

**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 # S299B160011**

**Grants.gov Tracking#: GRANT12204616**

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.).

There were problems converting one or more of the attachments. These are: 1238-Signed\_Consortium\_Agreement.pdf

**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: <input type="text" value="University of North Carolina Pembroke"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="56-6000805"/>	* c. Organizational DUNS: <input type="text" value="0671893320000"/>

**d. Address:**

* Street1: <input type="text" value="One University Drive"/>
Street2: <input type="text"/>
* City: <input type="text" value="Pembroke"/>
County/Parish: <input type="text" value="Robeson"/>
* State: <input type="text" value="NC: North Carolina"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="28372-1510"/>

**e. Organizational Unit:**

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

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

Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Alfred"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Bryant"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Dean, School of Education"/>	

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

* Telephone Number: <input type="text" value="910 775-4009"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email: <input type="text" value="alfred.bryant@uncp.edu"/>
--

**Application for Federal Assistance SF-424**

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

U.S. Department of Education

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

84.299

CFDA Title:

Indian Education -- Special Programs for Indian Children

**\* 12. Funding Opportunity Number:**

ED-GRANTS-051716-001

\* Title:

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

**13. Competition Identification Number:**

84-299B2016-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

First Americans' Teacher Education Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

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

* a. Federal	<input type="text" value="1,269,930.00"/>
* 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="1,269,930.00"/>

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

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

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

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

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

Yes  No

If "Yes", provide explanation and attach

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

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

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Rebecca Bullard-Dillard</p>	<p>TITLE</p> <p>Asso. VC for Research and Sponsored Programs</p>
<p>APPLICANT ORGANIZATION</p> <p>University of North Carolina Pembroke</p>	<p>DATE SUBMITTED</p> <p>06/30/2016</p>

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

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

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

\* Name:

\* Street 1:     Street 2:

\* City:     State:     Zip:

Congressional District, if known:

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

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

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

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

Prefix:     \* First Name:     Middle Name:

\* Last Name:     Suffix:

\* Street 1:     Street 2:

\* City:     State:     Zip:

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

Prefix:     \* First Name:     Middle Name:

\* Last Name:     Suffix:

\* Street 1:     Street 2:

\* City:     State:     Zip:

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

\* Signature:

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

Title:     Telephone No.:     Date:

## NOTICE TO ALL APPLICANTS

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

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

### To Whom Does This Provision Apply?

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

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

### What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

### Estimated Burden Statement for GEPA Requirements

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

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

FATE\_GEPA\_final.pdf

Add Attachment

Delete Attachment

View Attachment

## **Statement Regarding Section 427 of the General Education Provisions Act (GEPA)**

The University of North Carolina at Pembroke (UNCP), a state-supported institution of higher education, will ensure equitable access to and participation in the proposed project to be funded by the Indian Education Professional Development Grants Program (CFDA Number 84.299B). UNCP fully subscribes to the purposes and principles of Section 427 of GEPA, and adherence to the following statutory requirements specifically prohibits discrimination against any individual for reasons of gender, race, national origin, color, disability or age: Title IX of the Education Amendments of 1972 prohibits sex discrimination; Title I and Title II of the Americans with Disabilities Act (ADA) of 1990 provide equal employment opportunities and reasonable accommodation; and Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of disability in education programs and activities. Thus, UNCP extends equal access to all persons regarding employment opportunities, admissions, educational and professional development programs, and all other University activities.

As one of the most diverse institutions of higher education in the nation, UNCP personnel/project staff members are particularly sensitive to issues of equitable treatment and accessibility, and will take steps to address potential barriers to and ensure equity and participation in project activities. ADA requirements will be met for access to facilities in which project activities occur; project-related materials will be prepared and appropriately adapted so that each participant has materials in accessible formats; disseminated project information will be made available in suitable formats for participants with varying disabilities and learning needs; and Internet-based project information will be fully accessible.

## CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

### Statement for Loan Guarantees and Loan Insurance

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

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

#### \* APPLICANT'S ORGANIZATION

University of North Carolina Pembroke

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

Prefix: Dr.

\* First Name: Rebecca

Middle Name:

\* Last Name: Bullard-Dillard

Suffix:

\* Title: Asso. VC for Research and Sponsored Programs

\* SIGNATURE: Rebecca Bullard-Dillard

\* DATE: 06/30/2016

## Abstract

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

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

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

---

## You may now Close the Form

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

\* Attachment:

## ABSTRACT

As a pre-service teacher training project, the First Americans' Teacher Education (FATE) Program will support American Indian (AI) university students to: (1) Attain a bachelor's degree in education or a Master of Arts in Teaching (MAT) degree; (2) Acquire NC teacher licensure; and (3) Complete the first year of teaching successfully with the provision of induction support.

- Partners – The Lumbee Tribe of North Carolina (LTNC), Public Schools of Robeson County (PSRC), Hoke County Schools and Scotland County Schools.
- Purpose – address the shortage of AI teachers in public school districts that have a significant AI student population.
- Outcomes – initial group of 12 FATE Program participants will be enrolled in January 2017 and 12 additional students will be enrolled each year for a total enrollment of 36 students. We anticipate that the 36 students will find qualifying jobs within twelve months of completion.
- Geographic Region/Barriers – Robeson County, which is located in southeastern North Carolina, continues to be economically depressed due to a decline in the agricultural economy and the loss of textile and tobacco industries, is comprised of 39.7% Native Americans; 24.7% Blacks, 26.6% Whites, 8.1% Hispanics/Latinos, and 0.9% Other (*U.S. Census Bureau*). In 2014, Robeson County's poverty rate was 33.1%, the highest in the state (*U.S. Census Bureau*). Robeson County's 2014 median household income was \$30,414, which equaled 65.3% of North Carolina's (statewide) median household income of \$46,596 (*U.S. Census Bureau*). The county's unemployment rate is 7.3%. More than half of the students in the PSRC (15,879 students = 62.6%) participate in the free and reduced lunch program (*North Carolina Department of Public Instruction*). The

consistently high unemployment and poverty rates that plague Robeson County make the pursuance of education a struggle.

- Opportunities – The project design includes participant support for tuition, fees, dependent allowance, instructional supplies/textbooks, technology devices, stipends for room/board/personal living expenses, PRAXIS II examination fees, mentoring services, classroom resource support, and professional development.
- Community-based Strategies – As part of the induction services a collaboration with the LTNC will provide cultural enrichment activities, mentoring sessions and professional development activities to program participants.
- Measurable Objectives – Increase the number of highly qualified AI teachers in Robeson County and the surrounding region through enrollment in the FATE Program, graduation of the undergraduate teacher education program/ MAT program, and completion of state (NC) licensure requirements; and improve the first year teaching experience of newly certified AI teachers through a comprehensive mentoring and induction plan.

The proposed FATE Program is applying to compete under the following two Competitive Preference Priorities: **Competitive Preference Priority #1** – Agreement by an authorized representative of a local educational agency (LEA) that agrees to consider Program graduates for qualifying employment (i.e., the Public Schools of Robeson County, NC); and **Competitive Preference Priority #3** – A consortium of eligible entities whose lead is non-tribal that (a) meets the requirements of 34 CFR Sections 75.127 through 75.129 and includes an Indian tribe (i.e., the LTNC, Lumbee Elders Heritage Group), Indian organization, or Indian IHE and (b) is not eligible to receive a preference under Competitive Preference Priority #2.

## Project Narrative File(s)

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**First Americans' Teacher Education (FATE) Program**

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**(A) NEED FOR PROJECT**

**(1) *Nature and Magnitude of Gaps and Weaknesses in Services, Infrastructure, and Opportunities, and Discussion of How the Project Will Address Them***

As a Native American-Serving Non-Tribal Institution (NASNTI), the University of North Carolina at Pembroke (UNCP), a historically unique and ethnically diverse regional institution of higher education in southeastern North Carolina (*Nealy, 2008*), “was founded in 1887 as the State Normal School for Indians in response to a petition from tribal communities in the area to establish an institution to train American Indian teachers” (*Rochat, 2015, p. 3*). In December 2015, the racial/ethnic composition of UNCP’s student population was: White (38%); Black (35%); Native American (15%); Hispanic (5%); Asian/Pacific Islander (2%); Multi-racial (2%); Unknown (2%); and Non-Resident Alien (1%) (*University of North Carolina at Pembroke, 2015*). Students at UNCP face substantial barriers to success, as evidenced by critical education and economic indicators that demonstrate that it lags behind the rest of the state. According to the North Carolina Scholastic Aptitude Test (SAT) Report for 2015, the average Grand Total SAT scores for students in the public schools within the counties in UNCP’s service area are substantially lower than both the Math and Critical Reading Subtotal and Math, Critical Reading, and Writing Grand Total mean state scores of 1002 and 1478, respectively, and the Math and Critical Reading Subtotal and Math, Critical Reading, and Writing Grand Total mean national scores of 1006 and 1490 respectively (*North Carolina Department of Public Instruction, 2015b*). The average total SAT score of freshmen who enrolled at UNCP in fall 2014 was 920.

With respect to receipt of financial aid, 87% of UNCP students receive some type of financial aid, and 75% receive some type of need-based scholarship. However, slightly less than two-thirds of students’ financial need was able to be met (*University of North Carolina at*

*Pembroke, 2015*). UNCP has a substantial number of low-income students and both traditional and non-traditional students who juggle work and multiple family roles and responsibilities that challenge their coping capacities (*Engle & Tinto, 2008; Mehta, Newbold, & O'Rourke, 2011; National Commission on Higher Education Attainment, 2013*) and who “are in need of additional academic and student support services to increase attainment rates” (*Rochat, 2015, p. 5*).

Robeson County, which is located in southeastern North Carolina, continues to be economically depressed due to a decline in the agricultural economy and the loss of textile and tobacco industries, is comprised of 39.7% Native Americans; 24.7% Blacks, 26.6% Whites, 8.1% Hispanics/Latinos, and 0.9% Other (*U.S. Census Bureau, 2014*). In 2014, Robeson County’s poverty rate was 33.1%, the highest in the state (*U.S. Census Bureau, 2015a*). Robeson County’s 2014 median household income was \$30,414, which equaled 65.3% of North Carolina’s (statewide) median household income of \$46,596 (*U.S. Census Bureau, 2015b*). During the 2015–2016 school year, the total number of pupils enrolled in the Public Schools of Robeson County (PSRC) was 23,445, one of the largest enrollments in NC. Of this number, 9,902, or 42.2% of the total district population were AI with 5,033 males and 4,869 females who mainly identify as members of the Lumbee Tribe of North Carolina (LTNC) (*North Carolina Department of Public Instruction, 2016; North Carolina State Advisory Council on Indian Education, 2016*). The per pupil expenditure was \$6,439.90 placing the district 38th in the state and 113th in local funding (*North Carolina Department of Public Instruction, 2015d, 2015e*). More than half of the students in the PSRC (15,879 students = 62.6%), participate in the free and reduced lunch program (*North Carolina Department of Public Instruction, 2015c*). As of the 2014–2015 academic year, 16,657 students were enrolled in 18 school districts that receive funding through the Title VII Indian Education Act (*North Carolina State Advisory Council on*

*Indian Education, 2016*). The PSRC Title VII Indian Education Program serves approximately 11,300 Kindergarten–Grade 12 students, which makes it one of the largest Title VII programs in the U.S. (*Public Schools of Robeson County, 2016*).

Academic achievement indicators in the NC Accountability Program reveal mixed results for AI students. To meet the Grade-Level Proficiency (GLP) standard, NC students must attain Level 3, Level 4, or Level 5 on the End-of-Grade (EOG) and End-of-Course (EOC) tests. The table below displays by racial/ethnic category the percentages of 3rd – 8th grade students in the PSRC who met GLP standards [i.e., a GLP of Level 3 and Above is considered performance at grade level] on the EOG tests in Reading, Math, and Science and high school students who met achievement standards on the EOC tests in Math I, Biology, and English II) during the 2014–2015 school year (*North Carolina Department of Public Instruction, 2015f*). As seen in the table data, AI students in the PSRC lag substantially behind the state average in the majority of tested academic subject areas.

<b>Percentage of <u>PSRC Students</u> Who Met Grade-Level Proficiency (GLP) Standards on the End-of-Grade (EOG) Reading, Math, and Science Tests and the End-of-Course (EOC) Math I, Biology, and English II Tests (2014–2015)</b>					
<b>EOG/EOC Test</b>	<b>American Indian</b>	<b>White</b>	<b>Black</b>	<b>Hispanic</b>	<b>State</b>
EOG Reading (3rd–8th Grade)	32.6%	49.8%	26.2%	31.4%	33.6%
EOG Math (3rd–8th Grade)	29.9%	44.0%	21.3%	34.2%	30.8%
EOG Science (5th and 8th Grade)	53.8%	61.1%	42.9%	52.1%	52.1%
EOC Math I (High School)	34.0%	55.6%	27.4%	47.4%	37.3%
EOC Biology (High School)	38.7%	59.0%	32.7%	49.1%	41.4%
EOC English II (High School)	37.5%	53.0%	28.7%	45.2%	38.3%

**(2) Explication of Job Market Analysis Information Pertaining to Pre-K–12 Teacher Employment Opportunities in the Project’s Service Area**

As proposed and designed, although the **First Americans’ Teacher Education (FATE) Program** will prepare AI teachers for any school district with a significant population of AI students, it is anticipated that the majority of the graduates will seek employment in the PSRC. Most of the AI students enrolled in the UNCP Teacher Education Program are members of the Lumbee tribe and possess a strong desire to remain in their home communities to work as teachers.

A recent report from the *U.S. Department of Education’s Office of Postsecondary Education (2015)* indicated that North Carolina’s greatest statewide teacher shortages from 2014–2016 are in the following subject/specialty areas: Mathematics (Grades 6–12); Science (Grades 6–12); and Special Education (Adapted Curriculum and General Curriculum) (U.S. Department of Education, 2015). The table below illustrates the most recent projections of the Division of Labor and Economic Analysis of the NC Department of Commerce (2016) for Pre-K–12 teacher job openings in North Carolina by 2022.

<b>Teaching Level/ Subject Area Positions</b>	<b>2012</b>	<b>2022</b>	<b>Net Change in Available Positions</b>
Preschool	14,288	17,611	3,323
Kindergarten	4,125	4,814	689
Elementary School	37,007	43,138	6,131
Middle School	16,933	19,741	2,808
Secondary School (non-CTE)	22,766	24,921	2,155
Special Education (Preschool through Secondary)	15,938	17,420	1,482

Although the 15 schools of education in the University of North Carolina's (UNC) public university system provide approximately four out of ten (37%) of the state's new teachers (*Bastian & Patterson, 2014*) and continue to be the primary source of new teachers in NC, which has a statewide need for more than 10,000 new teachers per year (*Public Schools First NC, 2016; University of North Carolina, 2015*), enrollment in the 15 UNC system schools of education has dropped by 30% since 2010, creating a perfect storm of low supply and high demand (*Chapman, 2016; Public Schools First NC, 2016*). The continuing and increasing teacher shortage will be most impactful in rural and lower-income NC elementary and secondary schools, such as those in the PSRC. Further, the supply and demand data indicate an uneven distribution of teachers resulting in greater shortages in urban and rural districts, specific subject areas, and low-performing, high poverty schools frequently staffed with inequitable concentrations of under-prepared, inexperienced teachers (*Hines & Mathis, 2007*). Recruitment in rural districts, such as those located in UNCP's service region, is often challenging due to low base salary supplements and large numbers of disadvantaged and/or low performing students.

In NC, during the 2014–2015 school year, the statewide teacher turnover (attrition) rate was 14.84%; the previous two years' NC statewide teacher turnover rates (2012–2013, 2013–2014) were 14.33% and 14.12%, respectively (*North Carolina Department of Public Instruction, 2015a*). The 115 school districts (LEAs) reported that 14,255 teachers of the 96,081 teachers employed during the 2014–2015 school year left their districts (i.e., were reported as attrition); district turnover rates ranged from a high of 33.55% to a low of 5.75%. The table below displays the per year teacher turnover percentages for the PSRC and the LEAs of the five adjacent counties, as well the five-year average teacher turnover rates.

<b>LEA Name</b>	<b>Turnover 2010–2011</b>	<b>Turnover 2011–2012</b>	<b>Turnover 2012–2013</b>	<b>Turnover 2013–2014</b>	<b>Turnover 2014–2015</b>	<b>5-Year Average</b>
Bladen	7.21%	10.13%	15.36%	15.71%	19.46%	13.57%
Columbus	13.50%	13.72%	17.09%	18.03%	17.13%	15.89%
Cumberland	15.13%	15.76%	17.08%	16.21%	17.56%	16.36%
Hoke	20.70%	20.91%	27.39%	24.55%	25.87%	23.88%
Robeson	5.36%	8.58%	18.14%	13.67%	15.88%	12.33%
Scotland	14.2%	21.29%	23.66%	18.87%	18.98%	19.40%

**(B) QUALITY OF THE PROJECT DESIGN**

**(1) *Extent to Which the Proposed Project Goals, Objectives, and Proposed Outcomes Are Ambitious and Attainable and Address Specific Participant Outcome Variables***

The proposed FATE Program is applying to compete under the following two Competitive Preference Priorities: **Competitive Preference Priority #1** – Agreement by an authorized representative of a local educational agency (LEA) that agrees to consider Program graduates for qualifying employment (i.e., the PSRC, NC); and **Competitive Preference Priority #3** – A consortium of eligible entities whose lead is non-tribal that (a) meets the requirements of 34 CFR Sections 75.127 through 75.129 and includes an Indian tribe (i.e., the Lumbee Tribe of NC, Lumbee Elders Heritage Group), Indian organization, or Indian IHE and (b) is not eligible to receive a preference under Competitive Preference Priority #2. As proposed, the project will recruit and retain regional American Indian (AI) university students majoring in teacher education with the intent of teaching in their Native communities. The FATE Program goals and associated objectives, activities, performance measures that the

Program staff and evaluator will use to evaluate the outcomes (effectiveness) of the Program are listed below:

**GOAL 1: Increase the number of highly qualified American Indian teachers in Robeson County through enrollment in the FATE Program, graduation of the undergraduate teacher education program/Master of Arts in Teaching (MAT) program, and completion of state (NC) licensure requirements.**

**Objective 1.1:** Enroll and graduate 12 highly qualified American Indians having completed all requirements for bachelor's degrees and MAT degrees and initial NC teacher licensure from the FATE Program each year in Years 1 through 3 of the project for a total of 36 participants.

**Activities:** Implement awareness and recruitment activities to identify and enroll eligible students; Conduct individual and group advisement sessions; and Review student academic progress and monitor completion of degree requirements

**Measures:** Enrollment data; Midterm/final grades; Feedback from advisors and instructors; Monthly PC advising sessions; Praxis Core Academic Skills for Educators and Praxis II exam scores; Employment and licensure data from NCDPI and FATE files; Bachelor's and MAT graduation rates

**Objective 1.2:** Facilitate FATE participants' receipt of financial and academic support, and professional development relative to American Indian students prior to their internship semester and during their first year of teaching.

**Activities:** Provide AI student-related professional development sessions; Conduct individual and group advisement sessions; Provide assistance to process allowable requests for student financial support

**Measures:** Attendance verification; Seminar evaluations; Student response data; Blog discussion data

**Objective 1.3:** Enable FATE participants to participate in test-taking workshops to lessen anxiety and improve test-taking skills to increase pass rate for Praxis II assessments.

