

**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 # S299B160010**

**Grants.gov Tracking#: GRANT12204569**

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

Closing Date: Jul 01, 2016

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

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------

* 3. Date Received: <input type="text" value="06/30/2016"/>	4. Applicant Identifier: <input type="text"/>
----------------------------------------------------------------	--------------------------------------------------

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

**State Use Only:**

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

**8. APPLICANT INFORMATION:**

\* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="856000642"/>	* c. Organizational DUNS: <input type="text" value="868853094"/>
---------------------------------------------------------------------------------------------------	---------------------------------------------------------------------

**d. Address:**

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

**e. Organizational Unit:**

Department Name: <input type="text" value="Sponsored Projects - Main - Br"/>	Division Name: <input type="text" value="Controller Operations"/>
---------------------------------------------------------------------------------	----------------------------------------------------------------------

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

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

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="505-277-0810"/>	Fax Number: <input type="text" value="505-277-4185"/>
---------------------------------------------------------------	-------------------------------------------------------

\* Email:

**Application for Federal Assistance SF-424**

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

S: Hispanic-serving Institution

**Type of Applicant 2: Select Applicant Type:**

H: Public/State Controlled Institution of Higher Education

**Type of Applicant 3: Select Applicant Type:**

**\* Other (specify):**

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

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:**

2016 Professional Development Application

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

[Add Attachment](#)

[Delete Attachment](#)

[View Attachment](#)

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

American Indian Professional Educators Collaborative (AIPEC)

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="1,126,058.00"/>
* 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="1,126,058.00"/>

**\* 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="Monica J. Waquie"/>	<b>TITLE</b> <input type="text" value="Sponsored Projects Officer"/>
<b>APPLICANT ORGANIZATION</b> <input type="text" value="The Regents of the University of New Mexico"/>	<b>DATE SUBMITTED</b> <input type="text" value="06/30/2016"/>

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

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

Prime     SubAwardee

\* Name:

\* Street 1:     \* Street 2:

\* City:     \* State:     \* Zip:

Congressional District, if known:

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

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

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

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

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1  \* Street 2

\* City  \* State  \* Zip

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

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1  \* Street 2

\* City  \* State  \* Zip

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

\* Signature:

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

Title:  Telephone No.:  Date:

## NOTICE TO ALL APPLICANTS

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

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

### To Whom Does This Provision Apply?

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

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

### What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

### Estimated Burden Statement for GEPA Requirements

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

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

UNM\_GEPA\_427\_Form\_AIPEC1022595657.pdf

Add Attachment

Delete Attachment

View Attachment

**General Education Provisions Act (GEPA) Section 427 Requirement:**

In executing its educational mission and in compliance with section 427 of the U.S. Department of Education's General Education Provisions Act (GEPA), the University of New Mexico (UNM) will ensure to the fullest extent possible the equitable participation of, and appropriate educational opportunities for those individuals involved. Federally funded activities, programs and services will be accessible to all students and other program beneficiaries with special needs, allowing them to participate fully in the proposed project. UNM does not discriminate on the basis of age, color, disability, national origin, race, or gender in its education and research programs, services and activities. UNM provides appropriate and reasonable accommodations to meet the learning and evaluation needs of a diverse group of students, faculty, and other participants. This project will ensure equitable access.

We are committed and will make diligent attempts to recruit students to the American Indian Professional Educators Collaborative (AIPEC) project who represent New Mexico's American Indian population. UNM's College of Education and its departments and programs have a strong record in recruiting and graduating students representative of diverse groups. AIPEC will target recruitment efforts at schools and school districts with a high American Indian student populations and NM Tribes. The AIPEC program partnership is comprised of NM LEAs and tribes. The College of Education website is fully accessible and all project related materials will be available in alternate formats for all interested applicants.

## CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

### Statement for Loan Guarantees and Loan Insurance

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

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

#### \* APPLICANT'S ORGANIZATION

The Regents of the University of New Mexico

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

Prefix:  \* First Name:  Middle Name:

\* Last Name:  Suffix:

\* Title:

\* SIGNATURE:

\* DATE:

## Abstract

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

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

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

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## You may now Close the Form

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

\* Attachment:

## **ABSTRACT**

The *American Indian Professional Educators' Collaborative* (AIPEC) is a four-year proposed project focused on increasing the number of American Indian teachers and administrators in New Mexico. This initiative proposes a comprehensive and collaborative support network of support services between the Teacher Education and Educational Leadership Program (TEELP) and the American Indian Language Policy Research and Teacher Training Center. Both the Department of TEELP and the AILPRTTC are based within the University of New Mexico's College of Education. The project encompasses a comprehensive new approach to partnering with Local Education Agencies (LEAs) and Tribes to engage in a partner relationship that will provide induction support services and job placement opportunities for teachers and administrators completing their degrees in the UNM COE. AIPEC proposes a total of 12 graduates who complete their degrees through AIPEC funding.

## Project Narrative File(s)

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\* Mandatory Project Narrative File Filename:

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

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## **PART 4: APPLICATION NARRATIVE**

### **INTRODUCTION**

The proposed *American Indian Professional Educators' Collaborative* (AIPEC) project will focus on the recruitment, preparation and induction of American Indian pre-service teacher and administrator candidates in order to increase the number of certified teachers and administrators serving American Indian student populations throughout New Mexico (NM). AIPEC is a four-year project that addresses Absolute Priority 1 - Pre-service training for teachers and Absolute Priority 2 – Pre-service administrator training. AIPEC will focus on the following groups: undergraduate full-time pre-service teacher and full-time graduate education administrator candidates. To the greatest extent possible, AIPEC will recruit American Indian participants who are affiliated with NM Pueblos and Tribes or members of other Tribal Nations. The intent is to support AIPEC participants who will stay and give service back to New Mexico schools, drawing upon their knowledge, skills, and commitment as role models and educational leaders in their own communities and in local schools with significant Indian student populations.

The University of New Mexico's (UNM) College of Education's (COE) American Indian Language Policy Research and Teacher Training Center (AILPRTTC) will implement and provide oversight of AIPEC. AILPRTTC will collaborate with the COE's Teacher Education and Educational Leadership Program (TEELP) to support project participants towards degree completion, utilizing a collaborative support and mentoring network provided by AIPEC, COE Indian faculty, TEELP advisors, clinical supervisors, and on-site cooperating teachers. Through collaborative development and delivery of seminars and institutes led by the AIPEC Director and COE Indian faculty,

AIPEC participants will have the opportunity to explore and engage in on-going discussions about educational research and current issues in American Indian Education complimenting their regular coursework and induction experiences. Other collaborative opportunities involving COE Indian faculty, who comprise nearly a third of the entire COE faculty, will bring AIPEC participants together with other COE pre-service teachers and administrators, as well as Indigenous educators, scholars, community leaders and experts from within and outside UNM. The annual COE Indigenous Education Research Conference (IERC), the Native American Language Teachers' Institute (NALTI), and the Promoting Our Learning & Leadership & Empowering our Nations Program (POLLEN) are examples of extended opportunities where AIPEC participants will develop and expand their knowledge and skills in areas of critical pedagogy, research, praxis, and educational leadership. By supporting their development as educational leaders, the expected outcome is that they will contribute to the improvement and enhanced quality of educational services Indian students receive in NM public and Bureau of Indian Education (BIE) schools.

The critical need for increasing the number of Indian teachers and administrators that currently exists in NM schools is the major focus of AIPEC. Of the 89 NM Public School Districts, 23 districts have the highest percentage of American Indian students, comprising nearly 11% of the total NM public school student population (<http://ped.state.nm.us/ped/IEDPrognGrants.html>). The NM Public Education Department (NMPED) 2012-2013 District Personnel Data, however, reports that Indian teachers in NM public schools, comprise only 2% of the NM teaching workforce, while Indian administrators comprise only 2 % of NM public schools administrative workforce.

This represents a major gap in the number of Indian teachers and administrators available, especially to those school districts serving high numbers of Indian students. AIPEC will partner with 2 LEAs: 1 public school district and 1 BIE Agency, and 3 NM Tribes to provide job employment opportunities for AIPEC graduates. AIPEC meets **Competitive Preference Priority 1** documented by the letters of support obtained from an authorized representative in the U.S. Department of Interior, BIE NM South Education Line Office, which oversees BIE schools in NM, and the Albuquerque Public Schools (APS) (See Appendices 1 & 2). AIPEC also meets **Competitive Preference Priority 3** in which UNM is a non-tribal IHE lead, partnering with 3 NM Indian tribes. Letters of support have been obtained from the To'Hajiilee Band of Navajos, the Pueblo of Taos, and the Pueblo of Jemez Education Department (See Appendices 3, 4, & 5). Together with AIPEC these LEAs and NM Tribes will form a partnership and establish an Advisory Council to help guide and evaluate the course of the four-year project and collaborate in planning career development activities and identifying job placement opportunities for AIPEC graduates.

### **UNM and COE Background**

UNM's main campus in Albuquerque served 26,304 students and awarded 5,575 degrees and certificates in Fall 2015. Total American Indian student enrollment at UNM in Fall 2015 was 1,130 undergraduate and 158 graduate students. Degrees were awarded to 179 Indian undergraduates and 48 graduates in SY 2014-2015. UNM is rated as one of the Top 100 Research Institutions (National Science Foundation, 2014) and is designated as a Carnegie Foundation Doctoral University: Highest Research Activity (Carnegie Classification of Institutions of Higher Education, 2014).

**The COE Mission** is the study and practice of education through teaching, research, and service, emphasizing excellence and diversity through people, ideas, and innovation. Of the 118 COE faculty, 12 are American Indian, 6 of whom are members of NM tribes. COE has five departments: Teacher Education and Educational Leadership Program (TEELP); Language, Literacy, and Sociocultural Studies (LLSS); Special Education; Health, Exercise, and Sport Sciences (HESS); and Individual, Family, and Community Education (IFCE). In 2015, COE enrollment included 74 Native undergraduates and 83 graduates and professionals. COE awards bachelor, master and doctoral degrees; and graduate certificates and endorsements in Bilingual Education, ESL and Reading. The LLSS Master's Degree Program includes a concentration area in American Indian Education. Dr. Christine Sims (Acoma Pueblo), Associate Professor in LLSS, and Dr. Shawn Secatero (Navajo), Assistant Professor in TEELP will serve as the Co-PIs for AIPEC. Dr. Robin Minthorn (Kiowa) will serve as key faculty personnel.

**The American Indian Language Policy Research & Teacher Training Center (AILPRTTC):** The Center was created in response to tribal concerns regarding the maintenance of NM's Indigenous languages, a priority identified in the *2003 Indian Education Act* and voiced by many tribal leaders in education summits, language forums and community meetings. Led by AIPEC Co-PI, Dr. Christine Sims, AILPRTTC has an extensive record of providing training and technical assistance services to American Indian language teachers and tribes through workshops, summer institutes, and UNM courses. AILPRTTC plays an important role in providing support for Indian teachers interested in building their skills in Native language teaching, language program planning, culture/language curriculum development, and Indigenous bilingual education.

AIPEC will be based in AILPRTTC but will work collaboratively with COE TEELP to address the pre-service support needs of AIPEC students enrolled in undergraduate teacher preparation and graduate administrative programs in Educational Leadership. AIPEC will work with COE Indian programs to identify and recruit potential AIPEC participants. For example, the American Indian Educator Mentorship Program (AIEMP); the Promoting Our Leadership, Learning and Empowering our Nations Program (POLLEN) led by Co-PI, Dr. Shawn Secatero; and Native American Leadership in Education (NALE) led by Dr. Robin Minthorn, TEELP faculty, are Indian faculty-led programs serving undergraduate and graduate students in the COE. NM LEAs, Pueblos, Tribes, and schools partnering with AIPEC will be included in recruitment outreach.

### **NEED FOR THE PROJECT**

Critical gaps and weaknesses currently exist in providing a pipeline to increase the number of Indian pre-service teachers and education administrators in NM public and BIE schools. This need was identified as a major aspect of the *NM Indian Education Act (NMIEA)* passed by the NM State Legislature in 2003. Two critical factors have long stood in the way: 1) the lack of funding resources to assist in recruitment and retention support for undergraduate pre-service teachers and graduate students seeking degrees and certification as teachers and education administrators; and 2) the absence of collaborative partnerships directly linking teacher and administrative preparation programs in IHEs with local LEAs and NM tribes in support of job placement for new teachers and administrators.

Five key goals have therefore been established for AIPEC: 1) Recruit and select undergraduate pre-service teachers pursuing Bachelor's degrees in Secondary or

Elementary Education and who are prepared to serve in NM elementary and secondary schools with significant populations of Indian students; 2) Recruit and select graduate students pursuing administrative certification and licensure and who are prepared to serve in administrative positions in local LEAs or in NM K-12, Mid- or high schools with significant populations of Indian students; 3) Prepare and mentor pre-service teacher and administrator candidates to successful degree completion; 4) Graduate and place AIPEC graduates in NM schools serving predominantly Indian student populations; and 5) Develop a partnership between AIPEC, LEAs and Tribes establishing an Advisory Council to guide and evaluate AIPEC, plan induction activities and identify job opportunities for AIPEC graduates. AIPEC presents a new opportunity to address these needs by directing its funding resources to individuals who understand and are prepared to address the unique needs of Indian students. The LEA and Tribal partnership will be a shared responsibility for ensuring that certified and licensed graduates of AIPEC are able to fill employment positions in their respective fields upon degree completion. The LEAs and Tribes included in the AIPEC partnership are in need of highly qualified, licensed educators. Like many other NM LEAs serving significant Indian student populations, school administrators often express concerns that while there are significant numbers of Educational Assistants (EA) who have earned many university credits, many have yet to complete degrees, certifications or endorsements. This situation is similar across all NM tribal communities and schools where individuals may not have had the benefit of a supportive pipeline of resources enabling them to complete their degrees. EAs in the partner schools and districts will be another recruitment pool that AIPEC will target.

**NM American Indian Students and Their Communities:** American Indian and Alaska Native high school graduates are the lowest of any racial or ethnic population in the U.S. – 50% (Education Week, 2013). Native dropout rates are nearly twice that of all students nationwide. NM Pueblos and Tribes are not immune to these negative statistics. Some of the lowest Standards Based Assessment (SBA) scores in the U.S. are recorded at Indian reservation schools. The NM SBA is an annual state test that measures high school student achievement in reading, math, and science and serves as the high school exit exam. NMPED data (2006) shows that 78.93% American Indian seniors graduate versus 91.3% Caucasian and 85% Hispanic students (<http://www.ped.state.nm.us/IT/fs/graduationRates/GraduationRates0607GenderEthnicity.pdf>).

New Mexico has 22 Tribal Nations served by both public and BIE schools, many located on or near rural Indian reservations. While these schools could benefit from an increased number of Indian teachers and administrators, the NMPED's Indian Education Division (2008, 2010), reported that the number of Indian teachers in NM actually decreased from 631 in 2007-2008, to 579 in 2009-2010. The 2003 *NM Indian Education Act*, the NMPED-funded *Indigenous Education Study* (Eight Northern Indian Pueblos, Inc., 2010), and various statewide tribal education summits with NMPED, have all consistently pointed to this critical need. Individuals from NM Tribes and Nations have a vested interest in serving and staying in their communities while Indian students ultimately benefit from teachers and administrators who can identify with their culture and language, and who understand and are prepared to address their particular needs.

Thus, AIPEC will partner with 3 tribes: the To'Hajiilee Band of Navajos, and the Pueblos of Taos, and Jemez.

*To'Hajiilee* is part of the Navajo Nation located 40 miles west of Albuquerque. Functioning as their own LEA, they manage their own Early Childhood and Adult Education Programs, and operate the K-12, To'Hajiilee Community School (TCS), as a non-profit entity serving 320 Navajo students (Tohajiilee School Profile, 2016). The recruitment and retention of highly qualified Indian educators, however, presents an ongoing struggle for this small community of 1,591 tribal members (U.S. Census, 2010). Staff vacancy data maintained by TCS shows that for every year between 2009-2016 teaching vacancies existed in every major subject area in elementary and high school, as well as in Navajo bilingual, physical education, gifted, preschool and special education. Administrative positions such as Dean of Curriculum & Instruction and Data & Accountability were also identified as personnel needs. The TCS Principal, Dr. Jojola, has expressed in her AIPEC support letter the importance of "growing from within," a concept linked closely to their goal of building a self-sustaining education continuum that is based on a "Cradleboard to College" philosophy. The community has been especially focused on supporting and strengthening pre-school education with a renewed focus on revitalizing the Navajo language among pre-school and school-age children. Indian teachers and administrators who understand the barriers Navajo students face and who serve as positive role models are key to building and maintaining TCS staffing capacity. While many Navajo students were bussed from To'Hajiilee to APS schools in the past, increased efforts are being made to provide schooling closer to home. AIPEC's

partnership with To'Hajiilee will address recruitment outreach for pre-service candidates, potential job placement, and tribal participation in the AIPEC Advisory Council.

