

**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 # S299B160008**

**Grants.gov Tracking#: GRANT12204257**

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

Closing Date: Jul 01, 2016

## **\*\*Table of Contents\*\***

<b>Form</b>	<b>Page</b>
<i>1. Application for Federal Assistance SF-424</i>	e3
<i>2. Assurances Non-Construction Programs (SF 424B)</i>	e6
<i>3. Disclosure Of Lobbying Activities (SF-LLL)</i>	e8
<i>4. ED GEPA427 Form</i>	e9
<i>5. Grants.gov Lobbying Form</i>	e10
<i>6. ED Abstract Narrative Form</i>	e11
<i>Attachment - 1 (1235-Project Abstract 2016)</i>	e12
<i>7. Project Narrative Form</i>	e14
<i>Attachment - 1 (1243-Project Narrative 2016)</i>	e15
<i>8. Other Narrative Form</i>	e49
<i>Attachment - 1 (1236-Bibliography)</i>	e50
<i>Attachment - 2 (1237-Appendix A Advisory Board)</i>	e53
<i>Attachment - 3 (1238-CVs and position description)</i>	e54
<i>Attachment - 4 (1239-letters of support)</i>	e78
<i>Attachment - 5 (1240-LBHC SKC Agreement)</i>	e86
<i>Attachment - 6 (1241-SCC SKC MOU)</i>	e87
<i>Attachment - 7 (1242-Table of Contents)</i>	e91
<i>9. Budget Narrative Form</i>	e92
<i>Attachment - 1 (1234-Budget Narrative 2016)</i>	e93
<i>10. Form ED_SF424_Supplement_1_3-V1.3.pdf</i>	e103
<i>11. Form ED_524_Budget_1_3-V1.3.pdf</i>	e104

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): _____ * Other (Specify): _____
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* 3. Date Received: 06/29/2016	4. Applicant Identifier: _____
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5a. Federal Entity Identifier: _____	5b. Federal Award Identifier: _____
---	--

**State Use Only:**

6. Date Received by State: _____	7. State Application Identifier: _____
----------------------------------	--

**8. APPLICANT INFORMATION:**

* a. Legal Name: Salish Kootenai College	
* b. Employer/Taxpayer Identification Number (EIN/TIN): 81-0378823	* c. Organizational DUNS: 1134883990000

**d. Address:**

* Street1: 58138 Hwy 93 Box 70
Street2: _____
* City: Pablo
County/Parish: Lake
* State: MT: Montana
Province: _____
* Country: USA: UNITED STATES
* Zip / Postal Code: 59855-0000

**e. Organizational Unit:**

Department Name: _____	Division Name: _____
------------------------	----------------------

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

Prefix: _____	* First Name: Greg
Middle Name: _____	
* Last Name: Gould	
Suffix: _____	
Title: Director of Grants and Contracts	

Organizational Affiliation: _____
-----------------------------------

* Telephone Number: 406-275-4991	Fax Number: _____
----------------------------------	-------------------

* Email: greg_gould@skc.edu
-----------------------------

**Application for Federal Assistance SF-424**

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

U: Tribally Controlled Colleges and Universities (TCCUs)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

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:**

Support with Engaging Education: Teacher Growth for Reservation and Small Schools: A Collaborative Model for Indian Teacher Education. (SWEETGRASS)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

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

* a. Federal	<input type="text" value="1,285,500.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="1,285,500.00"/>

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

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

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

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

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

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

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

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b> <input type="text" value="Audrey Plouffe"/>	<b>TITLE</b> <input type="text" value="Vice President of Business Affairs"/>
<b>APPLICANT ORGANIZATION</b> <input type="text" value="Salish Kootenai College"/>	<b>DATE SUBMITTED</b> <input type="text" value="06/29/2016"/>

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
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Salish Kootenai College * Street 1: 58138 Hwy 93 Box 70    Street 2: * City: Pabloe    State: MT: Montana    Zip: Congressional District, if known: Mt-001		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>		
<b>6. * Federal Department/Agency:</b> Dept of Ed.	<b>7. * Federal Program Name/Description:</b> Indian Education -- Special Programs for Indian Children CFDA Number, if applicable: 84.299	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$	
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix:    * First Name: Audrey    Middle Name: * Last Name: Plouffe    Suffix: * Street 1:    Street 2: * City:    State:    Zip:		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix:    * First Name: Audrey    Middle Name: * Last Name: Plouffe    Suffix: * Street 1:    Street 2: * City:    State:    Zip:		
<b>11.</b> 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: Audrey Plouffe * Name: Prefix:    * First Name: Audrey    Middle Name: * Last Name: Plouffe    Suffix: Title:    Telephone No.:    Date: 06/29/2016		
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S299B160008

**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.**

	Add Attachment	Delete Attachment	View Attachment
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## CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

### Statement for Loan Guarantees and Loan Insurance

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

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

<b>* APPLICANT'S ORGANIZATION</b> Salish Kootenai College	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Audrey"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Plouffe"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Vice President of Business Affairs"/>	
* SIGNATURE: <input type="text" value="Audrey Plouffe"/>	* DATE: <input type="text" value="06/29/2016"/>

## Abstract

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

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

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

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## You may now Close the Form

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

\* Attachment:

## **Project Abstract**

The purpose of our proposed project, *Support with Engaging Education: Teacher Growth for Reservation and Small Schools: A Collaborative Model for Indian Teacher Education* (SWEETGRASS) is to increase the number of licensed Native American elementary and early childhood P-3 teachers. As the title of our project suggests, we propose to accomplish our goals by providing support (fiscal, educational, social, and technological) to 30 Native American teacher candidates while engaging them in culturally relevant teacher education experiences designed for effective teaching on reservations and small schools. Our project outcomes are based upon the following: (a) ten years of successful implementation of previous professional development grants; (b) nine years of successful experience delivering an accredited teacher education program at a Montana tribal college; and (c) a thorough analysis of local and state job market data relative to teaching.

The SWEETGRASS project proposes to recruit, enroll, educate, certify, and assist in the employment of 30 Native American teacher candidates in elementary or early childhood P-3 education. To accomplish this goal, we plan to partner with two tribal colleges in Montana, Stone Child College and Little Big Horn College to: (a) align our curriculum from associates to bachelors to meet accreditation standards; (b) deliver the early childhood P-3 program to local students/TCU graduates; and (c) assist our partner TCUs with independent accreditation as requested. Stone Child College is located on the Rocky Boy Reservation and we plan to serve five AI participants in ECE: P-3. Little Big Horn College is located on the Crow Reservation and we plan to serve five AI ECE P-3 students. The remaining 23 participants will be students attending SKC on its campus on the Flathead Reservation.

In order to assist participants in identifying and securing qualifying employment, the SWEETGRASS Project proposes to collaborate with SKC's Career Services, CSKT Tribal Education, Flathead Reservation School Leaders, and LEAs that serve Native students. We will also provide career-seeking and soft skill workshops, such as preparing a job application or interviewing skills, as part of our teacher program in order to increase the skills of our graduates to apply for and obtain teaching jobs.

Our proposal meets **Absolute Priority 1: Pre-Service training for teachers** as it will provide support and training to Indian individuals to complete a pre-service education program before the end of the award period that enables participants to meet the requirements for full State certification as a teacher through training that leads to a bachelors degree in education. Additionally, we will provide one year of induction services, during the award period, to participants after graduation while they are completing their first year of work as teachers in schools with significant Indian student populations. Our proposal includes goals for the number of participants to be recruited each year; number of participants to continue in the project each year; number of participants to graduate each year; and number of participants to find qualifying jobs within twelve months of completion.

Project SWEETGRASS meets **Competitive Preference Priority One**, and we have included six letters of support signed by the authorized representatives from six LEAs that agree to consider program graduates for qualifying employment. We meet **Competitive Preference Priority Two** as our application is submitted by Indian institution of higher education that is eligible to participate in the Professional Development program, and we have included consortium agreements with Stone Child College and Little Big Horn College, signed by all parties.

## Project Narrative File(s)

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\* Mandatory Project Narrative File Filename:

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

Support With Engaging Education: Teacher Growth for Reservation and Small Schools –  
A collaborative model for Indian Teacher Education

Introduction

Salish Kootenai College (SKC) is a tribally controlled college chartered in 1977 under the sovereign governmental authority of the Confederated Salish and Kootenai Tribes. SKC is a four-year land grant institution accredited by the Northwest Commission on Colleges and Universities. The mission of SKC is to provide quality postsecondary educational opportunities for Native Americans, locally and from throughout the United States. The College strives to provide opportunities for self-improvement to promote and maintain the cultures of the Confederated Tribes of the Flathead Indian Nation. The College encourages diversity; its primary purpose is to serve the needs of Native Americans.

To fulfill its mission, SKC has created meaningful and substantive programs to improve the lives of Native People on the Flathead Indian Reservation and across the United States. Over 50 Indian tribes are represented in the student body. Throughout its 40-year history, SKC has partnered with institutions around Montana and the nation to implement its mission and vision. Such partnerships have assisted SKC, and have supported the development of many post-secondary institutions, programs and students. Funding from the Office of Indian Education (OIE) has provided much needed support for many of these partnerships.

The following proposal builds upon the knowledge, experience and success of previous OIE projects using data from these projects to identify both needs and objectives. Based on this data and the data from a job market analysis, this proposal intends to serve a cohort of 30 Native American elementary education and early childhood P-3 teacher candidates. We plan to partner

with Stone Child College and Little Big Horn College, and have included two signed consortium agreements for these partnerships.

### **Need for Project**

*(1) The extent to which specific gaps have been identified and will be addressed*

Salish Kootenai College's Teacher Education Program exists to address three major concerns in Indian education: (a) the shortage of qualified Native American teachers in schools that serve significant numbers of Indian students; (b) the relationship between the lack of Indian teachers, low academic achievement, and high dropout rates of K-12 Native American students compared to their non-Indian peers; and (c) the lack of culturally responsive curricula and research-based instructional and assessment practices. The shortage of Native American teachers is verified by the Montana Office of Public Instruction (OPI) Montana American Indian Student Achievement Data Report that states 2.68% or only 281 Indians are among 10,521 licensed teachers in Montana public, private and tribal schools.

The shortage of American Indian teachers underscores the gap in academic success between Indian and non-Indian students. Instruction informed by home and community cultures is critical to supporting a sense of belongingness that impacts academic achievement (Banks, 2002). Educators from different cultural perspectives than the children they teach "may render it difficult to *see* the cultural identities shaping the behaviors and achievement of their students" (Moore, 2004). This mismatch is believed to be one reason why there is a disproportionately high percentage of American Indian students identified for special education in almost every category (Skiba et al., 2008).

In a 2016 report from the US Department of Education, more than one out of five American Indian or Alaska Native (22%) boys with disabilities served by IDEA received one or more out-

of-school suspensions, compared to one out of ten White (10%) boys with disabilities served by IDEA. American Indian or Alaska Native and multiracial boys represent 2% of all students, but 5% of students subject to restraint or seclusion. 20% or more of American Indian or Alaska Native (26%) high school students are chronically absent. American Indian or Alaska Native and Native Hawaiian or other Pacific Islander elementary school students are twice as likely to be chronically absent as White elementary school students. 7% of American Indian or Alaska Native students attend schools where more than 20% of teachers are in their first year of teaching, compared to 5% of White students and 4% of Asian students. American Indian or Alaska Native, Latino, Native Hawaiian or other Pacific Islander, and multiracial boys are also disproportionately suspended from school, representing 15% of K-12 students but 19% of K-12 students receiving one or more out-of-school suspensions. 11% of American Indian or Alaska Native boys received one or more out-of-school suspensions, as did 10% of multiracial boys, 8% of Native Hawaiian or other Pacific Islander boys, and 7% of Latino boys (US DoE, 2016).

Montana's educational data reflects similar patterns. In the Fall 2014 Montana American Indian Student Achievement Data Report, 2,819 of all designated American Indian students were special education students. This leads to a special education rate among American Indian students of 14.3%. The special education rate among White students is 10.9%. While the American Indian graduation rate increased 2.5 percentage points in 2013 compared to 2012, it is still 21.6 percentage points below the White student graduation rate. The American Indian dropout rate (6.5%) is still significantly higher than the dropout rate for White students at 1.9% for the 2012-2013 school year. The high school graduation class of 2010-2011 for American Indian students had a college capture rate of 32.6% while the rate for 2011-2012 was 31.1%. For comparison, the White student college capture rates were 61.4% for 2010-2011 and

60.7% for 2011-2012. Out of the 1,873 students who took an Advanced Placement test (AP), 57 were American Indian. Only 7.6% of graduating American Indian students took an AP exam, which is significantly less than the 21.6% of the White graduating students who took at least one AP exam.

Salish Kootenai College is addressing the issue of too few qualified American Indian teachers and the consequent academic and social ramifications for Indian youth by building local capacity in the state. The action consists of providing a financially and geographically accessible teacher preparation program that is culturally responsive to predominantly American Indian teacher candidates and their future students. The efforts to provide quality teacher preparation opportunities are critical for improving the academic success of Montana Indian youth. In 2001, the U.S. Civil Rights Commission reported that “Indian children in Montana public schools are in a crisis situation, as evidenced by disparities, including dropout rates that are double those of non-Indian students, low achievement levels and test scores, and few high school graduates with little advancement to higher education.” This trend continues year after year with little change, as the big solution – having more Native teachers – will take time to build substantial numbers to adequately address the problem. However, SKC is making progress to address the problems impacting Indian education.

*(2) The extent to which employment opportunities exist through a job market analysis.*

Project SWEETGRASS is based on a thorough review and analysis of teacher job market data, primarily drawn from the last three years. Local job market data consists of three primary sources: (a) local data on graduates from SKC’s teacher education programs; (b) tribal data from the Confederated Salish and Kootenai Tribes; and (c) state data provided by the Montana Office of Public Instruction and the Montana Department of Public Health and Human Services.

## **SKC Data**

In 2007, SKC was accredited by the Montana Board of Public Education to offer an Elementary Education program. SKC sought accreditation for this program, as the need for more Native American elementary teachers was critically important. As previously noted, around 2 % of Montana’s teachers are Native American – even on reservations with Native student enrollment at 90%. Since 2007, SKC has graduated 103 elementary teachers (73% AI) and since 2010, eight secondary science teachers (89% AI). Of our 111 graduates, 99 of them (89%) have obtained teaching jobs or other positions in which they make contributions to Native youth or communities. Our numbers will be higher once our six remaining graduates (June, 2016) locate jobs. This data can be verified in our assessment reports and in our Title II federal reports.

In the last few years, SKC has added educational programs in Mathematics Education and Early Childhood Education: P-3 (ECE: P-3); both of these programs were created based upon the need for highly qualified mathematics and preschool-grade 3 teachers. The new ECE: P-3 licensure path was created in 2015 to address the need for more teachers who could teach the early grades, particularly preschool, especially for those public elementary schools who have added or will add preschool services.

## **CSKT Tribal Data**

According to the most recent report from the Confederated Salish and Kootenai Tribes on economic development, including a job market analysis, (SUSTAINABLE, COMPREHENSIVE ECONOMIC DEVELOPMENT PLAN/STRATEGY, 2015), teaching is the second highest rated occupation among the top ten occupations that most interest tribal members. Therefore, it is not surprising that the first goal of the CSKT Strategic Plan relates to training and education for tribal members to prepare for tomorrow’s workforce. Teaching is a viable career for tribal

members and education is valued. In 2015, Lake County Job Service listed 1330 job openings over the year. (Lake County is the largest county located on the Flathead Reservation.) Teaching positions ranked tenth among the top jobs with 66 openings posted.

When examining the barriers to attending higher education in the survey of tribal members (CSKT, 2015), the number one barrier to attending post-secondary school is the lack of money (43.4%), while computer skills (33.8%) and lack of education (23.9%) ranked second and third. This finding supports the need for SWEETGRASS – to provide the financial and educational support, including technology skills, needed to be successful in a teaching career.

### **State of Montana Data**

The percentage of American Indian teachers in Montana has barely increased since the mid 1990s—rising from 1.9 percent in the 1995-1996 school year to 2.8 percent today (OPI, 2014). This shortage is particularly concerning when comparing the number of AI teachers to the number of AI students. On the average, 13.7% of Montana’s students are American Indian. However, out of 823 public schools in Montana, 58 public schools report 75 – 100% American Indian students within their school population and 20 public schools report 50 – 75% American Indian students within their school population (OPI, 2014).