**Activities:** Provide test-taking workshops; and Organize anxiety-reduction opportunities (e.g., mindfulness sessions)

**Measures:** Workshop attendance; Student surveys of test prep workshops, anxiety-reduction sessions; Blog discussion data regarding workshops; and Test results/exam scores

**GOAL 2: Improve the first year teaching experience of newly certified American Indian teachers through a comprehensive mentoring and induction plan.**

**Objective 2.1:** Familiarize first-year teachers with policies, procedures, support services, and resources for classroom success through professional development workshops and mentor program.

**Activities:** Provide professional development sessions; Provide mentoring activities; and Organize stress- and anxiety-reduction opportunities (e.g., mindfulness sessions)

**Associated Measures:** Number of induction plans developed; Frequency of PC meetings with first year teachers; Number and frequency of first year teacher action plans developed; Survey responses; and Blog discussion data

**Objective 2.2:** Assist first-year teachers with curriculum, planning, instructional strategies, assessment, classroom management and organizational strategies through professional development workshops and mentor program.

**Associated Activities:** Provide professional development sessions; and Provide mentoring activities

**Associated Measures:** Number of induction activities provided for first year teachers and mentors; Frequency of project coordinator meetings with first year teachers; Number of first year teacher action plans; Student response data; and Blog discussion data

**Objective 2.3:** Familiarize first-year teachers with legal, ethical, and professional issues and expectations through professional development workshops and mentor program.

**Associated Activities:** Provide professional development sessions; and Provide mentoring activities

**Associated Measures:** Number of activities provided for novice and mentor teachers; Number and frequency of novice and mentor teachers in attendance at induction activities; Student response data; and Blog discussion data

**Objective 2.4:** Familiarize pre-service and first-year teachers with professional growth opportunities through professional development workshops and mentor programs.

**Associated Activities:** Provide professional development sessions; and Provide mentoring activities

**Associated Measures:** Attendance at professional conferences

**Objective 2.5:** Assess effectiveness of FATE induction program on teacher satisfaction and retention.

**Associated Activities:** Collect induction services-related data; and Analyze and interpret induction services-related data

**Associated Measures:** Induction service-based satisfaction surveys of inductions services; and Retention rates

The initial group of 12 FATE Program participants will be enrolled in January 2017 and 12 additional students will be enrolled each year for a total enrollment of 36 students. Students

will matriculate at various stages. It is anticipated that the first graduating class of students will be in May 2017. Each semester, there will be program graduates until all have completed degree and licensure requirements no later than August 2019. The FATE Program will have the following four performance measures: (1) A total of 36 AI teacher education students will be enrolled in the FATE Program; (2) A total of 36 AI teacher education students will receive financial and academic support for their successful matriculation toward earning a bachelor's degree in education or MAT degree; (3) A total of 36 AI teacher education students will receive financial and academic support for their successful completion of NC teacher licensure in their respective field of study; and (4) Given a successful induction program, 36 new first-year AI teachers will be employed within twelve months of completion in school districts that have a significant population of AI students.

**(2) *Plan for Recruiting and Selecting Participants That Ensures Program Completion***

Once the PD has been notified by the U.S. Department of Education of the grant award, the PD and PC will implement awareness and recruitment activities to identify and enroll eligible students. Illustrative recruitment activities are as follows. An article will be printed in local newspapers, especially those circulated in communities with large numbers of AI residents, and for the *UNCP Campus News*. Announcement flyers will be posted on bulletin boards throughout the UNCP campus and distributed to all members of the Teacher Education Committee (TEC) and School of Education (SOE) faculty. The PD and/or the PC will make presentations during fall 2016 semester meetings of the TEC, the SOE, and departmental meetings in the College of Arts and Sciences (CAS) that house licensure programs. During October 2016, presentations will be made to the partner district leadership and/or a Board of Education meeting. Presentations will be made during a tribal council meeting and to staff at regional community

colleges. Email announcements will be sent to the campus-wide student listserv, and an announcement will be placed on the SOE website. A letter will be sent to former FATE Program participants requesting their assistance in new student recruitment.

Interested students will be invited to attend one of three morning, afternoon, and evening information sessions. Once the PC has identified potential program participants, a thorough review of their matriculation records will ensue in collaboration with the SOE Licensure Officer to identify the students who meet all program eligible requirements and with the Assistant Director for Financial Aid to ascertain financial eligibility. Although participation in the FATE Program is not need-based, current financial aid policy dictates a maximum award that any student can receive during an academic year. The PC will then contact the eligible students requesting documentation of AI ethnicity, and, as applicable, employment and dependent care information. Once all eligibility requirements have been documented as met, qualifying students will be required to attend an in-depth orientation session conducted by the PD and PC to complete enrollment forms and to receive program information packets.

**(3) *Potential of the Proposed Project to Develop Effective Strategies for Teaching American Indian Students and Improving American Indian Student Achievement***

The U.S. and global economies expect students, including AI students, to function as 21st Century learners. For this to occur, AI students must be provided an excellent education and concrete grounding in their culture, language, and traditions (*Executive Office of the President, 2014; Guillory & Williams, 2014; North Carolina State Advisory Council on Indian Education, 2016*). A well-qualified teacher in every classroom is essential for raising students' achievement, especially for students who are growing up in poverty, belong to racial and ethnic minority groups, and/or have special needs and challenges, because "effective teaching has the

potential to help level the playing field” (*RAND Education, 2012, p. 1*). Although many factors impact a student’s learning and academic progress, no in-school factor has a greater impact on a student’s learning than the quality of his or her teacher: “When it comes to student performance on reading and math tests, a teacher is estimated to have two to three times the impact of any other school factor, including services, facilities, and even leadership” (*RAND Education, 2012, p. 1*). Because student learning substantially depends on teacher knowledge and skills, schools struggle to close the achievement and opportunity gap in part because they never close the teacher quality gap (*Berry, 2013; National Commission on Teaching and America’s Future, 2008; Sims & Doyle, 2011*).

The proposed FATE Program will enroll students who are: (a) majoring in one of the 12 undergraduate UNCP Teacher Education Program (TEP) degree areas (*University of North Carolina at Pembroke, 2015b*) – Art Education (K–12), Birth-Kindergarten Education (B–K), Elementary Education (K–6), English Education/Language Arts (9–12, 6–9), Mathematics Education (9–12, 6–9), Middle Grades Education (6–9), Music Education (K–12), Health/Physical Education (K–12), Science Education (9–12, 6–9), Social Studies Education (9–12, 6–9), Spanish Licensure (K–12), and Special Education (K–12); or (2) completing a Master of Arts in Teaching (MAT) degree, an interdisciplinary degree option within the TEP that includes courses in teaching pedagogy and professional education as well as concentrated study to obtain initial state licensure in one of the following areas – Art Education (K–12), English/Language Arts Education (Middle Grades or Secondary), Mathematics Education (Middle Grades or Secondary), Health and Physical Education (K–12), Science Education (Middle Grades or Secondary), and Social Studies Education (Middle Grades or Secondary). The MAT is intended for graduates from accredited colleges or universities with an

undergraduate major in an appropriate field who have few, if any, formal courses in education. The program is available only to those individuals who have not earned a clear license and who are seeking licensure in the teaching field in which they wish to earn the degree. The TEP, which is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the North Carolina Department of Public Instruction (NCDPI), is a cross-disciplinary program, governed by the Teacher Education Committee and administered by the Dean of the School of Education.

The PC will regularly convene individual and group advisement sessions to provide continuous monitoring of FATE Program participant performance. During these sessions, matriculation progress will be reviewed and each participant will be given an individualized academic plan for record-keeping. Each semester, the PC will review participant midterm and final grades and compliance with required TEP policies. If a student is found to be in violation of any required TEP policy, such as maintaining a 2.5 quality point average (QPA), the student will be required to submit a corrective action plan to the PC. Copies of pertinent information such as mid/ final semester grades, corrective actions plans, and advisement sessions notes will be placed in each participant's file and maintained by the PC.

Throughout the duration of the program, the PC will meet regularly with the Licensure Officer and the Director for University-School Partnerships (USP) to continuously verify student compliance with TEP and University policies. As needed, the PC will assist students in the completion of required forms and the facilitation of their progress in the TEP. The Registrar is responsible for verifying the completion of degree requirements and the Licensure Officer is responsible for verifying the completion of licensure requirements. In both instances, the student must submit required forms to the respective offices. The PC will regularly communicate with

the undergraduate TEP coordinators and faculty advisors to review student progress and assist in problem-solving, as needed. The PC will ensure that the participants attend all required TEP and FATE Program meetings, including the professional development sessions scheduled throughout the internship semester. The PC will meet regularly with the PD to review student progress and program implementation. Each semester, the PC and the PD will make at least one onsite school visit to each student intern. If a student is found to be out of compliance with TEP and/or University policies, and it is apparent that the student will be unable to regain compliance within the established time constraints of the FATE Program, the student will be dismissed from the FATE Program after having been advised by the PC as to logical next steps.

As required by current NC State Board of Education, students completing a degree in Elementary Education, Special Education, and Birth-Kindergarten Education (for placement in a Kindergarten teaching assignment), are required to pass the Praxis II subject area examinations; the students will receive reimbursement for these testing fees. During the internship, the FATE Program participants will be required to participate in a number of professional development sessions, such as one of the bi-annual SOE teacher education job fairs, sessions on proper restraint and seclusion of students, education law, and cooperative learning. At the conclusion of the internship semester, students will be required to attend a licensure information session to receive instructions regarding making application for a NC teaching license. As program graduates submit employment applications to districts, the PC will proofread these documents for accuracy and professional presentation. In collaboration with the UNCP Career Center, the PC will assist program graduates in the development of a resume and will schedule mock interviews prior to actual interviews with potential employers. The FATE Program PD and PC will disseminate and sharing FATE Program findings with parties who may benefit from such

information (e.g., other institutions of higher education who are training educators who will be serving AI students) through a project website, presentations at state and other professional conferences, and apposite publications.

**(4) *How the Proposed Project Will Incorporate the Needs of Potential Employers by Establishing Partnerships and Relationships with Appropriate Entities and Developing Programs to Meet Their Job Market Analysis-Based Employment Needs***

Following successful completion of all requirements for a bachelor's degree in education or a MAT degree and securing NC state licensure, the PC will verify that the program graduates are pursuing employment in a school district that has a significant population of American Indian/Alaska Native students. Once employed, the PC will verify that the graduates are teaching in their respective licensure area and are meeting state requirements for initially licensed teachers. During regularly scheduled on-site school visits, the PD and PC will verify that the program graduates are attending all required faculty, grade level, and district level meetings. The PC will verify that each graduate has been assigned a mentor as required by SBE policy and that the mentor is providing consistent support to the new teacher. Once the new teaching assignment has begun, the PC will schedule a joint conference with the program graduate, mentor, PD, and other school personnel as necessary, in order to discuss the progression of the graduate's first year of teaching. Also, the PC will verify that the graduates have submitted required employment information to the USDOE.

The FATE Program PD and PC will foster partnerships and relationships with appropriate entities (e.g., organizations providing educational services to AI students and LEAs) and develop programs that meet their employment needs through professional networking at professional conferences and regional job fairs, as well as relevant postings of employment-

related information on the TEP Blog, and communication via e-mail and other means.

Additionally, the Southeast American Indian Studies (SAIS) Program at UNCP offers a wide range of opportunities for Southeast American Indian peoples, communities, researchers, and scholars. The very existence of a program dedicated to these communities affirms their historical, political, social, cultural, and economic significance to tribal members, the region, scholars, and researchers, as well as government and non-government agencies.

### **(C) QUALITY OF PROJECT SERVICES**

#### **(1) *Likelihood That the Proposed Project Will Provide Participants with Learning Experiences that Develop Needed Skills for Successful Teaching in Schools with Significant American Indian Populations***

A racially and ethnically diverse teacher faculty in P–12 schools allows children to thrive in environments where the educators look like them, have similar cultural experiences, and serve as positive role models (*Ahmad & Boser, 2014; Albert Shanker Institute, 2015; Costner, 2007*). By implementing the FATE Program, UNCP is embracing its responsibility to produce diverse educators to address the disparity between the number of minority teachers and minority students. The TEP is committed to the development of educators who embrace the diversity of ideas, learning styles, racial, ethnic, and gender differences and who possess the knowledge, skills, and dispositions necessary to promote living and learning in a global society. *Price, Kallam, and Love (2009)* noted that “it is essential that we work with future and current educators to ensure that they utilize a more culturally responsive teaching style and prepare AI students” (p. 43).

In order to be admitted into an initial teacher preparation program, undergraduate students must meet the required pass scores set by the NC State Board of Education for the

Praxis Core Academic Skills for Educators Tests, which includes subtests in reading, writing, and mathematics, or achieve the state established scores on the SAT or the ACT that allow individuals to be exempt from Praxis Core testing requirements. Students must meet the required scores in effect at the time they apply to and qualify for admission to the TEP. All applicants for admission to the TEP are interviewed individually by the program coordinator of their licensure area, or designee, and at least one other teacher education faculty member. The admission interview provides an opportunity for the student and the faculty interview team to have a conversation about the professional dispositions expected of a public school teacher.

Students are provided with ample coursework and academic/social interaction opportunities to develop the knowledge, skills, and dispositions necessary to become effective teachers. Once admitted into the TEP, students continue to develop their understanding and appreciation of critical professional dispositions. These dispositions—such as the disposition to reflect critically on the connections between theory and practice, the disposition to integrate new knowledge and experience into personally meaningful frameworks, and the disposition to value and respect the dignity of diverse cultures—including AI cultures—are integrated into the curriculum. Undergraduate students are monitored on their developing knowledge and skills as they take required coursework. The Teacher Candidate Work Sample matrices provide a structure for evaluating students' development of and reflection on their emerging knowledge bases.

The MAT program, which is intended for graduates from accredited colleges or universities with an undergraduate major in an appropriate field who (a) have few, if any, formal courses in education and (b) have not earned a clear license and are seeking licensure in the teaching field in which they wish to earn the degree. The MAT program is an interdisciplinary

degree option within the TEP that includes courses in teaching pedagogy and professional education as well as concentrated study to obtain initial state licensure in one of the following areas: Art Education (K–12), English/Language Arts Education (Middle Grades or Secondary), Mathematics Education (Middle Grades or Secondary), Health and Physical Education (K–12), Science Education (Middle Grades or Secondary), and Social Studies Education (Middle Grades or Secondary).

Field experiences and the internship facilitate the development of professional dispositions for both undergraduate education majors and MAT students. Through early field experiences, the prospective teacher begins to understand the professional culture of schools; codes of professional conduct, policies and procedures defining the public school culture; ways of interacting and communicating with students; ways of establishing and maintaining professional relationships with other personnel in the school (administrators, staff, counselors, resource teachers, and so on); the characteristics and influences of diverse cultural backgrounds (including AI students) on the school culture/environment, student learning, and parental expectations and involvement. These early field experiences help the prospective teacher develop a sense of professional identify, affiliation, efficacy, and integrity.

TEP students plan and implement units and lessons, assess student learning, and use technology to promote learning. They use pre-and post-assessments to monitor and evaluate student learning. When undergraduate students approach the end of their internship semester, they are evaluated using additional summative assessment instruments, which evaluate their ability to plan and implement instruction, manage instructional time, and establish a classroom environment conducive to learning. As TEP students develop their Teacher Candidate Work Sample, which demonstrates their ability to apply the knowledge acquired in course work and

field experiences to help all students learn, they demonstrate their knowledge of subject content by developing units and lesson plans. During the internship and at program exit, students undergo several performance assessments that evaluate their content knowledge.

The UNCP University-School Partnerships (USP) Office handles field placements for the TEP. The USP Office confers with school partners to identify classroom teachers and other school personnel to work with students during field experiences and student teaching/internships. Field experience placements are made for students taking the professional studies/core courses for undergraduate and MAT programs. The USP also offers opportunities for the professional growth of teachers by: sponsoring conferences, forums, and promoting teacher leadership and professional collaboration through networks.

The PD and PC will coordinate culturally relevant professional development opportunities each semester in Years 1–3 and require attendance at campus cultural events hosted by the AI Studies Department and the UNCP Office for Diversity and Inclusion. Additional professional development will be provided by program partners and will address relevant topics such as: AI history and culture, framework for poverty, the NC Accountability Program, closing the achievement gap, and effective teaching practices. With prior approval from instructors or internship supervisors, FATE Program students will attend the following conferences: *Collaborative Conference on Student Achievement*; the *UNCP Southeast Indian Studies Conference*; and the *NC Indian Unity Conference*. Recent FATE Program graduates will participate in the following events during the summer after their graduation (e.g., May 2017 graduates would attend the events during Summer 2017: *NC Center for the Advancement of Teaching (NCCAT) – “Success from the Start: How to Survive and Thrive Your First Three Years in the Classroom,”* a five-day, residential program for teachers in their first, second, or

third year of teaching; and *Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty Summer Institute* – the event is designed to provide participants with practical, research-based information focusing on the needs and abilities of children of poverty.

Being a pre-service education student and serving as a first-year teacher are both very stressful and anxiety-provoking (*Khan, Shah, Khan, & Gul, 2012; Markow, Macia, & Lee, 2013; McCormick & Barnett, 2011*). As such, equipping pre-service educators and new teachers with the flexible psychological capacities and skills to mitigate anxiety and stress is critical for maintenance of these individuals’ physical and mental health that can significant impact their personal well-being, job performance, and occupational longevity (*Akinsola, 2014; Bernay, 2014; Bostic et al., 2015; Moir & Gless, 2001; Renshaw & Upton, 2016; Wickham, 2015; Wood & McCarthy, 2002*). One method of reducing teachers’ anxiety and stress is through the practice of mindfulness, which is a cognitive style “that facilitates development of a heightened sense of awareness of thought processes and emotions” and is then used “to cultivate the ability to engage actively in being rather than reacting or doing” (*Kostanski & Hassed, 2008, p. 15*). Because mindfulness training of pre-service educators and new teachers has been shown to reduce their stress and anxiety, promote their overall well-being, and improve their psychosocial functioning (*Flook, Goldberg, Pinger, Bonus, & Davidson, 2013; Gouda et al., 2016; Kostanski, 2007; McKibben, 2014*), it will be incorporated into the activities of the proposed FATE Program.

**(2) *Extent to Which the Proposed Project Prepares Participants to Adapt Teaching Practices to Meet the Breadth of American Indian Student Needs***

The proposed FATE Program will reflect the TEP conceptual framework (CF), vision, and mission. The CF states that the TEP is “to prepare **competent** and **collaborative** professional educators **committed** to the democratic mission of public education” (*University of*

*North Carolina at Pembroke, 2015b, p. 301*). TEP faculty members have embraced a vision that requires sound judgments about the design and delivery of the education programs in an environment of mutual trust and common commitment to public school children and their families. The TEP mission is to develop and nurture competent and caring communities of school professionals who dedicate themselves to the education and welfare of all students and whose understanding of the dynamic interrelationship among theory, practice, and reflection compels them to be active agents of positive change with sensitivity and integrity, which includes the importance of infusing AI culture into their classroom pedagogy (*Guillory & Williams, 2014; Swisher & Tippeconnic, 1999*). As *Morgan (2009, p. 12)* noted: “In order to teach Native Americans in a way that reflects their culture, teachers must realize that Native American students are often taught differently at home than are mainstream students, [and] that Native American children can also differ greatly from each other....They may have difficulty with the traditional teaching styles of U.S. schools because teachers often teach according to mainstream values that do not correspond with the values of minority students. In order for Native American students to reach their potential in school, it is recommended that teachers understand those students’ preferred ways of learning [which generally tends to be field-dependent, reflective, visual, and cooperative].”

