

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 # S299B160015

Grants.gov Tracking#: GRANT12205167

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

Closing Date: Jul 01, 2016

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

Application for Federal Assistance SF-424

* 1. Type of Submission:

- Preapplication
 Application
 Changed/Corrected Application

* 2. Type of Application:

- New
 Continuation
 Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

06/30/2016

4. Applicant Identifier:

University of Idaho

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

Regents of the University of Idaho

* b. Employer/Taxpayer Identification Number (EIN/TIN):

826000945

* c. Organizational DUNS:

075746271

d. Address:

* Street1:

875 Perimeter Dr, MS 3020

Street2:

* City:

Moscow

County/Parish:

Latah

* State:

ID: Idaho

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

83844-3020

e. Organizational Unit:

Department Name:

Division Name:

Office of Sponsored Programs

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

Prefix:

* First Name:

Deborah

Middle Name:

N.

* Last Name:

Shaver

Suffix:

Title:

Director, Office of Sponsored Programs

Organizational Affiliation:

Regents of the University of Idaho

* Telephone Number:

208 885-6651

Fax Number:

208 885-5752

* Email:

osp@uidaho.edu

Application for Federal Assistance SF-424

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.299

CFDA Title:

Indian Education -- Special Programs for Indian Children

*** 12. Funding Opportunity Number:**

ED-GRANTS-051716-001

* Title:

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

13. Competition Identification Number:

84-299B2016-1

Title:

2016 Professional Development Application

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

Add Attachment

Delete Attachment

View Attachment

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

University of Idaho Indigenous Knowledge for Effective Education Program (IKEEP)

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="393,492.00"/>
* 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="393,492.00"/>

*** 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.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Deborah N. Shaver</p>	<p>TITLE</p> <p>Director, Office of Sponsored Programs</p>
<p>APPLICANT ORGANIZATION</p> <p>Regents of the University of Idaho</p>	<p>DATE SUBMITTED</p> <p>06/30/2016</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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:

Prime SubAwardee

* Name: University of Idaho

* Street 1: 875 Perimeter Dr * Street 2: MS 3160

* City: Moscow * State: ID: Idaho * Zip: 83844-3160

Congressional District, if known: ID-001

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

6. * Federal Department/Agency: 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 NA Street 2 []

* City N/A 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 N/A Street 2 []

* City N/A 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: Deborah N. Shaver

* Name: Prefix [] * First Name Deborah Middle Name N. Last Name Shaver Suffix []

Title: Director, Office of Sponsored Programs Telephone No.: 208 885-6651 Date: 06/30/2016

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.

General_Education_Provision_Act1010780882.	Add Attachment	Delete Attachment	View Attachment
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General Education Provision Act (GEPA) 427 Statement

University of Idaho (UI) is particularly interested in reaching Native American student who are interested in teaching. UI will encourage hiring staff that represent the targeted population being served. Special needs students and employees will be provided accommodations on an individual basis with the assistance of the Office of Human Rights, Access and Inclusion, and Disability Support Services (DSS). UI IKEEP is housed in a building that meets ADA regulations.

Statement of Equal Opportunity: The University of Idaho recognizes that previous discrimination in employment based upon race, color, national origin, religion, sex, age, disability, or status as a Vietnam-era veteran has foreclosed economic opportunity to a significant number of people in the United States. To correct this inequity and to afford everyone the opportunity to participate without discrimination, UI pledges to eliminate all vestiges of policy that tended, intentionally or otherwise, to discriminate on the grounds proscribed by federal and state laws and, in order to eliminate all traces of discrimination, to take affirmative action to recruit, employ, and promote qualified members of those groups formerly excluded.

(Ref: FSH 3060)

In conclusion, UI has policies and procedures in place that promote equal opportunity practices and has incorporated these policies in student enrollment, academics, athletics, and extracurricular activities. UI IKEEP will incorporate all above standards in its project.

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

Regents of the University of Idaho

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Deborah Middle Name: N.

* Last Name: Shaver Suffix:

* Title: Director, Office of Sponsored Programs

* SIGNATURE: Deborah N. Shaver

* 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

Competitive Priority Preference Three. The University of Idaho (UI), in conjunction with the 10 Memorandum of Understanding (MOU) Tribes—**Idaho:** the Nez Perce, Coeur d’Alene, Kootenai, Shoshone-Bannock, Shoshone-Paiute; **Washington:** Yakama, Kalispel, Colville, Spokane; and **Oregon:** Umatilla—seeks to implement a four year Professional Development Program, termed **Indigenous Knowledge for Effective Education Program (IKEEP).**

Absolute Priority One. Support and training will be provided to 12 Native American IKEEP Scholars to complete a pre-service education program with specialization in culturally and linguistically responsive pedagogy that will qualify them to meet the requirements for full state certification or licensure as a teacher in a K-12 school setting. The program will target reservations of the 10 MOU Tribes who have Native American students who have completed their general requirements with the two-year IHE and/or are eligible to enroll in degree-required coursework at the University of Idaho. The IKEEP Scholars will be eligible for State certification or licensure in time to participate in induction services within the four-year grant period.

The IKEEP participants will be provided financial support, specialized mentoring and academic advising which will enable student participants to successfully complete a four-year teacher education program. The following activities would be implemented to ensure student participants complete their four-year degree teacher education program:

- 1) Adequate student support services, mentoring and academic advising to assure bachelor degree completion,**
- 2) Access to culturally responsive research material on teaching and learning with an emphasis on Indigenous pedagogies,**
- 3) Professional**

development activities and workshops to expand skills and abilities of individual participants, and **4)** One-year induction services after graduation that would assist student participants obtain a teaching placement in a school with significant Indian student population. Induction services would also include in-service professional development activities/workshops and specialized teacher mentorship.

The following six objectives have been established: **1)** 12 Native American Students will be enrolled in the University of Idaho IKEEP by (Spring) of the start of the project year, **2)** 100 percent of the IKEEP Scholars will be provided academic and career readiness support, **3)** 100 percent of the IKEEP Scholars will be provided financial support, **4)** At least, 83 percent of the IKEEP Scholars will complete each project year in good academic standing with a minimum of 24 credits **5)** 90 percent of the IKEEP Scholars who successfully complete their bachelor's degree in teaching will receive teacher certification by year 3 of the IKEEP Project, **6)** 100 percent of the IKEEP Scholars who complete their bachelor's degree will receive induction services and job placement

IKEEP will offer critical capacity building opportunities to strengthen the current educational initiatives for improving Native school achievement led by the Nez Perce and Coeur d'Alene tribes and their State Tribal Education Partnership Projects (STEP).

The program would be staffed by, one full-time Director, one Academic Supervisor and Administrative Assistant. Native American Teacher mentors, who are former IEPD participants, will be hired to guide and to work one-on-one with the IKEEP Scholars. The grant is for a four-year period at a first-year funding level of \$393,492.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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

Need for Project

Competitive Priority Preference Three. The University of Idaho (UI), in conjunction with the 10 Memorandum of Understanding (MOU) Tribes (Letters of Support in Appendix D)—**Idaho:** the Nez Perce, Coeur d’Alene, Kootenai, Shoshone-Bannock, Shoshone-Paiute; **Washington:** Yakama, Kalispel, Colville, Spokane; and **Oregon:** Umatilla—seeks to implement a four year residential Professional Development Program, termed **Indigenous Knowledge for Effective Education Program (IKEEP). Absolute Priority One.** Support and training will be provided to 12 Native American¹ IKEEP Scholars to complete a pre-service education program with specialization in culturally and linguistically responsive pedagogy that will qualify them to meet the requirements for full state certification or licensure as a teacher in a K-12 school setting. The program will target reservations of the 10 MOU Tribes with Native American students who have completed their general requirements with two-year IHE and/or are eligible to enroll degree-required coursework at the University of Idaho. The IKEEP Scholars will be eligible for State certification or licensure in time to participate in induction services within the four-year grant period.

In collaboration with the 10 MOU tribes, the Nez Perce Tribe STEP Project and Coeur d’Alene STEP project, IKEEP graduates will develop the core pedagogical models focused on culturally responsive theory and practices indicative of Indigenous culture-based pedagogy. Upon degree completion, IKEEP graduates will teach for a commitment of 1 year in schools on the target reservations with the highest percentage of Native American students. These identified schools are in the Lapwai School District, Plummer-Worley School District, Shoshone-Bannock Jr/Sr High Tribal School, and Nixyaawii Community High Tribal School (Letters of Support Appendix D).

The Need

National academic achievement data indicate persistent disparities in opportunities and completion outcomes for American Indian/Alaska Native (AI/AN) students (Brayboy & Maaka, 2015; McCarty, 2009). Nationally, AI/AN students score two to three grades lower than their White peers on reading and math assessments, are 73% more likely placed in special education programs, and 117% more likely to leave school before completing requirements for a high school diploma (McCarty, 2009).

A recent U.S. Department of Education's School Environment Listening Report (2015) found that AI/AN students experience hostile school climates such as unsafe learning environments, bullying, inequitable disciplinary actions, and a general disregard by teachers and staff for the cultural, linguistic, and historical knowledge Native youth bring with them to schools. Practices such as low teacher expectations, inappropriate tracking into special education, and unfair disciplinary practices contribute to negative experiences of Indigenous students in K-12 schools, often limiting their opportunities for pursuing postsecondary education (Brayboy & Maaka, 2015).

Idaho's Native American student population reflects the same educational opportunity gaps seen in the National academic achievement data: AI/AN students are the lowest performing ethnic category on Idaho Standards Achievement Test (ISAT) (Dearien, 2016). The 2016 *Idaho at a Glance* report highlighting Native American Education found that Idaho's Native American students are less likely than students from any other racial or ethnic group to be college-ready upon finishing K-12 schooling (Dearien, 2016). Two Idaho school districts with the highest percentage of Native American students—Lapwai and Plummer Worley—are located within 50 miles of the

University of Idaho campus in Moscow, Idaho. Lapwai is on the Nez Perce Reservation with an 85% Native American student population, and Plummer-Worley is on the Coeur d'Alene Reservation with a 38% Native American student population. Pocatello and Blackfeet school Districts, bordering the Shoshone-Bannock reservation in southeastern Idaho, serve over 1,000 Native American students.

To address the persisting educational opportunity gap for Native American students, the Idaho Indian Education Committee strategic plan has put forward goals to build statewide teacher capacity through culturally relevant pedagogy. Idaho's American Indian Strategic Plan outlines culturally relevant pedagogy as a state wide goal 2, objective A: Increase integration of cultural relevancy into professional practice and objective B: increase knowledge of Idaho's Native American tribes and federal policies (Dearien, 2016). Current research on culturally responsive teacher preparation indicates that Idaho's attention to cultural relevancy in teacher development is among the most promising for improving the educational experiences of Native students in the K-12 system (Belgarde, Mitchell & Moquino-Arquero, 2002). Due to the fact that less than 1% of the national teaching force is American Indian/Alaska Native (Gary & Bitterman, 2013), and non-Native teachers often lack the cultural competency training to connect with the cultural and linguistic needs of Native students (Vegh Williams, 2013), there is need to expand the educational space for Indigenous teachers to lead the way in culturally responsive education for Indian students. Teacher preparation programs which prepare culturally responsive Native American teachers in classrooms serving Native American youth represent a much needed educational intervention.

(1) *The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.*

Based on the National, State, and local need to support Native American academic achievement in K-12, the following four services are limited and will be addressed by the project.

Lack of recruitment: Insufficient effort is focused on outreach to recruit Native American students into pre-service teaching programs. The UI currently has no Native American students in pre-service teaching, and lacks a multicultural recruiter who has the knowledge, history, and experience to support and engage communities, families, and Elders in the regional reservations. The IKEEP Director and Academic Supervisor will conduct outreach and will identify and explore educational opportunities with Native American students who have career interests in teaching in Native serving schools.

Lack of individualized academic support: Native American students are often not familiar with the multitude of services available to support academic success since advising and student services are decentralized on campus. This allows for students to become disengaged and lost within the system. The IKEEP program staff will act as a “one-stop shop” for its students, providing IKEEP Scholars with specific services and connecting them to other resources, in addition to providing critical follow-through to ensure students’ success.

Lack of Pre-Service Mentoring in Indian communities: Currently there is not a developed program that supports Native American pre-service teachers to gain the

necessary classroom skills to be successful upon graduation. Regional pre-service teacher programs offer general professional support, but lack specific support for Indian educators to meet the cultural, linguistic, and academic needs of Indian children. Professional development activities and workshops, specifically those that utilize experts in the field of Indian education, will provide the necessary knowledge and skills to individual participants. This IKEEP program will offer an innovative pre-service mentoring program that pairs pre-service Native American teachers with in-service Native/Native-serving teachers for three years (two years of coursework and one full year of induction).

Lack of Culturally Responsive Pedagogies: Access to culturally responsive theory and practice on teaching and learning with an emphasis on Indigenous pedagogies, will facilitate deep understanding of culture, worldview, and diversity in the learning process. These elements have proven integral to developing teacher awareness and skills for building relationships with students and community, and utilizing Indigenous knowledge and languages as building blocks for effective education for Native youth (Brayboy & Castagno, 2009; Castagno, 2012). Evidence indicates that little to no professional development is available in these topics for teachers (Jojola, Lee, Alacantara, Belgrade, Bird, Lopez & Singer, 2011; Lee, 2015). And even less is available to teachers in preparation in the states of Idaho and Washington. Findings from previous Indian Professional Development grants indicate that without significant exposure to Indigenous centered pedagogies, Native teachers serving Native students are socialized to leave their Native selves at the school house door during their teacher preparation coursework, limiting their abilities to strengthen the educational experience

of Native youth (Carpulk & Leonard, in press; Castagno, 2012; Yazzie-Mintz, 2007). For these reasons, IKEEP will be addressing a critical void by prioritizing culturally and linguistically responsive pedagogies in teacher preparation. IKEEP will additionally build on its Indigenous centered teacher preparation model to inform and develop teacher professional development workshops for teachers in our partner institutions (Local Education Programs like Plummer-Worley, Lapwai, and Fort Hall, the Coeur d'Alene STEP project, and the Lapwai STEP programs).

(2) *The extent to which employment opportunities exist in the project's service area, as demonstrated through a job market analysis.*

The American teacher shortage is an extensively documented condition where qualified educators are leaving the profession at “alarming rates” (Martin Mulvihill, 2016). The “teacher shortage,” as it has come to be called, is predicated on two key variables: teacher retention and new teacher creation.

Teacher Recruitment and Retention - Pipeline Issues: According to the 2013 Workforce issues affecting public school teachers report, 1,375 new education positions (teachers and administrators) are anticipated to become available by 2020 in Idaho alone (Idaho Legislature, OPE Report 13-01). This breaks down to 540 new positions and 835 annual replacements. However the teacher shortage can be seen first in the analysis of new teacher preparation numbers for Idaho, Oregon, and Washington, states that typically share graduates. Data in Table 1 for the three target states shows that statewide the number of new teachers prepared and enrolled in teacher preparation programs is declining (HEOA Title II Data retrieved June 14, 2015 from <https://title2.ed.gov/Public/Home.aspx>).

Target States	Percent change in enrollments 2010-2015	Percent change in program completers 2010-2015
Idaho	-35.7%	-10.4%
Oregon	-52.1%	-35.5%
Washington	2.6%	-14.5%
Total all three target states	-25.8%	-21.1%

Furthermore the teacher shortage areas as defined by the US Department of Education (Teacher Shortage Areas Nationwide listing 1990-2016, March 2015) shows that Idaho, Washington, and Oregon all experienced increases in the number of shortage areas over the last 10 years (Table 2).