*Taos Pueblo* is located in northern NM and has approximately 2,452 tribal members. Located on the reservation is Taos Pueblo Day School (TPDS), a K-8 BIE school. Currently there are 11 Indian teachers who serve 137 students, and 1 Indian administrator in TPDS. Taos Pueblo students also attend Taos Municipal Schools (TMS) in the town of Taos. There were 252, Taos students enrolled in K-12 public schools in SY 2015-2016, but only 5 certified Indian teachers employed in TMS (TMS Superintendents Office). Both on-reservation as well as off, the need for Indian teachers and administrators is crucial. Maintenance of the Tiwa language, culture and religion is a critical aspect of Taos Pueblo and its traditional preparation and training of its youth. The unique socio-cultural and socio-religious aspects that have sustained the Pueblo for centuries are not always understood or appreciated by non-Indian teachers or administrators who may view student participation and commitment to these annual preparations as barriers to their academic success. This has been an especially problematic issue between TMS and the Pueblo; thus, the need for Indian teachers who understand the community and their students is obvious. AIPEC will partner with Taos Pueblo to identify potential pre-service AIPEC candidates, prepare them for job placement, and invite the Pueblo to join the Advisory Council.

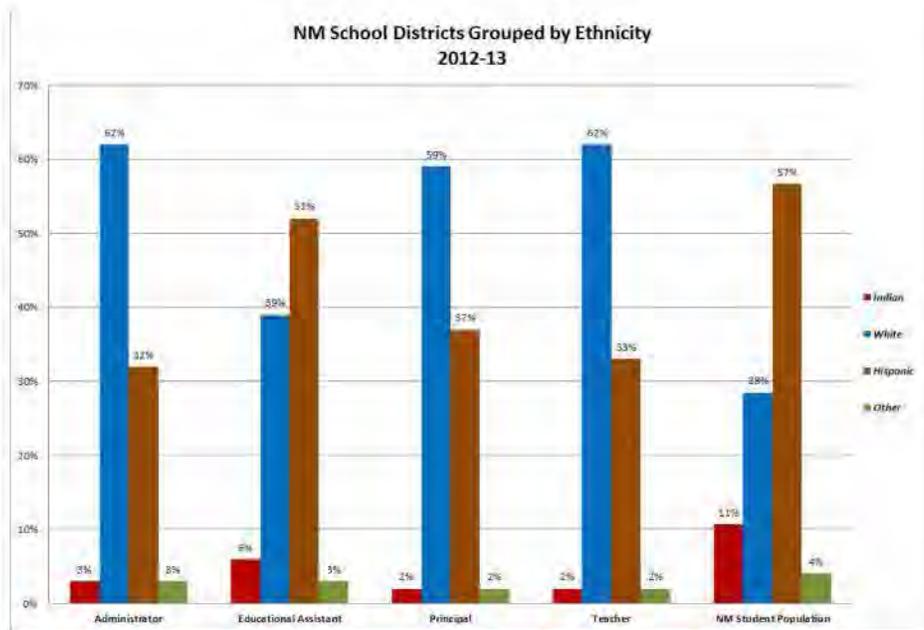
*Jemez Pueblo* is located about 40 miles northwest of Albuquerque and has approximately 3,400 tribal members. Jemez people have maintained their culture, religion, knowledge of traditional ways, and their Native Towa language for centuries. They recognize that without their language much of their oral histories and spiritual

connection to their homelands and ancestors would be lost. Jemez Pueblo has perhaps the highest level of tribal language fluency in the U.S., nearly 75% of their population are Towa speakers which includes many child speakers. Located within the Pueblo reservation are: San Diego Riverside Charter School, Jemez Day School (BIE), and Walatowa High Charter School serving a total of 510 students K-12. The Pueblo also operates the Walatowa Head Start Program and Child Care Center. All of these programs and schools are considered by the Pueblo's Department of Education part of a comprehensive education pipeline, serving the needs of Jemez children. Jemez educational assistants are employed in these schools and programs and it is the Pueblo's goal that more tribal members will staff teaching and administrative positions in order to sustain their efforts in maintaining Towa language, culture and traditions. AIPEC will work with Jemez Pueblo to recruit AIPEC participants, provide job placement opportunities and participate in the Advisory Council.

**NM LEAs:** *Albuquerque Public Schools* (APS) is NM's largest school district (142 schools), serving more than 1/4 of NM students (94,485). Indian student enrollment in APS constitutes nearly 5.5% (<http://www.ped.state.nm.us/IT/fs/13/09.10.ethnic.pdf>). Situated in NM's largest urban city, this district serves Indian students from NM and other Tribal Nations. This includes students from neighboring Pueblos such as Laguna, Isleta, Sandia and Acoma as well as Navajo students from To'Hajiilee who live in or commute to Albuquerque with parents for education and work purposes. Similar challenges exist in APS as in other major public school districts serving Indian student populations. With so few certified Indian teachers and administrators available across the district to help Indian students navigate their way through an education system that may

be unfamiliar to them, cultural dissonance between teachers and non-Indian teachers can result. The APS Indian Education Department plays a key role as a resource service to APS teachers, Indian students and their families. However, the lack of Indian teachers and administrators is still an unmet need in this district, especially in schools serving significant numbers of Indian students. APS will also be invited to participate in Advisory Council planning activities and will collaborate with AIPEC to identify potential job employment for AIPEC graduates.

In summary, statewide, the most recent 2013 NMPED personnel data (<http://www.ped.state.nm.us/it/schoolfactsheets.html>) shows 2,244 American Indians are employed including: 549 Teachers, 386 Education Assistants, 8 Administrators, 22 Principals for a total of 965 people.



As presented in the above chart, statewide, NM school districts employ a grand total of 52,407 employees of which 2% are Indians within the aforementioned job groups. Of the 266 Administrators only 3% are Indian versus 62% White and 32% Hispanic; of

the 6,247 Educational Assistants only 6% are Indian versus 39% White and 52% Hispanic; of the 1,165 Principals only 2% are Indian versus 59% White and 37% Hispanic; and of the 23,988 Teachers only 2% are Indian versus 62% White and 33% Hispanic. (See Appendix 6).

AIPEC will extend its recruitment outreach to Indian candidates from tribal communities served by NM Public School districts such as APS; individuals who may be motivated to return to schools where they now work.

*Bureau of Indian Education, NM South Education Line Office*, based in Albuquerque, currently oversees elementary schools in Acoma, Zia, San Felipe, Santa Clara, Taos, and Jemez Pueblos; and a K-12 Mescalero Apache School. Out of a total of six NM Pueblo communities where BIE elementary schools exist, three are currently being considered for transition out of the BIE or are in the process of being transferred to local tribal control. AIPEC will have important implications for these schools and their recruitment and staffing needs; including additional Pueblo Tribes such as Santa Clara and Isleta Pueblos, now in the process of transferring the operation of their local schools from the BIE to tribal control. As more Indian teachers and administrators are trained and mentored through AIPEC, they will be job ready as NM tribes venture into areas requiring knowledgeable education professionals who are certified to teach, able to build Indigenous language and culture curricula, and develop the necessary infrastructure that will further tribal capacity for self-determination.

**QUALITY OF THE PROJECT DESIGN:** Culturally relevant leadership in American Indian education has been identified as a high priority among NM tribal leaders and supported by federal officials, such as President Barack Obama, who recently

visited schools in Indian Country. A 2014 statement from the *Executive Office of the President* stated that “reservation-based and other schools with large Native populations face tremendous obstacles in recruiting and retaining teaching and leadership talent, including, uncompetitive salaries, isolated rural settings, tough working conditions, few amenities, lack of job opportunities for spouses, and marginal housing (p. 20). AIPEC provides a unique opportunity to address these challenges with its dual focus on pre-service Indian teachers and administrators.

The following Goals, Objectives, and Outcomes have been established; Responsible Parties and Activities identified; and Measures created to document AIPEC activities.

**GOAL 1:** Recruit and select undergraduate pre-service teachers pursuing Bachelor’s degrees in Secondary or Elementary Education and who are prepared to serve in NM elementary and secondary schools with significant populations of Indian students.

**OBJ. 1:** Yr.1 Establish recruiting process for pre-service teachers.

**Responsible Parties & Activities:** Recruiter/Liaison identifies recruitment sites; develops advertisement and recruitment materials; coordinates with districts/schools to schedule information events and conduct preliminary interviews providing TEELP information. Coordinator assists with communication and event scheduling; recruitment materials development and dissemination.

**Outcomes:** Recruitment in minimum of 4 schools; 4 tribal communities; 2 school districts.

**Measures:** Advertisement/recruitment materials; event handouts; sign-in logs.

**OBJ.2:** Develop and institutionalize standardized selection process and PayBack Agreements for Pre-service Teacher Cohorts.

**Responsible Parties & Activities:** PIs develop selection protocol; interview and select 6 candidates; develop and explain PayBack Contracts for selected pre-service teachers.

**Outcomes:** Applicants interviewed and 6 selected thereafter maintaining a ceiling of 6 candidates in Yrs. 2-3; 6 Pre-service PayBack contract agreements in place in Yr. 1.

**Measures:** Interview & Selection protocol; Pre-service contract PayBack contracts.

**OBJ.3** Provide undergraduate support for completing TEELP admission process and program requirements.

**Responsible Parties & Activities:** Recruiter/Liaison works with COE TEELP to assist students with admission process and entry requirements. Coordinator maintains selection and admission files.

**Outcomes:** 6 undergraduates admitted into TEELP in Yr.1, thereafter maintaining a ceiling of 6 undergraduate students per year, in Yrs. 2-3.

**Measures:** Student transcripts; applications and admission records.

**GOAL 2:** Recruit and select graduate students pursuing administrative certification and licensure and who are prepared to serve in administrative positions in LEAs or in NM K-12, Mid- or high schools with significant populations of Indian students.

**OBJ.1:** Yr.1 Establish recruiting process for pre-service administrators into TEELP Educational Leadership Program.

**Responsible Parties & Activities:** Recruiter/Liaison identifies recruitment sites; develops advertisement & recruitment materials; coordinates with COE POLLEN, LEA/district/school partners to schedule information recruitment events & conduct

preliminary interviews. Coordinator assists with communication support for recruitment events; development of advertisement materials; maintains applicant and interview files.

**Outcomes:** Recruitment in minimum of 4 schools; 4 tribal communities; 2 school districts and COE POLLEN.

**Measures:** Advertisement/recruitment materials; event handouts; sign-in logs.

**OBJ. 2:** Develop and institutionalize standardized selection process for Pre-service administrative cohort in Yrs. 1-3.

**Responsible Parties & Activities:** PIs develop selection protocol; interview and select candidates; develop and explain PayBack contracts for selected participants. Coordinator assists with communications support; maintains interview/selection files and PayBack contracts.

**Outcomes:** Applicants interviewed and selected; 4 Pre-service PayBack contract agreements in place in Yr.1 and in Yrs. 2-3 for new candidates.

**Measures:** Interview & Selection protocol; Pre-service contract PayBack contracts.

**OBJ. 3:** Provide support for pre-service administrators completing TEELP/Office of Graduate Studies (OGS) admission requirements.

**Responsible Parties & Activities:** Recruiter/Liaison works with COE TEELP and UNM OGS to assist students with admission process and Educational Leadership Program requirements. Coordinator maintains AIPEC applicant files.

**Outcomes:** 4 graduates admitted into Ed. Leadership Program in Yr. 1, thereafter maintaining a ceiling of 4 graduate students per year in Yrs. 2-3.

**Measures:** Student transcripts; applications and admission records.

**GOAL 3:** Prepare and mentor pre-service teacher and administrator candidates to successful degree completion.

**OBJ. 1:** Collaborate with COE Center for Student Success (CSS) and TEELP establishing points of contact with American Indian student advisors and program faculty advisors to ensure consistent advisement support for pre-service teacher candidates.

**Responsible Parties & Activities:** Recruiter/Liaison establishes contact with CSS and TEELP faculty advisors; maintains individual student advisement follow-up records. Coordinator assists with communication support and maintains student files.

**Outcomes:** Individual student advisement and program progress profiled.

**Measures:** Advisement/progress profiles; transcripts; sign-in and communication logs.

**OBJ. 2:** Collaborate with COE Educational Leadership and POLLEN program and faculty advisors establishing points of contact for pre-service administrator candidates.

**Responsible Parties & Activities:** Recruiter/Liaison establishes contact with COE Educational Leadership Program advisors and POLLEN/NALE Indian faculty; maintains individual student advisement and communications follow-up.

**Outcomes:** Individual student advisement provided by Ed. Leadership and POLLEN

**Measures:** Advisement profiles; sign-in and communication logs.

**OBJ. 3:** Assess pre-service teacher academic support needs and coordinate with COE programs and CCS for academic literacy tutoring support and National Education Standards (NES) exam preparation.

**Responsible Parties & Activities:** PIs plan/schedule academic literacy tutorials and NES exam preparation; identify graduate student tutors for academic literacy; provide access

to NES test materials. Coordinator assists with scheduling coordination, communication with tutors, securing NES sample test materials and paying testing fees.

**Outcomes:** All pre-service teachers pass NES; pre-service teachers participate in tutorial and test preparation sessions during Yrs. 1-3.

**Measures:** Records of NES pass results: Tutoring schedules and sign-in logs.

**OBJ. 4:** Assess pre-service administrator academic support needs and coordinate with COE POLLEN and TEELP for academic literacy support and state administrative exam preparation.

**Responsible Parties & Activities:** Recruiter/Liaison work with POLLEN to identify academic literacy support in COE and preparation for state administrator exam.

Coordinator assists with scheduling and communication with students.

**Outcomes:** Academic literacy support and examination preparation provided. All pre-service administrators pass state administrative exam.

**Measures:** Tutoring and coaching schedules. Pass rates of administrative candidates.

**OBJ. 5:** Coordinate with COE Field Services Center (FSC) to identify potential placement sites in partner LEAs and schools for pre-service teachers and administrative interns.

**Responsible Parties & Activities:** PIs and FSC review field experience objectives and potential placement sites with significant Indian student populations for pre-service teachers.

**Outcomes:** Pre-service teachers and administrative interns placed in qualifying sites, Yrs. 1-3.

**Measures:** Pre-service teacher/interns feedback/evaluations; Field Experience descriptions. **OBJ. 6:** Conduct quarterly mentor meetings with AIPEC participants, with TEELP program and faculty advisors in attendance, establishing a support network for communication, advisement, gauging progress and identifying student challenges.

**Responsible Parties & Activities:** PIs set meeting schedule. Coordinator provides communication and logistical support; maintains advisement and communication logs.

**Outcomes:** 4 quarterly mentor meetings each year (Yrs. 1-3) with AIPEC students.

**Measures:** Minutes of meetings; sign-in sheets; meeting agendas.

**OBJ. 7:** Develop two one-day seminars per year and annual institutes to engage AIPEC participants in dialogue about approaches & programs that support Indian students' academic development.

**Responsible Parties & Activities:** PIs and Key Faculty Personnel set schedule; identify academic content and materials for seminars; invite Community Education Experts (CEEs) for institutes; coordinate with COE Native faculty, POLLEN, NALE faculty to plan seminars and institutes; invite Indian students in other COE programs to attend. Coordinator provides logistical support for events.

**Outcomes:** AIPEC students attend seminars and annual institutes. Institute descriptions and seminar learning objectives developed; CEEs identified/honoraria paid.

**Measures:** CEE vitae; seminar/institute agendas; sign-in logs, academic materials.

**OBJ. 8:** Assess effectiveness of seminars and annual institutes, convening COE Native faculty for input.

**Responsible Parties & Activities:** PIs set meeting schedule and invite COE Native faculty to review AIPEC participant evaluations. Coordinator provides logistical support.

**Outcomes:** Recommendations for additions to seminar topics, institute speakers.

**Measures:** Seminar/institute evaluations. Meeting minutes and recommendations.

**GOAL 4:** Graduate and place AIPEC graduates in NM schools serving predominantly Indian student populations.

**OBJ.1:** Establish projections for completion of degrees for undergraduate and graduate students depending on status of entry point into respective programs.

**Responsible Parties & Activities:** PIs establish projections based on input from TEELP Program advisors.

**Outcomes:** Minimum of 2 students graduate in Yr. 1; 4 students in Yr. 2; and 6 students by Yr. 3.

**Measures:** Number of degree completers consistent with projections Yrs. 1-3.

**OBJ. 2:** Plan induction support activities with AIPEC Advisory Council for all degree completers.

**Responsible Parties & Activities:** PIs identify induction service needs and organize planning meetings with AC. Coordinator provides logistical support and communication with degree completers.

**Outcomes:** Induction services provided in Yrs. 2-3 and exclusively in Yr. 4.

**Measures:** Evaluation of induction services by AIPEC graduates.

**OBJ. 3:** Develop and launch AIPEC website for induction support in Yr. 3 and maintained into Yr. 4.

**Responsible Parties & Activities:** PIs work with COE Technology Center to develop website. PIs identify volunteer COE graduate students to help maintain website.

**Outcomes:** AIEPC website is launched in Yr. 3. 75% of AIPEC cohort utilize website monthly beginning in Yr. 3 and into Yr. 4.

**Measures:** Track record of website use. Feedback from AIPEC students.

**OBJ. 4:** Collaborate with LEA Partners to establish process documenting work related service and PayBack Agreement (PBA) obligations of AIPEC graduates.