In looking at job availability in elementary and early childhood, there are 1,130 elementary jobs in public schools and 600 in private schools. The state of Montana is actively recruiting teachers to add to its workforce of over 10,153 public school teachers in preschool, elementary, and secondary schools. New teachers can expect to make a salary of \$27,274 while experienced teachers make an average of \$40,500. Additionally, there are over 1060 preschool teaching jobs in Montana with a salary range from \$19,100 to \$33,720. (Data taken from BLS Occupational Employment Statistics: <http://www.bls.gov/oes/>).

In 2014, Montana was awarded a Preschool Development Grant from the US Department of Education and the US Department of Health and Human Services. This ten million dollar grant increased Montana's capacity to provide free preschool services to 18 identified communities, based upon community needs. Each Montana reservation was identified as having a targeted community. The jobs that this grant will create, requiring a licensed teacher in ECE: P-3, are estimated at over 72 lead teaching positions. Additionally, the grant will require 20 coaching/specialist positions, and 36 paraprofessionals. Since the ECE P-3 licensure is new to Montana, there is a large push to encourage teachers in the identified programs to become certified. There is also a need to have a pool of future ECE P-3 licensed teachers, especially considering the Governor's Early Initiative to provide free preschool to all four year olds in Montana. To assist schools and programs in building their teaching capacity, the Montana Early Childhood Project was designated as the agency to receive and award scholarships from the DPHHS to qualifying applicants who teach in preschool programs in targeted communities. To date, Montana has awarded 127 scholarships with over \$292,265 in funding. The SWEETGRASS project will encourage ECE P-3 participants to apply for these scholarships to pay for their tuition and fees. This collaboration will more fully support the students.

### **Summary**

In summary, although there is not an abundance of job data for Montana relative to teaching careers, there is information that clearly leads to the following conclusions: (a) Teaching is a highly desired career among tribal members; (b) Teaching jobs are accessible to tribal members and most of SKC education graduates (89%) are able to become employed in teaching jobs in which they can make an impact on AI youth; (c) SKC's Teacher Education program has a successful track record in preparing AI pre-service teachers and supporting them in their

employment; (d) Montana’s ECE P-3 licensure path will provide new career opportunities for AI early childhood teachers; and (e) The SWEETGRASS Project will address the barriers that most often prevent enrollment and completion of post-secondary degrees for AI students – funding, technology, and educational preparedness.

### **Quality of the Project Design**

#### *(1) The extent to which the goals, objectives, and outcomes are attainable*

The overall outcome of the proposed project is to increase the number of Indian elementary education and early childhood P-3 teachers in Montana’s public, private, and tribal schools, which serve significant numbers of Indian students. To do this, SKC is proposing to: (1) partner with two Montana tribal colleges to: (a) align their early childhood curriculum with the ECE: P-3 program preparation standards, (b) prepare and recruit ten candidates (5 from each reservation) for the ECE P-3 bachelors degree at SKC, and (c) deliver SKC’s ECE P-3 program on-site and via distance to serve ten ECE: P-3 teacher candidates; (2) provide educational, financial, and technological resources for a total of 30 participants who are American Indian pre-service candidates to complete a program that will lead to a bachelor’s degree in Elementary Education or Early Childhood P-3; (3) offer intensive, strength-based induction activities for graduates from the program; and (4) develop and employ a data-based model for informing the project and other stakeholders on possible methods for improving the post-secondary success of Indian pre-service teachers related to program enrollment, persistence, and completion.

**Goal 1:** Partner with two Montana tribal colleges to offer SKC’s ECE: P-3 bachelors degree program on their campuses.

Objective 1.1 - By the second month of the Project start date, the Project Director, Project Coordinator, and representatives from LBHC and SCC will meet to align their early childhood

curriculum with the ECE: P-3 program preparation standards and complete this work by the end of Year 1.

Objective 1.2 – Within the first three months of the Project start date, the PD will advertise and hire an on-site coordinator/instructor for LBHC and SCC with the input from the administration from both of these colleges.

Objective 1.3 – By the end of Year 1 of the Project, the PD, PC and local coordinators will select and prepare ten potential candidates (5 from each reservation) for admittance to the ECE: P-3 Teacher Education Program (TEP).

Objective 1.4 – By Year 2 of the Project, the PD will ensure that SKC's ECE P-3 program is delivered on-site and via distance to serve ten ECE: P-3 teacher candidates (5 from SCC and 5 from LBHC).

**Goal 2:** Increase the number of highly qualified American Indian Elementary Education (K-8) or Early Childhood P-3 teachers prepared to teach in schools serving American Indian students.

Objective 2.1 – Within one month of the Project start date, the Project Director and Project Coordinator will recruit 20 program participants from current SKC teacher candidates who have been formally admitted to the SKC Teacher Education Program.

Objective 2.2 – By Year 2 of the Project, the PD and PC will recruit 10 program participants from SCC, and LBHC teacher candidates who have been formally admitted to the SKC Teacher Education Program. SCC Project Coordinator will recruit and select 5 eligible program participants as measured by SKC enrollment records and application to the SWEETGRASS Project. LBHC Project Coordinator will recruit and select 5 eligible program participants as measured by SKC enrollment records and application to the SWEETGRASS Project.

Objective 2.3 – Within one month of the Project start date, the PD and PC will ensure that 20

program participants (100%) have a long-term educational plan established outlining course sequence, and documentation of previous coursework that allows them to graduate with a Bachelor's Degree in Elementary Education or Early Childhood P-3 and obtain a MT Teaching License as measured by individual student files which will include, a course sequence advisory form, transcripts, and licensure records.

Objective 2.4 – By year 2 of the Project, the PD and PC will ensure that a total of 30 program participants (100%) have a long-term educational plan established outlining course sequence, and documentation of previous coursework that allows them to graduate with a Bachelor's Degree in Elementary Education or Early Childhood P-3 and obtain a MT Teaching License as measured by individual student files, which will include a course sequence advisory form, transcripts, and licensure records.

Objective 2.5 – By the end of year 1 of the Project, the PD and PC will oversee final completion of records to ensure that a minimum of 10 project participants have completed an Elementary Education or Early Childhood P-3 bachelors degree have attained the MT teaching licensure as measured by transcripts and MT licensure records.

Objective 2.6 – By the end of year 2 of the Project, the PD and PC will oversee final completion of records to ensure that a minimum of 2 project participants have completed an Elementary Education or Early Childhood P-3 bachelors degree have attained the MT teaching licensure as measured by transcripts and MT licensure records.

Objective 2.7 – By the end of year 3 of the Project, the PD and PC will oversee final completion of records to ensure that a minimum of 18 project participants have completed an Elementary Education or Early Childhood P-3 bachelors degree and have attained the MT teaching licensure as measured by transcripts and MT licensure records.

**Goal 3:** Support the employment and first year of teaching for SWEETGRASS program completers by providing employment-seeking services and one year of induction activities so that 100% of the program completers effectively fulfill their first year of service and are retained in their positions for their second year.

Objective 3.1 - By the end of year 1 of the Project, ten project participants will be provided information, workshops, and support so that they can become employed as teachers in Elementary Education or Early Childhood P-3 classrooms of American Indian children as measured by employment statistics.

Objective 3.2 - By the end of year 2 of the Project, two project participants will be provided information, workshops, and support so that they can become employed as teachers in Elementary Education or Early Childhood P-3 classroom of American Indian children as measured by employment statistics.

Objective 3.3 - By the end of year 3 of the Project, 18 project participants will be provided information, workshops, and support so that they can become employed as teachers in Elementary Education or Early Childhood P-3 classrooms of American Indian children as measured by employment statistics.

Objective 3.4 – During the first year of project participants’ teaching experience, the Project Coordinator will arrange a meeting with the mentor teacher or administrator for each newly hired project participant, who is currently teaching at the same school or district as the participant. Coordination among this group will include quarterly contact between the project coordinator, mentors and project participants as well as a yearly networking seminar at SKC, SCC, or LBHC for all participants and mentors. The mentor teacher will provide periodic assessments through a supportive process of self-reflection, video analysis and written surveys. The mentor will provide

research materials, teaching resources, and other supports as needed. This objective will be measured by the Project Director's contact log and journal, seminar agendas and attendance records, and written summary reports from the mentor teachers.

Objective 3.5 - During the induction year, the PD will request that project participants, mentors, and others involved in SWEETGRASS provide qualitative and quantitative data for the annual evaluation reports.

**Goal 4:** Design, implement, and report on a data-based model employed by SWEETGRASS to inform future and current stakeholders on methods for improving postsecondary outcomes for American Indian teacher candidates, particularly focused on evaluating a tribal college collaboration model.

Objective 4.1 – Within three months of the Project start date, the Project Director, Project Coordinators and the Project Evaluator will design a data-based model to collect, analyze and report on the participant outcomes related to enrollment, persistence and completion of the program leading to career success, in accordance with the privacy requirements of 34 CFR 75.105.

Objective 4.2 – For each subsequent year of the Project, the Project Director, Project Coordinators, and the Evaluator will review both qualitative and quantitative data regarding participant outcomes.

Objective 4.3 – For each subsequent year of the Project, the Project Director and Evaluator will report on the findings regarding participant outcomes to identified stakeholders and the Office of Indian Education.

*(i) The number of participants expected to be recruited in the project each year;*

Year 1: 20 participants will be recruited and admitted to the program

Year 2: 10 participants will be recruited and admitted to the program

Year 3: No new participants will be recruited; new participants may be admitted if there is funding and if the candidate can complete the program in one year.

*(ii) The number of participants expected to continue in the project each year;*

Year 1: We expect 20 participants to continue in the program;

Year 2: We expect that 10 of the original participants will continue and 10 new participants will be continuing through the year;

Year 3: We expect that 20 participants will be continuing through the year;

Year 4: We expect 30 participants will be completed or in their induction year.

*(iii) The number of participants expected to graduate;*

Year 1: We expect 10 candidates will graduate at the end of this year;

Year 2: We anticipate 2 candidates will graduate at the end of this year;

Year 3: We expect the remaining 18 candidates will graduate at the end of this year.

*(iv) The number of participants expected to find qualifying jobs within 12 months of completion.*

Year 1: We do not anticipate any participants working.

Year 2: We expect 10 graduates will find qualifying jobs;

Year 3: We expect 2 graduates will find qualifying jobs;

Year 4: We expect 18 graduates will find qualifying jobs.

*(2) The extent to which the proposed project has a plan for recruiting and selecting participants*

This project will actively solicit Native American students who have been traditionally underrepresented in accessing and participating in teacher education programs. Since the primary goal of the project is to provide more Native Americans with the opportunity for advanced skills and teaching positions, students admitted to the program are Indian students as

defined by SEC. 7151 Definitions. The Project Director will ensure that all communication and actions in recruiting, enrolling, retaining, educating, graduating and certifying students will be done in a manner appropriate for the participation of all individuals. It is the policy of SKC to provide equal access to all people. "Salish Kootenai College is committed to a program of equal opportunity for education employment, and participation in College activities without regard to race, color, sex, age, religious creed, political ideas, marital status, physical or mental disabilities, national origin, or ancestry" (SKC Handbook, 2015). The College is fully equipped to welcome students with disabilities. Students enrolled at the College annually include students with disabilities as well as students representing nearly every ethnic group.

To ensure that the participants who are most likely to succeed are the participants selected for the Project, the SWEETGRASS Project PD and PC will review each application and score it according to a rubric developed and utilized for previous OIE projects. This rubric, which objectively leads to a candidate's rating, also ensures that each participant has been made fully aware of the Project's requirements, including the payback agreement. Rubric criteria include: (a) formal acceptance into the SKC Teacher Education Program (typically at the end of sophomore year); (b) GPA; (c) Praxis Subject Assessment/Montana Assessment for Content Knowledge; (d) letters of recommendation; and (e) a written educational philosophy statement.

(3) *a plan to share findings gained from the proposed project with parties who could benefit*

Sharing the findings of SWEETGRASS will be ongoing and multi-dimensional. The PD and PC will work with the Project Evaluator to collect and analyze program/participant data in an ongoing manner, which will then be reported out to stakeholders, such as LEA administrators, higher education partners, and other interested parties. The SKC Education Dean, Dr. Cindy O'Dell, will be a spokesperson for the Project as she participates on many state boards and

agencies, including the Montana Certification Standards and Practices Advisory Council (arm of the Montana Board of Public Education), the Early Childhood Higher Education Consortium, the Montana Best Beginnings Advisory Council, the Kindergarten Entry Assessment workgroup, and the Montana Council of Deans of Education. SKC faculty and Project staff also represent the Education Division on state and local councils, including the Early Childhood Professional Partnerships Development Council, the Montana Higher Education Consortium, the Montana Indian Education Association, the CSKT Tribal Education Committee, and the Flathead Reservation School Leaders. These groups will be able to utilize the knowledge gained from this Project – during our work and at the end of the Project -- to improve upon the services for and education of Native American students. We also hope to provide a formal presentation at the American Indian Higher Education Consortium (AIHEC) about our findings during Year 4 of the Project.

*(4) The extent to which the proposed project will incorporate the needs of potential employers*

The SKC Education Division has strong links throughout Montana’s reservations and with local school districts, tribal culture committees and tribal agencies, all of which make up the SKC Education Advisory Board. Teachers and administrators from local schools not only serve as supervisory mentors to candidates but also as adjunct faculty to the program. SWEETGRASS plans to work closely with various state agencies to help future educators secure professional licensure, obtain employment, and receive guidance and expertise about program accreditation. These agencies include the following: Montana Office of Public Instruction, Office of the Commissioner of Higher Education, Montana Job Service, and SKC’s Career Placement Center.

Project SWEETGRASS plans to build upon the existing Education Advisory Board and ensure adequate representation of school administrators. Each school currently provides a

representative for the Education Advisory Board, but the Project will seek to ensure that the school administrators are included and have multiple opportunities for engagement. A list of potential SWEETGRASS Advisory Board members is included in Appendix A.

The project will also collaborate with public, private, and tribal schools on or adjacent to each MT Indian reservation. These schools will serve as field sites, student teaching centers, and employment opportunities for project completers. The project will work with schools on all seven Montana reservations to ensure that they have input and are able to provide feedback on the preparation of teachers. SKC's past success with LEAs is documented in their letters of support from all of the largest LEAs on the Flathead Reservation. We received six letters from LEAs, a letter from the BIE funded school on the Reservation, and a letter from the regional specialist working with tribal Head Start programs. Reviewers are encouraged to read the letter from Polson School District as this administration highlights how Polson schools have been instrumental in the shaping and delivery of SKC's teacher education programs, including their participation in a recent training sponsored by the Education Division.

SKC's Education Division recently sponsored a two-day workshop for LEAs on the Danielson Model and Montana's Educator Performance Appraisal System. We had representatives from each LEA on the Flathead Reservation learn about the Danielson Model - with our education faculty - and how it is used for evaluation of teachers. SKC is planning to adopt this model for student teaching and field observations. Therefore, when our candidates graduate and become employed in Montana schools, they will be familiar with the tool that will be used to assess and evaluate their skills. This collaborative training on Danielson/EPAS is only one example of how our Project and our teacher education programs can be responsive to the needs of our candidates' future employers.

## **Quality of project services**

*(1) The proposed project will provide participants with learning experiences that develop needed skills for successful teaching in schools with significant Indian populations.*

The SKC Education Department delivers a scientifically research-based, culturally fluent teacher education program and curriculum that supports candidates' professional development through fostering learning communities. Validation of this claim is supported by outside reviewers, including the review and report by the Montana Office of Public Instruction's Accrediting Committee (2010). This report, based on interviews and an analysis of candidate data highlights SKC's success in delivering research-based practices.