State	Number of shortage areas 2005-2016	Number of shortage areas 2005-2016
Idaho	31	43
Oregon	0*	7
Washington	5**	16
* denotes that no TSA proposal was submitted		
**closest comparable 10 year bracket using available		

This data demonstrate the anticipated need and availability of positions in the coming years. While future practices and strategies of individual states and districts are beyond the scope of this analysis, current aggregated strategies in addressing the teacher shortage reveal additional challenges in how states are working to place qualified teachers in classrooms and administrators in schools. Some of these strategies include the hiring of long term substitutes (Washington PESB, 2015), as well as the hiring of educators who are placed in the classroom through alternative or provisional means. As an example, the Idaho State Board of Education reported that in 2013-2014, 86% of reporting districts requested provisional authorization for new hire(s), while 83% requested an alternative authorization of three years for new hire(s). Only 53% of reporting districts reported working with educator preparation program(s) to

hire student teachers. Unfortunately 40% of responding districts reported cancelling classes and or programs due to unfilled positions.

The trends in teacher shortages is not limited to only Idaho, Oregon, and Washington. According to the National Center of Educational Statistics – Projections of Education Statistics to 2022—the number of needed elementary and secondary teachers is expected to grow by 8% between 2011 and 2020. In summation, while teacher demand is increasing, the training of new teachers is declining. While Idaho, Oregon, and Washington use a variety of state-appropriate strategies including salary incentives, career ladders, and target recruitments to address their own individual teacher shortages, a review of the available data indicates that while the need for teachers is increasing, the pipeline that prepares and certifies teachers and administrators is not currently delivering sufficient resources to meet expected demand. IKEEP targets MOU Idaho, Washington, and Oregon reservation communities where teacher turn-over rates are high, indicating a high demand for qualified teachers with a vested interest in Native populations (Personal correspondence with Tribal education leaders, 2016)

Quality of the Project Design

(1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are ambitious but also attainable and address—

The goal of IKEEP is to prepare 12 Native American individuals to complete an undergraduate teacher education degree with teaching certification credentials (Absolute Priority One). The six measurable objectives that will support successful student outcomes are ambitious and attainable and are identified in the following table.

Activities associated with each objective are described in the Quality of the Management Plan.

Table 3: UI IKEEP Objectives and Outcomes	
Objective 1: <i>12 Native American students will be enrolled by the Spring of the start of the project year.</i>	Outcome: Recruit and enroll 12 Native American students from the 10 MOU Tribes, in IKEEP.
Objective 2: <i>100% of the IKEEP Scholars will be provided academic career readiness support</i>	Outcome: By the end of each project year, 12 IKEEP Scholars will be provided advising, tutoring, academic, and career counseling services and mentoring to address academic needs and orientation retreat, leadership, and cultural and academic activities promoting retention to graduation.
Objective 3: <i>100% of the IKEEP Scholars will be provided financial support.</i>	Outcome: 12 IKEEP Scholars will receive a training stipend; they will also gain knowledge and experience about financial aid, complete the FAFSA, and apply for additional scholarships.
Objective 4: <i>At least 83% of the IKEEP Scholars will complete each project year in good academic standing with a minimum of 24 credits</i>	Outcome: By maintaining good academic standing, at least 10 IKEEP Scholars will be eligible to persist in their degree programs and continue to work towards degree attainment.
Objective 5: <i>90% of the IKEEP Scholars who successfully complete their bachelor's degree in teaching will receive teacher certification by year 3 of the IKEEP Project</i>	Outcome: At least 9 IKEEP Scholars will be trained teachers and certified to seek placement in schools.
Objective 6: <i>100% of the IKEEP Scholars who complete with their bachelor's degree will receive induction services and job placement</i>	Outcome: At least 9 IKEEP Scholars will be well trained and placed in schools with high Native American Student populations.

(2) ***The Extent to which the proposed project has a plan for recruiting and selecting participants that ensures the program participants are likely to complete the program.***

Outreach and Recruitment: IKEEP-eligible students will be identified through outreach and recruitment at target reservations within the 10 MOU reservation areas with high Native American student populations. Project staff will work with tribal

Education program coordinators and liaisons, and will collaborate with two-year colleges within the states of Idaho, Washington, and Oregon, as well as with the Northwest Indian College in Bellingham, WA and their satellite college on the Nez Perce Reservation. During the initial recruitment phase, the Director and Academic Supervisor will verify eligibility by ensuring that students: 1) have completed their general undergraduate requirements, or 2) are enrolled in, or eligible to be enrolled in, education coursework in pre-service teacher training, and 3) as IKEEP Scholars must be able to participate in the induction services within the four-year grant period.

Students who apply for IKEEP will be provided individualized assistance, coordinated with a Tribal Education Counselor or advocate, to: 1) complete the UI IKEEP application, 2) complete the UI Admissions application, 3) take the ACT/SAT exam, 4) submit high school transcripts, if needed, and 5) complete and submit the FAFSA. UI IKEEP staff will also provide assistance with the special admissions process, for those who are not directly admitted to the UI. UI IKEEP staff will interview students to assess and rank their need for academic, financial, and supporting services.

Academic Activities: The first year experience of IKEEP begins with a three-day orientation retreat prior to the beginning of the spring semester to welcome IKEEP Scholars and parents/families. Parents/families will be housed one night to encourage family' engagement in the orientation retreat and to ensure that families, along with their student, will receive information on IKEEP expectations, academic requirements, and financial aid information. IKEEP tours will familiarize Scholars with campus residence life.

Other needs assessments for IKEEP Scholars will be administered during the academic year as needed or on an individual basis to ensure program services meet each student's needs and goals. Customized educational plans will be completed within three weeks of enrollment.

IKEEP Scholars will receive referrals to on-campus services such as tutoring, math assistance, financial aid, and job and career opportunities. This in-depth guidance helps IKEEP Scholars learn about resources and increases their confidence about handling academic life. IKEEP Scholars will be assigned a daily study table session and will be tutored and mentored by other Native Students who have been awarded federal work-study. IKEEP Scholars will register in IKEEP course sections and will be assigned weekly study groups, which provide peer support. An IKEEP Seminar course taught by the Director will incorporate learning strategies, study skills, computer skills, research techniques, and financial management.

IKEEP Scholars will meet monthly with the IKEEP Academic Supervisor to address their academic progress and monthly grades. They will be referred to other campus resources as necessary, such as the Writing Center, math lab, and/or other academic support services. The Academic Supervisor will also review course registration and academic plan.

All IKEEP Scholars will enroll in an IKEEP Career exploration course during the spring semester of the second year. They will learn interview techniques, professional dress, and social networking skills. They will also create a career portfolio which includes: a resume, letters of recommendation, and internship and scholarship applications. Scholars will interview Native American Teachers to discuss career

opportunities in their field and to identify their potential in-service teacher mentors.

Supporting Services: Based on prior experience, IKEEP staff know that students who experience a sense of belonging are more likely to remain in college. The IKEEP office will be a learning community, a place of belonging—research demonstrates that such social integration shapes a student’s college experience (Strayhorn, 2006). IKEEP will also provide weekly integrated academic, social, and cultural activities throughout the Scholars’ three years on campus. Scholars will be provided fall orientation and spring leadership retreats that will emphasize team building, conflict management, and leadership development. Native American Guest Presenters who are in the Academic/Education field, will be consulted to present to the IKEEP Scholars at the Orientation, Leadership Retreats as well as throughout the Academic year. Scholars will also be introduced to multicultural organizations on campus such as NASA (Native American Student Association) and campus-based multicultural organizations.

To support the specific culturally responsive goals of IKEEP, IKEEP Scholars will be required to attend a 4-week intensive Indigenous Pedagogies Seminar at the end of each academic cycle. The Indigenous Pedagogies Seminar requires enrollment in 6-7 credits Years 1 and 2. The seminar courses will cover required education program content, a specialized focus on Indigenous knowledge and pedagogy. In Year 1, IKEEP Scholars will attend the Idaho Indian Education Summit to build professional networks, and in Year 2, IKEEP Scholars and program faculty will present Indigenous Research at the Indian Education Summit. In Year 3, their senior year, IKEEP Scholars will present Indigenous Education Research at the National Indian Education Association (NIEA). They will also be required to present their teacher action research in their respective

tribal communities.

Assistance with Financial Aid: IKEEP Scholars will receive up to \$7500 dollars in IKEEP Scholarship to be provided for their academic year to supplement the financial aid package towards the cost of fees, textbooks, course supplies, room, and board. IKEEP will ensure all Scholars renew their FAFSA on time for their second and third year of college. IKEEP will provide a monthly stipend of \$300 for living expenses. IKEEP Scholars will be awarded funding in the form of an IKEEP Scholarship for their Academic Years 1 – 3 and for the Summer Indigenous Pedagogies Seminar in Year 1 and Year 2. Out-of-state IKEEP Scholars will receive an institutional out-of-state waiver. The President's Tribal Excellence Scholarship is also available for enrolled Native American students from the 10 MOU Tribes.

The UI IKEEP Director will be a member of the National Indian Education Association (NIEA), which provides a network of peers, training opportunities, conferences, and published resources. The Director will be an active participant of University and State committees such as the President's Diversity Council and the UI Financial Aid Board. This engagement enables the Director to provide input on policies formulated at the University and State level. The Director and Academic Supervisor will seek out Teacher organizations that provide services to Native American students in the target area. This will serve as a recruitment mechanism and will also be used to identify resources that may be available to program participants.

UI diversity offices, such as the OMA, Lesbian/Gay/Bi-sexual/Transgender Office (LGBT Office), Women's Center, and Native American Student Center (NASC), will provide personal and cultural enrichment services to the proposed project.

(3) The potential of the proposed project to develop effective strategies for teaching Indian students and improving Indian student achievement, as demonstrated by a plan to share findings gained from the proposed project with parties who could benefit from such findings, such as other institutions of higher education who are training teachers and administrators who will be serving Indian students

The plan to share findings from the proposed project include: 1) Conference presentations; 2) Submitted journal papers to national outlets; 3) White paper to share with other institutions of higher education that are training teachers and administrators who will be serving Native students; and 4) Research presentations made by program Scholars for their respective Tribal governments/communities. A central aspect of IKEEP is to support Indigenous knowledge and voice in the field of education. IKEEP participants will be required to engage in teacher action research with guided support from researchers at the University of Idaho.

(4) The extent to which the proposed project will incorporate the needs of potential employers, as identified by a job market analysis, by establishing partnerships and relationships with appropriate entities (e.g., Bureau-funded schools, organizations providing educational services to Indian students, and LEA's) and developing programs that meet their employment needs.

As evidenced by the letters of support in Appendix D, IKEEP graduates will be highly valued teacher candidates. To support this aspect of the project, employers and Teacher Mentors will be invited to one Spring summit in their junior year, where Scholars will share their teaching interests and research. Teachers and school

administrative personnel as well as the Nez Perce STEP and Coeur d'Alene STEP projects will be invited to participate. This will allow for significant professional networking.

IKEEP program personnel will work closely with Nez Perce STEP and Coeur d'Alene STEP teams to identify opportunities for collaboration that will benefit both STEP goals and IKEEP goals. The State Tribal Education Partnership (STEP) projects with the Nez Perce and Coeur d'Alene Tribes are funded by the U.S. Department of Education to promote collaboration between Tribal Education Agencies (TEA) and State Education Agencies (SEA) to meet the unique cultural and education needs of tribal students to improve academic achievement and graduation rates. These institutional-community relationships will offer IKEEP scholars exposure to the multiple dimensions involved in developing effective professional relationships in the teaching profession.

IKEEP Scholars will have Native American Teacher Mentors beginning their Second year of the project. These Teacher Mentors will be from schools with high Native American student populations. The Teacher Mentor/IKEEP Scholar relationship will benefit the school as they will gain first-hand experience and knowledge of the student's qualifications as pre-service teacher and the IKEEP scholar will gain valuable teaching preparation experience.

Quality of the project services

(1) The likelihood that the proposed project will provide participants with learning experiences that develop needed skills for successful teaching and/or administration in schools with significant Indian population.

Research has found that effective AI/AN teacher programs center on cultural responsiveness by involving Native communities in curriculum design, offering teachers immersion opportunities in community contexts, and modeling student-centered, culturally responsive teaching practices (Belgrade, Mitchell & Moquino-Arquero, 2002; Lee, 2015). The strong institutional-tribal community network developed through the IKEEP program design provides direct relationships and learning experiences with Native Student populations. The capabilities derived from the teacher mentor experience, the seminar and research engagement with Tribal STEP Projects, and intentional services will guide the IKEEP Scholars once they enter the classroom.

(2) The extent to which the proposed project prepares participants to adapt teaching and/or administrative practices to meet the breadth of Indian student needs.

K-12 teachers' dispositions and conceptions shape their practices, which consequently influence P-12 students' opportunities to learn (Milner, 2010). Thus teachers, who lack the knowledge and dispositions to nurture AI/AN youth, can have a greater negative impact on student learning than the social environment of the school itself (Chauncey, 2005). For these reasons, IKEEP will address improving AI/AN student school achievement through the preparation of culturally responsive Indigenous educators. The development of culturally responsive teachers to meet the unique needs of AI/AN students is an urgent need. Culturally responsive teaching and learning that acknowledges the unique needs of diverse students, addresses those needs, and adapts approaches as students' needs and demographics change over time are proven to be the most effective for the success of Indigenous students (Castagno & Brayboy,

2008). AI/AN students benefit from access to teachers who understand and respect their cultural and linguistic needs, and have the skills to build upon those cultural and linguistic strengths in the classroom (Castago & Brayboy, 2008; Nolan, 2013). The IKEEP program design specifically infuses current best-practices for Indigenous students into all aspects of its teacher preparation and induction activities.

(3) *The extent to which the applicant will provide job placement activities that reflect the findings of a job market analysis and needs of potential employers.*

A comprehensive study conducted by the Coeur d'Alene Tribe found that there was absence of culturally responsive curriculum and lack of teachers trained in cultural responsive pedagogy. They found this to be one of the major reasons for high student drop out in their K-12 schools.

The Nez Perce Tribe has identified the need for Native and non-native teachers who can teach responsively and have defined for their own Nez Perce Cultural Standards for instruction.

As demonstrated in the letters of support (Letters of Support Appendix D) from the Schools and Tribes on the Nez Perce and Coeur d'Alene reservations, there is high demand to have certified Native American teachers in their community. Effective targeted outreach to these communities with collaborative professional development and in-service training will create linkages to job placement.

(4) *The extent to which the applicant will offer induction services that reflect the latest research on effective delivery of such services.*

Induction services will offer an integrated approach to job placement, community collaboration, and cultural responsiveness. The latest research demonstrates that new

teachers can benefit significantly from purposeful, coordinated support during their transition from preparation to profession, breaking the ineffective “sink or swim” treatment of novice teachers (Darling-Hammond, 2010). The IKEEP project design of our program builds in pre-induction services apprenticing participants into job readiness leadership workshops, teaching and research presentations and seminars, and two years of one-on-one mentorship from in-service Native teachers. Pre-induction mentorships culminates with intensive induction support from program staff and community partners.

Research on preparing teachers for diversity and equity finds that teachers serving minority student populations, such as Indigenous students, benefit from opportunities to form relationships in the community they serve, participate in networks of critical colleagues, and receive support from faculty and professionals who embrace culturally responsive tenets (Nieto, 2000). IKEEP’s induction services draw upon research by providing the following: 1) Program Director and Academic Supervisor will cultivate strong relationships with placement schools, and visit each participant in their site during induction; 2) program participants will engage in a critical learning community through their hybrid Teacher Action Research Course (EDCI 404) taken during the student teaching period; 3) program participants will be supported through identifying, researching and presenting a critical issue in Indigenous education during their student-teaching semester. Findings from the Teacher Action Research will be shared with local tribal officials and school colleagues, as well as one local/national conference.

(5) The extent to which the training or professional development services to be provided by the proposed project are sufficient quality, intensity, and duration to lead to the improvements in practice among the recipients of those services.

