

Tenure Track Instructors; Professors; Salary \$82,000; FTE AY = .07 (contributed). The faculty rotate within the program; therefore, individual names are not listed and four tenure track professors are projected to teach the courses. They teach the Elementary Education required coursework which lead to teacher licensing.

Practice Track Instructors; Professors; Salary \$72,000; FTE AY = .07 (contributed). The faculty rotate within the program; therefore, individual names are not listed and four practice track professors are projected to teach the courses. They teach the Elementary Education required coursework which lead to teacher licensing.

Donna Jurich, Ph.D.; Salary \$82,370; FTE FY = .05 (contributed); Director of Early Childhood and Elementary Education in the Department of TLS. She coordinates all Elementary Education program activities for the project. She is the key person who oversees licensing requirements and program coursework for teacher certification.

Margaret Shafer; Salary \$70,000; FTE FY= .05 (contributed); Director, Office of Field Experiences in the Department of TLS. Her responsibilities are to coordinate off-campus field

experience and student teaching placements. She is the required university contact for student placements.

Senior Academic Advisor; Salary \$45,000 per student; FTE FY = .05 (contributed). Her/his responsibilities are to advise participants on coursework and meeting general education requirements and other College of Education requirements.

Student Teaching Supervisors; Salary \$500 per student; FTE FY = .15 (contributed). They are hired by the Department to supervise all Elementary Education field experiences. These supervisors are the liaison between the mentor teachers, pre-service teachers and the Elementary Education program. They are also required to ensure the pre-service teachers fulfill the practicum hours required by the Arizona State Department of Education.

Project Coordinator; Salary \$50,000; FTE FY = .50 (funded).

The responsibilities of the Project Coordinator are to assist the PI/PD and Co-PI with program activities such as reporting, data collection, analysis, course development, site coordination, serving as a liaison between the UA, partner schools, Tribes and participants, and providing academic and mentoring support to the program participants. The Project Coordinator is to serve as primary contact for project participants affiliated with this program. Less than 5% of the Year 1 direct costs will cover administrative tasks by this position.

### **Graduate Associates**

The Graduate Associates (GAs) rotate within the program; therefore, individual names are not listed and two GAs are projected to teach the courses. They teach the Elementary Education required coursework which lead to teacher licensing. The difference in positions and salaries correspond to their status within their doctoral program: Associate II has passed comprehensive exams and Associate I has not. Both their salary and tuition are cost-shared by the university.

Associate I; Salary \$29,158; FTE = .08 (contributed).

Associate II; Salary \$30,765; FTE = .08 (contributed).

### **2. FRINGE BENEFITS – \$19,504 -- cost basis: negotiated rate as of July 1, 2016**

The UA's fringe benefit rates are 34.9% for faculty and classified staff and 13.4% for graduate students. The UA requires that future negotiated ERE rates be used for each year of the project. The ERE rates may change from year to year, and only the current rates are known at this time.

### **3. TRAVEL — \$6,136 – cost basis: current State and Federal guidelines for UA per diem and mileage.**

Annual PD Meeting in DC: Travel funds are requested for the PI/PD and Project Coordinator to attend the annual Project Directors' meeting in Washington, DC (\$2,000 each for a total of \$4,000). Funds requested will cover ground and air transportation, lodging, and per diem.

Recruitment and Student Field Experience: Travel funds are also requested for recruitment and student mileage to participating schools, tribal colleges and tribal communities throughout the

state of Arizona. It is estimated that mileage for recruitment will total approximately 3,000 miles (\$1,335). Funds for student mileage covers travel to schools for field experience from the university and back. It is estimated that student mileage to field experience sites is 120 miles per student (\$801). The UA approved rate of \$0.445 per mile has been applied to this proposal.

### **3. EQUIPMENT -- NA**

### **4. SUPPLIES — \$39,000**

Supply cost relates to the purchase of computers and printers for the project participants and the Project Coordinator. The purpose of purchasing computers and printers is to provide the technology for project participants to be successful in completing their required assignments in their courses, field experience, student teaching and first years of teaching. The funds requested for supplying the Project Coordinator with a computer and printer is to carry out project activities for each project year. It is estimated that the project will need \$24,000 for equipment.

Funds requested for instructional supplies are needed to set up the start of the program. This includes materials that will be required for recruitment activities, orientation day, curriculum development and daily program activities. It is estimated that the project will need \$15,000 for instructional supplies.

### **5. CONTRACTUAL -- \$2,000**

Funds are requested to pay Tribal Elders. Two Tribal Elders will be contributing the project during the AILDI summer session. The purposes of having Elders participate during the summer session are for these reasons: 1) they are holders of traditional Indigenous knowledge; 2) they are fluent speakers of their Indigenous languages; and 3) they are resources that will contribute to preparing the mindset of project participants in centering Indigenous knowledge, culture and language into the curriculum, pedagogy and overall classroom experiences of Native American students. It is estimated that the project will need \$2000 to pay 2 Elders (\$1000 per Elder).

### **6. CONSTRUCTION – NA**

### **7. OTHER — \$2,175**

Funds are requested to cover registration fees at \$45 for the 15 project participants to attend the American Indian Language Development Institute (AILDI). The purpose of attending AILDI is to contribute to the integration of Indigenous languages and cultures into the schooling experiences of Native American students, schools and communities. Participants will be enrolled in two AILDI courses during summer session one. In addition, it is estimated that the project will need \$675 for AILDI registration fees.

Funds for postage are requested for the purpose of mailing recruitment and program materials, letters of acceptance and other project communication and information. It is estimated that the project will need \$500 for postage.

Funds are requested for printing and reproduction of program and recruitment information,

materials for curriculum development, readings and course materials that require the redesigning aspect of the Elementary Education program. It is estimated that the project will need \$1000 for printing.

## **8. TOTAL DIRECT COSTS - \$124,701**

*Section A — Budget Summary* list the yearly and total Direct Costs for each budget category.

## **9. INDIRECT COSTS - \$9,976**

Per sponsor stipulation, the restricted IDC rate is 8%.

## **10. TRAINING STIPENDS—\$187,560**

Funds are requested to pay summer tuition for AILDI courses. The estimated cost of tuition for the summer session is \$2,832 per participant. It is estimated that the project will need \$42,480 for AILDI tuition. In addition to AILDI summer tuition, a one-time cash stipend of \$2,031 will be provided per participant to cover room, board, books and personal living expenses for the duration of the AILDI summer session. It is estimated that the project will need \$30,465 for student cash stipends during AILDI.

Funds are requested to pay tuition for the Fall 2017 academic semester (\$6,141 per student). The project participants will be enrolled full-time in the Elementary Education program. It is estimated the project will need \$92,115 for Fall tuition.

Funds are requested to support a monthly stipend of \$200 to cover expenses for books, fees, and other living costs during the fall semester of Year 1. Total cost for 15 participants is \$13,500.

In addition, funds are requested to support participant dependents childcare and living expenses at \$250 per month per dependent for 8 dependents during the fall semester. Total cost for 8 dependents is \$9,000.

## **11. TOTAL COSTS - \$322,237**

*Section A - Budget Summary* lists the yearly and Total Costs for each budget category.

**BUDGET NARRATIVE  
YEAR 2**

**1. PERSONNEL – \$49,684**— cost basis: salaries have been adjusted upward by 1.02%

**Faculty**

Valerie Shirley, Ph.D., Principal Investigator/Project Director (PI/PD); Salary \$72,134; FTE AY = .15 (.05 funded/.10 contributed); FTE Summer = 1.0 for one month); Assistant Professor of Indigenous Education in the Department of Teaching, Learning and Sociocultural Studies (TLSS). The responsibilities include overseeing and coordinating all aspects of the project which include overall project management, evaluation and reporting; the retention of participants; collaborations between UA, partner schools and Tribal education entities; liaison to the advisory group; and working closely with the Project Coordinator, program personnel, mentor teachers, and project participants. No direct costs are requested for administrative tasks. All tasks are covered by the cost-share portion of salary.

Jeremy Garcia, Ph.D. Co-Project Investigator, Salary \$74,256; FTE AY = .15 (.05 funded/.10 contributed); FTE Summer = 1.0 for one month); Assistant Professor of Indigenous Education in the Department of TLSS. The responsibilities include assisting the PI/PD with overseeing and coordinating all aspects of the project which include overall project management, evaluation and reporting; the retention of participants; collaborations between UA and partner schools; liaison to the advisory group; and working closely with the Project Coordinator, program personnel, mentor teachers, and project participants. No direct costs are requested for administrative tasks. All tasks are covered by the cost-share portion of salary.

Tenure Track Instructors; Professors; Salary \$83,640; FTE AY = .40 (contributed). The faculty rotate within the program; therefore, individual names are not listed and four tenure track professors are projected to teach the courses. They teach the Elementary Education required coursework which lead to teacher licensing.

Practice Track Instructors; Professors; Salary \$73,440; FTE AY = .40 (contributed). The faculty rotate within the program; therefore, individual names are not listed and four practice track professors are projected to teach the courses. They teach the Elementary Education required coursework which lead to teacher licensing.

Donna Jurich, Ph.D.; Salary \$84,017; FTE FY = .05 (contributed); Director of Early Childhood and Elementary Education in the Department of TLS. She coordinates all Elementary Education program activities for the project. She is the key person who oversees licensing requirements and program coursework for teacher certification.

Margaret Shafer; Salary \$71,400; FTE FY= .05 (contributed); Director, Office of Field Experiences in the Department of TLS. Her responsibilities are to coordinate off-campus field experience and student teaching placements. She is the required university contact for student placements.

Senior Academic Advisor; Salary \$45,900 per student; FTE FY = .05 (contributed). Her/his responsibilities are to advise participants on coursework and meeting general education requirements and other College of Education requirements.

Student Teaching Supervisors; Salary \$500 per student; FTE FY = .15 (contributed). They are hired by the Department to supervise all Elementary Education field experiences. These supervisors are the liaison between the mentor teachers, pre-service teachers and the Elementary Education program. They are also required to ensure the pre-service teachers fulfill the practicum hours required by the Arizona State Department of Education.

Project Coordinator; Salary \$51,000; FTE FY = .50 (funded).

The responsibilities of the Project Coordinator are to assist the PI/PD and Co-PI with program activities such as reporting, data collection, analysis, course development, site coordination, serving as a liaison between the UA, partner schools, Tribes and participants, and providing academic and mentoring support to the program participants. The Project Coordinator is to serve as primary contact for project participants affiliated with this program. Less than 5% of the Year 2 direct costs will cover administrative tasks by this position.