*Morgan (2009, p. 12)* observed: “If ethnic minority groups such as Native Americans are going to have positive experiences in school, it is important for their culture to be included and portrayed in a fair way.” Also, as *Jacobs and Reyhner (2002, p. 5)* asserted, the goal of teacher education is to produce teachers who empower AI students and “who prepare them to move comfortably among different cultures while valuing the unique cultural assumptions of their home, community, and heritage” (*Jacobs & Reyhner, 2002, p. 5*). As such, FATE Program AI

students also will be exposed to the resources accessible through the University of North Carolina American Indian Center (AIC) and UNCP's The Southeast American Indian Studies (SAIS) Program.

**(3) *Extent to Which the Applicant Will Provide Job Placement Activities That Reflect the Findings of a Job Market Analysis and Needs of Potential Employers***

As noted in the Need for Project section of this proposal, during the 2014–2015 school year, the statewide NC teacher turnover (attrition) rate was 14.84% (*North Carolina Department of Public Instruction, 2015a*). The 115 school districts (LEAs) reported that 14,255 teachers of the 96,081 teachers employed during the 2014–2015 school year left their districts (i.e., were reported as attrition); district turnover rates ranged from a high of 33.55% to a low of 5.75%. The 2014–2015 teacher turnover rates for the PSRC (the primary service area of the proposed FATE Program) and the LEAs of the five adjacent counties were: Public Schools of Robeson County = 15.88%; Bladen County = 19.46%; Columbus County = 17.13%; Cumberland County = 17.56%; Hoke County = 25.87%; and Scotland County = 18.98%. The proposed FATE program will recommend to the PSRC a locally sensitive needs-based approach under ESSA during the project period that would involve advocating for schools that serve the highest-need students to allocate additional Title II dollars to recruit and hire excellent teachers (*Education First, 2016*) from university-based, community-embedded educator preparation programs such as UNCP: “The funds proposed in the Every Student Succeeds Act offer an important opportunity to support and extend in significant ways the innovation that is already underway in college and university teacher preparation programs” (*Zeichner, as stated in Strauss, 2015, para. 34, underline and bold added*).

For the most recent reporting year on record (2012), North Carolina Department of Public Instruction (NCDPI) reported a total of 999.8 vacancies statewide (*North Carolina Department of Public Instruction, 2012*). The most severe areas of teaching shortages were: Preschool and Elementary; Exceptional children (special education) grades K–12; Middle school (grades 6–9) mathematics and science; Secondary school (grades 9–12) English, mathematics, and science; English as a Second Language (ESL); and Health (K–12) (*North Carolina Department of Public Instruction, 2012*). The FATE Program PD and PC, in conjunction with the UNCP University-School Partnerships office, will keep abreast of the needs of potential employers through regular communication with the superintendents and human resources department directors of the PSRC, other LEAs in UNCP’s service region, and state and national educational agencies and authorities to provide job placement activities and information to FATE Program participants. In addition, the formation of an advisory board, to be comprised of representatives from the SOE, PSRC, Hoke and Scotland County School Systems, LTNC and local retired AI educators, will be instrumental in helping address the needs of area employers. The Advisory Board will meet on a quarterly basis and will guide the further development and implementation of the project.

**(4) *Extent to Which the Applicant Will Offer Induction Services That Reflect the Latest Research on Effective Delivery of Such Services***

In collaboration with the PSRC, the FATE Program will provide induction support to the graduates during their first year of teaching with the goal of not only retaining the new teachers, but also enhancing their instructional skills to increase student achievement (*Wang, Odell, & Schwille, 2008; Wong & Wong, 2013*). Using data from the National Center for Education Statistics’ Schools and Staffing Survey (SASS) and the Teacher Follow-up Survey (TFS), Smith and Ingersoll (2004) identified several components of induction to reduce first year teacher

turnover: working closely with a mentor in the same field; common planning time with other teachers in the same subject area; regularly scheduled collaboration with other teachers regarding instruction-related issues; being a part of an external support network of teachers; new teacher seminars; and regular, supportive communication with their principal, other administrators, and department chair. More recently, the *American Institutes of Research (2015a)*, in partnership with the Office of Career, Technical, and Adult Education of the U.S. Department of Education proffered a teacher induction pathway model that consists of an instructional leader, a mentor, and a beginning teacher. In conjunction with the teacher induction pathway model, the *American Institutes of Research (2015b, 2015c, 2015d, 2015e)* published a teacher induction and mentoring brief, a primer regarding conditions for success in teacher induction, a leadership guide for teacher induction, and a mentoring guide for teacher induction as part of a toolkit for adult education-based teacher induction.

The FATE PD and PC will collaborate with the PSRC to provide strong induction services that include the foregoing components. As part of the induction services, the PD and PC, in collaboration with contracted master teachers (some of whom will be from the Lumbee Elders Heritage Group of the LTNC) will provide mentoring sessions and professional development activities to program graduates. Five retired American Indian teachers, three at the elementary level and two at the secondary level, will be hired to serve as mentors to the first-year teachers. The teachers and mentors will meet within the first month of teaching and induction plans will be developed for each teacher. The mentor will make at least one monthly on-site visit to each beginning teacher. Monthly induction plans will ensure feedback and continuous improvement in the performance of teachers in meeting the needs of their AI students.

**(5) *Extent to Which the Training/Professional Development Opportunities to Be Provided Are of Sufficient Quality, Intensity, and Duration to Lead to Improvements in Practice for the Recipients of Those Services***

The authors of a recent report on teacher development recently observed that some school district administrators have made the support of teachers' professional growth and development "the primary strategy for accelerating student learning" (*The New Teacher Project, 2015, p. 2*). Given extensive early field experience requirements and a semester-long internship, the FATE Program participants will have the opportunity to interact extensively with regional public schools that have significant populations of AI students. In these settings, the participants will have access to district resources, programs, and personnel thereby enhancing the preparation of these future teachers. One local resource in the Robeson district is the Indian Education Center, which houses invaluable resources to students and faculty alike. The Center will provide cultural enrichment activities and professional development that addresses ESSA and the NC Accountability Program as these initiatives relate to AIs. The LTNC will also provide cultural enrichment activities and professional development for FATE participants. Monthly professional development sessions, which will ensure feedback and continuous improvement in the performance of teachers in meeting the needs of their AI students, will be presented by SOE faculty and/or consultants to the program (e.g., regional master Lumbee teachers and administrators) and coordinated by the PD and PC. A professional development seminar will be provided each summer and participants will attend with the PD and PC.

**(D) *QUALITY OF PROJECT PERSONNEL***

**(1) *Qualifications of the Project Director and the Amount of Time the Project Director Will Spend Directly Involved in the Project***

The proposed PD, Dr. Alfred Bryant, Jr., is an enrolled member of a state-recognized American Indian tribe, the LTNC. Dr. Bryant is the Dean of the UNCP School of Education and a Professor in the Department of Educational Leadership and Counseling. Dr. Bryant holds a Ph.D. in Counselor Education with a minor in Developmental Psychology from North Carolina State University. He is also a North Carolina Licensed Professional Counselor and a North Carolina Department of Public Instruction doctoral-level licensed Professional School Counselor (Grades K–12).

Dr. Bryant's extensive curriculum vita reflects a career dedicated to AI student development and improving education for all children. In 2013, he became the Founding Director of the Southeast American Indian Studies (SAIS) Program at UNCP. As Director of the SAIS Program, Dr. Bryant was responsible for the integration of existing entities, UNCP's American Indian Studies Department and Native American Resource Center, with the SAIS program. He was responsible for the creation of new initiatives, such as a digital archive and an Elder in Residence program. He worked with the UNCP Office of Advancement to raise funds to further the goals of the SAIS program, and was a direct participant in the fundraising effort for new \$1 million endowed chair in American Indian Studies, making presentations to donors and participating in requests for support. He was responsible for establishing a National Advisory Board for the SAIS program in collaboration with the SAIS Implementation Committee and managing the SAIS program and Native Speaker Series budget. As SAIS Program Director, Dr. Bryant worked to establish and strengthen relationships with AI tribes of the Southeastern U.S., with academic institutions, and with state and federal entities to promote and enhance the SAIS program. He was responsible for establishing reporting on SAIS Program activities, providing reports to senior administrators, drafting communications about the SAIS Program to the rest of

the university and, in concert with University Communications and Marketing, providing apposite materials regarding the Program to the community and to UNCP's constituents.

Dr. Bryant has published and presented extensively on topics related to American Indian and Lumbee Indian youths. He is currently a co-project director for: (1) a federally funded, four-year project – Project ACCESS: Achieving College Opportunities, Community Engagement and Student Success – to improve access to higher education and career preparedness for American Indian youth of Robeson County (NC) through engagement in the process by Native youth, their families, and the tribal communities; and (2) a United States Department of Agriculture, Animal and Plant Health Inspection Service-funded Summer 2016 program – Safeguarding Our Natural and Tribal Heritage Youth Program – to provide 20 American Indian high school students who have an interest in agriculture, veterinary medicine, wildlife biology, plant science, environmental science, natural resources, nanotechnology, and STEM (science, technology, engineering and math) fields with a two-week summer camp involving practical hands-on experience through clinics, workshops, and field trips.

As PD for the proposed FATE Program, Dr. Bryant will be responsible for providing administrative oversight to the FATE Program, including supervision of planning, staffing, directing, budgeting, and reporting. Through multiple presentations, he will promote the program to the AI and UNCP service communities. Dr. Bryant will provide in-kind contributions as follows: assist the PC in providing overall program implementation; participate in student information, advisement, professional development, mentoring, and induction sessions; communicate with constituent external partners; advise the Chancellor, Provost and Vice Chancellor for Academic Affairs, and Dean of the CAS on program progress; assist in the development of reports as required by the USDOE; approve the expenditure of all grant funds;

conduct regularly scheduled staff meetings; attend FATE Program Advisory Council meetings; and assist, as needed, in the revision of program documents.

**(2) *Qualifications of Key Project Personnel and Their Amount of Project-Dedicated Time***

In addition to the PD whose qualifications and time commitment to the proposed project are delineated above, the FATE Program will employ a full-time PC. In the search for and hiring of a PC for the FATE Program, the PD will endeavor to offer employment to a member of an American Indian who meets the qualifications for the PC position. The PC will be responsible for the day-to-day operation of the FATE Program, including tasks relative to planning, staffing, directing, advising, budgeting, and reporting. The PC will also promote the program in AI and UNCP service communities. The responsibilities of the PC will include: overall program implementation; conducting and facilitating FATE Program student information, advisement, professional development, mentoring, and induction sessions; communicating with constituent partners about the program; assisting the PD in the advisement of the Chancellor, Provost and Vice Chancellor for Academic Affairs, and Dean of the CAS on program progress; assisting the PD in the development of reports as required by the USDOE; participating in regularly scheduled staff meetings; scheduling and facilitating FATE Program Advisory Council meetings; assisting the PD, as needed, in the revision of all program documents; maintaining files on each FATE Program participant; assisting the PD in the oversight of allowable program expenditures, including the maintenance of up-to-date budget reports; assisting the PD and evaluator in the collection and analysis of evaluative data; and other duties as assigned by the PD. The Program Assistant will assist with coordination of workshops, seminars, meetings, and conference participation; maintain participant confidential records and files for the project. The Graduate Assistant for the FATE Program will be hired from one of the Master's-level programs offered

through the UNCP School of Education and will provide data management and research assistance to the PD and PC.

**(3) *Qualifications of Project Consultants and Subcontractors***

The proposed FATE program evaluator, Dr. Ki Chae, has the requisite knowledge, experience, and skills to serve in this capacity. His expertise in research, statistics, and assessment/evaluation is reflected in his curriculum vita. Dr. Chae, who holds a Ph.D. in Counselor Education and Supervision from The College of William and Mary (Williamsburg, VA), is a Nationally Certified Counselor (NCC) and an assistant professor and director of the Clinical Mental Health Counseling (CMHC) Program in the Department of Educational Leadership and Counseling of the UNCP School of Education. Dr. Chae was the designer of the Striving Toward Academic Recovery (STAR) Program that has operated through the UNCP Academic Support Center since 2015. The STAR Program is intended for students who are returning from an academic and/or financial aid suspension, and the goal is to assist students with getting back on track academically so that they can be successful at UNCP. As a North Carolina Licensed Professional Counselor (LPC), Dr. Chae (a) serves as the STAR Program Coordinator, (b) supervises a staff consisting of graduate practicum students enrolled in UNCP's CMHC program, and (c) collects/analyzes evaluation data regarding STAR Program processes and outcomes.

All persons serving as seminar/workshop presenters, mentors, and consultants will possess the requisite skills, knowledge, and professional expertise to deliver proposed services. Regional master teachers and administrators with a minimum of 20 years teaching/administrative experience and at least a master's level degree will deliver timely and relevant professional development to the participants. Members of the SOE faculty and staff, with a minimum of 20

years teaching/administrative experience and at least a master's level degree, will also provide relevant professional development to the participants, predominantly at no cost to the grant.

**(E) QUALITY OF THE MANAGEMENT PLAN**

**(1) *Reasonableness of Project Costs in Relation to the Number of Persons to Be Served by the Project and to Anticipated Project Results and Benefits***

As indicated in the Need for Project section of this proposal, UNCP proposes to implement a pre-service teacher training program – the FATE Program – that will support AI university students to (1) Attain a bachelor's degree in education or a Master of Arts in Teaching (MAT) degree, (2) Acquire NC teacher licensure, and (3) Complete the first year of teaching successfully with the provision of induction support to address the shortage of American Indian teachers in the PSRC. As noted in the recent report by the Center for Minority Institutions at the University of Pennsylvania, *Fostering Empowerment: Supporting Student Success at Native American Serving, Non-Tribal Institutions*, securing a college degree and acquiring teacher licensure provides AI students with the training and capability to “compete in the global marketplace and carry the hopes and dreams of their nations” and “the country as a whole, into prosperity” (Rochat, 2015, p. 8).

Although the 15 schools of education in the University of North Carolina's (UNC) public university system provide approximately four out of ten (37%) of the state's new teachers (Bastian & Patterson, 2014), enrollment in the 15 UNC system schools of education has dropped by 30% since 2010 and has created a perfect storm of low supply and high demand (Chapman, 2016; *Public Schools First NC*, 2016). The continuing and increasing teacher shortage will be most impactful in rural and lower-income NC elementary and secondary schools, such as those in the PSRC. As such the FATE Program seeks to (a) increase the number of AI pre-service

teacher education students enrolled at UNCP and (b) provide well-trained and much-needed AI educators to the PSRC and other school systems in our region and across NC. The FATE Program has set a goal of training and providing induction services to a total of 36 AI teacher education students/Program graduates during the four-year project period. The FATE Program has been designed so that the majority of the budget directly supports the 36 FATE participants (12 per year) in becoming teachers in Robeson and surrounding counties, and any district with a significant number of AI students. It is believed that the budgeted total four-year project costs of \$1,269,928 (i.e., \$35,275 per student) are reasonable in relation to the number of AI students to be served (36) and to the anticipated results and benefits for the AI students who are trained and graduate through the FATE Program and the school districts in our region and the state that are looking forward to employing FATE Program graduates.

**(2) *Adequacy of Procedures for Ensuring Feedback and Continuous Improvement in the Operation of the Proposed Project***

The FATE Program will employ a Continuous Improvement Management (CIM) process that is advocated by the U.S. Department of Education and educational evaluation professionals (*U.S. Department of Education, 1999; Varbel, 1998; Wagner, Fiester, Reisner, Murphy, & Golan, 1997*) and will guide the project, specifically to: (a) monitor project outcomes; (b) make data-driven, results-based decisions to determine what strategies work and why; (c) and adjust activities to reflect participant needs accurately and effectively achieve intended outcomes. Accordingly, monthly face-to-face or technology-based staff meetings related to each objective/activity of the FATE Program will incorporate discussion focusing on: (1) project implementation activities and barriers to successful implementation; (2) project successes and benchmark indices of outcomes; and (3) the allocation of resources to support the project. The

continuous monitoring by the PC of student progress toward compliance of all University, TEP and FATE Program requirements will provide feedback and ensure the continuous improvement of the participants to meet graduation and licensure requirements.

The primary evaluative data source will be from the FATE Program student participants themselves. As they move through the teacher education program and the FATE-sponsored activities, the participants will critique their experiences through surveys and blog site discussions. Feedback on the program and sponsored activities will be provided to the PC at monthly advising sessions. Another set of evaluation tools will be the activity records, managed by the PC. These quantitative data will include seminar/workshop rosters, seminar/workshop participant evaluations, mid-term and end-of-semester grades, PRAXIS test scores, and activity surveys. A third set of evaluation data will be collected during the induction year of the project, when mentor teachers will provide input on the mentoring process and its results with the use of induction and action plans. Seminar/workshop evaluations will be both quantitative, including rating the seminar/workshop on a variety of factors including relevancy, and qualitative, including areas to list suggestions for improving the seminar/workshop.

Finally, because the U.S. Department of Education has established the following Government Performance and Results Act of 1993 (GPRA) performance measures for the Indian Education Professional Development program that are relevant to the activities of the proposed FATE program – (1) The percentage of participants in teacher preparation projects who become teachers in LEAs that serve American Indian and Alaska Native students; (2) The percentage of program participants who meet State licensure requirements; (3) The percentage of program participants who complete their service requirement on schedule; (4) The cost per individual who successfully completes a teacher preparation program, takes a position in such a school district

that benefits American Indian/Alaska Native enrollment, and completes the service requirement in such a district – the developers of this FATE Program proposal (a) have given careful consideration to these measures in conceptualizing the approach and evaluation for the proposed project and (b) will provide data about the FATE Program’s progress in meeting these GPRA performance measures in the project’s annual performance reports and final report.

**(3) *The Time Commitments of the Project Director and Other Key Project Personnel***

Recognizing the value of the FATE Program, Dr. Alfred Bryant, the PD, will commit 10% FTE (in-kind) to achieve the FATE Program objectives and support Program activities. The PD will have administrative responsibilities for the development, growth and maintenance of the FATE Program. The PD will supervise support staff and work with undergraduate American Indian teacher education students seeking NC licensure. Specific responsibilities of the PD will include: Responsible for supervision of Project Coordinator, and all staff assigned to the Project to ensure delivery of outcomes and goals; Responsible for overall quality and management of the project; Approval of grant expenditures; Communicate with University personnel and constituent partners; Leading regularly scheduled staff meetings; Recognize and solve potential problems and work with the Program evaluator to assess and document project effectiveness; Network with local, regional, state and national agencies, other educational institutions, LEAs, and other interests for future project development; and Review progress reports prepared by project personnel and present program outcomes and deliverables to Chancellor and the Executive Committee.