IKEEP will be in the UI College of Education, whose vision is to prepare professionals through integrated programs grounded in research; to generate and evaluate knowledge through disciplinary and interdisciplinary scholarship; and to inform professional practice and community life through the exchange and utilization of knowledge. Thus, the training courses are credentialed, of high quality and intensity; they will develop educators aligned with the College of Education's conceptual CARE framework: **C**ultural Proficiency; **A**ssessment, Teaching, and Learning; **R**eflective Scholarship & Practice; and **E**ngagement in Community Building & Partnerships. Courses within the teacher education program are aligned with these tenets in mind. (Table 4)

Research on educational programs directed at the preparation of culturally responsive Indigenous teachers shows that good intentions and relying solely on mainstream course offerings does not sufficiently build the necessary capacity for teachers to meet the unique needs of Native students (Castagno, 2012). Institutional and pedagogical change require directed and consistent goals for the promotion and incorporation Indigenous knowledge systems into academic learning, efforts which must be led by skilled faculty and strategic community partnerships (Castagno & Brayboy, 2008; Castagno, 2012). IKEEP will provide critical institutional space for UI to support the preparation of 12 Native American teachers, as well as build increased institutional

capacity to prepare non-Indigenous teachers to meet the needs of Indigenous and diverse students throughout the region.

TABLE 4: B.S. in Elementary and Secondary Education: Teacher Certification

E/S		SOPHOMORE FALL		CR	E/S		SOPHOMORE SPRING		CR
E	Advanced Composition Requirement			3	E	English Literature			3
E	Mathematics for Elementary Teachers I			3	E	Mathematics for Elementary Teachers II			3
E	Physical Science elective			4	E	Hist 111 or 112			3
E	Teaching, Learning, and Assessment			3	E/S	Teaching Culturally Diverse Learners I			4
E	Great Issues			1	E	Social Science Elective			3
E	Educating for Exceptionalities			2					
Summer									
E/S	Contexts of Education			2	E/S	Teaching Culturally Diverse Learners II			4
E/S		JUNIOR FALL		CR	E/S		JUNIOR SPRING		CR
E	Endorsement area			3	E	Foundations of Language Development			3
E	Endorsement area			3	E	Integrated Language and Literacy			3
E	Developmental Psychology			3	E	Elementary Art Education			3
E	Humanities core			3	E	Integrated Methods Practicum II			1
E	English elective			3	E	Children's Dance			1
E	elective for endorsement			3	E	Literature for Children			3
S	Educating Exeptionalities			2	E	Elective to for endorsement			3
					S	Literacy Method in Content			3
Summer									
E/S	Content Methods: Technology, Teaching and Learning			3	E/S	Content Methods: Literary Assessment a			3
E/S				CR	E/S				CR
E	Elementary Math Methods			3	E/S	Internship Seminar			1
E	Elementary Social Science Methods			3	E/S	Elementary/Secondary Internship			14
E	Elementary Science Methods			3					
E	Integrated Practicum Methods I			1					
E	Technology Teaching and Learning			2					
E	Literacy Assessment and Intervention			3					
E	PE methods			3					
S	Technology, Teaching and Learning			2					
S	Secondary Methods Course in Teaching Area			3					
E=Elementary / S=Secondary									

While researchers advocate for culturally appropriate curriculum because it can lead to both preservation of Indigenous language and culture, and academic learning, a culturally appropriate curriculum that leads to both outcomes is quite complex. In order to achieve both goals through culturally responsive teaching, IKEEP teachers need to be continuously engaged and supported in conscious efforts to identify and articulate Indigenous knowledge that can inform what and how they teach in their future classrooms (Yazzie-Mintz, 2007).

IKEEP addresses research-based findings through its selection of qualified faculty and staff, and the implementation of specialized culturally responsive program components which that prioritize capacity building in the area of Indigenous pedagogy. The program's Indigenous teacher mentor program, intensive Indigenous pedagogies summer institute, and consistent community partnerships will ensure IKEEP participants develop a comprehensive focus on Indigenous centered teaching paradigms.

Indigenous summer institutes will be facilitated by faculty specializing in Indigenous education. Each institute will offer two required pre-service teaching courses tailored specifically to the needs of the IKEEP cohort. These institutes, in addition to the mentorship program and direct collaboration with the Nez Perce and Coeur d'Alene serving school districts, will strengthen the IKEEP focus on the integration of Indigenous knowledge into curriculum and pedagogy. Program PI's, directors and teaching faculty will gather evaluative data on the effectiveness of IKEEP summer institutes and mentorship programs in order to continuously improve participant outcomes.

Quality of Project Personnel

The UI, and thereby IKEEP, is an Equal Opportunity/Affirmative Action employer. The IKEEP staff—Co-Principal Investigators, Director, Academic Supervisor, and Administrative Assistant—will demonstrate a strong commitment to contribute to the success of the IKEEP scholars and program.

(1) *The qualifications, including the relevant training, experience, and cultural competence, of the project director and the amount of time this individual will spend directly involved in the project.*

Veneice Guillory-Lacy is a descendant of the Nez Perce Tribe and member of the Lapwai community. She has a Bachelor's degree in secondary education, a Master's in business management, and an education specialist degree in educational administration. Veneice is certified to teach 6th-12th grade English Language Arts and holds a K-12 principal certification for the state of Idaho. She brings a rich background serving multicultural and Indigenous populations in the K-12 system and in higher education. Her recent work has focused on academic preparation and mentorship of Native students in institutions of higher education (Northwest Indian College and Washington State University). She is currently pursuing a doctorate in Social and Cultural studies at Washington State University with an emphasis in culturally responsive teaching. The Project Director will be 100% on the IKEEP project. (Résumé in Appendix A.)

(2) *The qualifications, including relevant training, experience, and cultural competence, of key project personnel and the amount of time to be spent on the project and direct interactions with participants.*

Dr. Anthony-Stevens will serve as the Primary Co-Principal Investigator and holds a Ph.D. in Language, Reading, and Culture from the University of Arizona. She is an educational anthropologist, with emphasis in Indigenous education in both the US and Mexico. She has 15 years of experience working alongside Indigenous communities on culturally responsive and Indigenous pedagogies. She is a former Native-serving classroom teacher, and has directed culturally/linguistically responsive professional development programs for Mexican Indigenous educators. Currently she is an Assistant Professor in the Department of Curriculum & Instruction at the University of Idaho, working with teachers in preparation. As co-PI, Dr. Anthony-Stevens will oversee the set-up and implementation of the program, and serve actively as program faculty. She will offer courses in the Indigenous Pedagogies summer institutes. (Résumé in Appendix A).

Dr. Yolanda Bisbee will serve as the Co-Principal Investigator. She is the current Executive Director of Tribal Relations and Interim Chief Diversity Office, and a member of the Provost's Council and President's Cabinet. She previously served sixteen years as the College Assistance Migrant Program Director and has served as a Program Coordinator for Upward Bound, a TRIO project, which provided support service to the Nez Perce and Coeur d'Alene Reservations. She holds a Bachelor's in Office Administration, a Master's in Education Leadership, and Doctorate in Education. Dr. Bisbee has a rich Latino and Native American background and is an enrolled member of the Nez Perce Tribe. She was a first generation college student and an Upward Bound alumna; as such, she understands the barriers facing diverse students. (Résumé in Appendix A).

Upon notice of funding, a search will begin for the IKEEP Academic Supervisor. Applicants must demonstrate a Bachelor's degree in education or equivalent, and have a minimum of 3 years' experience in advising and designing academic programs. Experience in working Native American populations will be critical as the Academic Supervisor will need to know Tribal protocols when conducting outreach. A Master's degree in Education will be preferred.

(3) *The qualifications, including relevant training, experience and cultural competence (as necessary), of project consultants or subcontractors, if any.*

Project consultants:

Five Native American Teacher mentors will be hired on a consultation basis for nine months after the first year of the project. The Native American Teacher mentors will meet with the IKEEP Scholars during their second year in the Mentorship for Transformation summit to be held on the University campus, as well as through web and phone conferencing and professional presentations and telephone. The Native American Teacher Mentors will have eight plus years of experience working in schools with high Native American student populations. They will have a firm understanding and practice of incorporating and integrating Indigenous Pedagogies within the classroom. A number of potential teachers have already been identified in the Nez Perce, Coeur d'Alene, and Spokane Tribal communities; however official selection of mentor teachers will be influenced by the community affiliations of IKEEP scholars.

One Clinical Instructor will be hired for nine-months during the academic school year. He/She will have extensive experience working in schools with high Native

American student populations and poses skills for facilitating teacher action research. The clinical instructor will teach one education course semester, support other program faculty to infuse cultural-responsiveness into their course content/pedagogy, and work with IKEEP scholars one-on-one to develop and apply skills for teacher research.

Dr. Philip Stevens: Dr. Stevens holds a doctorate in Language, Reading, and Culture from the University of Arizona. He is Assistant Professor of Anthropology and Director of the American Indian Studies Program at the University of Idaho. As an educational anthropologist, he specializes in Indigenous epistemologies and Indigenous mathematics. He brings experience working with Indigenous youth in college-readiness programs, Indigenous wellness programs, and culturally responsive mathematics. He is a former classroom teacher in Native-serving public schools, and is a member of the San Carlos Apache Tribe in Arizona. (Résumé in Appendix A).

Dr. Margaret Vaughn: Dr. Vaughn holds a doctorate in Curriculum & Instruction with a focus on holistic literacy instruction. Her work focuses on adaptive teaching and teacher action research. Dr. Vaughn is a former classroom teacher serving diverse students, and has experience supporting Indigenous-serving teachers in processes of promoting literacy within Indigenous frameworks (Résumé in Appendix A).

Other consultants will be hired throughout the project to present seminars on Indigenous teaching concepts and practice to the IKEEP scholars. External consultants with experience supporting innovative space for Indigenous education and Tribal sovereignty will be consulted for planning and improvement purposes throughout the duration of IKEEP (identified universities with faculty experienced in these areas are:

University of Arizona, University of Alaska-Fairbanks, Arizona State University, University of Washington).

Quality of Management Plan

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

Costs for IKEEP are reasonable given the communities in the target areas are widely dispersed, requiring significant travel, the number of persons served (12/year), and the expected outcomes. Rural schools cannot provide advanced curricula in math, science, and other classes needed for successful postsecondary education. Therefore, we budget for essential services that will help underprepared students achieve academic success in college.

The 4-year IKEEP project will provide a 3-year *residential* experience to 12 Native American students with services (12/year). All participating Scholars will reside in University Housing. This increases the cost per student, compared to a community college or commuter college. Cost per annual attendance for an IKEEP participant completer was \$16,800 for in-state student and \$31,608 for out-of-state students. The project budget is described in the budget narrative section. Besides Department of Education funding, the UI provides resources, equipment, and services, including office space, classrooms, and tutoring room; internships and practicum placements; access to surplus properties at the UI and through the state; and support in partnering with agencies and business organizations in the community and target areas.

(2) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project;

The Continuous Improvement Management (CIM) Process Model, developed by the U.S. Department of Education for the 21st Century Community Learning Centers Program, will be used by UI IKEEP (Table 5). Implementation of the CIM self-evaluation process by the Project Director will ensure an effective and efficient program.

Table 5: Principles Guiding Continuous Improvement	
(1) Customer-Driven Services	Identify student, school, and community needs and strive to continually meet or exceed them. Conduct frequent formal and informal needs assessments.
(2) Core Activities	Identify ways in which current strategies meet or do not meet the identified needs. Design and modify the project based on findings.
(3) Data-Driven Monitoring	Use data to continuously monitor progress and solve problems before they threaten project implementation. Turn obstacles into opportunities for achievement.
(4) Inclusive Partnerships	Involve diverse and inclusive representations of all stakeholders and participants in decision-making, project design, and implementation. Work towards shared objectives.
(5) Continuous Improvement	Strive to continuously improve the project through on-going measurement of activities/accomplishments. Constantly ask, "How can we make it better?"

The procedures for providing feedback are:

1. A comprehensive evaluation plan that will identify if activities are leading to the desired results, and if they are not, provide for program modification.
2. Student evaluations of services provided by UI IKEEP, which gives students the opportunity to contribute to program development.
3. Staff meetings for input and feedback on program policy and performance.
4. Continuous input and feedback from a network of personnel from other

programs serving students with similar needs.

5. An annual survey of students, staff, faculty, parents, and other programs to identify avenues of improvement.

All feedback will be evaluated semi-annually unless it needs immediate attention.

(3) *The extent to which the time commitments of the project director and principal investigator and other key personnel are appropriate and adequate to meet the objectives of the proposed project.*

The IKEEP project has developed a sound management plan and program design that utilizes campus and community resources that benefit Native American students. This maximizes all resources available to Scholars and staff to meet the program objectives, as demonstrated throughout the management plan, program design, and project services, where in-service training, technical assistance, staff/student travel, and interagency coordination are evident. (Table 6) The evaluation component of the project will ensure that the identified resources contribute to the outcomes and allow for on-going improvement.

Table 6: Management by Objective Matrix

Objective 1: 12 Native American students will be enrolled by the fall of the start of the project year.			
Milestone: Applications, interviews and selection of students completed by December of the start of the project year.			
ACTIVITIES	STAFF RESPONSIBLE	YEAR	TIMELINE
Recruitment: *Outreach and recruit in targeted community, schools, and agencies (MOU Tribes, Target High Schools, and TRIO). *Present at community parent nights, and college fairs. *Host high school students for campus visitation.	PI, Director	Yr 1	Sept- Dec;
Identifying Eligible Students: *Coordinate with agencies to identify eligible students. *Collaborate with Admissions office to complete applications.	PI, Director	Yr 1	Sept - Dec
Selection: *Conduct interviews with parents and students. *Rank applications on basis of academic/financial need and career major. *Accept and enroll 12 students who demonstrate highest academic potential and greatest financial need.	PI, Director	Yr 1	Oct -Nov
Objective 2: 100% of the IKEEP Scholars will be provided academic and career readiness support.			
Milestone: 12 IKEEP Scholars enrolled in full-time credits with complete financial aid packages and receiving advising and			
ACTIVITIES	STAFF RESPONSIBLE	YEAR	TIMELINE
*Monitor Scholars' grades on a monthly basis and promote professor/student interaction. *Conduct semester goal attainment meetings. *Provide study table sessions and study groups. *Coordinate faculty participation with IKEEP. *Coordinate with other services to provide access to tutoring.	Director, Academic Supervisor, Tutors	Yr 1	Aug - May
*Provide one-on-one sessions for internship development and application opportunities. *Guidance, support, and referral to campus services.	ALL IKEEP Staff	Yr 1-4	August – May

*Resume Development, Cultural Competency and preparing for job market, writing workshop	Director , Academic Supervisor, Clinical Professor	Yr 1-2	Aug - Dec & Jan - May
*IKEEP Orientation Retreat, Leadership Retreat and Summer Indigenous Pedagogies Institute	Director, Academic Supervisor, Clinical Professor, guest faculty	Yr 1-3	August. & April
Community for well-being activities	ALL IKEEP Staff	Yr 1-3	Aug– May
*Introduce Scholars to career opportunities. *Provide professional development, *IKEEP Scholars enroll in Career Exploration Class, Participate in the Community Networking Seminar, and Teacher Mentor Program	Director, Recruitment & Advising Specialists	Yr 2-3	Aug – May
*Partner with mentors from tribal communities.	PI, Director		July – June
Objective 3: 100% of the IKEEP Scholars will be provided financial support			
Milestone: At the start of each semester, Scholars will receive training stipend, and complete FAFSA workshop by February.			
ACTIVITIES	STAFF RESPONSIBLE	YEAR	TIMELINE
*Collaborate with Financial Aid & Diversity Office to secure out of state tuition waivers.	PI, Director	Yr 1-3	July & Dec
*Student and parent financial aid workshop overview during orientation. *Individual advisement with parent and Scholars on financial aid awards.	Director, Recruitment & Advising Specialists	Yr 1-3	Aug and Jan
*Complete FAFSA Workshop and provide scholarship/internship opportunities.	ALL IKEEP Staff	Yr 1-3	July – June