In addition, the focus on learning communities is designed around research that emphasizes reforming teacher education programs based on state and national standards for education. Learning environments that support these standards implement the constructivist learning perspective. Even though pre-service teachers may have formed their content knowledge base through less effective curriculum and instruction, it does not mean that they cannot be taught more effective practices to use in the field with their future students (Vinson, 2001). According to Lowery (2002), "If pre-service teachers need to be taught in the same manner in which they will be teaching, then it is imperative that teacher education programs keep pace with new recommendations for their preparation." These recommendations require the provision of multifaceted field experiences in a collaborative environment. By the 3<sup>rd</sup> and 4<sup>th</sup> year of the program, learning is extended beyond the college campus classroom and into field experiences in the elementary school classrooms with the pre-service teachers, course instructors, elementary students, teachers, and the principals (Lowery, 2002). Analysis and synthesis of teacher preparation programs utilizing this model reveal an extensive acquisition of teacher knowledge

and pedagogical content knowledge. The findings indicate that content-specific, school-based experiences provide greater opportunities for pre-service teachers to focus on content and instructional strategies at deeper levels address typical anxieties associated with new teaching experiences, and become more confident and competent beginning teachers (Lowery, 2002; Vinson, 2001).

SKC teacher education programs require teacher candidates to successfully participate in over 154 hours of field experience before student teaching. SKC teacher candidates begin field experiences in their first year of the program. This fieldwork takes place early in the candidate's program so that he/she may experience various school and classroom environments in order to make a solid commitment to the profession at the start of their formal studies. Clinical experiences are often videotaped or observed in person, and reviewed with the instructor to ensure that our candidates enter the profession as reflective, critical thinkers who are skilled and can ensure the success of each student they teach. Field experiences and student teaching are characterized by collaboration, accountability, and an environment and practices associated with professional learning. Such experiences involve a wide array of opportunities besides PreK-8 regular classrooms. As well, candidates are encouraged to experience diverse settings such as Nkwusm (Salish immersion primary school), Two Eagle River School (an alternative BIE high school), school board meetings, faculty events, trainings, special education settings, including a formal experience to the Montana School for the Deaf and Blind, and other educational environments.

*(2) The extent to which the proposed project prepares participants to adapt teaching practices*

To achieve socially-just democratic learning communities, teacher education programs must address the inequities of education through culturally responsive instruction. The literature

suggests that development occurs within social and cultural contexts (Vygotsky, 1978; Bronfenbrenner, 1977) and that learning, esteem, and personal identity are enhanced when instruction is linked to students' home and community cultures and languages (Christian & Bloome, 2005; Garcia, McLaughlin, Spodek & Saracho, 1995; Nieto, 2002; Osterman, 2000). The professional education programs at SKC address this need by providing culturally responsive instruction for teacher candidates and a curriculum that affords the opportunity to become proficient in providing effectively progressive and culturally responsive instruction to their future students. One concrete example of this relates to our recent inclusion of required Native language courses in our elementary and early childhood degrees. We were approached by the Salish Culture Committee and the CSKT Tribal Education directors and asked to include courses in our curriculum on Native language. This request was being made particularly for Head Start teachers so that when they graduate, they are able to support children's learning of their home language. This important change in our curriculum was the result of the collaboration and open communication between our education faculty and school and tribal leaders.

The faculty of the professional education programs at SKC understand and model that teaching begins by learning "who your students are" (Pransky & Bailey, 2003) and by teachers examining their own backgrounds and culture to understand how cultural identities affect teaching and learning (McIntosh, 1989; Nieto, 2000). Teacher candidates are expected to explore their cultures and to examine how their culture and beliefs impact their instruction. For example, in professional education courses teacher candidates explore their folk pedagogy, "taken-for-granted practices that emerge from deeply embedded cultural beliefs about how children learn and how teachers should teach" (Lee & Walsh, 2005). Moreover, the faculty members may use or encourage home and community cultural motifs, languages, and behaviors

of the teacher candidates, thereby creating space for teacher candidates in the context of class curriculum that in turn empowers teacher candidates' voice and decision-making within their classrooms (Dudley-Marley & Paugh, 2005). For example, students frequently complete projects such as teaching peers Salish songs or reading Salish or Kootenai Tribal stories in a Children's Literature course. Last, teacher candidates learn about and practice the tenets of culturally responsive teaching: the nature of curriculum; how curriculum influences us indirectly and directly; why caring must be embedded into the very core of teaching and learning; why cross cultural communication is essential for clarity of thought and nuance of expression; how learning environments must be welcoming at all times; and why building on the cultural experiences and dreams of our students is vital to equitable educational opportunities (Gay, 2000).

*(3) The extent to which the applicant will provide job placement activities*

The Education Division at SKC seeks and utilizes feedback and information to support the employment of its graduates. One way in which this is accomplished is through the Education Division Advisory Board. The Education Advisory Board, which consists of local teachers and administrators, has provided the Division with direction on the "soft skills" or professional behaviors needed to be successful applicants and employees of the local school districts. Therefore, many of our Board members and local teachers provide such information to our teacher candidates through a formal and required experience, "Transition to Professional Teaching." In this workshop, our candidates learn from teachers and administrators the importance of professional behavior, including being on time, being prepared, monitoring technology use and proper communication, and appropriate dress. This type of information exchange has assisted our candidates in being successful during field experiences and student

teaching and eventually in obtaining employment. Student behavior is a direct reflection of our teacher education programs so our candidates are very aware of the impacts of their actions in the classroom and in the community. By preparing our candidates for appropriate behaviors in school environments, we are supporting their future employment. Our candidates have a presence in local schools and their work and contributions do not go unnoticed. Local K-8 teachers have written letters to local papers and to SKC administrators praising SKC pre-service teachers' volunteer contributions.

We plan to expand our Transition to Professional Teaching workshops to include other skills for employment, such as interviewing. Many of our Native American candidates have not been encouraged to speak highly of themselves in their home cultures; we have had to role play and provide skill-building to assist this cross-cultural expectation since many of our non-Native administrators do not understand this cultural difference. We also work with our school administrators to help support them in how to best interview AI candidates and seek varying ways to discover their skills and strengths. Support for attendance at career fairs will be provided to participants during their student teaching experience.

*(4) The extent to which the applicant will offer induction services that reflect the latest research*

Induction services for SWEETGRASS completers is largely based upon the research conducted by Richard Ingersoll (2004, 2010, 2011 and 2012). Ingersoll's research highlighted the factors having the most impact on a new teacher: (a) having a mentor teacher in one's subject area and (b) having common planning or collaboration time with other teachers in one's subject area.

"The data also revealed that the various types of induction supports, activities, or practices rarely existed alone; schools or districts usually provide beginning teachers with different 'packages' or 'bundles' of components or supports. Collectively, getting multiple induction components had a

strong effect on whether beginning teachers stayed or left. Moreover, as the number of components in the packages increased, both the number of teachers receiving the package and the likelihood of their turnover decreased” (Ingersoll, 2012).

During the first year of project participants’ teaching experience, the Project Coordinator will contact the mentor teacher for each newly hired project participant, who is most likely teaching at the same school or district as the participant. Administrative Rule in Montana requires schools to provide for mentorship for newly inducted teachers. Induction services will consist of the “bundled package” in which the mentor and mentee can identify and select the most appropriate supports and resources. Such resources and services may include time for planning and curriculum development, observations and feedback, consultation around issues or questions, and co-teaching if possible in which the mentor teacher can model and provide side-by-side coaching. Coordination among this group will include quarterly contact between the project coordinator, mentors and project participants as well as a yearly networking seminar at SKC, LBHC, or SCC for all participants and mentors. The mentor teacher will provide periodic assessments through a supportive process of self-reflection, video analysis, and written surveys. The Project Coordinator will ensure that the mentor provides research materials, teaching resources, and other supports as needed. This objective will be measured by the Project Coordinator’s contact log and journal, agendas, attendance records, and written summary reports from the mentor teachers. Mentor teachers will be paid an honorarium for their support of our inductees.

*(5) The extent to which the training or professional development services to be provided*

SKC’s teacher education programs are highly rated and esteemed throughout the state and throughout Indian country. Internal and external reviews of student assessment data indicate that

SKC teacher candidates meet and exceed benchmarks, based upon national teaching standards. SKC Education Division teacher preparation programs are accredited by the Montana Board of Public Education. Montana is an NCATE/CAEP partner state whereby our state standards (Program Preparation Standards) are aligned with national accreditation standards. Therefore, Montana-prepared teachers are nationally considered highly qualified and are sought after at job fairs. All SKC Education programs have a strong focus on field-based practices, and all faculty have taught in public schools before entering the professoriate. In addition, all faculty have participated in and offered professional development opportunities around Indian Education for All, Montana's Constitutional requirement for all schools.

The professional education programs function to meet three overarching purposes. These include:

- Endowing education degrees that are culturally responsive to the teacher candidates within the community served by SKC.
- Preparing candidates to be culturally competent and skilled educators.
- Preparing candidates to provide culturally responsive curriculum to Native American children as well as other diverse learners.

SKC is located in a pristine rural setting in the Mission Mountains. The faculty utilizes this unique environment to provide an education representative of social constructivist learning which includes the themes of: experiential learning, leadership, reflective practice, teaching through inquiry, and accountability to student learning. The faculty believes that learning is best facilitated for all students through active engagement and social interactions among and between candidates, faculty, students, and field teachers. To meet the needs of all learners, faculty in the Education Department are committed to the following:

- Experiential learning
- Diverse teaching styles and methods
- Research-based practice and instruction
- Multiple perspectives of learning
- Multiple measures of assessing learning
- Mentoring between and among students and faculty
- Carefully monitored field experiences and student teaching in multiple school settings
- Integrated content and pedagogy
- Use of technology as an instructional tool
- Development of a community of learners on campus and in field sites
- Serving the profession and the community
- Providing quality instruction informed by current research and reform.

Instruction and curriculum in the professional education programs are guided by central principles and beliefs that respect and reflect the rich, holistic perspectives of the Salish, Pend d'Oreille and Kootenai people.

- Culturally responsive instruction and curriculum will lead education to its promise of opportunity and equity.
- Learning communities foster the construction of knowledge.
- Reflective practice leads to professional development.
- The unique contribution, learning style and ability of each learner brings an opportunity for the learning community to become enriched.
- Effective communication, critical thinking, cultural understanding and citizenship are essential to effective teaching.

The Teacher Education Programs at Salish Kootenai College are built upon these central principles and beliefs that together form a framework reflective of SKC's individual context, community and culture. The framework informs the teacher education curricula, evaluation and assessment, as well as faculty and administrative decisions. The education faculty members agreed upon these central principles and are committed to decision-making based upon these beliefs.

The SKC faculty worked closely with the Education Department Advisory Board consisting of: SKC teacher candidates, school administrators, community members, public school teachers, community Head Start representatives, and members of the Salish, Pend d'Oreille and Kootenai Tribal Culture Committees to identify the principles that are the foundation of the Education Division's conceptual framework. Education faculty members are committed to representing the cultures, ways of knowing, and best practices held by the community served by SKC as well as the professional education community. Furthermore, the Education Division is committed to seeking continuous input from the Tribal community and the professional education community regarding best practices. Thus the framework is assessed regularly, based on this input and revised as needed.

Philosophically, the education faculty members believe all learning occurs within an individual's social, cultural and life contexts. Therefore, culturally responsive instruction, instruction that links students' home and community culture to school culture, is at the heart of the Education Division's mission. The faculty recognizes and addresses the history of forced cultural assimilation through formal education that oppressed many Native people through a commitment to provide equal educational opportunities for SKC teacher candidates empowering these candidates to provide equal educational opportunities for their future students. Hence, the

faculty members promote socially just and democratic learning communities through culturally responsive instruction; the faculty believes that such learning communities will lead education to its promise of opportunity and equity for all.

SKC faculty members are committed to nurturing strong communication skills, cultural understanding, critical thinking and citizenship in teacher candidates. The teacher education programs recognize these skills and dispositions as the four cornerstones to professional development. As such, SKC teacher educators are proficient in and model these skills and dispositions. As well, the opportunities to develop the four cornerstones are well integrated into the teacher education curriculum.

To ensure that SKC teacher candidates have multiple opportunities over ample time to demonstrate their skills, knowledge, and dispositions, the Education Division has developed three stages of their Teacher Education Program (TEP). It is the belief of the Education Division that no singular instrument, method, or approach can by itself provide a comprehensive or complete measure of student achievement. By placing value on multiple ways of assessing learning, we can gain more substantive knowledge about how both our candidates and our programs are progressing. Candidates are assessed throughout their TEP program with varied opportunities for reflection and self-assessment. Student assessments and evaluations are based on multiple sources of data (portfolios, observed performance with students and families, papers, research projects, etc.). The assessment process is designed to ensure that students demonstrate skills and knowledge of the 4 C's (communication, critical thinking, cultural knowledge, and citizenship) in addition to meeting the standards and outcomes of the degrees. There are three stages of the SKC Teacher Education Program. Stage I begins with enrollment as an education major and is completed upon successful admission into the Teacher Education Program during

the end of sophomore year. Stage II includes the upper division professional education coursework and field experiences. Phase III includes student teaching and the capstone course, EDUC 495, Reflective Practice and Research in Education.

Using technology as a tool to enhance course delivery and content has been a recent adaptation made in the Education Division. Education courses have been typically taught face-to-face. However, more of our students are technologically talented and have requested more online and hybrid courses (courses that include both face-to-face and online components). Online courses for SWEETGRASS will be one way of delivering some of our courses to our off-campus students. We are currently participating in a national pilot from the University of Washington and the National Center on Quality Teaching and Learning called EarlyEdU. A team of early childhood experts from top universities developed the EarlyEdU courses. Each course is built on tested frameworks for intentional teaching, and promotes the evidence-based knowledge, skills, and practices that early childhood teachers need to help young learners thrive. The courses are designed for prospective early childhood educators as well as current teachers working in a wide variety of preschool settings. In addition to expert content, the courses take advantage of an innovative online platform, the Coaching Companion Campus Edition, which allows students to upload and annotate videos of their own teaching. SKC's participation in the pilot has been instrumental in the development of new online courses and in our method of providing students with feedback on their work with children. SKC education students uploaded over 200 videos last year; this was a new record for EarlyEdU. SKC teacher candidates became proficient in videotaping lessons and interactions, uploading these videos to the Coaching Companion Website, and watching, reflecting, and providing feedback to their peers through a Community of Reflective Practice (CORP).

In addition to the EarlyEdU online courses and Coaching Companion, SKC has piloted “Swivl Robots” as a tool for including distant students in a face-to-face course. The Robot is controlled by the instructor and has an IPAD on the front. The student/s at distance use an IPAD and the camera is reflected on the Robot’s IPAD. The instructor controls the movement of the Robot. In this way, the student can ask questions, join conversations, and be part of the learning environment at a distance. This type of technology not only makes it easy for instructors and students to capture video to share with others, it provides features to make video an interactive experience. Robots are used in teacher education to promote growth through reflection and improve teaching performance through video observations and self-reflection, coaching and evaluation. We plan to purchase this technology to support our students, particularly our off-campus candidates.

### **Quality of Project Personnel**

*(1) The qualifications of the project director and the amount of time this individual will spend*

**Amy Burland, Ed.D.** will be the SWEETGRASS Project Director @.50 FTE on a 12 month contract for this proposal. Her educational background includes a BS in Elementary Education, an M.Ed. in Education Administration and an Ed.D. in Curriculum and Instruction. Her dissertation research focused on mathematics instruction.

Dr. Burland has worked at SKC since December 2001 at which time she became a full-time faculty member teaching education courses. In addition, she serves on the SKC Institutional Review Board. Before coming to SKC, Amy worked as a K-8 classroom teacher for 13 years and as an elementary principal for 3 years on the Flathead Reservation where she has become an integral part of the community and knowledgeable of the Salish, Kootenai and Pend d’Orielle Tribes.

Dr. Burland has collaborated with many tribal and school agencies to improve education for American Indians. Her work with the Tribe on a mental health grant provided PAX Good Behavior training and resources to local teachers and schools, as well as our teacher candidates. Amy's passion for math, health, and physical education are indicative of her broad interests and skills.

Dr. Burland will ensure that all grant objectives are completed in a timely and effective manner. She will coordinate recruitment, orientation, enrollment, advising and induction services for pre-service teachers and perform the necessary record keeping. Amy is the assessment coordinator for the elementary education program and serves on the College's Accreditation and Assessment Council. Amy is proficient in developing systems for data gathering and analysis. Dr. Burland has had successful experience with previous Professional Development Grants through the Department of Education, which have placed significant numbers of Native teachers in schools around the state and nation.