The PC for the FATE Program will be hired as a full-time staff member. The PC will commit 100% FTE (i.e., 40 hours per week) in order to achieve the Program objectives. The PC will provide overall program implementation and will be supported by a half-time administrative

assistant. The PC will supervise support staff and work with undergraduate American Indian teacher education students seeking NC licensure. Specific responsibilities of the PC will include: Establish and maintain effective project organizational and administrative structures; Student recruitment and enrollment in teacher education program; Participate in FATE Program student sessions; Develop and sustain appropriate communication and other linkages with officials; Coordinate workshops, seminars, meetings, and conference participation; Facilitate the involvement of the FATE Advisory Council and the partnerships in the implementation of program methodologies; Coordinate and attend meetings convened by the Department Chair, Provost and Vice Chancellor for Academic Affairs and/or Chancellor of the University; Maintain files on FATE participants, including educational advisement sessions and progress in their course of study; Work with the PD to ensure expenditures meet the requirements of the grant sponsor; Supervise the collection/analysis of data for evaluation concerning achievement of project/activity goals and objectives and work with the Program evaluator; write evaluation reports; and consult with pertinent staff and faculty members; Facilitate teacher induction activities and regularly schedule on-site visits to each graduate; and Assist in the preparation of progress reports to university administration and the grant sponsor.

The FATE Program Assistant will work on a half-time basis (i.e., 0.5 FTE = 20 hours per week) to provide administrative support to the PD and the PC. Responsibilities include of the PA will include: Research and assist with the preparation of policies and procedures; Prepare correspondence for participants, staff and other stakeholders; Work with project staff to monitor expenditures and program budget; Assist with coordination of workshops, seminars, meetings, and conference participation; Maintain participant confidential records and files; Maintain grant-related electronic/hard-copy filing systems for the project; Maintain participant database to

ensure follow-up and tracking; Work with the PD to ensure expenditures meet the requirements of the grant sponsor; and Work with other departments as needed to accomplish tasks and responsibilities.

The Graduate Assistant for the FATE Program, who will be hired from one of the graduate programs offered through the UNCP School of Education, will provide data management and research assistance to the PD and PC on a half-time basis (i.e., 0.5 FTE = 20 hours per week). The proposed FATE Program evaluator, Dr. Ki Chae, will provide contractual formative and summative evaluation services for \$4,000 per project year, as needed/requested by the PD and PC during the project period.

## Other Attachment File(s)

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**CURRICULUM VITAE**  
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(b)(6)

**ACADEMIC HISTORY**

North Carolina State University, Raleigh, NC Counselor Education minor in Developmental Psychology	Ph.D.	1998
North Carolina State University, Raleigh, NC Counselor Education minor in Multicultural Counseling	M.Ed.	1992
University of North Carolina at Pembroke, Pembroke, NC English Language and Literature	B.A.	1990

**PROFESSIONAL LICENSES/CERTIFICATIONS**

North Carolina Doctorate level licensed School Counselor (Grades K-12)  
North Carolina Licensed Professional Counselor (issued 3-03-06)

**ACADEMIC POSITIONS**

<b>2012–Present</b>	<b>Professor</b> , Department of School Administration and Counseling, The University of North Carolina at Pembroke
<b>2007–2012</b>	<b>Associate Professor</b> , Department of School Administration and Counseling, The University of North Carolina at Pembroke
<b>2001–2007</b>	<b>Assistant Professor</b> , Department of Professional Studies, The University of North Carolina at Pembroke

**ADMINISTRATIVE EXPERIENCE**

**2016–Present**      **Dean**, School of Education, UNC-Pembroke, Pembroke, NC

The Dean is responsible for the academic, personnel, financial, and administrative affairs of the school. The Dean is also responsible for communicating the vision and goals of the School to community and professional constituencies and seeking public and private funds to support the goals of the school. The dean shall have primary responsibility for representing the views of the college faculty to all groups and persons external to the school, particularly to the central administration of the university. The dean shall be responsible for the administration and efficient conduct of the educational program of the school and for integrating the plans of the school with those of the university. The dean shall enforce the policies and regulations adopted by the Board of Trustees, the Office of the Chancellor, the Faculty Senate, and the school faculty.

**2012–2016**

**Associate Dean, School of Education, UNC-Pembroke, Pembroke, NC**

Academic Leadership – provide leadership for and coordination of all academic programs offered by the college, including strategic planning, resource allocation, implementation, evaluation and continuous improvement. Academic Operations – provide leadership for and coordination of the operational function of the academic mission of the college. Faculty Development- collaborates with the dean, department heads and the director for human resources and administration to develop and support the enhancement of the faculty human capital. Assurance of Learning- provides leadership for and coordination of all assurance of learning activities within the college. Working on accreditation and communicating with External Stakeholders. Represent the college at events and activities when the dean is unavailable.

Assists the Dean of the School of Education in the oversight of course schedule planning, faculty evaluation, faculty development, curriculum development, faculty/staff hiring and supervision, budget development, fiscal monitoring and other related administrative activities with and for the assigned program areas. Serves on college-wide committees and works with the other associate deans, deans and administrators in a team environment. Helps the Dean create and maintain an open, collaborative, and inclusive college environment focused on student learning and student success. The Associate Dean of the School of Education reports directly to the Dean of the School of Education and may assume some duties of the Dean in his/her absence.

**2013–Present**

**Founding Director, Southeast American Indian Studies Program, UNC-Pembroke, Pembroke, NC**

Responsible for the integration of existing entities, UNCP's American Indian Studies Department and Native American Resource Center, with the SAIS program. Responsible for the creation of new initiatives, such as a digital archive and an Elder in Residence program. Works with the Office of Advancement to raise funds to further the goals of the SAIS program. Responsible for establishing a National Advisory Board for the SAIS program in collaboration with the SAIS Implementation Committee. Works with the SAIS National Advisory Board to expand its' reach and further the goals of the program. Works to establish and strengthen relationships with tribes of the Southeast, with academic institutions and with state and federal entities to promote and enhance the SAIS program. Responsible for establishing reporting on program activities; provide reports to senior administrators, as requested. Responsible for drafting communications about the Southeast American Indian Studies Program to the rest of the university and, in concert with University Communications & Marketing, will provide proper materials regarding the program to the community and to UNC Pembroke's constituents. Direct participant in fundraising effort for new \$1 million endowed chair in American Indian Studies; made presentation to donors and participated in requests for support. I am responsible for managing the SAIS program and Native Speaker Series budget.

**2015 (Summer)**

**Interim Department Chair of Health, Physical Education and Recreation, School of Education, UNC-Pembroke, Pembroke, NC**

Appointed chair of this academic unit for the summer of 2015 while the department transitioned after the retirement of the previous chair; responsible for departmental budget, daily operations, and scheduling; wrote annual performance reviews and made recommendations on promotion and tenure; conducted personnel searches; represented department at official functions and recruitment events; dealt with student issues; responded to community requests for assistance; presented and defended curricular proposals before governance committees; participated in monthly meetings of deans and chairs. Review performance evaluations of student workers. Represented the department at University and community functions. Engaged in distance-learning instruction and encouraged faculty to do same. Hire and mentor new faculty. Staffed intra-departmental administrative posts. Update personnel files for SACS review. Respond to queries for SACS review.

**2010–2013**                      **Department Chair of School Administration and Counseling, and Program Director of School Counseling, School of Education, UNC-Pembroke, Pembroke, NC**

Elected chair of eleven-member academic unit; responsible for departmental budget, daily operations, and scheduling; wrote annual performance reviews and made recommendations on promotion and tenure; conducted personnel searches; represented department at official functions and recruitment events; dealt with student issues; responded to community requests for assistance; presented and defended curricular proposals before governance committees; participated in monthly meetings of deans and chairs. Review performance evaluations of student workers. Represented the department at University and community functions. Engaged in distance-learning instruction to encourage faculty to do same. Hire and mentor new faculty. Staffed intra-departmental administrative posts. Update personnel files for SACS review. Respond to queries for SACS review.

**2009–2010**                      **Program Director of School Counseling and Mental Health Counseling, School of Education, UNC-Pembroke, Pembroke, NC**

Responsibilities include evaluate student applications, schedule courses, assign instructors, provide leadership and direction for Programs, and serve on Graduate Council. Award assistantships. Maintain student files. Advise new students. Interview prospective students and make program admission decisions. Draft student recommendations.

**2008–2009**                      **American Council on Education (ACE) Fellow, UNC-Charlotte, Charlotte, NC. (Host Institution) Dr. Philip Dubois, Chancellor and Dr. Joan Lorden, Provost (mentors)**

Nominated by the campus president and chosen for participation after a nation-wide selection process. The year-long American Council on Education (ACE) Fellows program combines intensive seminars, campus visits, and internship placements. I spent an academic year at the University of North Carolina at Charlotte working with both the Chancellor and Provost. My goal was to gain a better understanding of the role and responsibility of a Chancellor and Provost and also observe how they develop their vision and ultimately implement it effectively. I also spent time with every Dean and Vice Chancellor on campus. My goal was to comprehend the role of a Dean and Vice Chancellor in the total mission of the University.

**2005–2008**                      **Assessment Director, School of Education, UNC-Pembroke, Pembroke, NC**

Responsible for state and federal reporting on behalf of the School of Education. Oversees all assessment requirements and issues, and coordinating the assessment plan for North Carolina State and NCATE accreditation.

**2001–2005**                      **Program Director of the Youth Opportunity Grant Program, School of Education, UNC-Pembroke, Pembroke, NC**

Academic advising, college-wide and division committee membership, and grant writing. Directed a \$500,000 per year grant from the US Department of Labor aimed at increasing the college attendance rates of kids from lower income areas. The participants ranged in age from 14-18 years old. The grant provided academic support as well as cultural and social enrichment. Supervise 5 full-time staff.

**2000–2001**                    **Postdoctoral Fellow**, Psychology Department., NC State University, Raleigh, NC (.65 FTE)

I was a research associate in a developmental psychology research lab that investigated the impact of the aging process on reaction times.

**2000–2001**                    **Postdoctoral Fellow**, Native Elder Research Center, University of Colorado Health Sciences Center, Denver, Co (.35 FTE)

I participated in a training program designed to prepare American Indian PhDs and MDs to conduct Health related research, as well as write a secondary data analysis and RO1 research grant.

**1996–2000**                    **Lecturer/ Counselor**, First Year College, NC State University, Raleigh, NC

Responsibilities included teaching and advising freshmen students admitted into the First Year College Program. The goal of the program was to assist freshmen with their deciding on a College Major, as well as teaching Freshman Seminar courses.

**1994–1996**                    **Lecturer/ Counselor**, Freshman Seminar Program, UNC-Pembroke, Pembroke, NC

Responsibilities included teaching and advising freshmen students admitted UNC-Pembroke. The goal of the program was to assist freshmen with their deciding on a College Major, as well as teaching Freshman Seminar courses.

**1991–1994**                    **High School Counselor**, Public Schools of Robeson County, Lumberton, NC

Responsibilities included test coordination, academic advising, personal counseling, registration, and other duties as assigned.

#### **PROFESSIONAL AWARDS AND ACTIVITIES**

**2015–Present**                    Robeson County Community Foundation Board (3 year term)

**2011–2012**                    The University of North Carolina at Pembroke School of Education Distinguished Faculty Award Recipient

**2011–Present**                    Robeson County Commissioner’s Appointee to the Department of Social Service’s Board (Appointed to two 3 year terms)

**2014–2015**                    Elected Vice Chair of the North Carolina Social Work Certification and Licensure Board

**2009–2015**                    Governor’s Appointee to the North Carolina Social Work Certification and Licensure Board (Appointed to two 3 year terms)

**2011–2015**                    Finance Committee Member, North Carolina Social Work Certification and Licensure Board

**2010–2011**                    Member, UNC SERVES Working Group: System wide Evaluation & Recommendation for Veterans Education & Services

**2004–2014**                    Member, McIntyre’s 7<sup>th</sup> Congressional District Education Advisory Committee

<b>2007</b>	NCATE/SDPI Accreditation Team (Evaluated UNC-Chapel Hill's Education Program)
<b>2006</b>	Participant, UNC Leadership Institute (Leadership Development for Dept. Chairs)
<b>2006</b>	NCATE/SDPI Accreditation Team (Evaluated UNC-Greensboro's Education Program)
<b>2006</b>	NCATE/SDPI Accreditation Team (Evaluated Appalachian State's Education Program)
<b>2006</b>	NCATE/SDPI Accreditation Team (Evaluated NC A & T's Education Program)
<b>2005</b>	ACCESS Data Base Training (NC State Continuing Education)
<b>2005</b>	NC Department of Public Instruction Program Approval Training
<b>2005</b>	ACE: Evaluating Distance Learning Courses for College Credit
<b>2003</b>	Harvard's Management Development Program
<b>1997–2004</b>	Member, North Carolina Charter School Advisory Committee (NC DPI subcommittee)
<b>2002–2015</b>	UNC-Pembroke NC Teaching Fellow Mentor
<b>2001–2014</b>	Regional Teaching Fellow Interview Committee
<b>2002–2003</b>	Leadership North Carolina
<b>2003–2004</b>	UNC-Pembroke Administrative Fellowship

#### **UNIVERSITY COMMITTEES**

<b>2015–Present</b>	UNC-Pembroke Men's Basketball Team Faculty Liaison
<b>2015–2016</b>	University's Calendar Committee
<b>2015–2016</b>	Chancellor's Installation Committee
<b>2015–Present</b>	UNC-Pembroke Regional Center Advisory Committee
<b>2015</b>	UNC-Pembroke Director of Student Support Services Search Committee
<b>2014–present</b>	Southeast American Indian Studies Advisory Board
<b>2014</b>	Co-chair of the UNC-Pembroke Assistant General Council position search committee
<b>2014</b>	UNC-Pembroke Men's Baseball Team Faculty Liaison
<b>2010–2014</b>	Chancellor's Budgetary Advisory Council
<b>2010–Present</b>	Chair, Financial Aid Athletic Appeals Committee
<b>2012–Present</b>	University's Online Quality Task Force Committee

<b>2010–2011</b>	Chancellor’s Installation Committee
<b>2010–2011</b>	Dr. Zoe Locklear’s Post Tenure Review Committee
<b>2010</b>	Assistant Professor of Mental Health Counseling Search Committee
<b>2009</b>	Chair, UNC-Pembroke Assistant Professor of Elementary Education Search Committee
<b>2008</b>	Chair, UNC-Pembroke Assistant University Attorney Search Committee
<b>2003–2013</b>	University IRB Committee
<b>2009–Present</b>	Teacher Education Committee
<b>2009–2013</b>	UNC-Pembroke Graduate Council
<b>2007–Present</b>	BA in Interdisciplinary Studies Advisory Committee
<b>2007–2008</b>	University Tenure and Promotion Committee
<b>2003–2005</b>	Distinguished Speaker Series Committee

#### **PEER-REVIEWED PUBLICATIONS**

1. Langdon SE, Golden SL, Arnold EM, Maynor RF, **Bryant A**, Freeman VK, Bell RA. Lessons learned from a community-based participatory research mental health promotion program for American Indian youth. *Health Promotion Practice*, e-pub on March 24<sup>th</sup>, 2016. DOI: 10.1177/1524839916636568.
2. Bell, R., Arnold, E., Golden, S., Langdon, S., Anderson, A., & **Bryant, A.** (2014). Perceptions and psychosocial correlates of bullying among Lumbee Indian youth. *American Indian and Alaska Native Mental Health Research*, 21(1), 1-17.
3. Arnold EM, McCall WV, Anderson A, Golden S, Langdon S, **Bryant A**, Bell R. (2013) Sleep Problems, Suicidality and Depression among American Indian Youth. *J Sleep Disor: Treat Care* 2:3. doi:10.4172/2325-9639.1000119
4. Halberstadt, A.G., Dunsmore, J.C., **Bryant, A. J.**, Parker, A.E., Beale, K.S. & Thompson, J.A. (2013). Development and validation of the Parents’ Beliefs about Children’s Emotions questionnaire. *Psychological Assessment*, 25, 1195 - 1210. doi: 10.1037/a0033695
5. Parker, A.E., Halberstadt, A.G., Dunsmore, J.C., Townley, G., **Bryant, A.**, Thompson, J.A. & Beale, K.S. (2012). “Emotions are a window into one’s heart”: A qualitative analysis of parental beliefs about children’s emotions across three ethnic groups. *Monographs of the Society for Research in Child Development*, 77, vii-i, 1–134. doi: 10.1111/j.1540-5834.2012.00676.x-10.1111/j.1540-5834.2012.00685.x.
6. Zyromski, B. **Bryant, A.**, & Gerler, E. R. (2011). Succeeding in School: The Online Reflections of Native American and Other Minority Students. *Journal of Humanistic Counseling, Education & Development*.
7. Zyromski, B. **Bryant, A. Jr.**, & Gerler, E. R. Jr. (2009). Online reflections about relationships at school: Implications for school violence. *The Journal of School Violence*, 8, 301-311.

8. Zyromski, B., **Bryant, A.**, Deese, B. D., & Gerler, E. R. (2008). Succeeding in school: A qualitative study of primarily American Indian students' use of an online intervention. Professional School Counseling, 12 (2), 119-122.
9. **Bryant, A., Jr.**, & LaFromboise, T. D. (February, 2005). The racial identity and cultural orientation of Lumbee American Indian high school students. Cultural Diversity and Ethnic Minority Psychology.
10. **Bryant, A., Jr.**, Turner, R., Bell, R., Herrell, R., Manson, S., & Buchwald, D. (2004). Health differences among Lumbee Indians using public and private sources of care. Journal of Rural Health, 20(3), pp. 231-236.
11. **Bryant, A., Jr.** & Baker, S. (April, 2003). The Feasibility of Constructing Profiles of Native Americans from the People of Color Racial Identity Attitude Scale: A Brief Report. Measurement and Evaluation in Counseling and Development, 36 (1).
12. Ting, S. R., & **Bryant, A., Jr.** (Spring, 2001). The impact of acculturation and psychosocial variables on academic performance of Native American and Caucasian freshmen. Journal of College Admission, pp. 22-28.

### FUNDED PROJECTS

#### 2016–2017

**Bryant, A. & Locklear, L.**

Title of Project: Project ACCESS: Achieving College Opportunities, Community Engagement and Student Success

Purpose: Seeks to improve access to higher education and career preparedness for American Indian youth of Robeson County through engagement in the process by Native youth, their families, and the tribal communities

Partners: Lumbee Tribe, Public Schools of Robeson County, Robeson Community College and UNC Pembroke (I think this is the first time these four have partnered like this.)

Length of Grant: Four years

Amount Funded: \$2.4 million (over four years)

UNCP's portion: \$880,512 (over four years)

UNCP's component includes:

1. Hiring a community engagement specialist (to be housed in SAIS)
2. The CES will Coordinate residential summer, day and community camps for high school American Indian students in Robeson County.
3. The CES will also facilitate an academic tutoring program for the Tribe's Boys and Girls Club (UNCP students will serve as tutors)

#### 2016 (summer)

**Bryant, A. & Locklear, L.**

Safeguarding Our Natural and Tribal Heritage Youth Program

Sponsored by the United States Department of Agriculture's Animal and Plant Health Inspection Service and hosted by the University of North Carolina at Pembroke's Southeast American Indian Studies Program.

Award: \$45,000

Overview: Twenty American Indian high school students with an interest in agriculture, veterinary medicine, wildlife biology, plant science, environmental science, natural resources, nanotechnology, and STEM (science, technology, engineering and math) fields were provided a two week summer camp. Practical hands-on experience was provided through clinics, workshops, and field trips.