Objective 4: <i>At least 83% of the IKEEP Scholars will complete each project year in good academic standing with a minimum of 24 credits</i>			
Milestone: At the end of each semester IKEEP Scholars grades will be verified by the University Registrar's office			
ACTIVITIES	STAFF RESPONSIBLE	YEAR	TIMELINE
*Monitor academic progress of all continuing IKEEP Scholars. *Meet with Scholars on personal & academic issues. *Refer Scholars to campus resources.	Director & Academic Supervisor	Yr 1-3	Aug – May
*Conduct Exit interview at end of years 1 – 2 to ensure on target for graduation. *Verify enrollment to postsecondary education through Vandalweb. *Follow-up with Scholars not enrolled at UI. *Award scholarships to continuing Scholars based on eligibility.	Pi, Director & Academic Supervisor		July
Objective 5: <i>90% of the IKEEP Scholars who successfully complete their bachelor's degree in teaching with teacher certification by year 3 of the IKEEP Project</i>			
Milestone: Verify with the registrar's office that the IKEEP Scholar have met all requirements for graduation			
ACTIVITIES	STAFF RESPONSIBLE	YEAR	TIMELINE
*Monitor academic progress of all continuing IKEEP Scholars. *Meet with Scholars on personal & academic issues. *Refer Scholars to campus resources.	Director & Advising Specialists	Yr 1-3	Aug – May
*Conduct Exit interview at end of years 1 – 2 to assure on target for graduation. *Verify enrollment to postsecondary education through Vandal web. *Follow-up with Scholars not enrolled at UI. *Award scholarships to continuing Scholars based on eligibility.	Pi, Director & Academic Supervisor	Yr 1-3	July

Objective 6: 100% of the IKEEP Scholars who complete with their bachelor's degree will receive induction services and job placement			
Milestone: August of the 4th year of the project, student will have job placements and be receiving mentoring support from mentor teachers.			
ACTIVITIES	STAFF RESPONSIBLE	YEAR	TIMELINE
*Collaborate with reservation schools to secure job placements	Director	Yr 2-3	Ongoing
*IKEEP Scholars enroll in Fall Career Exploration Class and are matched with Teacher mentor. *Identify Teacher Mentors and assign an IKEEP Scholar	Director	Yr 2	Aug – Dec
*IKEEP Scholars participate in Mentorship for Transformation Summit in the Spring of their 2 nd year. *Conduct presentation to teacher and school administrators from the tribal Communities.	IKEEP Staff, Teacher Mentors	Yr 2	Feb – April
*IKEEP Scholars present Indigenous Research at the National Indian Education Association.	Director, Academic Supervisor, Clinical Professor	Yr 3	October
*Visitation with MOU Tribes and their schools to secure school placements	Director	Yr 2-3	Ongoing
*Scholars are placed in their schools and receive on-going and follow-up services	Director, Academic Supervisor	Yr 3-4	April - June

ⁱ Native, Native American, Indian, American Indian/Alaskan Native, and Indigenous will be terms used interchangeably to respect the right of Indigenous people's self-identity.

Other Attachment File(s)

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VENICE GUILLORY-LACY, ED.S

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Profile

Providing 12 years of teaching, mentoring and maintaining student-focused environments to improve learning experiences. A committed educational leader with proven ability to promote safe learning environments, ensure a learning culture that guarantees maximum student achievement. Organized, resourceful and passionate about student achievement and academic excellence.

Experience

Student Mentor Coordinator - Native Programs Aug. 2015-Present

Washington State University – Native American Student Center

- Work closely and cooperatively with Assistant Director for Native American Programs, the MSS Assistant Director for Academic Enrichment and Mentoring Programs, and other MSMP staff to achieve the goals of the Program.
- Facilitate and coordinate weekly meetings with student mentors.
- Act as a consultant with individual mentors and follow up on specific cases as needed.
- Supervise and evaluate student mentors performance: Oversee documentation (Mentor weekly logs, Monthly report, update the Semester Summary Report, the MSMP Manual and Timeline, etc.), provide feedback to Mentors as needed to enhance the mentoring relationships and to guarantee accurate and effective documentation of their work.
- Assist Student Mentors in the process of developing and implementing workshops and other mentoring related activities (leadership conference, community service activities, etc.).

Site Assistant Coordinator- Northwest Indian College Aug. 2014-2015

- Made student contacts for instructors and site staff and maintaining communications and good relationships with Main Campus personnel;
- Understood the college process and how the institution functions; Serve as a resource to students on financial aid and scholarship applications, assisting with registration and advising as needed, and any other activities pertaining to student success
- Documented all outreach and retention efforts.
- Served as a resource to students on financial aid and scholarship applications, assisting with registration and advising as needed, and any other activities pertaining to student success
- Documented all outreach efforts and refer as appropriate.

School Principal Intern – Lapwai School District Aug. 2012 to April 2013

Lapwai, ID.

- Led Professional Learning Communities and staff meetings
- Observed teachers and evaluated teachers
- Organized a bullying rally that included Nez Perce tribal council speakers, city council leaders, and community members
- Assisted teachers and students; worked closely with the Special Ed. Director

**Faculty (English)- Northwest Indian College Aug. 2011 to Dec. 2015 Nez
Perce Site- Lapwai, ID.**

- Provided meaningful, relevant, and contextualized experiences and approaches traditionally used by tribal people, such as apprenticeships, observations, and practice (case studies, capstone projects, journals, apprenticeships, self-evaluation, portfolios)
- Created curriculum based on Native culture and tribal knowledge
- -Taught authentic approaches (e.g., self-reflecting and self-assessing, applying concepts to a relevant context, teaching material to peers, writing about a subject, asking essential questions)

Science Writing Mentor – Northwest Indian College Dec. 2011- Dec. 2015

- Assisted upper division students in the BSNES program with the development of their concentration Proposals, thesis/capstone projects, and other advanced-level writing projects as part of the program degree requirements;
- Helped students to develop and organize their proposals, serve as a sounding board, make suggestions for improvement, and guide them through the writing process;
- Suggested writing techniques and strategies that will improve and enhance the writing skills of students as appropriate for the bachelor degree level and field of science;
- Visited 300/400 level science classrooms regularly to consult with faculty and serve as an in-class resource for students.

**High School English Teacher – ESUHSD Aug. 2004 to June 2011 Oak
Grove High School – San Jose, CA.**

- Implemented California State Standards-based English curriculum to 150 students per year for 9-12th graders.
- Created exciting and engaging curriculum and daily lesson plans for low-income and at-risk students.
- Taught Basic English to English Language Learners that included Grammar, and reading and writing skills using SmartBoard Technology
- Utilized a variety of teaching methodology (AVID, UBD (Understanding by Design) lesson planning, Differentiated Instruction).
- Evaluated and assessed student progress based on performance objectives.
- Collaborated with fellow staff members on a weekly basis in the development and implementation of curriculum and instruction, as well as effective teaching strategies.
- Provided recommendations for teacher candidate hiring at area school districts.
- Wrote reference and recommendation letters for teacher candidates.

Education

2015 - Currently pursuing a PhD- Cultural Studies and Social Thought in Education

2013 - Education Specialist; Educational Administration (Ed.S) - with Idaho Principal Endorsement- University of Idaho

2006 - Masters of Arts (MA) –Business Management; Organizational Development and Leadership - National University, LaJolla, CA. *Valid California Professional Clear Credential – Grades 6-12 English *2003 *Valid Idaho Teaching Credential & Principal Certification - Grades K-12

2003 -Bachelor of Arts (BA) – Major: Secondary Education; English, Minor: Psychology University of Idaho, Moscow, ID.

References

Angela Picard – Site Director
Northwest Indian College- Nez Perce Site

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David Aiken, Ed.D.- Superintendent
Lapwai School District, Lapwai, ID. 83540
daiken@lapwai.org
208-843-2622 ext. 202

Teri Wagner – Principal
Lapwai Elementary School, Lapwai, ID. 83540
Twagner@lapwai.org

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CURRICULUM VITAE

University of Idaho

NAME: Vanessa Anthony-Stevens

DATE: 6.24.16

RANK OR TITLE: Assistant Professor of Social and Cultural Studies

DEPARTMENT: Curriculum & Instruction

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875 Perimeter Drive MS 3080 Moscow, ID 83844-3080

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EMAIL: vstevens@uidaho.edu

WEB:

DATE OF FIRST EMPLOYMENT AT UI: 2015

DATE OF TENURE: (Year or untenured) 2020-2021

DATE OF PRESENT RANK OR TITLE: 2015

EDUCATION BEYOND HIGH SCHOOL:

Degrees:

Ph.D., Language, Reading & Culture

Department of Teaching, Learning & Sociocultural Studies

University of Arizona. College of Education.

Tucson, AZ. 2013.

Specialization: Education and Anthropology, minor, Educational Linguistics

M.A., Language, Reading & Culture

Department of Teaching, Learning & Sociocultural Studies

University of Arizona. College of Education.

Tucson, AZ. 2008.

Specialization: Education and Anthropology

B.A., Sociology

Marquette University

Milwaukee, WI. 1999.

Minor: Art History

Certificates and Licenses:

American Indian Language Development Institute, University of Arizona, Tucson, 2008.

School for International Training, University of the West Indies, Kingston, Jamaica. 1998.

EXPERIENCE:

Teaching, Extension and Research Appointments: (List position titles and locations since receipt of Bachelor's degree)

Assistant Professor of Social and Cultural Studies. 2015-present.

Department of Curriculum & Instruction

University of Idaho

Assistant Professor of Practice. 2013-2014.
Department of Teaching, Learning and Sociocultural Studies
University of Arizona

Adjunct Instructor. 2013-2014.
Tohono O'odham Community College

Graduate Teaching Assistant. 2012.
Department of Teaching, Learning and Sociocultural Studies
University of Arizona

Program Director. 2011-2014.
Assistant Program Coordinator. 2010-2011.
Project SEED (Scholarships for Education and Economic Development – Strengthening Mexican Indigenous elementary school education for teachers and teacher-coaches)
Department of Teaching, Learning and Sociocultural Studies
University of Arizona

Classroom Teacher, Middle Grades Science. 2006-2010.
Ha:sañ Middle School
Tucson, AZ

Classroom Teacher, Fifth Grade. 2004-2006.
San Carlos Unified School District
San Carlos Apache Reservation, AZ

Non-Academic Employment including Armed Forces: (List title, brief description, date)

Peace Corps Volunteer, Education sector.
Paraguay. 2002-2004.

Boys Hope Girls Hope, Residential Counselor (AmeriCorps).
Jacksonville, FL and Baltimore, MD. 1999-2001.

Consulting: (List company/institute name, title, brief description, date)

Coeur d'Alene Tribe, Department of Education. 2016.
Education Consultant

TEACHING ACCOMPLISHMENTS: (Academic and Extension teaching)

Areas of Specialization: Diversity in Teacher Preparation, Indigenous Education, Language and Culture in Education, Qualitative Research Methods

Courses Taught: (title, course number, date(s))

Undergraduate -

Race and Education, EDCI 404, summer 2016
Teaching Culturally Diverse Learners, EDCI 302, spring 2015, Fall 2015, Spring 2016
Social Studies Methods for Elementary Educators, EDCI 328, Spring 2015
Language and Culture in Education: Inquiry into language research in education, EDCI 499, fall 2015
Language, Culture and Race in Education, LRC 204, spring 2013

Graduate -

Race and Education, EDCI 504, summer 2016
Introduction to Indigenous Thought, EDCI 504, summer 2015
Research on preparing teachers for diversity: Theory and practice for educational equity, EDCI 502, fall 2015

Language and Culture in Education, LRC 504, Summer 2013
 Special topics in Language, Reading and Culture: Intercultural education – Perspectives in Indigenous Education throughout the Americas, LRC 595a, fall 2013
 Methods of Structured English Immersion, LRC 517, Spring 2014
 Foundations of Social Theory (TA), LRC 796, Fall 2012

Courses Developed:

Race and Education: Critical issues in Education, EDCI 404/504, summer 2016

Non-credit Classes, Workshops, Seminars, Invited Lectures, etc.:

Anthony-Stevens, V. (June 13-14, 2016). *Culturally Responsive Teacher Education*. Idaho State Department of Indian Education Summit, Boise, ID.

Anthony-Stevens, V. (June 10-11, 2015). *Non-Native Teachers Working with Native Students; (2) Strengthening Multi-Cultural Curriculum in the Classroom*. Idaho State Department of Education's Indian Education Summit, Boise, ID.

Cassanova, S., O'Connor, B., & Anthony-Stevens, V. (April 8, 2015). *Ecologies of adaptation for Mexican Indigenous immigrant children and families*. Interdisciplinary Seminars on Transborder Studies, Program for Transborder Communities, Arizona State University.

Anthony-Stevens, V. (April 24, 2014). *Cultivating both/and schooling opportunities for Indigenous Students: Research, projects and teaching paradigms of hope within constraining landscapes*. Department of Curriculum & Instruction, University of Idaho.

Anthony-Stevens, V., Jimenez, F., Ignacio, Y. (March 28, 2014). *A hybrid approach to strengthening Indigenous education: working the hyphens of decolonizing consciousness, bilingual/intercultural teaching methodologies and compliance with public policy*. Invited colloquium presentation, Department of Second Language Acquisition and Teaching, University of Arizona.

Anthony-Stevens, V. (March 21, 2014). *Construyendo las identidades de estudiantes en base de sus fortalezas: Imaginando identidades tanto/y con estudiantes indigenas dentro de un terreno restringido*. University of Arizona US-Latin America Graduate College Initiatives.

Anthony-Stevens, V. & Sarificio, D. (June 8, 2010). *Braiding your knowledge: An experiment braiding Science and Native language in a middle school Science classroom*. American Indian Language Development Institute (AILDI), University of Arizona.

Honors and Awards:

2006-2012 Recipient of Peace Corps Coverdell Fellowship, University of Arizona, Graduate College.
 2009-2012 Recipient of Graduate College Fellowship, University of Arizona, Graduate College.
 2007-2011 Recipient of Graduate Diversity Fellowship, University of Arizona, Graduate College.
 2011 First place, Graduate & Professional Student Council Student Showcase, Education category, University of Arizona.
 2010 Recipient of Erasmus Circle Scholar Award, University of Arizona, College of Education
 2010-2012 Recipient of Miller, Mary F & Maude Scholarship, University of Arizona, College of Education.
 2008-2010 Recipient of F. Robert Paulson Scholarship, University of Arizona, College of Education.
 2008-2009 Recipient of Rollah E Aston Scholarship-Education, University of Arizona, College of Education.
 1998 Recipient of athletic scholarship, Marquette University, Women's Soccer.

SCHOLARSHIP ACCOMPLISHMENTS: (Including scholarship of teaching and learning, artistic creativity, discovery, and application/integration)

Publications, Exhibitions, Performances, Recitals:

Refereed/Adjudicated: (i.e. books, book chaps., journals, proc., abstr., etc.; provide citations-author, date, title, publisher)
 O'Connor, B., Anthony-Stevens, V., & González, N. (2014). Nurture and sustain a culture of collaboration, trust, learning, and high expectations. In R. Ylimaki (Ed.) *The New Instructional Leadership and the ISLLC Standards* (pp.10-26). New York: Routledge.

Anthony-Stevens, V., Stevens, P., & Nicholas, S. (2014). Teaching social justice in the public academy: redressing enduring struggle with vignettes of raiding and alliances. In A. Wilson & J. Hansen (Eds.) *Exploring Indigenous Social Justice Perspectives* (pp.178-205). British Columbia, Canada: JCharleton Publishing Ltd.

Anthony-Stevens, V. (2014). Review of *The seeds we planted: Portraits of a Native American Charter School*, Goodyear-Ka'ōpua, University of Minnesota Press, 2013. *Native American and Indigenous Studies Journal*, 1(1), 110-112.

Peer Reviewed/Evaluated: (i.e. journals, articles, proceedings, abstracts, etc.)
 McEvoy, T., Anthony-Stevens, V., & Pérez, V. (2016). Becoming intercultural educators. *National Association of Bilingual Education Journal of Research and Practice*, 7(1).

Casanova, S., O'Connor, B, & Anthony-Stevens, V. (in press). Ecologies of Adaptation for Mexican Indigenous Im/migrant Children and Families in the U.S.: Implications for Latino Studies. *Latino Studies*, X(X), xx-xx.

Anthony-Stevens, V. (forthcoming). Cultivating Alliances: Reflections on the role of Non-Indigenous Collaborators in Indigenous Educational Sovereignty. *Journal of American Indian Education*, X(X), xx.

