

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 # S299B160013

Grants.gov Tracking#: GRANT12204900

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: 1241-State_SPOC.pdf, 1237-Consortium_Agreements.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"/>
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* 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="The CSU, Chico Research Foundation"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="68-0386518"/>	* c. Organizational DUNS: <input type="text" value="6121771620000"/>

d. Address:

* Street1: <input type="text" value="25 Main Street"/>
Street2: <input type="text"/>
* City: <input type="text" value="Chico"/>
County/Parish: <input type="text" value="Butte"/>
* State: <input type="text" value="CA: California"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="95929-0870"/>

e. Organizational Unit:

Department Name: <input type="text" value="Research & Sponsored Programs"/>	Division Name: <input type="text"/>
---	-------------------------------------

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

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

Title: <input type="text" value="Grant Development Specialist"/>
--

Organizational Affiliation: <input type="text" value="Office of Research and Sponsored Programs"/>
--

* Telephone Number: <input type="text" value="530-898-6627"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email: <input type="text" value="jjessen@csuchico.edu"/>
--

Application for Federal Assistance SF-424

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

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

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:**

NorCAL PRIE II: Northeastern CALifornia Preparation and Retention of Indian Educators

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="1,250,773.00"/>
* 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="1,250,773.00"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL <input type="text" value="Julie Jessen"/>	TITLE <input type="text" value="Associate Vice President of Research"/>
APPLICANT ORGANIZATION <input type="text" value="The CSU, Chico Research Foundation"/>	DATE SUBMITTED <input type="text" value="06/30/2016"/>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <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	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: CSU, Chico Research Foundation * Street 1: 25 Main Street Street 2: _____ * City: Chico State: CA: California Zip: 95929 Congressional District, if known: CA-001		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: U.S. Department of Education	7. * Federal Program Name/Description: Indian Education -- Special Programs for Indian Children CFDA Number, if applicable: 84.299	
8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant: Prefix _____ * First Name N/A Middle Name _____ * Last Name N/A Suffix _____ * Street 1 _____ Street 2 _____ * City _____ State _____ Zip _____		
b. Individual Performing Services (including address if different from No. 10a) Prefix _____ * First Name N/A Middle Name _____ * Last Name N/A Suffix _____ * Street 1 _____ Street 2 _____ * City _____ State _____ Zip _____		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Julie Jessen * Name: Prefix Dr. * First Name Kevin Middle Name M. * Last Name Kelley Suffix PhD Title: Associate Vice President of Research Telephone No.: 530-898-5700 Date: 06/30/2016		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

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 and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

GEPA_Statement.pdf

Add Attachment

Delete Attachment

View Attachment

Project NorCAL PRIE II:

Northern California Preparation and Retention of Indian Educators

Strategies for Ensuring Equal Access and Treatment for Eligible Project Participants

Who are Members of Groups that Have Traditionally Been Underrepresented as

Required in Section 427 of GEPA.

The proposed project targets the recruitment of American Indian/Alaskan Native individuals who are traditionally underrepresented based on race, color, national origin, gender, age, or disability. CSU, Chico has stated commitments to recruitment and retention of both students and employees who represent diversity. Two campus documents outline the campus strategic priorities to this end, the *Diversity Plan* (2010) and the *Faculty and Staff Minority Recruitment and Retention* (2005). These specific documents can be viewed at www.csuchico.edu/prs/dap/index.shtml and http://www.csuchico.edu/diversity/documents/minorityRecruit_draft_20050927.pdf.

In addition, appropriate policies and procedures are outlined by the campus Affirmative Action and the Office of Human Resources. CSU, Chico and the School of Education are committed to inclusion of students and staff with diverse backgrounds including individuals with disabilities, individuals re-entering the work force, and individuals who are underrepresented based on race, color, or national origin. A multifaceted approach to select, hire and promote for participants from underrepresented groups will be employed throughout this project.

Recruitment Strategies. CSU, Chico has over 200 student organizations and 18 cultural organizations as well as Disability Support Services, Equal Opportunity Program, Re-entry Program, Women's Center, Alliance for Minority Participation, and a host of other organizations. Distribution of materials is planned for regular intervals, to coincide with

student advising for students achieving junior status or above, transfer and graduate students, career fairs, fall orientation, student advising, as well as to the above mentioned student organizations. The following additional strategies will be employed:

- Profiles of students who represent the American Indian/Alaskan Native cultures, abilities, and linguistic backgrounds will be featured in recruitment materials and on the website.
- Distribution of materials to re-entry programs.
- Distribution of materials to diverse students groups twice yearly.
- Distribution of materials to county offices of education, school districts and Special Education Directors annually to target teachers on waivers or emergency credentials (re-entry) who qualify for the teacher preparation option.
- Distribution of materials via programs for individuals with disabilities to include: Disability Support Services, Centers for Independent Living, Far Northern Regional Center, Department of Vocational Rehabilitation, and Community College Disability Support Programs.
- Course instruction will utilize universal design to ensure access to participating trainees as well as to model appropriate practices for teacher candidates
- All campus facilities are accessible for all individuals.
- Course syllabi will be reviewed to ensure diversity in exam

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION

The CSU, Chico Research Foundation

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. * First Name: Kevin Middle Name: M.

* Last Name: Kelley Suffix: Ph.D

* Title: Associate Vice President of Research

* SIGNATURE: Julie Jessen

* 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 - CFDA #84.299B

NorCAL PRIE II: Northeastern California Preparation & Retention of Indian Educators

The Northeastern California Preparation and Retention of Indian Educators (NorCAL PRIE II or PRIE II) is a project proposed by a consortium between California State University, Chico (CSU, Chico) Center for Bilingual/Multicultural Studies (CBMS) within the School of Education (SOE) and regional tribal communities represented by four major Indian tribes and one Indian organization. CSU, Chico is the sole public higher education institution preparing educators within a 38,000 square mile high-poverty rural region. Designed to recruit, prepare and support 20 American Indians/Alaskan Native (AI/AN) individuals pursuing teaching careers in education, NorCAL PRIE II will implement an exemplary preparation and induction program, ultimately improving the education of Indian children and youth.

NorCAL PRIE II addresses the following Absolute Priorities (AP): AP 1-Pre-Service Training for Teachers. NorCAL PRIE II also submits this proposal for consideration under Competitive Preference Priority One (CPP 1 - see enclosed attachment from the Butte County Office of Education conveying an agreement to consider NorCAL PRIE II completers for employment) and Competitive Preference Priority Three (CPP 3). CSU, Chico will serve as the lead agency in building the consortium partnership that includes CSU, Chico (IHE) with tribal partners: *Mooretown Rancheria of Maidu Indians, Tyme Maidu Tribe-Berry Creek Rancheria, Enterprise Rancheria Estom Yumeka Maidu Tribe, Meechoopda Indian Tribe of Chico Rancheria and Four Winds of Indian Education, Inc.* The consortium agreement, signed by all parties and attached to this proposal (CPP 3), outlines the agreement between partners to participate, and sets forth the agreed upon roles of each partner required to plan, recruit, and train qualified Indian individuals for NorCAL PRIE II participation.

NorCAL PRIE II provides a substantive response to the challenges of preparing teachers to serve AI/AN students in a vast rural region experiencing chronic shortages of American Indian educational personnel. The project offers multiple teacher preparation pathways to meet the diverse needs of AI/AN students. Within these pathways, eligible and qualified Indian candidates pursuing teacher certification will be supported from pre-baccalaureate coursework through professional preparation and induction leading to state certification. Indian individuals may select from the teacher training preparation programs at CSU, Chico including:

- Options for elementary/secondary teaching certifications (bilingual authorization optional);
- Options for special education teaching certification to serve students with disabilities;
- Options to earn general education and special education state certification concurrently.

These pathways are aligned precisely to California State certification standards and fulfill the requirements for highly qualified teachers. PRIE II objectives include:

- 1) Increase the number of highly qualified American Indian/Alaskan Native teachers in rural regions of Northeastern California;
- 2) Prepare **20** highly effective rural American Indian/Alaskan Native teachers to meet the diverse needs of children and youth;
- 3) Develop a support network/induction services to ensure candidates' persistence and success in the preparation program as well as in the profession; and
- 4) Collect, analyze, and use high-quality data that focus on improving postsecondary student outcomes relating to enrollment, persistence, and completion; and leading to career success.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

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

NorCAL PRIE II PROJECT NARRATIVE

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A. NEED FOR PROJECT

This proposal, for The Northeastern California Preparation and Retention for Indian Educators (PRIE) II Project, is submitted by the California State University, Chico (CSU, Chico) Research Foundation on behalf of the Center for Bilingual/Multicultural Studies within the School of Education in consortium with four Indian tribes (Tyme Maidu Tribe Berry Creek Rancheria, Enterprise Rancheria Estom Yumeka Maidu Tribe, Mechoopda Indian Tribe of Chico Rancheria, Mooretown Rancheria of Maidu Indians) and one tribal organization (Four Winds of Indian Education, Inc.). CSU, Chico, is the only public higher education institution in northeastern California preparing teachers. CSU, Chico is committed to the tribes of the region, most clearly evidenced by the collaborative efforts between the university and the Mechoopda Tribe. CSU, Chico was originally built on the Mechoopda Tribe's ancestral land, which led to the *Memorandum of Understanding Regarding Guiding Principles for CSU, Chico Consultation with the Mechoopda Indian Tribe of Chico Rancheria*. The two communities resolved to work with each other on a professional basis and consult before taking actions or making decisions that affect the University, the Tribe, or their interests.

A.1.2. NEED, SHORTAGES, GAPS & WEAKNESSES IDENTIFIED AND ADDRESSED. The PRIE II project responds to current weaknesses in services and opportunities for American Indians/Alaskan Natives (AI/AN) wishing to enter into teaching within a 38,000 square mile rural regional of northeastern California. The PRIE II Consortium is organized to address the chronic shortage of qualified AI/AN teachers that hinders local efforts to place AI/AN pupils

with the high quality and culturally responsive teachers that they need and deserve. The PRIE II Consortium has identified the following weaknesses:

WEAKNESS: Regional Teacher Shortages of Indian Teachers. Shortages of American Indian/Alaskan Native (AI/AN) teachers significantly impact this high-poverty rural region, which in general has great difficulty recruiting and retaining qualified teachers. Northeastern California Preparation and Retention of Indian Educators (PRIE) II Project responds to the dramatic need to recruit, prepare and support AI/AN individuals to be teachers to serve in these rural, remote, and often high-poverty communities.

The shortage of Indian/Alaskan Native educators is alarmingly clear in the CSU, Chico service region. American Indian/Alaskan Native (AI/AN) teachers and administrators comprise only 1.5% of the total number of teachers serving this diverse region. A full 83% of the 84 schools that serve AI/AN populations in this service area do not employ AI/AN teachers (data1.cde.ca.gov/Dataquest). The PRIE II Project is committed to preparing AI/AN educators in order to find and retain educators who will provide a long-term commitment to teaching and serving in administrative roles in these remote, rural communities. The participants in this project will receive California teacher certification. Across the state, there is one teacher for every 21.1 students. However, for the 36,755 AI/AN students in California, there are only 1,530 AI/AN credentialed teachers (one AI/AN teacher for every 24 AI/AN students). There will need to be a fourteen percent increase in credentialed AI/AN teachers simply to approximate the statewide ratio (data1.cde.ca.gov/Dataquest).

WEAKNESS: Access and Support of Diverse Indian Students. This vast region is home to 34 AI/AN tribes whose children attend schools that span 12 counties and over 127 Local Educational Agencies (LEAs). The national dropout rate of American Indian and Alaskan

Natives is approximately 30%, twice the rate of the national average and the highest dropout rate of any United States' ethnic or racial group (Faircloth & Tippeconnic, 2010; Reyhner, 2006).

These national statistics reflect the trend in Butte County where CSU, Chico is located. In 2014-15, the dropout rate in Butte County shows a 24.1% dropout rate for AI/AN students as opposed to a dropout rate of 8% for white students and 8.5% for all students (data1.cde.ca.gov/Dataquest).

While the population of this rural region is becoming increasingly diverse, those entering the teaching profession are predominantly white, female and middle class. This discrepancy is more alarming at school sites where nearly 50% of the student population is AI/AN and are not being served by any teacher who represents the students' cultural background. The increase of students' cultural diversity and the decrease of teachers' diverse cultural experiences can lead to "cultural incompatibilities" (Gay, 1993) between teachers and students, negatively affecting student achievement (Gay, 2002; Hollins, 2011; Howard, 2003).

WEAKNESS: Personnel Preparation in Specific Fields of Teacher Shortages. The U.S. Department of Education recently announced a continuing nationwide shortage of qualified teachers in the areas of science, math and special education. CSU, Chico has a variety of established, highly effective, research-based pathways leading to credentials in these areas. Grant participants will be notified of the needs in these targeted areas, and will be encouraged to consider those pathways leading to preparation in math, science and special education.

WEAKNESS: Indian Student Enrollment and Retention at California State Universities. Currently, only 1% of the total enrollment at CSU, Chico is comprised of American Indian/Alaskan Native students. Of this 1% of students, 54% graduate within 6 years of enrollment. These enrollment and retention rates are strong indicators of the need for rigorous

and directed recruitment and student support services. The following sections demonstrate the precise ways in which PRIE II responds to these weaknesses and gaps.

B. QUALITY OF PROJECT DESIGN

B.1. GOALS, OBJECTIVES, AND OUTCOMES ARE AMBITIOUS BUT ATTAINABLE. This project addresses national and regional priorities in education, providing a substantive response to the dual challenges of improving the preparation of American Indian/Alaskan Native educators and meeting the need for a highly qualified diverse pool of teachers for a vast rural high-poverty region. PRIE II focuses the energies of a rural university-tribal consortium in order to: (1) Increase the number of highly qualified American Indian/Alaskan Native (AI/AN) teachers in rural regions of Northeastern California; (2) Prepare 20 highly effective rural AI/AN teachers to meet the needs of youth from diverse cultural and language backgrounds; (3) Develop a support net/induction services to ensure candidates' persistence and success in the preparation program as well as in the profession; and (4) Collect, analyze, and use high-quality data to improve candidates' successful degree completion and certification leading to employment.

The PRIE II Advisory Board will guide the implementation of the goals, objectives, and outcomes. The PRIE II Advisory Board will be comprised of one representative from each tribe or tribal organization, representatives from the CSU, Chico School of Education faculty, a PRIE II teacher candidate, a school partner administrator, mentor teacher, and parents of AI/AN children at elementary and secondary levels. The Advisory Board will meet twice per year, and its purpose will be to provide guidance to the PRIE II leadership team, to analyze the progress of the candidates, to approve the content of the semi-annual grant report to the Department of Education, and to plan for sustainability of the project.

Pre-Service Training for Teachers (Absolute Priority 1): The NorCAL PRIE II program will address Absolute Priority 1 by implementation of the following:

Number of Participants Expected to be Recruited in the Project Each Year: Twenty (20) total teacher participants are targeted for the program. As California credentialing structures require students to complete a 4 year undergraduate program before entering into a fifth-year credential program, recruitment efforts for the population will need to target students who are entering into CSU, Chico as Juniors or Seniors and who will be projected to enter into a credential program in the second or third year of the NorCAL PRIE II program. Year 1 to Year 4 recruitment projections are as follows: Year 1: Twelve to Twenty (12 – 20); Year 2: Zero to Eight (0-8); Year 3: Zero (0); Year 4: Zero (0) (see explanation above).

Number of Participants Expected to Continue in the Project Each Year: Twenty (20) total teacher participants are targeted for the program. Year 1 to Year 4 projections for students who are expected to continue in the project are as follows: Year 1: Twelve to Twenty (12-20); Year 2: Twenty (20); Year 3: Sixteen to Eighteen (16-18); Year 4: Sixteen to Eighteen (16-18).

Number of Participants Expected to Graduate: Twenty (20) total teacher participants are targeted for the program. As previously stated, California credentialing structures require that students complete a four year undergraduate program before entering into a fifth year credential program. Year 1 to Year 4 projections for students who are expected to graduate with a teaching credential in the project are as follows: Year 1: One to Two (1-2); Year 2: Two to Four (2-4); Year 3: Sixteen to Eighteen (16-18); Year 4: Zero (0) (all participants will need to have graduated and entered into induction to meet the four year grant timeline).