**Responsible Parties and Activities:** Co-PIs work with Partner LEAs to establish documentation process for work related service equal to total months of training for which funding was provided to AIPEC graduates.

**Outcomes:** Documentation process established. Work related obligations completed.

**Measures:** Record of individual AIPEC graduate payback service.

**GOAL 5:** Develop a partnership between AIPEC, LEAs and Tribes establishing an Advisory Council to guide and evaluate AIPEC, plan induction activities and identify job opportunities for AIPEC graduates.

**OBJ.1** Establish Advisory Council in Year 1 and convene meetings each semester.

**Responsible Parties & Activities:** PIs and Partners set meeting schedule; identify roles & responsibilities. Coordinator provides logistical support for meetings; communication with AC members; takes meeting minutes.

**Outcomes:** 2 annual meetings per year; Roles/responsibilities established.

**Measures:** Description of Advisory Council member roles & responsibilities; meeting minutes; Attendee sign-in log; recommendations for AIHEC implementation.

**OBJ. 2:** Advisory Council assists in planning induction, career and job placement activities in Years 1-4.

**Responsible Parties & Activities:** Coordinator and PIs work with AC to plan and schedule activities for pre-service teachers and administrators and AIPEC graduates.

**Outcomes:** Induction services, Career and job placement activities completed Yrs. 1-4.

**Measures:** Annual schedule of activities; feedback on career/job placement activities.

**OBJ. 3:** Assess and revise project activities based on yearly project evaluations and current job market analyses in partnering LEAs and their schools.

**Responsible Parties & Activities:** PIs establish formative and summative evaluation plan; identify assessment points, degree completions, benchmarks and feedback loop to improve program based on evaluation data and current job market analyses. Coordinator assists PIs in gathering data, preparing annual/final reports to AC.

**Outcomes:** Annual Evaluation reports submitted to USDE; AIPEC Advisory Council, COE Native faculty, TEELP Chair and COE Dean.

**Measures:** Formative and summative evaluation plan identifying outcomes, assessment points and benchmarks; Analysis of participant evaluation data and feedback. AC recommendations and job market analyses. Annual Project Evaluation Reports.

**AIPEC APPROACH:** As can be seen in the aforementioned Goals and Objectives AIPEC represents an ambitious but attainable plan in terms of its components that make up a comprehensive approach to recruitment, retention and completion of degree programs for teachers and administrators. These components are described in the following sections:

*Recruitment:* AIPEC participants will be recruited from undergraduate and graduate student pools in the COE as well as partner LEAs and tribes. Applicants whose transcripts display the best possibility for completing teacher and administrative licensure

within three years and who have completed all general or required undergraduate coursework will be given priority. It is expected that students will enter and exit AIPEC at different points during Yrs. 1-3, depending on prior coursework and meeting program requirements. Therefore we will have three years of rolling recruitment (Yrs.1-3) but always maintain a cohort of 10 selected participants each year: 6 undergraduates in TEELP and 4 graduates admitted into the TEELP Educational Leadership Program. Over the course of three years, we expect a total intake of 16 students with 12 graduating by the end of Year 3. In the final induction year however, we anticipate that 4 students admitted in Year 3, will not receive AIPEC stipend support in Year 4. They will however be assisted with advisement and help from AIPEC to identify other funding sources that will enable them to complete their programs. In cases where individuals complete their degree programs and are job ready before Year 4, induction service support will be provided as early as Year 2. In Year 4, AIPEC will be entirely focused on providing induction support services for AIPEC graduates in partnership with local LEAs, tribal schools and education entities. We estimate that undergraduates will take an average of 2 years from admission into TEELP to degree completion. For graduate students pursuing licensure as education administrators, we estimate degree completion can occur as early as 2 years, depending on the number of course credits completed or transferred into individual programs of study. Upon selection, all AIPEC participants will be required to sign a PayBack Agreement (PBA), signifying that they will fulfill a commitment to work in a school or district serving significant numbers of Indian students equivalent to the total amount of time funded by AIPEC. The PBA will also contain a contingency clause that explains the terms of the agreement when a graduate does not fulfill his/her teaching

or administrative obligation. PBAs will be monitored by the Co-PIs in collaboration with partnering LEAs.

*Institutes, Seminars and Cohort Meetings:* AIPEC students will participate in a series of annual institutes, seminars and on-going cohort meetings planned and led by the Co-PIs and Key Faculty Personnel. Indian COE faculty who represent a broad range of expertise and professional experiences, such as K-12 teachers; Native language teachers; health and wellness researchers; educational researchers; and other educational fields will be invited to engage in discussions with AIPEC students about current issues in American Indian education and sharing their research and expertise.

	Annual Institutes	Two Seminars/Yr Suggested Themes	Quarterly Cohort Meetings
<b>Year 1</b>	Scholars, researchers, experts, community educator presentations	<ul style="list-style-type: none"> <li>• Critical Pedagogy &amp; Praxis</li> <li>• Culturally Relevant Curriculum</li> <li>• Professional Career development</li> </ul>	Initial orientation and on-going advisement; course progress; academic literacy needs.
<b>Year 2</b>	Invited Scholars, community educators, researcher presentations. Job placement activities.	<ul style="list-style-type: none"> <li>• EL Language issues</li> <li>• Academic English</li> <li>• Native language maintenance, etc.</li> <li>• Students with Special Needs</li> </ul>	Initial orientation and on-going advisement; course progress; academic literacy needs, field experiences; NES test preparation;

		<ul style="list-style-type: none"> <li>Professional Career development</li> </ul>	Administrative exam preparation.
<b>Year 3</b>	<p>Invited Scholar, expert, community educator presentations.</p> <p>Job career activities.</p>	<ul style="list-style-type: none"> <li>Current Research in American Ind. Ed.</li> <li>Evaluation and student assessment issues.</li> <li>Research in technology applications for the classroom.</li> </ul>	<p>Candidate advisement; course progress; academic literacy support; NES test preparation;</p> <p>Administrative exam preparation; AIPEC website launched.</p>
<b>Year 4</b>	<p>Induction Support</p> <p>Coaching, mentoring, individual consultation.</p>	<p>Induction Support:</p> <p>Coaching, mentoring, individual consultation.</p> <p>AIPEC website access to research materials about teaching and learning.</p>	<p>Induction Support:</p> <p>Coaching, mentoring, individual consultation.</p> <p>Cohort meeting to share AIPEC experiences and professional career paths</p>

*Mentor and Advisement Support:* Upon entry into AIPEC, participants will have access to a comprehensive support network comprised of the COE SSC advisors, TEELP program faculty advisors and the added support network of the AIPEC Co-PIs, the AIPEC Recruiter/Liaison, and Indian faculty associated with the POLLEN and NALE programs. Together this network will ensure that students remain on

track with their programs of study and receive the necessary support as unexpected challenges arise. TEELP faculty, Dr. Secatero and Dr. Minthorn will be especially important as key advisor contacts for graduate students. Annual quarterly Cohort meetings will take place with CSS advisors, TEELP program and faculty advisors in attendance. AIPEC participants will be kept abreast of additional COE program information and special services available through the COE AIEMP, POLLEN and NALE programs, including updates of professional development opportunities offered on-campus through COE departments and programs. The Cohort meetings will provide students the opportunity to provide feedback and input regarding their experiences and needs, making sure that multiple contact points are available throughout their participation in AIPEC. We will engage in this collaborative effort to ensure that AIPEC participants are appropriately advised and eventually placed in qualifying schools with Indian student populations and match their teaching areas. Tutorial support will be provided and tracked by the Recruiter/Liaison to ensure successful completion of licensure examinations.

*Induction Services:* Induction services for AIPEC graduates employed in local schools and districts may begin as early as Year 2, continue through Year 3, and culminate in Year 4 when the focus of the project will be entirely on induction services support. The proposed services will address mentoring and coaching for first year teachers and administrators and other consultation that will contribute to their retention and improvement of their performance. The Recruiter/Liaison will maintain a list of current job fairs to ensure that all students are contacted and present at these events. Successful interview techniques and professional resume preparation are

examples of additional support that will be coordinated with the UNM Human Resources Department. Co-PIs will maintain an open communication system for participants via an AIPEC website created exclusively for their use. The portal will include basic links to research materials and useful information about teaching; UNM faculty research in education; schedules of upcoming professional development seminars and workshops, job fairs, special institutes, or research conferences; and a participants' blog where AIPEC participants can post questions, share experiences, and get immediate feedback from COE Native faculty and their peers about instruction, technology, assessment or administrative issues. COE Technology will help build the portal site and COE graduate students will be recruited to maintain it.

Induction services will also include a series of institutes and seminars where participants can engage in rich discussions with Indigenous scholars, researchers, and community experts about current issues and topics in American Indian education and other areas that will enhance their professional careers. AIPEC Co-PIs and key faculty personnel, Dr. Robin Minthorn will collaboratively research and plan the academic content, topics and themes during the summer months in preparation for each upcoming school year and identify COE Native scholars and researchers to be invited to participate in these events. They will also select all seminar materials and help identify website links for additional professional resources.

*Formal coursework:* TEELP has seen significant changes in both its BS in Education offerings as well as its graduate Educational Leadership Program. In 2014, the COE Dean challenged the TEELP to revise its curriculum so that graduating students could select one of four areas of endorsement: ESL, Bilingual Education, Indian

Education or Special Education. Revisions have been proposed for consideration and submitted to the requisite UNM committees for approval with a few immediate changes taking place.

*The Elementary Education Licensure Program* prepares teacher candidates to be teachers in K-8th grades. Each teacher candidate chooses a teaching field in which he or she must take 24 credit hours in one of the four content areas: Language Arts, Social Studies, Mathematics, and Science. In the fall of 2015, there were 175 undergraduate students and 76 graduate students across four campuses: Albuquerque, Gallup, Farmington, and Taos. Currently, there are 14 tenure-track faculty in the program. In response to curricular reform measures taken in academic year 2015 - 2016, beginning in Fall 2016, students will take 9 hours in a specialty/diversity strand with the opportunity to earn 12 hours toward a TESOL or Bilingual Endorsement, or 9 hours for a minor in Special Education. All students will be required to pass the majority of NES Exams prior to full-time field experiences in Semester three.

*The Secondary Education Licensure Program* prepares teacher candidates to teach in seventh through twelfth grades. Each teacher candidate chooses a teaching field in one of the five content areas: Language Arts, Mathematics, Social Studies, Science, and World Languages. Students in the program are either undergraduate or graduate students. Approximately 50 to 75 students (2/3 undergraduate students and 1/3 graduate students) complete the licensure program each year. These students are completing field experiences in middle and high schools in New Mexico. Faculty members come from three departments: Teacher Education, Education Leadership & Policy; Language, Literacy, and Sociocultural Studies; and Special Education. All have middle school/high

school teaching experience and are often in the schools for research, professional development, and work with students. The Secondary Education curriculum consists of three areas: 1) the core liberal arts courses required of all UNM students; 2) content area courses in the discipline they want to teach; and 3) professional education courses, including methods courses and student teaching. Students take the equivalent of an academic major (and often more) in their content area. For example, students in Language Arts take 54 credit hours in English and related fields. Students in Science take approximately 60 hours across the various science fields. The professional education component consists of courses in content area methods, special education, reading in the content fields, and issues in secondary education.

In the Fall 2016, two courses focusing on language and diversity in education will be added to the program of studies. Student teaching consists of one-hour per day in the Fall semester and full days in the Spring. All cooperating teachers (CTs) must be at Level II or III and are matched with students in consultation with principals and district personnel by the Field Services Center (FSC). All students receive regular observations and feedback from both their cooperating teachers in the schools and a COE supervisor. All students are required to pass the majority of NES Exams prior to full-time field experience in Semester two.

*Educational Leadership Principals Licensure Program:* During Spring 2016, Promoting Our Leadership, Learning and Empowering our Nations Program (POLLEN) was established within the COE TEELP. Led by Co-PI, Dr. Shawn Secatero, POLLEN provides a unique 24-credit hour licensure program leading to both a New Mexico administrative license and Educational Specialist Certification from TEELP. This

accelerated program integrates both administrative licensure requirements for school leaders including American Indian course content for future principals who will serve predominantly Indian students and communities. POLLEN is designed for teachers who have attained a Masters degree in Education and also possess a Level II or III teaching license NM. POLLEN courses are designed as blended courses offering both online and face-to-face course delivery with a focus on Native American leadership, vision, epistemology, and culture in addressing current issues in American Indian Education. Below are some of the required courses in the program

**Administrative Licensure Required Courses:**

LEAD 503 – Data Informed Instructional Leadership (3 credits)
LEAD 509 – Leadership and Organizational Change (3 credits)
LEAD 520 – The School Principalship (3 credits)
LEAD 521 – School Finance and Resource Allocation(3 credits)
LEAD 560 – Instructional Leadership, Supervision, and Evaluation (3 credits)
LEAD 561 – Legal Issues for School Leaders (3 credits)

*COE Field Services Center:* AIPEC Co-PIs will work collaboratively with the COE Field Services Center (FSC) a centralized support service for all field experiences and teacher placement, to ensure that AIPEC pre-service teachers are placed with qualified cooperating teachers and in schools where they will have the opportunity to work with Indian students. The FSC, based in the COE Center for Student Success (CSS) serves as the coordinating office for all student field experiences for licensure and endorsement programs. FSC is responsible for

ensuring all field placements requirements are met by students and cooperating teachers. They work closely with program faculty and school site personnel to ensure program, college, and district policies and procedures are followed as well as hiring of Clinical Supervisors and approval of students and cooperating teachers. FSC maintains all placement information in an online system and uses this to communicate with students, teachers, and administrators during the placement process. A tracking process keeps and updates information about expiration dates for background checks and liability insurance. Lastly, the FSC Portal, a web-based application, provides the mechanism to track and house all compliance information and placement matches, placement history and student/ teacher demographics. AIPEC will provide recommendations for potential placement matches in regions and districts served by AIPEC LEA Partners that provide the best opportunity for pre-service Indian teachers to engage with Indian student populations. Tracking data regarding placements will be gathered by Co-PIs to document and report to the AIPEC Advisory Council as part of the project's evaluation process.

*Partnerships:* Preparing professional educators to lead Native American-serving schools requires joint ownership and shared accountability among university, school, and community members who have often worked in isolation. Kania and Kramer (2011), in their groundbreaking work on collective impact, posit that collaborative work across sectors can catalyze action among people who would otherwise not have the capacity to scale up the work on their own. Each system has a vested interest in the effectiveness and cultural relevancy of professional educator preparation (CCSSO, 2014, p. 8). University and community partners in Indian-

serving schools are especially positioned to extend the research connecting culturally responsive leadership to positive student outcomes across content areas (Aronson and Laughter, 2015). To this end, AIPEC will engage representatives from the partner LEAs and tribes in establishing an Advisory Council (AC). They will assist in planning job placement activities for pre-service teachers and administrator candidates beginning in Yr. 2 and extending into Yr. 3. During Year 4, when the focus is primarily on induction services, AC input on activities for AIPEC graduates will be solicited. The AIPEC Advisory Council will meet periodically to provide guidance and help evaluate the project.

**QUALITY OF PROJECT SERVICES:** AIPEC will engage in cross-collaboration with COE programs and departments that will serve as recruitment resource pools for identifying potential AIPEC participants. The AILPRTTC has a long history of cross collaboration with Native faculty as well as various COE programs. The American Indian Educator Mentorship Project (AIEMP) led by Dr. Sims, for example, will assist in the identification of potential undergraduate candidates for AIPEC. We will leverage these existing resources in order to move students through their respective programs of study and into the job market as quickly as possible. Referrals of AIPEC undergraduates for tutorial support in preparation for the National Educational Standards (NES) professional teachers' examinations will be afforded the opportunity to participate in tutorial sessions sponsored by AIEMP. The COE CSS will serve as an advisement resource for undergraduates as well as the POLLEN Program, led by Dr. Secatero, for graduate students. POLLEN will also help prepare graduate students for state administrative licensure examinations and the employment market. Cohort meetings will

take place throughout the four-year project to engage teachers and administrators in dialogue and discussions about their current experiences and to address any pressing issues or support needs. Induction services will include all AIPEC graduates. The co-PIs will develop a formative and summative process that will solicit input from all partners and AIPEC students to provide a continuous feedback loop regarding needed revisions to the project and to ensure that AIPEC is meeting individual and collective student needs. Finally, annual Cohort meetings will take place each quarter and at the end of the induction year so that AIPEC graduates can share their accomplishments and provide final project evaluations.

The College of Education is the flagship New Mexico university producing teachers and administrators through its TEELP program. The cross-collaborative process including COE Indian faculty, TEELP advisors and faculty, COE CSS Advisors, Cooperating Teachers, LEAs and Tribes represents a professional development model for American Indian educators that will be shared at state conferences and with COE Deans involved in a new UNM COE-NM Higher Education Department initiative.