Peer Reviewed/Evaluated (currently scheduled or submitted):
 Anthony-Stevens, V. & Stevens, P. (forthcoming). "A place for you to be who you are": An ethnographic account of reterritorializing Indigenous identities across rural-urban geographies. *Discourse: Studies in the Cultural Politics of Education* (Special Issue: Rural Education: Social and Cultural Perspectives), X(X), xx-xx.

Anthony-Stevens, V. (forthcoming). The catch-22 of school choice: An ethnographic portrait of an Indigenous serving charter school in the southwest. In G. Q. Conchas & M. Gottfried (Eds), *Policy goes to school: Case studies on the possibilities and limitations of educational innovations*. Routledge.

Anthony-Stevens, V. (under review). Indigenous parents navigating school choice in landscapes of constraint. Under review by *Diaspora, Indigenous & Minority Education: Studies of Migration, Integration, Equity and Cultural Survival*.

Professional Meeting Papers, Workshops, Showings, Recitals: (provide date and location)
 Anthony-Stevens, V. (2015, October 7-10). *En búsqueda de oportunidades en contextos restringidos: Maestr@s indígenas, lenguas originarias y nuevas tecnologías* (In search of opportunities within containing contexts: Indigenous teachers, Native languages and new technologies). IV CONGRESO LATINOAMERICANO DE ANTROPOLOGÍA (IV Latin American Anthropology Conference), Mexico City, Mexico.

Anthony-Stevens, V., Chew, K., Lee, C. H., Leonard, B., Nicholas, S., Stevens, P., Wong, A. & Anand, A. (2015, November 18-22). *Interrupting the "familiar" in anthropology: Engaging decolonizing and Indigenous methodologies*. Annual Meeting of the American Anthropological Association (AAA), Denver, CO.

Anthony-Stevens, V. (2015, April 16-21). *Cultivating Alliances: Approaching Power and Privileges as Tools for Language and Cultural Reclamation in Indigenous Education*. American Education Research Association Annual Meeting (AERA), Chicago, IL.

Anthony-Stevens, V. & Stevens, P. (2015, February 17-18). *Teaching Social Justice in the Public*

Academy: Redressing Enduring Struggles with Vignettes of Raiding and Alliances. International Globalization, Diversity and Education, Spokane, WA.

Anthony-Stevens, V. (2015, April 16-21) *Cultivating Alliances: Approaching Power and Privileges as Tools for Language and Cultural Reclamation in Indigenous Education.* American Education Research Association Annual Meeting (AERA), Chicago, IL.

Tolbert, S., Gray, K., Griego-Jones, T., Anthony-Stevens, V., Jiame-Diaz, J., & Combs, M.C. (2014, November 5-November 7), *"Becoming" and "Being" a Socially Just Department of Teaching & Learning: Encouraging a Critical Stance from Inside the Institution.* Annual Conference of National Association for Multicultural Education (NAME), Tucson, AZ.

Anthony-Stevens, V. & Nicholas, S. (organizers). (2014, December 3-December 6) *Producing Networks of Indigenous Scholarship in Anthropology: Privileging local sovereignties through community research and praxis in language and culture revitalization,* Council of Anthropology & Education Invited Session. Annual Meeting of the American Anthropological Association (AAA), Washington, D.C.

Leonard, B. D., Nicholas, S., Garcia, J., Anthony-Stevens, V., Shirley, V., & Wong, N. (2014, December 3-December 6). *Producing Anthropology in Education: Engaging Indigenous Decolonizing Methodologies,* Council for Anthropology & Education Special Event. Annual Meeting of the American Anthropological Association (AAA), Washington, D.C.

Anthony-Stevens, V. (2014, May 29-May 31). *Co-authoring strength-based identities with Native youth: A case study of reterritorializing school practice in hostile political times.* Annual Native American & Indigenous Studies Association Conference (NAISA), Austin, TX.

Anthony-Stevens, V., Ruiz, R., Jimenez, L., Paciotto, C., Stevens, P., Graves, V., & Quiñonez, A. (2013, November 20-24). *Interculturality and Indigenous Education in the Americas: Engaging, intercultural knowledge through reflections on practice and policy.* Annual Meeting of the American Anthropology Association (AAA), Chicago, IL.

Brayboy, B., Chew, K., Gilmore, P., Jimenez, L., Leonard, B., McCarty, T., Nicholas, S., Anthony-Stevens, V., Wong, N., Wyman, L. (2013, November 20-24). *Decolonizing methodologies within diverse publics.* Council on Anthropology & Education Special Event, Annual Meeting of the American Anthropology Association (AAA), Chicago, IL.

Anthony-Stevens, V. (2012, November 16-20). *"Both/and" opportunities in the schooling experiences available to Indigenous students: Policy borders and the limits placed on crossings.* Panel titled: Indigenous education in global contexts: Policy, language, schooling, and the nation-state, Annual Meeting of the American Anthropological Association Annual (AAA), San Francisco, CA

Anthony-Stevens, V. (2012, March 3). *Middle school students defining "learning a lot" while navigating access to educational opportunity.* Panel: Identity construction through time, space and place. The Arizona Anthropology and Education Exchange (ANEX), Arizona State University, Phoenix, AZ.

Anthony-Stevens, V. (2011, April 8-12). *Constructing strength-based student identities: A teacher researcher's reflection on competing definitions of 'successful' and 'failing' school environments.* Panel titled: Documenting constraints and imagining opportunities: The effects of Federal Policy in Alaska and Arizona. American Education Research Association Annual Meeting (AERA), New Orleans, LA

Anthony-Stevens, V. (2011, April 30). *Constructing strength-based student identities: A teacher researcher's reflection on competing definitions of 'successful' and 'failing' school environments.* The Arizona Anthropology and Education Exchange (ANEX), University of Arizona, Tucson, AZ.

Grants and Contracts Awarded: (provide principal and co investigators, title, sponsor, funding dates, amount)

Principal Investigator (with co-PI Y. Bisbee). *Developing intercultural competencies among pre-service teachers through meaningful collaborations with difference and diversity*. College of Education Faculty Funding Award. University of Idaho. 2015-2016. \$8,000.

Co-principal Investigator (PI- S. Casanova and co-PI B. O'Connor). *Ecologies of cultural and linguistic adaptation for Indigenous Latino/a im/migrant families with children: Implications for development and learning*. Arizona State University, School of Transborder Studies. 2014-2016. \$7,500.

Principal Investigator. *Impact Assessment of Critical Professional Development for Indigenous K-8 Educators*. University of Arizona office of the Senior Vice President for Research. 2014-2015. \$9,267.

Co-principal investigator (with PI R. Ruiz and co-PI N. Gonzalez.) Scholarships for Education and Economic Development – *Strengthening Rural Primary Education for Indigenous Children in Mexico*. Georgetown University's Center for Intercultural Education and Development, funded by the United States Agency for International Development. 2013-2014. \$362,670.

Co-principal investigator (with PI R. Ruiz and co-PI N. Gonzalez.) Scholarship for Education and Economic Development—*Strengthening Rural Primary Education for Indigenous Technical Supervisors in Mexico*. Georgetown University's Center for Intercultural Education and Development, funded by Mexico's Secretary for Public Education. 2013 \$187,261. 2014. \$204,391.

SERVICE:

Major Committee Assignments: (National, State, District, County, University, College, Departmental and dates)

University of Idaho, Presidents Diversity Council on Curricular and Co-Curricular Activities

University of Idaho, Office of Tribal Relations, Tribal Research Advisory Group (TRAG), 2015-2016.

Graduate Review Program Committee (GRPC) – College of Education, 2015-2018.

Professional and Scholarly Organizations (including memberships, committee assignments, editorial services, offices held and dates)

Anthropology & Education Quarterly, Reviewer, 2012-present

Multicultural Education Review, Reviewer, 2015-present

Council for Education and Anthropology, Co-chair of sub-committee #7 (Indigenous Education), 2012-present.

American Educational Research Association (AERA), Member, 2009-present

American Anthropological Association (AAA), Member, 2011-present

Native American and Indigenous Studies Association (NAISA), Member, 2013-present

National Association for Multicultural Education (NAME), Member, 2014-present

Outreach Service: (Including popular press, interview articles, newspaper articles, workshops-seminars-tours organized, Extension impact statements)

“Strengthening Indigenous Language Education in the Americas”, UANews, Tucson, AZ

(<http://uanews.org/blog/strengthening-indigenous-language-education-americas>)

“Changing the culture of schooling, *paso por paso*” UANews, Tucson, AZ (<http://uanews.org/blog/changing-culture-schooling-paso-por-paso>)

“Visiting teachers develop materials for local educators” UANews, Tucson, AZ

(<http://uanews.org/story/visiting-teachers-develop-materials-local-educators>)

YOLANDA J. BISBEE

(b)(6)

EDUCATION:

Ed. D	May 2013	University of Idaho	Education emphasis: Indigenous Education
M. Ed.	May 2005	University of Idaho	Educational Leadership
B.S.	May 1996	University of Idaho	Office Administration

HONORS:

Lawrence C. McBride Prize, 2014
Virginia Wolf Award Recipient, 2014
Executive Leadership Academy Fellow, 2013
Distinguished Native American Alumni, 2009
U of I Faculty/Staff International Development Award, Study Abroad in Costa Rica 2007
Hermana de Apoyo Award, Women's Appreciation Recognition, Sigma Lambda Beta, 2006
Outstanding TRIO Alumni, 2001
Richard Gibb Award in Leadership and Service, University of Idaho, 1996
Outstanding Senior in Leadership and Service, University of Idaho, 1996

RELEVANT WORK EXPERIENCE:

Executive Director of Tribal Relations	Provost Office, University of Idaho, Moscow, Idaho 83844-3160 (2014 to Present)
Principal Investigator	College Assistance Migrant Program, University of Idaho, Moscow, Idaho 83844-3030 (2015 to Present)
Program Director	College Assistance Migrant Program, University of Idaho, Moscow, Idaho 83844-3030 (1999 to 2015)
Program Coordinator	Upward Bound, University of Idaho, Moscow, Idaho 83844-3086 (1996 to 1999)
Lead Tutor/Counselor	Upward Bound, University of Idaho, Moscow, Idaho 83844-3086 (1991 to 1996)

Interim and Partial Time Appointments:

Chief Diversity Officer	University of Idaho, Partial time appointment, Moscow, ID 83844 (2015 - Present)
Indigenous Affair Officer	University of Idaho, Partial time appointment, Moscow, ID 83844 (2014)
Diversity Scholarship Development Chair	University of Idaho, Partial time appointment, Moscow, ID 83844 (2013)
Native American Recruiter and Center Director	University of Idaho, Partial appointment, Moscow, ID 83844 (2006-2007 & 2013)

MEMBERSHIPS:

Idaho Indian Education Committee
UI AGEP Advisory Board
U of I Provost Council
U of I President's Diversity Council
U of I Financial Aid Committee
HEP/CAMP Association
U of I Native American Advisory Board
U of I Diversity Task Force
U of I Native American Administrators Group
University of Idaho Native American Student Association
Education Northwest Advisory Council for the Steve Nelson
Scholarship

PAST MEMBERSHIPS:

U of I Admissions Committee
U of I Strategic Enrollment Management Committee
Selective Service Board of Idaho, Nez Perce County
U of I Women in Higher Education Roundtable
Latah Community Foundation
American Indian Science and Engineering Society
Northwest Association of Special Programs Advisory Board
Member
Northwest Association of Special Programs Native American
Task Force on Indian Education
City of Moscow, Mayor's Task Force on Human Rights, 1994
Honorary Summer Enrichment Program, Council of Energy
Resource Tribes

TRAINING:

Stop the Hate Facilitator Training: University of Idaho.
Banner Training: University of Idaho, Modules: Finance, Student Records, Human Resources, and Financial Aid
HEP/CAMP National Directors Training: U.S. Department of Education: Eligibility, Evaluation, Budget, and Compliance
 HEP/CAMP National Association: Recruitment, Eligibility, Fund Raising, Team Building Techniques.
The National Migrant Education Conference: Interagency Coordination, MEP regulations, Immigration Policy, Migrant Education Resources
National Council of Educational Opportunity Association: U.S. Department of Education 1991-1997: Assessment, Financial Aid, Student Tracking, Accountability, Regulations
Northwest Association of Special Programs: U.S. Department Of Education 1991-1997: Assessment, Financial Aid, Student Tracking, Accountability, Regulations, Grant Writing, Retention
Idaho Selective Service 1992-1997: Application review
AmeriCorps 1992: Site Supervisor Training

COURSE INSTRUCTION:

Introduction to Indigenous Scholarship: Summer 2015
 Freshman Transition Course: 2008-2015
 Major/Career Exploration & Decision Making: 2011 – 2015
 Intern: Migrant Education Leadership: 2011-2015

GRANT WRITING & REVIEWING PARTICIPATION:

Indian Professional Development: IKEEP
 NSF INCLUDES: From Gatekeeper to Gateway:
 Transforming STEM Education for Underrepresented Communities
 Violence Prevent Project
 CAMP Project Site Evaluator
 College Assistance Migrant Program (1999, 2004, 2010, 2015)
 Grant Reader for Indian Professional Development Grant
 Multicultural Scholars Grant: College of Agriculture
 Bilingual Education, Career Ladder
 Upward Bound
 Educational Talent Search
 Educational Opportunity Center
 Ronald McNair
 University of Idaho, Diversity Initiative Growth Grant: CAMP and Native American Student Center
 National Commission on Community Service Idaho TRIO
 AmeriCorps

PRESENTATIONS:

National Association of State Directors of Migrant Education, Conference, San Antonio, Texas, 2009 Co-Presenter. Topic: "Integrating Service Learning with CAMP retention goals"
 Stop the Hate: Fighting Bias and Hate Crimes on Campus. 2010 and 2011, University of Idaho. Topic: Bias and Hate Crime Issues.
 National HEP/CAMP Conference, Nashville, Tennessee.