Number of Participants Expected to Find Qualifying Jobs Within 12 Months of

Completion: Twenty (20) total teacher participants are targeted for the program. As previously

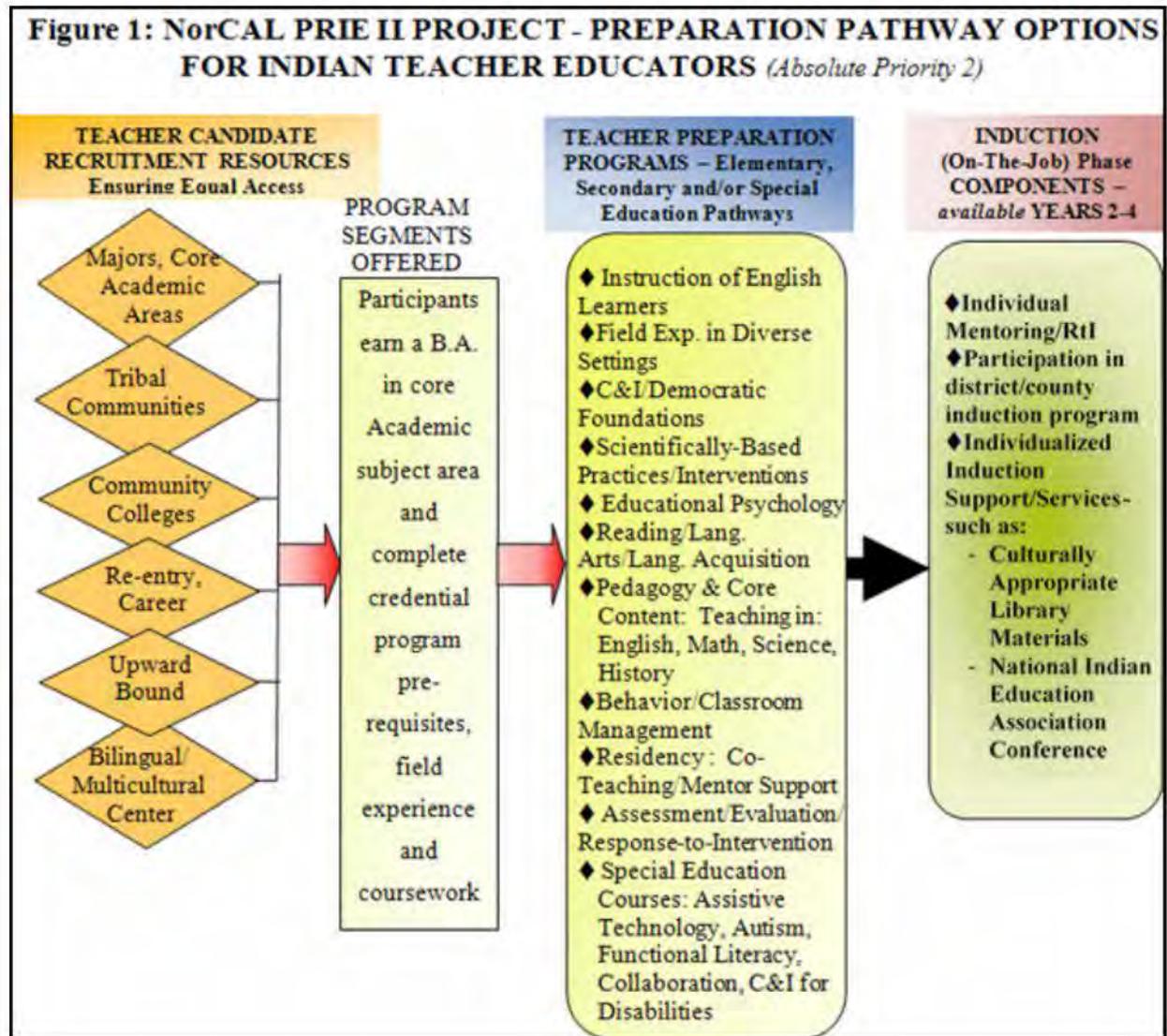
stated, California credentialing structures require students complete a four year undergraduate program before entering into a fifth year credential program. Year 1 to Year 4 projections for students who are expected to find qualifying jobs within 12 months of completion of the project are as follows: Year 1: Zero (0); Year 2: One to Two (1-2); Year 3: Two to Four (2-4); Year 4: Sixteen to Eighteen (16-18) (participants will need to have graduated and entered into employment to meet the four year grant reporting timeline).

B.2. EXTENT TO WHICH PROJECT HAS PLANS FOR RECRUITING AND SELECTING

PARTICIPANTS AND ENSURES PROGRAM COMPLETION. Figure 1 demonstrates the sequence of the program and options that will be available to project participants seeking teaching credentials. Qualified applicants for teacher preparation (*Absolute Priority 1*) will be eligible for junior standing or above in college, recruited from community colleges, undergraduate programs, and the region's para-educators to participate in the preparation program. Candidates first pursue the undergraduate degree required by the state of California for all students seeking a teacher credential. Following the completion of their B.A., they participate in a post-baccalaureate credential program in elementary, secondary and/or special education. Once in their selected credential pathways, teacher candidates learn alongside experienced, trained mentors within a public school professional learning community.

The project will support PRIE II participants through their programs and during induction. Candidates will participate in scheduled meetings and workshops that support academic progress and promote program retention. In order to establish a supportive community, participants will meet for informal social gatherings that will include PRIE II faculty and mentors.

Following credential program completion, graduates will seek employment as full-time teachers. For beginning teachers, a structured state mandated induction experience offered by district or county employers encourages the retention of highly qualified professionals and refines their professional practice. Teachers are recommended by their districts or counties to earn the Professional Clear Credential after successfully completing 2 years of teaching.



Using Well-established Recruitment Pipeline: Recruitment and information services will be based upon the recommendations of the American Association of Colleges for Teacher Education, and upon the National Clearinghouse of the Profession of Education report, “Enlarging the Pool” (2003). Project Director Cepello, Associate Director Zartman and Services Coordinator Bertagna will mobilize an existing pipeline for the teacher preparation program into undergraduate core majors (Liberal Studies, English, mathematics, science and history), rural community colleges, and tribal consortium communities and the region’s para-educators. Campus and community organizations that have pledged their services include the Student Success Center, Upward Bound, Liberal Studies Advising, credential pathway coordinators, subject matter advisers in English, mathematics, science and history, and the Bilingual Center. Program recruitment efforts will also include outreach to local television, radio, newspapers, and appropriate social media.

Program Recruitment: The project will use existing resources to inform potential candidates about the project. To further ensure the broadest pool of applicants, staff will disseminate materials, including brochures and flyers that target Indian individuals qualified for participation. The Ipakanni Early College Charter School, Klamath River Early College and Four Winds of Indian Education will participate in disseminating information on stipends and career opportunities. Project information will be available in a government-standardized format and regularly updated on the project website. The campus publication office will send periodic press releases to 15 local rural newspapers and seven regional television and radio stations (including two Spanish-language stations). Campus organizations that will assist in dissemination include the American Indian Club, Students with Disabilities Union, Student California Teachers

Association (SCTA), Chico Student Success Center, Native American Academic Interest Group and Cross-Cultural Leadership Center.

Support for Candidates in Undergraduate and Credential Program: The support built around project participants is modeled on recommendations from the California Postsecondary Education Commission's Report, "Accountability Framework Goal: Student Success." Campus Disability Support Services, Retention Services, Re-Entry Services, Student Success Center, Financial Aid and Teacher Recruitment offices will work to attract AI/AN applicants and ensure a responsive climate for participants' growth. Because dropout risk in universities is not always academic in nature, but can involve finances, cultural and linguistic considerations and family support issues (Reyhner & Dodd, 1995), a range of available retention services will include: access to campus alcohol abuse and mental health support; stipends that address child care for dependents; connection to campus multicultural centers and intertribal Indian associations; NorCAL PRIE II alumni mentors to assist in navigating through the university system; analysis of the college classroom setting for needed modification to ensure equal access to instruction; tutoring; study skills instruction; note-taking services, as needed; extension of the program duration; specialized training in written expression; test-taking strategies for state certification exams; personal and family counseling; and emergency financial assistance, as needed.

Keeping candidates in their respective programs is a major goal, as is their retention in rural education. CSU, Chico Career Center boasts a nineteen-year, stellar record for assisting graduates with job placement. Director Cepello and Associate Director Zartman will work with the Career Center Office to coordinate employment matches between school districts and

graduates and provide follow-up support through mentored teaching, advanced professional development, and close partnership with district and county induction support services.

Effective Mentoring: This project recognizes the importance of early experiences to job satisfaction and commitment to the profession and is designed to provide its graduates with ongoing university, peer, and administrative support. Experience and learning opportunities alongside a trained and experienced mentor teacher will be a key element of the student teaching phase of the program. The project also encourages the retention of experienced American Indian/Alaskan Native educators employed as mentors by creating a professional development support network facilitated by the university. Mentor teacher training and services are designed to accomplish the following goals: improve experienced teacher retention rates by providing opportunities to experienced teachers for professional growth and recognition; improve classroom instruction by developing and updating skills in effective teaching; and strengthen schools as organizations. This regional support network directly addresses the principle reason teachers leave rural areas – isolation (Collins, 1999).

Multiple criteria in the candidate selection process: Applicant qualifications will be determined using multiple criteria. Project participation requires that the individual must be (1) a member of an Indian tribe or band, as a membership defined by the tribe or band including any tribe or band terminated since 1940, and any tribe or band recognized by the State in which the tribe or band resides; (2) a descendent, in the first or second degree, as described in (1); (3) considered by the Secretary of the Interior to be an Indian for any purpose; (4) an Eskimo, Aleut, or other Alaska Native; or (5) a member of an organized Indian group that received a grant under the Indian Education Act of 1988 as in effect the day preceding the date of enactment of the Improving America's Schools Act of 1994.

In addition, every consideration will be given to assessing a candidate's potential both for completing the teacher education program and for successfully serving a diverse set of K-12 pupils. Project staff will address two common barriers to admission by (1) offering test preparation training for state-required assessment of academic knowledge, and (2) providing adequate support as candidates submit their credential program application packets. Members of the PRIE II Advisory Board will join project faculty in determining the selection rubric. Assessments will include non-biased, multiple, authentic measures. Each applicant's academic and non-academic achievement will be reviewed within the context of his or her personal history, age, re-entry, and employment needs. The personal interview and letters of recommendation will be used to consider an individual's experience with children and youth, character and commitment.

B.3. POTENTIAL OF THE PROJECT TO DEVELOP EFFECTIVE TEACHING STRATEGIES FOR TEACHING INDIAN STUDENTS, IMPROVING STUDENT ACHIEVEMENT, AND DISSEMINATING FINDINGS.

EFFECTIVE TEACHING STRATEGIES FOR TEACHING INDIAN STUDENTS

Based on current research of best practices, PRIE II is designed around *four guiding principles* to ensure all program graduates will learn effective teaching strategies that will positively impact Indian students.

PRINCIPLE 1: THE PROGRAM IS A LONG-TERM RESPONSE TO THE NEED FOR INDIAN EDUCATORS IN EDUCATION. Various studies highlight the common barriers that have restricted qualified individuals from underrepresented groups from pursuing careers in education. These barriers include a lack of financial resources and the distance to the university from rural areas. An

understanding of these barriers informed the project design, which includes (1) extensive recruitment processes, (2) financial support for tuition and related expenses, (3) academic support for candidates, (4) special workshops for undergraduate students, (5) professional development for innovative and scientifically-proven instructional strategies, and (6) extensive retention and placement services in exemplary classroom field placements. (7) Professional Learning Communities (PLC) will be established and maintained throughout the candidates' programs. County and district induction services will match experienced local support providers/mentors with newly hired teachers. RESEARCHERS: Chapman & Green; Darling-Hammond; DuFour, DuFour, & Eaker ; Marzano.

PRINCIPLE 2: THE PROGRAM WILL BE ROOTED IN NEEDS OF DIVERSE LEARNERS AND WILL ADDRESS THE UNIQUE NEEDS OF INDIAN CHILDREN AND YOUTH. This program for teacher preparation provides multicultural education, language acquisition and development for multilinguistic settings, and includes education for diverse cognitive learning styles. All graduates of the teaching component of the project will be authorized to teach English Learners; some may opt to complete a full bilingual and/or special education authorization. Components include methods and materials that promote acceptance of diversity such as culturally relevant pedagogy, which will be discussed in greater detail in Chapter C. RESEARCHERS: Baca; Burstein, Cabello & Hamann; DuFour, DuFour, & Eaker; Gay; Gollnick & Chinn; Ladson-Billings.

PRINCIPLE 3: THE PROGRAM WILL PREPARE AMERICAN INDIAN/ALASKAN NATIVE TEACHERS FOR RAPIDLY SHIFTING ROLES IN EDUCATION SETTINGS. While the needs of California's pupils are increasingly diverse, youth are simultaneously being held accountable to master rigorous content standards. At the same time, educators are called upon to function as data analysts, diagnosticians, instructors, behavioral and academic interventionists, classroom managers,

curriculum constructivists, partners with parents, transition facilitators and active researchers. PRIE II will provide candidates with skills to fulfill their roles and address the range of learning styles and needs found in rural education. RESEARCHERS: Covarrubias & Fryberg; Darling-Hammond; Faircloth, & Tippeconnic; Helge; Marzano; Glickman, Gordon & Ross-Gordon.

PRINCIPLE 4: THE PROGRAM WILL FEATURE A COLLABORATIVE PARTNERSHIP BETWEEN INDIAN

COMMUNITIES, THE CSU, CHICO SCHOOL OF EDUCATION AND K-12 SCHOOL PARTNERS. The

partnership among these three entities will focus on placing teacher candidates in K-12 schools that support innovative, research-based practices and are representative of the region's diversity. Preference will be given to sites where American Indian/Alaskan Native educators are available to function as role models and mentors for candidates. Public school teachers and mentors will participate in professional training in co-teaching models, culturally relevant pedagogy and supervision as assisting performance. RESEARCHERS: Baglin, Gallagher, & Moore; Darling-Hammond; Friend & Cook.

To ensure that teacher candidates are “highly qualified” to teach diverse students, subject matter and pedagogical preparation will be guided by scientifically-based research and effective practices. Competencies will be derived from research that defines the knowledge, skills and dispositions demanded of highly qualified teachers and will be informed by the California Standards for the Teaching Profession and the California Commission on Teacher Credentialing Standards for Education Specialists. Examples of the key scientifically-based effective practices include: (1) culturally relevant pedagogy (CRP), (2) instructional strategies, (3) behavioral theory and practices, (4) school leadership, and (5) family support and collaboration.

CULTURALLY RELEVANT PEDAGOGY: Culturally relevant pedagogy (CRP) addresses the current cultural chasm between mainstream educational systems and marginalized student populations. Gay (2000) describes the pedagogy as one that “filters curriculum content and teaching strategies through [students’] cultural frames of reference to make the content more personally meaningful and easier to master” (pg. 24). RESEARCHERS: Gay; Gollnick & Chinn; Ladson-Billings; Nieto.

INSTRUCTIONAL STRATEGIES: Candidates will experience various scientifically-based instructional strategies including Cognitively Guided Instruction for math (CGI), the reading-writing connection in English/language arts, inquiry-based science, multiple perspectives in history/social studies, Response to Intervention (RtI) for struggling pupils, second language acquisition strategies such as Specially Designed Academic Instruction in English (SDAIE) for English language learners, assistive technology for pupils’ ability to access content, service-learning to engage all learners, and Chugach and Balanced Instruction Methods for American Indian Students. RESEARCHERS: Algozzine, Ysseldyke, Campbell: Carpenter, Fennema, Frankie, Levi & Empson; ; Deshler; Echevarria, Vogt & Short ; Fuchs & Fuchs.

BEHAVIORAL THEORY & PRACTICE: Candidates will learn behavioral theories and practices of promoting positive initiations and social interactions; setting classroom rules; applied behavioral analysis; functional analysis; and antecedent/proactive classroom management. RESEARCHERS: Brophy, & Good; Hardman & Smith; Hurst, Wallace & Nixon; Marzano & Marzano.

FAMILY SUPPORT AND COLLABORATION: Candidates’ accessing the resources of parents and community involves culturally competent interpersonal communication, engaging families as partners, facilitating support networks, case management, process of change in schools and

community, advocacy, ethical relationships, tribal and interagency collaboration. RESEARCHERS: Brazelton; Lustig & Koester; Beasley, Mackety, Cicchinelli, Shebby, Rainey & Cherasaro.

IMPROVING STUDENT ACHIEVEMENT

The high quality of program service will be a result of (1) the intensity of program expectations for standards-based performance, (2) quality of course content and instruction, (3) exemplary sites, (4) rural focus, (5) teaching faculty, (6) highly qualified mentors, and (7) the candidates themselves. The program's duration is another strong contributor to its quality, enacting a developmental approach to teacher preparation. This includes providing background courses in an academic major, training upper-class students (juniors and seniors) in integrated general/special education, multicultural education courses and continuous field placements, then providing a one year, full-time credential program with student teaching, followed by a two year on-the-job training and induction phase for newly employed teachers. The new teachers thus are instructed and mentored over time in this continuous improvement cycle. Where needed, the candidate may be given more time to complete stages of preparation. Circumstances of health, disability, and/or family need will be considered in granting extensions.

DISSEMINATING FINDINGS

Every aspect of the program evaluation design will provide data for immediate utility in ongoing program re-design, and use for dissemination purposes. Results will be shared with the following groups: Consortium members, Advisory Board, 12-County Superintendents and Special Education Directors, California Commission on Teacher Credentialing, California State Department of Education, the National Student Clearinghouse and the National Clearinghouse on Professions in Special Education. In addition, the evaluation will be shared with professional organizations at annual conferences including National Indian Education Association (NIEA),

American Association of Colleges for Teacher Education (AACTE), National Network for Educational Renewal (NNER), Council for Exceptional Children (CEC), American Educational Research Association, (AERA), CEC Teacher Education Division (TED), and American Council for Rural Special Education (ACRES).

By improving our local schools' ability to hire American Indian/Alaskan Native (AI/AN) teachers, PRIE II will build local capacity to provide critically needed Indian educators and role models. The expanded presence of AI/AN educators in the schools will promote stronger relationships between the schools and neighboring Indian communities and families. By ensuring these individuals have exemplary preparation for their roles, PRIE II will ensure improved local capacity to meet the needs of diverse K-12 pupils, including Indian youth.

B.4. INCORPORATING THE NEEDS OF POTENTIAL EMPLOYERS. The timing of this grant effort is critical to meeting the needs of potential employers identified by job market analysis. The California Teachers Association (CTA) estimates that the state will need to replace 106,000 teachers, a full one-third of the teaching force, in the next decade. There is even greater need in the high poverty schools where many of the graduates will opt to work. CTA points to the fact that over one in ten teachers who teach in high poverty schools opt to transfer each and every year (California Teachers Association, 2016. <http://www.cta.org/Issues-and-Action/Retirement/Teacher-Shortage/Impending-Teacher-Shortage-Crisis.aspx>). These statistics point to a complete turnover of educational personnel each decade resulting in the absence of stability and institutional memory in the schools that greatly need continuity. At the heart of this project is a long-standing, mutually respectful collaboration among the area's

American Indian communities, its school districts and CSU, Chico, the sole public higher education institution preparing teacher educators in the 12 county region.

In 2011, CSU, Chico co-hosted the 26th Annual California Indian Conference, along with the Mechoopda Tribe, Concow Maidu of Mooretown Rancheria, San Manuel Band of Serrano Mission Indians and the Yocha Dehe Wintun Nation. These partners share the resources, challenges and successes inherent in educating highly effective teachers.