*(2) The qualifications of key project personnel and the amount of time to be spent on the project*

Dr. Nanci Waterhouse, faculty member and chair of the Early Childhood Department will be the Project Coordinator at .30 FTE for 12 months. Before joining the faculty at SKC, Nanci worked for the National Native Children's Trauma Center (NNCTC) and the Institute for Educational Research and Service at the University of Montana under the Substance Abuse and Mental Health Services Administration funded grant to mitigate the impacts of trauma in school settings, specifically early childhood settings, through training and consultation on: child traumatic stress; creating trauma informed early childhood settings; resiliency; positive teacher-child interactions; attachment; emotion regulation and caregiver self care. She served as co-coordinator of the Early Childhood Project REAL: Responsive Education for All Learners

through the Office of Public Instruction, is former chair of the Early Childhood Partnership for Professional Development, a state wide collaboration group of EC Professional Development Providers and systems coordinators, served as a member of the Coaching Workgroup through the Early Childhood Project and was the lead author of the whitepaper created to inform coaching systems in Montana (this model was recently adopted by the Early Childhood Service Bureau in support of their STARS to Quality program). She is currently a member of the Early Childhood Higher Education Consortium and recently joined an assessment workgroup focusing on Kindergarten Readiness in Montana.

Dr. Waterhouse has worked in early childhood and elementary schools since 1992, first as an assistant teacher, then as a certified educator for 10 years. Her teaching experience ranges from working with infants and toddlers, preschoolers and first and second graders to teaching fourth and fifth grades. Dr. Waterhouse received her Bachelor of Arts Degree in Elementary Education with a minor in Native American Studies in 1999. In 2006 she completed a Master of Arts Degree in Curriculum & Instruction with an Emphasis in Early Childhood. Most recently, Dr. Waterhouse completed her doctorate degree in Curriculum & Instruction with an emphasis in Literacy Education. Her dissertation, an embedded case study, emphasized professional development for Head Start teachers to improve child engagement through interactive read aloud sessions using methods adapted from the intervention Dialogic Reading. Dr. Waterhouse's research interests include embedding coaching and mentoring in professional development, authentic literacy education and supports for social and emotional well-being in classroom settings. Nanci was recently awarded the "Distinguished Teaching Award" at the Early EdU Institute for her online courses in early childhood through the national Early EdU (formerly Head Start University) pilot program at the National Center for Quality Teaching and Learning.

In addition to the Project Coordinator, two off-site coordinators/instructors will be hired. These two full-time 9 month positions will ensure that a local person is located on each campus (SCC and LBHC). A position description is included with the CVs for these positions.

*(3) The qualifications of project consultants or subcontractors, if any.*

**The Project Evaluator** will be Dr. Merle Farrier whose work in education includes an extensive background in quantitative research. Dr. Farrier taught research methods and statistics over a 17 year period to master and doctorate degree education students at The University of Montana, and chaired 19 successful quantitative dissertations. In addition, Merle has 42 years of educational service to Montana education as a classroom teacher, administrator, school psychologist, university professor, and now a graduate degree grant coordinator. Thirty-two of the 42 years were comprised of full time employment on the Flathead Indian Reservation where he has lived since 1963. Dr. Farrier has a strong focus on analyzing various district, state, and national level assessments, where he has served school districts to that end. For the past 10 years, Dr. Farrier has assisted school districts best practices for educating special education students and gifted and talented students. These recommendations are based upon an analysis of within and between indicators of academic performances and intellectual abilities. Dr. Farrier's extensive research and assessment experience will be particularly useful in the design, analysis, evaluation, and reporting of the research-based model for this proposed project.

### **Quality of Management Plan**

*(1) The extent to which the costs are reasonable in relation to the design of the program,*

In order to maximize the requested funding most efficiently, SWEETGRASS will build upon the existing resources at SKC, SCC and LBHC. SKC will provide classrooms, library resources, guidance counseling, housing, orientation, registration, remediation, certification, and job

placement services for students based at SKC, SCC and LBHC. The Project has a new education building with office space, a student resource room, a student computer lab with the ability to administer ETS/Praxis Subject Assessments, Internet access, desk-top computers for all Education faculty and all classrooms wired with new Promethean Boards. In addition, SCC and LBHC Project participants will have access to all services and supports, which includes but is not limited to Indian Student Services, Disabled Student Services, a TRIO program for first generation low income students, on-campus childcare, multiple computer labs, and library access (including remote access to all databases and multiple electronic data bases). In addition, the Project will provide funds for students to purchase technology upgrades needed to access or complete technology-based coursework. A detailed explanation of the budget and project costs is included in the Budget Narrative. We believe that our costs are reasonable, particularly given the number of participants we plan to serve (30) and the impact that these 30 AI teachers will have upon their future students. If each participant impacts an average of 20 AI students/year and has an average career of 20 years, over 12,000 AI students will be impacted by an AI teacher who is well prepared to teach AI students.

Our budget for 4 years is as follows: Year 1: \$399,358; Year 2: \$397,085; Year 3: \$399,358; Year 4: \$89,699. Our total requested funding for 4 years is \$1,285,500.00. By serving 30 participants, our cost per student is \$42,850. We believe that this is very reasonable, especially given that we are building the capacity of two tribal colleges to enhance their education programs, in addition to the education programs at SKC.

**Important note: SKC will be taking a reduced indirect rate (8%) instead of our current approved rate of 24% to maximize the funding for participants and help ensure program sustainability at the end of the Project.**

*(2) The adequacy of procedures for ensuring feedback and continuous improvement*

Communication is the key to the management of this proposal. The Education Division meets bi-weekly to discuss student concerns and program responsibilities. Meeting agendas will include reports from the Project Director and Coordinator on student progress, coordination and scheduling needs, and information to carry out the Project. Communication between institutions will occur monthly via phone calls or Vision Net between the PD, PC and faculty/administrators from SCC and LBHC. Additionally, Project staff will travel quarterly to SCC and LBHC for face to face meetings.

Opportunity for feedback from the participants is garnered through the different components of the project by way of anonymous survey evaluations of each course (already part of the SKC process). Instructors use this information from the students to refine courses.

The program design includes clear feedback mechanisms providing an “early warning system” in the event that an individual student is falling behind or in other ways struggling in the program. Individualized benchmarks, resulting from the course plans developed with advisor support, are clear and failure to take a required class, pass the class in good standing or progress through field experiences are monitored weekly. Communication flows constantly between the instructors, the participating students and the project staff, and is monitored in a data base developed for that purpose. At the beginning of the Project, the Project Director, Coordinator, key instructors, off-site Coordinators, and the evaluator will convene a pre-evaluation round table to detail standard supports employed throughout the project, and also determine a means of measuring differing intensity of those supports. Documenting these and how they are used will be essential for determining what is required to replicate success or remediate failure in the future. The performance measures are clear and objective - documenting numbers recruited,

retained, timely completion of service requirements or clinical field experiences, graduation, placement, and job retention. The supports and scaffolds provided to achieve these outcomes, however, require an all-heads-together approach to describe and rate importance and intensity.

*(3) The extent to which the time commitments are appropriate and adequate*

Based upon our previous experience managing other federal grants, we are confident that the time commitments for the PD and PC are appropriate and adequate to meet the objectives of SWEETGRASS. By increasing their contracts from 9 to 12 months and decreasing other responsibilities to allow them to devote .50 FTE (for the PD) and .30 FTE (for the PC) to the Project, we do not anticipate any problems but will remain aware of time and effort for both of these positions. The support of having an evaluator on site and accessible throughout the Project will be essential in monitoring Project goals and assisting with data and reports. Additionally, Dr. Cindy O'Dell, Dean of the Education Division will provide ongoing oversight and mentorship to ensure that all grant objectives are fully supported within the Education Division. Dr. O'Dell and Dr. Burland have both been Project Directors for previous OIE grants, and are familiar with payback requirements, reporting, and the federal system to input student information.

## Other Attachment File(s)

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## Appendix A

### SKC Education Advisory Board Members

Amy Burland Faculty SKC  
Amy Miller Ronan K-12 teacher  
Arlene Bigby Kicking Horse Job Corp Center  
Bill Swaney, Tribal ED  
Bonnie Perry, Principal Dixon Elementary  
Brent Benkelman Principal Cherry Valley Elementary  
Chaney Bell Salish Culture Committee  
Cindy O'Dell, Dean  
Dan Durglo, Academic VP of SKC  
Daniel Stiffarm Kootenai Culture Committee  
Don Holst Arlee Principal  
Donna Johnson Hot Springs Teacher  
Doris Gainan ECS Head Start Coordinator  
Doug Ruhman Faculty SKC  
Frank Sucha Kindergarten teacher Ronan  
Gina Sievert SKC Science Faculty  
Jeanne Christopher ECS Head Start Director  
Joan Graham Ronan Sped Director  
Kathie Maiers SKC Administrative Assistant  
Leigh Ann Courville SKC Early Learning Center  
Linda Bone Faculty SKC  
Lisa Wall-Wilbert Early Childhood Educator/ECE P-3 student  
Merle Farrier Faculty SKC  
Michael Munson Faculty SKC  
Miranda Burland TED Scholarship officer  
Molly Billedeaux Teacher Cherry Valley  
Nanci Waterhouse Faculty SKC  
Rodney Bird, Two Eagle River School  
Sandra Boham, President SKC  
Sibley Ligas Arlee Teacher  
Terry Cable St. Ignatius High School Teacher  
Terry Souhrada Faculty SKC  
Thom Peck Principal Arlee High School  
Tim Whaling Student teaching supervisor  
Also:  
Parents from IECs and SKC Early Learning Center  
Project Coordinators

**POSITION DESCRIPTION FOR EARLY CHILDHOOD EDUCATION INSTRUCTOR/COORDINATOR  
2016**

Employee Name TBD Date TBD

Position Title Early Childhood Education Instructor/Coordinator

Department Division of Education

Immediate Supervisor Amy Burland

**General Summary (Give a brief summary of the overall purpose of your job.)**

The Early Childhood Education Instructor/Coordinator is primarily responsible for developing, enhancing, and teaching designated courses from the Education Division, particularly courses in the Early Childhood Education: P-3 programs on the Stone Child College or Little Big Horn College campus. In addition this position will be responsible for advising early childhood education students in the selection of courses, and monitoring their progress with coursework and the TEP process; assisting with registration and paperwork; communicating regularly and as needed with SKC Project staff, administration and faculty; maintaining records and student files for students in the Education Division and participating on the SKC Education Advisory Board and other committees as needed.

**Major Duties and Responsibilities (Describe the major duties and responsibilities of your position in order of importance. In the right margin indicate the approximate percentage of time required for each.)**

- |   |                           |
|---|---------------------------|
| <b>Teach courses as assigned by the Education Department</b>  | <b>Percentage<br/>70%</b> |
| <ul style="list-style-type: none"><li>▪ Develop and follow course syllabi in accordance with SKC guidelines</li><li>▪ Assess and document student learning</li></ul>  |                           |
| <b>Maintain a minimum number of office hours, and actively participate in college and community activities</b>  | <b>10%</b>                |
| <b>Fulfill the responsibilities of a student advisor/coordinator</b>  | <b>20%</b>                |
| <ul style="list-style-type: none"><li>▪ Preparing designated students for the TEP interview and portfolio process and monitoring their progress as they complete all three phases of the TEP program;</li><li>▪ Advising students in the selection of courses and their progress with coursework;</li><li>▪ Assisting with registration and paperwork;</li><li>▪ Communicating regularly and as needed with SKC staff, administration and faculty;</li><li>▪ Maintaining records and student files for students in the Education Division and assisting with a student data base;</li><li>▪ Participating on the SKC Education Advisory Board and other committees as needed.</li></ul> |                           |

**Minimum Qualifications (The minimum knowledge, skills, abilities and education or equivalent required to perform the job.)**

The requirements for this position are a Masters Degree in early childhood education; five years providing care or education to young children; two years experience teaching or mentoring adults; and experience writing and evaluating lesson plans and developing educational curriculum. The applicant

must also demonstrate knowledge of the theories and strategies involved in learning and instruction; computer skills such as spread sheets, data input, and word processing; knowledge of protecting people, data and property; the ability to work with individuals from diverse backgrounds; and the ability to communicate through written, spoken and visual media.

**Supervisory Responsibilities (Responsibility for the well being and work performance of others.)**

**None**

Employees Signature \_\_\_\_\_ Date \_\_\_\_\_

Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

## Amy Burland

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**Experience** 2001-present Salish Kootenai College Pablo, MT

**Elementary Education Faculty**

- Elementary and Early Childhood Mathematics Instructor
- Develop and instruct face-to-face and on-line courses in General Studies, Elementary and Early Childhood Education.
- Develop, administer, and manage pre-service Native American teacher candidate grant through the US Dept. Office of Indian Education.

1999-2001 Burland Education Resources Arlee, MT

**Contracted Grant Writer/Federal Program Coordinator**

- Evaluate federal grant programs in area schools.
- Design and compose new proposals for local organizations including schools, tribes, and county. Programs include community projects and educational reform programs targeting healthy lifestyles for youth and their families.

1996-1999 Dixon School District #9 Dixon, MT

**Elementary School Principal**

- Administered the budget, oversaw curriculum, and supervised all staff.
- Reported to state and federal entities for public education mandates.
- Spearheaded team efforts in developing and implementing federal formula and discretionary grant programs. Secured funding through competitive grants which provided for comprehensive school improvement, technology literacy, professional development, community & parent involvement, and adult education.

1994-1996 Dixon School District #9. Dixon, MT

**Elementary Teacher**

- .5FTE Kindergarten/.5 FTE K-8 Health Enhancement and Native American Studies Instructor

1983-1993 Billings County School District Medora, ND

**Elementary Teacher**

- Combination room intermediate and junior high teacher in self-contained classroom (1985-1993)
- One-room school teacher for grades K-8 (1983-1985)

**Education** 2004-present University of Montana Missoula, MT

- D.Ed. Curriculum & Instruction Candidate, Emphasis in K-8 Mathematics

1990-1992 University of North Dakota Grand Forks, ND

- M.Ed. Elementary Education Administration, Cognate in Marketing

1979-1983 Moorhead State University Moorhead, MN

- B.S. Elementary Education, Minor in Child Development & Family Relations

**Nanci Waterhouse, Ed.D.**

*Curriculum Vitae*

5084 Cache Ct.

Missoula, Mt. 59808

Phone: 406-396-2169

Email: [nanci\\_waterhouse@skc.edu](mailto:nanci_waterhouse@skc.edu)

**QUALIFICATIONS**

- Doctorate of Education in Curriculum and Instruction with an emphasis in Early Childhood and Literacy Education.
- Twenty one years of experience as an educator: nine in early childhood and seven years as a public school educator, including early grades and
- Seven years of experience in Higher Education as an instructor, field mentor, trainer and grant coordinator.
- Two years as field coordinator focused on early childhood teacher professional development.
- One year as early childhood department head.

**SKILLS**

- Practical skills related to implementing quality early childhood programs that support all children.
- Ability to relate observable behaviors to evidence based practices, and set goals for teacher improvement.
- Ability to scaffold adult learners towards use of evidenced based practices using a strengths-based approach in combination with theory and practice.
- Ability to conduct online course work that builds relationship and collaboration while building skills.

**PROFESSIONAL BACKGROUND**

**EDUCATION**

**Degrees**

2014: University of Montana. Missoula. Doctorate of Education: Curriculum & Instruction/Literacy GPA: 3.97

2003-2006: University of Phoenix: Master's Degree in Curriculum & Instruction with an Emphasis in Early Childhood. Final Paper: Improving Reading through Early Literacy Strategies GPA: 3.89

**Nanci Waterhouse, Ed.D.**  
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1993-1999: University of Montana. Missoula, Mt. Bachelor of Arts-Education. Emphasis-Elementary Education Minor-Native American Studies GPA: 3.79

### **Related Courses**

Leadership in Teaching and Learning; Lifespan Development and Learning; Growth and Development in Early Childhood; Methods of Teaching in Early Childhood 1 & 2; Early Childhood Assessment Strategies; Foundations in Early Childhood Curriculum; Family & Community Involvement; Early Childhood Play Theories; Qualitative Research; Quantitative Research; Statistics; Advanced Educational Technology; Advanced Educational Psychology; Faculty Roles and Alternative Paradigms; Reading and Writing Programs; Integrating Indian Education for All; Supervising the Teaching of Children's Literature; Supervising the Teaching of Language and Literacy; Sociology of Education and Educational Research.