**QUALITY OF PROJECT PERSONNEL:** Drs. Christine Sims and Shawn Secatero, both COE Indian faculty will serve as Co-PIs. Dr. Sims, LLSS Associate Professor, is the founding Director of the AILPRTTC where AIPEC will reside. She oversees a number of language related projects in the Center and has taught and provided training for American Indian language teachers and administrators in many NM schools, districts and tribal communities. Dr. Sims will be the AIPEC Project Director overseeing the development and delivery of all project components (66.6% FTE in summer and 12.5% in the academic year). She will also serve as the annual institute and seminar director

working collaboratively with Dr. Secatero and Dr. Minthorn during summer months to plan these events. She will serve as point of contact and coordination with TEELP and COE CSS/FSC advisors and faculty as part of the collaborative support network as well as with AIPEC Partners, planning and facilitating Advisory Council meetings. **AIPEC Co-PI**, Dr. Secatero is a member of the Tohajiilee Band of Navajos and founder of POLLEN. Dr. Secatero, an Assistant Professor in TEELP, teaches graduate courses in Educational Leadership. He will serve as the AIPEC point of contact (66.6% FTE in summer and 12.5% in the academic year) for educators seeking NM administrative licensure and advise graduate students accepted into the program. He will organize quarterly AIPEC Cohort Meetings and during summer months plan job placement activities in conjunction with AIPEC LEA and tribal partners and with Dr. Sims and Minthorn in planning seminars and institutes for the academic year. Both Co-PIs will share responsibility for preparing program evaluations, annual reports for USDE, the Advisory Council, COE Dean and COE Indian faculty. They will represent AIPEC at the annual Project Directors' meeting in Washington, DC. Vita for Dr. Sims, Secatero and Minthorn are included as attachments. (See Appendix 7). **Key AIPEC Personnel** includes Dr. Robin Minthorn, a member of the Kiowa Tribe of Oklahoma, Assistant Professor in TEELP and Native American Studies, and NALE founder. She will assist during summer months (33.3% FTE in all four years) in planning the academic content and materials for the annual AIPEC seminars and institutes and help identify scholars, presenters and community experts for these events. She will also help advise graduate students in the educational administration program. **The Project Coordinator** (16.7% FTE) will support the co-PIs for logistical tasks associated with AIPEC activities

including annual seminars and institutes and quarterly Cohort meetings; maintaining project records and documentation; maintaining fiscal records and program budgets. **The Recruiter/Liaison** will be part time (.50 FTE) in Years 1-3, maintaining communication with AIPEC participants; serving as liaison between students and TEELP faculty, the COE Center for Student Success, UNM Admissions and the Office of Graduate Studies; conducting recruitment outreach to local school districts and tribal communities. The Recruiter/Liaison will work in tandem with Co-PIs to ensure that the needs of AIPEC students are met once they have been accepted into their respective programs. To the greatest extent feasible AIPEC will utilize Indian preference in filling all project personnel positions.

**QUALITY OF MANAGEMENT PLAN:** The quality of our management plan will draw on multiple data sources to ascertain the on-going effectiveness of our project activities. This data will be compiled by the PIs and reported in annual evaluation reports to the Advisory Council, the USDE, COE Dean and Indian faculty. For each annual evaluation we will identify the Project Goals and define baseline data, interim indicators and proposed targets for each. We will analyze the data on an on-going basis to ensure that the quality of our work and the services we provide meet the highest standards of professional development and support for our students. The Co-PIs, Project staff and key faculty personnel time commitments to AIPEC will enable them to work collaboratively within and across programs, student centers and departments in UNM COE. This support network will follow students throughout their academic career, field experiences and into their induction year. Funding sources to students will support their tuition needs as well as support stipends so that they can complete their academic programs within a

reasonable amount of time. Their support network will ensure that there is a constant feedback loop so that students can alert the AIPEC faculty and advisors to any challenges and needs they may face while completing their degree and licensure programs. Induction services including professional development support will reflect the latest research on effective delivery of instruction for Indian students and successful administrative practices, keeping students abreast of scholarly work in their fields. The annual institutes and seminars developed by AIPEC Co-PIs and key faculty will address both the academic and professional career support augmenting their preparation and contributing to their success as new teachers and administrators. Our proposed partnership with NM LEAs and NM Tribes is a new collaborative endeavor that has not been attempted before. The expertise and first-hand knowledge of the Co-PIs who work with these LEAs and tribes, and who themselves are members of NM tribes will be a major asset to the quality of management and collaboration for this project. Our expectation is that a total of 12 students will successfully graduate as a result of AIPEC support. The anticipated outcome is that they will be prepared to fill professional positions where their impact will be felt most, that is, within NM Indian communities and among Indian students.

**SUMMARY STATEMENT:** The AIPEC project creates a foundation of support for increasing the number of Indian teachers and administrators who are critically needed in New Mexico. This collaborative effort between an IHE, local NM LEAs and NM Tribes is a model for replicating statewide and beyond. AIPEC provides the necessary resource capital that will ultimately enrich and improve the lives of Indian students while providing the capacity for New Mexico tribes to grow their own educators.

## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

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To add more "Other Attachment" attachments, please use the attachment buttons below.

**COLLEGES AND UNIVERSITIES RATE AGREEMENT**

EIN: 1856000642A1

DATE:03/14/2016

ORGANIZATION:

FILING REF.: The preceding agreement was dated 05/18/2015

University of New Mexico  
1 University of New Mexico  
Albuquerque, NM 87131-0001

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

**SECTION I: INDIRECT COST RATES**

RATE TYPES:	FIXED	FINAL	PROV. (PROVISIONAL)	PRED. (PREDETERMINED)
<u>EFFECTIVE PERIOD</u>				
<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%) LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2013	06/30/2016	51.00 On Campus	Organized Research
PRED.	07/01/2016	06/30/2017	51.50 On Campus	Organized Research
PRED.	07/01/2013	06/30/2017	52.00 On Campus	Instruction
PRED.	07/01/2013	06/30/2017	43.50 On Campus	Other Sponsored Programs
PRED.	07/01/2013	06/30/2017	26.00 Off Campus	All Programs
PRED.	07/01/2013	06/30/2017	54.00 On Campus	Research DOD Contract
PRED.	07/01/2013	06/30/2017	29.00 Off Campus	Research DOD Contract
PRED.	07/01/2013	06/30/2017	9.75 Off Campus	IPA
PROV.	07/01/2017	Until Amended		Use same rates and conditions as those cited for fiscal year ending June 30, 2017.

\*BASE

ORGANIZATION: University of New Mexico

AGREEMENT DATE: 3/14/2016

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Modified total direct costs, consisting of all direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel and up to the first \$25,000 of each subaward (regardless of the period of performance of the subawards under the award). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, rental costs, tuition remission, scholarships and fellowships, participant support costs and the portion of each subaward in excess of \$25,000. Other items may only be excluded when necessary to avoid a serious inequity in the distribution of indirect costs, and with the approval of the cognizant agency for indirect costs.

ORGANIZATION: University of New Mexico

AGREEMENT DATE: 3/14/2016

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

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<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
FIXED	7/1/2015	6/30/2016	3.83		All Employees
FIXED	7/1/2016	6/30/2017	3.41		All Employees
PROV.	7/1/2017	6/30/2019			

\*\* DESCRIPTION OF FRINGE BENEFITS RATE BASE:

Salaries and wages.

ORGANIZATION: University of New Mexico

AGREEMENT DATE: 3/14/2016

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**SECTION II: SPECIAL REMARKS**

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TREATMENT OF FRINGE BENEFITS:

Certain fringe benefits are charged using the rate(s) listed in the Fringe Benefits Section of this Agreement. FICA, Worker's Compensation, Retirement, University Discounts, Health and Life Insurance, Unemployment Compensation, and Payroll Taxes are specifically identified to each employee and are charged individually as direct costs. The fringe benefits charged using the rate(s) listed in the Fringe Benefit Section are listed below:

Tuition Remission  
Leave Payouts  
Retiree Health Benefits  
Employee Training and Services

TREATMENT OF PAID ABSENCES

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

OFF-CAMPUS DEFINITION: An off-campus program is one that is conducted (1) in leased facilities where space related costs (e.g. rent, utilities and maintenance) are charged directly to the program, or (2) in facilities made available (at no cost) to the program by a non-University organization. Grants or contracts will not be subject to more than one F&A cost rate. If more than 50% of a project is performed off-campus, the off-campus rate will apply to the entire project.

Equipment Definition -

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

Your next Fringe Benefit and Facilities and Administrative Cost proposals, based on actual costs for the fiscal year ending June 30, 2016, are both due in our office by December 31, 2016.

ORGANIZATION: University of New Mexico

AGREEMENT DATE: 3/14/2016

**SECTION III: GENERAL**

**A. LIMITATIONS:**

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

**B. ACCOUNTING CHANGES:**

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

**C. FIXED RATES:**

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

**D. USE BY OTHER FEDERAL AGENCIES:**

The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

**E. OTHER:**

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

BY THE INSTITUTION:

University of New Mexico

(INSTITUTION)

(b)(6)

(SIGNATURE)

*Ava J. Lovell*

(NAME)

*Sr. Executive Officer Finance & Admin*

(TITLE)

*4/4/2016*

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

Arif M. Karim -S

Digitally signed by Arif M. Karim -S  
DN: cn=US Government, ou=HHS, ou=ESC,  
ou=People, cn=Arif M. Karim -S,  
o=2025, email=2025.11.25.2025.2025,  
Date: 2016.03.20 11:25:57 -0500

(SIGNATURE)

Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

3/14/2016

(DATE) 0052

HHS REPRESENTATIVE: Matthew Dito

Telephone: (214) 767-3261



MEMORANDUM

Date: July 1, 2015
To: Main Campus Principal Investigators, Chairs, Deans, Directors and Department Administrators
From: Michael J. Dougher, Ph.D., Vice President for Research
Re: Main Campus Fringe Benefit Rates on Proposals – FY 2016

The fringe benefit rates and methodologies provided in this memo are to be used on new contract and grant proposal budgets with a begin date on or after July 1, 2015. These rates replace prior year rates. Principal investigators may either use prior year actuals (Method 1) or estimated rates (Method 2). To be in compliance with the Uniform Guidance or Cost Accounting Standards, whichever method is used (Method 1 or Method 2) must be used consistently throughout the entire proposal.

Method 1 (Actuals):

Estimate actual cost by person based on past experience (actuals). A UNM MyReports report FNRSLE (Salary Labor Benefits and Encumbrance Report) showing fringe benefit rates as a percent of salary must be included as supplementary documentation when the proposal is sent to the Main Campus Office of Sponsored Projects. A schedule of all personnel on the grant and their respective fringe rates must be included in each proposal. Fringe benefits are to be increased by 1.3% per year.

FY16 Example

28.6% FY15 actual full-time faculty fringe rate is projected at 29.0% for FY16 and calculated as follows: .286 \* 1.013 = .2897 or 29.0%

Method 2 (Estimates):

The fringe benefit rates below assume a 3.5% group insurance rate increase each year, FY 17-20, for eligible employees.

Table with 6 columns: Category, FY 16, FY 17, FY 18, FY 19, FY 20\*. Rows include Faculty .50 FTE and above, Staff .50 FTE and above, Part-time faculty and staff, Summer salary only, Postdoctoral fellows, Undergraduate students, Graduate Students, and Temporary Employees.

Tuition for Research Assistants should be a separate line item.

\*Proposals extending beyond F20 will continue to use FY20 rates.

Note on insurance:

For all Research Assistants (RA) and Project Assistants (PA) > .25 FTE, health insurance should be budgeted as follows for either method (student insurance projected to increase 10% per year):

Table with 6 columns: Term, FY 16, FY 17, FY 18, FY 19, FY 20. Rows include Fall, Spring/Summer, and Summer Only.

Important Links

- Main Campus of Sponsored Projects, UNM Forms and RAPID Forms Suite
Office of Budget, Planning & Analysis, UNM Guidelines for Completion of 2015-16 Operating Budgeting Plans
Health Sciences Center (HSC), HSC Fringe Benefit Rates on Proposals – FY 2016
Graduate Student Health Insurance



United States Department of the Interior  
Bureau of Indian Education  
New Mexico South Education Line Office  
1001 Indian School Road, N.W. Ste 149  
Albuquerque, New Mexico 87104  
PH: 505.563.3692 FAX: 505.563.3078



June 20, 2016

Dr. Christine Sims, Associate Professor  
College of Education  
University of New Mexico  
Albuquerque, NM 87131

Dear Dr. Sims:

It is my pleasure to write a letter in support of the University of New Mexico College of Education's *American Indian Professional Educators Collaborative*, a proposal being submitted to the U.S. Department of Education, Indian Education Professional Development Program.

We are pleased to participate in a Partnership with the UNM College of Education as our goals and objectives are mutually aligned to the recruitment and training of American Indians who will be prepared to enhance the quality of instruction for American Indian students in New Mexico. We have an identified need for certified teachers in our communities and schools. We look forward to working with you to identify and recruit potential teacher and administrator candidates and schools sites for placement in our LEA once they have completed their programs of study and are eligible for state certification and licensure.

The New Mexico South Education Line Office is pleased to be part of this partnership with the goal of assisting teacher and administrator candidates in applying their knowledge and skill sets in service to our students. We also look forward to being part of the proposed project's Advisory Council and will ensure that we have a representative participating in these meetings.

The New Mexico South Education Line Office values this new relationship being established by the UNM COE Native faculty. This will help us build our local capacity and together establish a pipeline for continued teacher and administrative recruitment in the future.

In summary, we support the efforts of the UNM College of Education as they seek external funding to support this partnership.

Respectfully,

(b)(6)

Mr. Casey L. Sovo  
Education Program Administrator  
New Mexico South  
Bureau of Indian Education



Daisy Thompson  
DIRECTOR

June 13, 2016

Dr. Christine Sims, Associate Professor  
College of Education  
University of New Mexico  
Albuquerque, NM 87131

Dear Dr. Sims:

It is my pleasure to write a letter in support of the University Of New Mexico College Of Education's *American Indian Professional Educators Collaborative*, a proposal being submitted to the U.S. Department of Education, Indian Education Professional Development Program.

The Indian Education Department of the Albuquerque Public Schools is pleased to participate in a Partnership with the UNM College of Education. Over a number of years there have been more Native American families moving into the urban area seeking employment or an education, which has caused an increased in enrollment of Native American students in grades K-12 in the district. The increase has shown a need for more Native American professionals (e.g., teachers and administrators) in our schools.

The proposed goals and objectives outlined in the application will meet that need with purposeful recruitment and training of American Indians who will be prepared to enhance the quality of instruction for American Indian students in Albuquerque and the rest of New Mexico. The current teaching job openings in our school district at 430 vacancies and 170 positions for summer schools shows a need for certified teachers in our community and schools. Our department will work with you to identify and recruit potential teacher and administrator candidates and schools sites for placement in our local education agency once they have completed their programs of study and are eligible for state certification and licensure.

The Albuquerque Public Schools Indian Education Department is pleased to be part of this partnership with the goal of assisting teacher and administrator candidates in applying their knowledge and skill sets in service to our students. We also look forward to being part of the proposed project's Advisory Council and will ensure that we have a representative participating in these meetings.

We value this new relationship being established by the UNM COE Native faculty. This will help us build our local capacity and together establish a pipeline for continued teacher and administrative recruitment in the future.

In summary, we fully support the efforts of the UNM College of Education as they seek external funding to support this partnership.

Sincerely,

(b)(6)

Daisy Thompson, Ph.D.  
Director of Indian Education



# TO'HAJIILEE COMMUNITY SCHOOL BOARD OF EDUCATION, INC.

(a non-profit government contractor)

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June 9, 2016

Dr. Christine Sims, Associate Professor  
College of Education  
University of New Mexico  
Albuquerque, NM 87131

Dear Dr. Sims;

It is my pleasure to write a letter in support of the University Of New Mexico College Of Education's *American Indian Professional Educators Collaborative*, a proposal being submitted to the U.S. Department of Education, Indian Education Development Program. This letter is in full support of the endeavor and the overall need for more Native American professionals and leaders within Native communities.

Through this partnership with UNM I foresee that our goals of "growing from within" could become a reality. We are a small Dine community located 40 miles west of Albuquerque, NM and recruitment and retention of highly qualified educators is always a struggle. We need certified Native American teachers who understand the barriers that our Dine students face and who can serve as positive role models for them. We are excited to be offered the opportunity to work with UNM to identify and recruit potential teacher and administrator candidates within our Local Education Agency (LEA) once they have completed their programs of study and are eligible for state certification and licensure.

In addition, our students and families will be positively impacted through this alignment of services and it will strengthen our "Cradleboard to College" philosophy and minimize the revolving door that exists within our LEA. We look forward to being a part of the proposed project's Advisory Council and will ensure that we have a representative participating in these meetings.

I welcome the prospect of building a relationship with the UNM COE Native faculty and know that it will be in the best interest of the students and families that I serve. Together we can build a pipeline for continued teacher and administrative recruitment. I fully support the efforts of the UNM College of Education as they seek external funding to support this partnership.

Respectfully,

(b)(6)

(b)(6)

T. Keri Jojola, Ed.D.  
Principal

# TAOS PUEBLO

P.O. BOX 1846 • TAOS, NEW MEXICO 87571 • (575) 758-8626

June 20, 2016

Dr. Christine Sims, Associate Professor  
College of Education  
University of New Mexico  
Albuquerque, NM 87131

Dear Dr. Sims:

It is my pleasure to write a letter in support of the University of New Mexico College of Education's *American Indian Professional Educators Collaborative*, a proposal being submitted to the U.S. Department of Education, Indian Education Professional Development Program.