The PRIE II Consortium includes linkages with regional schools and resource centers including the Klamath River Early College of the Redwoods (KRECR) located on Yurok Indian Reservation and the Ipakanni Early College Charter School. Both schools use scientifically-based methods for educating American Indian/Alaska Native students: the Chugach Methods and Balanced Instructional Method (BIM). The Consortium also includes the Four Winds of Indian Education, Inc., which serves as an educational resource center for American Indian people --students, parents, and the community in northeastern California. Four Winds operates a charter school and regional, multi-county outreach that provides academic, social, and health education services as well as parent advocacy.

Experts from these schools, tribes and tribal organizations will participate as presenters in professional development for university faculty and workshops for teacher candidates. PRIE II will draw from the resources of its consortium partners to meet the challenges in educating prospective teachers to prepare them for the challenges they will face in the schools.

Collaboration among key entities is planned to maximize the effectiveness and services of the Project NorCAL PRIE II. Levels of collaboration include:

- Partnerships with tribal consortium representatives.
- Interdisciplinary instruction among CSU, Chico departments including core content areas

(English, math, science, social science), physical education, special/health education, psychology, and child development.

- Collaborative teaching and student teaching between general education and special education in the schools.
- Collaboration with the local LEA, Butte County Office of Education, for participant employment opportunities and dissemination of effective teaching strategies.
- Collaboration with community agencies that support children and their families including Feather River Tribal Health Consortium, Four Winds Indian Education Center, Far Northern Regional Center, Rowell Family Empowerment Center, and California Children's Services.
- Ongoing collaboration with graduates via web-based professional development support.

Feedback from the Advisory Board will be sought at least twice yearly to identify project milestones and needs for improvement. To facilitate this assessment, semi-annual reporting will be provided to the Board based on qualitative and quantitative evaluation data to be collected and summarized by the Project Director, Associate Director and External Evaluator, Dr. Terri Davis. (See Chapter E, Quality of Project Personnel for detailed descriptions). A formal presentation and discussion of semi-annual project reports will also be directed to regional LEAs, mentors, and faculty advisors who can provide recommended improvements for PRIE II Project staff.

C. QUALITY OF PROJECT SERVICES

C.1. PROVIDE PARTICIPANTS WITH LEARNING EXPERIENCES THAT DEVELOP NEEDED SKILLS

FOR SUCCESSFUL TEACHING IN SCHOOLS WITH SIGNIFICANT INDIAN POPULATIONS. The previous sections detailed the scientifically-based curriculum and instruction and the data-based

decision making that ensure high quality in the teacher preparation programs. Of equal importance is the high quality of the support network that surrounds each American Indian/Alaskan Native candidate from the first day he/she learns of the project. PRIE II features the best of year-round recruitment and informational services, research-based selection processes, supportive supervision, and consistent mentoring and problem-solving. In each of these critical areas, it is the intent of the project that the 20 participants gain an understanding of their personal importance and the importance of the work they are about to do.

The high quality of program service will be a result of (1) the intensity of program expectations for standards-based performance, (2) quality of course content and instruction, (3) exemplary sites, (4) rural focus, (5) teaching faculty, (6) highly qualified mentors, and (7) the candidates themselves. The program's duration is another strong contributor to its quality, enacting a developmental approach to teacher preparation. This includes providing background courses in an academic major, training upper-class students (juniors and seniors) in integrated general/special education, multicultural education courses and continuous field placements, then providing a one year, full-time teacher credential program with student teaching, followed by a two year of on-the-job training and induction phase for newly employed teachers. The new teachers thus are instructed and mentored over time in this continuous improvement cycle. Where needed, the candidate may be given more time to complete stages of preparation. Circumstances of health, disability, and/or family need will be considered in granting extensions.

C.2. PREPARES PARTICIPANTS TO ADAPT TEACHING PRACTICES TO MEET THE BREADTH OF INDIAN STUDENT NEEDS. The School of Education at California State University, Chico offers a commitment to its teacher education candidates to be “effective, reflective and engaged”.

Its principled approach to teacher education provides a solid foundation for all credential candidates to meet the needs of learners across diverse and underserved populations. Through the lens of critical pedagogy, candidates reflect on their own philosophies and practices and how these elements help to shape their relationships to the communities and students they serve (Giroux, 2010). Credential students enrolled in teacher preparation programs across the School of Education are asked to design effective learning experiences for their students, where K-12 learners are given opportunities to create their own knowledge. (Brooks, 1999). This constructivist ideology ensures that the commitment to being “effective, reflective, and engaged” extends not only to the graduates of our programs, but to the students they serve.

Participants of PRIE II will receive instruction and preparation rooted in culturally relevant pedagogy. Meeting the needs of their future Indian students means identifying/valuing holistic learning styles and practices and acknowledging that learning is a lifelong process and based on one’s experiences. Candidates will engage in readings and research of how best to consistently weave indigenous language and culture into the curriculum, allowing for student learning experiences to be meaningful and relevant (Johnston, 2010). Through communal activity-centered experiences, PRIE II participants will explore the mixture of both indigenous and western knowledge and generate similarly valuable experiences for their own students.

While recognizing the diversity across tribal belief systems and values, Sparks (2000) noted that central to goals in development of curriculum for native students should be empowerment, emphasis of oral culture such as storytelling and dancing, and simultaneous as opposed to sequential processing. PRIE II candidates will learn an assortment of researched based practices to specifically engage Indian students such as the use of modeling when introducing new skills and cooperative learning strategies to explore academic content. In addition, PRIE II participants

will experience the value of inquiry-based education, in which they allow their students to engage in topics based on their own interests.

C.3. PROVIDES JOB PLACEMENT ACTIVITIES THAT REFLECT THE FINDINGS OF A JOB MARKET ANALYSIS AND NEEDS OF POTENTIAL EMPLOYERS. The timing of this grant effort is critical.

The California Teachers Association (CTA) estimates that the state will need to replace 106,000 teachers, a full one-third of the teaching force in the next decade. There is even greater need in the high poverty schools where many of the graduates will opt to work. CTA points to the fact that over one in ten teachers who teach in high poverty schools opt to transfer each and every year (California Teachers Association, 2016. <http://www.cta.org/Issues-and-Action/Retirement/Teacher-Shortage/Impending-Teacher-Shortage-Crisis.aspx>). These statistics demonstrate the lack of stability and institutional memory in the schools that greatly need continuity.

C.4. OFFERS INDUCTION SERVICES THAT REFLECT THE LATEST RESEARCH ON EFFECTIVE DELIVERY OF SUCH SERVICES. Due to limitations of even the strongest teacher preparation

programs, much of the knowledge and skills of teaching can be acquired only after candidates are employed in their own classrooms. Data show that 40%-50% of new teachers leave within the first five years of entry into teaching. Often attributed to lack of support of school administrators, this rate is even higher for minority teachers (Ingersoll & May, 2011).

County/district teacher support programs, or induction programs, attempt to prevent teacher attrition by providing various forms of assistance to new educators. Studies indicate that beginning teachers who participate in induction programs are more successful across almost all

areas of teaching including lesson planning, classroom management and creating and maintaining a positive classroom environment.

Although there are various models of induction programs, PRIE II participants will be provided with comprehensive support services based on the current research in two different areas. The first will be support for the rigors unique to beginning teachers. Through county offices of education and/or their school sites, PRIE II induction participants will receive regular opportunities for communication with a mentor, participation in professional development seminars such as the California Indian Education Association Conference, common planning time with other grade level teachers, and possible assistance from a classroom aide. (Ingersoll, 2012).

The second form of induction support provided to PRIE II participants will consist of mentoring in the area of cultural relevant pedagogy to best meet the breadth of needs of their Native American students. Each cultural induction mentor, a practicing teacher of Native American heritage, will be assigned to a PRIE II graduate, providing opportunities for guidance in areas such as student and family interactions. Studies have found that support from a cultural mentor, in this case a self-relevant or culturally similar role model, fosters a sense of belonging, higher self-efficacy, and increased proactive career behavior (Covarrubias, 2015). PRIE II graduates, as beginning teachers, will feel supported, successful and ultimately continue to provide positive academic experiences for the Native American students they serve.

C.5. TRAININGS OR PROFESSIONAL DEVELOPMENT SERVICES ARE OF SUFFICIENT QUALITY, INTENSITY AND DURATION. NorCal PRIE II provides candidates with a measured sequence of professional development opportunities that support two critical areas of trainings: teaching

pedagogy and cultural sensitivity. This sequence is designed to address the specific needs of the candidates as they progress through the 4-year program. In years One and Two, a majority of candidates will be in their Junior or Senior year at CSU, Chico. During this timeframe, the program focuses on professional development activities that support the candidates' early need for cultural sensitivity awareness and literacy strategies. During the third year, as a majority of candidates enter into the rigor of credential programs, professional development activities will support the demands of student teaching and preparation for employment. As a majority of candidates move into their fourth year as beginning teachers in a variety of settings throughout California, professional development will move to a varied menu of support that will provide candidates with an opportunity to individualize their professional development activities to meet the needs of each beginning teacher candidate. The NorCal PRIE II program will also support candidates' retention, successful completion of a credential program and subsequent employment by providing workshops that address the rigor of state exam requirements, entry into a credential program and finding appropriate employment as a teacher of American Indian students. The chart below captures the quality of the scope and sequence of the NorCAL PRIE II Professional Development and training activities:

Year One	Year Two	Year Three	Year Four
<u>Candidates:</u> Majority of candidates will be in their Junior or Senior Year at CSU, Chico	<u>Candidates:</u> Majority of candidates will be in their Junior or Senior Year at CSU, Chico	<u>Candidates:</u> Majority of candidates will be entering and completing a teaching credential program at CSU, Chico	<u>Candidates:</u> Majority of candidates will be starting the Induction process as a beginning teacher.
<u>Cultural Sensitivity Activities:</u> <i>Intergenerational Post-Traumatic Stress, Cultural Sensitivity, Crisis Intervention:</i> Social, environmental and historical factors contribute to the communities and the decisions made by community members.	<u>Cultural Sensitivity Activities:</u> Participation and session presentation at the California Conference on American Indian Educators . Working with Native American students and families towards academic excellence and cultural awareness.	<u>Cultural Sensitivity Activities:</u> Participation in the CSU, Chico Tree of Peace Celebration . Candidates will collaborate with community and campus organizations in recognizing the contributions of regional tribes.	<u>Cultural Sensitivity Activities:</u> Financial support to attend relevant regional, state or national conferences, workshops or trainings.
<u>Teaching Pedagogy Activities</u> <i>Children’s Literature and Common Core Standards (Part I)</i> Candidates will review and analyze culturally appropriate literature/books in the classroom .	<u>Teaching Pedagogy Activities</u> <i>Children’s Literature and Common Core Standards (Part II)</i> Candidates will continue to review and analyze culturally appropriate literature/books in the classroom. They will determine how the selected literature applies to Common Core Standards.	<u>Teaching Pedagogy Activities</u> <i>Incorporating Culturally Appropriate Children’s Literature into Student Teaching</i> Candidates will determine how to incorporate their understanding of culturally appropriate literature into their individual student teaching placements.	<u>Teaching Pedagogy Activities</u> Financial support to attend relevant regional, state or national conferences, workshops or trainings.
<u>Trainings</u>	<u>Trainings</u>	<u>Trainings</u>	<u>Trainings</u>

Preparation for successful completion of State Credential Program entrance exams	Preparation for successful completion of Credential Application On-going preparation for successful completion of State Credential Program entrance exams	<u>Preparation for successful completion of State mandated teaching exams</u> Preparation for successful employment	Financial support to attend relevant regional, state or national conferences, workshops or trainings.
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D. QUALITY OF PROJECT PERSONNEL

Project personnel reflect multi-faceted experience, professional expertise, and clear commitment to meeting the needs of American Indian/Alaskan Native (AI/AN) pupils and to ensuring the development of current and future AI/AN teachers. Policies for CSU, Chico and participating public school and tribal partners assure that employees, contracted personnel, students, and trainees will be hired and/or selected without discrimination according to race, color, national origin, gender, age, or disability. As evidence of this encouragement for all to participate in the full life of the campus and region, this project will employ and advance one member from the group of traditionally underrepresented American Indians, Director Cepello. Mentors in the project will be especially drawn from among AI/AN teachers and administrators in the region. (Please see brief personnel descriptions in this chapter and vitae of key staff in the appendix.)

D.1. QUALIFICATIONS, TRAINING, EXPERIENCE: PROJECT DIRECTOR AND ASSOCIATE DIRECTOR.

Michelle Cepello, Ed.D., Director, an American Indian educator, assumes the fiscal and legal responsibilities of project administration as well as programmatic oversight of the special education teacher preparation pathway for project participants. Dr. Cepello brings fifteen years of experience in directing a major federal grant that recruits, prepares and supports special

education teachers for high-poverty rural schools. Dr. Cepello earned her undergraduate degree from the University of California, Davis in the area of Early Childhood Special Education and Native American Studies, and served as a special education teacher in our rural region for 15 years before being awarded a CSU fellowship for individuals of ethnic minority background to pursue doctoral studies. At the University of Southern California, she researched the effectiveness of special education teacher preparation and supervision processes.

Dr. Cepello's background as an Indian educator has shaped her interest in the recruitment and retention of underrepresented teachers. As part of the direct cost of the project, Director Cepello is responsible for recruitment, selection, and admissions aspects for AI/AN special education candidates of the project, utilizing the contacts she has made over the years with community colleges, regional and campus ethnic communities and with the state's Project Pipeline for Teacher Recruitment and Beginning Teacher Support and Assessment Program for teacher induction. She is currently serving as Director of the CSU, Chico's Special Education Program and also serves as the director of the current United States Department of Education NorCal PRIE professional development grant. Her experience with undergraduate students has taught her the critical importance of faculty-student interactions in promoting student persistence in college. Her experience will also guide the implementation of needed academic, emotional and social support to ensure the success of all candidates.

Charles G. Zartman, Jr., Ph.D., Associate Director, serves as a tenured Professor in the School of Education and Director of the Center for Bilingual/Multicultural Studies. He served as a Board member of the California Council on Teacher Education (CCTE) from 2008 to 2012, President of the California Association of Bilingual Teacher Educators (CABTE) from 2006 to 2012, presided as chair of the California Commission on Teacher Credentialing (CCTC)

Bilingual Certification Design Team, a group of nineteen professionals from across California who developed the current generation of standards for the bilingual teachers of California, and assisted as the External Evaluator for the Science of Alcohol Curriculum for the American Indian (SACAI 4-9) for the American Indian Science and Engineering Society (AISES) from 1991-1994. He has participated in the development and implementation of ten United States Department of Education grants that have brought more that more than \$8 million in external funds to the CSU, Chico Center for Bilingual/Multicultural Studies since 1985. Dr. Zartman will commit 15% of his academic year and designated summer time each Project year. He will: (a) help the director manage program activities, coordinate with Director to (b) help implement the program,; (c) advise participants; (d) communicate with Advisory Board members; (e) develop training sites and facilitate communication with regional teachers; and (f) manage the office, supervise the budget, and work with the external evaluator to write/submit the USDOE Reports.

D.2. QUALIFICATIONS, TRAINING, EXPERIENCE: KEY PROJECT PERSONNEL.

Elizabeth Stevens, M.A., Candidate Support Coordinator, serves as a lecturer in the School of Education. She has a bilingual credential, and holds a Master of Arts in Education, with a focus in Linguistically and Culturally Diverse Learners. Her research project documented the effects of the Accelerated Structured Immersion model on the ability of ELs to satisfy graduation requirements. She has three years of secondary teaching experience, nine years of experience teaching English instructional methodology to teachers from the Republic of Korea, and three years of experience at the university level teaching and supervising bilingual teacher candidates. Ms. Stevens holds both Multiple Subject and Single Subject (Social Science Subject Matter) Bilingual authorizations, and is a skilled presenter in CBEST, CSET, and RICA

preparation workshops. *Walk Your Dog*, her debut children's book, will be published by Putnam in 2017. Ms. Stevens will commit 15% time AY, and designated summer time, to this project and will: (a) offer examination preparation workshops for candidates; (b) work with candidates in field settings; and (c) present best practices during selected professional development trainings.

Hillary Bertagna, Project Services Coordinator/Recruiter has experience in student recruiting, advising, project management, and event planning through her extensive work with the CSU, Chico Center for Bilingual/Multicultural Studies and the College of Agriculture. She blended student advising and large event planning as manager of the Student Success Office in the College of Agriculture. Her work on a grant project in the Center for Bilingual/Multicultural Studies involved recruiting bilingual individuals into a career in teaching.

The NorCAL PRIE II Project Services Coordinator/Recruiter will be employed year-round on a part-time basis, ensuring full 12-month access for students and faculty. She will maintain continuous candidate information services, including recruitment, advisement and individualized applicant status assessments, and also assist with registration procedures and retention services. In addition, she will collect evaluation data from the NorCAL PRIE II participants, work with the contracted consultants and training sites, and help facilitate mentor contracts.

D.3. QUALIFICATIONS, TRAINING, EXPERIENCE: PROJECT CONSULTANTS, SUBCONTRACTORS.

Teresa Davis, Ed.D., serves as Evaluation Consultant in the multi-faceted evaluation of the project described. Dr. Davis, a professor in the School of Education, holds expertise in Special Education, Service Learning, Rural Education, and professional preparation for educators serving in rural settings. She has managed more than six United States Department of Education

funded grant projects for CSU, Chico. She is quite well versed in project design and compliance requirements.

Rachel McBride, a member of the Yurok tribe, will act as Indian cultural consultant, presenting training sessions for university faculty, mentors and project participants focused on our local Northeastern California American Indian heritage. McBride has for 10 years been Executive Director of the Four Winds of Indian Education, Inc., one of 27 state funded American Indian centers. Four Winds operates a K-12 charter school affiliated with Butte County schools and oversees an extensive program of regional outreach to Indian parents seeking to be partners with their local schools. She is a member of the American Indian Oversight Committee for the California State Department of Education, and participates in the National Indian Association's pilot project with N.E.A. in applying language and culture to common core standards.