- 2015 (summer)** **Bryant, A.** & Locklear, L.  
Safeguarding Our Natural and Tribal Heritage Youth Program  
Sponsored by the United States Department of Agriculture's Animal and Plant Health Inspection Service and hosted by the University of North Carolina at Pembroke's Southeast American Indian Studies Program.  
Award: \$40,000  
Overview: Twenty American Indian high school students with an interest in agriculture, veterinary medicine, wildlife biology, plant science, environmental science, natural resources, nanotechnology, and STEM (science, technology, engineering and math) fields were provided a two week summer camp. Practical hands-on experience was provided through clinics, workshops, and field trips.
- 2014–2015** **Bryant, A.** & Locklear, L.  
PNC Bank Native American Speakers Series  
PNC Bank donated \$10,000 to sponsor our Native American Speakers Series for the year.
- 2014–2015** Warren, J. M., Zhang, X. Xin and **Bryant, A.**  
The Best Buy Community Grant  
Introduction to Interactive 3D Story Programming: Fostering Student Engagement, Cultural Identity, and Career Awareness  
Award: \$7,500  
Overview: Seventh and Eighth grade students at the CIS Charter School will participate in a program that teaches them how to use code to develop interactive 3D stories.
- 2010–2012** Bell, R. (PI) and **Bryant, A.** (Co-PI) *Lumbee Rite of Passage: A Suicide Prevention Model for American Indian Youth*, Bell (PI) 07/01/2010-06/30/2012. R21, National Institute of Mental Health. A study to determine the impact of cultural programs, specifically a culture class conducted by the Lumbee Tribe of NC at three tribally owned Boys and Girls Clubs, on suicide ideation in American Indian adolescents between the ages of 12–17.
- 2010–2014** Holman, A. (CO-PI) and **Bryant, A., Jr.** (CO-PI) *Title V State Abstinence Program*. Department of Health and Human Services. This grant provides mentoring, counseling, and adult supervision to promote abstinence from sexual activity. The university partners' specific role in this grant is to facilitate implementation of mental health services and trainings in middle school settings.
- 2003–2005** Halberstadt, A. G., Dunsmore, J. C., Parker, A. E., Beale, K. R., Thompson, J. A., & **Bryant, A., Jr.** *Parents' beliefs about children's emotions*. R03, National Institutes of Health. In a series of studies, we are developing a questionnaire for parents that assess multifaceted beliefs about children's emotion. The questionnaire is created with input from three different ethnic groups, equal numbers of mothers and fathers, and parents of varying socioeconomic status. We are currently demonstrating that this questionnaire is psychometrically reliable and valid in three different ethnic groups. Key methodological advances include the non-ethnocentric development of the questionnaire, and refinements of focus group methodologies (including saturation within and across focus groups, identification and verification of themes).

- 2000–2005** **Bryant, A.** *Youth Opportunity Grant*, United States Department of Labor, Outreach Grant, Director. The major goal of this project was to increase the number of students from enterprise communities entering an educational pathway through completion of a two- or four-year college curriculum. Managed a budget of \$ 556,000 per year.
- 2001–2005** **Bryant, A.** *Family and Violence Prevention Program*, Office of Minority Health, Principal Investigator. The FLCs are engaged in violence prevention activities that address the academic, personal, cultural and career development of youth at risk for involvement in violent and other abusive behavior. Each FLC provides a summer academic enrichment program and conducts activities to improve family bonding, parenting skills, and social interaction skills. Each has collaborative agreements with schools and community organizations to assist in recruiting youth and their families and delivering services.

### CONFERENCE PRESENTATIONS

- Cummings, R., **Bryant, A.**, Locklear, L. & Freeman, J. UNCP: Continuing Its Historical Mission of Service to North Carolina’s American Indian People through Summer Camps and Native Student Recruitment. 2016 North Carolina Indian Unity Conference. Raleigh, NC, March 11<sup>th</sup>, 2016.
- Bryant, A.** The History of American Indian Education. North Carolina State University’s Indigenous Speaker Series, Raleigh, NC. November 3<sup>rd</sup>, 2015.
- Bryant, A.** Where are the American Indian Faculty? How Educational Disparities Impact the Creation of an American Indian Faculty Member. 14<sup>th</sup> annual Diversity Challenge: Boston College, October 25<sup>th</sup> 2014.
- Bryant, A.**, and Derek Oxendine. Issues around the Recruitment and Retention of American Indian Faculty, Staff and Students in Today’s Higher Education System, Southeast American Indian Studies Conference, University of North Carolina at Pembroke, Pembroke, NC, April 11<sup>th</sup>, 2014.
- Bryant, A.** The University of North Carolina’s Southeast American Indian Studies Program. American Indian UNC System Faculty Forum. The Friday Institute, Centennial Campus, North Carolina State University, Raleigh, NC, November 11<sup>th</sup> 2013.
- Bell R., Anderson A, Arnold E., **Bryant A.**, Faircloth Maynor R., Golden S., Langdon S. The Lumbee Rite of Passage: A Cultural Enhancement Program for Lumbee Youth to Address Cultural Awareness and Psychosocial Health. Poster Presentation, North Carolina Public Health Association 2013 Fall Educational Conference, Asheville, NC, September 19<sup>th</sup>, 2013
- Bell R, Arnold E, **Bryant A.**, Anderson A, Golden S, Langdon S, Faircloth R. Perceptions and Psychosocial Correlates of Bullying Among Lumbee Indian Youth: The Lumbee Rite of Passage Project. Poster Presentation. Summit on the Science of Eliminating Health Disparities, National Institute of Minority Health and Health Disparities, December 18<sup>th</sup>; 2012, National Harbor, MD.
- Bryant, A.** Suicide among American Indian Youth: Risk Factors and Cultural Solutions, Twelfth annual Diversity Challenge: Boston College, October 20<sup>th</sup> 2012.

- Beasley, C.M., Powell, F.D., **Bryant, A.** (2012, September). The Face of Diabetes in Robeson County. Invited presentation at the 6th Annual Conference for American Indian Women of Proud Nations, September 19- September 21, 2012, The University of North Carolina at Pembroke, Pembroke, NC.
- Bell R, Anderson A, Arnold E, **Bryant A.**, Faircloth F, Golden S, Langdon S. The Lumbee Rite of Passage: A Cultural Enhancement Program for Lumbee Indian Youth to Address Cultural Awareness and Psychosocial Health. Poster Presentation, Advancing Native Health and Wellness Conference, Association of American Indian Physicians 41st Annual Meeting , July 31st – August 5th, 2012., Anchorage, Alaska.
- Bell R, Anderson A, Arnold E, **Bryant A.**, Faircloth F, Golden S, Langdon S. The Lumbee Rite of Passage: A Cultural Enhancement Program for Lumbee Indian Youth to Address Cultural Awareness and Psychosocial Health. Oral Presentation, Advancing Native Health and Wellness Conference, Association of American Indian Physicians 41st Annual Meeting,, July 31st – August 5th, 2012., Anchorage, Alaska
- Bryant, A.** Assessment of Enculturation among Lumbee Youth Participating in a Cultural Enrichment Program, Southeastern American Indian Studies Conference, University of North Carolina at Pembroke, Pembroke, NC, April 12<sup>th</sup>, 2012.
- Arnold, E., Bell, R. A., **Bryant, A.**, Golden, S. Jaimie Hunter, S. J., Sarah Langdon, S., Oxendine, J., & White T. (2011). Lumbee Rite of Passage: A Suicide Prevention Model for American Indian Youth. Society for Prevention Research 19th Annual Meeting, Prevention Scientists Promoting Global Health: Emerging Visions for Today and Tomorrow, Washington, DC.
- Arnold E, Bell R, **Bryant A.**, Faircloth R, Golden S, Hunter J, Langdon S, Oxendine J, White T. Lumbee Rite of Passage (LROP): Early Results of a Suicide Prevention Study in American Indian Youth. Southeastern American Indian Studies Conference, University of North Carolina at Pembroke, Pembroke, NC, April 8<sup>th</sup>, 2011.
- Bryant, A.** (March 21, 2011). Cognitive and Behavioral Lifespan Issues related to Adolescents. Public Schools of Robeson County In-Service Workshop.
- Bryant, A., Jr.** (2010). School Counselors and Working with Families. Third Annual School Counselors' Drive-In Workshop, The University of North Carolina at Pembroke, Pembroke, NC.
- Brooks, J. L., Holditch-Davis, D., Docherty, S. L., & **Bryant, A., Jr.** (2010). What are Lumbee Indian Mothers' Perceptions of Parenting their Premature Infants? XVII Biennial International Conference on Infant Studies, Baltimore, Maryland.
- Bryant, A., Jr.** (2009). Strength-Based Counseling. Second Annual School Counselors' Drive-In Workshop, The University of North Carolina at Pembroke, Pembroke, NC.
- Bryant, A., Jr.** (2008). The Family: How Parents Impact the Emotional Development of Their Children. First Annual School Counselors' Drive-In Workshop, The University of North Carolina at Pembroke, Pembroke, NC.
- Murhib, L. G., Sass, T. L., Helms, J. E., Hamilton, C. & **Bryant, A., Jr.** (2007, August). Exploring the Native American Mascot Issue: Research Team Experiences, National American Psychological Association Conference, San Francisco, CA.

Beale, K. S., Halberstadt, A. G., & **Bryant, A., Jr.** (2007, March). Ethnicity, SES, and Education as Predictors of Parents' Beliefs about Children's Emotions. Society for Research in Child Development (SRCD) Biennial Meeting, Boston, MA.

**Bryant, A., Jr.** Denny, E., Lundin, D., Geller, J., McClure, M. & Ling, H. (2006, October) Human Subject Protection: A Refresher. University of North Carolina at Pembroke Teaching and Learning Center Faculty presentation, UNC-Pembroke, Pembroke, NC.

Halberstadt, A. G., Beale, K., Parker, A. E., Stelter, R. L., Craig, A.B., & **Bryant, A. Jr.** (July, 2006). Parents' beliefs about children's emotions: Development of a questionnaire. Parental socialization of emotion. Symposium conducted at the annual meeting of the International Society for Research on Emotion, Atlanta, Ga.

Ting, S. R. Sedlacek, B., **Bryant, A. Jr.** Ward, D. (2004, April) Developing Alternative Admissions Criteria: A Five Campus Consortium. The Annual Convention of American College Personnel Association, Philadelphia, PA.

Ting, S. R., **Bryant, A., Jr.** (2003, March) Educating Students from Diverse Backgrounds 101. The Annual Convention of American College Personnel Association, Minneapolis, MN.

#### Doctorate Committee Service

**Lowry, C.**, Faircloth, S., Carr, M., & Bryant, A. (2016). Comprehensive Exam. The University of North Carolina at Wilmington, College of Education.

**Brooks, J. L.**, Holditch-Davis, D., Docherty, S., Landerman, L. R., & Bryant, A. (2011) "Interactions between mothers and their American Indian premature infants." Duke University, School of Nursing.

#### **COURSES TAUGHT**

EDN 3500	Educational Psychology
EDN 5500	Advanced Educational Psychology
EDN 5660	Applied Educational Research
SCN 5000	The Professional School Counselor
SCN 5025	Issues in Lifespan Development
SCN 5050	The Helping Relationship
SCN 5350	School Counselor as Leader, Advocate and Consultant
SCN 5500	Research and Program Evaluation
SCN 5700	Career Development and Education
SCN 5800	Multicultural Counseling and Education
SCN 6000	School Counseling Practicum
SCN 6110	School Counseling Internship
MHC 6100	Mental Health Counseling Practicum

## REFERENCES

Dr. James A. Anderson, Chancellor (Former supervisor while at NC State)  
Chancellor's Office  
Fayetteville State University  
1200 Murchison Rd.  
Fayetteville, NC 28301  
C.J. Barber Building  
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Dr. Mark Canada, Vice Chancellor for Academic Affairs (Former supervisor at UNCP)  
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Dr. Thomas Conway, Chancellor (Former supervisor while at NC State)  
Chancellor's Office  
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Fax: (252) 335-3731  
E-mail: [chancellor@ecsu.edu](mailto:chancellor@ecsu.edu)

Dr. Philip L. Dubois, Chancellor (Mentor during my ACE fellowship at UNC Charlotte)  
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9201 University City Blvd.  
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Dr. Zoe W. Locklear, Provost & VC Academic Affairs (Former supervisor at UNCP)  
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**CURRICULUM VITAE****KI BYUNG CHAE**

Educational Leadership and Counseling  
 University of North Carolina at Pembroke  
 Educational Center #344  
 kbyung.chae@uncp.edu  
 (910) 521-6753

**EDUCATION**

- THE COLLEGE OF WILLIAM & MARY** (CACREP Accredited), *Williamsburg, VA* 2013  
**DOCTOR OF PHILOSOPHY** (Ph.D.) in Counselor Education and Supervision  
**Cognate:** Couples and Family Counseling  
**Dissertation:** Development of the Chae Optimal Supervision Environment Test  
**Advisor:** Dr. Charles “Rip” McAdams
- LIBERTY UNIVERSITY**, *Lynchburg, VA* 2009  
**MASTERS OF ARTS** (M.A.) in Professional Counseling  
 Graduate with Distinction
- CHUNG-ANG UNIVERSITY**, *Seoul, South Korea* 2006  
**BACHELOR OF ARTS** (B.A.) in Psychology

**PROFESSIONAL AREA CREDENTIALS**

- NATIONAL CERTIFIED COUNSELOR (NCC) #335491** 2014  
 National Board for Certified Counselors, *Greensboro, NC*

**ACADEMIC AND PROFESSIONAL POSITIONS**

- DIRECTOR OF CLINICAL MENTAL HEALTH COUNSELING PROGRAM** 2014 – PRESENT  
 School of Education  
 The University of North Carolina at Pembroke, *Pembroke, NC*  
*Responsibilities include overseeing the program, facilitating faculty meetings, participating in graduate council meetings, interviewing potential students, recruiting potential students, developing programs, supervising graduate assistants, and working on admissions.*

<b>ASSISTANT PROFESSOR</b>	2013 – PRESENT
<p>School of Education  The University of North Carolina at Pembroke, <i>Pembroke, NC</i>  <i>Responsibilities include teaching graduate education courses affiliated with counseling programs, engaging in scholarly and University and community service activities, and conducting research.</i></p>	
<b>COUNSELOR</b>	2012 – 2013
<p>Strong Families Group Program  The College of William &amp; Mary, <i>Williamsburg, VA</i>  <i>Responsibilities include planning and facilitating group counseling for children with aggressive behaviors.</i></p>	
<b>FAMILY COUNSELOR</b>	2010 – 2013
<p>New Horizons Family Counseling Center  The College of William &amp; Mary, <i>Williamsburg, VA</i>  <i>Responsibilities include providing individual, couples, and family counseling sessions.</i></p>	
<b>GRADUATE ASSISTANT</b>	2010 – 2013
<p>School of Education  The College of William &amp; Mary, <i>Williamsburg, VA</i>  <i>Responsibilities include assisting professors' courses and research projects.</i></p>	
<b>INSTRUCTOR</b>	2012
<p>School of Education  The College of William &amp; Mary, <i>Williamsburg, VA</i>  <i>Responsibilities include teaching &lt;V63 Counseling Techniques with College Students&gt;</i></p>	
<b>DIRECTOR OF ADULT PROGRAMS</b>	2009 – 2010
<p>National Institute of Family Counseling, <i>Vienna, VA</i>  <i>Responsibilities include providing individual, couples, and family counseling sessions, planning and facilitating programs for community, providing supervision for counseling interns, managing organization, facilitating board meetings, grant-writing, and fundraising.</i></p>	
<b>COUNSELING INTERN</b>	2009
<p>Hudson House Mental Health, <i>Lynchburg, VA</i>  <i>Responsibilities include providing individual and group counseling sessions.</i></p>	

**GRADUATE ASSISTANT**

2008 – 2009

Counseling Department

Liberty University, Lynchburg, VA

*Responsibilities include facilitating group counseling sessions for graduate students.***UNIVERSITY TEACHING EXPERIENCES****AT THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE**

Spring 2016 CNS 5000 Professional and Ethical Issues in Counseling [graduate course]  
 CNS 5600 Assessment Practices in Counseling [graduate course]  
 CNS 6100 Counseling Practicum [graduate course]  
 CNS 6120 Clinical Mental Health Counseling Internship [graduate course]  
 CNS 5060 Independent Study in CMHC [graduate course]

Fall 2015 CNS 5000-001 Professional and Ethical Issues in Counseling [graduate course]  
 CNS 5000-002 Professional and Ethical Issues in Counseling [graduate course]  
 CNS 5850 Theory and Process of Family Counseling [graduate course]  
 CNS 6120 Clinical Mental Health Counseling Internship [graduate course]

Summer 2015 CNS 5000 Professional and Ethical Issues in Counseling [graduate course]  
 CNS 5600 Assessment Practices in Counseling [graduate course]  
 CNS 5850 Theory and Process of Family Counseling [graduate course]

Spring 2015 CNS 5000 Professional and Ethical Issues in Counseling [graduate course]  
 CNS 5600 Assessment Practices in Counseling [graduate course]  
 CNS 6100 Counseling Practicum [graduate course]

Fall 2014 CNS 5000-001 Professional and Ethical Issues in Counseling [graduate course]  
 CNS 5000-002 Professional and Ethical Issues in Counseling [graduate course]  
 CNS 5600 Assessment Practices in Counseling [graduate course]  
 CNS 6100 Counseling Practicum [graduate course]

Summer 2014 CNS 5400 Theories of Counseling [graduate course]  
 CNS 5600 Assessment Practices in Counseling [graduate course]  
 CNS 5800 Multicultural and Social Justice in Counseling [graduate course]

Spring 2013 CNS 5000 Professional and Ethical Issues in Counseling [graduate course]  
 CNS 5800 Multicultural and Social Justice in Counseling [graduate course]  
 CNS 6100 Counseling Practicum [graduate course]

Fall 2013 CNS 5000-001 Professional and Ethical Issues in Counseling [graduate course]  
 CNS 5000-002 Professional and Ethical Issues in Counseling [graduate course]  
 CNS 5000-003 Professional and Ethical Issues in Counseling [graduate course]

**AT THE COLLEGE OF WILLIAM & MARY**

Spring 2013 EDUC 665 Intermediate Statistics (teaching assistant) [graduate course]  
 EDUC 627 Marriage and Family Counseling (teaching assistant) [graduate course]  
 EDUC 663 Principle Education Research (teaching assistant) [graduate course]

Fall 2012 ED V63 Counseling Technique for College Students (co-instructor) [graduate course]  
 EDUC C34 Group Theory and Technique (teaching assistant) [graduate course]  
 EDUC 665 Intermediate Statistics (teaching assistant) [graduate course]  
 EDUC 663 Principle Education Research (teaching assistant) [graduate course]

Spring 2012 EDUC F12 Advanced Educational Psychology (teaching assistant) [graduate course]  
 EDUC 665 Intermediate Statistics (teaching assistant) [graduate course]  
 EDUC 624 Theory and Practice of Multicultural Counseling (guest speaker) [graduate course]

Fall 2011 EDUC C34 Group Theory and Technique (teaching assistant) [graduate course]  
 EDUC 665 Intermediate Statistics (teaching assistant) [graduate course]  
 EDUC 663 Principle Education Research (teaching assistant) [graduate course]

Spring 2011 EDUC C42 Supervised Practicum in Counseling (co-instructor) [graduate course]  
 EDUC 665 Intermediate Statistics (teaching assistant) [graduate course]  
 EDUC 663 Principle Education Research (teaching assistant) [graduate course]

Fall 2011 EDUC 665 Intermediate Statistics (teaching assistant) [graduate course]

Spring 2010 EDUC 665 Intermediate Statistics (teaching assistant) [graduate course]

Fall 2010 EDUC 665 Intermediate Statistics (teaching assistant) [graduate course]  
 EDUC 663 Principle Education Research (teaching assistant) [graduate course]  
 EDUC C33 Techniques of Counseling (teaching assistant) [graduate course]

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**CLINICAL SUPERVISION EXPERIENCES****AT THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE**

Spring 2016 CNS 6100 Counseling Practicum [graduate course]  
 CNS 6120 Clinical Mental Health Counseling Internship [graduate course]  
 Fall 2015 CNS 6120 Clinical Mental Health Counseling Internship [graduate course]  
 Spring 2015 CNS 6100 Counseling Practicum [graduate course]  
 Fall 2014 CNS 6100 Counseling Practicum [graduate course]  
 Spring 2014 CNS 6100 Counseling Practicum [graduate course]

**AT THE COLLEGE OF WILLIAM & MARY**

Spring 2012 EDUC C42 Supervised Practicum in Counseling [graduate course]  
 Spring 2011 EDUC C42 Supervised Practicum in Counseling [graduate course]

**GRANTS AND AWARDS**

**University of North Carolina at Pembroke** 2016  
**Summer Research Fellowships**  
 Grant awarded \$5000.00

**US Department of Health and Human Services** 2016  
**Scholarships for Disadvantaged Students (SDS)**  
 Submitted for \$644,716.63

**University of North Carolina at Pembroke** 2014  
**Harnessing Opportunities through Proactive Education and Services (HOPES) Program Grant**  
 Quality matters online teaching training.  
 Grant awarded \$3000.00

**VACES Student Development Grant** 2012  
 Development and Validation of the Optimal Supervision Environment Scale  
 Grant awarded \$300.00

**SACES Emerging Leaders Fellow** 2012  
 Grant awarded \$300.00

**PROGRAM GRANTS**

**Fairfax County Consolidated Community Funding Pool** 2010  
 Family & Youth Counseling for Korean Americans  
 National Institute of Family Counseling, *Vienna, VA*  
 Funding awarded \$47,000.00 for FY 2011-2012

**Fairfax County Consolidated Community Funding Pool**

2010

Peer-to-Peer Youth Learning Program

National Institute of Family Counseling, *Vienna, VA*

Funding awarded \$33,500.00 for FY 2011-2012

**SCHOLARSHIPS****REFERRED PUBLICATIONS**

McAdams, C. R., **Chae, K.**, Foster, V. A., Lloyd-Hazlett, J., Joe, R., & Riechel, M. K. (2015). Perceptions of the first family counseling sessions: Why families come back. *Journal of Family Psychotherapy*, 26, 253 – 268.