### **Workshops & Trainings**

2015: Touchpoints Individual Level Training. Boston, MA.

Touchpoints Community Level Training. Alameda, CA

Pre-K CLASS Observation Reliability Training. Pablo, MT.

2013: Division for Early Childhood International Conference. San Francisco, CA.

2012 & 2013: Montana Behavior Initiative Annual Conference: Sessions on Strength Based Coaching, Positive Behavior Supports in Early Childhood; EC Functional Behavior Assessments; Teaching is an Act of Love.

2012: Early Childhood LETRS (Language Essentials for Teachers of Reading and Spelling). Dr. Lucy Hart Paulson, Univ. of Mt. Lewistown, Mt.

2011: Mental Health Recovery in Schools: Psychological First Aid for Schools. Matt Taylor, Montana Safe Schools. Institute for Educational Research and Service.

2009/2011: Indian Education for All Best Practices Conference, Helena, Mt.

2010/2011: National Coalition Building Institute MCPS, Missoula, Mt.

2007- Teacher Reading Academy by Tara Ferriter-Smith (Office of Public Instruction)

2007- Implementing Full Day Kindergarten. Bureau of Education and Research- Missoula, Mt.

2005- Early Literacy Conference. Bureau of Education and Research- Tacoma, WA

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Email: [nanci\\_waterhouse@skc.edu](mailto:nanci_waterhouse@skc.edu)

2004-2005-Courageous Conversations, Glen Singleton. Seattle, Washington.

2003 -Non-violent Communication Training-Marshal Rosenberg. Seattle, Washington.

## **DISSERTATION ABSTRACT:**

**Changing Participation in Guided Interactive Shared Reading in an Early Childhood Setting:** In the context of a pilot project to implement program-wide change by integrating academic and behavioral supports through an early childhood multi-tiered system, one program was challenged to strengthen two process components of the model: 1) the implementation of an evidence-informed approach to shared reading as recommended in their newly adopted curriculum and 2) the provision of effective professional development (PD) in support of practice implementation. The embedded case study describes the impact of a PD model on two teachers' attempts to integrate dialogic reading (Lonigan & Whitehurst, 1998) and related strategies in a whole class setting through a guided interactive shared reading (GISR) routine in each of their classrooms.

## **HONORS/AWARDS/ACHIEVEMENTS**

- May 2014: Honored with providing a commencement address for the Curriculum and Instruction Department Graduation Ceremony.
- 2013-2014: Leadership and Public Service in the Context of Higher Education Award. Carol G. Williams Foundation: \$1,000 Grant.
- 2010-2012: Graduate Teaching Assistantship. Curriculum and Instruction Department, Phyllis J. Washington College of Education and Human Sciences. University of Montana.
- 2011: Invitation and Induction to Phi Delta Kappa Honor Society. University of Montana.
- 1999: Mortar Board Outstanding Senior Award (President's Recognition Award), University of Montana.

## **TEACHING EXPERIENCE**

2014-Current: Faculty Instructor for Early Childhood and Elementary Departments. Education Division. Salish Kootenai College. Pablo, Mt.

Courses:

- Growth and Development (Prenatal to Young Adulthood)
- Meeting the Needs of Families
- Language and Literacy in Early Childhood
- Social Emotional Growth and Socialization

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Email: [nanci\\_waterhouse@skc.edu](mailto:nanci_waterhouse@skc.edu)

- Leadership and Professionalism in Early Childhood
- Teaching Reading and Communication Arts through Children's Literature
- Observation, Documentation and Assessment

2010-2014: Instructor for the Curriculum and Instruction Department with the Phylis J. Washington College of Education and Human Sciences. University of Montana.  
Courses Taught:

- Children's Literature and Literacy;
- Reading Methods K-8 (Includes Field Supervision & Mentoring);
- Early Field Experience
- Early Literacy

2009-2010: Infant/Toddler Teacher ASUM Early Learning Center. University of Montana.

2007-2009: 1st/2nd grade Multi-Age Teacher Missoula County Public Schools. Lewis and Clark Elementary

Spring 2006: Special Education Basic Skills Teacher-5-8 yr olds Missoula County Public Schools. Chief Charlo Elementary.

2005-2006: Pre-K/Kindergarten Teacher/Substitute Teacher. Missoula Community School. Missoula, Mt.

2002-2005: Multi-age Teacher. Seattle Public Schools. Seattle, Wa.  
Alternative School. #1-Taught 1-3rd Multi-age and 2-5th Multi-age.  
Pathfinder Elementary. 4th/5th Multi-age.

2001-2002: Elementary Teacher. Cartwright School District. Phoenix, Az. Cartwright Elementary-5th Grade.

2000-2001: Director/Owner: Sunrise Early Learning Center Ages B-8 years.

1999-2000: Elementary Teacher. Arlee Joint School District, Arlee, MT Arlee Elementary 2nd/4th grade.

1993-1997: Assistant Teacher 3-5 yrs.: Small Wonders Preschool & Childcare. Missoula, Mt

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### **Certifications:**

Montana K-8 Teacher Certification. Office of Public Instruction. Helena, Mt. Literacy  
Endorsement Qualification (Application Pending)

Level 10 Early Childhood Practitioner Registry. Early Childhood Project. Bozeman, Mt.

Pre-K CLASS Observer. Reliable through May 2016.

### **RESEARCH/GRANT EXPERIENCE**

2012-2014: Co-Coordinator. Early Childhood Project Responsive Education for All Learners (REAL), Early Childhood Systems and Professional Development Grant. Office of Public Instruction. Coordinate system development, planning, implementation and data collection to implement a professional development model that supports multi-tiered systems in early childhood programs.

2012-2014: School Behavioral Health Specialist providing support on multiple grants through the National Native Children's Trauma Center and Co-TEACH preschool at the Institute for Educational Research and Service.

2011-2012: Research Associate. Institute of Educational Research and Service. University of Montana.

Spring 2011: Research Assistant. Big Sky Science Partnership, University of Montana

### **TEACHING INTERESTS**

- Pre-service and In-service Teacher Training/Professional Development in:
  - Early Childhood Development and Methods
  - Early Literacy
  - Reading and Writing Teaching Methods

### **RESEARCH INTERESTS**

- Pre-service and In-service Teacher Programs and Professional Development (including the role of coaching in frameworks bridging theory and practice)
- Early Language and Literacy Experiences

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- Teacher-Child Relationships and Child Engagement
- Culturally Responsive Early Education and Indian Education for All.
- Building Resiliency and Social Emotional Well Being in Young Children.
- Online Learning in Early Childhood

## **PRESENTATIONS**

Odell, C. & Waterhouse, N.L. (October, 2015). *Using the Montana Early Learning Standards to Promote Language and Literacy*. Making Learning Come Alive: Intentionality in Early Care and Education. MTAEYC Conference. Bozeman, Mt.

Waterhouse, N. L. (June, 2014). *Boosting Early Literacy Outcomes through Active Engagement*. Montana Behavior Initiative Annual Conference, Bozeman, Mt.

Waterhouse, N. L. (April, 2014). *Guiding an Interactive Shared Reading Routine with Culturally Responsive Literature*. Shaping the Future Conference, Glendive, Mt.

Waterhouse, N. L. (March, 2014). *Changing Participation in Guided Interactive Shared Reading in an Early Childhood Setting: Preliminary Results*. Phi Delta Kappa International/College of Education and Human Sciences Research Symposium.

Moreland, N. L. & Rides at the Door, M. (October, 2013). *Building Resiliency in Young Children*: Pre-Institute. MtAEYC Honoring our Children Conference. Helena, Mt.

Moreland, N. L. (September, 2013). *Language Interactions*. Crow Agency, Mt. Crow Head Start.

(April, 2013). *Language Modeling and Concept Development*. Lame Deer, Mt: Northern Cheyenne Head Start.

(Spring, 2013) *Introducing Dialogic Reading*. Ravalli Head Start, Confederated Salish Kootenai Early Childhood Services, Kootenai Valley Head Start.

(January, 2013). *Integrating Indian Education for All through Dialogic Reading*. Butte, Mt: Head Start.

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(Fall, 2012; Spring 2014, Winter 2015). *A parent perspective on advocating for children with special needs in the public schools*. Guest Speaker for Inclusion and Collaboration, Dr. Morgan Alwell. Curriculum & Instruction. University of Montana.

(October, 2012). *Increasing Cultural Competence through Interactive Read-a-louds*. Get Out! Reaching Beyond the Classroom Doors. MTAEYC Conference. Kalispell, Mt.

Zimmerman, M.B. & Moreland, N. L. (Fall, 2012). *Introduction to Trauma, The Attachment, Self-Regulation and Competency Framework and Self-Care*. Helena, Mt: Montana Teen Parent Project.

Buscher, C. & Moreland, N.L. (Spring, 2012). *The impact of phonology instruction on pre-service teachers' phonological awareness skills*. Graduate Research Conference. Missoula, Mt: University of Montana.

Wolferman, A. F. & Moreland, N. (March, 2012). *Problem Solving Strategies and the Head Start Framework*. Lame Deer, Mt. Northern Cheyenne Head Start.

Moreland, N. & Wilson, D. (Fall, 2011). *Teaching with Tribally Specific Resources*. Montana Education Association Conference. Missoula, Mt.

## **WRITINGS**

Moreland, N. L., Jensen, C., Decker, G. & Schwenke, R. (December, 2013). *Coaching within a Technical Assistance System: A Model to support early childhood educators in Montana*.

Submitted by the Best Beginnings STARS to Quality Technical Assistance Coaching Workgroup to the Early Childhood Service Bureau, Montana.

## **PROFESSIONAL AFFILIATIONS/SERVICE**

2015-Current:

- National Association for the Education of Young Children
- Early Childhood Partnership for Professional Development (ECPPD) Member.
- Early Childhood Higher Education Consortium Member.
- ETS Multistate Praxis Early Childhood Assessment Standard Setting Committee. Princeton, NJ (February, 2015).

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- Early EdU State Team, Early EdU Pilot Participant, National Center for Quality Teaching and Learning, New York, NY.

2014

- Vice-President, Board of Directors. Child Start Inc. (Head Start) Missoula, Montana (2012-2014).
- Early Childhood Partnership for Professional Development (ECPD) Chair (2014-2015).
- Literacy Research Association

2013

- Montana Early Childhood Technical Assistance Systems: STARS Coaching Work Group. Early Childhood Service Bureau & Early Childhood Project (MSU). Bozeman, Mt.
- International Reading Association.
- School Committee: National Child Traumatic Stress Network. Member.
- 0-6 Working Group: National Child Traumatic Stress Network. Member.

2011-2012:

- Montana Higher Education Consortium, Chico Hot Springs, Mt.
- Student Evaluation Curriculum Committee, Curriculum and Instruction Department, University of Montana.
- Elementary Education Admissions Committee, Curriculum and Instruction, University of Montana.
- Graduate Student Welcome Panel, Phyllis J. Washington College of Education and Human Sciences. University of Montana.
- PHI Chapter of Delta Kappa Gamma: Association for Women Educators. Missoula, Mt.

2010:

- Judge for Maryfrances Shreeve Award. Phyllis J. Washington College of Education and Human Sciences. University of Montana.
- National Association for the Education of Young Children.

2008-2009

- Missoula County Public Schools (MCPS) Social Studies Standards Curriculum Committee and Steering Committee Member.
- Indian Education for All School Committee. MCPS

# Merle J. Farrier

March 2012  
436 Camas Creek Road  
Plains, MT 59859  
406-741-3970 (Home)  
[MJF59859@live.com](mailto:MJF59859@live.com)

## EDUCATION

Ed.D.	1998	The University of Montana - Educational Leadership Dissertation Title: <i>The Relationship of SAT/ACT Scores to the Superintendency</i>
M.Ed.	1991	The University of Montana - Educational Leadership
B.A.	1969	The University of Montana - Mathematics/Physics

## PROFESSIONAL EXPERIENCE

2009 to Present	Salish Kootenai College
2009 to Present	School Psychologist, SCES and other school districts
2006 to 2009	Tenured Track Associate Professor in Educational Leadership, UM-M
2002 to 2009	School Psychologist, Sanders County Educational Services (one day/wk)
2005 to 2007	Program Director, Educational Leadership
2002 to 2006	Tenure Track Assistant Professor in Educational Leadership, UM-M
1999 to 2002	Adjunct Assistant Professor in Educational Leadership, UM-M
1992 to 1999	Faculty affiliate; taught 65 Graduate Credits for School of Education, UM-M on as needed basis
1996 to 1999	K-12 Superintendent/High School Principal - Hot Springs School District
1992 to 1996	K-12 Superintendent – Hot Springs School District
1969 to 1992	7-12 Mathematics/Science/Computer Science Teacher - Hot Springs School District
Other	Served as a school clerk and also as a school trustee in a rural school.

## **TEACHING, ADMINISTRATION, AND RELATED EXPERIENCES**

### **K-12**

Hot Springs Public School - Twenty-three years of teaching experience in mathematics, science, and computer technology in grades 7-12.

Hot Springs Public School - Seven more years K-12 Superintendent with four years of concurrent High School Principal service.

### **Courses Taught in Educational Leadership: The University of Montana-M**

EDLD 697 - Advanced Educational Research  
EDLD 694 - Personnel for Restructuring Organizations  
EDLD 694 - Dissertation Statistics  
EDLD 694 - Multivariate Statistics  
EDLD 659 - Advanced School Administration  
EDLD 656 - Economics of Public Education ( $\approx 40$  credits)  
C&I 618 - Advanced Statistical Procedures in Education ( $\approx 57$  credits)  
EDLD 595 - Technology for Administrators  
EDLD 583 - Strategic Planning for Technology  
C&I 565 - High School Curriculum  
EDLD 556 - Montana School Finance ( $\approx 57$  credits)  
DLD 520 - Research Methods  
EDLD 519 - Measurement and Analysis of Educational Data ( $\approx 36$  credits)  
EDLD 502 - Philosophy of Education  
C&I 486 - Statistical Procedures in Education ( $\approx 74$  credits)  
C&I 455 - Curriculum Development for At Risk Students

My dominant teaching assignments are noted with the approximate number of credits taught listed after the course title.

### ***Teaching Evaluations***

An analysis of the past five years of student evaluations produces the following range of frequencies. Of the 590 student evaluations, 67% of the responses were in the highest (Excellent) category while less than 1% (0.8%) was in lowest (Very Poor) category. When comparing the highest two categories (Excellent and Good) with the two lowest categories (Poor and Very Poor), it was found that 89.3% of the ratings were in the highest two categories while 2.9% of the ratings were in the lowest two categories. Consequently, slightly more than 97% of the ratings received from the 590 evaluations were in the Adequate, Good, and Excellent categories. This distribution produces a  $\chi^2 > 900$ .

### ***Teaching Awards***

Awarded The University of Montana Greek Life Outstanding Faculty Recognition Award (May 2003).

## **SERVICE ACTIVITIES (SELECTED)**

General Education Review Committee (2008 to 2009).  
Symbolic Systems Committee (2006 to 2008).  
Program Director, EDLD (Dec 2005 to Aug 2007).  
Chair, Comprehensive Exam Committee (2004 to 2008).  
Committee Member, SoE Indian Education for All Committee (2006 to 2008).  
Vice Chair, ESEA Task Force (2003 to 2005).  
Committee Member, EDLD Admissions Committee (1999 to 2005).  
EDLD Representative – Library Representative (1999 to 2009).  
EDLD Representative – SoE Foundation (2000 to 2009).  
Committee Member, Associate Provost Search Committee (2003).