Working with Associate Director Zartman, she will provide training experiences in elements of culturally relevant pedagogy: cultural sensitivity, local American Indian heritage, relevant laws in California, and instruction and curricular modifications and materials for Indian pupils.

E. QUALITY OF MANAGEMENT PLAN

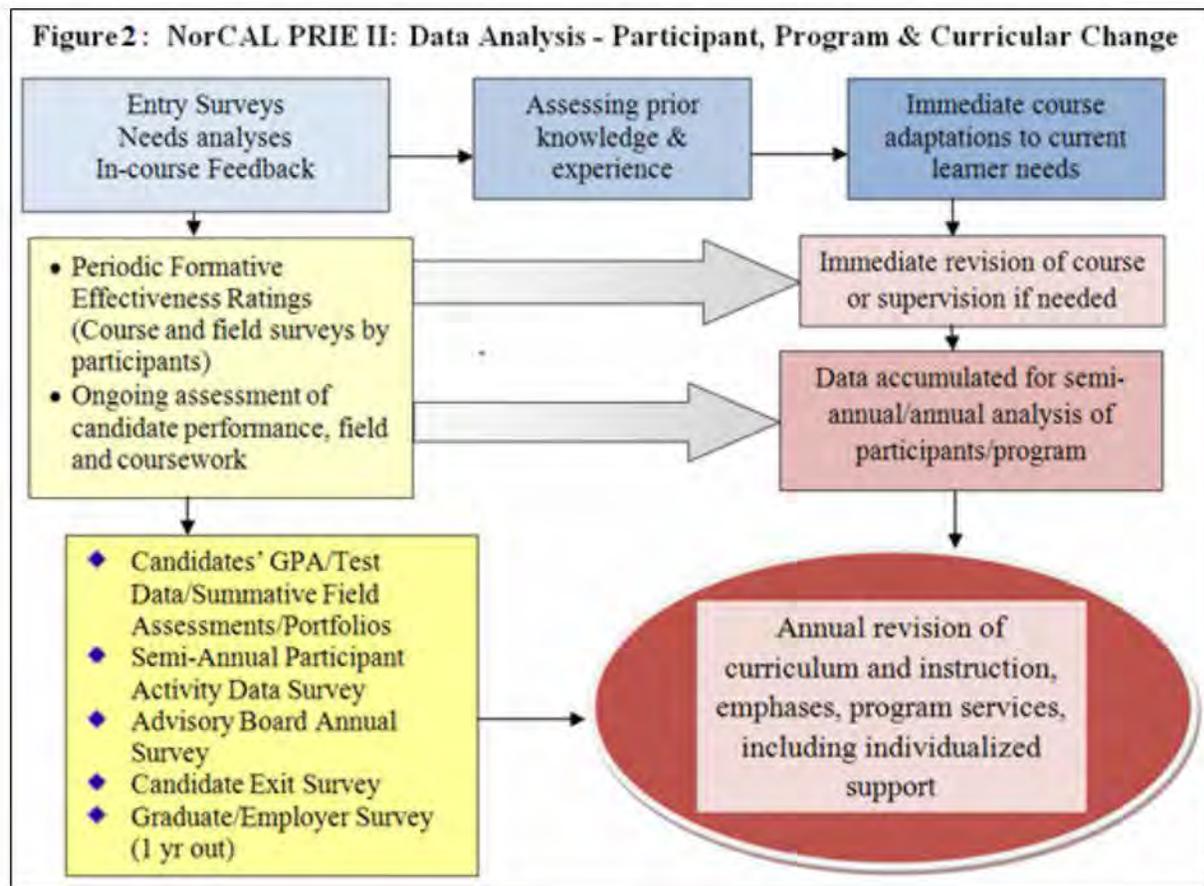
E.1. REASONABLE COSTS IN RELATION TO PROGRAM DESIGN AND OBJECTIVES, NUMBER OF PEOPLE SERVED, ANTICIPATED RESULTS AND BENEFITS. This project will provide comprehensive personnel recruitment, selection, training, and support functions for 20 American Indian/Alaskan Native candidates preparing for teaching roles in our region's schools. Extensive costs are involved in providing an accessible, supportive program for trainees and training sites spread across the 38,000 square mile region. Just as in industry, when the per-item cost goes up as the number of units produced decreases, so in sparsely populated, remote school districts, the

per-child cost of education and per-teacher cost of teacher training is generally higher than in population-concentrated areas. Economy in use of resources is guaranteed in this project by the broad base and extent of the Consortium, and by the contributions of the university, public schools and tribal leadership. **Part 2** contains line-itemized budgets for each of the four project years and **Part 5** contains the budget narrative justification. As explained in the narrative, federal funds are especially needed for stipends to attract and retain talented American Indian candidates by offering needed financial support for rising costs of tuition, textbooks and travel. The student support provided through the requested budget is anticipated to significantly increase candidate recruitment, persistence and completion. Because the project creates a long-term solution to urgent needs, and because of its high potential for replicability, cost efficiency is maximized.

Costs are reasonable in relation to the number of teachers to be recruited, prepared and placed. It is estimated that 20 AI/AN candidates will graduate as Highly Qualified Teachers. If the projected 20 AI/AN teacher preparation graduates in full careers serve only 25 pupils annually, the project will have served at least **15,000** youth over their 30-year career span.

E.2. ADEQUACY OF FEEDBACK AND CONTINUOUS IMPROVEMENT PROCESSES. As discussed previously, Project PRIE II will be guided by two distinct but highly interrelated systems of evaluation: (1) the Outcomes Model, a logic model of data feedback that provides continuous information to guide ongoing decisions and project improvement and; (2) ongoing, comprehensive assessment of project candidates that ensures their preparation as highly qualified teachers. The following diagram, Figure 2, shows how the cycle of ongoing analysis of

participant data, project courses, fieldwork and services results in program and curricular development and continuous project improvement.



E.3. PROJECT RESPONSIBILITIES, TIME COMMITMENTS FOR KEY PERSONNEL. Table 1 that follows details activities designed to achieve project objectives on time and within budget for Year 1, the planning and pilot implementation year; Years 2 and 3, expanded implementation years and Year 4 induction and evaluation.

NorCAL PRIE II TABLE 1: Management Plan: Tasks and Milestones by Month Across 4 Years

OBJECTIVES AND ACTIVITIES	YEAR 1					YEARS 2-3					YEAR 4											
	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A
OBJ. 1: Increase the number of highly qualified Indian teachers in rural regions of No. California.																						
1a. Mobilize recruitment pipeline: tribal communities, paraprofessionals, teachers,	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1b. Advertise: press release, CD, brochure, accessible website	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1c. Regional information forums, year-round regional advisement	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1d. Select candidates w/ Advisory Bd. Members	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1e. Offer test preparation workshops for state tests	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1f. Evaluate impact on area shortages	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
OBJ. 2: Prepare 20 highly effective rural Indian Teachers to meet the needs of diverse youth.																						
2a. Review/revise curricula to meet standards and changing demographics	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2b. Select initial training sites for Indian population	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2c. Design revise candidate field assessments	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2d. Plan/deliver mentor training in Co-teaching, PLCs, diversity, EIs	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2e. Coordinate on-line and distance education	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2f. Deliver on-site, continuous supervision and support	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2g. Evaluate candidate competence	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
OBJ. 3: Develop a support net/induction support to ensure candidates' retention and success in the preparation program /profession.																						
3a. Produce mentor procedural handbook	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3b. Implement on-line peer, faculty and mentor support structure	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3c. Train mentors: Co-Teaching, PLCs, EBIs, Peer Coaching, field	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3d. Implement supports for candidates w/special needs: tutoring, test	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3e. Offer candidate career advisement and placement	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3f. Facilitate/evaluate local mentor work with candidates	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3g. Coordinate w/State BTSA Induction Program for long-term support	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3h. Develop and provide culturally appropriate induction to graduates	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
OBJ. 4: Collect, analyze, and use high-quality data that focus on improving postsecondary student outcomes relating to enrollment,																						
4a. ID program, project, participant data to be collected/collection	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4b. Develop instruments for data collection	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4c. Re-evaluate instruments for data collection	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4d. Collect data for participant program monitoring program improvement	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4e. Analyze data for participant program monitoring /program	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4f. Submit SAPR and APR reports, disseminate findings	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
OTHER KEY MANAGEMENT ACTIVITIES																						
• Direct Planning & Project Consortium Activities	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
• Office and Data Management	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
• Coordinate Communications with Consortium members, LEAs	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
• Direct Program Evaluation, Submit Reports	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
• Supervise Project Budget	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
• Disseminate Findings	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

In Years 1-3, Director Cepello and Associate Director Zartman each receive a .20 FTE release for specific project responsibilities detailed in these tables. Project Services Coordinator/Recruiter Bertagna assists Cepello in functions of recruitment and supportive advisement as well as data collection. In order to provide year-round, 12 month access to all

project services, both the Director, Associate Director, the Services Coordinator/Recruiter, and the Candidate Support Coordinator will work additional summer session days.

Associate Director Zartman and Project Evaluator Davis will produce a synthesis of program evaluation results for the semi-annual participant activity reports and APRs required by the US Department of Education and including the following: 1) Aggregate statistics normally included in the ED Annual Performance Report; 2) Progress toward achieving benchmarks in stated objectives; 3) Compiled results of staff and participant evaluations of the program; 4) Compiled results of participants' self-evaluation of their success in completing their own objectives; 5) Evaluation reports by employers; and 6) Program graduate follow-up studies and surveys. This report will summarize the evaluation of participant objectives with recommendations, projected changes for the next year and a projection of needs over the 4-year project period. The project will employ an Evaluator, Dr. Terri Davis, a specialist in both process and outcome analysis. (See description in Section D, Key Personnel.)

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MICHELLE RAY CEPELLO

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EDUCATION

University of Southern California, Los Angeles
Doctor of Education in Education, Ed.D. 2000
Sponsored by the California State University Doctoral Incentive Program

California State University, Chico
Early Childhood Certificate, Special Education, 1999

California State University, Chico
Master of Arts, Education, Special Education, Option, 1994

California State University, Chico
Specialist Credential, Severely Handicapped, 1990

California State University, Sacramento
Specialist Credential, Learning Handicapped, 1981

University of California, Santa Barbara
Multiple Subject Teaching Credential, 1978

University of California, Davis
Bachelor of Science Degree, 1977
Majors: Child Development and Native American Studies

CURRENT POSITION

2010- Present **Professor**, *California State University, Chico*

Program leadership roles include:

- Coordinator, Education Specialist & Intern Program (present)
- Coordinator, Concurrent Dual Credential Program (2015-2016)
- Coordinator, Education Specialist & Intern Program (Spring 2016)

GRANTS

- Director (2012-2016), U.S. Department of Education, Office of Indian Education, Professional Development Grant.
- Director, U.S. Department of Education Teacher Quality Partnership Grant, Pre-baccalaureate Credential Program, Integrated Teacher Education Core (ITEC), (2009 – 2015)
- Director, U.S. Department of Education, Low Incidence Grant (2009 – 2015) - **\$800,000 secured**

- Co-Director, U.S. Department of Education Teacher Quality Partnership Grant, Director, Pre-baccalaureate Credential Program (2009 – 2015) – **7.3 million dollars secured**
- Co-Director, CELT Impact Grant (2009 – 2010)- **\$5,575 secured**
- Co-Director (2005-06); Director (2006-07), U.S. Department of Education, Low Incidence/Early Childhood Grant (2005 – 2008)-**1.3 million dollars secured**
- Co-Director, U.S. Department of Education, Low Incidence Grant (2009 – Present) -**\$800,000 secured**
- Co-Director, U.S. Department of Education Teacher Quality Partnership Grant, Director, Pre-baccalaureate Credential Program (2009 – Present) – **7.3 million dollars secured**
- Co-Director, CELT Impact Grant (2009 – 2010)- **\$5,575 secured**

PROFESSIONAL EXPERIENCE

- 1996-1997 **Program Specialist: Infant/Toddler Program.** *Glenn County Office of Education, Willows, CA.*
- 1994-1998 **Local Support Provider.** *California State University, Chico, CA.*
- 1990-1996 **Special Day Class Preschool Teacher/Itinerant Consultant.** *Glenn County Office of Education, Willows, CA.*
- 1989-1990 **Head Teacher.** *Associated Students Children's Center, California State University, Chico, CA.*
- 1989-1990 **Special Day Class Teacher.** *Colusa Office of Education, Colusa CA.*
- 1987-1988 **Resource Specialist, Learning Handicapped.** *Colusa County Office of Education, Colusa CA.*
- 1985-1986 **Preschool Teacher.** *Associated Students Children's Center, California State University, Chico, CA.*
- 1981-1982 **Resource Specialist, Learning Handicapped.** *Sacramento City School District, Sacramento, CA.*
- 1979 -1980 **Elementary School Teacher.** *Salinas City School District, Salinas, CA.*
- 1976-1977 **Assistant Director.** *UC, Davis, Early Childhood Education Center, Davis, CA*

SELECTED PUBLICATIONS

- Koch, S.P., Porter, S.G., & Cepello, M.R. (2012). Keeping it REAL: Webcam supervision of practicing special education teachers at California State University, Chico, using Skype and off the shelf webcams. In B. Ludlow & B. Collins (Eds.), *Online in real time: using Web 2.0 for distance education in rural special education*. Billings, MT: American Council on Rural Special Education.
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- Cepello, M. Churchill, L., & Jensen, M., (2006). *Northeastern C.A. Partnership for Special Education. California Special Education Intern Program Monograph.*
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- Davis, T.M. & Cepello, M. (Fall 2005). Rethinking candidate supervision in preservice teacher education: Forging collaborative partnerships. In V.S. Bodenhamer and B.B. Rushlow (Eds.), *The Evolving Roles of Supervisors and Administrators as Leaders of Change: Perspectives for a New Millennium.* (pp. 1-211). Reston, VA: National Art Education Association.
- Churchill, L., Jensen, M., Cepello, M. (2004). *Special Education Intern Program Monograph.* Northeastern C.A. partnership for Special Education, California.
- Churchill, L. Jensen, M., Cepello, M. (2003). *Enlarging the pool: How higher education partnerships are recruiting and supporting future special educators from underrepresented groups.* National Clearinghouse for Professionals in Special Education
- Churchill, L., Jensen, M., Cepello, M. (2003). *Finding and keeping the best: A rural regional partnership for recruiting and retaining teachers for children with high incidence disabilities.* ERIC Clearinghouse on Disabilities and Gifted Education, U.S. Department of Education.
- Cepello, M., Davis, T.M., Hill-Ward, Laurel. (2003). Vital lessons for teacher education programs. *Academic Exchange Quarterly, 7 (2).*
- Mulholland, R., Cepello, M. (2003). Incorporating pupil assessment into teacher preparation, *Academic Exchange Quarterly, 7 (3).*
- Jensen, M., Churchill, L. & Cepello, M. (2001) *Growing partnerships for rural special education, American Council on Rural Special Education (ACRES) 2001 Conference Proceedings.*

SELECTED PRESENTATIONS AND CONFERENCE PROCEEDINGS

- Cepello, M., (Fall 2015). "Collaboration for Students and Teachers: Achievement in Rural Schools." Fall 2015 CELT Conference, CSU, Chico.
- Cepello, M. (October 1 – 3, 2015). "Addressing an Alarming Demographic: How Can Universities Support the Recruitment and Retention of Highly Underrepresented Native American College Students?" National Network Educational Renewal, 2015 Annual Conference, Chico, CA.
- Cepello, M. (March 4-6, 2015). "Student Retention and the Impact of Learning Communities on Student Growth and Achievement". NACADA Region 9 Conference. Honolulu, HI.

- Cepello, M. (Fall 2015). "Collaboration for Students and Teachers: Achievement in Rural Schools." Fall 2015 CELT Conference, CSU, Chico.
- Cepello, M. (October 1 – 3, 2015). "Forging School-University Partnerships: Thinking Across Traditional Boundaries?" National Network Educational Renewal, 2015 Annual Conference, Chico, CA.
- Integrated Teacher Education Core (ITEC) Legacy Video: <https://youtu.be/NH01zbSxEik>
- Cepello, M. (April 19th & 20th, 2010). "Intern Programs/Who We Serve and How." Spring Intern Directors' Meeting, New Port Beach, CA.
- Cepello, M. & Hill-Ward, L. (November 5 – 8, 2008). "Service Learning: Research-Based Practice that Prepares Special Educators to Flourish in a Diverse World." Teacher Education Division (TED) of CEC Conference. Dallas, TX.
- Cepello, M., Davis, T. & Hill-Ward, L. (November 5 – 8, 2008). "Teacher Education and Special Education in Changing Times: Personnel Preparation and Classroom Interventions." 31st Annual Teacher Education Division (TED) of CEC Conference. Dallas, TX.
- Cepello, M.R., & Hill- Ward, L. (July 5 – 7, 2007). "Sustainable, Equitable and Connected Service: Seeding the Concept of Reggio Emilia's Remida Around the World." The First International Conference on Service-Learning in Teacher Education, Brussels, Belgium.
- Cepello, M.R., Karge, B., Kennedy, V., & Smetana, L. (November 7 – 10, 2007). "Re-structuring Special Education Teacher Certification: The Role of IHEs." 2007 Teacher Education Division (TED), Milwaukee, Wisconsin.
- Cepello, M. & Dion, D. (November 14 – 16, 2006). "Insuring Quality of Education Specialist Interns: Collaborative and Effective Selection and Interview Processes." 2006 BTSA & Intern Directors' Statewide Conference, Sacramento, CA.
- Grisham, D., Young, B., Cepello, M., Ellerd, D., Graves, A., Smetana, L. (2006). (October 19 – 21, 2006). "Collaboration Among Special and General Education Faculty." Fall 2006 CCTE Conference, San Diego, CA.
- Cepello, M.R. & Davis, T.M. (July 31 – August 2, 2006). "Addressing Quality of Special Education Teacher Candidates Through Collaborative & Comprehensive Selection and Interview Process." 2006 OSEP Project Directors' Conference, Washington, DC.
- Davis, T.M., Cepello, M.C. & Hill-Ward, L. (January 29 – February 1, 2006). "Expanding Community Partnerships: Collaborative Strategies for the Selection of Candidates and Improvement of Program Quality." AACTE 58th Annual Meeting & Exhibits, San Diego, CA.
- Anderson, J., Callahan, J., Mercer, D., Fuller, D., Dunlap, N., Erickson, J., Cepello, M. & Davis. (January 29 – February 1, 2006). "Affirming Diversity Through

Community-Based Service Learning Strategies: What Candidates Should Learn and Be Able to Do.” AACTE 58th Annual Meeting & Exhibits, San Diego, CA.