We are pleased to participate in a Partnership with the UNM College of Education as our goals and objectives are mutually aligned to the recruitment and training of American Indians who will be prepared to enhance the quality of instruction for American Indian students in New Mexico. We have an identified need for certified teachers at Taos Pueblo. We will work with you to identify and recruit potential teacher and administrator candidates and schools sites for placement in our LEA once they have completed their programs of study and are eligible for state certification and licensure. We are in full support of pre-service educators to enroll in an educator preparation program of studies as full-time students. We will work with our partners at UNM Taos and the K-12 schools to identify pre-service educators who have completed or are near completion of their general course requirements.

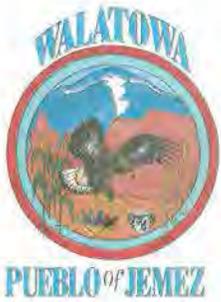
Taos Pueblo is pleased to be part of this partnership with the goal of assisting teacher and administrator candidates in applying their knowledge and skill sets in service to our students. We also look forward to being part of the proposed project's Advisory Council and will ensure that we have a representative participating in these meetings.

Taos Pueblo values this new relationship being established by the UNM COE Native faculty. This will help us build our local capacity and together establish a pipeline for continued teacher and administrative recruitment in the future. In summary, we fully support the efforts of the UNM College of Education as they seek external funding to support this partnership.

Sincerely,

(b)(6)

Benito M. Sandoval, Governor



13<sup>th</sup> June, 2016

Dr. Christine Sims, Associate Professor  
College of Education  
University of New Mexico  
Albuquerque, NM 87131

Dear Dr. Sims:

It is our pleasure to write a letter of support for the University of New Mexico, College of Education's *American Indian Professional Educators Collaborative* proposal being submitted to the U.S. Department of Education, Indian Education Professional Development Program by the College of Education.

We are pleased to participate in this Partnership as our goals and objectives are mutually aligned to the recruitment, preparation and training of Native American teachers and administrators to enhance the quality of instruction for Native American students in New Mexico, and our local focus in Jemez Pueblo. We have identified a need for our students and community members to become certified teachers and administrators to teach within our local schools. We will work with you to identify and recruit potential teacher and administrator candidates and school sites for placement in our community schools; once they have completed their programs of study and are eligible for state certification and licensure.

Education is a top priority in Jemez and our Department of Education is committed to the mission of strengthening, respecting and encouraging the traditional language and culture, while building on the unique talents of each individual, to develop well-educated, knowledgeable, healthy and competent leaders for a stronger and healthy community. Jemez is pleased to be part of this partnership with the goal of assisting our teacher and administrator candidates, once their education/certification is complete, to be able to give back to our children and our schools. We also look forward to being part of the proposed project's Advisory Council and have a representative at those meetings.

Jemez Pueblo values the long-standing and relationship established by you and the COE Native faculty. This will help us, together, to build and support a pipeline for future teacher and administrator recruitment in English language, dual language and immersion programs within our community. The Jemez Department of Education's goal is: *To create and sustain a tribal educational program that provides expanded educational opportunities to Jemez children and students in multiple areas, thus enabling them to meet – at a high standard – their secondary and postsecondary educational and career endeavors.* Jemez has chosen to create an educational system that incorporates familiar community principles (community based), a strong historical context, a rigorous academic program, and a more personalized and individualized learning environment. This

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**Department of Education**

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575.834.9102 • Fax: 575.834.7331

PR/Award # S299B160010

comprehensive approach will more holistically serve the needs of our students – many of whom will be the future caretakers of the Jemez Nation and serve as knowledgeable, informed leaders into the millennium.

In conclusion, we fully support the efforts of the College as they seek external funding to support a partnership and a program designed for the recruitment, preparation and training of Native American teachers and administrators to enhance the quality of instruction for Native American students. Please know, that you are investing in an institution, communities and local schools where educational excellence and innovation, are not exceptions, but are becoming the norm.

I thank you for your strong consideration of the University of New Mexico, College of Education's *American Indian Professional Educators Collaborative* proposal. Should you require additional information and/or have any questions with respect to our letter of support, please do not hesitate to contact me at 575.834.9102 or via email at shendo@jemezpuablo.org.

Respectfully,

(b)(6)

Kevin R. Shendo  
Education Director

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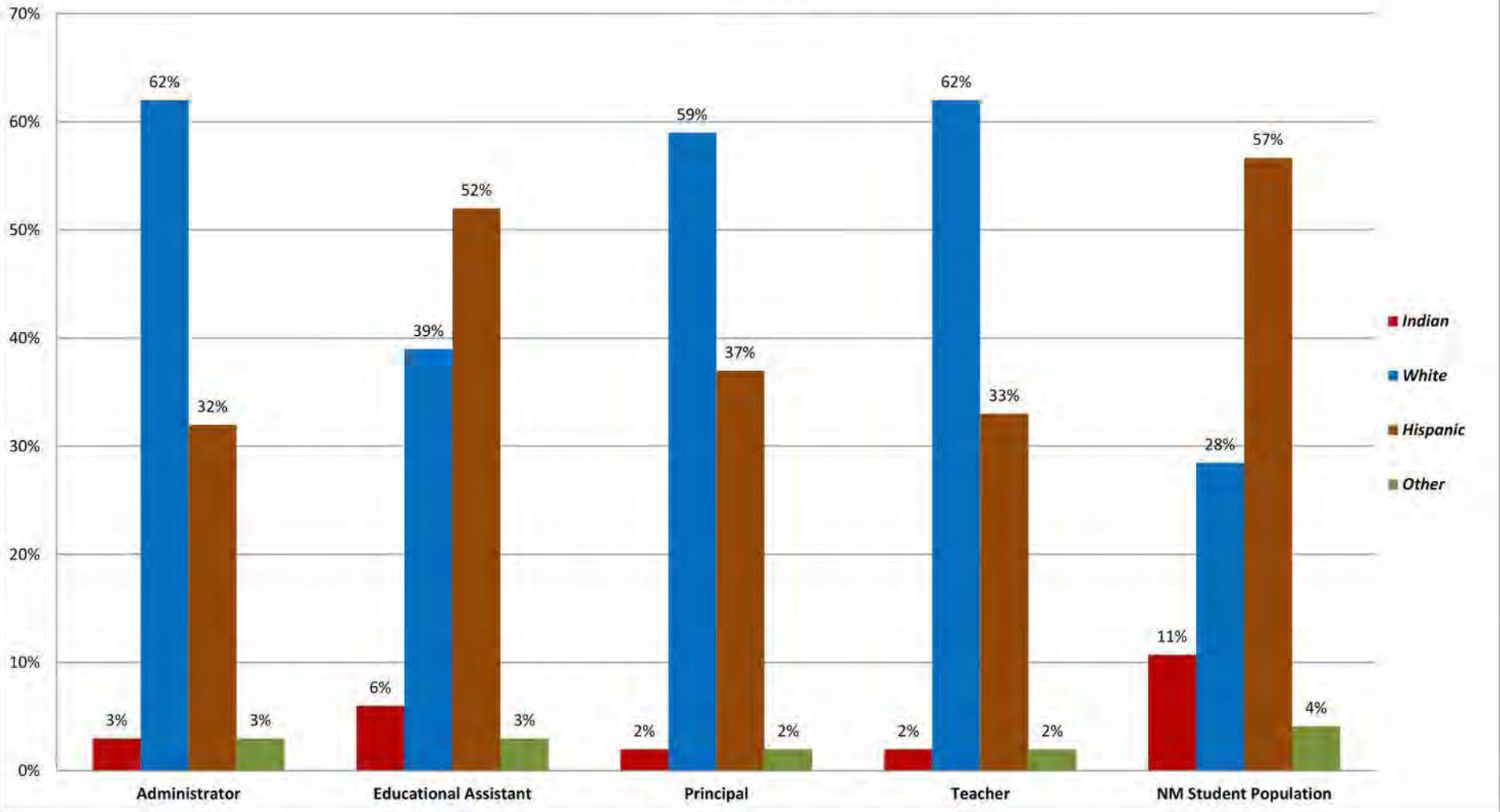
***Department of Education***

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PR/Award # S299B160010

## NM School Districts Grouped by Ethnicity 2012-13



## VITAE

### **CHRISTINE P. SIMS**

Department of Language, Literacy, and Sociocultural Studies  
College of Education, University of New Mexico  
Office: (505) 277-3175  
Tribal Affiliation: Pueblo of Acoma

### EDUCATION

- Ph.D. in Education from the University of California at Berkeley in the Graduate School of Education, Division of Literacy and Cultural studies. Doctoral work focused on American Indian Language Maintenance and Revitalization.
- Master of Arts in Education (1993), New Mexico State University, Las Cruces, NM,
- Bachelor of Science Degree in Secondary Education (1974), History Major. Psychology Minor. University of Albuquerque, Albuquerque, NM.

### UNIVERSITY/PROFESSIONAL EXPERIENCE:

- 1999-2005. Lecturer in the Department of Linguistics and Department of Language, Literacy, and Sociocultural Studies, College of Education, at the University of New Mexico, specializing in indigenous language revitalization and maintenance issues.
- 2005-Present. Associate Professor in the College of Education, Department of Language, Literacy, and Sociocultural Studies (LLSS). Responsible for undergraduate and graduate course instruction specializing in Native American bilingual education and southwest indigenous language issues. Faculty member of the Bilingual Program and the Institute for American Indian Education in the Department of LLSS.
- 2008-Present. Principal Investigator for the American Indian Language Policy Research and Teacher Training Center, College of Education, University of New Mexico.

### UNIVERSITY OUTREACH ACTIVITIES:

- Service activity areas include: 1) training and technical assistance in grant writing, development of language surveys, native language program planning, community and tribal forums on language maintenance, revitalization, and language loss issues; 2) training workshops in: Native language materials development; 3) Native American history, social studies, and language arts curriculum development for elementary, middle, and secondary school levels; 4) Native bilingual program evaluation; and native language teacher training.

**New Mexico programs and schools served in the above areas include:** Pueblo of Acoma Language Retention Program; Laguna Pueblo Elementary School, Laguna Pueblo Department of Education; Santa Clara Pueblo Tewa Language Program; Zuni Public Schools; Pueblo of Zia Day School and Zia Pueblo ANA Language Project; Pueblo of Tesuque Language & Culture Project; Pueblo of Taos Head Start Red Willow Tiwa Language Program; Pueblo of Cochiti Keres Language Project; Santo Domingo Public School; Bernalillo Public School District; Santo Domingo Pueblo Language Program; Mescalero Apache BIA School.

**Teacher training and language program planning services provided to tribes/school districts outside New Mexico include:** Ute Mtn. Language and Culture Project (CO); Tohono O'odham Pisinimo Village (AZ); Cahuilla Desert Band (CA); North Slope Borough School District Inupiak Language Programs (AK); San Juan Paiute Tribe (AZ); Owens Valley Paiute (CA); Hopi Second Mesa (AZ); Colorado River Tribes (AZ); and Ho-chunk Tribe (WI); Window Rock Unified Schools (AZ).

- **Other Tribal education services provided:** Community wide educational needs assessment and charter development for a proposed Department of Education for the Pueblo of Acoma Commission for Education.
- Founding member and Chair of the Linguistic Institute for Native Americans, a non-profit training organization providing advocacy and supplemental support services to Native language communities for language teaching initiatives, community language planning, and native language teacher training.

**PUBLICATIONS:**

- Bird, P. & Sims, C. (2015). How can educators create opportunities for families to engage in equitable school participation in linguistically and culturally appropriate ways? In Valdes, G., Menken, K., & Castro, M. (Eds.). *Common Core Bilingual and English Language Learners: A Resource for Educators*. Philadelphia: Caslon Publishing.
- Sims, C. (2014). Pueblo languages of the southwest. In Wiley, T., Peyton, J., Christian, D., Moore, S., & Na Lui (Eds.) *Handbook of Heritage and Community Languages in the United States: Research, Educational Practice, and Policy* (pp.202-211). Routledge.
- Sims, C. *Pueblo Perspectives on Mother Tongue Survival: Looking Beyond the Last 100 Years*. Pueblo Indian Studies Symposium in Honor of Joe Sando. School for Advanced Research and the Indian Pueblo Cultural Center, Albuquerque, NM. October 26, 2012.
- Romero, A., Romero-Little, M.E. & Sims, C. (in press). Revisiting the Keres study to envision the future: engaging indigenous pueblo youth, elders, and teachers in intergenerational collaborative research and praxis. In D. Paris and M.T.Winn (eds) *Humanizing Research: Decolonizing Qualitative Inquiry with Youth and Communities*. Sage Publications. Pp. 161-173.
- Sims, C. (2011). Teaching Indigenous Languages: Perspectives from American Indian Pueblo Communities. In *Educación Comunal*. 4-5:153-164, July 2011. Oaxaca, MX: CSEIIO, CEEESCI, Universiteit Leiden, and World Learning Mexico.
- Sims, C.P. Martinez, G., et.al.(forthcoming). *New Mexico American Indian History and Government Curriculum*. A New Mexico Public Education Department, Indian Education Division Project.
- Sims, C. P. (2009). Assessment of language proficiency among tribal heritage language learners: Issues and concerns for American Indian Pueblo communities. In *Current Issues in Language Planning*. Multilingual Matters.
- Sims, C. P. (2009). Native Languages in New Mexico. Chapter inclusion in New Mexico History Book. Semos Unlimited/Aspectos Culturales, Inc.
- Sims, C. P. (2009). Maintaining American Indian Languages: A Pueblo Indian Language Immersion Program. In P. Richard-Damato (Ed.), *Making It Happen, From Interactive to Participatory Language Teaching*. Fourth Edition. Pearson Education, Inc.
- Sims, C. P. (2006). Language Planning in American Indian Pueblo Communities: Contemporary Challenges and Issues. In *Current Issues in Language Planning*, Vol. 7, No.2 &3. pp. 251-268

- Sims, C. P. (2005). *Tribal languages and the challenges of revitalization*. Commentary included in *Anthropology and Education Quarterly*, Vol.36, Issues 1, pp.104-106.
- Sims, C.P. (2004). The challenges of indigenous education in the United States. Case commentary included in L. Meyer & B. Maldonado, *Between National Standards and Communal Ways of Life: Innovative Educational Experiences from Indigenous Oaxaca Today*. Oaxaca, Mexico: Fondo Editorial, IEEPO. (2004).
- Sims, C.P. (2004). Unpublished Paper. *Position Statement on Assessment of Native Language Learners* developed on behalf of tribal-based language programs, the New Mexico Bilingual Advisory Committee's Task Force on language assessment, and the NM Public Education Department's (NMPED) Bilingual Multicultural Education Bureau.
- Sims, C. (2003). Native languages: the connection between the past, the present, and the future. *National Association for Bilingual Education News*. Vol. 27. Issue No.2. November/December, 2003.
- Sims, C. (2003). Research Priorities for Native American Languages. In Campbell, R. & Christian, D. (Eds.) *Heritage Language Journal*
- Sims, C. (2003). Policy Statement on Indigenous Languages in the United States. Developed for Language Policy Research Unit, Arizona State University. ([www.language-policy.org](http://www.language-policy.org))
- Sims, C. et al. (2003). Program Manual for Heritage Language Programs in Public Schools. NM Public Education Department, Bilingual Education Unit.
- Sims, C.P. (2001). Native language planning: A pilot process in the Acoma Pueblo community. In *The Green Book: Language Revitalization in Practice*. Ken Hale & Leanne Hinton (Eds.). Academic Press: New York.
- Sims, C.P. (2001). Wick Miller's Keresan work: An assessment. In *Papers in Memory of Wick Miller*. Summer Institute of Linguistics, Arlington, TX.
- Blum Martinez, R., Hinton, L., & Sims, C.P. (2001). *Native Language Revitalization: A Manual for Native Language Communities*. Linguistic Institute for Native Americans, Inc. Albuquerque, NM.

#### **NATIONAL LEVEL SERVICE:**

- Co-Chair of the Indigenous Language Special Interest Group, National Association for Bilingual Education. Elected Co-Chair January, 2006. Elected Chair, February, 2007.
- Oral and Written Testimony presented to the U. S. Senate Committee on Indian Affairs regarding Proposed Amendments to the Native Languages Act of 1990 and 1992. By invitation from Senator Daniel Inouye, Member, U.S. Senate Committee. Senate Russell Building, Washington, DC. May 15, 2003.
- Oral and Written Testimony presented before the U.S. House of Representatives Education and Workforce Committee Field Hearing regarding funding for Native Language Immersion Programs. By invitation from U.S. House Representative D. Kildee, Indian Pueblo Cultural Center, Albuquerque, NM. August, 2006.

#### **STATE LEVEL SERVICE:**

- 1981-Present. Chairman, Linguistic Institute for Native Americans, Inc., Albuquerque, NM. A non-profit training organization founded in 1981 and based in New Mexico. The organization provides advocacy and supplemental support services to Native language communities requesting assistance with language initiatives, language planning, and training. Served as principal researcher for a 1995-1996 descriptive study on Native language communities and their efforts to preserve their heritage language.