Kim, K. H., Lee, H., **Chae, K.**, Andersen, L., & Lawrence, C. (2011). Creativity and Confucianism among American and Korean educators. *Creativity Research Journal*, 23, 357-371.

**Chae, K.** (in review). *Second order change*. The Sage Encyclopedia of Marriage, Family, Couples Counseling.

Blackstock, J., **Chae, K.**, Mauk, G., & McDonald, A. (in progress). Perceived barriers to mental health care for school-aged children in rural area.

**Chae, K.**, Bracken, B., McAdams III, C. R., & Foster, V. (in progress). Development and validation of the Chae Optimal Supervision Environment Test.

**Chae, K.**, McAdams III, C. R., Bracken, B., & Foster, V. (in progress). Identifying the factors of the optimal supervision environment.

**Chae, K.**, Wu, J., & Chuang, C. (in progress). Development and validation of Chinese version of College Self-Efficacy Inventory.

**Chae, K.**, & McAdams III, C. R. (in progress). A comprehensive examination of psychological issues experienced by contemporary immigrant families.

**REFERRED PROFESSIONAL CONFERENCES****National Conference**

Appiah-Boateng, A., & **Chae, K.** (October 9, 2015). Masculine norms and boys' bullying behavior. *Association of Counselor Education and Supervision Conference, Philadelphia, PA.*

- Chae, K., McDonald, A., & Blackstock, J. (October 10, 2015). Exploring mental health needs of children in rural areas and challenges in receiving appropriate mental health care in rural schools. *Association of Counselor Education and Supervision Conference, Philadelphia, PA.*
- Chae, K.** (October 19, 2013). Development of the Chae Optimal Supervision Environment Test (COSET): Measuring the supervision environment from the supervisee's perspective. *Association for Counselor Education and Supervision Conference, Denver, CO.*
- Riechel, M. C., **Chae, K.**, & Robertson, D. (March, 24, 2013). Invigorating group supervision: An empirically-based application of group theory and practice. *American Counseling Association Conference, Cincinnati, OH.*
- Robertson, D., & **Chae, K.** (February 16, 2013). Teaching psychopathology with a global perspective. *Cross-Cultural Issues in Counseling & Education Conference, Savannah, GA.*
- Chae, K.** (September 29, 2012). Integrating developmental supervision theories and attachment theory toward a meaningful supervisory relationship. *Southern Association for Counselor Education and Supervision Conference, Savannah, GA.*
- Chae, K.** (July 13, 2012). A "good enough" supervision environment: Examination of factors related to the adult attachment and adult developmental theories. *Association of Adult Development and Aging Summer Conference, Williamsburg, VA.*
- Gho, J., Nelson, G. F., & **Chae, K.** (March 29, 2007). Marital employment in childhood and adult daughters and mothers' perceived relationship quality in Korea: A qualitative study. *Society for Research in Child Development Biennial Meeting, Boston, MA.*

### **Local Conference**

- Chae, K.**, & Blackstock, J. (February, 18, 2016). Rural children, real challenges: Trends in treatment and barriers to mental health care for rural children. *North Carolina Counseling Association Annual Conference, Greensboro, NC.*
- Simon, S. & **Chae, K.**, (February 18, 2016). Effective online treatment programs for female rape victims suffering from PTSD. *North Carolina Counseling Association Annual Conference, Greensboro, NC.*
- Chae, K.** (December 7, 2015). Exploring mental health needs of children in rural areas and challenges in receiving appropriate mental health care in rural schools. *SOAR<sup>2</sup> Conference, Pembroke, NC.*
- Chae, K.** (March 27, 2015). Ethical and legal issues in working with minors in schools. *8th Annual Southeast Region of NC Counselors' Drive-In Workshop for Area Counselors, Pembroke, NC.*

- Kelly, K. C., Henderson, M., McDonald, A., & **Chae, K.** (February 12, 2015). School counselors' perceptions of mental health needs of children and adolescents. *North Carolina Counseling Association Conference, Greensboro, NC.*
- Chae, K.** (March 28, 2014). The spirit of counseling: Using code of ethics to explore our profession [Keynote Speaker]. *7th Annual Southeast Region of NC Drive-In Workshop for Area Counselors, Pembroke, NC.*
- Chae, K.** (March 28, 2014). The spirit of counseling 2: Using case studies to explore multiculturalism. *7th Annual Southeast Region of NC Drive-In Workshop for Area Counselors, Pembroke, NC.*
- Chae, K.** (January 27, 2014). Demystifying the professorship. *North Carolina Counseling Association Conference, Pinehurst, NC.*
- Chae, K.** (February 23, 2013). VACES 2012 Research Grant Winner. Development of the Optimal Supervision Environment Test (OSET). *Virginia Association of Counselor Education and Supervision Graduate Student Conference, Harrisonburg, VA.*
- Chae, K.** (November 15, 2012). A "good enough" supervision environment: Examination of factors related to the adult attachment theory and constructive developmental theory. *Virginia Counselor Association Conference, Fredericksburg, VA.*
- Chae, K.** (February 25, 2012). Group supervision in counselor education: An empirically-based application of group theory and practice. *Virginia Association of Counselor Education and Supervision Graduate Student Conference, Lynchburg, VA.*
- Riechel, M. C., **Chae, K.**, Miller, D., Kayanan, J., & Robertson, D. (November 11, 2011). Invigorating group supervision: An empirically-based application of group theory and practice. *Virginia Counselors Association Annual Convention, Portsmouth, VA.*

#### INVITED LECTURE/WORKSHOPS

- Chae, K.** (May 20, 2016). Addiction and academic performance. *Happy Family Seminar, Raleigh, NC.*
- Chae, K.** (March, 19, 2016). CPCE/NCE prep workshop. *Chi Sigma Iota-Phi Sigma Chapter, Pembroke, NC.*
- Chae, K.** (February 10, 2016). Ethics for school counselors. *Scotland County, Laurinburg, NC*
- Chae, K.** (October, 3, 2015). CPCE/NCE prep workshop. *Chi Sigma Iota-Phi Sigma Chapter, Pembroke, NC.*
- Chae, K.** (September, 26, 2015). Introduction to addiction behaviors. *Life Plus Family Center, Raleigh, NC.*
- Chae, K.** (September, 27, 2015). CPCE/NCE prep workshop. *Chi Sigma Iota-Phi Sigma Chapter, Pembroke, NC.*

- Chae. K.** (February 5, 2014). The optimal supervision environment: A framework to understand supervision. *UNCP Counseling and psychological Services, Pembroke, NC.*
- Chae. K.** (January, 2013). Rest: The journey to find your true self. *Manna Community Church, Williamsburg, VA.*
- Chae. K.** (March, 2012). Life as an Asian American [panel discussion]. *The College of William & Mary, Williamsburg, VA.*
- Chae. K.** (February-March, 2010). Parental education: How to parent 1.5 and 2nd generation kids. *Virginia Korean Baptist Church, Fairfax Station, VA.*

### **UNIVERSITY LEADERSHIP AND SERVICES**

#### **AT THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE**

<b>Faculty Consultant</b>	2015 – PRESENT
Striving for Academic Recovery (STAR) Program, Academic Support Center	
<b>Committee Member</b>	2015 – PRESENT
Committee on Substance Abuse Prevention (CSAP)	
<b>Committee Member</b>	2015 – PRESENT
Health Safety and Environment Subcommittee	
<b>Faculty Mentor</b>	2015 – PRESENT
Visiting International Scholar, Qiaochua W Wang, Zhejiang Normal University	
<b>Faculty Mentor</b>	2015
Visiting International Scholar, Jiang-miao Wu, Zhejiang Normal University	
<b>Faculty Search Committee for Clinical Mental Health Counseling Program [Chair]</b>	2015
<b>Faculty Search Committee for Elementary Education Program</b>	2014
<b>Faculty Search Committee for Counseling Programs</b>	2014
<b>Teaching Fellowship Advisory Board</b>	2013 – 2015

**AT THE COLLEGE OF WILLIAM & MARY**

**Counseling Program Representative for Graduate Education Association (GEA)** 2012 – 2013

**Diversity Committee for Graduate Education Association (GEA)** 2012 – 2013

**International Student Advisory Board (ISAB) Board Member** 2011 – 2012

**PROFESSIONAL LEADERSHIP AND SERVICES**

**Special Co-Editor for Journal of Asia Pacific Counseling (JAPC)** 2016  
Special Issue on The Global Perspectives in Counselor Education and Preparation

**Associate Editor for Journal of Asia Pacific Counseling (JAPC)** 2015 – PRESENT

**Committee Chair for Student Development Grant** 2013 – 2014  
North Carolina Counselor Association

**Reviewer for National Association for Gifted Children (NAGC)** 2010 – 2013  
Annual Conference Proposal

**PROFESSIONAL MEMBERSHIP**

American Counseling Association (ACA)

Association of Counselor Educators and Supervisors (ACES)

North Carolina Counseling Association (NCCA)

Southern Association for Counselor Education and Supervision (SACES)

## Memorandum of Understanding

### Purpose

This Memorandum of Understanding (MOU) is entered into in the spirit of collaboration by *The University of North Carolina at Pembroke*, here-in-after designated **First Americans' Teacher Education Program (FATE) Partnership Lead**, and *The Lumbee Tribe of North Carolina*, here-in-after designated **FATE Partnership Member**, to describe how their resources and expertise will be utilized to better prepare Native American Teachers in Robeson County. The primary purpose of this MOU is to establish a partnership that will ensure the successful implementation of the FATE project under the U.S. Department of Education.

### Roles and Responsibilities

The goal of the FATE Partnership is to address the shortage of American Indian teachers in public school districts that have a significant American Indian/Alaska Native student population. The program will support American Indian university students in completion of a bachelor's degree in education, the attainment of state teacher licensure, and the successful completion of the first year of teaching by program graduates via induction services.

**The University of North Carolina at Pembroke** will facilitate consortium communication with and between the member partners and the U.S. Department of Education; will track programmatic and fiscal progress against goals; will submit combined quarterly narrative programmatic reports; will submit prior approval requests as dictated by the cost principles; will serve as the lead fiscal agency to request funds from the U.S. Department of Education and reimburse partner institutions, submit all requests for modification of the partnership award statement of work; will provide technical assistance and training related to programmatic, fiscal and reporting requirements; and will procure the evaluator for the project.

**The Lumbee Tribe of North Carolina**, through the Lumbee Elders Heritage Group, will identify and recruit retired American Indian educators to serve as mentors for first year teachers. The Partner will be responsible for pairing retired educators with novice teachers to ensure they receive the peer support and trusted instruction they need to be successful teachers. The mentors will assist new teachers' entry into education and support them during their first year by serving as guides, advisors and role models. Additionally, the Partner will adhere to deadlines for submission of requests for specific grant-related materials, data, and reports made by the Lead Partner.

### Other Terms and Conditions

The effective date of this MOU shall be the date of the grant award or the date of the signatures, whichever is later. This Memorandum of Understanding shall remain in effect through October 1, 2020. A review shall be done at the end of each year of the four year grant period, and the MOU will be updated as needed. Records created, maintained and used by partners in this agreement shall meet all State and Federal confidentiality requirements.

The partnership will adhere to all Federal, State, and Local laws, and follow the Administrative and National Policy Requirements outlined by the U.S. Department of Education. Each partner will comply with Equal Employment Opportunity Commission practices and ensure that no

person shall be discriminated against in consideration for receipt of training services.

Signatures (b)(6)  
(b)(6) (b)(6)  
Tribal Chairman (b)(6)  
Lumbee Tribe of North Carolina  
*6/28/16*

(b)(6)  
University of North Carolina at Pembroke  
*6/29/16*

# Lumbee



# Constitution

PREAMBLE. In accordance with the inherent power of self-governance of the Lumbee Tribe of North Carolina ("Tribe"), the Tribe adopts this Constitution for the purposes of establishing a tribal government structure, preserving for all time the Lumbee way of life and community, promoting the educational, cultural, social and economic well-being of Lumbee people, and securing justice and freedom for the Lumbee people.

#### Article I. Territory and Jurisdiction.

1. The territory of the Lumbee Tribe of North Carolina shall include the State of North Carolina;  
Amendment: Article I, Section 2 amended March 8, 2003 to read: "The territory of the Lumbee Tribe of North Carolina shall include Robeson, Hoke, Scotland and Cumberland Counties, North Carolina."
2. The Tribe's jurisdiction shall extend to the fullest extent possible under Federal law to:
  - a). all enrolled members of the Tribe, without regard to location or residence; and
  - b). all persons, property, and activities located or taking place upon the Tribe's territory.

#### Article II. Membership

1. The general membership of the Tribe shall consist of those persons who apply for enrollment and demonstrate direct descent from a person listed on Source Documents, which are listed on Exhibit A to this Constitution and incorporated herein by reference, and who maintain contact with the Tribe.
2. Notwithstanding eligibility otherwise, no person's application for enrollment shall be accepted if the applicant has not historically or does not presently maintain contact with the Tribe. Enrolled members may be disenrolled for failure to maintain contact with the Tribe, in accordance with a tribal ordinance adopted under this Constitution.
3. Notwithstanding eligibility otherwise, no person's application for enrollment shall be accepted if the applicant is an enrolled member of any other Indian tribe, unless the applicant has relinquished in writing his or her membership in such tribe.
4. The voting general membership shall consist of those members of the Tribe who are eighteen (18) and older and who are registered voters in accordance with duly adopted tribal ordinance(s).
5. The Tribal Council shall have authority to enact such tribal ordinances governing tribal membership as are consistent with this and other articles of this Constitution, provided that no individual shall be eligible for adoption into the Tribe unless such individual can demonstrate Lumbee or other Indian ancestry.

Article III. Distribution of powers.

1. The powers expressed herein and those powers necessary and proper to the exercise of those powers expressed herein are delegated to the specified branch of government by the general membership of the Lumbee Tribe of North Carolina. Those powers not delegated herein are reserved by the general membership of the Tribe.
2. The members of the Tribe shall be secure in their persons and property and such security shall be preserved by the government created by this Constitution.
3. The powers delegated to the legislative, executive, and judicial branches, except as expressly provided in this Constitution, shall be separate and distinct and no branch shall exercise the powers delegated herein to another branch, except for the office of vice-chairman.

Article IV. Recall.

1. The power to recall any elected official of the Lumbee Tribe of North Carolina who is in the second calendar year or later in his or her term is specifically reserved for the general membership of the Tribe.
2. A recall election shall be held when a petition bearing the signatures, names, addresses, and enrollment numbers of at least ten (10) percent of eligible voters who voted in the election from the district electing a tribal official or ten (10) percent of eligible voters who voted in the election for the tribal chairperson, alleging in one hundred (100) words or less that the tribal official is guilty of malfeasance in office, gross disregard for tribal law or custom, or open abuse of authority, and designating three signatories as a Petitioner's Committee, is filed with the Tribal Elections Board.
3. Upon certification of the signatures on and grounds stated in the petition and within no more than five (5) days of its receipt, the Election Board shall:
  - i). serve a copy of the petition upon the named tribal official, who shall have fifteen (15) days from the date of said notice to respond to the reasons stated in the petition in one hundred (100) words or less;
  - ii). immediately upon receipt of any response, serve all members of the Petitioner's Committee with a copy of the same;
  - iii). allow the Petitioner's Committee forty-five (45) days from the date of receipt of the response to collect additional signatures upon their petition;
  - iv). conduct a recall election within ten (10) days of the resubmission of the petition, provided that the petition is signed by twenty (20) percent of the voters who voted in the election for the recalled tribal official;

4. If at least thirty (30) percent of the voters who voted in the election for the recalled official vote and a majority of those voting vote in favor of recall, the Election Board shall declare the office vacant and the vacancy shall be filled in accordance with the appropriate provisions of this Constitution, except that the recalled tribal official shall not be qualified to run for office in that special election.
5. If a recall election on a tribal official fails to obtain a majority of those voting, the Election Board shall not certify any recall petition against that tribal official for a minimum of one year thereafter.