November 2010. Topic: Internships: A Coordinated Success Story between Idaho Migrant Education Program and UI CAMP
 UI AVANZA Recruitment Event, 2010-2014
 Presentation: Federal Financial Aid and Admissions Applications.
 7th International Globalization, Diversity and Education Conference February 25, 2011, Spokane, Washington. Topic: Indigenous Research Framework.
 Native American and Indigenous Studies Association Conference, Mohegan Sun Convention Center, Uncasville, CT, June 2012 Panel Presentation. Topic: Like Salmon Breaching Academic Dams: Creating an Inter-Institutional Native American Studies Program.
 Native Education Research Summit June 2013
 Lewis Clark State College. Panel Presentation. Topic: Community, Culture, and Collaboration.
 Vandal Challenge Motivational Presentation November 2013. Topic: Persistence in Education
 Tree of Healing Conference October 1, 2013, Spokane, Washington. Topic: The Native American Persistence in Higher Education.
 American Indigenous Research Conference October 2013, Salish-Kootenai College, Polson, Montana. Panel Presentation, Topic: "Breaching Dams: Indigenous Doctoral Dissertations in the Academy." Panelist—The Nez Perce Doctoral Co-Heart, University of Idaho.
 Idaho Indian Education Summit June 2014
 Lewis Clark State College, Lewiston, ID
 Co-Presentation: Indigenous Framework Methodology
 Nez Perce Tribe Economic Convening September 2014
 Nez Perce Tribe, Lapwai, ID
 Presentation Topic: "Emphasis on STEM Education for Nez Perce and Native American Students."
 Tribal Sovereignty/Policy Class March 2015
 Coeur d'Alene Tribe/University of Idaho, Plummer, ID
 Presentation Topic: Historical Indian education policies effect on Tribes and their sovereignty
 Idaho Indian Education Summit June 2015
 Co-Presentation: Higher Education and Tribal Relations: Reflection on the Roles of Native Americans Serving in Liaison Roles within Universities
 Native American Student Advocacy Institute (NASAI) June 2015. Panel Presentation: Negotiating and Navigating: Experiences of 'Tribal Liaisons' at Non-Native Colleges & Universities.
 Yakama Tribal Student Conference: University of Idaho and Higher Education. August (2015)
 National Indian Education Association: Developing Multi-Faceted Tribal/University Partnerships for Research, Education and Workforce Development
 National Congress of American Indian: Achieving Success and Overcoming Barriers while Achieving your Goal for Higher Education—Tribal Leader/Scholar Forum (2016)

Philip Joel Stevens

Professional Presentation

- Nov. 2015 *Interrupting the "Familiar" in Anthropology: Engaging in Decolonizing and Indigenous Methodologies*. Roundtable presentation at the Annual Meeting of the American Anthropological Association (AAA), Denver, CO
- June 2015 *Academic Raiding*. Annual Meeting of the Idaho Indian Education Summit. Boise, ID
- April 2015 *Nohwiltag: Academic Raiding as Apache Student Agency and Praxis*. Annual Meeting of the American Educational Research Association (AERA), Chicago, IL
- Nov. 2014 *Ne'eltut ni 'ilk'el oltag: Bridging Mathematical Concepts Utilizing Culturally Responsive Education Methods*. Annual Meeting of the American Anthropological Association (AAA), Washington, D.C.
- Nov. 2013 *Interculturality and Indigenous Education in the Americas: Engaging intercultural knowledge through reflections on practice and policy*. Roundtable presentation at the Annual Meeting of the American Anthropology Association (AAA), Chicago, IL.
- Nov. 2013 "Apache Math"
WBEZ's Afternoon Shift, Chicago, IL
<http://www.wbez.org/programs/afternoon-shift/2013-11-20/afternoon-shift-aphasia-apache-math-and-macarthur-fellow-tarell>
- Nov. 2013 "Apache Math"
Mitchell Museum, Evanston, IL
<http://nativenewsonline.net/education/learn-apache-math-philip-stevens-mitchell-museum-american-indian/>
- Nov. 2006 *"Native American Educational Experiences: Culturally Relevant Pedagogy of a San Carlos Apache"*
Guest Lecturer, Saint Anselm College, Goffstown, NH

Publications

Anthony-Stevens, V. & **Stevens, P.** (in progress). "A place for you to be who you are": an ethnographic account of reterritorializing Indigenous identities across rural-urban geographies. *Discourse* (Special issue on Rural Education).

Anthony-Stevens, V., **Stevens, P.**, & Nicholas, S. (2014). Teaching social justice in the public academy: redressing enduring struggle with vignettes of raiding and alliances. In A. Wilson & J. Hansen (Eds.) *Exploring Social Justice: Indigenous Perspectives*. JCharleton Publishing Ltd.

Teaching Experience

- Jan. 2015-present **University of Idaho, Moscow, ID**
*Instructor of ANTH 502 (NDN Education)
*Instructor of ANTH 220 (Peoples of the World)
*Instructor of ISEM 101 (Power and Control in US Education)
*Instructor of AIST 404 (Language, Race and Culture in Education)
- Aug. 2013/14 **University of Arizona, Tucson AZ**
*Instructor of TTE 597a (Teach AZ)
- Aug. 2011/12/13 **University of Arizona, Tucson AZ**
Dec. 2011/12/13 *Instructor of LRC 204 (Language, Race and Culture in Education)
-Responsible for the daily logistical aspects of the class
-Developed and implemented curriculum
-Evaluated and assessed students' educational progress in the class
- Aug. 2010-May 2012 **University of Arizona, Tucson AZ**
*Instructor of LASC 197a & 297a (Teaching Teams Program)
-Responsible for the daily logistical aspects of the class
-Developed and implemented curriculum
-Evaluated and assessed students' educational progress in the class
- Jan. 2010-May 2010 **University of Arizona, Tucson AZ**
*Teaching Assistant for LRC 605 (Qualitative Research Methods in Education)
-Responsible for the daily logistical aspects of the class
-Occasional facilitating of discussion groups with students
-Helped maintain the D2L website for the class
-Evaluated and provided feedback upon students' educational papers
- July, 2007-2010 **Ha:san Middle School, Tucson AZ**
*Math Teacher
-Responsible for the development and implementation of math skills for the 6th, 7th and 8th grade class.
-Developed lesson plans, aligning curriculum to AZ state standards
-Facilitated teacher-parent communication
- 2007-June, 2007 **Ha:san Middle School, Tucson AZ**
*Tutor

- Responsible for the augmentation of student's comprehension of school subjects, especially in English and Mathematics

2005-2006

San Carlos Unified School District, San Carlos AZ

*4th Grade Teacher

- Responsible for teaching Math, Reading, Language Arts, Social Studies and Science
- Developed lesson plans, aligning curriculum to AZ state standards
- Facilitated teacher-parent communication
- Provided after school tutoring
- Facilitated intramurals for the school

Research Experience

2013-2015

University of Arizona

Primary investigator for Bidodeeloltag Neek'ahgo: Perceptions and Uses of Mathematics on the San Carlos Apache Reservation.

2010-2011

University of Arizona

Graduate Student Researcher with the Beyond Bridging program

- Collected data from pre-service teachers professional development sessions
- Compiled data to a remote server

2010, 2012

University of Arizona

Graduate Student Researcher with the Math and Science Teacher Education & Retention Industry Partners (MASTER-IP)

- Conducted observations of teachers in practice
- Collected data based upon the Reformed Teacher Observation Protocol

2010

University of Arizona

Student Researcher in HED 696

- Conducted interviews with multiple English Language Learner Coordinators from various school district in Arizona
- Helped compile and code data regarding the effectiveness of current Arizona State law regarding English Language Learners

2008-2010

Ha:san Middle School Evaluation Project

Co-Researcher on project to evaluate the educational experiences of middle school students at a bi-cultural charter school for Native American students

- interviewed, transcribed and coded data gathered from students
- summarized findings in a report format for Ha:san Middle School
- presented qualitative and quantitative findings to the Ha:san Educational Services school board

2007

Ha:san Middle School Initial Evaluation Project

Co-Researcher on project that evaluated the educational atmosphere of a newly developed bicultural charter school.

- co-wrote research proposal and consent affidavit

- interviewed students and teachers/staff
- coded data with a focus on qualitative attributes
- summarized and reported findings for Ha:san Middle School board

2006-2007 **University of Arizona, Department of Agriculture and Resource Economics**
 *Research Assistant
 -Assisting in a study of access to healthy food to low-income/Native American communities
 -Gathered and compiled data regarding clients of the Tucson Community Food Bank Mobil Market sites
 -Conducted interviews in both Spanish and English

Education

2008-2015 **The University of Arizona, Tucson, AZ**
 Doctorate in Language, Reading and Culture
 Dissertation title: Bidodeeloltag Neek'ahgo: Perceptions and Uses of Mathematics on the San Carlos Apache Reservation
 Committee members: Richard Ruiz (Chair) Sheilah Nicholas, Mary Carol Combs, Luis Moll

2006-2008 **The University of Arizona, Tucson, AZ**
 Masters of Arts Degree in Language, Reading and Culture

1995-1999 **Saint Anselm College, Manchester, NH**
 Bachelor of Arts Degree in English

1991-1995 **Brophy College Preparatory, Phoenix, AZ**
 Diploma

Public Service Experiences

1.2005. **San Carlos Apache Wellness Center, San Carlos AZ**
 *Prevention Specialist
 -Worked with a three person prevention team that educated and disseminated information of alcohol/substance-free lifestyles.

2002-2004 **Peace Corps Volunteer, Paraguay**
 * Volunteer in Education Sector, Sub-Sector Urban Youth Development
 -Focus on non-traditional community based youth education
Lived and worked in shanty town located next to the largest trash dump in Paraguay. Work includes but not limited to:
 -Worked in class rooms with teachers in three different schools
 -Helped plan, construct and maintain a community library
 -Taught Basic English classes in Spanish speaking community
 -Helped organize a neighborhood community to cobblestone the street

1.2002. **Boys Hope Girls Hope, Baltimore, MD and Cincinnati, OH**
 *Residential and volunteer residential counselor

Performed live-in duties in a residential house setting which includes but not limited to:

- Tutoring in various school subjects
- Basic up-keep of house
- Providing emotional and physical support of adolescent 'at-risk' teenage boys
- Tutoring and working with potential Boys Hope candidates

1.1999. **America Reads Program**, Manchester, NH
*Volunteer Tutor
Helped inner city children, many ESL, learn to read

Training

2010 ***Reformed Teacher Observation Protocol (RTOP) training***

2010 ***Arizona Educator Proficiency Assessment Middle Grades Math Test: Passed***

2007-2010 ***Ha:san Middle School: Workshops and Training***
-Culturally relevant teaching and instruction for Tohono O'odham and Pascua Yaqui students
-Differentiated Instruction

2006 ***Structured English Immersion Endorsement: University of Arizona***

2005-2006 ***San Carlos Unified School District: Workshops and Training***
-Strategies for Teaching Reading to ESL Students
-Success for All Math Reform Training
-Gangs and Youth Violence
-Teaching Techniques for Differential Learning
-Effective techniques for teaching English Language Learners
-Arizona Educators Conference on making A.Y.P.

2002-2004 ***Peace Corps: In-Service Training Workshops***
-Community Project Design and Management
-Youth Counseling and Employment skills

1999-2002 ***Boys Hope Girls Hope: National and local training workshops***
-Adolescent Behavior Modification
-Psychology of Disturbed and Abused Children
-Staff communication skills
-Effective and Positive Parenting Techniques

Awards/Activities

- Diversity scholarship, University of Arizona, Graduate College (2008)
- Erasmus Scholar, University of Arizona, College of Education (2008)
- Centennial Achievement Master's Award Recipient, University of Arizona (2007)
- Featured in St. Anselm College Alumni Magazine (Spring 2006)
- Peace Corps Fellowship, University of Arizona, Graduate College (2006-Present)

- San Carlos Apache Wellness Center Employee of the Year (2005)
- Americorps Scholarship Recipient (2000)
- Chairman/Founder of Native American Club of Saint Anselm College (1999)
- Treasurer of East Asian Society of Saint Anselm College (1998)
- Full academic scholarship to Saint Anselm College (1995)

Skills

- Reading and oral fluency in Spanish
 - *Experience in verbal translating and written translation
- Basic understanding of Western Apache language
- Basic understanding of Guarani

CURRICULUM VITAE

University of Idaho

NAME: Margaret Vaughn

DATE: May 2016

RANK OR TITLE: Assistant Professor of Literacy

DEPARTMENT: Curriculum and Instruction

OFFICE PHONE: 208-885- 2879

CoE 506 B

875 Perimeter Drive

EMAIL: mvaughn@uidaho.edu

P.O. Box 443082

Moscow, Idaho, 83844

WEB: www.uidaho.edu/ed/ci/margaretvaughn

DATE OF FIRST EMPLOYMENT AT UI: January 2011

Degrees:

University of North Carolina at Greensboro, December 2010

Ph.D. Curriculum and Instruction

Teacher Education and Development, Major Field: Literacy

Research interests: Adaptive teaching, Teacher visioning, Agency

Dissertation: *Case Studies of two elementary school teachers: How adaptations impact student agency*

Committee: Gerald G. Duffy, Samuel D. Miller, Beverly Faircloth, Ann Harringt

Drexel University, August 2001

Master of Education, Elementary Education Certification

University of Pennsylvania, May 1999

Bachelor of Arts, Urban Studies

Certificates and Licenses:

English as a Second Language Certification, 2009

National Board Certification, Early Childhood Generalist, 2004

K-6 Elementary Certification, 1999

EXPERIENCE:

Assistant Professor of Literacy

University of Idaho 2011 to present

College of Education

Research focus: Literacy, Visioning, Adaptive Teaching, and Issues of Agency

Developed coursework of effective literacy practices: Integrated Language Arts, Literacy and Arts Practicum, Writing Methods, and Literature for Children

Developed partnerships with surrounding schools

Director of specialized graduate program for practicing classroom teachers

Director of the National Writing Project

Leader in developing community and school partnerships

Reshaped literacy program to align with state and national standards

University Teaching Assistant 2007-2010

University of North Carolina at Greensboro

School of Education

Taught literacy methods and foundational educational seminar courses

University School Team Leader 2007-2010

University of North Carolina at Greensboro

School of Education

Facilitated PDS team of prospective teachers

Research Assistant 2008- 2008

University of North Carolina at Greensboro

School of Education

Research project with Dr. Heidi Carlone, Science educators' narratives

Classroom Teacher 2000-2008

Grady Brown Elementary School, Hillsborough, North Carolina

Taught diverse population in Title 1 School

Taught First Grade

Taught 3rd-5th grade remedial reading and mathematics classes

Created partnership with Literacy Organization to reach ELL parents at school

Created a Literacy Tutoring Project with University of North Carolina Teaching Students

Trained Preservice Teachers to teach reading comprehension and writing to first grade students

Created Staff Development workshops for teachers

Balanced Literacy Teacher 1999-2000

Harrington Elementary School, Philadelphia, Pennsylvania

Teaching Fellow for the City of Philadelphia

Taught balanced literacy program to Kindergarteners and First Graders

Taught diverse population

Created a community mural project with students

TEACHING ACCOMPLISHMENTS:

Areas of Specialization: Literacy learning, Teacher education, Research Methodologies

Courses Taught:

- EDCI 502 Advanced Qualitative Research Practices (Summer 2013)
- EDCI 502 Advanced Data Analysis of Literacy Instruction (Summer 2013)
- EDCI 502 Theoretical Perspectives and Literacy Research (Fall 2012)
- EDCI 504 Advanced Writing and Research (Spring 2011, Spring 2012)
- EDCI 504 Teachers as Leaders (Summer 2011, Summer 2013)
- EDCI 321 Literature for Children (Fall 2012, Spring 2013, Fall 2013, Spring, 2013)
- EDCI 570 Introduction to Research (Summer, 2012, Summer, 2013)
- EDCI 201 Introduction to Education (Spring 2011, Fall 2011)
- EDCI 322 Integrated Language Arts (Spring 2011, Fall 2011)
- CUI 250 Teaching as a Profession (Fall 2009, Spring 2010)
- CUI 350 Inquiry into Teaching & Learning I (Fall 2009)
- CUI 375 Inquiry into Teaching & Learning II (Spring 2010)

Materials Developed:

Vaughn, M. (2015). Guided Reading Library: University of Idaho Digital Library Collections. Retrieved from <http://www.lib.uidaho.edu/digital/guidedreading/>.

Kimmons, R. & Vaughn, M. (2014). Creating open e-books for children. *University of Idaho Doceo Center Open Courses*. Retrieved from http://courses.doceocenter.org/open_e-books_for_children. Licensed under CC BY 3.0.

Courses Developed:

EDCI 502 Language, Ideology, and Teaching

A doctoral course focused on critical literacy and qualitative research methodologies.

EDCI 502 Advanced Qualitative Research Practices

A doctoral course focused on qualitative research methodologies.

EDCI 502 Advanced Literacy Instruction and Data Analysis

A doctoral course focused on theoretical implications and qualitative research methodologies.

EDCI 504: Professional Writing and Research

A graduate course focused on research methodologies and writing pedagogy.

EDCI 504: Advanced Writing and Research

A graduate course focused on action research and writing.

EDCI 502: Theoretical Perspectives and Literacy Research

A doctoral course focused on theoretical and research perspectives.

EDCI 599: Independent Studies

A series of courses developed to support student inquiry projects.

EDCI 466: Literacy Assessment and Intervention

An undergraduate course developed in local elementary schools where undergraduate students use assessment and intervention to teach literacy instruction to elementary students.

ISEM 301: Building Literacy Communities

An undergraduate course across the university to support literacy in communities through service learning projects

Honors and Awards:

Horace Mann National Teacher Education Award, 2007 (national award)

University of Idaho, Haslett Distinguished Faculty Fellow award, University of Idaho, 2013 – 2014

University of Idaho, Hoffman Teaching and Mentoring Award Nominee, 2014

University of Idaho, Doceo Center Faculty Fellow, 2014

Foundation for Early Childhood Young Scholars Program, Finalist, 2014 (national award)

University of Idaho, Award Recipient of Excellence for Award for Scholarship, 2015

Jerry Johns, Association of Literacy Educators and Researchers, Promising Researcher Award Nominee, 2015 (national award)

University of Idaho, Mid-Career President's Faculty Award Recipient, 2016

SCHOLARSHIP ACCOMPLISHMENTS:

Journals:

Vaughn, M., & Parsons, S. A. (guest editors). (*in press, forthcoming August 2016*). Adaptive teaching: Theoretical implications for practice [themed journal issue]. *Theory Into Practice*.