- 2005-Present. Appointed by NM Secretary of Education, NM Public Education Department, to the New Mexico State Bilingual Education Advisory Committee. Currently serve as Co-Chair of this committee.
- Invited Participant and Task Force Facilitator. 2005-2006 Native American Curriculum Task Force, a joint project between the NM Museum of Indian Arts and Culture and the Indian Education Division of the NM Public Education Department.
- Workshop organizer and trainer on Native American Language Teacher Certification and MOU Development. For New Mexico Native American Language Program Directors and Tribal Leaders at the University of New Mexico. January, 2006
- Invited participant and task force facilitator for New Mexico tribal language program directors and Native language teachers on Native Language Assessment Issues. The task force was convened by the NM Multicultural/Bilingual Unit for the purpose of determining how tribal language learners will be assessed for Native language proficiency. 2005-2006.
- 2002-2003 Task Force on Development of Heritage Language Program Guidelines for the New Mexico State Department of Education, Bilingual Education Division.

#### **AWARDS:**

*2004 Recognition by the New Mexico State Senate* for contributions to Native Language Maintenance Efforts in New Mexico. February, 2004 New Mexico Legislative Session, State Capitol, Santa Fe, New Mexico.

*2002 Ramon L. Santiago's President's Award* for research and advocacy on language rights issues for Native American communities. National Association for Bilingual Education. Philadelphia, PA

*2002 Native American Award* for contributions to Native American Bilingual Education in New Mexico. New Mexico Association for Bilingual Education. Albuquerque, NM.

*2001 Lynn Reyer Award for Tribal Community Development.* \$500 Grant awarded for dissertation completion by the Society for the Preservation of American Indian Culture, Albuquerque, NM

*1988 Award for Service and Participation, Teaching, and Assisting in Linguistic Institutes for Native American Students.* Native American Language Issues Conference. Phoenix, AZ.

*1994 Native American Award for Service in Bilingual Education for New Mexico Native American Children.* New Mexico Association for Bilingual Education. Albuquerque, NM

**CO-PI: Prof. Shawn Lee Secatero**

**Address:** Department of Teacher Education, Educational Leadership and Policy, University of New Mexico Hokona Hall 388, MSC05 3040, Albuquerque, N.M. 87131-0001  
Telephone: (505) 277-6018; FAX (505) 277-0455; Email; [ssecater@unm.edu](mailto:ssecater@unm.edu)

**Professional Preparation:**

- |                                                    |                                             |                  |
|----------------------------------------------------|---------------------------------------------|------------------|
| • University of New Mexico, Albuquerque, N.M.      | Journalism/English                          | B.A. 1992        |
| • University of New Mexico, Albuquerque, N.M.      | Secondary Education                         | M.A. 1995        |
| • University of New Mexico, Albuquerque, N.M.      | Teacher Certification                       | Certificate 1995 |
| • New Mexico Highlands University, Las Vegas, N.M. | School to Careers                           | Certificate 2000 |
| • University of New Mexico, Albuquerque, N.M.      | Educational Leadership                      | Ed.S. 2006       |
| • University of New Mexico, Albuquerque, N.M.      | Language, Literacy & Socio-Cultural Studies | Ph.D. 2009       |

**Appointments:**

- 2014- Present: Assistant Professor, Department of Teacher Education, Educational Leadership and Policy, (TEELP), University of New Mexico, Albuquerque, N.M.
- 2011-2014: Native American Serving Non-Tribal Institutions (NASNTI) Grant Director and Project Specialist; New Mexico State University Grants campus, Grants, N.M.
- 2011-2014: Adjunct Instructor: College Preparatory Studies. New Mexico State University Grants, Grants, NM.
- 2010-2011: Adjunct Instructor: School of Adult and General Education (SAGE); Central New Mexico Community College, Main and Montoya Branch campuses, Albuquerque, N.M.
- 2010-2011: President and Executive Director, Source for Educational Empowerment and Community Development (SEED) Institute. Albuquerque, N.M.
- 2010-2011: Adjunct Instructor: College of Education: University of New Mexico, Albuquerque, N.M.
- 2006-2010: Coordinator of Student Services; Bill and Melinda Gates Scholarship Foundation – American Indian Graduate Center. Albuquerque, N.M.
- 2005-2006: Resource Teacher/Administrative Intern: Albuquerque Public Schools Indian Education Unit: Albuquerque, N.M.
- 2004-2005: Community Employment Specialist: Home Education Livelihood Program, Albuquerque, NM
- 1998-2003: School to Work/Youth Opportunity Grant Program Director: Canoncito Community School Board of Education Inc. Tohajiilee, N.M.
- 1997-1998: Resource Teacher/Technical Support Specialist: Albuquerque Public Schools Indian Education Unit: Albuquerque, N.M.
- 1996-1997: Bilingual Program Coordinator: Tohajiilee Community School, Tohajiilee, N.M.

**Selected Professional Activities:**

- Member: American Educational Research Association, Native American Student Interest Group; Member: National Indian Education Association.
- Conference Director: International Indigenous Well-Being Conference (2010) Albuquerque, NM

**Honors, Awards, and Society Offices:**

- Navajo Nation Outstanding Career Counselor of the Year Award, 2000, Window Rock, AZ.
- Educational Testing Service Post-Doctoral Fellowship, 2010, Princeton, NJ.
- Sussman Dissertation Award: Dept. of Dine' Education, Window Rock, Az.
- Dissertation Distinction: "Beneath Our Sacred Minds, Hands, and Hearts: Stories of Persistence and Success Among American Indian Graduate and Professional Students." (2009)

**Areas of Current Research Interest:** Indigenous Well-Being, Holistic Studies, Higher Education Retention, STEM Focus on Native American graduates, Rural Leadership, Multicultural Curriculum Development, Higher Education and Transfer students, American Indian Leadership, Literacy, Teaching English to Speakers of Other Languages, Navajo Education, Science Based Education, Computer Literacy for Rural Schools., Development and Life Preparation, Cyclical Well-Being, Medicinal Well-Being, Spiritual Wellness, Cultural Identity, Linguistics, Giftedness, Mental Wellness, Physical Well-Being, and Professional Development.

**Most Relevant Publications:**

1. **Secatero, Shawn.** The Leadership Tree: Our Roots of Indigenous Leadership and Well-Being in Higher Education. In Chavez, A.F. & Minthorn, R.'s (Ed.) *Indigenous Leadership in Higher Education*. Routledge Publishing, New York. 2015. Pp. 114-127.
2. **Secatero, Shawn.** One Dissertation Journey. In Lloyd Lee's *Dine' Perspectives: Revitalizing and Reclaiming Navajo Thought*. 2014..

3. Blanchard R., Charlie, P. DeGroat J. Platero, P., & **Secatero, S.** *Borderlands of Identity: Language Revitalization of a Navajo Community Living Apart*. Journal of language, Seits and Sweitsinger Publishers, Netherlands 2003. pp. 130-147.

**Other Representative Publications:**

1. **Secatero, Shawn**. *Indigenous Well Being Model*. Ngā Pae o te Māramatanga Conference Paper Proceedings: 4<sup>th</sup> Annual International Indigenous Conference, Auckland, New Zealand. 2010.

2. **Secatero, Shawn**. *Chapter Nine of Dissertation Study: Beneath Our Sacred Minds, Hands, and Hearts: Stories of Success and Persistence Among American Indian Graduate and Professional Students*. State University of New York (SUNY) Publishing. 2010.

3. **Secatero, Shawn**. *A Blueprint for Success: American Indian Well Being Model in Higher Education*. American Indian Graduate Magazine, Vol. 9, No.1 Spring Edition, 2010. Pp.16-19.

**Synergistic Activities:**

- President and Founder: Tohajiilee Community School Alumni Association (2013-present)
- Director and Founder: Striking Eagle Basketball Invitational & Education Fair (2011-present). Responsible for sponsoring 56 American Indian basketball teams and providing educational workshops on self-esteem and empowerment. Currently authoring physical wellness paper and study on results.
- Faculty Advisor: Society of Native American Graduate Students, University of New Mexico Albuquerque, N.M. (2014-current)
- Faculty Advisor: American Indian Science & Engineering Society, Tohajiilee High School (1998-2003).
- Faculty Advisor: United National Indian Tribal Youth, Tohajiilee High School (1998-2000).

**Collaborators Outside UNM during last 48 months:**

- Dr. Felicia Casados, New Mexico State University, Grants N.M.
- Dr. Cornell Pewewardy, Portland State University, Portland, OR.

**Advised by:**

Prof. Glenabah Martinez, University of New Mexico, Albuquerque, NM. (Mentor).

Prof. Gregory Cajete, University of New Mexico, Albuquerque, NM. (Mentor).

**Robin Starr Minthorn**  
**Kiowa Tribal Member**  
[rminthorn@unm.edu](mailto:rminthorn@unm.edu)

### **Academic Background**

**Ph.D.:** Oklahoma State University, Doctorate of Philosophy in Educational Leadership, Higher Education and Public Policy Concentration, 2012

(Dissertation title: Indigenizing Leadership Concepts through Perspectives of Native American College Students)

**Master's Degree:** University of Oklahoma, Master's in Adult and Higher Education, 2007

**Master's Degree:** University of Oklahoma, Master's in Human Relations, 2004

**Bachelor's Degree:** University of Oklahoma, Bachelor of Arts in Psychology, 2002

### **Research Interests**

Indigenous perspectives and concepts of leadership; Experiences of contemporary Native American women leaders; Indigenous leadership in higher education; Leadership development and models for Indigenous college students; Intergenerational Indigenous perspectives of leadership and education; Native American student experiences in higher education.

### **Professional Experience**

**University of New Mexico, 08/12-Present**

**Albuquerque, NM**

**Assistant Professor in Educational Leadership and Native American Studies**

- Serve as a professor in a joint appointment in both the educational leadership and Native American studies department at the university. Teaching courses that incorporate a Native American/Indigenous perspective. As well as promote, develop and implement the masters in Native American leadership and develop a doctoral cohort with an emphasis Native American Leadership in Education that is community based and responsive. Continue to serve the Albuquerque, tribal communities in New Mexico and nationally regarding Native American education.

### **Publications**

#### **Books**

- Minthorn, R. & Chavez, F. A. (Eds.) (2015). Indigenous leadership in higher education. New York, NY: Routledge Publishing.
- Minthorn, R. & Shotton, H. (Eds.) (In process). Reclaiming Indigenous research in higher education.

#### **Refereed Articles**

- Minthorn, R. & Marsh, T. (In process). Arts based inquiry methodology use for Indigenous students voice and perspective. In T. Flowerday & D. McInerney (Eds.), Looking forward: Indigenous issues in education and research (special issue). *Contemporary Educational Psychology*.
- Minthorn, R. (2014). Perspectives and values of leadership for Native American college students in non-Native colleges and universities. *Journal of Leadership Education*, 13 (2).
- Minthorn, R. (2014). Accommodating the spiritual and cultural practices of Native American college and university students. *The Journal of College and University Student Housing*, 41(1).
- Minthorn, R., Wanger, S. & Shotton, H. (2013). Developing Native student leadership skills: The success of the Oklahoma Native American Students in Higher Education (ONASHE) conference. *American Indian Culture and Research Journal*, 37 (3).

- Wanger, S., Minthorn, R., Weinland, K., Appleman, B., James, M., & Arnold, A. (2012). Native American student participation in study abroad: an exploratory study. *American Indian Culture and Research Journal*, 36 (4).

### **Book Chapters**

- Minthorn, R. (2015). Native American student connections to community and family: impacts on academic outcomes. In D. Mitchell, Jr., E. Daniele, K. Soria, & J. Gipson, Jr. (Eds.), *Student involvement and academic outcomes: implications for diverse college student populations*. New York, NY: Peter Lang Publishing.
- Minthorn, R. (2015). Consciously leading with ancestor's prayers and community in the heart. In Minthorn, R. & Chavez, A. F. (Eds.). *Indigenous leadership in higher education*. New York, NY: Routledge Publishing.
- Minthorn, R. S. & Shotton, H. J. (2014). Native American students in higher education. In P. A. Sasso & J. L. DeVitis (Eds.). *Today's college students*. New York, NY: Peter Lang Publishing.
- Oxendine, D., Oxendine, S. & Minthorn, R. (2013). The historically Native American fraternity and sorority movement. In H. Shotton, S. Lowe, & S. Waterman (Eds.) *Beyond the asterisk: Native American students in higher education (67-80)*. Sterling, VA: Stylus Publishing.

### **Professional Presentations**

#### **Referred**

- Minthorn, R. and Secatero, S. (2016, June). *Developing Visionary Leadership for Indigenous Education in New Mexico*, NASAI (Native American Student Advocacy Institute) Conference, Tempe, Arizona.
- Minthorn, R. (2016, February). *Gathering Wisdom: Indigenous Leadership in Higher Education*, AISA (American Indian Studies Association) Conference, Tempe, Arizona.
- Shotton, H., Waterman, S., Minthorn, R. & Davidson, C. (2015, November). *Indigenizing Research and Reducing Inequalities in Higher Education Scholarship (Symposium)*, ASHE (Association for the Study of Higher Education) CEP (Council on Ethnic Participation) Pre-conference, Denver, Colorado.
- Minthorn, R., Shotton, H., Lowe, S. & Norman, D. (2015, October). *Empowering Our Nations through Native Higher Education Research and Praxis*. National Indian Education Association National Convention, Portland, Oregon.
- Minthorn, R. (2015, April). *Native Educational Leadership in New Mexico*, New Mexico Indian Education Summit, Ohkay Owingeh, NM.
- Minthorn, R. & Marsh, T. (2015, April). *Centering Indigenous Student Voices and Perspectives Through Photovoice and Photo-Elicitation (Poster Session)*, American Educational Research Association (AERA) Annual Meeting, Chicago, Illinois.
- Chavez, A. F. & Minthorn, R. (2015, March). *Gathering Wisdom - Insights from Indigenous Leaders in Student Affairs*, National Association for Student Personnel Administrators (NASPA) Conference, New Orleans, Louisiana.
- Williams, S., Marsh, T. & Minthorn, R. (2015, February). *Grappling with Cultural Complexity: Transformation, preservation, and intervention to strengthen communities through school/university/community collaborations*, Society for Cross-Cultural Research (SCCR) Annual Meeting, Albuquerque, NM.
- Shotton, H. & Minthorn, R. (2015, February) *Sustaining Cultural Values Through Leadership Among Indigenous Women*. American Indian Studies Association (AISA) Conference, Albuquerque, NM.

- Minthorn, R. & Shotton, H. (2014, October) *Fostering Native Women Leaders in Education for Future Generations*. National Indian Education Association (NIEA) National Convention, Anchorage, AK.

### **Invited Presentations**

- Minthorn, R. (Invited Speaker) (2016, May) *Violence Against Native Women and Children*. United Nations Permanent Forum on Indigenous Issues. United Nations Headquarters: New York City, NY.
- Minthorn, R. (Guest Lecturer) (Invited Speaker) (2016, April) *Exploring Global Issues and Future Trends in Indigenous Communities*. Indigenous Leadership in Higher Education, IAIA Concurrent Class with Bernalillo High School. Skype: Bernalillo, NM.
- Minthorn, R. (Guest Lecturer) (Invited Speaker) (2016, April) *Meaningful Study Abroad Exchange from an Indigenous Perspective*. Guida's Class University of New Mexico: Albuquerque, NM.
- Minthorn, R. (Invited Speaker) (2016, March) *Gathering Wisdom: Indigenous Leadership in Higher Education*. Indigenous Book Festival. University of New Mexico: Albuquerque, NM.
- Minthorn, R. (Guest Lecturer) (Invited Speaker) (2015, December) *Indigenizing Knowledge through Indigenous Methodologies and Reconceptualizing Leadership*. Heather's Class. University of Oklahoma: Norman, OK (Skype).
- Minthorn, R. (Invited Speaker) (2015, November) *Historically Native American Fraternities and Sororities*. Beyond the Asterisk: Understanding Natives in Higher Education Forum. University of Arizona: Tucson, AZ.
- Minthorn, R. (Guest Lecturer, NATV 486) (2015, November) *Gender and Leadership*. University of New Mexico. Albuquerque, NM.
- Minthorn, R. (Roundtable Facilitator) (2015, November) *Indigenizing ASHE Roundtable*. ASHE (Association for the Study of Higher Education) CEP (Council on Ethnic Participation) Pre-Conference. Denver, CO.
- Minthorn, R. (Invited Presenter) (2015, October) *Native American Leadership in Education (NALE)*. Native Leadership and Education in New Mexico Gathering. Albuquerque, NM.
- Minthorn, R. (Guest Speaker) (2015, October) *Indigenous Leadership in Higher Education*. NCANHE (National Coalition for the Advancement of Natives in Higher Education) NIEA (National Indian Education Association) Pre-Convention: Portland, OR.
- Minthorn, R. (Guest Speaker) (2015, October) *Native American Higher Education Research*. NCANHE (National Coalition for the Advancement of Natives in Higher Education) NIEA (National Indian Education Association) Pre-Convention: Portland, OR.
- Minthorn, R. (Invited Panelist) (2015, October) *Indigenous People's Day Scholars' Panel*. Portland State University: Portland, OR.
- Minthorn, R. (Invited Speaker) (2015, September) *The Process of Publishing: To Publish or Not to Publish*. American Indian College Fund Mellon Faculty Fellows Retreat: Denver, CO.