### **Graduate Associates**

The Graduate Associates (GAs) rotate within the program; therefore, individual names are not listed and two GAs are projected to teach the courses. They teach the Elementary Education required coursework which lead to teacher licensing. The difference in positions and salaries correspond to their status within their doctoral program: Associate II has passed comprehensive exams and Associate I has not. Both their salary and tuition are cost-shared by the university.

Associate I; Salary \$29,741; FTE = .25 (contributed).

Associate II; Salary \$31,380; FTE = .25 (contributed).

### **2. FRINGE BENEFITS – \$17,340 -- cost basis: negotiated rate as of July 1, 2016**

The UA's fringe benefit rates are 34.9% for faculty and classified staff and 13.4% for graduate students. The UA requires that future negotiated ERE rates be used for each year of the project. The ERE rates may change from year to year, and only the current rates are known at this time.

### **3. TRAVEL — \$8,408— cost basis: current State and Federal guidelines for UA per diem and mileage.**

Annual PD Meeting in DC: Travel funds are requested for the PI/PD and Project Coordinator to attend the annual Project Directors' meeting in Washington, DC (\$2,000 each for a total of \$4,000). Funds requested will cover ground and air transportation, lodging, and per diem.

Student Field Experience: Travel funds are also requested for student mileage to partner schools for field experience within the state of Arizona. Funds for student mileage covers travel from the university and back. It is estimated that student mileage to field experience sites is 960 miles per student (\$6,408). The UA approved rate of \$0.445 per mile has been applied to this proposal.

#### **4. EQUIPMENT -- NA**

#### **5. SUPPLIES—\$8,000**

Funds requested for instructional supplies are needed to continue the program. This includes supplies that will be required for curriculum development, program materials and daily program activities. It is estimated that the project will need \$8,000 for instructional supplies.

#### **6. CONTRACTUAL – \$4,250**

Funds are requested to pay Tribal Elders. Two Tribal Elders will be contributing the project during the AILDI summer session. The purposes of having Elders participate during the summer session are for these reasons: 1) they are holders of traditional Indigenous knowledge; 2) they are fluent speakers of their Indigenous languages; and 3) they are resources that will contribute to preparing the mindset of project participants in centering Indigenous knowledge, culture and language into the curriculum, pedagogy and overall classroom experiences of Native American students. It is estimated that the project will need \$2000 to pay 2 Elders (\$1000 per Elder).

Funds are requested for an External Evaluator to evaluate the program during Summer 2018 for 15 hours at \$150/hour. She/he will evaluate the recruitment efforts and program preparation from the previous year. In addition, she/he will work closely with the PI/PD, Co-PI and Project Coordinator to incorporate evaluation findings for improving the project and program. It is estimated that the project will need \$2,250 for an External Evaluator.

#### **7. CONSTRUCTION – NA**

#### **8. OTHER—\$2,175**

Funds are requested to cover registration fees at \$45 for the 15 project participants to attend the American Indian Language Development Institute (AILDI). The purpose of attending AILDI is to contribute to the integration of Indigenous languages and cultures into the schooling experiences of Native American students, schools and communities. Participants will be enrolled in two AILDI courses during summer session one. In addition, it is estimated that the project will need \$675 for AILDI registration fees.

Funds for postage are requested for the purpose of mailing program materials and other project communication and information. It is estimated that the project will need \$500 for postage.

Funds are requested for printing and reproduction of program information, materials for curriculum development, readings and course materials that require the redesigning aspect of the Elementary Education program. It is estimated that the project will need \$1000 for printing. Funds for the Graduate Associate tuition will be cost-shared by the university (.25 FTE at \$3,070). The GAs' primary responsibility within the project would be teaching the Elementary Education courses.

#### **9. TOTAL DIRECT COSTS - \$89,857**

*Section A—Budget Summary* list the yearly and total Direct Costs for each budget category.

**10. INDIRECT COSTS - \$7,189**

Per sponsor stipulation, the restricted IDC rate is 8%.

**11. TRAINING STIPENDS—\$302,175**

Funds are requested to pay summer tuition for AILDI courses. The estimated cost of tuition for the summer session is \$2,832 per participant. It is estimated that the project will need \$42,480 for AILDI tuition. In addition to AILDI summer tuition, a one-time cash stipend of \$2,031 will be provided per participant to cover room, board, books and personal living expenses for the duration of the AILDI summer session. It is estimated that the project will need \$30,465 for student cash stipends during AILDI.

Funds are requested to pay tuition for the Spring and Fall 2018 academic semester (\$6,141 per student). The project participants will be enrolled full-time in the Elementary Education program. It is estimated the project will need \$184,230 for Spring and Fall tuitions.

Funds are requested to support a monthly stipend of \$200 to cover expenses for books, fees, and other living costs during Year 2. Total cost for 15 participants is \$27,000.

In addition, funds are requested to support participant dependents at \$250 per dependent for 8 dependents during Year 2. Total cost for 8 dependents is \$18,000

**12. TOTAL COSTS - \$399,221**

*Section A - Budget Summary* lists the yearly and Total Costs for each budget category.

**BUDGET NARRATIVE  
YEAR 3**

**1. PERSONNEL— \$58,143—** cost basis: salaries have been adjusted upward by 1.02%

**Faculty**

Valerie Shirley, Ph.D., Principal Investigator/Project Director (PI/PD); Salary \$73,577; FTE AY = .20 (.10 funded/.10 contributed); FTE Summer = 1.0 for one month); Assistant Professor of Indigenous Education in the Department of Teaching, Learning and Sociocultural Studies (TLSS). The responsibilities include overseeing and coordinating all aspects of the project which include overall project management, evaluation and reporting; the retention and graduation of participants; securing employment for participants; collaborations between UA, partner schools and Tribal education entities; liaison to the advisory group; and working closely with the Project Coordinator, program personnel, mentor teachers, and project participants. No direct costs are requested for administrative tasks. All tasks are covered by the cost-share portion of salary.

Jeremy Garcia, Ph.D. Co-Project Investigator, Salary \$75,741; FTE AY = .20 (.10 funded/.10 contributed); FTE Summer = 1.0 for one month); Assistant Professor of Indigenous Education in the Department of TLSS. The responsibilities include assisting the PI/PD with overseeing and coordinating all aspects of the project which include overall project management, evaluation and reporting; the retention and graduation of participants; securing employment for participants; collaborations between UA and partner schools; liaison to the advisory group; and working closely with the Project Coordinator, program personnel, mentor teachers, and project participants. No direct costs are requested for administrative tasks. All tasks are covered by the cost-share portion of salary.

Tenure Track Instructors; Professors; Salary \$85,313; FTE AY = .13 (contributed). The faculty rotate within the program; therefore, individual names are not listed and four tenure track professors are projected to teach the courses. They teach the Elementary Education required coursework which lead to teacher licensing.

Practice Track Instructors; Professors; Salary \$74,909; FTE AY = .13 (contributed). The faculty rotate within the program; therefore, individual names are not listed and four practice track professors are projected to teach the courses. They teach the Elementary Education required coursework which lead to teacher licensing.

Donna Jurich, Ph.D.; Salary \$85,698; FTE FY = .05 (contributed); Director of Early Childhood and Elementary Education in the Department of TLS. She coordinates all Elementary Education program activities for the project. She is the key person who oversees licensing requirements and program coursework for teacher certification.

Margaret Shafer; Salary \$72,828; FTE FY= .05 (contributed); Director, Office of Field Experiences in the Department of TLS. Her responsibilities are to coordinate off-campus field experience and student teaching placements. She is the required university contact for student placements.

Senior Academic Advisor; Salary \$46,818 per student; FTE FY = .05 (contributed). Her/his responsibilities are to advise participants on coursework and meeting general education requirements and other College of Education requirements.

Student Teaching Supervisors; Salary \$500 per student; FTE FY = .15 (contributed). They are hired by the Department to supervise all Elementary Education field experiences. These supervisors are the liaison between the mentor teachers, pre-service teachers and the Elementary Education program. They are also required to ensure the pre-service teachers fulfill the practicum hours required by the Arizona State Department of Education.

Project Coordinator; Salary \$52,020; FTE FY = .50 (funded).

The responsibilities of the Project Coordinator are to assist the PI/PD and Co-PI with program activities such as reporting, data collection, analysis, course development, site coordination, serving as a liaison between the UA, partner schools, Tribes and participants, and providing academic and mentoring support to the program participants. The Project Coordinator is to serve as primary contact for project participants affiliated with this program. Less than 5% of the Year 3 direct costs will cover administrative tasks by this position.

### **Graduate Associates**

The Graduate Associates (GAs) rotate within the program; therefore, individual names are not listed and two GAs are projected to teach the courses. They teach the Elementary Education required coursework which lead to teacher licensing. The difference in positions and salaries correspond to their status within their doctoral program: Associate II has passed comprehensive exams and Associate I has not. Both their salary and tuition are cost-shared by the university.

Associate I; Salary \$30,336; FTE = .17 (contributed).

Associate II; Salary \$32,008; FTE = .17 (contributed).

### **2. FRINGE BENEFITS – \$20,292 -- cost basis: negotiated rate as of July 1, 2016**

The UA's fringe benefit rates are 34.9% for faculty and classified staff and 13.4% for graduate students. The UA requires that future negotiated ERE rates be used for each year of the project. The ERE rates may change from year to year, and only the current rates are known at this time.

### **3. TRAVEL - \$33,858 - cost basis: current State and Federal guidelines for UA per diem and mileage.**

Annual PD Meeting in DC: Travel funds are requested for the PI/PD and Project Coordinator to attend the annual Project Directors' meeting in Washington, DC (\$2,000 each for a total of \$4,000). Funds requested will cover ground and air transportation, lodging, and per diem.

**Professional Conferences:** Travel funds are requested for travel to professional conferences (such as the National Indian Education Association or National Association of Multicultural Education annual meeting). The purpose is to provide the participants with professional learning experiences by co-presenting with faculty about their experiences within the project. Funds requested will cover ground and air transportation, lodging, and per diem for the PI/PD and the

Co-PI (1500 each for a total \$3000) and 5 participants (\$1500 each for a total \$7,500).

**Student Teaching:** Travel funds are requested for student mileage to partner schools for student teaching within the state of Arizona. Funds for student mileage covers travel from the university and back. It is estimated that student mileage to student teaching sites is 2400 miles per student (\$16,020). The UA approved rate of \$0.445 per mile has been applied to this proposal.

**Induction:** Travel funds are requested for induction, which is assisting the project participants in securing employment within the partner schools. The participants will be traveling to the schools to conduct interviews. It is estimated that student mileage to the schools is 500 miles per student (\$3,338).