## **SCHOLARLY ACTIVITY**

### **Presentations**

#### ***National, State, and Local Presentations***

- Zins, E A., Farrier, M. J. (May 2010). *ARRA utilization in Montana education*. Paper accepted for presentation at AEFA. Denver, CO.
- Farrier, M. J. (March 2009). *Montana public school funding*. Paper accepted for presentation at AEFA. Nashville, TN.
- Lindstrom, J., Farrier, M.J. (September 2008). *Washington State Extension and its willingness to fund Extension*. Purdue Extension, Galaxy II, Joint Council of Extension Professionals. Indianapolis, IN.
- Matt, J., Farrier, M. J. (April 2008). Paper accepted for presentation at American Education Finance Association annual meeting. Denver, CO.
- Chou, F. M., Farrier, M. J. (March 2008). *Teachers' Perceptions of Higher Education Reform in Taiwan, the Republic of China*. American Institute Higher Education Conference. March 2008. Miami, Florida.
- Oliveira, J.C., Farrier, M.J., W.P. McCaw (March 2008). *Eliminating the Native American Achievement Gap*. Paper accepted for presentation at American Educational Research Association (AERA) annual meeting. New York, NY.
- Farrier, M.J., Oliveira, J.C. (March 2008). *The state of the states and providences: Montana school funding*. Paper accepted for presentation at American Educational Research Association (AERA) annual meeting. New York, NY.
- Oliveira, J.C., Farrier, M.J., W.P. McCaw (January 2008). *Eliminating the Native American Achievement Gap*. School Administrators of Montana (SAM) annual meeting. Missoula, MT.

### Presentations (continued)

- Farrier, M.J., Pauli J. (July 2007). *Action research for educational leaders*. Leadership Institute for Taiwanese Principals. The University of Montana. Missoula, Montana.
- Farrier, M.J. (2007). *The state of the states and providences: Montana school funding*. AERA-FIPEF. Chicago, IL.
- Farrier, M. J., McCaw, W. P., O'Reilly, F. L., Matt, J., & Lofink, B. (March 2007). *Globalization as the Vehicle for the Validation of Diversity*. 3rd International Globalization, Diversity, and Education Conference. Spokane, WA.
- Farrier, M.J. & Oliveira, J.C. (2006). *The state of the states and providences: Montana school funding*. AERA-FIPEF. San Francisco, CA.
- Wood, R.C., Farrier, M. J., Smith, S., & Oliveira, J. C. (2006). *Determining the cost of providing an adequate education in the state of Montana*. Paper accepted for presentation at AEFA annual meeting. Denver, CO.
- Farrier, M.J. & Oliveira, J.C. (2006). *The state of the states and providences: Montana school funding*. AEFA. Denver, CO.
- Farrier, M.J. & Oliveira, J.C. (2006). *A cost analysis model for funding Montana K-12 education*. Phi Delta Kappa/School of Education Research Symposium, Missoula, MT.
- Farrier, M.J., Pauli J. (August 2006). *Research, the sine qua non of leadership*. Leadership Institute for Taiwanese Principals. The University of Montana. Missoula, Montana.
- Farrier, M.J. (2006, April). *Financing public education*. Presentation to Azerbaijan Educational Fellows. The University of Montana. Missoula, Montana
- Farrier, M.J. (2006). *Philosophical critique of national survey of Educational Leaders' Opinions on Performance Standards for Supervisors*. Invited presentation. Egyptian Ministry of Education officials. Academy for Educational Development
- Farrier, M.J. (2006). *The philosophy of decentralization: the instantiation of centralization*. Invited presentation. Egyptian Ministry of Education officials. Academy for Educational Development (AED).
- Farrier, M. J., Wood R. C., Robson, D. L., & Smith, S., (2005). State of Montana, Helena, MT. *Legislative and public presentation on K-12 funding research*.
- Farrier, M. J., (2005). *Montana school funding litigation*. AEFA annual meeting, St Louis, KY.
- Farrier, M. J., (2004). *Montana school finance*. AERA annual meeting, San Diego, CA.

### **Presentations (continued)**

- Farrier, M. J., (2004). *Montana school finance*. AEFA annual meeting, Salt Lake, UT.
- Farrier, M. J., (2003). *Montana school finance*. AERA annual meeting, Chicago, IL
- Farrier, M. J. (2003). *The Merit of No Child Left Behind*. A panel presentation. MCAT (Missoula Community Access Television).
- Farrier, M. J., (2002). *Montana school finance*. AERA annual meeting, New Orleans, LA.
- Sorenson, L. D., Evans, R. E., & Farrier, M. J. (2002). *Superintendents use of site-based councils: role ambiguity and accountability*. AERA annual meeting, New Orleans.
- Farrier, M. J., (2000). MEA/AFT Conference, Billings, MT. *Top ten reasons to be an educator*.
- Farrier, M. J. & Robson, D. L. (1999). *Education in transition: Teacher education*. Leadership Missoula, MT.
- Sorenson, L. D. & Farrier, M. J., (1999). *Administrative control and shared decision making*. UCEA, Minneapolis, MN.
- Farrier, M. J., (1999). *Reality and standardized tests*. MCEL, Bozeman, MT.
- Farrier, M. J., (1999). *Evaluating research*. Breaking Ranks Workshop. Polson, MT.
- Farrier, M. J., (1996). *College entrance exams and the K-12 curricula*. Montana Education Association Convention. Billings, MT.

### **International Presentations and Experiences**

#### ***Azerbaijan***

- Farrier, M. J. (2006). Educational Fellow/Mentor, The University of Montana. Education Sector Development Project- The Republic of Azerbaijan, American Councils for International Education.
- Farrier, M. J. (2006). Educational Fellow/Mentor, The University of Montana. Education Sector Development Project- The Republic of Azerbaijan, American Councils for International Education.
- Evans, R. D., Farrier, M. J., Sorenson, L. D., McCaw, W. P., Wasta, S., Cracolice, M, Deming, J., Towne, F., & Lofink, B. (2006). *Educational fellow report to American councils for international education*. Education Sector Development Project- The Republic of Azerbaijan, American Councils for International Education.

#### ***Canada***

- Farrier, M. J., (2005). *Montana school litigation and finance*. AERA annual meeting, Montreal, Quebec.

## International Presentations and Experiences (*continued*)

### **China**

Paulson, Kelly, Jepson, van den Pol, Farrier, & Guilford (2007, May). *The Effects of Phonemic Awareness Drills on Phonological Awareness and Word Reading Performance in a Later Learned Alphabetic Script*. ELT in China (4), China, Beijing.

### **Egypt**

McCaw, W. P., & Farrier, M. J. (2006). Co-director, Implementing and managing a decentralized standards-based supervision and appraisal system for Egypt's ministry of education. Academy for Educational Development (AED).

### **Japan**

Lui, K. L., Farrier, M. J. (2006 October). *Leadership Styles and School Performance: Investigating the Relationships in Taiwan*. The 11th Annual International Conference on Industrial Engineering Theory, Applications & Practice. Nagoya, Japan

### **Taiwan**

Farrier, M. J. (2007). Program coordinator for second annual K-12 Principals' Summer Seminar for Taiwanese principals delivered at UM-M July 2007.

Farrier, M. J. (2006). Developed and coordinated first annual Summer K-12 Principals' Seminar for Taiwanese principals delivered at UM-M August 2006.

Farrier, M. J. (2006). Visited Taiwan; initiated an agreement between Chi Nan National University and The University of Montana-M intended to lead to creating a double doctorate degree and masters' degree in educational leadership between the two universities. Similar work was done with Tunghai University regarding a Masters' Degree in Educational Leadership.

Farrier, M. J., (2006). *The essence of the doctorate*. Tunghai University, Taichung, TW.

Farrier, M. J., (2006). *The relationship of leadership to education*. National Chi Nan University, Pulin, TW.

Farrier, M. J., (2005). *The philosophy of higher education globalization*. National Education Symposium, National Chinese Cultural University, Taipei, TW.

Farrier, M. J. (2005). Visited Taiwan; met with Taiwan Ministry of Education, Chi Nan National University, Providence University, and Tunghai University regarding national and institutional requirements to create department level partnerships.

## Grants

### Montana

- Farrier M.J. (2009). Served as project coordinator for *SKC/UM endorsement partnership project* (O'Dell, C.B., 2009).
- Farrier, M. J. & McCaw, W. P. (2006). *Eliminating the Native American achievement gap*. Graduate Student Grant, funded by the State of Montana. \$16,000.
- Wood, R.C., Farrier, M. J., Robson, D. L., & Smith, S. (2005). *Montana K-12 School Funding Needs Assessment and Cost Analysis*. (2005). Through October 2005, I co-directed with R. Craig Wood, a national consultant, a funded \$168,000 RFP for the State of Montana in order to assess and determine the cost of Montana's constitutional and statutory obligation to adequately fund Montana's public K-12 system.
- Farrier, M. J. (2005). Served as statistical consultant for the following grant: Preparation of special education, related services, and early intervention personnel to serve infants, toddlers, and children with low-incidence disabilities grant. Funded, \$217,927

### International

- McCaw, W. P., Farrier, M. J., Koester, O., & Lofink, B. (2006). *Program design: Implementing and managing a decentralized standards-based supervision and appraisal system for Egypt's ministry of education* (PTP Code: 263US06005). Proposal to the Academy for Educational Development (AED). Funded, \$199,121.

### Publications

- Farrier, M. J., Zins, E. A., (May 2010). *ARRA utilization in Montana education*. Paper accepted for presentation at AEFA and published online with state of the states documents. Denver, CO. Website pending.
- Liu, K.L., Farrier, M. J. (in progress). *The association of suprasegmentals with reading comprehension for college learners of English in Taiwan universities*.
- Ashmore, R. A., Farrier, M. J. (date pending). *Peer-assisted repeated oral reading: Effects on word recognition and comprehension for Chinese second graders who are learning English as a foreign language*. Journal of Reading Education (research paper accepted, publication date pending).
- Farrier, M. J. (March 20, 2009). *Montana public school funding*. Paper accepted for presentation and published with state of states document AEFA. Nashville, TN.
- Farrier, M. J. (2007). *Montana K-12 funding; an update*. State of the states and providences, 2007. AERA-FIPEF, January 2007.
- Farrier, M. J. (2007). *The retention of Montana K-12 teachers*. Prepared for and published by Montana School Boards Association, Montana Rural Schools Association, and School Administrators of Montana.

### Publications (continued)

- Oliveira, J.C., Yellowman-Caye, P., Zhou, J., & Chang, H. McCaw, W.P., Farrier, M.J. (May 2007). *Eliminating the Native American Achievement Gap*. Office of Public Instruction; Helena, Montana.
- Farrier, M. J. (2006). *Review of Montana school funding litigation*. States of the states and providences, 2006. AERA-FIPEF, January 2006.  
<http://www.aerafiscalsig.org.vt.edu/>
- Farrier, M. J. (Ed.). (2006). *An overview of the national curriculum development process for Azerbaijan: A report to the ministry of education, the Republic of Azerbaijan*. Unpublished manuscript, The University of Montana, Missoula, MT: Elmira Aliyeva.
- Farrier, M. J. (2006). *The Framework for national Azerbaijan curriculum development*. The Education Sector Development Project, The Republic of Azerbaijan. The University of Montana, Missoula, MT 59812): Elmira Aliyeva.
- Evans, R. D., Farrier, M. J., Sorenson, L. D., McCaw, W. P., Wasta, S., Cracolice, M, Deming, J., Towne, F., & Lofink, B. (2006). *Educational fellow report to American councils for international education*. Education Sector Development Project- The Republic of Azerbaijan, American Councils for International Education.
- McCaw, W. P., Farrier, M. J., Matt, J., O'Reilly, F. L., Skinner, T., & Lofink, B. (2006). *Training plan, Implementing and managing a decentralized standards-based supervision and appraisal system for Egypt's ministry of education*. Academy for Educational Development (AED).
- McCaw, W. P., Farrier, M. J., Matt, J., O'Reilly, F. L., & Lofink, B. (2006). *Summary report: Implementing and managing a decentralized standards-based supervision and appraisal system for Egypt's ministry of education to American councils for international education*. Academy for Educational Development (AED).
- Farrier, M. J, Wood, R.C., Robson, D., & Smith, S. (2005). *A cost analysis of Montana quality education*. Presented to the Montana Quality Schools Legislative Interim Committee. Helena, MT.
- Farrier, M. J. (2005). *Accountability and fiscal crisis – state of the states and providences, 2004*. AERA-FIPEF, January 2005.
- Miller, A. J., Farrier, M. J., & Reed, J. (2004). *Sportsmanship attitudes of high school soccer players*. WCPES Western Society Review, Fall, 2004.
- Farrier, M. J. (2004). *Accountability and fiscal crisis – state of the states and providences, 2003*. AERA-FIPEF, January 2004.

### **Publications (continued)**

- Paulson, Kelly, Jepson, van den Poel, Farrier, & Guilford (2004). *The effects of an early reading curriculum on language and literacy development of head start children.* Journal of Research in Childhood Education. Spring 2004. V18, Number 3.
- Farrier, M. J. (2003). *The state of the states and providences: Montana school finance.* AERA-FIPEF.
- Ashmore, R.A., Farrier, M. J., Paulson, & Chu (2003). *The effects of phonemic awareness drills on phonological awareness and word reading performance in a later learned alphabetic script.* Reading Improvement.
- Farrier, M. J. (2002). *In search of a more equitable and efficient education system: Montana.* AERA-FIPEF
- Sorenson, L. D., Evans, R. E., & Farrier, M. J. (1999). *Superintendents use of site-based councils: Role ambiguity and accountability.* Paper accepted for presentation at AERA annual meeting, April 2002.
- Sorenson, L. D., Moore A, & Farrier, M. J. (1999). *Superintendents use of site-based councils: Role ambiguity and accountability.* Paper accepted for presentation at UCEA, Minneapolis, MN.
- Farrier, M. J. (1993). *Relationship of ACT/SAT scores to the superintendency.* Dissertation Abstracts, International.

### **Other Scholarly Activities**

- Farrier, M. J., Bachmann, M. S., & Oliveira, J. C. (March 2007). Recruitment and retention of Montana teachers. Research for MSBA, MREA, and SAM.
- Farrier, M. J. (January 2007). Indian Education for All (IEA) Data Analysis and Report. MNCESR.
- Farrier, M. J. (October 2007). Regional Needs Assessment Analysis and Report (IEA). MNCESR.
- Farrier, M. J. (August 2008). IEA 101 Exit Survey Analysis and Report. MNCESR.
- Farrier, M. J. (August 2008). IEA 101 Pretest/Post Test Analysis and Report. MNCESR.
- Farrier, M. J. (August 2008). IEA Impact Evaluation Analysis and Report. MNCESR.
- Farrier, M. J. (January 2008). IEA Institute Program Analysis and Report. WMPER.
- Farrier, M. J. (August 2008). IEA Impact Evaluation Survey Development, Analysis, and Report. WMPER.

Note: MSBA = Montana School Board Association; MREA = Montana Rural Education Association; SAM = School Administrators of Montana; IEA = Indian Education for All; MNCESR = Montana North Central Education Service Region; WMPER = Western Montana Partnership for Educational Resources. NOTE: Some of my service and scholarly activity has been compensated while part has been donated without charge.

### **ADVISING**

Co-Research Advisor with Dr. Bill McCaw (2006-2007) advising four graduate students researching the Native American Achievement Gap. Graduate Student Grant, funded by the State of Montana. (\$16,000 payable to four graduate students).

Since becoming eligible to chair dissertations in the fall of 2002, I have chaired 19 successfully defended dissertations.

I have served as a committee member on a large number of doctorate dissertations and master's degree thesis committees in the School of Education and across campus (1993 to present).

Academic advisor for normal load of doctorate students (1999 to Present) and academic advisor for normal load of master's degree students (1999 to Present).

Academic advisor and program coordinator for master and doctoral degree cohorts, including an international doctoral cohort.

### **FIELD ACTIVITIES *(Selected)***

PIR Speaker, National, State, and Local Assessment, Hellgate HS (Aug 2009).

PIR Speaker, National, State, and Local Assessment, Cold Springs School (Aug 2009).

MAP Score Analysis, Russell School District (August 2009).

Presented on MAP assessment for Russell School District teachers and principals (May 2009).

Opening day speaker for Whitehall Public Schools (August 2008).

Opening day speaker for Charlo Public Schools (August 2007).

Opening day speaker for Target Range School (August 2006).

Conducted student assessment analysis for Plains School District (May 2008).

Conducted student assessment analysis for Russell School District (April 2006).

Provided Great Falls School District budget committee with a comprehensive overview of Montana school finance (Spring 2008).

## **FIELD ACTIVITIES** *(continued)*

Provided St. Ignatius School District faculty, administrators, and school board with a comprehensive overview of Montana school finance (Spring 2005).

Delivered to faculty, administrators, and school board in the Creston School District an update of changes in Montana school finance appropriate to legislative and judicial changes (May 2005).

Serve as Special Education school psychologist for Sanders County Special Education Cooperative and numerous independent school districts (2002 to Present).