### **Service**

#### **Professional**

- National Association of Student Personnel Administrators- (NASPA), 05-Present  
Indigenous Peoples Knowledge Community National Chair 3/11-3/13
- National Indian Education Association, Board of Directors, 2012-2015  
Parliamentarian, 2014-2015  
Secretary, 2013-2014  
Board Member, 2012-2013  
National Convention Planning Committee, 2013-Present

- National Coalition for the Advancement of Natives in Higher Education, Board of Director, 2013-Present
- General Board of Higher Education and Ministry, Board of Director, 2008-2016
  - Finance Committee, 2012-2016
  - Racial and Ethnic Concerns Committee Chair, 2012-2016
- Native American Seminary Scholarship Reviewer, 2012-Present
- Association for the Study of Higher Education, Council on Ethnic Participation Advisory Board Member, 2013-2015
- New Mexico Leadership Empowerment Alliance Development for Students Committee Member, 2013-Present
- American Indian College Fund, Writing Mentor, Mellon Fellows Writing Retreat, 12/15
- Manuscript reviewer for Journal of American Indian Education
- Manuscript reviewer for International Journal of Qualitative Studies in Education
- Manuscript reviewer for Journal of Leadership Education
- Manuscript reviewer for Journal for the Study of Postsecondary and Tertiary Education
- Manuscript reviewer for International Journal for Multicultural Education
- Editorial Board Member for Trends in Diversity Journal

### **University**

- Diversity Council, 2014-Present (University)
  - Diversity Curriculum Subcommittee (University), 2015-Present
    - Chair, January 2016-Present
- Kiva Club Advisor, 2014-Present (University)
- Udall Scholarship Selection Committee, Fall 2015 (University)
- Faculty Governance, 2015-Present (COE)
- Diversity Committee, 2012-2015 (COE)
- COE Native American Student Support Co-Organizer (2013-Present) (COE)
- COE Native American Faculty Committee (2015-Present) (COE)
- Indigenous Education and Research Conference Committee, August 2015-Present (COE)
- Faculty Search Committee, 2012-2013; 2013-2014 (ED LEAD); 2014-2015 (NAS)
- Scholarship Selection Committee, Fall 2014, Fall 2015 (NAS)
- Native American Leadership in Education ED.D. Cohort Coordinator, 2013-Present
- Native American Studies Master's Curriculum and Proposal Committee, 2014-Present
- Doctoral and Master's Selection Process, 2013-Present (ED LEAD)

### **Community**

- National Indian Youth Council, Board of Directors, 2/13-Present
  - President, 8/15-Present
- Oklahoma State University American Indian Alumni Society
  - Social Chairman, 10/12-Present

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:** UNM\_AIPEC\_Budget\_Narrative\_0629161022732751.pdf

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

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

Add Optional Budget Narrative

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## AIPEC BUDGET NARRATIVE

### Year 1

#### 1. Personnel

Christine Sims, PhD – Co-Principal Investigator (66.6% FTE/2 Person Months in the summer and 12.5% FTE/1.13 Person Months in the academic year) – Dr. Sims will serve as project director and be responsible for the development and delivery of all project components (i.e. annual institute and seminar director, liaison with TEELP, LEAs and tribal partners). Salary requested includes: \$15,784 for 2 months of summer research and \$8,918 for a course release during the academic year. Dr. Sims' base salary \$71,028 and is calculated as follows:  $(\$71,028/9 \text{ months} \times 2 \text{ summer months}) + (\$71,028/9 \text{ months} \times 1.13 \text{ course release month}) = \$24,702$ .

Shawn Secatero, PhD – Co-Principal Investigator (66.6% FTE/2 Person Months in the summer and 12.5% FTE/1.13 Person Months in the academic year) – Dr. Secatero will serve as co-investigator and be responsible for the development and delivery of all project components (i.e. graduate student advisement, organizing and facilitating the cohort meetings, and plan job placement activities with LEAs and tribal partners). Salary requested includes: \$13,733 for 2 months of summer research and \$7,759 for a course release during the academic year. Dr. Secatero's base salary \$61,800 and is calculated as follows:  $(\$61,800/9 \text{ months} \times 2 \text{ summer months}) + (\$61,800/9 \text{ months} \times 1.13 \text{ course release month}) = \$21,492$ .

Robin Minthorn, PhD – Key Personnel (33.3% FTE/1 Person Month in the summer) – Dr. Minthorn will serve as key personnel and be responsible for the planning of academic content and materials for AIPEC seminars and institutes, and assist Dr. Secatero with graduate student advisement. Salary requested: \$7,285 for 1 month of summer research. Dr. Minthorn's base salary \$65,564 and is calculated as follows:  $\$65,564/9 \text{ months} \times 1 \text{ summer month} = \$7,285$ .

To Be Hired Program Coordinator (16.7% FTE/2 Person Months) – this individual will support the Co-PIs for logistical tasks associated with AIPEC activities (ie. annual institutes and seminars, and quarterly cohort meetings, maintain project records and documentation, maintain fiscal records and program budgets). Salary requested: 2 months of this position's full time base salary of \$43,769, calculated as:  $\$43,769/12 \text{ months per year} \times 2 \text{ months} = \$7,295$ .

To Be Hired Recruiter/Liaison (50% FTE/6 Person Months) – this individual will be responsible for recruitment activities, outreach to local school districts and tribal communities, maintain communication with AIPEC students, liaison between students and UNM College of Education Teacher Education, Education Leadership & Policy faculty, the UNM's College of Education Center for Student Success and UNM Office of Graduate Studies. Salary requested: 6 months of this position's full time base salary of \$40,684, calculated as:  $\$40,684/12 \text{ months per year} \times 6 \text{ months} = \$20,342$ .

Please note that the base salary for all personnel is increased incrementally for cost of living at a standard rate of 3% per year.

**Total Personnel Costs requested = \$81,116.**

## **2. Fringe Benefits\***

Funds are requested for personnel benefits as reflected in the FY17 fringe benefits memo dated March 14, 2016. The fringe benefits memo can be accessed at: <http://osp.unm.edu/osp-rates>. Faculty/Co-Investigators request \$8,096 (22%) for summer research faculty and \$4,853 (29.1%) for research faculty's release time. Staff fringe requested for both the Program Coordinator and Recruiter/Liaison is \$9,756 (35.3%).

\*Fringe rates are based on rates per the UNM Fringe Benefit Memo dated March 14, 2016 and included as part of the UNM F&A Rate Agreement attachment. UNM rates in this proposal include predetermined and provisional rates.

**Total Fringe Benefits requested: \$22,705.**

## **3. Travel**

Travel is being requested in order for both Drs. Sims and Dr. Secatero to attend annual project directors meeting in Washington, DC with costs anticipated to be \$2,270 for both PIs to attend. These costs will include airfare, hotel, and per diem for 3 days. The remaining funds will be used for local mileage reimbursement for the PIs and Recruiter/Liaison, to travel to the various school and community sites. Reimbursement will be made based on the U.S. Government Service Administration (GSA) privately owned vehicle (POV) mileage reimbursement rates effective January 1, 2016 and found at <http://www.gsa.gov/portal/content/100715>. POV reimbursement rate per mile of \$0.54 for approximate total miles of 1,290, total reimbursement would equate to \$696.60.

Per diem reimbursement for 2 people to visit the various school and community sites on 12 day trips would include:

- Breakfast @ \$11 x 12 trips x 2 people = \$264
- Lunch @ \$12 x 12 trips x 2 people = \$288
- Total per diem = \$552

**Total Travel Costs requested: \$3,519.**

## **4. Equipment - (N/A)**

Equipment is not being requested on this proposal.

## **5. Supplies**

Materials needed to conduct the yearly seminar, annual institute, 4 mentor meetings as follows:

- Annual Institute – 30 people to include 10 participants, 10 faculty, and 10 cooperating teachers x \$15/person handouts and materials = \$450
- Seminar – 15 attendees to include participants in the program x \$15/person for advisement handouts = \$150 x 2 seminars per year = \$450
- Mentor Meetings – 15 attendees x 4 meetings/year x \$15/person for materials related to advisement = \$900.
- Supplies needed to run the program for the year:
  - 1 Mac Laptop = \$2,000

- Office supplies to include: recruitment materials (duplication), paper, pens/pencils, binders, printer supplies, jump drives = \$1,000

**Total supply costs requested = \$4,800.**

## **6. Contractual**

*Not applicable.*

## **7. Construction**

*Not applicable.*

## **8. Other**

- Honoraria = 2 subject matter experts/facilitators/trainers x \$250 = \$500.
- Honoraria = 10 cooperating teachers x \$500/teacher = \$5,000.
- Food for events:
  - Annual Institute:
    - Breakfast for 30 people – 30 x \$5/person = \$150
    - Lunch for 30 people – 30 x \$10/person = \$300
  - Seminar (2 per year):
    - Breakfast for 15 people – 15 x \$10/person = \$150 x 2 = \$300
  - Mentor Meetings (4 mtgs/year):
    - Lunch for 15 people – 15 x \$10 x 4 meetings/yr = \$600
- Phone:
  - Long distance phone charges needed to contact participants
    - \$50/month x 12 months = \$600

**Total Other Costs requested: \$7,450.**

## **9. Total Direct Costs**

**Total direct costs requested = \$338,090**

## **10. Indirect Costs**

The total indirect costs will be 8% of the \$119,590 in modified direct costs, or **\$9,567** in year 1. Please note that the University of New Mexico's federally negotiated rates (effective July 1, 2013 - June 30, 2017) can be found on the web at: <http://osp.unm.edu/osp-rates>. UNM rates in this proposal include predetermined and provisional rates.

## **11. Training Stipends**

It is anticipated that there will be 10 participants in year 1. Stipends will include:

- \$1,800 x 9 months x 10 students = \$162,000
- \$300 x 9 months x 2 children x 10 students for child care costs = \$54,000
- NES testing for undergraduate participants: \$250 x 10 = \$2,500

**Total costs requested for Training Stipends = \$218,500.**

## **12. Total Costs**

**Direct Costs (MDC) = \$338,090**

**Indirect Costs = \$9,567**

**Stipends = \$218,500**

**Total Costs = \$347,657**

## BUDGET NARRATIVE Year 2

### 1. Personnel

Christine Sims, PhD – Co-Principal Investigator (66.6% FTE/2 Person Months in the summer and 12.5% FTE/1.13 Person Months in the academic year) – Dr. Sims will serve as project director and be responsible for the development and delivery of all project components (i.e. annual institute and seminar director, liaison with TEELP, LEAs and tribal partners). Salary requested includes: \$16,257 for 2 months of summer research and \$9,185 for a course release during the academic year. Dr. Sims' base salary \$73,159 and is calculated as follows:  $(\$73,159/9 \text{ months} \times 2 \text{ summer months}) + (\$73,159/9 \text{ months} \times 1.13 \text{ course release month}) = \$25,442$ .

Shawn Secatero, PhD – Co-Principal Investigator (66.6% FTE/2 Person Months in the summer and 12.5% FTE/1.13 Person Months in the academic year) – Dr. Secatero will serve as co-investigator and be responsible for the development and delivery of all project components (i.e. graduate student advisement, organizing and facilitating the cohort meetings, and plan job placement activities with LEAs and tribal partners). Salary requested includes: \$14,145 for 2 months of summer research and \$7,992 for a course release during the academic year. Dr. Secatero's base salary \$63,654 and is calculated as follows:  $(\$63,654/9 \text{ months} \times 2 \text{ summer months}) + (\$63,654/9 \text{ months} \times 1.13 \text{ course release month}) = \$22,137$ .

Robin Minthorn, PhD – Key Personnel (33.3% FTE/1 Person Month in the summer) – Dr. Minthorn will serve as key personnel and be responsible for the planning of academic content and materials for AIPEC seminars and institutes, and assist Dr. Secatero with graduate student advisement. Salary requested: \$7,503 for 1 summer month of research. Dr. Minthorn's base salary \$67,531 and is calculated as follows:  $\$67,531/9 \text{ months} \times 1 \text{ summer month} = \$7,503$ .

To Be Hired Program Coordinator (16.7% FTE/2 Person Months) – this individual will support the Co-PIs for logistical tasks associated with AIPEC activities (ie. annual institutes and seminars, and quarterly cohort meetings, maintain project records and documentation, maintain fiscal records and program budgets). Salary requested: 2 months of this position's full time base salary of \$45,082, calculated as:  $\$45,082/12 \text{ months per year} \times 2 \text{ months} = \$7,514$ .

To Be Hired Recruiter/Liaison (50% FTE/6 Person Months) – this individual will be responsible for recruitment activities, outreach to local school districts and tribal communities, maintain communication with AIPEC students, liaison between students and UNM College of Education Teacher Education, Education Leadership & Policy faculty, the UNM's College of Education Center for Student Success and UNM Office of Graduate Studies. Salary requested: 6 months of this position's full time base salary of \$41,904, calculated as:  $\$41,904/12 \text{ months per year} \times 6 \text{ months} = \$20,952$ .

Please note that the base salary for all personnel is increased incrementally for cost of living at a standard rate of 3% per year.

**Total Personnel Costs requested = \$83,550.**

## 2. Fringe Benefits\*

Funds are requested for personnel benefits as reflected in the FY17 fringe benefits memo dated March 14, 2016. The fringe benefits memo can be accessed at: <http://osp.unm.edu/osp-rates>. Faculty/Co-Investigators request \$8,339 (22%) for summer research faculty and \$5,033 (29.3%) for research faculty's release time. Staff fringe requested for both the Program Coordinator and Recruiter/Liaison is \$10,162 (35.7%).

\*Fringe rates are based on rates per the UNM Fringe Benefit Memo dated March 14, 2016 and included as part of the UNM F&A Rate Agreement attachment. UNM rates in this proposal include predetermined and provisional rates.

**Total Fringe Benefits requested: \$23,535.**

## 3. Travel

Travel is being requested in order for both Drs. Sims and Dr. Secatero to attend annual project directors meeting in Washington, DC with costs anticipated to be \$2,270 for both PIs to attend. These costs will include airfare, hotel, and per diem for 3 days. The remaining funds will be used for local mileage reimbursement for the PIs and Student Recruiter, to travel to the various school and community sites. Additional costs include per diem reimbursement for 2 people to visit the various school and community sites on 12 day trips. All costs have increased from the previous year to incorporate a 3% cost of living increase.

Year 1 projected travel budget:

POV reimbursement rate per mile of \$0.54 for approximate total miles of 1,290, total reimbursement would equate to \$696.60.

Per diem reimbursement for 2 people to visit the various school and community sites on 12 day trips would include:

- Breakfast @ \$11 x 12 trips x 2 people = \$264
- Lunch @ \$12 x 12 trips x 2 people = \$288
- Total per diem = \$552

Total Travel Costs requested in Year 1: \$3,519.

**Total Travel Costs requested in Year 2: \$3,519 x 1.03 cost of living increase = \$3,624.**

## 4. Equipment - (N/A)

Equipment is not being requested on this proposal.

## 5. Supplies

Materials needed to conduct the yearly seminar, annual institute, 4 mentor meetings as follows:

- Annual Institute – 30 people to include 10 participants, 10 faculty, and 10 cooperating teachers x \$15/person handouts and materials = \$450
- Seminar – 15 attendees to include participants in the program x \$15/person for advisement handouts = \$225 x 2 meetings per year = \$450
- Mentor Meetings – 15 attendees x 4 meetings/year x \$15/person for materials related to advisement = \$900.

- Supplies needed to run the program for the year:
  - Office supplies to include: recruitment materials (duplication), paper, pens/pencils, binders, printer supplies, jump drives = \$1,500

**Total supply costs requested = \$3,300.**

## **6. Contractual**

*Not applicable.*

## **7. Construction**

*Not applicable.*

## **8. Other**

- Honoraria = 2 subject matter experts/facilitators/trainers x \$250 = \$500.
- Honoraria = 10 cooperating teachers x \$500/teacher = \$5,000.
- Food for events:
  - Annual Institute:
    - Breakfast for 30 people – 30 x \$5/person = \$150
    - Lunch for 30 people – 30 x \$10/person = \$300
  - Seminar:
    - Breakfast for 15 people – 15 x \$10/person x 2 seminars/year = \$300
  - Mentor Meetings (4 mtgs/year):
    - Lunch for 15 people – 15 x \$10 x 4 meetings/yr = \$600
- Phone:
  - Long distance phone charges needed to contact participants
    - \$50/month x 12 months = \$600

**Total Other Costs requested: \$7,450.**

## **9. Total Direct Costs**

**Total direct costs requested = \$339,959**

## **10. Indirect Costs**

The total indirect costs will be 8% of the \$121,459 in modified direct costs, or **\$9,717** in year 2. Please note that the University of New Mexico's federally negotiated rates (effective July 1, 2013 - June 30, 2017) can be found on the web at: <http://osp.unm.edu/osp-rates>. UNM rates in this proposal include predetermined and provisional rates.