- Vaughn, M.**, Parsons, S. A., Burrowbride, S., Weesner, J. (*in press, forthcoming August 2016*). In their own words: Teachers' perspectives of adaptability. *Theory Into Practice*. Adaptive teaching:[themed journal issue]. *Theory Into Practice*.
- Parsons, S. A., **Vaughn, M.** (*in press, forthcoming August 2016*). Toward adaptability: Where to from here? *Theory Into Practice*. Adaptive teaching: Theoretical implications for practice [themed journal issue]. *Theory Into Practice*.
- Parsons, S.A., **Vaughn, M.**, Bruyning, A., & Daoud, N. (*in press, forthcoming Fall 2016*). Teaching, visioning, and hope: A longitudinal study of one teacher's vision. *Action in Teacher Education*.
- Vaughn, M.**, Parsons, S.A., Scales, R., Wall, A. (2016). Envisioning our practice: Interpreting and examining pedagogical visions of four junior faculty. *New Educator, 1-20*.
- Vaughn, M.** Re-envisioning literacy in a teacher inquiry group in a Native American context. (2016). *Literacy Research and Instruction, 55(1), 24-47*.
- Vaughn, M.**, Parsons, S.A., Gallagher, M., & Branen, J. (2016). Teachers' adaptive instruction supporting students' literacy learning. *The Reading Teacher, 69(5), 539-547*.
- Parsons, S.A., & **Vaughn, M.** (2016). A case study of one teacher's instructional adaptations. *Journal of Classroom Interaction, 51(1), 4-17*.
- Rose, L., **Vaughn, M.**, & Taylor L. (2015). Reshaping literacy instruction in a high poverty early childhood classroom. *Journal of Research in Education, 25(1), 72-87*.
- Vaughn, M.**, Allen, S., Kologi, S., & McGowan, S. (2015). Revisiting literature circles as open spaces for critical discussions. *Journal of Reading Education, 40(2), 27-32*.
- Kuby, C., **Vaughn, M.** (2015). Young children's identities becoming: Exploring agency in the creation of multimodal literacies. *Journal of Early Childhood Literacy, 15(1), 1-40*.
- Vaughn, M.** (2015). Adaptive teaching: Case studies of two elementary teachers' visions and adaptations during literacy instruction. *Reflective Practice: International and Multidisciplinary Perspectives, 16(1), 43-60*.
- Vaughn, M.** (2014). The role of student agency: Exploring openings during literacy instruction. *Teaching and Learning: The Journal of Natural Inquiry & Reflective Practice, 28(1), 4-16*.
- Vaughn, M.** (2014). Aligning visions: Striking a balance between personal convictions for teaching and instructional goals. *Educational Forum, 78(3), 1-9*.
- Vaughn, M.**, Parsons, S.A., Kologi, S., & Saul, M.S. (2014). Action research as a reflective tool: A multiple case study of eight rural educators' understandings of instructional practice. *Reflective Practice: International and Multidisciplinary Perspectives, 15(3), 1-19*.
- Parsons, S.A., Malloy, J.A., **Vaughn, M.** & La Croix, L. (2014). A longitudinal study of teacher visioning: Traditional program graduates and Teach for America Corps Members. *Literacy Research and Instruction, 53, 134-161*.
- Parsons, S.A., & **Vaughn, M.** (2013). Exploring adaptive teaching across contexts: Cross-case analysis of rural and urban educators' instructional adaptations. *Alberta Journal of Educational Research, 59(2), 299-318*.
- Vaughn, M.** & Saul, M.S. (2013). Navigating the rural terrain: A study of visions to promote change. *Rural Educator, 34(2), 38-48*.
- Vaughn, M.** & Parsons, S. A. (2013). Teachers as innovators: Instructional adaptations opening spaces for enhanced literacy learning. *Language Arts Journal, 91(2), 81-93*.

- Vaughn, M., & Faircloth, B. (2013).** Teaching with a purpose in mind: Cultivating a vision for teaching. *The Professional Educator*, 37(2), 1-12.
- Vaughn, M. (2013).** Examining teacher agency: Why did Les leave the building? *New Educator*, 9(2), 119-134.
- Vaughn, M., Parsons, S. A., (2012).** Visions, enactments, obstacles and negotiations: case studies of two novice teachers enrolled in a graduate literacy course. *Journal of Reading Education*, 38(1), 18-25.
- Vaughn, M., & Faircloth, B. (2011).** Understanding teacher visioning and agency during literacy instruction. In J. V. Hoffman, D. Shallert, C. Fairbanks, J. Worthy, & B. Maloch (Eds.), *60th Yearbook of the Literacy Research Association* (pp. 309-323). Oak Creek, WI: National Reading Conference.
- Parsons, S.A, Massey, D., **Vaughn, M.**, Scales, R., Faircloth, B.S., Howerton, W.S., Griffith, R.R., Atkinson, T.S. (2010). Developing thoughtfully adaptive teachers of reading in face to-face and online teacher education course. *Journal of School Connections*, 3(93), 91-111.

Peer Reviewed (submitted):

- Vaughn, M. & Kuby, C.R. (under review).** Examining the visions of pre-service literacy teachers through autoethnographic processes: Hesitancies of living-out social justice teaching. *Critical Literacy*.
- Vaughn, M., Parsons, S.A., Reyes, C., Puzio, K., & Allen, M.H. (under review).** Strengthening theoretical underpinings of teacher visioning: A multiple case study approach of pedagogical visions. *Teachers and Teaching*.
- Bradshaw, S., & **Vaughn, M. (revise and resubmit).** Students and teachers reading and reflecting: Revisiting Retrospective Miscue Analysis during classroom instruction. *Journal of Research in Education*.
- Vaughn, M., & Parsons, S.A. (under review).** Developing adaptive literacy educators within teacher preparation. *ALER Yearbook*.
- Parsons, S.A., **Vaughn, M.**, Malloy, J.A., & Pierczynski, M. (under review). The development of teachers' visions from preservice into their first years teaching: A longitudinal study. *Journal of Teacher Education*.

Peer Reviewed Manuscripts (in preparation):

- Vaughn, M.** Instructional adaptations across local contexts: Multiple casestudies of literacy educators' adaptations during instruction. *Journal of Literacy Research*.

Vaughn, M. Adopting a visionary stance: Pedagogical visions and literacy practices with young readers and writers. *Language Arts Journal*.

Other:

Thesis and Dissertations: *Case Studies of two elementary school teachers: how adaptations impact student agency*

Book review: Artifactual literacies: Every object tells a story. *Journal of the Community Development Society*, (2012).

BOOK CHAPTERS

- Vaughn, M.,** Penney-Pinkham, D., Hillman, K., McKarcher, T., Arthur, T., Terry, B. S., Latella, C., Whipple, T., & Finnell, B. (2015). Locating Coyote: Reorienting the literacy curriculum to empower Indigenous students and educators. J. Richards, & K. Zenkov (Eds.), *Empowering diverse learners and their teachers: Closing the instructional gap through social justice teaching*.
- Vaughn, M.,** Anthony-Stevens, V., Sobotta, A., & McKarcher, T. (in preparation). Indigenous teachers negotiating risk: Fostering Indigenous students' cultural, social, and linguistic strengths in contested spaces.

Scholarly Presentations and Other Creative Activities:

- Parsons, S. A., **Vaughn, M.,** Bruyning, A., & Daoud, N. (2016, November). *Literacy teachers' visions for instruction*. Paper to be presented at the annual meeting of the Association of Literacy Educators and Researchers, Myrtle Beach, SC.
- Vaughn, M.,** Parsons, S.A., Gallagher, M. A., Scales, R.Q., Davis, S.G., Pierczynski, M., Ward Parsons, A., Allen, M. (2016, April). *A Review of the Literature on Adaptive Teaching*. Paper presented at the annual meeting of the American Education Research Association, Washington, DC.
- Vaughn, M.** (2015, December). *Examining knowledge: Transformational learning through pre service teachers' action research projects*. Paper presented at the annual meeting of the Literacy Research Association. Carlsbad, CA.
- Vaughn, M.** (2015, December). *Exploring student agency: A multi-case study of instructional practices across learning contexts*. Paper presented at the annual meeting of the Literacy Research Association. Carlsbad, CA.
- Vaughn, M.** (2015, December). *Fostering young writers: Exploring authoring practices during a student writing project*. Paper presented at the annual meeting of the Literacy Research Association. Carlsbad, CA.
- Parsons, S. A., **Vaughn, M.,** Scales, R. Q., Davis, S. G., Pierczynski, M., Gallagher, M., & Parsons, A. W. (2015, December). *A literature review of adaptive teaching during literacy instruction*. Paper presented at the annual meeting of the Literacy Research Association. Carlsbad, CA.
- Vaughn, M.,** & Parsons, S.A. (2015, November). *Principles of adaptive teaching in literacy*. Paper presented at the annual meeting of the Association of Literacy Educators and Researchers. Costa Mesa, CA.
- Parsons, S. A., **Vaughn, M.,** Scales, R. Q., Davis, S., Pierczynski, M., Gallagher, M., & Parsons, A. W. (2015, November). *Methods used to study teacher adaptations in literacy instruction: A literature review*. Paper presented at the annual meeting of the Association of Literacy Educators and Researchers. Costa Mesa, CA.
- Vaughn, M.** (2015, April). *Developing an adaptive stance: Constructing an adaptive writing curriculum within a teacher inquiry group*. Paper presented at the convention of the American Education Research Association, Chicago, Illinois.
- Vaughn, M.,** Parsons, S.A., Malloy, J.A. (2014, April). *Authoring visions: Visioning as a tool to support beginning teachers*. Poster presented at the convention of the American Education Research Association, Philadelphia, Pennsylvania.
- Vaughn, M.** (2014, April). *Intersections of teacher visioning and adaptability: A multi-case study of elementary teachers' visions and instructional adaptations*. Paper presented

- at the convention of the American Education Research Association, Philadelphia, Pennsylvania.
- Parsons, S.A., **Vaughn, M.** (2014, April). *Adaptive teaching in the context of increased standardization*. Paper presented at the convention of the American Education Research Association, Philadelphia, Pennsylvania.
- Vaughn, M.** (2013, December). *The possibility of place: Rurality, multimodality, and visions*. Paper presented at the convention of the Literacy Research Association, Dallas, Texas.
- Vaughn, M.** (2013, December). *Aligning visions: Case studies of effective literacy educators over time*. Paper presented at the convention of the Literacy Research Association, Dallas, Texas.
- Vaughn, M.,** Parsons, S.A., Ward Parsons, E., & Gray, E. (2013, December). *Opening our minds: Literacy teacher educators engage in an online book club to improve our practice*. Paper presented at the convention of the Literacy Research Association, Dallas, Texas.
- Vaughn, M. & Saul, M.** (2013, May). *Rural teachers' narratives: A study of visions, enactments, and negotiations through exemplary action research*. Paper presented at the convention of the meeting of the American Education Research Association, San Francisco, California.
- Parsons, S. A. & **Vaughn, M.** (2013, May). *A constructivist view of classroom teaching: Analysis of two educators' instructional adaptations*. Paper presented at the convention of the meeting of the American Education Research Association, San Francisco, California.
- Vaughn, M. & Kuby, C.** (2012, December). *Autoethnography as pedagogy: Pre-service teachers' literacy visions*. Symposium paper presented at the convention of the meeting of the Literacy Research Association Conference, San Diego, CA.
- Kuby, C. R. & **Vaughn, M.** (2012, December). *Young children negotiating identities through artistic encounters*. Paper presented at the convention of the meeting of the Literacy Research Association Conference, San Diego, California.
- Vaughn, M.** (2012, December). *Using multimodalities to explore pre-service teachers' visions and understandings about literacy*. Paper presented at the convention of the meeting of the Literacy Research Association Conference, San Diego, California.
- Vaughn, M.** (2012, November). *Negotiating visions: A self-study exploration of literacy-in-action projects within a school partnership*. Paper presented at the National Network for Educational Renewal Conference, Denver, Colorado.
- Vaughn, M. & Kologi, S.** (2012, November). *Aligning visions: Re-envisioning the practicum experience*. Paper presented at the National Network for Educational Renewal Conference, Denver, Colorado.
- Vaughn, M.** (2011, December). *A Question of agency: Exploring the development of student agency through participation in literacy practices*. Poster presented at the convention of the meeting of the Literacy Research Association Conference, Orlando, Florida.
- Vaughn, M.** (2011, December). *Examining teachers' beliefs about adaptive instruction*. Symposium presented at the convention of the meeting of the Literacy Research Association Conference, Orlando, Florida.
- Vaughn, M.** (2011, October). *Developing culturally responsive visions in preservice teachers*. Paper presented at the National Network for Educational Renewal Conference, Hartford, Connecticut.

- Vaughn, M., & Allen, M.** (2011, October). *Adaptive teaching across literacy and science contexts*. Poster session presented at the convention of the Association of Literacy Educators and Researchers Conference, Alexandria, Virginia.
- Vaughn, M., Faircloth, B., Parsons, S.A., Howerton, W.** (2010, December). *Understanding teacher agency during literacy instruction*. Poster session presented at the convention of the meeting of the National Reading Conference, Forth Worth, Texas.
- Vaughn, M., Faircloth, B.** (2010, November). *Teacher, teacher what do you see: A study on how teachers promote student agency*. Poster session presented at the convention of the National Council of Teachers of English Conference, Orlando, FL.
- Parsons, S. A., Scales, R. Q., Williams, B., **Vaughn, M.,** Howerton, W., (2010, November). *Expanding the view of adaptive literacy instruction*. Poster session presented at the convention of the Association of Literacy Educators and Researchers Conference, Omaha NE.
- Parsons, S. A., Scales, R. Q., Williams, B., **Vaughn, M.,** Howerton, W., (2010, November). *Teacher's instructional adaptations during literacy instruction*. Poster session presented at the convention of the National Council of Teachers of English Conference, Orlando, FL.
- Vaughn, M.,** Howerton, W.S., Faircloth, B., Duffy., G.& Miller, S.D. (2010, April). *Teacher vision and agency: Key pieces of the teacher education puzzle?* Poster session presented at the meeting of the American Educational Research Association, Denver, CO.
- Parsons, S. A., Massey, D., Atkinson, T., Griffith, R., Scales, R., Faircloth, B., Malloy,J., **Vaughn, M.,** & Howerton, S. (2010, April). *Preparing thoughtfully adaptive teachers of reading*. Poster session presented at the convention of the International Reading Association, Chicago, IL.
- Vaughn, M.,** Miller, S.D., & Faircloth, B., (2009, December). *Finding a space within which I can learn to read: First graders' reactions to their reading histories*. Roundtable format presented at the meeting of the National Reading Conference, Albuquerque, NM.
- Faircloth, B., Parsons, S. A., Scales, R. Q., **Vaughn, M.** & Howerton, W. S., & (2009, December). *Adaptive teaching: Learning from preservice teachers in face-to-face setting*. In *Developing thoughtfully adaptive teachers of reading in face-to-face and online teacher education courses*. Alternative presentation at the meeting of the National Reading Conference, Albuquerque, NM.
- Haun-Frank, J., Kimmel, S., Carlone, H., & **Vaughn, M.** (April, 2008). *Doing the work of science education reform: Teachers' narratives of hard-won accomplishments*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Baltimore, MD.
- Kimmel, S., Haun-Frank, J., Carlone, H., & **Vaughn, M.** (March, 2008). *Tempered radicals:Elementary teachers' narratives of teaching science within and against prevailing meanings of schooling*. Poster session (with paper) presented at the annual meeting of the *American Educational Research Association*, New York, NY.