Mulholland, R., Cepello, M. (April 6 – 9, 2005). “Addressing Diverse Learners: Effectively Incorporating Pupil Assessment Practices in Teacher Preparation Programs.” 2005 Annual Convention and Expo, Baltimore, MD.

SPECIALIZED TRAINING

Evidence-based Teaching Practices and Interventions: Dr. Don Deshler, Chico CA. (September 23, 2010)

Novice Learners: Dr. Thia Wolf, Chico CA, (September 15, 2010).

Drama for Autism Faculty Lecture: Dr. Parasuram Ramamoorthi, Chico, CA, (May 15, 2010).

What Educators Need to Know: Strategies and Evidence-Based Practice to Meet the Needs of All Students: Dr. Don Deshler, Chico, CA, (September 4, 2009).

Autism, Inclusion, & Evidence-Based Practice: Cal State Fullerton (May 30 & 31, 2008).

Dialectical Behavior Therapy (DBT) Training: Dr. Jill Compton, Chico, CA, (June 27, 2008).

Autism Spectrum Disorder Transitions Conference. Chico, CA, (March 26 & 27, 2007).

The Basics Moderate to Severe Curriculum Framework Training. Chico, CA, The Special Education Program worked collaboratively with Modoc County in the fiscal support and development of this training. (October 27, 2005).

Dr. Daniel Amen, “Healing Attention Deficit Disorder (ADD). CSU, Chico, (August 25, 2004).

Dr. Ruby Payne, “A Framework for Understanding Poverty.” CSU, Chico, CA, (September 1, 2004).

CONTRIBUTIONS TO THE UNIVERSITY/COMMUNITY/PROFESSION

California Standards for the Teaching Profession Advisory Board, Department of Education (2008-09)- Appointed Position

Innovative Preschool Advisory Board: Vice President. (2008 – 2014).

Chancellor’s Teacher Education Task Force. San Diego, CA. Appointed Position. (December 2005 – June 2006).

Co-Vice-President of a Professional Organization, California Association of Professors of Special Education (CAPSE). (2005 – 2007).

Teacher Education Task Force (TETF), CSU, Chancellor’s Office (2005-06)- Appointed Position

Special Education Credential Workgroup, California Commission on Teacher Credentialing (2007 -2008)- Appointed Position.

Co-Vice-President of a Professional Organization, California Association of Professors of Special Education (CAPSE). (2005 – 2007).

Co-President of a Professional Organization, California Association of Professors of Special Education (CAPSE). (2003 – 2005).

Office of Special Education Programs Project Directors Conferences: Personnel Preparation. Washington, DC. (2003, 2005, 2006, 2008, 2010).

California Department of Education: CSTP Advisory Board Panel. Appointed Position. (August 2008 – April 2009).

California Commission on Teacher Credentialing: Special Education Credential Workshop: Appointed Position. (February 2007 – 2008).

CSU, Chico President's Regional Road Trip. By Invitation. (September 21 & 22, 2007).

Regional Advisory Board Member Project Pipeline, North Western Teacher Recruitment Center, Advisory Board, CSU, Chico Representative. (Fall 2001 – 2007).

Chancellor's Teacher Education Task Force. San Diego, CA. Appointed Position. (December 2005 – June 2006).

HONORS AND AWARDS

- State Farm Award for Service-Learning: Excellence in Teacher Education. (Spring 2009).
- Sabbatical (Fall 2007)
- American Council of Rural Special Education Exemplary Program Award. (Spring 2004).
- California Council on Teacher Education (CCTE) Quality in Education Award. (Spring 2002).
- CEC Student Chapter Faculty Advisor Recognition Award. (2001).
- Recipient of the California State University Doctoral Incentive Program. (1998).

PROFESSIONAL AFFILIATIONS

- American Association for Colleges of Teacher Education (AACTE)
- American Council for Rural Special Education (ACRES)
- Association for Supervision and Curriculum Development (ASCD)
- California Association of Professionals in Special Education (CAPSE)
- Council for Exceptional Children (CEC), Special Interest Group: Teacher Education

Vita

PERSONAL

Name: Charles George Zartman, Jr.
Address: Center for Bilingual/Multicultural Studies
College of Communication and Education
California State University, Chico
Chico CA 95929-0222
czartman@csuchico.edu

Telephone: Work: 530-898-4026 or 4069

Birthdate: March 25, 1953

EDUCATION

1984 University of Colorado at Boulder—Ph. D
Major: Social Multicultural & Bilingual
Foundations of Education

1978 University of Texas at El Paso – M. Ed.
Major: Guidance and Counseling

1975 Loyola Marymount University – B.A.
Major: History

1971 San Gabriel High – Diploma

EXPERIENCE

1985 to Present ASSISTANT/ASSOCIATE (1990)/FULL (1995)
PROFESSOR – CALIFORNIA STATE UNIVERSITY, CHICO
Teach Graduate courses in research methodology,
understanding cultural and linguistic diversity,
foundations of bilingual education, and teaching
strategies; fifth year courses for student teachers in
foundations of education, bilingual teaching
methodologies, mainstreaming and general
instructional methods; undergraduate courses in access
and equity issues and first-year experience; supervise
student teachers; serve on Master's Theses committees;
assist in the development of grants; and provide
technical assistance and leadership for the University's
Center for Bilingual/Multicultural Studies.

ACCREDITATION REVIEWS *

* Served on fourteen accreditation site visits – twelve as either Team leader or Cluster Leader. Three of these accreditation visits resulted in either Probation or Substantive Stipulation Status requiring a second visit within the calendar year. Served as representative of the team for the second visit on two of those three occasions. Each of the three institutions moved to full accreditation status upon completion of the follow-up visits.

Awards and Recognitions:

2015-2016	Elected as one of two faculty members to serve on the Advisory Committee to the Trustees Committee for the selection of the President of CSU, Chico
2010-2011	Outstanding Faculty Service Award – CSU, Chico
2008-2012	Served on the Board of Directors of the California Council on Teacher Education (CCTE)
2006- 2012	President of the California Association of Bilingual Teacher Educators (an affiliate of both the California of Bilingual Education – CABE & the California Council on Teacher Education – CCTE)
2005-2008	Chair, California Commission on Teacher Credentialing (CCTC) Work Group (2005-2006 making recommendations) and Design Team (2006-2008 developing the standards) Addressing Bilingual Certification Standards
2002	Outstanding Graduate – University of Texas at El Paso College of Education
1995	CSU, Chico Research Foundation Recognition Award
1992-1994	Vice President of the California Association for Bilingual Education
1992	Outstanding Alumnus Award (First Recipient) – BUENO Center for Multicultural Education, the University of Colorado at Boulder

1989-1991 Member of the California Superintendent of Public Instruction Task Force on Selected Limited English Proficient Student Issues

CONTRACT AND GRANT EXPERIENCE (Helped secure, and directly worked with, projects totaling over \$12 million of external funding since beginning service at CSU, Chico in 1985. The Center for Bilingual/Multicultural Studies – have directed the Center since 1997 – with receipt of the five-year United States Department of Education Grant in 2012, has successfully secured external funding for thirty-five consecutive years 1982-2017. The Center received its first Title VII Educational Personnel Grant from the United States Department of Education in 1982)

2010 - Present Project Director of the Konkuk University Winter Exchange. Work with students from Konkuk University in the Republic of Korea for the six separate four-week programs (two in 2010, and one each year from 2011 through 2015). (\$575,000 - approximate)

1988 - Present Project Director for the Korean English Teacher Institute. Work with English teachers of the Chungcheongbuk Provincial Office of Education in the development of instructional strategies to develop the listening and speaking skills of their students for the twenty-seven institutes held from 1988 through 2015. (\$2,600,000 - approximate)

2012 – 2017 Co-Principal Investigator of the Collaborative Professional Development Grant funded by the Office of English Language Acquisition within the United States Department of Education. The \$1,948,513 grant provides a collaborative professional development model for the bilingual secondary and elementary pre-service teachers and local in-service teachers to better serve Emergent Bilingual students (EBs) in their respective classrooms.

CONSULTANT EXPERIENCE (sample included below)

2007 Appointed as a member of the Validity Study Advisory Panel (VSAP) for the California Subject Examinations for Teachers (CSET) for Languages Other Than English (LOTE) Bilingual Methodology and Culture by the California Commission on Teacher Credentialing (CCTC). Approved test items and established recommended initial passing standards for examinees. Worked in conjunction with National Evaluation Systems, Inc. (NES).

- 2002-2007 External Evaluator for the TEPC Project of the University of Colorado at Boulder (a five-year professional preparation project administered through the C.U. Boulder School of Education).
- 1996-1997 Assisted the Utah State Office of Education develop and implement a certificate program to license teachers to serve English Learners. In a 400-day period between October of 1996 and December of 1997, dedicated 105 days in the state working with state and university officials and delivering seminars for teachers. Over 1,200 teachers completed the certification process in the initial year.
- 1991-1994 External Evaluator for a curriculum development project (Science of Alcohol for the American Indian – SACAI 4-9) for the American Indian Science and Engineering Society (AISES) based in Boulder, Colorado.
- 1989-1991 Member of California Superintendent of Public Instruction Bill Honig’s TASK FORCE ON SELECTED LEP ISSUES.
- 1989-1994 Provided consultative assistance for the Institution of Higher Education (IHE) Consortium funded by The Ford Foundation and Exxon Foundation and sponsored by the Tomás Rivera Center National Institute for Policy Studies at the Claremont Colleges, in Claremont, California.
- 1988-present Planned instructional format and designed unique program structure as the curriculum coordinator for the first Korean Summer Institute offered by California State University, Chico for thirty-two (32) teachers from the Republic of Korea. The program has continued through 2016 with over one thousand (1,000) individuals (more than 900 teachers from the province and an additional 100+ university students) attending the one-month program. Have visited the country on three occasions as a representative of the CSU, Chico campus and greater Chico community.
- 1986 Served as one of the five experts hired by the Educational Testing Services and the California State Department of Education to review all eighth grade-

writing prompts on the California Assessment Program (CAP) test for validity, reliability, and cultural sensitivity.

PRESENTATIONS (sample of the more than eighty professional presentations)

- 2011-2016 Conducted a three-hour workshop each year for international educators participating in the Study of the United States Institutes for Secondary Educators (SUSI) at CSU, Chico each of the past four summers. The presentations have focused on BILINGUAL EDUCATION ISSUES, but have also extended, per group members' expressed interests, to address other topics such as school finance issues in the public school setting.
- 2014-2015 Conducted a three-hour workshop for educators from Chung Yuan Christian University participating in an institute at CSU, Chico. The presentations focused on EFFECTIVE BILINGUAL INSTRUCTIONAL STRATEGIES IN THE HIGHER EDUCATION SETTING.
- 2013 Delivered a presentation as part of a four-person entire morning workshop on EFFECTIVE GRANT WRITING PRACTICES FOR IHE FACULTY at the California Council on Teacher Education Conference in San Jose, California.
- 2008-2012 Planned the agenda and directed the sessions for the California Association of Bilingual Teacher Educators (CABTE) at the three-hour group meetings held on the first morning of the twice yearly California Council on Teacher Education (CCTE) Conferences (San Jose for the Spring and San Diego for the fall).
- 2009 Delivered the INTRODUCTION TO THE GENERAL EDUCATION PROGRAM DESIGN at an Open Forum launching the program to CSU, Chico faculty and staff.
- 2006, 2008 As chair of the two committees, presented to the Commissioners of the California Commission on Teacher Credentialing the work of the Bilingual Certification Advisory Work Group (2006) and Bilingual Certification Design Team (2008) that resulted in

approval of new standards for the Bilingual teachers of California.

- 2002 Delivered a breakfast talk to administration, faculty, staff, and students at the University of Texas at El Paso relative to my receipt of the OUTSTANDING GRADUATE OF THE COLLEGE OF EDUCATION FOR 2002.
- 2002 Delivered an address to the Governor's Coordinator of Ethnic Affairs, members of the Legislature's Education Committee, State Board of Education, State Office of Education leadership, business leaders, and other key educational leaders at the Capitol Building in Salt Lake City, Utah on THE MYTHS AND REALITIES IN SERVING ENGLISH LEARNERS.
- 1997 Delivered a keynote presentation to the central office administrators and principals of all schools in the Granite School District (Salt Lake City, Utah) on PREPARING TEACHERS TO MEET THE NEEDS OF AN INCREASINGLY CULTURALLY AND LINGUISTICALLY DIVERSE CLASSROOM: ACCOMPLISHMENTS OF THE PAST FIFTEEN MONTHS.
- 1996-1997 Delivered over one hundred presentations to teachers across the state of Utah (between October, 1996 and December, 1997) on effective service delivery for English Learners as part of certification programs in the Granite School District (Salt Lake City), Cache County (Logan) and other state school locations. The lectures and workshops ranged on each aspect of the certification process – social issues, linguistic development principles, assessment considerations, and curriculum development foundations.
- 1994 Offered expert testimony to the California Senate Education Committee and the Commissioners of the California Commission on Teacher Credentialing on THE IMPLICATIONS OF SENATE BILL 1969 FOR CALIFORNIA TEACHERS in Sacramento, California.
- 1994 Provided expert testimony to the California Assembly Education Committee and the Commissioners of the California Commission on Teacher Credentialing on

THE IMPLICATIONS OF SENATE BILL 1969 FOR CALIFORNIA TEACHERS in Sacramento, California.

- 1994 Presented the INTRODUCTION OF THE KEYNOTE SPEAKER, REVEREND JESSE JACKSON, to the 5,000 members attending the California Association for Bilingual Education Conference at the San Jose Convention Center in San Jose, California.
- 1994 Delivered a keynote address at the Training Development Improvement (TDI) Institute held in conjunction with the National Association for Bilingual Education (NABE) Conference in Los Angeles, California. Deans, department chairs, and faculty members across thirty states who have bilingual and ESL professional preparation programs attended the session THE CALIFORNIA CLAD AND BCLAD PROFESSIONAL PREPARATION MODEL.

SELECTED PUBLICATIONS AND REPORTS

Zartman, Jr., C.G. and Miramontes, O. "Re-entering the school process: Perspectives of Hispanic Dropouts," published in The Journal of the Association of Mexican-American Educators. November, 1989.

Zartman, Jr., C.G. "Climbing the Career Ladder: Bilingual Paraprofessionals in Colusa County, published in the Proceedings of the 1990-91 Dean's Forum Chico, California, 1991.

Zartman, Jr., C.G. "Final Evaluation Report 2002-2007 TEPC Project University of Colorado at Boulder," for BUENO Center for Multicultural Education, Boulder, Colorado, 2007.

Zartman, Jr., C.G. "Final Evaluation Report 1991-1994 Science of Alcohol for the American Indian SACAI 4-9," for American Indian Science and Engineering Society (AISES), Boulder, Colorado, 1994.

UNIVERSITY COMMITTEES (Sample included below)

2015-2016	Elected as one of two faculty members to serve on the Advisory Committee to the Trustees Committee for the selection of the President of CSU, Chico
2009-Present	Executive Management Evaluation and Development Committee (EMEDC) – the committee charged with executive selection and review for the campus (Chair 2010- Present)
2013-2014	Faculty Mentor for the Raising Educational Achievement in Collaborative Hubs (REACH) Program
2010-2012	CSU, Chico General Education Implementation Team (member)
2008-2010	CSU, Chico General Education Design Team (member)

THESIS COMMITTEES (over 70, majority included below – Graduate students working with Center for Bilingual/Multicultural Studies have primarily completed Professional Papers since 2009. The 20 students who have been mentored through this graduate level culminating activity are not reflected in the list below)

2016	Davis, Essence, Chair <i>Grief, Trauma and Recovery: Ideas for Passive Participation in Shared Public Events to Promote Connection and Healing Following Traumatic Loss</i>
2016	Morley, Amber, Chair <i>An Exploration to Determine the Impact of Holistic Advising on First-Generation University Students</i>
2015	Zimmerlee, Cassie, Chair <i>Advising Interventions for First-Year Disqualified Students; a Study to Determine the Effectiveness of One-On-One Advising</i>
2013	Kokkinakis, Alexandra, Member <i>Stigmatization and Self Perception in Alternative School Students Who Have Transferred from a Traditional High School: A Qualitative Study in Chico, California</i>

**PROFESSIONAL EDUCATION PROGRAM
FACULTY VITA**

TERESA MICHELE DAVIS

Professor

School of Education
California State University, Chico
tmdavis@csuchico.edu

Current Position:

Professor of Special Education and General Education
Project Director, Federal Grants

Program(s) Affiliation:

Concurrent Education Specialist Level I Multiple Subject and Single Subject Program, Mild/Moderate and Moderate/Severe Emphases
Master's Degree in Education, Adviser, Special Education Option

Academic Preparation/Degrees:

Ph.D. University of Oregon, Eugene, 1993.
Curriculum and Instruction-Special Populations;
Performance Assessment

M.A. California State University, Chico, 1974.
Education: Learning Disabilities Emphasis.

B.A. California State University, Chico, 1968.
English/Fine Arts

Professional Credentials/Licenses:

Elementary Life Credential, K-9
English Authorization, K-9
Community College Credential: English
Learning Handicapped
Reading Certification, State of Oregon

Area(s) of Specialty:

Teacher Preparation for Elementary and Secondary Special Education
Differentiated Instruction and Interventions/Special Populations
English/Language Arts
Performance Assessment
Program Development
Service-Learning and Civic Engagement Pedagogy

Professional Experience

Current **Professor; Project Director**, U.S.D.O.E. OSEP 325T Grant, NEXT STEPS: Strengthening Preparation of Secondary Special Educators, 2008-2013, \$500,000.
Project Director, Subgrantee of Duke University Grant: Engaging All Learners in Service-Learning, 2010-2012, \$70,000.