#### **4. EQUIPMENT -- NA**

#### **5. SUPPLIES—\$10,000**

Funds requested for instructional supplies are needed to continue the program. This includes supplies that will be required for curriculum development, program materials, induction services and materials, graduation commencement and daily program activities. It is estimated that the project will need \$10,000 for instructional supplies.

#### **6. CONTRACTUAL – \$4,500**

Funds are requested for an External Evaluator to evaluate the program during Summer 2019 for 30 hours at \$150/hour. She/he will evaluate the goals, objectives and student progress from the previous year. In addition, she/he will work closely with the PI/PD, Co-PI and Project Coordinator to incorporate evaluation findings for improving the project and program. It is estimated that the project will need \$4,500 for an External Evaluator.

#### **7. CONSTRUCTION – NA**

#### **8. OTHER—\$4,600**

Funds are requested to cover registration fees for the professional conference. The funds will pay for 5 participant's conference registration fees (\$300 each for a total of \$1,500) and for 2 faculty conference registration fees (\$300 each for a total of \$600). It is estimated that the project will need \$2,100 for conference registration fees.

Funds for postage are requested for the purpose of mailing program materials and other project communication and information. It is estimated that the project will need \$500 for postage. Funds are requested for printing and reproduction of program information, materials for curriculum development, graduation, readings and course materials that require the redesigning aspect of the Elementary Education program. It is estimated that the project will need \$2000 for printing.

Funds for the Graduate Associate tuition will be cost-shared by the university (.25 FTE at

\$3,316). The GAS' primary responsibility within the project would be teaching the Elementary Education courses.

## **9. TOTAL DIRECT COSTS -- \$126,293**

*Section A—Budget Summary* list the yearly and total Direct Costs for each budget category.

## **10. INDIRECT COSTS -- \$10,103**

Per sponsor stipulation, the restricted IDC rate is 8%.

## **11. TRAINING STIPENDS—\$121,980**

Funds are also requested to pay tuition for the Spring 2019 academic semester (\$6,632 per student). The project participants will be enrolled full-time in the Elementary Education program. It is estimated the project will need \$99,480 for Spring tuition.

Funds are requested to support a monthly stipend of \$200 to cover expenses for books, fees, and other living costs during the first half of Year 3. Total cost for 15 participants is \$13,500.

In addition, funds are requested to support participant dependents at \$250 per dependent for 8 dependents during this same period in Year 3. Total cost for 8 dependents is \$9,000.

## **12. TOTAL COSTS - \$258,376**

*Section A - Budget Summary* lists the yearly and Total Costs for each budget category.

**BUDGET NARRATIVE  
YEAR 4**

**1. PERSONNEL— \$51,691—** cost basis: salaries have been adjusted upward by 1.02%

**Faculty**

Valerie Shirley, Ph.D., Principal Investigator/Project Director (PI/PD); Salary \$75,049; FTE AY = .10 (.05 funded/.05 contributed); FTE Summer = 1.0 for one month); Assistant Professor of Indigenous Education in the Department of Teaching, Learning and Sociocultural Studies (TLSS). The responsibilities include overseeing and coordinating all aspects of the project which include overall project management, evaluation and reporting; securing employment for participants; induction services for graduates; collaborations between UA, partner schools and Tribal education entities; liaison to the advisory group; and working closely with the Project Coordinator, program personnel, mentor teachers, and graduates. Majority of Year 4 activities will focus on Induction. The PI/PD will be working with established programs within schools. The Community Schools in the Gila River Indian Community currently do not have Induction programs in place; therefore, a committee will work on creating a program in Years 1-3. No direct costs are requested for administrative tasks. All tasks are covered by the cost-share portion of salary.

Jeremy Garcia, Ph.D. Co-Project Investigator, Salary \$77,256; FTE AY = .10 (.05 funded/.05 contributed); FTE Summer = 1.0 for one month); Assistant Professor of Indigenous Education in the Department of TLSS. The responsibilities include assisting the PI/PD with overseeing and coordinating all aspects of the project which include overall project management, evaluation and reporting; securing employment for participants; induction services for graduates; collaborations between UA and partner schools; liaison to the advisory group; and working closely with the Project Coordinator, program personnel, mentor teachers, and graduates. Majority of Year 4 activities will focus on Induction. The Co-PI will be working with established programs within schools. The Community Schools in the Gila River Indian Community currently do not have Induction programs in place; therefore, a committee will work on creating a program in Years 1-3. No direct costs are requested for administrative tasks. All tasks are covered by the cost-share portion of salary.

Donna Jurich, Ph.D.; Salary \$87,412; FTE FY = .05 (contributed); Director of Early Childhood and Elementary Education in the Department of TLS. She coordinates all Elementary Education program activities for the project. She is the key person who oversees licensing requirements and program coursework for teacher certification.

Project Coordinator; Salary \$53,060; FTE FY = .50 (funded).

The responsibilities of the Project Coordinator are to assist the PI/PD and Co-PI with program activities such as reporting, data collection, analysis, course development, site coordination, serving as a liaison between the UA, partner schools, Tribes and participants, and providing academic and mentoring support to the program participants. The Project Coordinator is to serve as primary contact for project participants affiliated with this program. Less than 5% of the Year 1 direct costs will cover administrative tasks by this position.

**2. FRINGE BENEFITS – \$18,040 --** cost basis: negotiated rate as of July 1, 2016

The UA's fringe benefit rates are 34.9% for faculty and classified staff. The UA requires that future negotiated ERE rates be used for each year of the project. The ERE rates may change from year to year, and only the current rates are known at this time.

**3. TRAVEL— \$5,400–** cost basis: current State and Federal guidelines for UA per diem and mileage.

Professional Conferences: Travel funds are requested for travel to professional conferences (such as the National Indian Education Association or National Association of Multicultural Education annual meeting). The purpose is to provide the participants with professional learning experiences by co-presenting with faculty about their experiences within the project. Funds requested will cover ground and air transportation, lodging, and per diem for 2 participants (\$1200 each for total \$2,400) and the PI/PI and Co-PI (\$1,500 each for total of \$3,000).

**4. EQUIPMENT -- NA**

**5. SUPPLIES — \$600**

Funds requested for supplies are needed to continue induction services and activities. This includes supplies that will be required continue creating materials to support teaching (i.e., curriculum materials, professional development books, mentor support, children's books, etc.). Funding for supplies will also cover costs to gather follow-up information and data on graduates, mentors, evaluation and reporting. It is estimated that the project will need \$600 for instructional supplies.

**6. CONTRACTUAL – \$6,000**

Funds are requested for an External Evaluator to evaluate the program during Summer 2020 for 40 hours at \$150/hour. She/he will evaluate the goals, objectives and student progress from the previous years. Several student interviews will be conducted. In addition, she/he will work closely with the PI/PI, Co-PI, Project Coordinator and advisory group to incorporate recommendations for improving and institutionalizing the program. It is estimated that the project will need \$6,000 for an External Evaluator.

**7. CONSTRUCTION – NA**

**8. OTHER—\$1,600**

Funds are requested to cover registration fees for the professional conference. The funds will pay for 2 participant's conference registration fees (\$300 each for a total of \$600) and for 2 faculty conference registration fees (\$300 each for a total of \$600). It is estimated that the project will need \$1,200 for conference registration fees.

Funds for postage are requested for the purpose of mailing program and induction materials and other project communication and information. It is estimated that the project will need \$100 for postage.

Funds are requested for printing and reproduction of program information, materials for curriculum development, professional development materials, data analysis, evaluation and reports, and course materials that contribute to the redesigning aspect of the Elementary Education program. It is estimated that the project will need \$300 for printing.

**9. TOTAL DIRECT COSTS - \$83,331**

*Section A—Budget Summary* list the yearly and total Direct Costs for each budget category.

**10. INDIRECT COSTS -- \$6,666**

Per sponsor stipulation, the restricted IDC rate is 8%.

**11. TRAINING STIPENDS—NA**

**12. TOTAL COSTS - \$89,997**

*Section A - Budget Summary* lists the yearly and Total Costs for each budget category.

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

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Valerie		Shirley	PhD

Address:

Street1:	PO Box 210069, Rm713
Street2:	
City:	Tucson
County:	
State:	AZ: Arizona
Zip Code:	85721-0069
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
520-626-2332	520-621-9271

Email Address:

vshirley@email.arizona.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:

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

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

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

Name of Institution/Organization

AZ Board of Regents, U of AZ

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	55,886.00	49,684.00	58,143.00	51,691.00	0.00	215,404.00
2. Fringe Benefits	19,504.00	17,340.00	20,292.00	18,040.00	0.00	75,176.00
3. Travel	6,136.00	8,408.00	33,858.00	5,400.00	0.00	53,802.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	39,000.00	8,000.00	10,000.00	600.00	0.00	57,600.00
6. Contractual	2,000.00	4,250.00	4,500.00	6,000.00	0.00	16,750.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	2,175.00	2,175.00	4,600.00	1,600.00	0.00	10,550.00
9. Total Direct Costs (lines 1-8)	124,701.00	89,857.00	131,393.00	83,331.00	0.00	429,282.00
10. Indirect Costs*	9,976.00	7,189.00	10,511.00	6,666.00	0.00	34,342.00
11. Training Stipends	187,560.00	302,175.00	121,980.00	0.00	0.00	611,715.00
12. Total Costs (lines 9-11)	322,237.00	399,221.00	263,884.00	89,997.00	0.00	1,075,339.00

**\*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: 05/05/2016 To: 06/30/2018 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): DHHS Audit Regional Inspector General for Audit, 50 UN Plaza, Room 171, SC,CA 94102

The Indirect Cost Rate is 53.50%.

(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 # S299B160006

Name of Institution/Organization AZ Board of Regents, U of AZ	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	44,485.00	110,317.00	59,362.00	11,986.00	0.00	226,150.00
2. Fringe Benefits	14,329.00	34,556.00	18,918.00	4,183.00	0.00	71,986.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	12,282.00	6,632.00	0.00	0.00	18,914.00
9. Total Direct Costs (lines 1-8)	58,814.00	157,155.00	84,912.00	16,169.00	0.00	317,050.00
10. Indirect Costs	4,705.00	11,590.00	6,262.00	1,294.00		23,851.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	63,519.00	168,745.00	91,174.00	17,463.00	0.00	340,901.00

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

ED 524

**INDIGENOUS TEACHER EDUCATION FOR ACADEMIC AND CULTURAL SUSTAINABILITY**

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## **INDIGENOUS TEACHER EDUCATION FOR ACADEMIC AND CULTURAL SUSTAINABILITY**

Critical issues facing the culturally responsive education of Native American (NA) children in elementary schools must be addressed in teacher preparation programs. Primary are the needs to increase the number of NA teachers, modify existing programs to focus on Indigenous perspectives, and increase the resources to support undergraduates to graduate, obtain certification, and secure employment. The University of Arizona (UA) will meet these needs by developing and implementing a pre-service Elementary Education (EE) program for NA students (scholars) focused on Indigenous education. The UA will partner with the Tohono O'odham Baboquivari Indian Oasis School District, Gila River Community Schools (Blackwater, Gila Crossing, Casa Blanca), Sacaton Public School District, Pascua Yaqui Tribal Education Department, Tohono O'odham Community College, and Tucson Unified School District in this unique effort.