#### Article V. Initiative.

1. The power to initiate a vote on a tribal ordinance is specifically reserved for the general membership of the Lumbee Tribe of North Carolina.
2. A minimum of ten (10) percent of the eligible voters may initiate consideration of a proposed tribal ordinance by submitting to the Tribal Elections Board a petition bearing the following:
  - i). their signatures, names, addresses, and enrollment numbers;
  - ii). the terms of the proposed tribal ordinance; and
  - iii). the designation of three signatories as a Petitioner's Committee.
3. Upon certification of the signatures on the petition and within no more than five (5) days of its receipt, the Tribal Elections Board shall serve a copy of the petition bearing the proposed tribal ordinance upon the Tribal Council, which shall take the proposed tribal ordinance under consideration and take a vote thereon at its next regularly scheduled meeting, but no more than thirty (30) days after its receipt from the Tribal Election Board.
4. The Tribal Elections Board shall notify all members of the Petitioner's Committee of the Tribal Council's action on the proposed tribal ordinance within five (5) days of such action.
5. If the proposed ordinance is not enacted or is enacted with substantive changes, the Petitioner's Committee shall have thirty (30) days from their receipt of notice of Tribal Council action to collect additional signatures upon their petition proposing a tribal ordinance.
6. The Tribal Elections Board shall conduct an election upon the proposed tribal ordinance within ten (10) days of the resubmission of the petition proposing the tribal ordinance, provided that the petition is signed by twenty (20) percent of eligible voters.
7. If at least thirty (30) percent of the eligible voters participate in the initiative election and a majority of those voting vote in favor of the proposed ordinance,

the Tribal Election Board shall declare the ordinance duly enacted law of the Lumbee Tribe of North Carolina.

#### Article VI. Referendum.

1. The power to conduct a referendum on any tribal ordinance adopted by the Tribal Council is specifically reserved for the general membership of the Lumbee Tribe of North Carolina.
2. A minimum of ten (10) percent of the eligible voters may initiate a referendum by submitting to the Tribal Elections Board a petition bearing the following:
  - i). their signatures, names, addresses, and enrollment numbers;
  - ii). the terms of the challenged tribal ordinance adopted by the Tribal Council; and
  - iii). the designation of three signatories as a Petitioner's Committee.
3. Upon certification of the signatures of the petition and within no more than five (5) days of its receipt, the Tribal Elections Board shall serve a copy of the petition bearing the challenged tribal ordinance upon the Tribal Council, which shall reconsider its adoption of the challenged ordinance and take a vote thereon at its next regularly scheduled meeting, but no more than thirty (30) days after its receipt from the Tribal Elections Board.
4. The Tribal Elections Board shall notify all members of the Petitioner's Committee of the Tribal Council's action on the challenged tribal ordinance within five (5) days of such action.
5. If the challenged tribal ordinance is not rescinded or substantively altered by the Tribal Council, the Petitioner's Committee shall have thirty (30) days from their receipt of notice of Tribal Council action to collect additional signatures upon their petition for a referendum on the challenged tribal ordinance.
6. The Tribal Elections Board shall conduct a referendum upon the challenged tribal ordinance within ten (10) days of the resubmission of the petition seeking a referendum on the challenged ordinance, provided that the petition is signed by twenty (20) percent of eligible voters.
7. If at least thirty (30) percent of the eligible voters participate in the referendum election and a majority of those voting vote in favor of rescinding the challenged ordinance, the Tribal Elections Board shall declare the ordinance rescinded.

#### Article VII. Tribal Council.

1. The legislative power to enact ordinances of the Lumbee Tribe of North Carolina shall reside in the Tribal Council. Such legislative power shall include:

- a). the enactment of annual tribal budgets, provided that budgets shall be enacted into tribal law following the conduct of tribal hearing(s) on budgets proposed by the Tribal Chairperson;
  - b). the adoption of rules and regulations governing the Tribal Council's procedure and decorum, consistent with the provisions of this Constitution; and
  - c). the confirmation of either employment or dismissal of a Tribal Administrator.
2. Except as otherwise provided, members of the Tribal Council shall serve three (3) year terms and no council member can serve more than two (2) consecutive terms. The privilege to run for election to the Tribal Council shall be limited to those members of the Lumbee Tribe of North Carolina who at the commencement of the term of office for which the member stands for election:
  - a). are over the age of twenty-one (21);
  - b). have maintained their principal place of residence in the particular council district for which the member stands for election no less than the preceding one (1) year;
  - c). the Tribal Council shall have authority to enact an ordinance governing disqualification from Tribal Council office due to felony conviction.
3. The Tribal Council shall consist of twenty-one (21) members who shall be elected from districts within Lumbee territory. These districts shall have boundaries as drawn in accordance with the provisions of Article XII, section 3, below, which boundaries shall be redrawn within one (1) year following the publication of each decennial federal census to maintain equal representation for each tribal member.
4. The council members shall elect from their members the following officers:
  - a). a speaker, who shall preside over council meetings;
  - b). a vice-chairman, who shall preside over council meetings in the absence of the speaker and who is willing and qualified to serve as chairman in the event that becomes necessary;
  - c). a secretary, who shall oversee the maintenance of all records of proceedings of the council and tribal ordinances; and
  - d). a treasurer, who shall oversee council proceedings to prepare annual tribal budgets.
5. All proceedings of the Tribal Council shall be conducted in public session, except for proceedings certified in advance by the speaker as implicating privacy rights of a tribal employee or member. No proceedings of the Tribal Council

shall take place in the absence of a quorum which shall constitute two-thirds (2/3) of the sitting council members and all decisions of the Tribal Council shall require an affirmative vote of the majority of present council members, except that a veto override shall require two-thirds (2/3) vote.

6. No ordinance enacted by the Tribal Council shall be binding and effective until such ordinance has been posted in a place reserved for this purpose at the offices of the Tribal Council for a period of thirty (30) calendar days following its enactment, provided that such ordinance was not certified for referendum by the Tribal Chairperson in accordance with Article VIII, section 1 (b) within that period. The Tribal Council shall periodically publish in a newspaper of general distribution in Lumbee territory a calendar of proceedings showing all council actions taken and the address and phone number where copies of ordinances are available.
7. Any council member who is absent from three (3) consecutive regularly scheduled meetings of the council shall be removed from office, provided that such absences are unexcused in accordance with a governing tribal ordinance. A vacancy in a Tribal Council seat will also occur automatically upon the death of a Tribal Council member or the occurrence during that member's term of any circumstance listed above in section 2 that would have disqualified the member from serving upon the Tribal Council. Vacancies in Tribal Council seats shall be filled as follows:
  - a). If a Tribal Council seat becomes vacant for any reason and one calendar year or less remains in the term of the vacant seat, then
    - i). the Tribal Council shall schedule, advertise and conduct a public hearing in the district with the vacant seat for the purpose of receiving nominations from district residents to fill the vacancy, then elect as council member for the vacant seat from among those individuals nominated at the public hearing by a 2/3 vote of the Tribal Council;
    - ii). if no candidate described in (i) above is nominated or qualified to serve, the Tribal Council shall appoint a person who would be qualified to stand for election to that seat to serve the remainder of the term.
  - b). If a Tribal Council seat becomes vacant for any reason and more than one calendar year remains in the term of the vacant seat, then:
    - i). a special election shall be conducted to fill the vacancy, and
    - ii). the newly elected council member shall serve out the remainder of the vacated term.

#### Article VIII. Tribal Chairperson.

1. All executive powers, including implementation of and compliance with annual budgets, of the Lumbee Tribe of North Carolina shall reside in a Tribal Chairperson, who shall cause all laws of the Tribe to be faithfully executed. Specifically, the Tribal Chairperson shall:
  - a). deliver to the general membership an annual State of the Tribe Address during the first week of July, which Address shall include a proposed budget for the upcoming fiscal year;
  - b). within ten (10) days of its passage by the Tribal Council, certify for referendum by the general voting membership any tribal ordinance that affects fundamental rights or interests of the Lumbee Tribe of North Carolina. Any ordinance imposing a tax or authorizing gaming in Lumbee territory shall be deemed to affect fundamental rights or interests of the Tribe. No ordinance certified as requiring a referendum shall be effective unless and until such ordinance is approved by a majority of those voting in the referendum, such referendum to be conducted in accordance with Article V of the Constitution;
  - c). have authority to veto any ordinance enacted by the Tribal Council;
  - d). shall nominate a Tribal Administrator, subject to confirmation by the Tribal Council or its designee(s), the Tribal Administrator can be removed by the same process;
  - e). represent the Lumbee Tribe of North Carolina before all other governments and tribunals, including the United States, the State of North Carolina, and all federal and state agencies.
2. The Tribal Chairperson shall be elected by the voting general membership for a term of three (3) years and shall not serve more than two consecutive terms. The privilege to run for the office of Tribal Chairperson shall be limited to those tribal members who at the commencement of the term:
  - a). are thirty-five (35) years of age or more;
  - b). have maintained his or her principal place of residence in the territory of the Tribe for the preceding one (1) year;
  - c). the Tribal Council shall have authority to enact a tribal ordinance governing disqualification from office of Tribal Chairperson due to felony conviction.
3. A vacancy shall occur in the office of Tribal Chairperson upon the death of the chairperson or the occurrence during that chairperson's term of any circumstance listed above in section 2 that would have disqualified the chairperson from running for office. Vacancies in the office of Tribal Chairperson shall be filled as follows:

- a). If a vacancy occurs in the office of Tribal Chairperson with one calendar year or less remaining in the term of office, then the Tribal Vice-Chairperson shall serve out the term, provided that the Vice-Chairperson would be otherwise qualified to run for the office of Tribal Chairman.
- b). If the vacancy occurs in the office of Tribal Chairperson with more than one calendar year remaining the term of office, then a special election shall be conducted and the newly elected Tribal Chairperson shall serve out the remainder of the vacated term.

#### Article IX. Judiciary.

1. The judicial power of the Lumbee Tribe of North Carolina shall reside in the Supreme Court of the Lumbee Constitution and such inferior courts as the Tribal Council may establish. The Supreme Court of the Lumbee Constitution shall have original jurisdiction over all cases and controversies arising under the Lumbee Constitution and all ordinances of the Lumbee Tribe of North Carolina. In the event the Tribal Council establishes inferior courts, the Supreme Court of the Lumbee Constitution shall have appellate jurisdiction only over those cases and controversies arising under tribal ordinances.
2. The rule of law to be applied in the Supreme Court of the Lumbee Constitution in all cases and controversies within its original jurisdiction shall be the will of the Lumbee people as expressed in the Lumbee Constitution, duly adopted tribal ordinances, and Lumbee custom. In the absence of a governing rule of law from these sources, the governing rule shall be federal common law.
3. The Supreme Court of the Lumbee Constitution shall consist of five sitting judges, who shall serve five-year terms; no judge may serve two consecutive terms. These judges shall have the qualifications and be selected as set out below:
  - a). the qualifications for Tribal Chairperson specified in Article V, section 2, shall apply to judges of the Supreme Court of the Lumbee Constitution, except that the minimum age of judges shall be thirty-five (35);
  - b). at all times, two of the sitting judges shall be graduates of accredited law schools and three shall be lay people;
  - c). for the initial appointments to the Court, the Tribal Chairman shall nominate ten qualified candidates, from whom the Tribal Council shall appoint five. By some method of chance, one of the initial appointees shall serve a one-year term, one a two-year term, one a three-year term, one a four-year term, and one a five-year term. Thereafter, each appointed judge shall serve a five-year term. In making nominations and appointments, the Tribal Chairperson and Tribal Council shall to the greatest extent possible select candidates who reside in different areas or communities of the Lumbee territory.

4. There shall be a Chief Judge of the Supreme Court of the Lumbee Constitution who shall bear administrative responsibilities for the conduct of the Court's business and who shall be elected on an annual basis by the sitting judges.

#### Article X. Elections Board.

1. There shall be an independent Tribal Elections Board of the Lumbee Tribe of North Carolina, which shall have the following authority:
  - a). to promulgate necessary and appropriate regulations under authority of this Constitution and tribal ordinances governing voter registration and the conduct of all regular and special tribal elections;
  - b). to conduct all recall, initiative, and referendum proceedings; and
  - c). any other matters specified herein or authorized by tribal ordinance.
2. The Tribal Elections Board shall consist of five (5) enrolled members over the age of eighteen (18) appointed by the Tribal Council. For purposes of this appointment, the council members shall be divided as equally as possible into five (5) appointing committees by some method of chance. Each of the five appointing committees shall appoint one Elections Board member. The Board members shall serve six-year terms and may not serve consecutive terms.
3. Any matter decided or certified by the Tribal Elections Board shall be deemed final tribal action and shall be reviewable by the Supreme Court of the Lumbee Constitution.

#### Article XI. Duty of Loyalty.

1. Every elected and appointed tribal official empowered herein shall affirm upon taking office that he or she will abide by this Constitution and laws of the Lumbee Tribe of North Carolina and will, to the best of his or her ability, perform his or her duties with undivided loyalty to the Lumbee Tribe of North Carolina.
2. The first Tribal Council elected under this Constitution shall adopt an ordinance proscribing conflicts of interests in the performance of duties by elected and appointed tribal officials, which ordinance shall require a tribal official to recuse him or herself from any decision or vote affecting his or her pecuniary interest or a family member.

#### Article XII. Adoption.

1. A referendum on the adoption of this Constitution shall be conducted among the enrolled members of the Lumbee Tribe of North Carolina aged eighteen (18) and above on November 6, 2001.
2. This Constitution shall be deemed adopted if, at the general referendum conducted therefore, a majority of those enrolled members voting vote in favor

of adoption of the same. Specific provisions of the Constitution set out for special vote at the same referendum, if any, shall be deemed adopted upon favorable vote of a majority of those voting on each specific provision as if those provisions were set out in the document itself.

3. Upon adoption, this Constitution shall be considered immediately effective as the governing document for the Lumbee Tribe of North Carolina. The tribal chairperson and Tribal Council members elected on November 7, 2000, shall serve out their full terms, set to expire in November 2003, and shall in the meantime be bound by the terms of this Constitution, subject to the following exceptions and special responsibilities as the first tribal officials to serve under the Constitution:
  - a). the present Tribal Council members shall be deemed council members-at-large in the interim between the adoption of this Constitution and the first set of elections held under the Constitution in November 2003, without regard to district boundaries from which they were elected;
  - b). before the election in November 2003, the present tribal officials shall draw boundaries for the twenty-one (21) Tribal Council districts, provided that:
    - i). each tribal member has equal representation on the Tribal Council; and
    - ii). the boundaries for Tribal Council districts shall be drawn and published throughout the tribal territory no less than sixty (60) days in advance of the election to be held in November 2003;
  - c). for purposes of the conduct of the election to be held in November 2003, the present tribal officials shall serve as election commissioners, authorized to promulgate regulations governing this election only;
  - d). for purposes of the conduct of the election to be held in November 2003, the present tribal officials shall be qualified to stand for office under this Constitution provided that they meet all qualifications therefore, their present term to be counted as their first under this Constitution;
  - e). upon election in November 2003, the twenty-one Tribal Council members shall be divided into three groups of seven by some means of chance, with the first group serving a one year initial term, the second group serving a two year initial term, and the third group serving a three year initial term, after which all Tribal Council members shall serve three year terms.

#### Article XIII. Amendment.

1. An amendment to the Constitution can be proposed by either two-thirds (2/3) vote of the Tribal Council or by a petition bearing the signatures of five (5) percent of tribal members eighteen years of age or older. Upon certification by

the Tribal Elections Board of a proposed amendment to the Constitution, the Tribal Elections Board shall within ten (10) working days post the proposed amendment at appropriate public places and publish the proposed amendment in newspapers of general distribution.

2. Within sixty (60) days after the posting and publication of a proposed amendment, the Tribal Elections Board shall conduct a special election on the proposed amendment. The amendment shall be adopted upon the majority vote of qualified voters voting in the special election. If adopted, the Tribal Elections Board shall within five (5) days of the special election post the amendment at appropriate public places and publish the amendment in newspapers of general distribution with notice of its adoption by special election. The amendment shall become effective ten (10) working days after its posting and publication.

Adopted November 16, 2001

**Amendment 1:**

The territory of the Lumbee Tribe of North Carolina shall include Robeson, Hoke, Scotland, and Cumberland Counties.

**ORIGINAL****COLLEGES AND UNIVERSITIES RATE AGREEMENT**

EIN: 1566000805A1

DATE:08/15/2013

## ORGANIZATION:

FILING REF.: The preceding  
agreement was dated  
01/06/2009

University of North Carolina at Pembroke

One University Drive

PO Box 1510

Pembroke, NC 28372-1510

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: Facilities And Administrative Cost Rates**


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

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EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2012	06/30/2013	55.00	On-Campus	All Programs
PRED.	07/01/2013	06/30/2017	60.00	On-Campus	All Programs
PRED.	07/01/2012	06/30/2013	16.00	Off-Campus	All Programs
PRED.	07/01/2013	06/30/2017	20.00	Off-Campus	All Programs
PROV.	07/01/2017	Until Amended			Use same rates and conditions as those cited for fiscal year ending June 30, 2017.

\*BASE

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

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## Public Schools of Robeson County

Post Office Drawer 2909  
Lumberton, North Carolina 28359  
(910) 738-4841  
Fax (910) 671-6024

Office of the Superintendent

June 10, 2016

Alfred Bryant, Jr. Ph.D.  
Principal Investigator  
First Americans' Teacher Education Program  
School of Education  
The University of North Carolina at Pembroke  
One University Drive, PO Box 1510  
Pembroke, NC 28372

Dear Dr. Bryant:

This letter of support is written regarding the application by The University of North Carolina at Pembroke (UNCP) seeking funding for the First Americans' Teacher Education (FATE) Program. Given that the primary focus of this initiative would be to increase the production of highly qualified American Indian teachers for public schools that have a significant enrollment of American Indian students, it is without hesitation that I extend my support in this regard.

The Public Schools of Robeson County serves a very diverse population of more than 24,000 students. Of these, forty-three percent are American Indian. However, only approximately thirty-two percent of the teachers in the district are American Indian. It is my belief, as well as the belief of the administrative team and other school leaders, that all students must "see" themselves reflected in the teachers, principals, and other staff in order to have meaningful role models and enhanced self-esteem. One of the primary goals for the district adopted by the Board of Education is to honor the diverse backgrounds and needs of the students who are served. As an initiative to train and produce American Indian teachers who will teach in schools and districts that have a significant population of American Indian students, without question, the FATE Program would provide invaluable support to this goal.

Additionally, the Public Schools of Robeson County would embrace the opportunity to partner with the FATE Program in the placement of its participants throughout the district in early field placements and student teaching internships; and, to hire qualified participants who complete the teacher education program and attain licensure. Likewise, the Program's induction and mentoring initiatives would be greatly enhanced through our collaboration in addressing such issues increased retention of new teachers as they enter the profession.



## Public Schools of Robeson County

Post Office Drawer 2909  
Lumberton, North Carolina 28359  
(910) 738-4841  
Fax (910) 671-6024

Office of the Superintendent

The Public Schools of Robeson County has enjoyed a long, successful history of cooperation and collaboration with UNC Pembroke, especially with the School of Education. The district remains committed to our mutual goals on behalf of students.

Sincerely,

Superintendent

# HOKE COUNTY BOARD OF EDUCATION

HANK RICHARDS, Chairman  
ROSA MCALLISTER-MCRAE, Vice-Chair  
BARBARA BUIE  
IRISH PICKETT  
DELLA MAYNOR

Freddie Williamson, Superintendent  
RAEFORD, NORTH CAROLINA 28376

POST OFFICE BOX 370  
310 WOOLEY STREET  
TELEPHONE  
(910) 875-4106  
FACSIMILE  
(910) 875-3362

June 15, 2016

Alfred Bryant, Jr. Ph.D.  
Principal Investigator  
First Americans' Teacher Education Program  
School of Education  
The University of North Carolina at Pembroke  
One University Drive, PO Box 1510  
Pembroke, NC 28372

Dear Dr. Bryant:

This letter of support is written regarding the application by The University of North Carolina at Pembroke (UNCP) seeking funding for the First Americans' Teacher Education (FATE) Program. Given that the primary focus of this initiative would be to increase the production of highly qualified American Indian teachers for public schools that have a significant enrollment of American Indian students, it is without hesitation that I extend my support in this regard.