Current **Teaching Faculty (invited)**, Teaching Excellence and Achievement (TEA) Program and The Study of the U.S. Institutes (SUSI) Program, CSU Chico, Office of International Education.

Fall 2011 **Sabbatical Leave for Research Projects**. August 2011-December, 2011. Data Collection from 7 secondary special education classrooms for the implementation of the Strategic Intervention Model (SIM) from University of Kansas.

August, 2011 **Grant Reader/Evaluator**, U.S.D.O.E., Office of Special Education Programs, State Level Special Education Professional Development Grants, four state Proposals; Four-Year Projects at 5-7 million each.

- 2001-
May, 2011 **Department Chair and Professor, Director of Special Education Programs**
Department of Professional Studies in Education, CSU, Chico.
Coordinate all aspects of the special education credential programs and oversee faculty assignments, long-term program planning, funded project planning and curriculum design. Master's Program advisor for the special education option. Teach courses in the master's program and credential programs; grant writer. Project Director, USDOE Grants.
- 1999-
2005 **Coordinator, Concurrent Education Specialist/Multiple Subject Teacher Preparation.**
Coordinated all aspects of the full-time traditional teacher preparation program in special education that combines general and special education teacher preparation.
- 2000-
2002 **Assessment and Standards Developer**, National Board for Professional Teaching Standards, Reston, VA
- 1995-
2003 **Associate Professor**, Department of Professional Studies in Education
Special Education Program, CSU, Chico. Coordinator, MA Program. Project Director: Service-Learning in Teacher Education
- 1990-
1994 **Part-Time Faculty**, Department of Professional Studies in Education,
Special Education Programs, CSU, Chico.
Courses taught include inclusive practices for both multiple and single subjects for student teachers; graduate courses in special education including instruction over satellite; student teacher supervision;
Fine arts and language arts instruction, development of a Masters Degree in teaching the at-risk learner and a combined special education and regular education professional preparation program.
- 1990-
1994 **Teacher**, Grade 6, Gifted and Talented, and Fine Arts Specialist
Chico Unified School District, Chico, California. Taught self-contained GATE 6th grade for three years; member, CUSD Organizational Development Committee; coordinator of the Marigold School Writing Assessment; fine arts specialist in three schools; consultant to county educators on assessment; Program Quality Review Committee.
- 1992-
Present **Staff Development Consultant**, Portfolio and Performance Assessment, Special Education, for Grades K-6, Northern California schools.
- 1989-
1990 **Program Administrator/ Asst. Superintendent**, Etna Elementary School District
Etna, California. Special Education Program Supervision and Specialist; Chapter I reading Interventions; GATE program development; Student Study Team Model and Integrated Student Services Referral System development and implementation
- 1988-
1989 **Teacher**, Grades 7-9, English/Journalism, Resource Program, Scott Valley
Junior High School, Etna/Ft. Jones, CA

Research (Selected)

Director, Next Steps: *Strengthening Preparation of Secondary Special Educators*. U.S. Department of Education, Office of Special Education Programs, \$500,000, 2008-2013.

Director, CSU Chico Subgrantee Project: *Enhancing all Learners through Service Learning*. Grant Award to the International Center for Service Learning in Teacher Education at Duke University. Funded by the Corporation for National and Community Service, 2010-2012.

Co-Director, Meeting Changing Rural Needs: Recruitment and Preparation of Diverse Specialist Cadres, U.S. Department of Education, Office of Special Education Programs, \$800,000, 2006-2009.

Director, Connections: a Rural Regional Partnership for Recruiting and Retaining Teachers for Children with Emotional/Behavioral Disorders Project, U.S. Dept of Education Office of Special Education Programs, \$600,000, 2005-2008.

Co-Director, Meeting Changing Rural Needs: Recruitment and Preparation of Diverse Specialist Cadres, U.S. Department of Education, Office of Special Education Programs, \$900,000, 2002-2005.

Campus Compact, Partners in Progress Sub-Grant, "Enhancing and Disseminating Best Practices in Service-Learning Pedagogy in Teacher Education." \$4,000, 2003.

2004 Sabbatical Project: Utilizing Inclusive Educational Approaches adapted from the childhood programs of Reggio Emilia, Italy, in the teacher education program, Special Education, CSU, Chico.

*ACTION RESEARCH: Davis, T.M., Cepello, M., and Hill-Ward, Laurel (2001-2005). "The Effects of Learning Service-Learning Pedagogy on the Practices and Attitudes of Newly Prepared Special Education Teachers" and "Service-Learning in Special Education: Strategies to Promote Integration" (Involved K-12 community)

CSU Chancellor's Office Grant, Service Learning in Teacher Preparation Website Development, \$10,000, 2000-2001.

Service Learning in Teacher Preparation Project Grantee (1997-2001). One of 5 subgrantees from American Association for Colleges of Teacher Education (AACTE). Four year grant, \$36,000.00. Development of methods and materials for implementing service learning with a dissemination follow-up project through AACTE.

Scholar Award (1992). University of Oregon, College of Education.

Selected Publications

Cepello, M., Davis, T., & Hill-Ward, L. (2006). Service Learning: Special Education. Find out if a career in special education is for you. A brochure published by the California Department of Education, Sacramento, CA.

Davis, T. M., and Cepello, M. R. (2005). Rethinking Candidate Supervision in Preservice Teacher Education: Forging Collaborative Partnerships. In B. B. Rushlow (Ed.), The Changing Roles of Arts Leadership,. Reston, VA: National Art Education Association. *REFEREED.

Cepello, M.C., Davis, T.M, Hill-Ward, L. (2003). Service Learning and Beginning Teachers: Lessons Learned. Academic Education Quarterly. Summer, 2003. *REFEREED.

Davis, T. M., Bianchi, A., and Maring, G. (2001). Service-Learning for Teacher Preparation Programs in Rural Areas. In J. Anderson, K. Swick, and J. Yff (Eds.), Service-Learning in Teacher Education. Wash. DC: American Association of Colleges for Teacher Education and ERIC. *REFEREED.

Callahan, J. P., Davis, T., and Hill, D. (2001). Teaching the Pedagogy of Service-Learning. In J. Anderson, K. Swick, and J. Yff (Eds.), Service-Learning in Teacher Education. Wash. DC: American Association of Colleges for Teacher Education and ERIC. *REFEREED.

Davis, T.M, and Bianchi, A. (2000). The Service Learning Integrated Partnership Program: A Handbook for Teacher Preparation. Butte County Office of Education, Oroville, CA

Davis, T. M. (2001). Preparing Teacher Candidates to Teach with Service-Learning. (On-line Service-Learning Course at www.csuchico.edu/psed/servicelearning.)

Davis, T. M. (2000-2001). Preparing Teacher Candidates for Service-Learning. (Video Production featuring the Concurrent Teacher Specialist Program – 18 minutes), California State University, Chico and American Association of Colleges for Teacher Education.

Davis, T.M. and Smiley P. (1996). Strategies for Learning in an Inclusive Classroom: Integrating the Arts and Literature. Open Mic A Journal of the California Subject Matter Projects, Vol. 3, No. 3, 9-14.

California Art Education Association. Davis, T., Taylor, P., Eds. (1996). Into the Portfolio Process.A Handbook for Student Assessment in the Visual Arts. Oroville, CA: Butte County Office of Education.

Davis, T. M. (1994). Portfolios, a closer look. California School Leadership Academy, Hayward, CA.

Selected Presentations

- Davis, T., Bercaw, L., Hill-Ward, L. (Accepted, June, 2012). "Service-Learning Implementation in Teacher Preparation: Collaborative Practices for Teacher Candidates and Cooperating Teachers." The International Center for Service-Learning in Teacher Education International Conference, June 20-23, 2012, Duke University, Durham, NC.
- Davis, T., Cook, L., Hagie, C. (2011). "Four Models of Teacher Preparation: Successful Implementation of Evidence-Based Teaching Practices." OSEP Project Directors' Conference, Washington, D.C. July 19, 2011.
- Davis, T. (2009). "Effective Interview Criteria and Evaluation Processes for Teacher Preparation Programs in High Incidence Disabilities." OSEP Project Directors' Conference, Washington D.C. July 20, 2009.
- Davis, T. (2008). "Service Learning as an Effective Strategy for Meeting NCATE Standards in Professional Education Programs." A Pre-Conference Workshop, The 2007\8 Annual American Association of Colleges for Teacher Education Conference, New Orleans, February 7-9.
- Davis, T. (2008). "Ensuring Quality of Special Education Teachers: Interview and Selection Processes at CSU, Chico." National Center for Alternative Certification Conference: Effective Pathways to Teaching. New Orleans, LA: February 3-6.
- Davis, T. (2007). "Ensuring Quality of Education Specialists: Collaborative and Effective Selection Processes." The California Directors Statewide Conference, November 14-16, Sacramento, CA.
- Cepello, M., Davis, T.M., Hill-Ward, L., Ratekin, C., & Ward, H. (2007). "Sustainable, Equitable and Connected Service: Seeding the Concept of Reggio Emilia's Remida Around the World." The International Conference on Service Learning in Teacher Education. Brussels, Belgium, July 5-7.
- Davis, T.M. and Callahan, J. (2007). "The Effective Practice of Service Learning in Teacher Education: Concepts, Skills and Course Development." A Pre-Conference Workshop, The 2007 Annual American Association of Colleges for Teacher Education Conference, New York City, February 24-26.
- Davis, T.M., Koch, S. and Jensen, M. (2006). "Just How Alternative Should 'Alternative' Be?: Maintaining Rigor in Internship Programs." The Teacher Education Division of the Council for Exceptional Children (CEC) National Conference, San Diego, CA, November 8-11.
- Davis, T.M. and Berg, D. (2006). "Engaging Students in Content and the Community Through Service Learning." CSU Chico CELT (Center for Excellence in Learning and Teaching) Conference, October 16.
- Cepello, M. and Davis, T. M. (2006). "Addressing Quality of Special Education Teacher Candidates Through Collaborative and Comprehensive Selection and Interview Processes." 2006 OSEP (U.S. Office of Special Education Programs) Project Director's Conference, Washington, D.C., July 31-August 2.
- Davis, T.M. and Cepello, M. (2006). "Affirming Diversity through Community Based Service-Learning Strategies: What Special Education Candidates Should Learn and Be Able to do." The 2006 Annual American Association of Colleges for Teacher Education Conference, San Diego, CA, January 29-February 3.
- Davis, T.M. (2005). "Trends in Service Learning in Teacher Preparation." The 2005 Annual American Association of Colleges for Teacher Education Conference, Washington D.C., February 19-23.
- Davis, T.M., Cepello, M. and Hill-Ward, L. (2004). "A Decade of Learning: Infusing Service-Learning into a Special Education Teacher Preparation Program." The 27th Teacher Education Division of the Council for Exceptional Children Conference, Albuquerque, NM, November 10-13.

Davis, T.M., Cepello, M. and Hill-Ward, L. (2002) "Is Service-Learning Improving Outcomes for Students with Disabilities? Improving Accountability for Service Learning in Special Education Preparation Programs." The 2002 Annual American Association of Colleges for Teacher Education Conference, New York City, February 23-26.

Davis, T. M., Cepello, M., (2002). "Collaborative Preservice Supervision for Inclusive Settings: Fostering and Implementing University and Public School Partnerships." Council For Exceptional Children Annual Convention, New York City, April 3-6.

Grants/Contracts

Director, Engaging All Learners Through Service Learning. Corporation for National Service and Duke University, Subgrantee. 2010-2013.

Director, NEXT STEPS: Strengthening Preparation for Secondary Special Educators. U.S. Department of Education, Office of Special Education Programs, \$500,000, 2008-2013.

Director, Connections: a Rural Regional Partnership for Recruiting and Retaining Teachers for Children with Emotional/Behavioral Disorders Project, U.S. Dept of Education Office of Special Education Programs, \$800,000, 2005-2009.

Co-Director, Meeting Changing Rural Needs: Recruitment and Preparation of Diverse Specialist Cadres, U.S. Department of Education, Office of Special Education Programs, \$800,000, 2006-2009.

Co-Director, Meeting Changing Rural Needs: Recruitment and Preparation of Diverse Specialist Cadres, U.S. Department of Education, Office of Special Education Programs, \$800,000, 2002-2006.

Campus Compact, Partners in Progress Sub-Grant, "Enhancing and Disseminating Best Practices in Service-Learning Pedagogy in Teacher Education", \$4,000, 2003.

Grant Reader, California State Department of Education, 2003.
Conference Proposal Review Committee, AACTE, AERA. 2003-2009.

Professional Memberships and Specialized Training

National Chair, Service Learning Special Study Group, AACTE, 2006-2009.
American Educational Research Association, Current
Council for Exceptional Children/Teacher Education Division, Current
California Association for Professors of Special Education
Planning Council, International Service-Learning in Teacher Education, 2005-Present

Contributions to the University/Community/Profession:

Civic Engagement Faculty Learning Community, CSU Chico, 2011-2013
Board of Directors, International Service Learning in Teacher Education, Duke University, Durham, North Carolina-Current, Three Year Term, 2011-2014.
Cal Serve Region 2 Service Learning Board of Directors, Current.
Research and Sponsored Projects, Reviewer of Scholar Awards, Current.
Co-Coordinator, Office of Service Learning, CSU, Chico, 2004-2006.
CELT Advisory Board, CSU, Chico, 2005-2008.
Friends of the Library, Butte County Library

Awards and Recognitions:

2012 Outstanding Project Director Award, CSU Chico Research and Sponsored Projects
2009 State Farm National Award: Service Learning in Teacher Preparation.
California Council on Teacher Education, Quality of Education Award, 2002.
Service Learning in Teacher Education Award at CSU Chico, CSU Chancellor's Office, 2005.
Campus Compact National Thomas Ehrlich Faculty Award for Service Learning Finalist, 2002.
CSU Summer Scholar Awards, \$4000 each (2000 and 2004).
University of Oregon Scholar Award, 1992.

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Rachel McBride

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EDUCATION

- Associates Degree, Humanities
College of the Redwoods
- Bachelor of Arts, Liberal Studies
California State University Chico

CREDENTIALS

- Emergency Substitute Teaching Permit
Butte County Office of Education

EMPLOYMENT

- Executive Director

Four Winds of Indian Education, Inc., CA, July 2005-Present

Duties: Manage the organization to achieve its goals and objectives and to satisfy all its contractual and grantee obligations. Develop goals, objectives and operating policies to guide the organization and negotiate contracts with delegate agencies and other outside agencies. Develop or revise appropriate policies and assist the Board in interpreting the policies, directives and instructions of Foundation, State and Federal funding resources. Directly supervises and evaluates agency directors and program staff. Oversees fiscal administration and information, prepares all budgets. Write continuing grant applications as well as new grant applications. Prepare and administer all reporting on deliverables to all funding sources. Participate in academic meetings for enrolled students.

- Education Director

Four Winds of Indian Education, Inc., CA, July 2003-2005

Duties: Prepared and administered the budgets and all reporting on deliverables to the State Department of Education for Four Winds of Indian Education, Tribal Even Start Project, 21st Century Afterschool Program-Salmon Club, and all other projects and/or contracts held by Four Winds of Indian Education, Inc. Supervise and provide tutorial support, supervise workstudy students, work with California State University Chico interns, volunteers, and the court compliance program. Supervise and attend special events, field trips and conferences. Participate in academic meetings for enrolled students.

- Project Specialist

Four Winds of Indian Education, Inc., Chico, CA, July 2002-July 2003

Duties: Prepared and administered the budgets and all reporting on deliverables with the State Department of Education for COYOTE Project, 21st Century Afterschool Program-Salmon Club, State Assembly for Youth (SAY) Project, and Histum Yani (Yuba/Sutter Satellite Center). Adapt and implement tobacco education and academic enrichment activities (California State Standard aligned) in the K-9th grades, plan, supervise and attend special events, field trips and conferences. Supervise afterschool, COYOTE, 21st Century, and Histum Yani staff, prepare timesheets and administer staff evaluations.

COMMITTEES/BOARDS

- Butte Jr. College Student Equity Advisory Committee, 2015 – Present

Duties: Provide input and advice on student equity and equality issues and concerns for students that attend Butte Jr. College. Approve equity proposal for on-campus projects and/or personnel.

- InterTribal Task Force, 2014 – Present

Duties: Provide updates and input on educational concerns for Native students in Butte County.

- NorCal PRIE Advisory Board, 2013 – Present

Duties: Provide input and resources to Chico State University NorCAL PRIE staff and students on cultural awareness, intergenerational trauma, and curriculum. Provide advice to staff and education department on implementation of NorCAL PRIE objectives.

- Butte County Alternative Education Leadership Committee, 2015 - Present

Duties: Participate in regularly scheduled meetings and provide input and resources to collaborative agencies and move forward with the common goal of becoming a trauma informed county.

- Grindstone Parent Advisory Board Member, 2008 – Present

Duties: Prepare the agenda, facilitate and inform parents on Title VII and Impact Aide grants that the school district receives. Provide feedback to the district regarding Title VII budget and objectives. Provide communication to the parents, community and Tribe about school and district issues.

- National Indian Education Association Native Workgroup for Common Core Standards, National, 2009 – 2014

Duties: Provide advocacy for Native communities and Tribes to Federal policy makers and National educational agencies on Common Core Standards and implementation affecting Native students.

- Campaign for High School Equity California State Team for Common Core Standards, Statewide, 2011 – 2014

Duties: Provide advocacy for Native communities and Tribes to State policy makers and local school districts and county office of education on Common Core Standards and implementation affecting Native students.