## **11. Training Stipends**

It is anticipated that there will be 10 participants in year 2. Stipends will include:

- \$1,800 x 9 months x 10 students = \$162,000
- \$300 x 9 months x 2 children x 10 students for child care costs = \$54,000
- NES testing for undergraduate participants: \$250 x 10 = \$2,500

**Total costs requested for Training Stipends = \$218,500.**

## **12. Total Costs**

**Direct Costs (MDC) = \$339,959**

**Indirect Costs = \$9,717**

**Stipends = \$218,500**

**Total Costs = \$349,675**

## BUDGET NARRATIVE Year 3

### 1. Personnel

Christine Sims, PhD – Co-Principal Investigator (66.6% FTE/2 Person Months in the summer and 12.5% FTE/1.13 Person Months in the academic year) – Dr. Sims will serve as project director and be responsible for the development and delivery of all project components (i.e. annual institute and seminar director, liaison with TEELP, LEAs and tribal partners). Salary requested includes: \$16,745 for 2 months of summer research and \$9,461 for a course release during the academic year. Dr. Sims' base salary \$75,353 and is calculated as follows:  $(\$75,353/9 \text{ months} \times 2 \text{ summer months}) + (\$75,353/9 \text{ months} \times 1.13 \text{ course release month}) = \$26,206$ .

Shawn Secatero, PhD – Co-Principal Investigator (66.6% FTE/2 Person Months in the summer and 12.5% FTE/1.13 Person Months in the academic year) – Dr. Secatero will serve as co-investigator and be responsible for the development and delivery of all project components (i.e. graduate student advisement, organizing and facilitating the cohort meetings, and plan job placement activities with LEAs and tribal partners). Salary requested includes: \$14,570 for 2 months of summer research and \$8,232 for a course release during the academic year. Dr. Secatero's base salary \$65,564 and is calculated as follows:  $(\$65,564/9 \text{ months} \times 2 \text{ summer months}) + (\$65,564/9 \text{ months} \times 1.13 \text{ course release month}) = \$22,802$ .

Robin Minthorn, PhD – Key Personnel (33.3% FTE/1 Person Month in the summer) – Dr. Minthorn will serve as key personnel and be responsible for the planning of academic content and materials for AIPEC seminars and institutes, and assist Dr. Secatero with graduate student advisement. Salary requested: \$7,728 for 1 month of summer research. Dr. Minthorn's base salary \$69,556 and is calculated as follows:  $\$69,556/9 \text{ months} \times 1 \text{ summer month} = \$7,728$ .

To Be Hired Program Coordinator (16.7% FTE/2 Person Months) – this individual will support the Co-PIs for logistical tasks associated with AIPEC activities (ie. annual institutes and seminars, and quarterly cohort meetings, maintain project records and documentation, maintain fiscal records and program budgets). Salary requested: 2 months of this position's full time base salary of \$46,434, calculated as:  $\$46,434/12 \text{ months per year} \times 2 \text{ months} = \$7,739$ .

To Be Hired Recruiter/Liaison (50% FTE/6 Person Months) – this individual will be responsible for recruitment activities, outreach to local school districts and tribal communities, maintain communication with AIPEC students, liaison between students and UNM College of Education Teacher Education, Education Leadership & Policy faculty, the UNM's College of Education Center for Student Success and UNM Office of Graduate Studies. Salary requested: 6 months of this position's full time base salary of \$43,162, calculated as:  $\$43,162/12 \text{ months per year} \times 6 \text{ months} = \$21,581$ .

Please note that the base salary for all personnel is increased incrementally for cost of living at a standard rate of 3% per year.

**Total Personnel Costs requested = \$86,056.**

## **2. Fringe Benefits\***

Funds are requested for personnel benefits as reflected in the FY17 fringe benefits memo dated March 14, 2016. The fringe benefits memo can be accessed at: <http://osp.unm.edu/osp-rates>. Faculty/Co-Investigators request \$8,590 (22%) for summer research faculty and \$5,202 (29.4%) for research faculty's release time. Staff fringe requested for both the Program Coordinator and Recruiter/Liaison is \$10,555 (36%).

\*Fringe rates are based on rates per the UNM Fringe Benefit Memo dated March 14, 2016 and included as part of the UNM F&A Rate Agreement attachment. UNM rates in this proposal include predetermined and provisional rates.

**Total Fringe Benefits requested: \$24,346.**

## **3. Travel**

Travel is being requested in order for both Drs. Sims and Dr. Secatero to attend annual project directors meeting in Washington, DC with costs anticipated to be \$2,270 for both PIs to attend. These costs will include airfare, hotel, and per diem for 3 days. The remaining funds will be used for local mileage reimbursement for the PIs and Student Recruiter, to travel to the various school and community sites. Additional costs include per diem reimbursement for 2 people to visit the various school and community sites on 12 day trips. All costs have increased from the previous year to incorporate a 3% cost of living increase.

Year 1 projected travel budget:

POV reimbursement rate per mile of \$0.54 for approximate total miles of 1,290, total reimbursement would equate to \$696.60.

Per diem reimbursement for 2 people to visit the various school and community sites on 12 day trips would include:

- Breakfast @ \$11 x 12 trips x 2 people = \$264
- Lunch @ \$12 x 12 trips x 2 people = \$288
- Total per diem = \$552

Total Travel Costs requested in Year 1: \$3,519.

Total Travel Costs requested in Year 2: \$3,519 x 1.03 cost of living increase = \$3,624.

**Total Travel Costs requested in Year 3: \$3,624 x 1.03 cost of living increase = \$3,733.**

## **4. Equipment - (N/A)**

Equipment is not being requested on this proposal.

## **5. Supplies**

Materials needed to conduct the yearly seminar, annual institute, 4 mentor meetings as follows:

- Annual Institute – 30 people to include 10 participants, 10 faculty, and 10 cooperating teachers x \$15/person handouts and materials = \$450
- Seminar – 15 attendees to include participants in the program x \$15/person for advisement handouts x 2 seminars per year = \$450

- Mentor Meetings – 15 attendees x 4 meetings/year x \$15/person for materials related to advisement = \$900.
- Supplies needed to run the program for the year:
  - Office supplies to include: recruitment materials (duplication), paper, pens/pencils, binders, printer supplies, jump drives = \$1,500

**Total supply costs requested = \$3,300.**

## **6. Contractual**

*Not applicable.*

## **7. Construction**

*Not applicable.*

## **8. Other**

- Marketing: Development of a website by COE Technology Center = \$1,500.
- Honoraria = 2 subject matter experts/facilitators/trainers x \$250 = \$500.
- Honoraria = 10 cooperating teachers x \$500/teacher = \$5,000.
- Food for events:
  - Annual Institute:
    - Breakfast for 30 people – 30 x \$5/person = \$150
    - Lunch for 30 people – 30 x \$10/person = \$300
  - Seminar:
    - Breakfast for 15 people – 15 x \$10/person x 2 seminars/yr = \$300
  - Mentor Meetings (4 mtgs/year):
    - Lunch for 15 people – 15 x \$10 x 4 meetings/yr = \$600
- Phone:
  - Long distance phone charges needed to contact participants
    - \$50/month x 12 months = \$600

**Total Other Costs requested: \$8,950.**

## **9. Total Direct Costs**

**Total direct costs requested = \$344,885**

## **10. Indirect Costs**

The total indirect costs will be 8% of the \$126,385 in modified direct costs, or **\$10,111** in year 3. Please note that the University of New Mexico's federally negotiated rates (effective July 1, 2013 - June 30, 2017) can be found on the web at: <http://osp.unm.edu/osp-rates>. UNM rates in this proposal include predetermined and provisional rates.

## **11. Training Stipends**

It is anticipated that there will be 10 participants in year 3. Stipends will include:

- \$1,800 x 9 months x 10 students = \$162,000
- \$300 x 9 months x 2 children x 10 students for child care costs = \$54,000
- NES testing for undergraduate participants: \$250 x 10 = \$2,500

**Total costs requested for Training Stipends = \$218,500.**

**12. Total Costs**

**Direct Costs (MDC) = \$344,885**

**Indirect Costs = \$10,111**

**Stipends = \$218,500**

**Total Costs = \$354,996**

## BUDGET NARRATIVE Year 4

### 1. Personnel

Christine Sims, PhD – Co-Principal Investigator (33.3% FTE/1 Person Month in the summer and 12.5% FTE/1.13 Person Months in the academic year) – Dr. Sims will serve as project director and be responsible for the development and delivery of all project components (i.e. annual institute and seminar director, liaison with TEELP, LEAs and tribal partners). Salary requested includes: \$8,624 for 1 month of summer research and \$9,745 for a course release during the academic year. Dr. Sims' base salary \$77,614 and is calculated as follows:  $(\$77,614/9 \text{ months} \times 1 \text{ summer month}) + (\$77,614/9 \text{ months} \times 1.13 \text{ course release month}) = \$18,369$ .

Shawn Secatero, PhD – Co-Principal Investigator (33.3% FTE/1 Person Month in the summer and 12.5% FTE/1.13 Person Months in the academic year) – Dr. Secatero will serve as co-investigator and be responsible for the development and delivery of all project components (i.e. graduate student advisement, organizing and facilitating the cohort meetings, and plan job placement activities with LEAs and tribal partners). Salary requested includes: \$7,503 for 1 month of summer research and \$8,479 for a course release during the academic year. Dr. Secatero's base salary \$67,531 and is calculated as follows:  $(\$67,531/9 \text{ months} \times 1 \text{ summer month}) + (\$67,531/9 \text{ months} \times 1.13 \text{ course release month}) = \$15,982$ .

Robin Minthorn, PhD – Key Personnel (33.3% FTE/1 Person Month in the summer) – Dr. Minthorn will serve as key personnel and be responsible for the planning of academic content and materials for AIPEC seminars and institutes, and assist Dr. Secatero with graduate student advisement. Salary requested: \$7,960 for 1 person month of summer research. Dr. Minthorn's base salary \$71,643 and is calculated as follows:  $\$71,643/9 \text{ months} \times 1 \text{ summer month} = \$7,960$ .

To Be Hired Program Coordinator (8% FTE/1 Person Month) – this individual will support the Co-PIs for logistical tasks associated with AIPEC activities (ie. annual institutes and seminars, and quarterly cohort meetings, maintain project records and documentation, maintain fiscal records and program budgets). Salary requested: 1 month of this position's full time base salary of \$47,827, calculated as:  $\$47,827/12 \text{ months per year} \times 1 \text{ month} = \$3,986$ .

To Be Hired Student Recruiter (0% FTE/0 Person Months) – this individual will be responsible for recruitment activities, outreach to local school districts and tribal communities, maintain communication with AIPEC students, liaison between students and UNM College of Education Teacher Education, Education Leadership & Policy faculty, the UNM's College of Education Center for Student Success and UNM Office of Graduate Studies. Salary is not being requested in year 4 of the grant, as recruitment of students is not occurring in year 4 during the induction phase of the project.

Please note that the base salary for all personnel is increased incrementally for cost of living at a standard rate of 3% per year.

**Total Personnel Costs requested = \$46,297.**

## 2. Fringe Benefits\*

Funds are requested for personnel benefits as reflected in the FY17 fringe benefits memo dated March 14, 2016. The fringe benefits memo can be accessed at: <http://osp.unm.edu/osp-rates>. Faculty/Co-Investigators request \$5,299 (22%) for summer research faculty and \$5,376 (29.5%) for research faculty's release time. Staff fringe requested for the Program Coordinator is \$1,451 (36.4%).

\*Fringe rates are based on rates per the UNM Fringe Benefit Memo dated March 14, 2016 and included as part of the UNM F&A Rate Agreement attachment. UNM rates in this proposal include predetermined and provisional rates.

**Total Fringe Benefits requested: \$12,126.**

## 3. Travel

Travel is being requested in order for both Drs. Sims and Dr. Secatero to attend annual project directors meeting in Washington, DC with costs anticipated to be \$2,270 for both PIs to attend. These costs will include airfare, hotel, and per diem for 3 days. The remaining funds will be used for local mileage reimbursement for the PIs to travel to the various school induction sites. Additional costs include per diem reimbursement for 2 people to visit the various induction school sites on 12 day trips. All costs have increased from the previous year to incorporate a 3% cost of living increase.

Year 1 projected travel budget:

POV reimbursement rate per mile of \$0.54 for approximate total miles of 1,290, total reimbursement would equate to \$696.60.

Per diem reimbursement for 2 people to visit the various school and community sites on 12 day trips would include:

- Breakfast @ \$11 x 12 trips x 2 people = \$264
- Lunch @ \$12 x 12 trips x 2 people = \$288
- Total per diem = \$552

Total Travel Costs requested in Year 1: \$3,519.

Total Travel Costs requested in Year 2: \$3,519 x 1.03 cost of living increase = \$3,624.

Total Travel Costs requested in Year 3: \$3,624 x 1.03 cost of living increase = \$3,733.

**Total Travel Costs requested in Year 4: \$3,733 x 1.03 cost of living increase = \$3,845.**

## 4. Equipment - (N/A)

Equipment is not being requested on this proposal.

## 5. Supplies

Materials needed to conduct the yearly seminar, annual institute, 4 mentor meetings as follows:

- Annual Institute – 30 people to include 10 participants, 10 faculty, and 10 cooperating teachers x \$15/person handouts and materials = \$450
- Induction Service Seminar – 15 attendees to include participants in the program x \$15/person for advisement handouts x 2 seminars per year = \$450

- Mentor Meetings focused on induction services – 15 attendees x 4 meetings/year x \$15/person for materials related to advisement = \$900.
- Supplies needed to run the program for the year:
  - Office supplies to include: recruitment materials (duplication), paper, pens/pencils, binders, printer supplies, jump drives = \$1,500

**Total supply costs requested = \$3,300.**

#### **6. Contractual**

*Not applicable.*

#### **7. Construction**

*Not applicable.*

#### **8. Other**

- Marketing: Maintenance of a website by COE Technology Center = \$750
- Food for events:
  - Annual Institute:
    - Breakfast for 30 people – 30 x \$5/person = \$150
    - Lunch for 30 people – 30 x \$10/person = \$300
  - Seminar:
    - Breakfast for 15 people – 15 x \$10/person x 2 seminars/yr = \$300
  - Mentor Meetings (4 mtgs/year):
    - Lunch for 15 people – 15 x \$10 x 4 meetings/yr = \$600
- Phone:
  - Long distance phone charges needed to contact participants
    - \$50/month x 12 months = \$600

**Total Other Costs requested: \$2,700.**

#### **9. Total Direct Costs**

**Total direct costs requested = \$68,268**

#### **10. Indirect Costs**

The total indirect costs will be 8% of the \$68,268 in modified direct costs, or **\$5,461** in year 4.

Please note that the University of New Mexico's federally negotiated rates (effective July 1, 2013 - June 30, 2017) can be found on the web at: <http://osp.unm.edu/osp-rates>. UNM rates in this proposal include predetermined and provisional rates.

#### **11. Training Stipends**

*Not applicable.*

## **12. Total Costs**

**Direct Costs (MDC) = \$68,268**

**Indirect Costs = \$5,461**

**Stipends = \$0**

**Total Costs = \$73,729**

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

**1. Project Director:**

Prefix: Dr.	First Name: Christine	Middle Name:	Last Name: Sims	Suffix: PhD
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Address:

Street1:	MSC05-3040 Hokona Hall Rm216
Street2:	
City:	Albuquerque
County:	Bernalillo
State:	NM: New Mexico
Zip Code:	87131
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
505-277-3175	505-277-8362

Email Address:  
csimsacoma@aol.com

**2. Novice Applicant:**

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

**3. Human Subjects Research:**

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

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

No Provide Assurance #, if available:

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

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

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

Name of Institution/Organization

The Regents of the University of New Mexico

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	81,116.00	83,550.00	86,056.00	46,297.00		297,019.00
2. Fringe Benefits	22,705.00	23,535.00	24,346.00	12,126.00		82,712.00
3. Travel	3,519.00	3,624.00	3,733.00	3,845.00		14,721.00
4. Equipment						
5. Supplies	4,800.00	3,300.00	3,300.00	3,300.00		14,700.00
6. Contractual						
7. Construction						
8. Other	7,450.00	7,450.00	8,950.00	2,700.00		26,550.00
9. Total Direct Costs (lines 1-8)	119,590.00	121,459.00	126,385.00	68,268.00		435,702.00
10. Indirect Costs*	9,567.00	9,717.00	10,111.00	5,461.00		34,856.00
11. Training Stipends	218,500.00	218,500.00	218,500.00	0.00		655,500.00
12. Total Costs (lines 9-11)	347,657.00	349,676.00	354,996.00	73,729.00		1,126,058.00

**\*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: 07/01/2013 To: 06/30/2017 (mm/dd/yyyy)

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

The Indirect Cost Rate is 51.50%.

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

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

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

Is included in your approved Indirect Cost Rate Agreement? Or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00%.  
PR/Award # S299B160010

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

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

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

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