### **(1) Specific Gaps and Weaknesses in Teacher Preparation Programs**

Specific areas addressed include (a) increasing academic achievement of NA students, (b) increasing the number of NA teachers, (c) indigenizing existing teacher education program, and (d) building stronger partnerships with Tribal entities.

### **Need to Increase the Academic Achievement of NA Students**

According to the *2014 Indian Education Annual Report (ADE, 2014)*, Arizona has the second largest number of NA students in the nation, with 22 Tribes in the state. The disparities in the academic achievement between NA students and non-Native peers are evident when compared on state assessments. The state assessment, *Arizona Instrument to Measure Standards (AIMS)*, reports proficiency in reading as 57% for NA students compared to 90% for their white peers. In math, achievement is 35% for NA students compared to 80% for their white peers

(ADE, 2014). The data within this report are from 2012; however, they confirm a longstanding trend of low academic achievement among NA students. In addition to low academic achievement, according to the *2016 Arizona Minority Student Progress Report*, NA students have the highest dropout rate among their counterparts at 7% and the lowest graduation rates – only 61% of NA students graduating in 4 years (Milem, Salazar & Bryan, 2016). This project will increase the academic achievement of NA students by training a cohort of NA pre-service teachers in the UA EE program, mentoring, offering on-site classes with an emphasis on indigenizing aspects of the program, and partnering with Tribal entities.

### **Need to Increase the Number and Quality of NA Teachers**

The academic achievement of students has a direct correlation with the quality of teachers with whom they work (Kamil, 2011). One reason for the low academic achievement of NA students is linked to cultural differences between NA students and their non-Native teachers (Brayboy & Castagno, 2008). When teachers understand the context of specific Indigenous cultures, histories, knowledge systems, and values, the teachers are better equipped to teach NA students (Brayboy & McCarty, 2010). A shortage of NA teachers exists in schools serving a large number of NA students. The need to increase the number of NA teachers has been an issue for nearly a century. In fact, it was an initial recommendation for improving Indian education in the Meriam Report of 1928 (Adams, 1995; Dussias, 2001; Lomawaima & McCarty, 2006; McCarty, 2002; Meriam et al., 1928; Szasz, 1999). Yet, less than 1% of teachers in the U.S. identify as American Indian or Alaska Native (Goldring, Gray, Bitterman, & Broughman, 2013). Due to the low number of pre-service teachers enrolled in teacher education programs, hiring NA teachers in Tribal schools is a challenge. Teacher education programs also will need to be modified in order to meet the needs of NA pre-service teachers and Indigenous contexts. The project will increase the number of qualified NA teachers who will serve NA students by

drawing on existing resources to support NA pre-service teachers to graduate, obtain certification, and secure employment within schools serving a large number of NA students.

### **Need To Modify Teacher Education Program to Incorporate Indigenous Education**

Teacher education programs have not adequately prepared NA teachers to teach in NA schools (Castagno, 2012). Training teachers to address unique Tribal needs is essential and requires a shift in curriculum and teaching methods within teacher education programs (Castagno & Brayboy, 2008; Garcia & Shirley, 2012; Grande, 2015; Kawai'ae'a, 2008; Shirley, in press). Given the unique social and political realities within Indigenous communities, Indigenous concerns, needs, languages, and knowledge systems are central to the process of indigenizing teaching and teacher education. The primary purpose in doing so is to facilitate the process where pre-service teachers contextualize Indigenous Sovereignty and self-determination efforts in order to take control of their education system. When Indigenous contexts are integrated in teacher education programs, pre-service teachers will begin to develop a critical consciousness around such efforts and will, therefore, become intentional in building curriculum around Indigenous issues and concerns. This change will preserve and privilege Indigenous knowledge systems while bringing about positive social change in Indigenous communities (Brayboy & McCarty, 2010; Garcia & Shirley, 2012; Lansing, 2014; Lee, 2006; McCarty & Lee, 2014; Shirley, in press). Preparing pre-service teachers in this way, in turn, contributes to increasing the academic achievement of NA students and works toward building the capacity for enacting positive changes in Indigenous communities. Our project seeks to build the foundational components of Indigenous teacher education by infusing Indigenous knowledges, values, languages, histories, and cultures into the curriculum. Modifying a teacher preparation program to include Indigenous perspectives requires consultation and partnerships with Tribal communities.

## **Need to Build Stronger Partnerships with Tribal Entities**

As sovereign entities, Tribal Nations have unique needs and concerns that should be acknowledged in order to develop strong partnerships for education. The UA is situated within close proximity to the Tohono O’odham Nation, Pascua Yaqui Nation, and Gila River Indian Community. Each Nation has particular needs that can be addressed by teacher training initiatives that seek to prepare Indigenous teachers as nation builders (Kawai’ae’a, 2008). To employ “teachers as nation-builders” in a teacher education program, this process would require strong partnerships and consistent dialogue with Tribal communities (Lansing, 2016). In addition, if Indigenous knowledge systems and pedagogy are to be infused in courses and field experiences, creating sustainable partnerships with local schools, the active participation of Tribal education departments and communities is essential. Our project will work to create a strength-based program that values relationships with Tribal entities and is grounded in Indigenous values and knowledge.

A mutual benefit in partnering with Tribal entities is that Indigenous EE students enrolled in the teacher education programs incorporate unique perspectives and experiences that educate non-Native pre-service teachers and faculty with whom they interact about Indigenous issues, perspectives, and cultures. This cross-cultural interaction is essential as there are approximately 620,000 NA students enrolled in U.S. public elementary and secondary schools, and 93% of these students attend public schools with their non-Native peers (National Indian Education Association, 2011). The perspectives the NA pre-service teachers bring to the courses will help to raise awareness among non-Native pre-service teachers who will have a better understanding of Indigenous people and communities. This knowledge also will benefit non-Native teachers to comfortably and respectfully integrate Indigenous histories, people and cultures into their future

classrooms, especially when it is likely they will have a NA student in their classroom.

## **(2) Employment Opportunities**

Employment opportunities exist for EE certified teachers in the state of AZ. According to the ADE report from the Superintendent of Public Instruction, Arizona teachers are officially the lowest paid in the nation. Arizona also has a high teacher shortage and a 45% teacher turnover rate in the first two years of teaching (ADE, 2015). The schools that predominantly serve NA students from the 22 Tribes are public schools and Bureau of Indian Education (BIE) schools. Tribal Nations are located in all regions of the state. The report on *Teacher Shortage Areas Nationwide Listing 1990-1991 through 2015-2016* (U.S. Department of Education, 2015) specifically listed “BIA Reservation Schools, NA Districts and Rural areas” as places where teacher shortages existed from 2005-2007 (p. 15-16). In addition, data from 2007-2016 listed the following counties where Tribal communities are located and where teachers were needed: Apache, Coconino, Maricopa, Navajo, Pima and Pinal. One of our partners, Baboquivari Indian Oasis Unified School District (BIOUSD), was listed in the report every year from 1990-1997. Employment opportunities also exist within BIE schools. The BIE oversees 54 schools in Arizona. Of the 54 schools, 13 currently (as of June 23, 2016) have 35 elementary and middle school teaching positions advertised on the BIE website (BIE, 2016).

Within the partner schools, BIOUSD has 2 teaching positions open; however, their teaching staff is predominantly non-Native. In one of the schools in the district, there is a total of 25 teachers and of that total number, 5 are NA and 2 of the 5 are Tohono O’odham community members (personal communication on April 25, 2016). Similarly in Sacaton Elementary School in the Gila River Indian Community (GRIC), less than 10% of the teaching staff is NA. The three BIE community schools in GRIC currently have 6 openings for elementary teach

## **PROJECT DESIGN**

### **(1) Goals, Objectives and Outcomes**

The project is designed to address three goals: (a) to ground existing EE curriculum and pedagogy with an Indigenous focus, (b) to increase the number of highly qualified and skilled NA teachers who will work with NA children, and (c) to build capacity within Tribal communities. Project participants include UA faculty, scholars (EE students), LEAs, IHEs, and Tribal personnel, teachers, and families. Specific objectives include:

1. To indigenize existing EE pedagogy, curriculum, mentoring, and evaluation approaches
2. To prepare 15 qualified NA scholars to graduate and obtain certification
3. To facilitate employment and provide induction services
4. To follow-up and disseminate data on pedagogy, curricula, student outcomes, culture and language, and family and community engagement
5. To build strong partnerships with Tribes, LEAs, and IHEs for sustainability and institutionalization

The project is designed to meet both funding and participant objectives. Goals and objectives will be met in a timely and effective manner. Mentoring and induction services will increase retention, graduation, certification, and employment rates. Ongoing evaluation will ensure that feedback is heard and incorporated into the project. Dissemination of project data will provide avenues to share new ideas with everyone who could benefit. More importantly, the design will facilitate building capacity within and across Tribal schools and communities, ensuring that all participants have a stake and a voice that contributes to Indigenous Sovereignty and self-determination efforts in order to take control of their education system.

Over the four-year period of the project, 15 scholars will be recruited and supported to complete the UA EE program, obtain certification, secure employment, and participate in one year of induction activities. Existing EE coursework, practica, and mentoring approaches will be modified/expanded to reflect Indigenous perspectives, issues, and goals. Project Partners will develop and implement strategies to institutionalize the changes within their education systems. The multifaceted evaluation plan will include all faculty, the scholars, project Partners, an Advisory Board, and an External Evaluator. The implemented plan will ensure that the project is on track and that all feedback is incorporated on an ongoing basis.

Considering the number, breadth of commitment, and resources of our Partners, we anticipate a substantial portion of the scholars entering Year 1 will graduate, obtain certification, secure employment and participate in induction programs. By Year 3, we anticipate 80% (13 scholars) will complete the project. Retention is the key component for project success. *Table 1. Project Management and Timelines* (p. 30) shows the activities, personnel responsible, schedule, and outcomes related to each project objective.