- American Indian Education Oversight Committee member, January 2007 – Present

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- Duties: Provide input and advice to the California State Department of Education Superintendent of Public Instruction
- California American Indian Education Director's Association Board of Director's Secretary, 2006 - Present
 - Duties: Attend quarterly meetings, share program updates and resources. Prepare agendas, record and disperse meeting minutes. Advocate for American Indian Students and families.
- California Conference on American Indian Education Planning Committee Member, 2003 - Present
 - Duties: Conference Co-Chair 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016
 - Plan and organize conference activities such as the Educator's Luncheon, conference vendors and educational booths, and evening entertainment.
- California Department of Public Health -Tobacco Control Program 2009 Native American Roundtable, January 2009 – 2010
 - Duties: Examine tobacco-related issues in Native American communities, build collaboration between advocates and Native American communities within California, provide advice and input for roundtable objectives, structure, and content.
- TEPTS Regional Tobacco Control Advisory Committee Member, 2008 – March 2011
 - Duties: Quarterly conference calls and one face to face meeting. Help guide TEPTS efforts to prevent and reduce the use of commercial tobacco and exposure to secondhand smoke in all of California and Nevada tribes and California, Nevada, and Utah urban American Indian programs/organizations. Assist and provide guidance to TEPTS with planning and implementing tobacco control activities that address culturally appropriate prevention of commercial tobacco use among American Indian youth and cessation among both American Indian adults and youth. Assist TEPTS in reducing secondhand smoke in tribal and urban American Indian communities. Promote and educate on the use of sacred traditional tobacco across the service area.
- California Rural Indian Health Board -American Indian Tobacco Education Partnership Advisory Committee, 2003 – 2008
 - Duties: Attended Quarterly meetings, advocate for Native families and traditional tobacco use. Review educational materials for cultural sensitivity and appropriateness.
- Grant Reader/reviewer for California State Department of Education
 - Duties: Assist with selection of State Even Start Family Literacy Programs for new funding cycles.

TRAININGS

- Crisis Prevention Institute -Non Violent Crisis Intervention Training, Chico, CA, September 2004 - Current
- California Mandated Reporter Training, Chico, CA, 2009 - Current
- California Conference on American Indian Education, CA, March 2003 - 2016
- Medic First Aid and Child & Adult CPR, Chico, CA, April 2015 -Current
- Trauma Informed Community Training, Chico, CA ongoing
- TAC-COM Training; de-escalation techniques Chico, CA June 2015, April 2016
- Nurtured Heart Training, Chico, May 2015
- Parent Advocacy Training in Special Education, CA, 2009, 2011 & 2014
- Professional Learning Community Training, Las Vegas, NV, June 2010
- National Indian Education Convention, October 2006, 2009, 2011
- ADHD Project, Chico, CA, September 2008-2010
- Preventing Discrimination, Harassment and Retaliation 2007 (California), Chico, CA, April 2008
- National Center for Family Literacy Program Administration -Even Start, Louisville, Kentucky, June 2007

**Bilingual Professional Education Program
FACULTY VITA**

Elizabeth Stevens
School of Education
California State University, Chico

Current Position: Lecturer, Supervisor

Academic Preparation/Degrees:

2013 Master of Arts in Education
English Learner Option
California State University, Chico (CSU, Chico)

2003 Bachelor of Arts
International Relations and Spanish
CSU, Chico

Professional Credentials/Licenses:

BCLAD – Bilingual Cross Cultural Language and Academic Development
Single Subject
Multiple Subject
Special Authorization: ELD, Spanish and Social Science

Area(s) of Specialty:

English Language Development
Multicultural/Children's Literature
Spanish
Lesson Study

Other Responsibilities:

- 2014-present Bilingual Pathway and Rural Teacher Residency (RTR)
Lecturer
- Teach and design curriculum to prepare pre-service teacher candidates for the classroom.
- 2013-present Collaborative Professional Development (CPD)
Lesson Study Facilitator
- Co-organize institute presentations, activities for Lesson Study and Emergent Bilingual segments
 - Facilitate Lesson Study lesson planning, development, and debriefing among K-12 public school teacher teams
- 2007-present Korean Program
Instructor
- Design and teach engaging curriculum for Korean teachers and college students, exposing participants to English language through lessons on American culture, with focus on authentic language practice and children's/young adult literature.
- 2013-present Bilingual Professional Preparation Program
Supervisor
- 2013-2014 Single Subject Credential Program
Supervisor
- 2010 Instructional Assistant, RDGL 557: Literature for a Multicultural World
- Assessed student projects and presentations
 - Maintained records and communication of student progress with online archived student population and reported status to instructor

- 2010-2011 CSET Social Science Workshops
Facilitator
- Prepared pre-credential students for Social Science portion of CSET

Public School Teaching Experiences:

- 2008-2009 Lindhurst High School
ELD, A.V.I.D. Teacher
- Intermediate level of ELD to culturally and linguistically diverse population
 - A.V.I.D. 9th-11th

- 2006-2008 Williams High School
ELD, Spanish Teacher
- Beginning, intermediate, and advanced English Language Development
 - Spanish to Native Spanish Speakers
 - Aided the development of Spanish for Native Speakers program by aligning course curriculum with the ELA standards to raise student achievement
 - Administered the CELDT

Relevant Scholarly Activities:

Presentations

- April 3, 2014 *Harry Potter and the Hunger Games: Engaging Emergent Bilinguals with Rich Literacy Experiences Provides for a Culture of Readers*
Presented at California Association for Bilingual Education Annual Conference – Anaheim, California. Co-presented on exemplar literature units, Harry Potter and Hunger Games which included multiple instructional strategies that enable students to meaningfully engage with rich literature and how to address the CCSS and ELD Standards to facilitate student access to grade level literature.

Professional Growth and Achievement:

Conference Attendance

- 2014 California Association for Bilingual Education
- 2012- 2014 Society of Children’s Writers and Illustrators: North/Central Regional Conference
- 2012 Observation Protocol for Academic Literacies (OPAL) Trainer of Trainers
- 2005-2006 California Association for Bilingual Education

Professional Memberships:

- 2011-2014 Society of Children’s Book Writers and Illustrators

Please place a check by any of the following instructional strategies you employ in your teaching.

- | | |
|--|--|
| <input checked="" type="checkbox"/> Action research | <input checked="" type="checkbox"/> Computer programs |
| <input checked="" type="checkbox"/> Case studies/vignettes | <input type="checkbox"/> Compressed video |
| <input checked="" type="checkbox"/> Classroom discussion | <input checked="" type="checkbox"/> Cooperative learning |
| <input checked="" type="checkbox"/> Clinical supervision | <input checked="" type="checkbox"/> Critical analysis |

- Differentiated instruction
- Educational games
- Experiential learning
- Guided discovery
- Inquiry
- Lecture
- Modeling
- Multimedia materials
- Online discussions
- Observation at sites
- Peer coaching
- Power point
- Project-based learning
- Reflective thinking
- Role playing
- Service learning
- Student directed learning
- Web-based resources
- Other

- Electronic portfolios
- Exams (multiple choice, short answer, essay)
- External reviews
- Group projects
- Individual projects
- Media productions
- Performance assessments
- Portfolios
- Research papers
- Online – Blogs

Hillary Bertagna



(b)(6)

Experience Recruiter/Advisor
Center for Bilingual and Multicultural Studies, CSU, Chico

June 2016 - Present

- Recruit elementary and secondary school teachers to participate in a two year-long professional development program.
- Recruit bilingual students from CSU, Chico and local community colleges to enter the Bilingual Credential Program.
- Advise prospective students and teachers about various program requirements.
- Plan and prepare for all program events; including a week long Institute in the summer that prepares teachers and student teachers with skills and techniques to better serve their emergent bilingual student population.

External Relations Coordinator, Student Success Office
CSU, Chico, College of Agriculture

Feb. 2014 – Oct. 2015

- Managed the Student Success Office, advising students regarding scholarship, job, and internship applications according to each student's major, work experience, and area of interest.
- Counseled students regarding sensitive subjects and made referrals for expert care to Student Judicial Affairs and the Campus Counseling Center.
- Recruited top high school students to apply for the College's \$20K Bell Family Presidential Scholarship.
- Efficiently planned fundraising and student activity events for the College of Agriculture, including the College's Commencement ceremony held at Laxson Auditorium, which hosted over 1,200 attendees.
- Attended meetings with University Public Events, FMS, & AS Catering to plan and organize Commencement.
- Successfully organized the annual College of Agriculture Career and Internship Fair. Recruited over 35 top agriculture businesses and agencies. Recruited over 400 Chico, Butte College, and Shasta College students to attend the event.
- Monitored and recorded income and expenses for all events.

Tutor, Korean Teacher Institute
CSU, Chico, Center for Bilingual & Multicultural Studies

Aug. 2004 & Feb. 2014

- Guided groups of Korean educators and Korean students to points of interest throughout Northern California.
- Held debriefing discussions following each visit in order to improve language skills and strengthen understanding of American Culture.

Senior Logistics Coordinator, Odyssey Teams, Inc., Chico, CA

Oct. 2011 – Dec. 2013

- Successfully planned and executed team development programs, focusing on local and global philanthropy.
- Conversed in Spanish to plan philanthropic events in Spain, Puerto Rico, and Colombia.
- Coordinated with clients like Microsoft, Facebook, UCLA, Genentech, and Shell Oil from the sales/proposal stage all the way through to the final event.
- Created an in-house international shipping/customs department in order to improve procedures and save the company thousands of dollars.
- Secured materials, arranged shipping, and determined spatial planning for events ranging from 10 to 4,000 attendees.
- Recruited, interviewed, hired, and trained all part-time Odyssey staff.
- Managed communication, shipping, and inventory of all orders through Odyssey's online store.

Events Coordinator, Associate Producer, and Writer: "El Clásico: More than a Game"
CSU, Chico Documentary Film

Jan. 2010 – May 2012

- Researched and interviewed high profile Spanish soccer players and politicians in Barcelona and Madrid.
- Presented the film to large groups at the Barcelona Sports Film Festival and other cities throughout Spain.
- Marketed and planned the world premier event to a sold out crowd of 650 people at the El Rey Theatre in Chico.
- Spoke to hundreds of Chico State students about the project encouraging them to attend the premier.
- Hosted screenings for large groups around campus, including two events for international students.
- The film was accepted to the London and Berlin International Film Festivals, as well as festivals in NYC.

Hillary Bertagna

HB

Education Bachelor's Degree in Communication Studies, California State University, Chico 2011

- Emphasis in Public Affairs.
- Minor in Spanish.
- GPA 3.46

University Study Abroad Consortium (USAC), San Sebastian, Spain 2011

- Emphasis in Spanish Language and Culture.
- University of the Basque Country, San Sebastian, Spain.

Associate's Degree in Merchandise Marketing Fashion Institute of Design and Merchandising, San Francisco, California 2008

- Emphasis in Marketing and Management.
- GPA 3.6
- Collaborated in small group settings with classmates from all over the world.

Languages Conversationally proficient in Spanish

Skills Interpersonal

- Creative problem solver, and comfortable with handling multiple tasks at one time.
- Innovative, self-motivated, organized, thorough, and detailed.
- Skilled at managing and training students and staff.
- Effective communicator, able to engage and motivate staff and students.
- Communicate well with diverse interpersonal contacts, including those at high levels and different cultural backgrounds.
- Accomplished at targeting desired outcomes, meeting deadlines, and adjusting to shifting job demands.
- Comfortable working independent of supervision, as well as part of a team.
- Excellent time management skills and adept at working long hours.
- Accustomed to traveling for business.

Education and Experience

- Experience hosting over 70 international students throughout lifetime.
- Twenty years' experience hosting Korean educators through The Korean Teacher Institute managed by the Center for Bilingual/Multicultural Studies at California State University, Chico.
- Experience with fundraising.
- Extensive experience partnering with nonprofit and volunteer groups.
- Proficient in Microsoft Word, Outlook, Excel, and PowerPoint.
- Proficient in University Databases: Advancement Banner, CDD.NET, CMS/Peoplesoft, CRA, Harris Connect, & Hobson.

Community

- Volunteer, local nonprofit organization One Mobile Projector Per Trainer, assisted with planning fundraising event.
- Participant in the 2011 Chico Experience. Presented student documentary film at El Rey Theatre.
- Volunteer, Youth Ministry, Bidwell Presbyterian Church.

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: DATE:12/30/2014
 ORGANIZATION: FILING REF.: The preceding
 Calif State Univ, Chico & the Foundation agreement was dated
 08/12/2011
 Chico, CA 95929-0870

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

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

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2014	06/30/2016	42.00	On-Campus	All Programs
PRED.	07/01/2014	06/30/2016	22.00	Off-Campus	All Programs
PRED.	07/01/2014	06/30/2016	9.60	Off-Campus	IPA (1)
PROV.	07/01/2016	06/30/2017	42.00	On-Campus	All Programs
PROV.	07/01/2016	06/30/2017	22.00	Off-Campus	All Programs
PROV.	07/01/2016	06/30/2017	9.60	Off-Campus	IPA (1)

*BASE

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

(1) Intergovernmental Personnel Act Agreements.

ORGANIZATION: Calif State Univ, Chico & the Foundation

AGREEMENT DATE: 12/30/2014

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are specifically identified to each employee and are charged individually as direct costs. The directly claimed fringe benefits are listed below.

TREATMENT OF PAID ABSENCES

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

OFF-CAMPUS DEFINITION: For all activities performed in facilities not owned by the institution and to which rent is directly allocated to the project(s) the off-campus rate will apply. Grants or contracts will not be subject to more than one F&A cost rate. If more than 50% of a project is performed off-campus, the off-campus rate will apply to the entire project.

DEFINITION OF EQUIPMENT

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

The following fringe benefits are treated as direct costs:

FICA, SUI, WORKERS COMPENSATION, MEDICAL/LIFE INSURANCE, AND RETIREMENT.

NEXT PROPOSAL DUE DATE

A proposal based on actual costs for fiscal year ending 06/30/15 will be due no later than 12/31/15.

ORGANIZATION: Calif State Univ, Chico & the Foundation

AGREEMENT DATE: 12/30/2014

SECTION III: GENERAL

A. LIMITATIONS:

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

B. ACCOUNTING CHANGES:

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

C. FIXED RATES:

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

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Office of Management and Budget Circular A-21, and should be applied to grants, contracts and other agreements covered by this Circular, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER:

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

BY THE INSTITUTION:

Calif State Univ, Chico & the Foundation

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

E.K. Park

(NAME)

Vice Provost of Research & Dean of Graduate Studies

(TITLE)

02/23/2015

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)	(b)(6)
(b)(6)	
(SIGNATURE)	

Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

12/30/2014

(DATE) 0165

HHS REPRESENTATIVE: Karen Wong

Telephone: (415) 437-7820

KEY REFERENCES

Algozzine, R.D., Ysseldyke, J. & Campbell, P. (1994). Strategies and tactics for effective instruction. *Teaching Exceptional Children*, 26(3).

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California Teachers Association (2016) (<http://www.cta.org/Issues-and-Action/Retirement/Teacher-Shortage/Impending-Teacher-Shortage-Crisis.aspx>)

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Darling-Hammond, L., & Bransford, J. (2005). *Preparing Teachers for a Changing World*. San Francisco, CA: Jossey-Bass.

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NorCAL PRIE II: Northeastern California Preparation & Retention of Indian Educators Project

CFDA 84.299B

LOCAL EDUCATION AGENCY (LEA) AGREEMENT

This LEA Agreement is made between:

The CSU, Chico Research Foundation on behalf of the School of Education at
California State University, Chico

And

The Butte County Office of Education

The Northeastern California Preparation and Retention of Indian Educators Project II (NorCAL PRIE II or PRIE II) will provide multiple teacher preparation pathways to meet the individual and diverse needs of the American Indian/Alaskan Native population located in the CSU, Chico service region of rural Northeastern California. Within the teacher preparation pathways, eligible and qualified Indian candidates pursuing teacher certification will be supported through early pre-baccalaureate coursework, teacher preparation training and induction leading to state certification.

The project provides a long-term, substantive response to the challenges of improving the preparation of teachers for meeting the needs of American Indian/Alaskan Native students in a vast rural region experiencing chronic shortages of American Indian personnel in education careers.

This agreement between the Butte County Office of Education and The Research Foundation at CSU, Chico provides that:

- A. The Butte County Office of Education will agree to consider PRIE II program graduates for qualifying employment.

Period of Agreement/Consortium:

The consortium will become effective on the identified project start date (estimated to be October 1, 2016) upon receipt of approved funding award from the Department of Education, Office of Elementary and Secondary Education, U.S. Department of Education. The consortium agreement will remain in effect through the four-year funding period and will terminate effective July 1, 2020 or December 31, 2020 depending on project start date.

B. In this agreement, The Research Foundation at CSU, Chico will:

- 1) Serve as the lead agency and fiscal agent for the NorCAL PRIE II Project.
- 2) Assign faculty and staff to support NorCAL PRIE II Project participants.
- 3) Provide grant project oversight.
- 4) Interface with partners to further stated goals.
- 5) Ensure fiscal and administrative compliance; leverage fiscal resources.
- 6) Recruit eligible and qualified Native Americans/Alaskan Natives for project participation.
- 7) Enable data-based decision making by collecting/obtaining, analyzing, and using high-quality and timely data, including data on program participants in accordance with privacy requirements with particular attention to improving postsecondary student outcomes relating to enrollment, persistence and completion and leading to career success.
- 8) Ensure Induction services are in place for participant support after graduation, certification or licensure, as a teacher.
- 9) Facilitate Advisory Board and Team meetings.
- 10) Provide financial support to project participants, ensuring compliance with financial aid regulations and terms of funding award. Oversee reporting requirements for service obligation and payback requirements as per terms of funding award.