Provided two weeks of professional development to Hot Springs School District (2000).

EDLD Representative – Western Montana Association of School Superintendents (1999 to Present).

## **LICENSURE**

Montana	Class 1	Level 2	Endorsements: Mathematics and Physics
	Class 3	Level 3	Endorsements: 7-12 Principal, K-12 Superintendent
	Class 6	Level 3	Endorsement: School Psychologist

## **ADDITIONAL TRAINING**

Functional Behavior Training (July 2008)

Mandt Trainer (July 2009)

Paraeducator Trainer (September 2009)

## **PROFESSIONAL AFFILIATIONS**

American Educational Research Association (AERA)

American Education Finance Association (AEFA)

School Administrators of Montana (SAM)

Western Montana Association of School Superintendents (WMASS)

Montana North Central Education Service Region (MNCESR)

Western Montana Partnership for Educational Resources (WMPER)

## **REFERENCES**

### **Don Robson, Ph.D.**

Professor and Dean Emeritus (Recently Retired)

The University of Montana

2750 Meriwether St.

Missoula, MT 59803

406-251-5309

Don is a former Dean of the School of Education (and later Associate Provost) at The University of Montana who hired me and worked with me on the Montana K-12 school funding study and had numerous other higher education and public school interactions with me.

## REFERENCES *(continued)*

**William P. McCaw, Ed.D.**

Associate Professor of Educational Leadership  
School of Education  
The University of Montana  
Office 406-243-5395  
[bill.mccaw@umontana.edu](mailto:bill.mccaw@umontana.edu)

Bill is a colleague who has worked extensively with me and is familiar with both my higher education and K-12 work.

**Dave Puyear, Executive Director**

Montana Rural Education Association  
P.O. Box 1612  
Helena, MT 59624  
406-443-2629

Dave is a longtime associate in Montana education who now is the lead person in Montana who works with rural K-12 schools. Dave is knowledgeable regarding my higher ed and K-12 experience. In addition, Dave provides superintendent search services for school districts in Montana.

**Jayna Lutz, Director of Pre Education**

School of Education  
The University of Montana  
Office 406-243-6170  
[jayna.lutz@umontana.edu](mailto:jayna.lutz@umontana.edu)

Jayna is knowledgeable regarding my employment at The University of Montana and can verify my employment and service.

**Jilyn Oliveira, Doctoral Candidate**

157 Fairway Drive  
Helena, MT 59601  
Office: 406-243-5596; Home: 406-207-2762

Jilyn is a former masters and doctoral student of mine, a previous rural school principal, now a principal in Helena MT high school; I presently chair her dissertation, and mentored her while she assisted with the K-12 funding study as a graduate student. She is now doing her dissertation on K-12 funding in Montana.

**Becky Aaring, Superintendent**

Highwood School,  
Highwood, Montana  
(406) 733-2081  
[baaring@highwood.k12.mt.us](mailto:baaring@highwood.k12.mt.us)

Ms. Aaring served as a Special Education Coop Board member and superintendent of one of the schools I serve as school psychologist. She can provide information regarding my work as a school psychologist.

## **REFERENCES** *(continued)*

**Bev Bangen**

Hot Springs, MT 59845

406-741-2843

Ms. Bangen was a very active and involved school board member for many years. She is knowledgeable regarding my employment in the Hot Springs School District.

I can provide many more professional references upon request.



# Polson School District #23

June 23, 2016

Dr. Cindy O'Dell  
Education Division Dean  
Salish Kootenai College  
P. O. Box 70  
Pablo, MT 59855

Dear Dr. O'Dell,

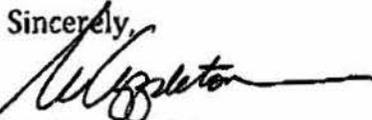
Polson School District is pleased to support your proposal, Support With Engaging Education: Teacher Growth for Reservation and Small Schools (SWEETGRASS). Polson District has been an involved partner with Salish Kootenai College's teacher education program and is supportive of the outcomes of this project. Polson School District has employed SKC teacher candidates and is willing to consider future graduates for qualifying employment.

Polson School District has been instrumental in the preparation of SKC teacher candidates through our involvement on the Education Advisory Board, meetings between school administrators, board members, and SKC faculty and administrators, and through the hiring of Polson teachers to teach as adjunct faculty for education courses and cooperating mentor teachers for student teaching. SKC teacher candidates volunteer and do multiple field experiences in our schools. As they gain important skills, they are a resource for our students and teachers. Our teachers' and administrators' recent participation in the Danielson Model training sponsored by the SKC Education Division is one concrete example of the collaboration between our institutions. Our teachers and administrators have the opportunity to develop student teaching observations forms and processes for SKC teacher candidates.

Polson Schools values the fact that we have input into the preparation of local teachers, most of whom are Native American. We gain the ability to hire teachers who have been educated with our input and guidance, and who are familiar with local families and cultures, as well as our school system.

We wish you the best of luck with this very important proposal and look forward to our continued relationship.

Sincerely,



William Appleton,



# Charlo School District 7J

404 1st Avenue West  
Box 10 - Charlo, MT 59824  
(406) 644-2206 - FAX (406) 644-2400



June 23, 2016

Dr. Cindy O'Dell  
SKC  
Pablo, MT 59855

Dear Dr. O'Dell:

Charlo Schools is glad to support Salish Kootenai College's efforts to increase the number of licensed Native American elementary and P-3 teachers. The proposed **SWEETGRASS** project is relevant to all Montana students. I look forward to considering program graduates for employment in our district.

If I can answer any questions please contact me at (406) 644-2206 ext 230.

Respectfully,

A handwritten signature in black ink that reads "Steve Love".

Steve Love  
Superintendent  
Charlo Schools 7J

The alternative school of the  
Confederated Salish  
and Kootenai Tribes  
of the Flathead Reservation



P.O. Box 160  
Pablo, MT 59855  
(406) 675-0292  
Fax (406) 675-0294

June 27, 2016

To Whom it may concern:

This letter will serve as a letter of support Salish Kootenai College and their project, *Support with Engaging Education: Teacher Growth for Reservation and Small Schools: A Collaborative Model for Indian Teacher Education (SWEETGRASS)*. We fully support the effort to increase the number of licensed Native American elementary and early childhood P-3 teachers. As an all-Indian Bureau of Indian Education (BIE) school, we strive for excellence as we incorporate culture to enhance teaching and learning. This project has great potential to reach the native communities where they need it most.

Thank you for your support for our community and Indian Education systems.

Sincerely,

A handwritten signature in cursive script that reads "Rodney Bird".

Rodney Bird

Two Eagle River School Superintendent

P.O. Box 160

Pablo, MT 59855

[rbird@twoeagleriverschool.org](mailto:rbird@twoeagleriverschool.org)

# Arlee Joint School District No. 8

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



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Trustees:

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

Administrative Staff:

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

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

June 22, 2016

Dear Review Committee Member,

Please know that as superintendent of Arlee Public Schools, I would be willing to consider a graduate from the SWEETGRASS Project sponsored by the Salish Kootenai for any potential teaching position in our district for which they qualify.

Sincerely,

*Dave Whitesell*

David C. Whitesell, Superintendent  
Arlee Public Schools



**Ronan School District No. 30**

Ronan / Pablo Schools  
421 Andrew NW  
Ronan, MT 59864-2302  
Phone: (406) 676-3390 ext. 7200  
Fax: (406) 676-3392

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June 23, 2016

Dr. Cindy O'Dell.  
Dean, SKC Division of Education  
Salish Kootenai College  
P.O. Box 70  
Pablo, MT 59855

Dear Dr. O'Dell:

Ronan School District No. 30 is pleased to support Salish Kootenai College's efforts to increase the number of licensed Native American elementary and early childhood P-3 teachers. The proposed project, *Support with Engaging Education: Teacher Growth for Reservation and Small Schools: A Collaborative Model for Indian Teacher Education* (SWEETGRASS) seeks to provide support to Native American teacher candidates while engaging them in culturally relevant teacher education experiences designed for effective teaching on reservations and small schools. As a local K-12 education authority, we agree and look forward to considering program graduates for qualifying employment with our district.

We look forward to long term outcomes of this project, as we believe it serves both the Native American teaching candidates and also the school districts and students with whom they work. If you have any questions, please contact Andrew Holmlund at (406) 676-3390 x7200.

Sincerely,

Andrew W. Holmlund  
Superintendent

June 25, 2016

To Whom It May Concern:

It is my pleasure to pledge my support for *Support with Engaging Education: Teacher Growth for Reservation and Small Schools: A Collaborative Model for Indian Teacher Education*

(SWEETGRASS). As Lame Deer is an area of high need for teachers, success of the SWEETGRASS program has great potential for serving our underserved schools, students, and community. If I can be of more help, please do not hesitate to contact me further.

Sincerely,

Gerald Chouinard

Superintendent, Lame Deer Public Schools

406-477-6305 x1003

Gerald.chouinard@lamedeer.k12.mt.us

June 28, 2016

Dr. Cindy O'Dell  
Education Division Dean  
Salish Kootenai College  
P O Box 70  
Pablo, MT 59855

Dr. Dr. O'Dell,

I am writing to express my support for your proposal, *Support with Engaging Education: Teacher Growth for Reservation and Small Schools: A Collaborative Model for Indian Teacher Education (SWEETGRASS)*.

As a Regional Specialist with the Montana Dept. of Public Health and Human Services working under the provisions of the Montana Preschool Development Grant (MPDG), I know of the critical need in our state for the degree/licensure of early childhood preschool teachers. Preschool teachers working under the provisions of the MPDG must have a bachelor's degree. There is currently a shortage of teachers with a bachelor's degree in Montana preschool classrooms – especially for Head Starts and public school preschools serving Native American children. The Montana Preschool Education Standards adopted in Dec. 2014 require that teachers in public school preschool programs hold a bachelor's degree along with Montana Early Childhood Educator: P-3 (ECE: P-3) licensure by July 1, 2018.

There are many early childhood preschool educator positions needing to be filled that require a bachelor's degree/licensure in the ECE: P-3. There are also numerous people employed in early childhood programs wanting the degree/licensure necessary to teach in a high-quality program. I am currently working with three tribal Head Start programs, two are in need of early childhood professionals with a bachelor's degree to teach the children in their communities.

The SWEETGRASS project is a much needed step in the right direction. It is an exciting opportunity to increase the number of Native American elementary and early childhood degree and licensed ECE: P-3 teachers. The fiscal, educational, social and technological support under the project proposal will greatly enhance the ability of Native American educators to successfully complete the state requirements for early childhood educator degree/licensure. The support will help their preschools meet the requirements and standards of a high-quality program. This will greatly benefit the children they serve and the communities in which they live and work.

I fully support the SWEETGRASS project proposal. I look forward to working with Salish-Kootenai College to support Native American teachers in pursuing their educational goals. If I can be of any further assistance, please do not hesitate to contact me.

Sincerely,



Debbie Richert  
[richertdebbie@msn.com](mailto:richertdebbie@msn.com)  
(406)672-6694



# Salish Kootenai College



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

June 23, 2016

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

Dear Review Committee Member,

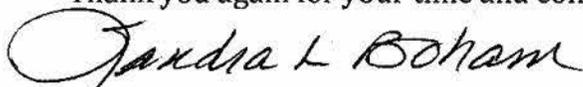
I am pleased to support the proposal, Support With Engaging Education: Teacher Growth for Reservation and Small Schools (SWEETGRASS) on behalf of Salish Kootenai College. The vision and proposed outcomes of this proposal support the overall mission, vision, and strategic plan of SKC. I am personally and professionally committed to expanding partnerships among the tribal colleges in Montana and see the work in teacher education at the forefront of these collaborative relationships.

Tribal colleges tend to be located in rural communities which contributes to an environment where the work is often done in isolation; however, recent changes in funding and student enrollment have increased the need for collaboration and sharing of resources and information. I anticipate that more collaboration among TCUs will break down the barriers and improve educational outcomes for Native American students. To this end, I have begun a campaign to visit each tribal college in Montana and seek ways to improve our collaborative efforts. I will ensure to include conversations about collaborating around teacher education, as this is critical work in preparing our future pipeline of post-secondary students.

I have much confidence in the SKC Division of Education, the faculty and the leadership. We have a proven track record with our teacher candidates, as evidenced through their successful teaching careers and verified through the accreditation reports from state reviewers. Our faculty members have been recognized locally and nationally for their contributions to education, and the SKC administration is proud of their accomplishments, which impacts Indian education on many levels.

Please accept my gratitude for taking your time and providing your expertise to this important proposal review process. If you have any questions, I would gladly provide more information and may be contacted at 406-275-4800.

Thank you again for your time and consideration,

  
Dr. Sandra L. Boham, SKC President

## CONSORTIUM AGREEMENT

The following is a Consortium Agreement between Little Big Horn College (LBHC) and Salish Kootenai College (SKC). The purpose of this Consortium Agreement is to promote and ensure cooperation in the implementation of SKC's U.S. Department of Education project under the Indian Professional Development Program (CFDA 84.299B). This Consortium Agreement is in accordance with EDGAR parts 75.127-129, which state the following:

127: Eligible parties may apply as a group for a grant as one of the following: 1) a combination of institutions of higher education; 2) a consortium; 3) a joint application; or 4) a cooperative arrangement.

128: A group of applicants must: 1) designate one member of the group to apply for the grant; or 2) establish a separate legal entity to apply. Members agree to enter into an agreement which: 1) details the activities that each member plans to perform; and 2) binds each member to every statement and assurance made by the applicant in the application.

129: The applicant (LBHC) is responsible for: 1) the use of all grant funds; 2) ensuring the project is carried out by the group in accordance with Federal regulations; and 3) ensuring that indirect costs are determined as required under CFR part 75.564(e).

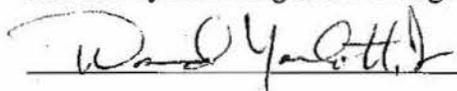
Little Big Horn agrees to carry out the following activities:

- Collaborate with SKC to promote the success of teacher training candidates selected for participation in the program.
- Recruit students for participation in the program.
- Utilize a selection committee (with at least one member from SKC) to approve students for participation in the program based upon pre-established selection criteria.

Salish Kootenai College agrees to carry out the following activities:

- Provide educational services to participants including course delivery, academic advising, development of education plans, and academic counseling.
- Collaborate with the administration at LBHC to ensure that program participants meet SKC's degree requirements and that all courses taken at LBHC will be transferable.
- Adhere to the Federal requirements of the grant, including compliance with CFR parts 75.127-129.

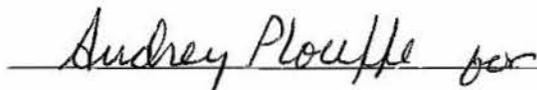
This Consortium Agreement shall take effect upon receipt of grant funds and will be fully honored by Little Big Horn College and Salish Kootenai College.



Dr. David Yarlott, Jr., President Little Big Horn College

6/29/16

Date Signed



Dr. Sandra Boham, President Salish Kootenai College

6-29-16

Date Signed

## **Memorandum of Understanding**

### ***Support With Engaging Education: Teacher Growth for Reservation and Small Schools (SWEETGRASS)***

**This Memorandum of Understanding is entered into by the following partners:**

**Salish Kootenai College  
Stone Child College**

The following signed and dated Memorandum of Understanding (MOU) provides evidence of a strong partnership and commitments for the implementation, management, and evaluation of the SWEETGRASS Project related to Native American teacher preparation.

Upon mutual written agreement, this MOU may be modified, extended, or terminated.

The parties to this MOU will collaborate and contribute to the *Support With Engaging Education: Teacher Growth for Reservation and Small Schools (SWEETGRASS) Project* as follows:

In an effort to meet the educational and licensure needs of Early Childhood P-3 pre-service teachers attending Stone Child College, Salish Kootenai College and Stone Child College enter into this Memorandum of Understanding with the following conditions:

**Salish Kootenai College will:**

1. Provide an accredited Bachelor of Science Degree Program in Early Childhood P-3 Education accessible to pre-service teachers who have completed an associate degree in education from Stone Child College and are interested in a teaching career for students from preschool to third grade.
2. Work with SCC education faculty and administration to align the ECE: P-3 curriculum to ensure a seamless transfer for students who wish to attain an associates from SCC and a bachelors from SKC.
3. Communicate each month, at a minimum, to ensure proper and timely resolution of any issues.