## **(2) Recruitment, Selection, and Retention**

### **Recruitment**

A comprehensive and multidimensional recruitment process will include resources from the UA, project Partners, community colleges, and the schools. Potential scholars from Tohono O'odham (TOCC) and the Partner schools will be fulfilling the general education requirements needed to enter the UA EE program. Presentations and dissemination of recruitment materials will occur during visits to TOCC, Diné College, community colleges in the state, and Tribal community agencies. We will also advertise on social networks, websites and NA listserves. Community colleges identified having a high percentage of NA students include: Diné College,

Central Arizona College, Chandler-Gilbert Community College (CC), Cochise College, Coconino CC, Eastern Arizona College, Estrella Mountain CC, Gateway CC, Glendale CC, Mesa CC, Mohave CC, Northland Pioneer College, Paradise Valley CC, Phoenix College, Pima CC, Rio Salado College, Scottsdale CC, South Mountain CC, Tohono O’odham CC, and Yavapai College.

### **Selection**

The standard application process to the EE program will be used as a basis for scholar selection. This process will be modified to focus on Indigenous perspectives, education, and commitment to working with Tribal schools and students. Admission criteria include a minimum 3.0 GPA, documented experience of 60 hours with school-aged children, professional references, an essay on Indigenous topics (one of three options given to them), valid fingerprint clearance card (required by school districts for work in classrooms), and an in-person interview. To be accepted, applicants must demonstrate a strong desire and commitment to teaching in a Tribal community or a school with a high percentage of NA students. A Screening and Selection Committee, comprised of the PI, Co-PI, two UA faculty, and the Project Coordinator will review applications, read essays, and conduct interviews to qualify admissions to the Indigenous EE program. A rubric of requirements and related scores will provide a metric for evaluating the applications.

### **Retention**

Retention is key to supporting NA undergraduates to graduate and obtain certification. Retention strategies will focus on scholar mentoring and personal interaction among all project participants. The frequency of interaction and/or feedback is directly related to project activities: meetings with the Project Coordinator, weekly; informal reflective seminars with PI, Co-PI

Associated Faculty, and Partners, bi-weekly; coursework and practica with faculty, each semester; meetings of Advisory Board, twice a year; meetings with External Evaluator, once a year.

The project will use all available resources from the UA, Partners, and the schools. Once potential scholars are admitted to the program, we will connect them with the UA EE Academic Advisors who will meet with them to provide program guidance and planning. We will work with scholars in Year 1 to ensure they complete all general education requirements. For example, the scholars will meet with their academic advisor to complete a Plan of Study.

The UA campus offers academic and social support and counseling for all scholars. A critical component of the project is the American Indian Language Development Institute (AILDI) taught each summer at the UA. AILDI strengthens efforts to revitalize and promote the use of Indigenous languages across generations through outreach, transformative teaching, purposeful research, and collaborative partnerships. AILDI will be the scholars' first introduction to the UA campus and the project, and will establish the foundation for contextualizing an Indigenous focus. They will attend the institute the first two years of the project. The Director of AILDI is one of the Associated Faculty and will be a valuable resource to our scholars.

Other NA resources to support retention include: (a) **Native SOAR** – UA NA students mentoring to NA high school students. The high school students are selected by their schools to participate because of their interest in attending college and their high academic achievements; (b) **Native American Student Affairs** (NASA) -- provides culturally sensitive academic counseling and support services to NA students enabling them to achieve academic excellence; (c) **Think Tank Writing Center** -- offers tutoring and writing support; (d) **IndigiCat Student Association** (ISA) -- promotes the value of education, fosters leadership, serves recreational and social needs, promotes and preserves cultural heritage of all NA students; (g) **Tohono O'odham**

**Student Association** (TOSA) -- supports Tohono O'odham students, provides a place for them to meet other UA NA students, conducts community outreach, and increases the attendance and graduation of NA students at the UA.

### **(3) Strategies for Teaching NA Students, Improving Academic Achievement, and Sharing Findings**

#### **Effective Strategies for Teaching NA Students**

Issues related to Indigenous perspectives and the formats with which they are taught directly impact the academic achievement of NA students.. The *Indigenous Education Meeting*, held April 25, 2016 at the UA was the impetus for this project. Critical issues discussed during that meeting will inform all project coursework and practica, including: social justice and equity, wellness, culture and language, culturally responsive teaching strategies, critical thinking skills, individualized instruction, and building classroom communities.

Project components that will infuse these critical issues include coursework and practica, reflective seminars, TLSS annual colloquium, AILDI, and other local/regional NA gatherings that focus on education. Coursework will include existing undergraduate offerings (e.g., TLSS social studies, LRC literacy, EE methodology, English and language arts) in addition to graduate courses taught by Associated Faculty that will be modified for our undergraduate scholars (e.g., LRC 696a Indigenous Well-being through Education [International Seminar]; LRC 642 Oral Traditions Across Societies). A new reflective seminar will be offered each semester to provide scholars the opportunity to consistently examine and develop an Indigenous teacher identity. Partner schools will be the locations for on-site coursework and practica ensuring that scholars will have maximum access to NA students in the schools. Both the PI/PD and Co-PI have taught courses and mentored students in similar programs at two other universities. Their experience coupled

with that of the Associated Faculty and Partner resources ensures direct infusion of Indigenous perspectives on a daily basis.

### **Effective Strategies for Improving Academic Achievement of School Children**

All EE students, and thus our scholars, go through a process that informs them of what it is like to be a student in an elementary education classroom. Their coursework and practica set the stage for them to understand academic, social, cultural, and linguistic needs and assets of these children. Theoretical and practical knowledge gained through coursework is directly applied in the field. In this project, those practica will be in Partner schools located on or near Tribal reservations. All of the strategies described above will prepare our scholars to maximize their impact on the students in these classrooms. In addition, when teachers understand the context of specific Indigenous cultures, history, knowledge systems, and values, the teachers are better equipped to teach NA students. And lastly, our TLSS goals and practices reflect a commitment to creating equal opportunities and nurturing an academic climate dedicated to social justice (see *TLSS Position Statement on Social Justice, Other Attachments*).

### **Dissemination**

As shown in *Table 1* (p. 30), dissemination is a critical component of every aspect of the project. Scholars and faculty will have the opportunity to present critical issues and new understandings during the mentoring sessions, year-end colloquia, Advisory Board meetings, and at regional and state conferences (e.g., Arizona Indian Education Association, Indigenous Education Meeting). Project faculty and scholars who have graduated (five during Year 3 and two during Year 4) will present at national conferences (e.g., annual National Indian Education Association or annual National Association of Multicultural Education) and submit publications to relevant professional journals. Other avenues for dissemination are professional development

in-services to Partner and other school personnel (e.g., Gila River in-service for their teachers) and presentations to Tribal communities.

#### **(4) Incorporate Potential Employer Needs, Establish Partnerships,**

##### **Develop Programs that Meet Employer Needs**

Our strategy to meet employer needs is to: (a) identify their needs, (b) establish partnerships with them to discuss issues, barriers, and solutions, and (c) develop new programs or bolster existing programs/projects that serve their agendas.

##### **Employer Needs -- Job Market Analysis**

To date, we have received specific needs from two Partner school districts: Tohono O'odham Baboquivari Indian Oasis Unified School District and GRIC.

##### **Tohono O'odham Baboquivari Indian Oasis Unified School District (BIOUSD).**

According to the Superintendent, Dr. Edna Morris, BIOUSD has difficulty in recruiting and retaining teachers because of the rural location (personal communication, April 25, 2016). In addition, BIOUSD has 39% Native teachers in their schools. In one of the schools in the district, there is a total of 25 teachers and of that total number, 5 are NA and 2 of the 5 are Tohono O'odham community members (personal communication on April 25, 2016). Currently, the Baboquivari Elementary school is seeking a social studies and art teacher (Baboquivari Unified School District Human Resources, 2016).

**GRIC.** According to the data provided by the Superintendent of the Sacaton Unified School District located in Pinal County, the elementary school has over 500 students enrolled in Pre-Kindergarten through 8th grade and less than 10 percent of the certified teaching staff is NA. They believe it is extremely important to hire more NA teachers; however, there are few prospects. (see Dr. Douglas Price's letter of support in *Letters, Other Attachments*). Blackwater,

Casa Blanca and Gila Crossing Community Schools currently have six openings for elementary teachers.

### **Establishing Partnerships/Relationships**

The project is grounded in building partnerships with NA schools and schools that have a high percentage of NA students. Establishing partnerships and relationships requires an ongoing dialogue with Tribal entities that assist in understanding how best to prepare and support Indigenous teachers and students. The TLSS department has started this process by having its first Indigenous Education Meeting held at the UA on April 25, 2016. The intent was to encourage dialogue about concerns, aspirations and goals regarding Indigenous education in their local community and to provide the needed support to educational programs. The project intends to continue such dialogues with Tribal entities.

### **Developing Programs that Meet Their Needs**

Once a scholar graduates and goes to work for an educational institution, the employer will impact the new professional's success at working with young children in their schools. The project begins to address employer needs by collaborating with them during the induction component of the project. That process will be the basis for working with other employers to meet their needs to support their new teachers. Follow-up activities have been designed to understand employer needs and develop new programs for them and their new teachers.

One immediate need is to develop an induction program for all of our Partner schools that do not have them. We will use the three schools who do have them (TUSD, Sacaton, and Baboquivari) as a model for the new programs (see *Letters, Other Attachments*). A second need is to work with qualified NA teachers to infuse culture and language as part of professional development inservices that they will provide – initially to our Partner schools, then branching out to new districts as their needs become known.

## PROJECT SERVICES

Three questions guide the project's approach to providing quality personnel preparation to NA scholars: (1) How do we improve the academic achievement of NA school-aged children? (2) What culturally appropriate modifications should be made to produce an EE program that supports Indigenous perspectives and practices? (3) How can we be responsive to employer needs so that they can fully support their new teachers?

First and foremost, we need to provide a quality EE teacher preparation experience that is grounded in evidence-based practices. Second, we need to gather enthusiastic, committed partners who are well versed in Indigenous issues and have experience developing and implementing culturally sensitive educational programs that are directly related to the education of NA students.

### **(1) Learning Experiences and Skill Development for Successful Teaching of NA Students**

The project builds on the highly regarded UA Elementary Education (EE) teacher preparation program. A key feature of this program is the *TLSS Position Statement on Social Justice*, adopted March 24, 2014 (included in *Other Attachments*). This statement of values and goals, both critical and ambitious, underlies all Department academic endeavors and confirms the Department's commitment to equity and social justice in education and society.