NorCAL PRIE II Project LEA Agreement – Signature page

(b)(6)
Signature _____ Date 6/28/2015
Kevin Kelley, Director
The CSU Chico Research Foundation

(b)(6)
Signature _____ Date 6/22/16
Dr. Angela Trethewey
Dean, College of Communication and
Education
California State University, Chico

Signature _____ Date 6/19/16
Mr. Tim Taylor
Superintendent, Butte County Office of Education
California State University, Chico

(b)(6)
Signature _____ Date 6/21/16
Dr. Michelle Cepello
Project Co-Director, CSU Faculty
CSU, Chico School of Education

(b)(6)
Signature _____ Date 6-21-2016
Dr. Chuck Zartman
Project Co-Director, CSU Faculty
CSU, Chico School of Education

NorCal PRIE II: Northeastern California Preparation & Retention of Indian Educators Project

CFDA 84.299B

CONSORTIUM AGREEMENT

This Consortium Agreement is made between:

The CSU, Chico Research Foundation on behalf of the School of Education at
California State University, Chico

And

Tyme Maidu Tribe-Berry Creek Rancheria, Enterprise Rancheria Estom Yumeka Maidu Tribe,
Mechoopda Indian Tribe of Chico Rancheria, Mooretown Rancheria of Maidu Indians, and Four
Winds of Indian Education, Inc.

The Northeastern California Preparation and Retention of Indian Educators Project (NorCal PRIE II or PRIE II) will provide multiple teacher preparation pathways to meet the individual and diverse needs of the American Indian/Alaskan Native population located in the CSU, Chico service region of rural Northeastern California. Within the teacher preparation pathways, eligible and qualified Indian candidates pursuing teacher certification will be supported through early pre-baccalaureate coursework, teacher preparation training and induction leading to state certification.

The project provides a long-term, substantive response to the challenges of improving the preparation of teachers for meeting the needs of American Indian/Alaskan Native students in a vast rural region experiencing chronic shortages of American Indian personnel in education careers.

The consortium between the Tribes, Tribal Organization and The Research Foundation at CSU, Chico provides that:

- A. The Tribes and Tribal Organization in the Consortium will assist the PRIE II Project to identify and recruit eligible and qualified Native Americans/Alaskan Natives who are interested and eligible to participate in training and professional development that leads to a teaching credential offered through CSU, Chico within the funded project period.

- B. The Tribes and Tribal Organization will provide an authorized representative or designee to serve on the NorCal PRIE II Advisory Board and participate in a minimum of two (2) Advisory Board meetings per year during the four (4) year funded project period.
- C. The Tribes and Tribal Organization will provide a representative designee to assist project personnel in identifying experts/consultants to provide culturally appropriate professional development to participants in the training program.
- D. The Tribes and Tribal Organization will provide a representative(s) to participate and assist project personnel in collecting/obtaining, analyzing and disseminating data for ongoing evaluation and continuous feedback of the project.

Period of Agreement/Consortium:

The consortium will become effective on the identified project start date (estimated to be October 1, 2016) upon receipt of approved funding award from the Department of Education, Office of Elementary and Secondary Education, U.S. Department of Education. The consortium agreement will remain in effect through the four-year funding period and will terminate effective July 1, 2020 or December 31, 2020 depending on project start date.

B. In this consortium, The Research Foundation at CSU, Chico will:

- 1) Serve as the lead agency and fiscal agent for the NorCal PRIE II Project.
- 2) Assign faculty and staff to support NorCal PRIE II Project participants.
- 3) Provide grant project oversight.
- 4) Interface with partners to further stated goals.
- 5) Ensure fiscal and administrative compliance; leverage fiscal resources.
- 6) Recruit eligible and qualified Native Americans/Alaskan Natives for project participation.
- 7) Prepare and train Indian individuals to complete a pre-service education program that enables these individuals to meet the requirements for full California State teacher certification/licensure.
- 8) Enable data-based decision making by collecting/obtaining, analyzing, and using high-quality and timely data, including data on program participants in accordance with privacy requirements with particular attention to improving postsecondary student outcomes relating to enrollment, persistence and completion and leading to career success.

- 9) Ensure Induction services are in place for participant support after graduation, certification or licensure, as a teacher.
- 10) Facilitate Advisory Board and Team meetings.
- 11) Provide financial support to project participants, ensuring compliance with financial aid regulations and terms of funding award. Oversee reporting requirements for service obligation and payback requirements as per terms of funding award.

C. The Tribe, The Tribal Organization and The Research Foundation at CSU, Chico, together, shall:

1. Establish and maintain an Advisory Board. The purpose of the Advisory Board is to advise, make program recommendations, assist in data collection and analysis, and monitor the NorCal PRIE Project to ensure quality of services to project participants.
2. Develop and implement a coordinated marketing plan for the NorCal PRIE Project.
3. Identify and retain expert consultants to deliver culturally relevant and appropriate training to project participants.

NorCAL PRIE II Project Consortium Agreement – Signature page

(b)(6)
[Redacted Signature Box]
6/28/2016
Date

Signature
Kevin Kelley, Director
The CSU Chico Research Foundation

(b)(6)
[Redacted Signature Box]
6/27/16
Date

Signature
Dr. Angela Trethewey
Dean, College of Communication and
Education
California State University, Chico

(b)(6)
[Redacted Signature Box]
6-28-16
Date

Signature)
Dr. Deborah Summers
Director, School of Education
California State University, Chico
Lynne Bercau
Asst. Director
for Debbie Summers

(b)(6)
[Redacted Signature Box]
6-14-16
Date

Signature
Benjamin Clark
Tribal Vice-Chairman
Mooretown Rancheria of Maidu Indians

(b)(6)
[Redacted Signature Box]
6-21-16
Date

Signature
Dennis Ramirez
Tribal Chairman
Mechoopda Indian Tribe of Chico Rancheria

(b)(6)
[Redacted Signature Box]
Date

Signature
Jim Edwards
Tribal Chairman
Berry Creek Rancheria

(b)(6)
[Redacted Signature Box]
6-18-16
Date

Signature
Glenda Nelson
Tribal Chairperson
Enterprise Rancheria Estom Yumeka Maidu

(b)(6)
[Redacted Signature Box]
6/22/16
Date

Signature
Rachel McBride
Executive Director
Four Winds of Indian Education, Inc.

(b)(6)
[Redacted Signature Box]
6/27/16
Date

Signature
Dr. Michelle Cepello
Project Co-Director, CSU Faculty
CSU, Chico School of Education

(b)(6)
[Redacted Signature Box]
6-27-2016
Date

Signature
Dr. Chuck Zartman
Project Co-Director, CSU Faculty
CSU, Chico School of Education

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

NorCal PRIE II: Budget Narrative

1. PERSONNEL SALARIES: The narrative section of this proposal details the duties and importance of each position compensated under this project. The University will support costs of project instruction and supervision, annually contributing 2.2 Full-time equivalent Faculty. The project budget provides Director Michelle Cepello with a .20 release in Year I based on actual salary of \$95,452 and Associate Director Charles Zartman with a .13 release in Year I based on actual salary of \$107,085. Release time costs will support the administration of the many teacher preparation pathways of this project; Advisory Board operations; hiring and evaluating faculty; designing and monitoring budgets and contracts; evaluating training and support services; selecting and training mentors; providing regional recruitment, selection, and advisement service; and comprehensively evaluating project results and candidate effectiveness. Cepello's salary Year I is budgeted at \$15,721, Year II \$12,757, Year III \$6,570 and Year IV \$7,244. Cepello is also budgeted for summer and intersession hours at \$5615 in Year 1 and \$2,164 in Year 2 during the time of the heaviest emphasis on recruitment. Zartman's salary Year I is budgeted at \$11,465, Year II \$11,809, Year III \$12,163 and Year IV \$8,126. Zartman is also budgeted for summer and intersession hours at \$7,873 in Year 1, \$4,547 in Year 2, \$8,315 in Year 3 and \$2,561 in Year 4.

Hillary Bertagna, Recruiter/Project Assistant, will provide continuous 12-month project coordination to include candidate recruitment, individualized applicant status assessments, individualized advisement, assistance with the registration process and university procedures, collect project evaluation data and conduct regular meetings with faculty to assess the status of candidates. She will provide month-by-month, data-based monitoring of program participants, and produce contracts for induction mentors. Bertagna will also assist with Advisory Board

meetings, produce recruitment materials, manage the program website, and facilitate clerical and office duties. Bertagna (base salary of \$18.43 per hour) is budgeted at Year I \$33,543, Year II \$29,326, Year III \$30,206 and Year IV \$20,317.

Project Assistant Joann Rose (base salary of \$18.78 per hour) will provide budget maintenance and clerical support to the project. Rose is budgeted at \$9,961 in Year 1, \$10,160 in Year 2, \$10,363 in Year 3 and \$5,285 in Year 4.

The CME Grants Coordinator, Joleen Barnhill (base salary \$60,282), oversees general project staff and oversees budget maintenance. She also assists with APR reporting and ongoing fiscal management of the project. She is budgeted at 5% time or \$3,014 in Year 1, \$3,074 in Year 2, \$3,136 in Year 3 and \$3,199 in Year 4.

Elizabeth Stevens, Candidate Support Coordinator, will offer examination preparation workshops for candidates, work with candidates in field settings, and present best practices during selected professional development trainings. She is budgeted at 500 hours @ \$37.86 per hour in Year 1 (\$19,498), 320 hours in Year 2 and 3 (\$12,842 and \$13,227) and 50 hours in Year 4 (\$2,120). Some of the hours may occur during intersession and summer break.

This project will enlist the experiences, resources and expertise of an Advisory Board. The Advisory Board will meet twice a year and members of the Board will be compensated at a rate of \$100 per meeting. The project is budgeted for ten Advisory Board members in Year I \$1,000 (Spring semester only), Year II \$2,000, Year III \$2,000, and Year 4 \$2,000.

The above projected expenditures result in a total Salary and wage costs requested in the amount of Year I \$107,689, Year II \$87,680, Year III \$84,980, and Year IV \$49,352.

2. FRINGE BENEFITS that include social security, disability and life insurance, retirement, unemployment compensation, worker's compensation, and medical services are mandated by the State of California and the Trustees of the California State University System. Benefit rates for this project will vary according to position classification and the percentage of time assigned to each position. The range for Year 1 is 9.55% for unbenefited personnel to approximately 49% for fully benefited individuals. Year I fringe benefits are requested in the amount of \$31,615, Year II \$26,606, Year III \$28,096 and Year IV \$15,679.

3. TRAVEL: Travel funds align with the project goals and objectives. As required, the budget includes \$2,000 per year for project director travel to Washington DC for the required project director's meeting. In addition, dissemination travel has been incorporated into costs for Year 2 and 3 for presentation of findings at conferences. Additionally, travel in the amount of \$17,600 has been budgeted for teacher candidates to attend the CCAIE conference in Year 2. All teacher candidates would be encouraged to attend the conference, accompanied by 2-3 staff members. The above projected Travel expenditures result in a total requested amount of Year I \$2,000, Year II \$20,600, Year III \$4,000, and Year IV \$2,000.

4. and 5. EQUIPMENT AND SUPPLIES: No equipment purchases will be made for this project. Existing CSU, Chico equipment will be used. General office supplies are budgeted for \$1,500 in Year 1, \$300 in Year 2, and \$600 per year in Years 3 and 4 for a total of \$3,000.00. These supplies may include printer cartridges, paper, pens, postage, and general office supplies needed to provide support to the project participants and staff.

6. CONTRACTUAL: The project will secure the services of Dr. Teresa Davis as the project outside evaluator. Davis will assume responsibility for formative and summative evaluation of the project. Davis's contract is budgeted for \$3,500 Years I through IV respectively.

The project will secure the services of cultural consultants including Rachel McBride, who will assist Associate Director Zartman in developing training to guide the AI/AN candidates' understanding and development in the areas of differentiated, culturally relevant instruction to AI/AN pupils. McBride will also provide outreach and recruitment services, identifying potential candidates who might be interested in pursuing a teaching credential. These contracts are budgeted for Year I \$8,000, Year II-IV \$750 per year. Additionally, professional development speakers will be recruited to offer workshops to teacher candidates in Years 1 (\$4,000) and 3 (\$2,500) (Year 2's professional development will include travel to the CCAIE Conference). Year IV is the induction year, and the project will no longer require the expertise of the consultants. Cultural mentors will be available to candidates to provide assistance as participants move through their academic programs. Requested amounts for this cost are Years I and II \$2,000 each year, and Year III \$8,000. Additionally, some Advisory Board Members may not be associated with California State University, Chico and will be paid as independent contractors at the same \$100 per meeting rate as other Advisory Board Members (Year 1-3, \$1000 each year, Year 4 \$500). The above projected expenditures result in a total requested Contractual Services for Year I \$18,500, Year II \$7,250, Year III \$15,750, and Year IV \$4,750. The procedures for procurement under 34 CFR Parts 74.40 – 74.48 and Part 80.36 have been read and are followed under the direct supervision and fiscal authority of the CSU, Chico Research Foundation.

7. CONSTRUCTION: Not applicable to this project.

8. OTHER: This project will make a concentrated recruitment effort in Years 1 and 2, with potential television ads in local stations, along with radio announcements and print ads. All recruitment should be completed by the end of Year 2, so recruitment costs are only budgeted during those years. Printing costs are budgeted for production of outreach materials and

brochures, in addition to general printing. Again, because the primary timeline for recruitment will be in Year 1 and 2, most of the costs are concentrated in those years. Training materials and educational materials are budgeted to provide candidates with appropriate and culturally sensitive materials for use in classrooms. Facilities rental costs for professional development events are included in Years 1 and 3. (In Year 2, candidates will be supported for professional development by attendance at the CCAIE Conference.) Lastly, reimbursement of substitutes will be provided so candidates can attend professional development events.

INDUCTION SUPPORT AND MATERIALS: Services will be provided to first year teachers who request cultural mentors, who need assistance in paying for non-district paid induction support services, or for attendance at relevant conferences and trainings that will enrich the experience of the first year teacher.

Total Other Costs for Year I \$19,000, Year II \$3,820, Year III \$9,500, and Year IV \$10,700.

9. TOTAL DIRECT COSTS: This project is requesting total direct costs for Year I \$180,304, Year II \$146,256, Year III \$142,926, and Year IV \$83,081.

10. INDIRECT COSTS: not including scholar stipends, have been calculated at a pre-determined rate of 8% of direct costs. The indirect cost for Year I \$14,424, Year II \$11,701, Year III \$11,434, and Year IV \$6,647.

11. TRAINING STIPENDS AND TECHNOLOGY SUPPORT: The project will provide technology purchases for AI/AN candidates who may not have the quality computer equipment needed to be successful in classes. The total amount allowed for technology purchases is \$1,200 per candidate.

Pre-service teacher candidates are eligible for support for living expenses, tuition payments, reimbursement for books and materials, and dependent care costs up to a maximum of \$12,000

per year. These stipends are extremely important for attracting those highly qualified AI/AN individuals essential for improving the teaching profession for AI/AN pupils and its diversity in rural regions. Prior to their receipt of project financial support, AI/AN candidates will sign agreements specifying their commitment to seek teaching positions in schools with an AI/AN student population. In addition AI/AN candidates will agree to the payback policy, which states that the individual will teach for one year for every year in which assistance was received or pay back all or part of the costs of assistance. All agreement forms and procedures will be made available at the point of original recruitment to the project. AI/AN stipend participants will be required to sign a statement regarding payback reporting requirements, including the expectation that they shall submit to the Secretary, within 30 days of completion of the training program, a written notice of intent to complete a work-related or cash payback, or to continue in a degree program as a full-time student.

Work related payback: Participants will explain how the work-related service is related to the training received and how it benefits Indian people, including where, when, and type of service and for whom the work will be performed; explain changes in the service within 30 days of the change to the Secretary in writing; submit a status report every six months, including certification from employer that service has been performed without interruption.

Cash payback: If work work-related payback cannot be completed, the payback reverts to a cash payback that is prorated based upon the amount of time the work-related payback has been completed. The US Department of Education will contact the participant regarding payback procedures and schedule of payments.

Because California has a 5 year teacher training program, the project will support undergraduates in their junior and senior year and credential candidates during their

resident/student teaching year. Please note fee and tuition costs vary by candidate status. In the event that a participant qualifies for other forms of financial aid available through CSU, Chico Financial Aid Office that covers tuition costs, the tuition support received through PRIE will be re-allocated to stipend or dependent care support. Support received during project Years I, II, and III while participating in the training program will be charged according to payback conditions. Induction support will not be charged to participant's payback requirements.

The above projected expenditures result in a total Direct Costs requested for participant support are Year 1, \$174,000, Year II \$240,000, Year III \$240,000 and Year IV \$0 (all participants should be in first year teaching positions).

12. TOTAL COSTS: Total requested annual project funds for direct costs are \$552,567, total indirect costs are \$44,205, and total costs for student support are \$672,000. This project is requesting a grand total of \$1,250,773 for the entire project.

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

1. Project Director:

Prefix: Dr.	First Name: Michelle	Middle Name:	Last Name: Cepello	Suffix: Ph.D
----------------	-------------------------	--------------	-----------------------	-----------------

Address:

Street1:	California State University, Chico
Street2:	400 W. First Street
City:	Chico
County:	Butte
State:	CA: California
Zip Code:	95929-0222
Country:	USA: UNITED STATES

Phone Number (give area code) 530-898-6281	Fax Number (give area code)
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Email Address:
mcepello@csuchico.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

The CSU, Chico Research Foundation

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	107,689.00	87,680.00	84,980.00	49,352.00		329,701.00
2. Fringe Benefits	31,615.00	26,606.00	28,096.00	15,679.00		101,996.00
3. Travel	2,000.00	20,600.00	4,000.00	2,000.00		28,600.00
4. Equipment						
5. Supplies	1,500.00	300.00	600.00	600.00		3,000.00
6. Contractual	18,500.00	7,250.00	15,750.00	4,750.00		46,250.00
7. Construction						
8. Other	19,000.00	3,820.00	9,500.00	10,700.00		43,020.00
9. Total Direct Costs (lines 1-8)	180,304.00	146,256.00	142,926.00	83,081.00		552,567.00
10. Indirect Costs*	14,424.00	11,701.00	11,434.00	6,647.00		44,206.00
11. Training Stipends	174,000.00	240,000.00	240,000.00	0.00		654,000.00
12. Total Costs (lines 9-11)	368,728.00	397,957.00	394,360.00	89,728.00		1,250,773.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2014 To: 06/30/2017 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): DHHS

The Indirect Cost Rate is 42.00%.

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

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

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

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00%.
PR/Award # S299B160013

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524