4. The SKC Division of Education will: 1) recruit potential participants for the SWEETGRASS Project and provide funding for approved students; 2) maintain student records including all documentation needed for licensure, TEP portfolio data, background check reports, student advising forms, and other information as needed; 3) co-advise and mentor SCC/SKC students about the courses and requirements needed to satisfy completion of the degree; and 4) assist students to register for courses, apply for licensure, and seek employment.
5. All SCC students enrolled in the ECE: P-3 Education program will be considered a regular Salish Kootenai College student with all the rights and responsibilities of said students.
6. Maintain SKC as an accredited college that will provide the ECE P-3 Education bachelor degree program with the educational and student support required to be an outstanding program.
7. Analyze student transcripts with the attached advising form, indicating the course transfer and substitutions between SKC and SCC program curricula.
8. Schedule courses for the Bachelor's degree in ECE: P-3 Education on the SCC campus as hybrids, online, or face-to-face formats.
9. Collaboration and communication between Stone Child College and Salish Kootenai College will be the responsibility of the SKC Dean of Education and the SCC Education Instructor, with input and direction from both institutions' administration.
10. Indian Student Count (ISC) for SKC courses will come to SKC.
11. If funded, SKC will provide an on-site instructor/coordinator located on the Stone Child campus to teach designated courses, monitor student progress, and provide coordination with SKC.

**Stone Child College will:**

1. Recruit and encourage current and former SCC education students to enroll in the program.
2. Provide classroom space and needed technology for courses held at SCC.

3. Collaborate with SKC to: 1) maintain student records including all documentation needed for licensure, TEP portfolio data, background check reports, student advising forms, and other information as needed; 2) co-advise and mentor students about the courses and requirements needed to satisfy completion of the degree; and 3) assist students to register for courses, apply for licensure, and seek employment.
4. Collaborate with SKC for those students who do not pass or withdraw from courses and do not keep current on the proposed schedule to develop an individualized plan that will be developed to determine what the student needs to do to continue in the program.

**Both institutions agree that:**

1. This agreement will be reviewed by both institutions by August 1<sup>st</sup> of each year and updated as needed.
2. This agreement may be voided with 30 days written notice by either institution.

Aud Plouffe  
 601 Salish Kootenai College President

Nathaniel St. Pierre  
 Stone Child College President

6-28-16  
 Date  
Cindy O'Dell  
 Salish Kootenai College Education Dean

6/27/16  
 Date  
Kadene Drummer  
 Stone Child Education Chair/Instructor

6-27-16  
 Date

6/27/16  
 Date



## Table of Contents

Section	Page
Introduction.....	1
Need for Project.....	2
Quality of Project Design.....	8
Quality of Project Services.....	21
Quality of Project Personnel.....	25
Quality of Management Plan.....	31

### Appendices

A. Advisory Board Member List

## 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.

**Budget Narrative for the:  
Support With Engaging Education: Teacher Growth for Reservation  
and Small Schools (SWEETGRASS) Project Proposal**

**1. Personnel**

**(1) Project Director (PD)**

- The PD will administer the grant, including overseeing the budget, supervising all grant activities, providing direct supervision of the Off-site Coordinator, attending annual Project Director meetings as required, and completing all reporting to the OIE. The Project Director will recruit, support, advise, track costs and progress in the program, and provide support when seeking employment for all Elementary Education participants.

This will be a **.50, 12 month position** on SKC's salary schedule: T3 III Step 22 (\$74,715) for a salary amount of \$37, 358.

- *Responsible for supervising all grant objectives – essential for successful implementation of the Project*

**(2) Project Coordinator (PC)**

- The PC will support the Project Director in fulfilling grant objectives and overall success of the Project. The PC will recruit, support, advise, track costs and progress in the program and provide support when seeking employment for all Early Childhood P-3 participants. The PC will collaborate with the Off-site Coordinators and will supervise all induction activities.
- This will be a **.30, 12 month position** on SKC's salary schedule: T3 III Step 22 (\$68,672) for a salary amount of \$20,602
- *Responsible supporting all grant objectives – essential for successful implementation of the Project*

### **(3) Two Off-site coordinators/faculty**

- Two off-site coordinators/faculty will be hired for each campus (SCC and LBHC) to ensure proper communication among all partners, coordinate grant objectives at the direction of the PD and PC relative to serving students at SCC or LBHC, teach designated courses for Project students, collect participant data, and establish positive relationships with all parties. It will be essential for all participants to have a “person to go to” located on the SCC and LBHC campuses.
- These will be **nine month** positions @ 1 FTE on the SKC Teacher Master’s Salary Schedule MA I Step 5 for a **salary amount of \$31,110 x 2 = \$62,220**
- *Responsible for supporting all grant objectives involving our partner institutions – essential for the successful implementation of the Project’s partnerships*

**(4) Evaluator:** Evaluation services will be provided by Dr. Merle Farrier, whose CV is included in the application as he is well qualified for this work and has familiarity with the Project’s goals and needs. Dr. Farrier will bring a balanced approach to the evaluation process; he is knowledgeable about the Project’s goals and objectives and works closely with other research activities on campus. He will be easily accessible to the PD and Project Coordinators and has a positive working relationship with students and faculty. Dr. Farrier will ensure that data is analyzed without bias, as he will not be involved in the day-to-day operations of the Project. This will be a .15 FTE on the SKC salary schedule D4 Step 30 (**\$72,734**) for a salary amount of **\$10,910**. This amount is comparable to what is paid for other federal grant evaluations.

- *We see this position as important to the success of the Project as we want to capture the needs of our participants early in their programs and use data to inform our work; we also want to be able to analyze and report on data and project activities using both formative and summative data.*

**Total Personnel: \$131,090**

## **2. Fringe Benefits**

Fringe benefits for SKC employees will be based upon the following:

### **Professionals**

FICA	6.20%
Medicare	1.45%
Retirement	6.00%
W-8 Clerical (Work Comp)	0.73%
Unemployment	1.60%
<b>TOTAL PERCENTAGE</b>	<b>15.98%</b>

Insurance 600.00 @ 12 months (single)	7200.00
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For professional salaries, the total is  $\$131,090 \times .1598 = \$20,948$  + insurance  $\$21,240$

**Total Fringe: \$42,188**

## **3. Travel**

**Local mileage travel costs** are allocated for local mileage (.54/mile) for quarterly meetings between SKC and SCC and LBHC. Consistent face-to-face meetings will be essential for ongoing communication and collaboration. It is estimated with the given distance between sites (SKC to SCC = 646 miles/RT; SKC to LBHC = 928 miles/RT; that annual mileage will be estimated for 1574 miles x 3 trips = 4722 miles x .54 = \$2,550. Other local mileage will be provided for supervising participants during field

experience. We anticipate 30 participants being observed 3 times/quarter requiring an average of 50 miles/observation x 3 quarters/year = 4,500 x .54/mile = \$2,430

Additionally, we will pay mileage for local participants on the advisory board. Mileage for SWEETGRASS Project Advisory Board Meetings (bi-annual) are based upon our current mileage expenditures for the Education Advisory Board meeting (20 members, each travelling an average of 50 miles = 20 x 50 = 1,000 miles x .54 = \$540) x 2 meetings = \$1080. The Advisory Board for this Project is essential to guide the Project's activities and ensure cultural relevancy of the work.

**The total for local mileage costs for year one: \$6,060.00**

**Other Travel:**

**1) Travel to attend the Project Directors meeting**

Airfare: \$700.00

Per Diem: \$69.00/day x 3 days = \$207.00

Lodging: \$200.00/night x 2 nights =400.00

**Total cost of PD meeting: \$1,307.00**

**Total Travel Costs: \$7,367**

**4. Equipment: 0**

**5. Supplies**

**1) General office supplies for the Project** are estimated at \$75.00/month for 12 months for a total cost of **\$900.00**. This amount is based on past office expenses with previous grants of this nature. This will include general office supplies such as paper, pens, filing folders, etc.

**2) Copying/printing costs** are calculated at \$100.00/month for 12 months for an amount of **\$1200.00**. This will include toner, machine service and other copier expenses for Project staff. This amount is based upon copying costs of current grants of this nature.

**3) Technology resources:** In order to support all grant objectives, the following purchases will be made for the Project Director and the 2 Off-campus Coordinators:

- **MacBook Pro (\$2,556), Windows (\$200), MS Office (\$400) = \$3,156 x 3 people = \$9,468** based on an estimate provided by the SKC Information Technology Department. A laptop computer plus software is needed for the Project Director to document work, communicate with partners and school districts and to create needed documents. The 2 Off-site Coordinators each need a lap top computer to document observations and assessments of students, to communicate with participants, and for teaching.
- We also plan to purchase technology to assist with delivering courses at distance. This type of technology will allow SKC to provide access to our face to face courses in real time. Students at SCC or LBHC log into an IPAD and through video, they are brought to the class taught at SKC through a Swivl Robot. The Robot moves and captures what is happening in the classroom. The student at SCC or LBHC can talk to others in the class and the instructor can move the Robot so that the student can join group work or discussions. This type of teaching has been successful at the SKC in the science department, and we are hopeful it can bridge the distance between the students at SCC or LBHC and SKC.
- **Telepresence office robot: \$2,825.00**
- **4 iPads Air 2 Wi-Fi 16GB: \$379 x 4 = \$1,516**

- **These 2 items will be essential for delivering our face to face courses from the SKC campus to SCC and LBHC participants. We believe that this type of technology will allow the students from SCC and LBHC to become part of the SKC co-hort, even when at a distance. We will carefully select those courses that will be best delivered via this type of format.**
- **Total Technology Supplies: \$13,809**

**Total Supplies Costs: \$15,909**

*This budget for supplies is critical for implementation of all Project Goals.*

**6. Contractual Services: 0**

**7. Construction: 0**

Not applicable.

**8. Other**

**9. Total Direct Costs: \$196,554.00**

**10. Indirect Costs: \$15,724**

The current IDC rate is 24%. A copy of the IDC Agreement is attached. However, for the purposes of this grant, we are only requesting **8%**.

**11. Training Stipends**

For year 1, we will serve 20 participants and provide a monthly stipend of 1,000/month for 9 months for \$180,000. Additionally, we will pay for background checks (26 x 20 = 520) Praxis subject assessments (120 x 10 = 1200) and licensure fees (for those graduating: 10 x 36 = 360 ). We will provide funding for technology support or books for those participants requesting such assistance up to \$250.00 x 20 = 5,000. More may be made available depending on participant requests and needs.

**Total Training Costs: \$187,080**

## **12. Total Costs for Year One: \$399,358.00**

### **Year Two: \$397,085.00**

For Year 2, we plan to make one adjustment to the budget for personnel. We will drop the evaluator to .05FTE for the second year of the grant (\$3,637.00) and pay 10 stipends to mentor teachers (see Year 4 for description). Ten stipends @ \$500/mentor = \$5,000. These stipends will be paid for the 10 participants who graduate at the end of Year 1 and are employed by Year 2.

The total amount for **Personnel will be: \$128,817.**

All other costs will remain the same. The technology funding will be used to buy 3 computers for the computer lab at SKC so that our computers for students are more accessible and we can administer more ETS Praxis Subject Assessments. We are currently limited to 5 computers, and these extra computers will allow us to increase our test site to 8. We plan to purchase the Robot system for our partner @ SCC.

### **Year Three: \$399,358**

For year three we plan to adhere to the same budget as proposed in year 1. We will use the technology funding to provide 4 computers – 2 for SCC and 2 for LBHC. We plan to purchase the Robot system for our partner @ LBHC. New computers are essential for our work.

### **Year Four: \$89,699**

#### **1. Personnel**

##### **(1) Project Director (PD)**

- The PD will finalize all grant activities and complete federal reports.
- This will be a **.15, 12 month position** on SKC's salary schedule: T3 III Step 22 (**\$74,715**) for a salary amount of **\$11,207.**

**(2) Project Coordinator (PC)**

- The PC will plan, coordinate and supervise all induction activities.
- This will be a **.15, 12 month position** on SKC’s salary schedule: T3 III Step 22 (**\$68,672**) for a salary amount of **\$10,300**.

**(3) Two Off-site coordinators/faculty**

- Two off-site coordinators/faculty will support the induction services for graduates and provide data for reporting.
- These will be **nine month** positions @ **.25 FTE** on the SKC Teacher Master’s Salary Schedule MA I Step 5 for a **salary amount of \$31,110 x 2 x .25 = \$15,555**.
- *Responsible for supporting all induction objectives off of the SKC campus – essential for the successful implementation and evaluation of the Project’s partnerships*

**(4) Evaluator:** This will be a .15 FTE on the SKC salary schedule D4 Step 30 (**\$72,734**) for a salary amount of **\$10,910**.

**(5) Mentor teaching stipends:** 20 stipends paid for mentorship @\$500/mentor = **\$10,000**

This funding is important for the involvement of mentors in our induction services.

**Total salaries: \$57,972**

**2. Fringe Benefits**

**47,972 x .1598 = 7666 + 6840 (7200 x .15 x 3) (7200 x .25 x 2) = \$14,506**

**3. Travel**

We plan to send the PD to the AIHEC conference to share our findings.

**1) Travel to attend AIHEC**

Airfare: \$700.00

Per Diem: \$69.00/day x 3 days = \$207.00

Lodging: \$200.00/night x 2 nights =400.00

**Total cost of Conference: \$1,307.00**

**Local mileage travel costs** are allocated for local mileage (.54/mile) for quarterly meetings between SKC and SCC and LBHC. Consistent face to face meetings will be essential for ongoing communication and collaboration. It is estimated with the given distance between sites (SKC to SCC = 646 miles/RT; SKC to LBHC = 928 miles/RT; that annual mileage will be estimated for 1574 miles x 3 trips = 4722 miles x .54 = **\$2,550**. Additionally, local travel for the PC to travel to LEAs to support the mentoring and induction. This mileage is estimated at 50 miles/participant x 3 meetings x 20 participants x .54/mile = **\$1620**

**Total Travel: \$5,477**

#### **4. Supplies**

Teaching/induction supplies will be purchased for those participants who are teaching as a way of supporting them during their induction year. The kits will cost \$150 and we will purchase 20 of them for a cost of \$3,000. Additionally, we will request office supplies and copier supplies as explained in year 1 for a cost of \$2100.

**Total Supplies: \$5,100.00**

#### **5. Indirect**

**8% indirect costs: \$6444**

**Total budget for Year 4: \$89,699**

**Total budget for all 4 years: \$1,285,500.00**

**Statutory Administrative Cost Limit**

Our administrative costs are limited to \$64,275.00. We believe that 50% of the Project Director's salary (50% of \$123,281 = **\$61,640**) is a reasonable amount of time that the PD will be spending on Project administration, and meets the statutory administrative cost limit. This includes reporting, PD meetings, and supervising Project activities. The remaining 50% of this position will be spent providing direct services to students.

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

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Cindy		O'Dell	

Address:

Street1:	58138 Hwy 93 Box 70
Street2:	
City:	Pablo
County:	Lake
State:	MT: Montana
Zip Code:	59855-0000
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
406-275-4752	

Email Address:

cindy_odell@skc.edu
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**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

Salish Kootenai College

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	131,090.00	128,817.00	131,090.00	57,972.00		448,969.00
2. Fringe Benefits	42,188.00	42,188.00	42,188.00	14,506.00		141,070.00
3. Travel	7,367.00	7,367.00	7,367.00	5,477.00		27,578.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	15,909.00	15,909.00	15,909.00	5,100.00		52,827.00
6. Contractual	0.00	0.00	0.00			0.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	0.00	0.00	0.00			0.00
9. Total Direct Costs (lines 1-8)	196,554.00	194,281.00	196,554.00	83,055.00		670,444.00
10. Indirect Costs*	15,724.00	15,724.00	15,724.00	6,644.00		53,816.00
11. Training Stipends	187,080.00	187,080.00	187,080.00	0.00		561,240.00
12. Total Costs (lines 9-11)	399,358.00	397,085.00	399,358.00	89,699.00		1,285,500.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2014 To: 06/30/2018 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): Dept of Health

The Indirect Cost Rate is 24.00%.

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

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

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is  %.

PR/Award # S299B160008

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

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

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

ED 524