The social justice statement serves as a guiding framework for program development. This statement is used in all courses as a framework to ensure that our learning experiences and outcomes are committed to addressing social, cultural, and political issues in education.

The quality of the EE program leads to increased numbers and improved skills of teachers as all pre-service teachers are provided with models of effective practices in their coursework as students and in elementary classrooms. In addition, the EE program infuses

Culturally Responsive Teaching (CRT) frameworks and strategies into all coursework and practica. As a guiding framework for teaching, CRT addresses the low academic achievement of minority students and provides curriculum and instruction that not only works to bridge the home and school cultures, but also works to meet the diverse learning abilities and needs to increase achievement of all students (Ladson-Billings, 1997).

The following sections will briefly describe the EE course, field placement, and student teaching requirements that were designed to ensure students meet State requirements for graduation and certification as EE teachers.

## **UA EE Program Requirements**

### Coursework

UA students begin taking EE courses during the last four semesters of their program, the last three of which are taught onsite in schools. The EE program includes major, pre-professional, and subject knowledge courses. Major courses are aligned with the national and state professional teaching standards, which identify disciplinary knowledge needed by elementary educators: EDP 358: **Psychological Measurements in Education**; SERP 301A: **Inclusive Education for Elementary Students with Diverse Abilities**; TTE 300: **Classroom Processes & Instruction**; TTE 322: **Teaching Language Arts & Communication in Elementary**; TTE 323: **Teaching Reading & Decoding in Elementary School**; TTE 324: **Teaching Science & Health in Elementary School**; TTE 326: **Teaching Elementary Mathematics in a Technological Age**; TTE 327: **Teaching Elementary Social Studies & in a Multicultural Society**; TTE 493A: **Student Teaching in Elementary Education**; LRC 416: **An Introduction to Structured English Immersion**; LRC 417: **Structured English Immersion Methods**; TTE 351: **Educating Elementary Children to be Physically Active, Healthy, &**

**Well; ARE 361: Creative Arts Methods.**

Pre-professional courses focus on the professional knowledge needed prior to working extensively in classrooms with children. **Math 302A: Understanding Elementary Mathematics (A); Math 302B: Understanding Elementary Mathematics (B); LRC 480: Children’s Literature in the Classroom; EDP 301: Educational Psychology and Child and Adolescent Development; TTE 350: Schooling in America.** Students also complete courses to meet the subject knowledge requirements for EE. **Science-Life Science; Science-Earth & Physical Science; Education/Technology elective; US History survey; US/AZ Constitution; Social Studies; Fine Arts Content.**

#### Field Experience/Student Teaching

Students are placed in different schools for the first three semesters. In semester 1, the students are placed in a classroom once a week for a total of 45 hours completed by the end of the semester. In semesters 2 and 3, they are required to complete field experience two days per week. Student teaching occurs during the fourth and final semester of the EE program, teaching five days per week, gradually taking over responsibility for the classroom.

#### Competencies/Evaluation

The UA EE program has a long-standing and comprehensive process for evaluating their students. A complete list of tools and corresponding forms can be found in the TLSS APR report (*Department of Teaching, Learning, and Sociocultural Studies, University of Arizona, Academic Program Study, March, 2015*). The program is aligned with the state and UA standards, and provides evaluation of ten components: Learner Development, Learning Differences, Learning Environments, Content Knowledge, Content Application, Assessment, Planning for Instruction, Instructional Strategies, Professional Learning and Ethical Practice, and Leadership and

Collaboration. Additionally, major and pre-professional courses are tested on the Professional Knowledge Exam for Arizona teacher certification. Subject knowledge requirement courses are tested on the Subject Knowledge Exams for Arizona certification.

### **Project Modification of the EE Program to Focus on Indigenous Perspectives**

The project will follow prior precedents for adapting the EE program to focus on a specific population (e.g., ESL and Bilingual Subplans). The project will create an EE NA Subplan that will include the standard requirements, additional coursework and project experiences, and opportunities for immersion in Indigenous teaching environments.

Philosophically, the TLSS Social Justice Statement will serve as a critical framework for examining Indigenous education practices. Scholars will benefit from developing a critical conscience around key concepts (e.g., race, class, gender, power) as they pertain to NA students, families, and communities. We believe it is essential that our EE educators understand the intersection these concepts have of understanding Tribal self determination and Sovereignty. This critical lens will assist our scholars in examining all facets of the program.

### Coursework

Similar to the regular EE program, courses will be taught on-site in public school facilities. Teaching sites for this project will be Partner schools, giving scholars the opportunities to work directly with NA children. Specific to this project, NA specific course offerings will include AILDI, project-related seminars with Indigenous faculty, and modified courses taught by Associated Faculty geared towards undergraduate studies. The philosophies underlying these offerings include culturally responsive pedagogy, Indigenous social justice pedagogy, family and community engagement, notions of Self-determination, Self-education and Sovereignty, wellness and auto-ethnography.

Courses taught by Associated Faculty and offered at the graduate level will be adapted to be appropriate to our undergraduate scholars. Examples include: TTE 350: **Schooling in America**; LRC 306: **Youth in Diverse Communities**; LRC 504: **Language and Culture in Education**; TTE 327: **Teaching Elementary Social Studies in a Multicultural Society**; LRC 304: **Language, Culture, Race & Identity in Education**; LRC 640: **Multicultural Education and Social Justice**; TTE 596C **Topics in Teacher Education: Indigenous Education: Curriculum and Pedagogy** LRC 696a - **International Seminar: Indigenous Education, Pedagogy and Praxis**; LRC 642: **Oral Traditions Across Societies**; AILDI: **Language as Voice: Culture as Lived in Education**, AILDI: **Introduction to Immersion Learning and Practice**; LRC 495: **The Anthropology of Childhood**; LRC 696a: **Language and Youth Culture**; LRC 696a: **International Seminar: Indigenous Well-Being Through Education**; TLS 326: **Teaching Elementary School Math in Tech Age**; TTE 541: **Equity and Social Justice in Math/Science**; TLS 324: **Teaching Science and Health in Elementary School**; TTE 696b: **Research on Teaching**.

### AILDI

The AILDI summer experience offers courses related to language teaching, maintenance, documentation, and revitalization. Participants enroll in credit-bearing courses taught by a variety of reputable and experienced Indigenous language activists and Indigenous education instructors. The summer institute promotes and cultivates an atmosphere of sharing among the participants by structuring classes to have both a teaching and learning component. Through lectures, readings, assignments, and other hands-on activities, courses are designed for students to apply their skills and knowledge to their schools and communities. AILDI will be the scholars' first introduction to the UA campus and the project, and will establish the foundation

for contextualizing an Indigenous focus.

### Reflexive Seminar

The reflexive seminar will be instituted as part of this project, convened bi-weekly, with the PIs, Associated Faculty, and scholars. Partner members will be encouraged to participate and provide their experiences in Indigenizing educational curricula and practices. The seminar is designed to provide scholars an informal setting to consistently examine and develop an Indigenous teacher identity. The seminar will support scholars to develop a critical awareness that reinforces competencies needed to work with Indigenous students and communities. Self-reflective, auto-ethnographic, and dialogical methods will be used.

### Field Experience and Student Teaching

In order to prepare the NA scholars to gain experiences working with and teaching NA students, field placements and student teaching will be located in one of the Partner school sites: Baboquivari Indian Oasis Unified School District (Indian Oasis Elementary Primary School, Indian Oasis Elementary Intermediate School, Indian Oasis Middle School, and Baboquivari Middle School); Gila River Indian Community (Blackwater Community School [CS], Casa Blanna CS, Gila Crossing CS, Sacaton Elementary School, and Sacaton Middle School); and Pascua Yaqui Tribe (two schools within the Tucson Unified School District -- Johnson Elementary School and Lawrence Intermediate School).

The students will be evaluated using the standard EE student teaching observation forms. Field placement will be determined during Year 1 of the project with input from the scholar, PD/PI, UA faculty, and Partner school personnel. The scholars will rotate among the Partner school sites. Details regarding travel and site coordination will be organized and arranged by the PI/PD, Co-PI and Project Coordinator in collaboration with Partners and Margaret Shafer,

Director, Office of Field Experience.

As part of the field experience in this project, scholars will be encouraged to examine their understanding of working with diverse families, both Indigenous and non-Indigenous. Tying into social justice, scholars will develop curriculum and instruction that is reflective of the social justice statement during their placement. Within their student teaching, scholars will be expected to continue to implement these strategies and practices to best serve NA children, providing equitable learning opportunities. By the time scholars are engaged in student teaching, they will have benefitted from coursework and practica immersed in Indigenous philosophy and practice. They will be well prepared to begin adapting their own approaches to classroom management and academic teaching of NA children, whether in Tribal or non-Tribal educational settings.

### **Project Sequence**

As shown in *Table 1*, scholars will complete their project components as follows: AILDI, summers Year 1 and Year 2; Coursework, Years 1-2; Field placement, Years 1-2; student teaching, Year 3; graduation/certification, Year 3; employment, Year 3; and induction, Years 3-4. AILDI is housed at the UA. Coursework, field placements and student teaching will be done at a Partner school.

#### **(2) Scholars Preparation to Adapt Teaching Practices to Meet NA Student Needs**

The process scholars undertook during their program – coursework, seminars, and practica – will guide them in developing their own adaptations of school curriculum and practice. Informal levels of engagement with faculty, Partner members from Tribal and non-Tribal educational institutions, school personnel, NA students in the classroom, and other scholars will have given them opportunities to discuss issues, barriers, and solutions to being successful as a

NA teacher with young children. The project will ground these new teachers with the underpinning of social justice, an overview of Indigenous perspectives on teaching, families, and diverse communities, and two years of practical experience working with young NA children in their classrooms. As in all cultures, NA individuals within and across Tribal groups are not homogeneous. Scholars will begin their future work with a solid immersion of the diversity of Indigenous cultures and will be well suited to working with young NA children and striving to improve their academic abilities while honoring their community and family values and culture.

### **(3) Job Placement, Job Market Analysis, and Employer Needs**

An overarching outcome of the Project is securing employment for the scholars. It is important for the NA scholars to begin seeing themselves as potential candidates while they are in their field placement. In addition, the Project will work to instill Indigenous conceptualizations of community values and relationships and will work to ground such relationships on the values of respect and reciprocity. Once this philosophical aspect of establishing and developing relationships with school personnel, students, and families is built, the project will provide job placement activities that will assist the NA scholars in securing employment. The activities will begin during their student teaching semester and will be the major topics of the reflective seminar sessions. Information will be provided on the job market analysis of all public and BIE schools, as well as other schools with a high percentage of NA students in the state of Arizona,. Preference in job placement will be given to the Partner schools. It is anticipated that the scholars will have a firm understanding of the needs of the Partner schools because they will have had assignments tailored to researching the needs of potential employers.