The Hoke County Schools serves a very diverse population of more than 8,250 students. Of these, ten percent are American Indian. However, only approximately six percent of the 565 teachers in the district are American Indian. It is my belief, as well as the belief of the administrative team and other school leaders, that all students must "see" themselves reflected in the teachers, principals, and other staff in order to have meaningful role models and enhanced self-esteem. One of the primary goals for the district adopted by the Board of Education is to honor the diverse backgrounds and needs of the students who are served. As an initiative to train and produce American Indian teachers who will teach in schools and districts that have a significant population of American Indian students, without question, the FATE Program would provide invaluable support to this goal.

Additionally, the Hoke County Schools would embrace the opportunity to partner with the FATE Program in the placement of its participants throughout the district in early field placements and student teaching internships; and, to hire qualified participants who complete the teacher education program and attain licensure. Likewise, the Program's induction and mentoring initiatives would be greatly enhanced through our collaboration in addressing such issues increased retention of new teachers as they enter the profession.

The Hoke County Schools has enjoyed a long, successful history of cooperation and collaboration with UNC Pembroke, especially with the School of Education. The district remains committed to our mutual goals on behalf of students.

Sincerely,



Superintendent, Hoke County Schools

PR/Award # S299B160011

June 15, 2016

Alfred Bryant, Jr. Ph.D.  
Principal Investigator  
First Americans' Teacher Education Program  
School of Education  
The University of North Carolina at Pembroke  
One University Drive, PO Box 1510  
Pembroke, NC 28372

Dear Dr. Bryant:

This letter of support is written regarding the application by The University of North Carolina at Pembroke (UNCP) seeking funding for the First Americans' Teacher Education (FATE) Program. Given that the primary focus of this initiative would be to increase the production of highly qualified American Indian teachers for public schools that have a significant enrollment of American Indian students, it is without hesitation that I extend my support in this regard.

The Scotland County Schools serves a very diverse population of more than 5,953 students. Of these, sixteen percent are American Indian. However, only approximately eighteen percent of the teachers in the district are American Indian. It is my belief, as well as the belief of the administrative team and other school leaders, that all students must "see" themselves reflected in the teachers, principals, and other staff in order to have meaningful role models and enhanced self-esteem. One of the primary goals for the district adopted by the Board of Education is to honor the diverse backgrounds and needs of the students who are served. As an initiative to train and produce American Indian teachers who will teach in schools and districts that have a significant population of American Indian students, without question, the FATE Program would provide invaluable support to this goal.

Additionally, the Scotland County Schools would embrace the opportunity to partner with the FATE Program in the placement of its participants throughout the district in early field placements and student teaching internships; and, to hire qualified participants who complete the teacher education program and attain licensure. Likewise, the Program's induction and mentoring initiatives would be greatly enhanced through our collaboration in addressing such issues increased retention of new teachers as they enter the profession.

The Scotland County Schools has enjoyed a long, successful history of cooperation and collaboration with UNC Pembroke, especially with the School of Education. The district remains committed to our mutual goals on behalf of students.

Sincerely,

A handwritten signature in black ink that reads "Ken Harper". The signature is fluid and cursive, with a large initial "K" and "H".

Superintendent



## DR. DEBORAH TEITELBAUM

5804 Rustic Wood Lane, Durham, NC 27713 ♦ C: 708-267-3230 ♦ [deb.teitelbaum@yahoo.com](mailto:deb.teitelbaum@yahoo.com)

June 22, 2016

Dr. Alfred Bryant  
Dean, School of Education  
The University of North Carolina at Pembroke  
One University Drive  
Pembroke, NC 28372

RE: BIE Grant Project

Dear Dr. Bryant,

Thank you for inviting me to join this project. I have a long-standing commitment to improving the transition from pre-service to in-service teaching.

A robust body of research indicates that new teachers, particularly those in schools serving large numbers of low-income students, leave the profession prematurely due to the perception—often accurate—that they are unsupported and ineffective. I will be providing your graduates with three levels of support.

- The workshops will model best instructional practices. As most educators teach in the manner in which they were taught, exposure to more effective instructional methods should result in greater use of those methods by participants with their own students.
- The content of the workshops will place a heavy emphasis on establishing effective and efficient classroom procedures. I anticipate that participants in these workshops will have fewer and less extreme discipline referrals than other new teachers.
- The residential nature of the workshops will enable teachers to establish a strong professional network. This should lower the participant turnover rate.

I am eager to lend my time and expertise to this endeavor. I feel confident that my knowledge and experience in the areas of adult learning, teacher induction, and pedagogy will benefit the project greatly.

Sincerely,

(b)(6)

(b)(6)

Deborah L. Teitelbaum, PhD, NBCT  
Faculty Lead, Beginning Teacher Support Program  
The NC Center for the Advancement of Teaching  
276 NCCAT Drive  
Cullowhee, NC 28723  
(708) 267-3230 (cell)

**Position Description**  
**PROJECT DIRECTOR**  
**First Americans' Teacher Education Program**

**PRIMARY DUTIES AND RESPONSIBILITIES:** Administrative responsibilities for the development, growth and maintenance of the First Americans' Teacher Education (FATE) Program. Position will supervise support staff and work with undergraduate American Indian teacher education students seeking NC licensure. Specific responsibilities include:

- Responsible for supervision of Project Coordinator, and all staff assigned to the Project to ensure delivery of outcomes and goals;
- Responsible for overall quality and management of the project; including the development of a work plan that identifies and sequences the activities needed to successfully achieve the project goals and deliverables;
- Recognize and solve potential problems and evaluate project effectiveness; including working with the internal evaluator to review measures for accuracy;
- Network with local, regional, state and national agencies; other educational institutions, LEAs; project advisory board; and other interests for future project development;
- Review progress reports prepared by project personnel and present program outcomes and deliverables to Chancellor and the Executive Committee;

**REQUISITE EDUCATION AND EXPERIENCE:** Required: A Master's degree in Education and a minimum of three years public school experience.

**SALARY:** Commensurate with education and experience.

**Position Description**  
**PROJECT COORDINATOR**  
**First Americans' Teacher Education Program**

**PRIMARY DUTIES AND RESPONSIBILITIES:** Administrative responsibilities for the development, growth and maintenance of the First Americans' Teacher Education (FATE) Program. Position will supervise support staff and work with undergraduate American Indian teacher education students seeking NC licensure. Specific responsibilities include:

- Establish and maintain effective project organizational and administrative structures;
- Student recruitment and enrollment in teacher education program;
- Develop and sustain appropriate communication and other linkages with officials;
- Coordinate workshops, seminars, meetings, and conference participation;
- Facilitate the involvement of the FATE Advisory Council and the partnerships in the implementation of program methodologies;
- Coordinate and attend meetings convened by the Department Chair, Provost and Vice Chancellor for Academic Affairs and/or Chancellor of the University;
- Maintain files on FATE participants, including educational advisement sessions and progress in their course of study;
- Work with the program director to ensure expenditures meet the requirements of the grant sponsor;
- Supervise the collection/analysis of data for evaluation concerning achievement of project/activity goals and objectives; write evaluation reports; and consult with pertinent staff and faculty members;
- Assist in the preparation of progress reports to university administration and the grant sponsor.

**REQUISITE EDUCATION AND EXPERIENCE:** A Master's degree in Education and a minimum of three years public school experience.

**SALARY:** Commensurate with education and experience.

**Position Description**  
**PROGRAM ASSISTANT**  
**First Americans' Teacher Education Program**

**PRIMARY DUTIES AND RESPONSIBILITIES:** Administrative responsibilities for the development, growth and maintenance of the First Americans' Teacher Education (FATE) Program. Position will provide administrative support to the Project Director and the Project Coordinator. Specific responsibilities include:

- Research and assist with the preparation of policies and procedures;
- Prepare correspondence for participants, staff and other stakeholders;
- Work with project staff to monitor expenditures and program budget;
- Assist with coordination of workshops, seminars, meetings, and conference participation;
- Maintain participant confidential records and files;
- Maintain grant-related electronic/hard-copy filing systems for the project;
- Maintain participant database to ensure follow-up and tracking;
- Work with the program director to ensure expenditures meet the requirements of the grant sponsor;
- Work with other departments as needed to accomplish tasks and responsibilities

**REQUISITE EDUCATION AND EXPERIENCE:** An Associate's Degree in Office Administration, Business Administration and a minimum of three years clerical administrative experience.

**SALARY:** Commensurate with education and experience.

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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

## BUDGET JUSTIFICATION

### Personnel (Total: \$259,268)

1. Project Director (PD): Dr. Alfred Bryant, Jr. will contribute 10% time and effort in-kind to the planning and implementation of the project. The total In-Kind contribution to the project will be \$13,500.
2. Project Coordinator (PC): The Project Coordinator (TBD) will commit 100% time and effort to the planning and implementation of the project. Based on a FY 15-16 salary of \$45,000, the total amount of \$175,971 is requested for salary support (this calculation includes a standard annual increase of 3%).
3. Program Assistant: The Program Assistant (TBD) will commit 50% time and effort to the administrative support duties related to the project. Based on a half-time FY 15-16 salary of \$14,008, the total amount of \$43,297 is requested for salary support (this calculation includes a standard annual increase of 3%).
4. Graduate Assistant: A graduate assistant will commit 20 hours per week per semester (16 weeks) to the participant data collection and management of the project. The total amount requested per year (Years 1-3) for graduate assistant support is \$8,000. The total amount for Years 1-3 is \$24,000.
5. Evaluator: An outside Evaluator, Dr. Ki Chae, will be hired to provide consultation with the PD on all matters relevant to the evaluation of this project. The Evaluator will report directly to the PD and will assess the project's successful achievement of its stated goals and objectives. A total of \$4,000 is requested in each year. The total amount requested for the Evaluator for Years 1 through 4 is \$16,000.

**Fringe Benefits (Total: \$81,005)**

Fringe benefits for Personnel are calculated according to each individual's benefits package as follows: Project Coordinator, 22.5% (includes 12.85% retirement and 7.65% FICA); and Program Assistant and Graduate Assistant 9.65% (includes 7.65% FICA, 1.0% unemployment, and 1.0% worker's compensation). The Evaluator's fringe rate is calculated at 9.65% (includes 7.65% FICA, 1.0% unemployment, and 1.0% worker's compensation).

**Travel (Total: \$118,815)**

1. Conferences and Conventions: During Years 1 through 3 of the project, up to 4 students, the PD, and the PC will attend the annual "Collaborative Conference for Student Achievement." This conference emphasizes the guiding mission of the NC State Board of Education in that every public school student will graduate from high school, globally competitive for work and postsecondary education, and prepared for life in the 21<sup>st</sup> century. Conference registration, lodging, travel, and per diem will be \$7,115 per year. During Years 1 through 3 of the project, up to 10 students, the PD, and the PC will attend the annual "UNCP Southeast Indian Studies Conference." This conference provides a forum for discussion of the culture, history, art, health, and contemporary issues of Native Americans living in the southeastern United States. Conference registration will be \$600 per year. During Years 1 through 3 of the project, up to 4 students, the PD, and the PC will attend the annual "NC Indian Unity Conference." This conference presents an agenda that unites Indians and non-Indians on issues such as educational opportunities in Native communities and the development of a corrective action plan(s). Conference registration, lodging, travel, and per diem will be \$6,622 per year. Each June, during Years one through three of project implementation, 10 project graduates, the PD, and the PC will attend the professional development seminar "Programming for Beginning Teachers" at the

**UNCP First Americans' Teacher Education Program  
Professional Development Grant CFDA 84.299B**

western site for the NC Center for the Advancement of Teaching (NCCAT) in Cullowhee, NC.

This three-day residential seminar supports beginning teachers by strengthening their knowledge base and classroom expertise. Seminar registration, lodging, travel, per diem, and meeting space will be \$8,403. Each June, during Years one through three of project implementation, 10 project graduates, the PD, and the PC will attend the professional development seminar "Teaching Children of Poverty Summer Institute" hosted by Francis Marion University in Florence, SC.

This two-day seminar is designed to improve the quality of undergraduate teacher preparation, graduate teacher preparation, and the professional development of in-service teachers. Seminar registration, lodging, travel, per diem, and meeting space will be \$5,096.

3. PD and PC Travel: Travel support in the amount of \$2,421 per year is requested for the PD and PC to attend the annual project directors' meetings in Washington, DC. The amount includes per diem, lodging, and travel. The amount of \$2,000 per year is requested for project-related regional and state PD and PC travel. Travel support in the amount of \$6,505 per year is requested for the PD and PC to attend the "Annual NIEA Convention." The total amount includes registration, lodging, travel, and per diem.

**Equipment (\$0)**

The proposed project does not require funding for equipment costs.

**Supplies (\$42,800)**

1. Laptop Computers and Software: Upon acceptance into the project, each student will be given a laptop computer loaded with Microsoft Office or an Apple iPad. The current cost estimate per computer (including software) and iPad is \$875. The amount of \$10,500 per year in Years 1 through 3 is requested for the 12 students that are enrolled each year.

**UNCP First Americans' Teacher Education Program  
Professional Development Grant CFDA 84.299B**

2. Computer Workstations/Printer: Two computer workstations (\$950 ea), two printers (\$400 ea), and two phones (\$300 ea) are requested to support the work of the PC and the Administrative Assistant I in Year one. The total request for these items is \$3,300.

4. Project-related Office Supplies: The amount of \$2,000 per year is requested to purchase office supplies.

**Contractual (\$60,000)**

1. The Lumbee Tribe of North Carolina:

The Lumbee Tribe of North Carolina Lumbee Elders Heritage Group will recruit Native American retired educators to serve as mentors to the first-year teachers. The mentors will make at least one monthly on-site visit to each beginning teacher. The amount of \$15,000 per year is requested. The requested amount will provide a stipend and travel for 5 retired educators/mentors.

**Construction (\$0)**

The proposed project does not require funding for construction costs.

**Other (\$17,900)**

1. Luncheon Meeting for Current Interns: During the first week of each internship semester, a luncheon meeting will be held with current interns to address questions, issues, and concerns prior to beginning the internship assignment. The amount of \$300 per year for three years is requested.

2. Induction Activities:

A. During their first year of teaching, program graduates will receive a minimum of \$300 for the purchase of classroom materials. A total of \$3,600 per year is requested.

**UNCP First Americans' Teacher Education Program  
Professional Development Grant CFDA 84.299B**

- B. During their first year of teaching, program graduates will attend a total of 6 two-hour monthly professional development workshops during the late afternoon on the UNCP campus. Select topics will include: instructional skills, parental involvement, cultural diversity, meeting student needs, etc. A total of \$1,000 per year is requested.
- C. As part of the Induction Phase, at the beginning of each semester, a dinner meeting will be held with new graduates entering their first year of teaching. Topics discussed will include school and grade level teaching assignments, anticipated school-system professional development support, teaching supplies as provided by the FATE Program, state and program mentor support, and other concerns. The amount of \$800 per year for three years is requested.

**Total Direct Costs (\$579,788)**

**Indirect Costs (\$38,890)**

Indirect costs for the proposed project are calculated at 15% of personnel cost. The University of North Carolina at Pembroke maintains a federally negotiated indirect cost recovery rate of 60 percent of salaries and wages, the indirect costs calculated for the proposed project is calculated at 15% to remain within the allowable annual budgets.

The amount of \$38,890 is being requested. Year 1:  $71,008 \times 15.0\% = \$10,651$ , Year 2:  $\$72,778 \times 15.0\% = \$10,917$ ; Year 3:  $\$74,602 \times 15.0\% = \$11,190$ ; and Year 4:  $\$40,880 \times 15.0\% = \$6,132$ .

**Training Costs (\$651,252)**

During Years one through three, 12 new students will be admitted into the program each year for a total of 36 participants.

**UNCP First Americans' Teacher Education Program  
Professional Development Grant CFDA 84.299B**

1. Tuition and Fees: During the first three years of the project, each undergraduate student will be allowed \$4,045 per semester for tuition and fees and the graduate students will be allowed \$4,095 per semester for tuition and fees for enrollment for a minimum of 12 semester hours. During the first two summers, on an as-need basis, each student will be allotted \$1,218 for tuition and fees not to exceed 6 semester hours. The amount requested per year is \$97,080.
2. Textbooks/School Supplies: During the first three years of the project, each student will be allotted \$500 per semester, \$1,000 per year for textbook and school supplies. The amount requested is \$12,000 for Years 1 through Years 3.
3. Misc. Fees: Each student will be allotted funding for the following: parking permit, graduation fee, and licensure application fee. The amount of \$2,400 per year is requested.
4. Dependent Allowance: As needed, full-time students will receive a \$200 per dependent allowance. It is projected that funds will be needed to support 10 dependents per year. The amount of \$16,000 is requested.
5. Testing Fees: As mandated by the NC State Board of Education and UNCP Teacher Education Program policies, additional state licensure requirements mandate Elementary Education, Special Education, and Birth-Kindergarten Education graduates to pass the PRAXIS II examination. The amount of \$3,000 is requested each year to support PRAXIS II registration up to two administrations per student.
5. Participant Stipends: During Years One through Three, full-time students will be allotted a stipend of \$800 per month, not to exceed 8 months, for support of room, board, and living expenses. The total amount requested per year for stipends is \$76,800.

**Total Costs:**

Total project costs are **\$1,269,930**.

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

**1. Project Director:**

Prefix: Dr.	First Name: Alfred	Middle Name:	Last Name: Bryant	Suffix:
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Address:

Street1:	One University Drive
Street2:	
City:	Pembroke
County:	
State:	NC: North Carolina
Zip Code:	28372-1510
Country:	USA: UNITED STATES

Phone Number (give area code) 910 775 4009	Fax Number (give area code)
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Email Address:  
alfred.bryant@uncp.edu

**2. Novice Applicant:**

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

**3. Human Subjects Research:**

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

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:  1  2  3  4  5  6

No Provide Assurance #, if available:

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

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

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

Name of Institution/Organization

University of North Carolina Pembroke

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	71,008.00	72,778.00	74,602.00	40,880.00		259,268.00
2. Fringe Benefits	20,544.00	21,387.00	22,278.00	16,796.00		81,005.00
3. Travel	38,762.00	37,916.00	37,916.00	4,221.00		118,815.00
4. Equipment						
5. Supplies	15,800.00	12,500.00	12,500.00	2,000.00		42,800.00
6. Contractual	15,000.00	15,000.00	15,000.00	15,000.00		60,000.00
7. Construction						
8. Other	5,700.00	5,700.00	5,700.00	800.00		17,900.00
9. Total Direct Costs (lines 1-8)	166,814.00	165,281.00	167,996.00	79,697.00		579,788.00
10. Indirect Costs*	10,651.00	10,917.00	11,190.00	6,132.00		38,890.00
11. Training Stipends	221,956.00	221,956.00	207,340.00	0.00		651,252.00
12. Total Costs (lines 9-11)	399,421.00	398,154.00	386,526.00	85,829.00		1,269,930.00

**\*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): DHHS

The Indirect Cost Rate is 60.00%.

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

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

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

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

PR/Award # S299B160011

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00		0.00
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00		0.00
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00		0.00

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

ED 524