Assignments that focus on helping the scholars become familiar with employer needs

include surveys and interviews. The scholars will be required to create a survey about the needs at one of the Partner schools, and disseminate it among the administrators, teachers, students and families. In addition, some of the scholars will conduct interviews with key educational stakeholders to gather information regarding their needs. The scholars will present and share this information among their cohort. These activities will help the scholars firmly understand the school's needs. This information can then be used to identify solutions and secure employment.

#### **(4) Induction Services**

A central component to building and sustaining Indigenous teacher education calls for on-going mentoring beyond the completion of the program. The UA EE program recognizes this is a critical for EE teachers serving underrepresented populations. Teachers serving Indigenous students are pressed to understand the challenges, and successes, of their pedagogical approaches that ensure the success of NA students. Research (Bickmore & Bickmore, 2010; Eisenschmidt, Oder, & Reiska, 2013) indicates there is a need for induction processes that (a) offer opportunities to be reflective practitioners, (b) increase effective curriculum and teaching strategies, (c) provide mentors to serve as a resource, and (d) builds professionalism that contributes to sustainable education outcomes.

Specific to Indigenous teacher education, scholars must become reflective practitioners who understand the intersection between their own identities, the cultural contexts of their students and communities, and academic achievement. The induction program for the scholars takes into consideration the unique historical, cultural, linguistic and political contexts that impact an Indigenous teacher identity (Kahumoku, Kekahio, & Ka'u 2010). The induction year will include (a) contact with an assigned mentor within the EE school (weekly), (b) UA mentorship (bi-weekly), (c) Monthly UA professional development and self-reflective sessions

(e.g., technology, student achievement data analysis, curriculum development, Indigenous knowledge/language, social justice pedagogy), (d) opportunity to attend a professional conference, and (e) participation in induction services offered by their school/district. Three of our Partner schools, BIOUSD, TUSD, and Sacaton Public Schools, have induction programs. TUSD and Sacaton's programs focus on professional development within reading, technology, adopted curriculum programs, and building a collaborative mentoring environment. TUSD also has a four-day New Teacher Induction program. We will be working with all Partner schools to establish an induction program unique to their cultural context.

**(5) Quality, Intensity and Duration of the Project that Leads to Improvements in Practice**

The project builds on the strengths of the existing EE program. The EE program requires a minimum of 72 units that includes coursework, field placement, and student teaching. The sequence and content of the UA EE program ensures that UA undergraduates will meet State standards to become fully credentialed teachers. The Indigenizing of the EE curriculum uniquely qualifies the graduates of this project to positively impact the academic achievement of NA children who need teachers who can identify with their cultural heritage.

The project incorporates feedback from all participants. This illustrates our commitment to identify and integrate the diversity of issues that will arise throughout the scholars' program of study. Scholars' participation in the bi-weekly reflective seminar, their interaction with Partner members and Associated Faculty, and the onsite teaching of courses and practica completed in Partner schools ensures that scholars will receive a variety of experiences in very different venues. They will have a focus on Indigenous contexts that will guide them in teaching NA students. Moreover, their experiences and success with their academic endeavors will also enable them to address the larger Tribal goals of nation-building, self determination, and Sovereignty.

## PROJECT PERSONNEL

Key personnel include eight core TLSS faculty whose responsibilities are project management, teaching, supervision, mentoring, induction, follow up, and dissemination. Nine Associated Faculty will participate in mentoring, teaching, follow-up, and dissemination; while focusing on their primary role of indigenizing the existing EE program. These faculty have unique expertise within teacher education, research, and service among diverse communities (i.e., Hispanic, African American, and Indigenous populations). The faculty are well-respected within their field of research and have a strong focus on cultural and social justice issues in education. Their resumes are included in *Other Attachments*.

### **Core Project Faculty**

#### **(1) Project Director – Qualifications, Training, Experience, Cultural Competence**

**Dr. Valerie Shirley** (Diné, Assistant Professor of Indigenous Education) has research and teaching interests in the areas of social justice pedagogy, youth empowerment, curriculum development, teacher education and Indigenous education. She was formerly an EE teacher at Kin Dah Lichi'i Olta' (Diné school) and Salt River Pima-Maricopa Indian Community (SRP-MIC) schools located in Arizona. She is currently conducting professional development with Pascua Yaqui *Illi Uusim Mahtawa'apo* Early Childhood School. Dr. Shirley's responsibilities will include overseeing and coordinating all aspects of the project, including project management, evaluation, and reporting; the recruiting scholars; collaborating with UA, Partners and Tribal education entities; communicating with the Advisory Board; and working closely with the PC, program personnel, mentor teachers, and scholars. She will also meet with scholars on a weekly basis.

## **(2) Key Personnel – Qualifications, Training, Experience, and Cultural Competence**

**Dr. Jeremy Garcia, Co-PI** (Hopi/Tewa, Assistant Professor of Indigenous Education) was formerly an Endowed Professor of the Electa Quinney Institute for American Indian Education at the University of Wisconsin-Milwaukee. His research and teaching interests include critical and culturally responsive curriculum, teacher education, Indigenous curriculum development, and family/community engagement in Indigenous education. He also was an EE teacher and family engagement coordinator for the SRP-MIC. As Co-PI, Dr. Garcia's responsibilities will include assisting the PI/PD with coordinating all aspects of the project. These include project management, evaluation and reporting; the recruitment of participants; sustaining/developing partnerships between UA, Partners, and Tribes; assisting with Advisory Board sessions; and working closely with the PC, program personnel, mentor teachers, and scholars. He will meet with scholars, PI/PD, and PC on a weekly basis.

**Tenure- and Practice-Track Faculty and Supervisors:** EE courses are taught by experienced tenure-track and practice-track professors in specific content areas. Supervisors manage field and student teaching practica. This central core of faculty ensures participants will meet graduation and certification requirements. Two Graduate Associates will support teaching efforts. All teaching and supervision will be provided at no cost to the project.

**Project Coordinator** (To be Hired): She/he will assist with recruitment, coursework, site coordination, data collection/analysis, reporting, induction, dissemination, and follow-up; and, will serve as a liaison between the UA, Tribes, Partners, and Advisory Board to meet project objectives. The PC must have experience in teacher education, mentoring, and working with NA students and communities. The PC will serve as a primary contact for scholars and will have weekly contact with them.

## Qualifications of Associated Faculty

The Associated Faculty is a group of UA faculty who will assist in indigenizing the EE program. Each faculty member is committed to addressing the need to increase NA teachers and will assist in modifying the existing program, serving as a mentor, teaching courses, and serving on the Advisory Board. They also have a strong desire to build partnerships with Tribal entities to sustain Indigenous teacher education. They bring expertise in language, STEM-related fields, equity and social justice, and program development.

The following Associated Faculty members specialize in Indigenous education, specifically related to language, culture, Indigenous knowledge systems, and culturally responsive pedagogy. *Dr. Ofelia Zepeda* (Tohono O'odham, Regents' Professor of Linguistics/Affiliated Faculty with American Indian Studies [AIS] and Director of AILDI) examines American Indian language revitalization and maintenance issues. She received the John D. and Catherine MacArthur Foundation Fellowship for her lifetime work. *Dr. Sheilah Nicholas* (Hopi, Associate Professor of Language, Reading and Culture [LRC]/Affiliate Faculty with AIS) examines Indigenous language maintenance/reclamation and Indigenous language ideology and epistemology issues in NA education. *Dr. Perry Gilmore* (Professor of LRC and Second Language Acquisition and Teaching [SLAT]) is a sociolinguist and educational anthropologist whose research examines communication, language ideologies, and literacy with Indigenous communities. *Dr. Leisy Wyman* (Associate Professor of LRC/Affiliate Faculty with AIS and SLAT) researches Indigenous youth, language reclamation, culture, literacy, and policy.

The following Associated Faculty address curriculum and instructional methodologies specific to diverse communities and STEM-related fields. *Dr. Marcy Wood* (Associate Professor of Mathematics Education) examines elementary mathematics teacher education, complex

instruction, equity education, and elementary mathematics teacher professional development. *Dr. Sara Tolbert* (Assistant Professor of Science Education) researches culturally responsive models of science education, STEM, and sociopolitical control in science-related social issues.

The following Associated Faculty specialize in program development, field placement, and certification in the state of Arizona. *Dr. Donna Jurich* (Director of Elementary and Early Childhood Education) coordinates all EE program initiatives. Her scholarship centralizes on culturally appropriate practices and teacher education. *Margaret Shafer* (Director, Office of Field Experiences) is responsible for coordinating off-campus field experience and student teaching placements. She has more than 16 years of leadership experience as a former principal and superintendent.

While all faculty will contribute to building stronger partnerships with Tribal entities to sustain Indigenous teacher education, *Dr. Renée Clift* (Associate Dean of the College of Education) will be of great significance to supporting this process. Her research investigates factors that affect the process of learning to teach, which includes preservice teachers' learning, educators' continuing professional development, and educational leadership.

### **(3) Consultants – Qualifications, Training, and Cultural Competence**

**Tribal Elders** and an **External Evaluator** will provide consulting expertise to the project. Two Tribal Elders (to be hired) will attend the AILDI summer sessions and work directly with the scholars during that time. They are holders of traditional Indigenous knowledge; are fluent speakers of their Indigenous languages; and are resources who will contribute to preparing the mindset of the scholars in centering Indigenous knowledge, culture, and language into the curriculum, pedagogy and overall classroom experiences of NA students. The Tribal Elders will address the critical need of developing curriculum and teaching practices that include

Indigenous knowledge, values, and language that contribute to NA student achievement.

Preference will be given to past AILDI participants.

**Tiffany S. Lee, External Evaluator**, is Associate Professor and the Associate Director of Native American Studies at the University of New Mexico. She is Diné and Lakota from Crystal, NM and Pine Ridge, SD. A former high school social studies and language arts teacher, her research examines Native youth perspectives with regard to language reclamation and identity. She also investigates socio-culturally centered educational approaches for Native students. She has published in the *American Journal of Education*, *Harvard Educational Review* and the *Journals of Language, Identity, and Education* and *American Indian Education*. Books include *Indigenous youth and multilingualism: Language identity, ideology, and practice in dynamic cultural worlds* and *Diné Perspectives: Revitalizing and reclaiming Navajo thought*. She is the former President of the Navajo Studies Conference, Inc. From 2008 to 2011, she co-directed a New Mexico-wide, mixed-methods study funded by the NM Public Education Department on the state of American Indian education focusing on “best” practices from the perspectives of Native students, community members, and public school teachers. She is a current member of the New Mexico Indian Education Advisory Council for the New Mexico Office of Indian Education, Public Education Department.

The External Evaluator , Dr. Tiffany Lee, will evaluate the overall implementation of the project each year. The Evaluator must have experience in teacher education, mentoring, and working with NA students and communities. She/he will evaluate the goals, objectives and student progress from the previous year. In addition, she/he will work closely with the PI/PD, Co-PI, and Project Coordinator to incorporate evaluation findings for improving the project and program.

## MANAGEMENT PLAN

The management plan provides a blueprint for achieving the project objectives in a systematic and timely manner. The milestones for accomplishing project tasks are directly tied to the project's objectives. *Table 1, Project Management and Timeline*, shows the tasks, timeline, persons responsible, and outcome for each objective. Successful use of the plan will result in the timely completion of scholar activities to ensure graduation and employment within the grant period.

In particular, management of scholars' performance will be carefully monitored through group mentoring meetings every two weeks. In these meetings, scholars, the PI and Co-PI, and UA faculty will discuss issues related to the program – classes, projects, field placement, and student teaching. These meetings will provide an informal venue for identifying problems and brainstorming solutions. Formal procedures for identifying and resolving program issues are described in the evaluation section.

**(1) The extent to which the costs are reasonable as related to design, objectives, number of persons to be served, and the anticipated results and benefits**

The primary focus of the project is to ensure each scholar is supported to succeed by providing quality engagement in coursework and mentoring opportunities. The Budget, Budget Narrative, and Management Plan demonstrate a reasonable and adequate budget to meet the project's objectives. All of the funds, both federal and UA contributed, will be used to support scholars to actively engage in their program of study, graduate and obtain certification, secure and retain employment, and to become successful educators. Because financial constraint is a major reason scholars do not finish their undergraduate programs, stipends are provided to cover tuition, books and fees, living costs.

**Table 1. Project Management and Timelines**

Objectives/ Activities	Who? <sup>2</sup>	Year 1 <sup>1</sup>				Year 2				Year 3				Year 4				Outcomes
		Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	
<b>1. To indigenize existing EE pedagogy, curriculum, mentoring, and evaluation approaches</b>																		
Modify existing courses/practica	1,2,3,5,8	X	X	X	X	X	X	X	X	X	X	X	X					Courses/practica offered
Review/modify courses/practica	1,2,3,5,6,8					X	X	X	X	X	X	X	X					Revised courses/pract. offered
Identify issues/barriers/solutions	All			X	X	X	X	X	X	X	X	X	X					Solutions put into place
Dev/implement new resources	1,2,5					X	X	X	X	X	X	X	X	X				New seminar/colloquium
Evaluate process	1,2,4,5,6,8			X	X	X	X	X	X	X	X	X	X	X	X	X	X	EE program revised in steps
Disseminate to participants	1,2,3					X	X	X	X	X	X	X	X	X	X	X	X	Reports to Fac, Partners, field
<b>2. To prepare 15 qualified NA participants to graduate and obtain certification</b>																		
Disseminate recruitment materials	1,2,3,7	X	X	X														Applications received
Review applicants; enroll	1,2,3,5			X														15 quality scholars enrolled
Mentoring	1,2,3,5,6,8			X	X	X	X	X	X	X	X	X	X					Bi-monthly mtgs;
AILDI; family orientation	1,2,3,5,8			X				X										100% attend
Complete coursework	1,2,4				X	X	X	X	X	X	X	X						100% (15 scholars) complete
Complete field placement	3,4,5				X	X	X	X	X	X								86% (13 scholars) complete
Complete student teaching	3,4,8										X	X						86% (13 scholars) complete
Retain scholars	1,2,3,6				X	X	X	X	X	X	X	X						80% (12 scholars) graduate
Obtain certification	1,2,4											X	X					80% (12 scholars) obtain
Evaluate/Disseminate	1,2,3,4,6,7				X	X	X	X	X	X	X	X	X	X	X	X	X	Proj objs met; scholars on track

<sup>1</sup>Q1 (Oct-Dec) Q2 (Jan-Mar) Q3 (Apr-June) Q4 (July-Sept); <sup>2</sup>PD (1) Co-PI(2) PC (3) Tch/Supv Fac (4) Assoc Fac (5) Adv BD (6);Eval (7); Partners (8)

**Table 1. Project Management and Timelines, continued**

Objectives/ Activities	Who? <sup>2</sup>	Year 1 <sup>1</sup>				Year 2				Year 3				Year 4				Outcomes
		Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	
<b>3. To facilitate employment and provide induction services</b>																		
Identify employment sites	1,4,5,8												X	X				80% (12 scholars) obtain
Apply for/obtain jobs	1,3,8																	80% (12 scholars) obtain
Meet with schools-plan induction	1,3,8									X	X	X	X	X	X	X	X	Process/schedule developed
Orient scholars to service	1,3,8									X	X	X	X					
Provide induction services	1,2,8												X	X	X	X	X	80% retain employment
Evaluate	1,2,3,6,7													X	X	X	X	Employer reports
Disseminate	1,2																	Reports to Fac, Partners, field
<b>4. To follow-up and disseminate pedagogy, curricula, student outcomes, culture/language, and family/community engagement</b>																		
Develop methods/tools	1,2,3,5,8							X	X	X	X	X	X	X	X	X	X	Surveys completed
Collect/analyze data	1,3,5,7													X	X	X	X	Surveys returned/analyzed
Disseminate	1,2,3,5,6,8													X	X	X	X	Reports to Fac, Partners, field
<b>5. To build strong relationships among Tribes, LEAs, IHEs for sustainability and institutionalization</b>																		
Identify issues/barriers/solutions	All	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Roundtable discussions
Engage new partners	All	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	New partners join efforts
Create new partnerships	1,2,5,6,8									X	X	X	X	X	X	X	X	

<sup>1</sup>Q1 (Oct-Dec) Q2 (Jan-Mar) Q3 (Apr-June) Q4 (July-Sept); <sup>2</sup>PD (1) Co-PI(2) PC (3) Tch/Supv Fac (4) Assoc Fac (5) Adv BD (6);Eval (7); Partners (8)

Strong institutional support is being provided for this project. All teaching, supervising, and Associated faculty are supported by the UA contribution. The amount of funding requested was calculated based on previous personnel preparation experience to ensure the proper and successful implementation of the project. Budget requests are designed to provide enough support so that scholars can receive state-of-the-art training, study full time, and graduate on time. Given our current resources, we can properly prepare fifteen new EE teachers in this project.

## **(2) Adequacy of Procedures for Ensuring Feedback and Continuous Improvement**

The multifaceted evaluation process will improve the quality and effectiveness of the project and will ensure that the project objectives will be met on time and within budget. Standard evaluation procedures and forms from the existing EE program will be modified to evaluate scholar progress in this project. Ongoing evaluation of project administration will provide information that can be used immediately to make necessary project modifications. All participants will engage to the evaluation process: UA teaching, supervision, and Associated Faculty, scholars, Partner personnel, Advisory Board members, and an External Evaluator. The Partners include the Tohono O’odham Baboquivari Indian Oasis School District, Gila River Community Schools (Blackwater, Gila Crossing, Casa Blanca), Sacaton Public School District, Pascua Yaqui Tribe Education department, Tohono O’odham Community College, and Tucson Unified School District. The Advisory Board comprises Tribal Elders, NA and non-NA teachers, and parents. The inclusion of the Partners and Advisory Board members in the evaluation process is important because they support continuous improvement of the project with on-going dialogues that shape the course of the project for scholar success as well as overall project success. The External Evaluator, Dr. Tiffany Lee, is Indigenous and has extensive background

in teacher education and Indigenous contexts. Specifically, her insights and experiences reflect similar goals and expectations described in our EE program.

The scheduling of evaluation activities is directly related to project activities: meetings with the Project Coordinator will occur weekly; informal reflective seminars with PI, Co-PI, Associated Faculty, and Partners will occur bi-weekly; coursework and practica with related faculty will occur each semester; meetings of Advisory Board are scheduled twice per year; and formal meetings with External Evaluator will be scheduled once per year.

### **(3) Time Commitments of the PD/PI and Other Key Personnel**

The project focuses on supporting and successfully preparing NA scholars to become EE teachers in LEAs that serve NA students. *Table 1* shows the progression of project activities and the involvement of each project participant. During the AY, The Project Director (Dr. Shirley) and the Co-PI (Dr. Garcia) will each spend .20 FTE for Years 1 and 3; .15 FTE for Year 2; and .10 FTE for Year 4. During the summer, their FTE allocation will be 1.0 for one month during Years 1-4. Their time is split between federal funds and UA cost share.

Dr. Shirley will be responsible for financial and operational oversight, daily management, evaluation, and reporting activities. Specifically, she will coordinate recruitment, ensure proper scholar advisement and mentorship, participate in scholar performance evaluation, and facilitate and monitor school placements. She will also be responsible for addressing any project management or scholar performance problems that may arise. Although rare, they can occur. If they do, all relevant parties (e.g., scholar, advisor, and PI) will meet to develop a resolution plan. The plan and its outcomes will be documented in writing. Dr. Garcia will assist with recruitment, advising and mentoring, and will support scholars to secure gainful employment. Both Dr. Shirley and Dr. Garcia will work with the Associated Faculty, Partners and Advisory Board to

ensure the EE program is modified to reflect Indigenous perspectives and that scholars are well grounded in NA issues that will impact students in their field placement and student teaching sites.

During the summers, Drs. Shirley and Garcia will work with the scholars to review completed work and plan future activities. Summers also will be used to analyze evaluation data gathered from scholars, faculty advisors, Partners, Advisory Board members, and the External Evaluator. Based on this input, the project will be modified as needed semi-annually.

Teaching and Supervisory faculty will oversee coursework and practica and will work with the PI /PD, Co-PI, and Partner school personnel to ensure scholars are on track to complete those requirements. The Associated Faculty will support program modification, teach specialty courses, and provide mentoring in areas of interest to the scholars. All of their time is provided to the project at no cost.

The Project Coordinator (.05 FY for Years 1-4) will meet weekly with the scholars, liaison with the EE faculty for site placement, and coordinate activities of the Advisory Board. She/he also will manage day-to-day financial and database tasks that support all aspects of the project, including processing scholar stipends, purchasing and travel reimbursements, and prepare materials associated with coursework, advisement, program evaluations, and dissemination.