Grants and Contracts:

(Under review)

- CO-PI, Assessment of Literacy Teacher Adaptability (ALTA)-2015-2018: Institute of Education Sciences, **\$1,000,000.** (not awarded)

(Awarded)

- Eleanora, Orrin, and Jim Webb Endowed Fund for Community Engagement Faculty Award- 2014-2017: Literacy Outreach Learning Initiative (LOLI), **\$15,000.**
- UI College of Education Innovation Grant Spring 2013: Examining Knowledge: Transformational Learning through Pre-service Teachers' Action Research in Diverse Communities **\$6,000- awarded**
- Inland Community Strategies Foundation Grant: Nez Perce Summer Youth Writing Project: Cultivating Stories, Writing within an Indigenous Perspective, **\$14,894**
Resulting in 6 dual language published books
 1. *Water cycle and Niimiipuu*
 2. *Who am I...isii iin wees; Thoughts and musing of 4th grade poets*
 3. *The seasons of our people: The Niimiipuu*
 4. *Niimiipuum leelep hiteemene tiim es*
 5. *Like the animals*
 6. *iceyeye we have a questions*
- UI Seed Grant 2013: Examining Teacher Adaptability with Nez Perce Students during a Summer Youth Writing Project, **\$11,980- awarded**
- Indigenous Curriculum Development with Native American Educators Office of Community Sponsored Programs: **\$2000- awarded**
- Localizing Literacy: Literature Circles with Prospective Teachers Curriculum and Instruction Innovation Grant: **\$800- awarded**
- University of Idaho Service Learning Grant: Developing Readers & Leaders Grant **\$738 awarded**
- University of Idaho Service Learning Grant for Literacy with Community Partners. **\$800- awarded**
- Foundation for Child Development Finalist, 2014, The Student Writing Project: Cultivating Agency with Young Writers (\$150,000)
- Developing Adaptive Literacy Professionals, 2014: Idaho State Department (\$250,000)
- University of Idaho Seed Grant Proposal Summer 2011: Developing Readers and Writers (\$12,000)
- University of Idaho Seed Grant Proposal Summer 2012: Developing Adaptive Educators within a Reading Clinic (\$12,000)
- Dean's Initiative Grant Fall 2011: Writing Art and Inquiry through STEAM Education (\$12,000)
- Dean's Initiative P:12 Reform Grant Fall 2011: Implications of Idaho's Students Come First Reform Laws (\$12,000)

SERVICE:**Major Committee Assignments:**

College of Education: Strategic Planning Committee, 2012 to present
 College of Education: Petition and Retention Committee, 2012 to 2013
 University of Idaho Arts Committee, 2012 to present
 UI Instructional Materials Technology Committee, 2012 to present

Leadership Roles:

Literacy Research Association Pacific Northwest Field Representative-2014 to present.

Wright Fellows Director (Masters of Curriculum and Instruction Cohort of Inservice Educators)-
2012 to 2013

National Writing Project Director- Spring 2013 to Fall 2013

Search Committee Chair, Literacy Tenure Track (Position 1), Spring 2013

Search Committee Chair, ENL Literacy and Language Tenure Track (Position 2), Spring 2013

Search Committee Member, Community Partnership Coordinator, Fall 2011

NCATE Special Committee Representative to the College, Spring 2013

Search Committee Member, Director of Teacher Education, Spring 2015

Professional and Scholarly Organizations:

American Educational Research Association (AERA) Member 2009-present

Teacher Education SIG Member 2008-present

International Reading Association (IRA) Member, 2009-present

National Council for Teachers of English (NCTE) Member, 2009-present

Literacy Research Association/ National Reading Conference (NRC) Member, 2007-present

National Network for Educational Renewal Member, 2011-present

Review Activities:

Associate Editor, School-University Partnerships (peer reviewed journal), 2014 to present

Editorial board, Journal of School Connections, 2010 to present.

Editorial board, Action in Teacher Education, 2012 to present.

Editorial board, Reading Psychology, 2013 to present.

Editorial board, Journal of Research in Education, 2015 to present.

Editorial board, The Reading Teacher, 2015 to present.

Invited Reviewer for Journal of Teacher Education, October 2012 to present.

Invited Reviewer for Symbolic Interaction, Fall 2013.

AERA proposal reviewer, 2009 to present.

LRA proposal reviewer, 2008 to present.

University of Idaho Seed Grant Reviewer 2013 to present.

Community Service:

PROFESSIONAL DEVELOPMENT:

Professional Development of Literacy Instruction-Moscow School District: November 2015 to
present

Professional Development of Literacy Instruction-Potlatch Elementary School: July 2014 to
present

Professional Development of Literacy Instruction: Palouse Prairie Expeditionary Learning
School, 2010 to Spring 2013

Professional Development of Literacy Instruction: Lapwai Elementary School, 2012 to 2014

Director of Elementary and University Literacy Project, Hillsborough Elementary, 2006-2007

Curriculum and PDS committee member, Pilot Elementary, 2009-2011

Director of Afterschool Literacy Tutoring Project with University of North Carolina Teaching
Fellows, 2005-2007

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN:
 ORGANIZATION:
 University of Idaho
 Finance and Administration
 P.O. Box 443168
 Moscow, ID 83844-3168

DATE:02/26/2016
 FILING REF.: The preceding
 agreement was dated
 06/17/2015

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

SECTION I: INDIRECT COST RATES

RATE TYPES:	FIXED	FINAL	PROV. (PROVISIONAL)	PRED. (PREDETERMINED)
	<u>EFFECTIVE PERIOD</u>			
<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%) LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2013	06/30/2016	45.30 On-Campus	Organized Research
PRED.	07/01/2016	06/30/2017	46.00 On-Campus	Organized Research
PRED.	07/01/2017	06/30/2019	47.50 On-Campus	Organized Research
PRED.	07/01/2013	06/30/2019	26.00 Off-Campus	Organized Research
PRED.	07/01/2013	06/30/2016	56.00 On-Campus	Instruction
PRED.	07/01/2016	06/30/2019	58.00 On-Campus	Instruction
PRED.	07/01/2013	06/30/2019	26.00 Off-Campus	Instruction
PRED.	07/01/2013	06/30/2016	34.00 All	Agriculture & Forestry Exper. Station
PRED.	07/01/2016	06/30/2019	36.00 All	Agriculture & Forestry Exper. Station
PRED.	07/01/2013	06/30/2016	34.00 On-Campus	Public Service
PRED.	07/01/2016	06/30/2019	35.00 On-Campus	Public Service
PRED.	07/01/2013	06/30/2019	26.00 Off-Campus	Public Service

ORGANIZATION: University of Idaho Finance and Administration

AGREEMENT DATE: 2/26/2016

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PROV.	07/01/2019	Until Amended		(1)	

*BASE

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

(1) Use same rates and conditions as those cited for fiscal year ending June 30, 2019.

ORGANIZATION: University of Idaho Finance and Administration

AGREEMENT DATE: 2/26/2016

SECTION I: FRINGE BENEFIT RATES**

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
FIXED	7/1/2016	6/30/2017	31.10	All	Faculty
FIXED	7/1/2016	6/30/2017	40.90	All	Staff
FIXED	7/1/2016	6/30/2017	2.00	All	Students
FIXED	7/1/2016	6/30/2017	7.40	All	Temporary

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

Salaries and wages excluding IH Leave and Health Savings Accounts for all eligible employee classes, Vacation Payoff, Vacation Payout-Exempt from PRS, Vacation Payout-IH Termination, and Cell Phone Stipend.

ORGANIZATION: University of Idaho Finance and Administration

AGREEMENT DATE: 2/26/2016

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are charged using the rate(s) listed in the Fringe Benefits Section of this Agreement. The fringe benefits included in the rate(s) are listed below.

TREATMENT OF PAID ABSENCES

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

DEFINITION OF OFF-CAMPUS

A project is considered off-campus if the activity is conducted at locations other than University owned or operated facilities and indirect costs associated with physical plant and library are not considered applicable to the project. Projects will not be subject to more than one indirect cost rate. If two-thirds or more 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 included in the fringe benefit rate(s): FICA, GROUP LIFE, HEALTH INSURANCE, MEDICARE, WORKERS COMPENSATION, RETIREMENT, OTHER POST EMPLOYMENT BENEFITS, UNEMPLOYMENT INSURANCE, DISABILITY INSURANCE, EMPLOYEE TUITION REMISSION, AND TERMINAL LEAVE.

NEXT PROPOSAL DUE DATE

A fringe benefit proposal based on actual costs for fiscal year ending 06/30/16, will be due no later than 12/31/16.

REFERENCES CITED:

- Belgarde, M. J., Mitchell, R. D., & Arquero, A. (2002). What do we have to do to create culturally responsive programs?: The challenge of transforming American Indian teacher education. *Action in teacher education*, 24(2), 42-54.
- Brayboy, B. M. J., & Maaka, M. J. (2015). K–12 Achievement for Indigenous Students. *Journal of American Indian Education*, 54(1), 63-98.
- Castagno, A. E. (2012). " They Prepared Me to Be a Teacher, But Not a Culturally Responsive Navajo Teacher for Navajo Kids": A Tribal Critical Race Theory Analysis of an Indigenous Teacher Preparation Program. *Journal of American Indian Education*, 3-21.
- Castagno, A. E., & Brayboy, B. M. J. (2008). Culturally responsive schooling for Indigenous youth: A review of the literature. *Review of Educational Research*, 78(4), 941-993.
- Darling-Hammond, L. (2010). Teacher education and the American future. *Journal of teacher education*, 61(1-2), 35-47.
- Dearien, C. (2016). Idaho at a Glance: American Indian Education, 7(5). University of Idaho, McClure Center for Public Policy Research.
- Jojola, T., Lee, T.S., Alacantara, A., Belgarde, M., Bird, C., Lopez, N., & Singer, B. (2011). Indian Education in New Mexico, 2025. Santa Fe, NM: Public Education Department.
- Lee, T. S. (2015). The significance of self-determination in socially, culturally, and linguistically responsive (SCLR) education in Indigenous contexts. *Journal of American Indian Education*, 54(1), 10-32.
- McCarty, T. L. (2009). The impact of high-stakes accountability policies on Native American learners: evidence from research. *Teaching Education*, 20(1), 7-29.
- Nieto, S. (2000). Placing equity front and center some thoughts on transforming teacher education for a new century. *Journal of teacher education*, 51(3), 180-187.
- Williams, S. V. (2013). Outsider teacher/insider knowledge: fostering Mohawk cultural competency for non-native teachers. *Teacher Education Quarterly*, 40(1), 25.
- U.S. Department of Education. 2015. White House Initiative on American Indian and Alaska Native Education, *School Environment Listening Sessions Final Report*, Washington, D.C. Retrieved from <http://sites.ed.gov/whiaiane/files/2015/10/school-environment-listening-sessions-final-report.pdf>

Yazzie-Mintz, T. (2007). From a place deep inside: Culturally appropriate curriculum as the embodiment of Navajo-ness in classroom pedagogy. *Journal of American Indian Education*, 46(3), 72-93

June 23, 2016

Mr. John Cheek
Indian Education Professional Development Program
U.S. Department of Education
400 Maryland Ave., SW, Room 3W207
Washington, D.C. 20202-6200

Dear Mr. Cheek:

The University of Idaho is in full support of the goals and objectives of the grant proposal titled Indigenous Knowledge for Effective Education Program (IKEEP) to support Native American Students. IKEEP will provide significant support services to the success of UI Native American students and is the vehicle by which the University can help them meet their individual academic and personal goals in higher education, and then contribute to educating the next generation of students.

The University of Idaho will continue to provide appropriate facilities and assist with the College of Education and IKEEP to support the needs of prospective students of our university who may benefit from this program. This will enhance our commitment to our MOU with indigenous tribes of the Northwest.

The University of Idaho cooperates with 10 regional tribes throughout this MOU. As part of the agreement, any enrolled tribal member receives in-state tuition regardless of residency. Students are also eligible for additional academic and diversity-enhancing scholarships. As part of the MOU, I meet regularly with tribal leaders and, in particular, with education directors. These meetings have been very productive, resulting in a specific education initiative in our fisheries area.

The UI also has a staffed Native American Student Center where students are welcomed and are provided a full range of campus services, such as advising, tutoring, Tribal networking, leadership and professional development opportunities, etc. Additionally we are proud to host the Tutxinmepu Pow Wow each year.

On a more personal level, I've enjoyed the privilege of working directly with Dr. Yolanda Bisbee in her role as Tribal Relations Director and in her interim role as Chief Diversity Officer. I am confident that investing in this program will yield return.

Sincerely,

(b)(6)

Chuck Staben
President

**Memorandum of Understanding
University of Idaho
President's Native American Advisory Council**

THIS MEMORANDUM OF UNDERSTANDING is entered into by and between the UNIVERSITY OF IDAHO ("University") and the Native American tribal governments signatory below (the "Signatory Tribes").

WHEREAS, the University is a land-grant university whose mission encompasses efforts to reach out to deliver quality education to all citizens of the State of Idaho; and

WHEREAS, the University recognizes and affirms for itself established Federal policies under which Native American tribal governments are treated as distinct legal and political entities, with their own powers of self-governance and self-determination; and

WHEREAS, the University is fortunate to be situated geographically throughout Idaho and amidst many rich native cultures; and

WHEREAS, the University and the Signatory Tribes wish to strengthen the relationships between them, and to improve the quality of educational services and opportunities provided to Native American students at the University and enrich the overall learning environment for all students, faculty and staff;

NOW, THEREFORE, the parties agree as follows:

1. The parties hereto affirm the establishment of the President's Native American Advisory Council.
2. The Council shall be comprised of the following members:
 - a. Designees of each signatory tribe; tribal chairperson or his/her designee;
 - b. The President of the University, or his/her designee;
 - c. The Provost of the University, or his/her designee; and
 - d. The Native American Tribal Liaison of the University, as Staff
3. The Council's mission shall be to promote tribal leadership that fosters unity and cooperation among Native American students, Signatory Tribes, and the University of Idaho. The Council advises the President.

In carrying out its mission, the Council shall perform the following functions:

- a. Provide advice and counsel to strengthen the relationship between the University and the Signatory Tribes;
- b. Assist the University in seeking to strengthen the functions and services it is authorized to provide to Native American communities;
- c. Promote a campus climate conducive to cultural competence and meeting the cultural needs of the Native American community at the University;
- d. Assist the University in its efforts to recruit and retain Native American students and faculty; and
- e. Advise the University on teaching, research and outreach efforts to enrich the learning environment for all students.

4. The tribal members of the Council recognize and support the Native American Advisory Board ("Board"), a complimentary organization that provides feedback on development of curriculum, recruitment and retention of Native American students, support services and educational programs that serve the needs of area Native American tribes. The membership of the Board shall include tribal educational leaders, and as further set out in the attached Board Structure document, which may be updated from time to time. Any updates to the Board Structure document will be shared with the Council and appended hereto.
5. The Council shall meet at least twice a year, once at a University of Idaho site, and once rotating among the participating tribal sites.
6. Any signatory may invite other representatives of other tribal governments to the Council. Any such new Signatory party must agree to participate fully in the Council's work as outlined.
7. This Council and its membership and functions may be altered or dissolved at any time upon recommendation of the Council to the University's President.
8. This Memorandum sets out terms for mutual cooperation to improve the University's efforts by providing educational services to Native American populations, and to promote better understanding of Native American issues. No portion of this Memorandum shall be construed to imply that any legal obligations exist among any of the signatories.
9. This Memorandum supersedes previous MOUs between the University of Idaho and the signatory tribes regarding the same subject matter.

(b)(6)	<i>11-27-07</i>	(b)(6)	<i>12-4-07</i>
Chief Allan, Chairman Coeur d'Alene Tribe	Date	Jennifer Porter, Chairperson Kootenai Tribe of Idaho	Date
(b)(6)	<i>5-1-08</i>	(b)(6)	<i>11-15-07</i>
Michael Marchand Chairman Confederated Tribes of the Colville Reservation	Date	Samuel Penney, Chairman Nez Perce Tribe	Date
(b)(6)	<i>1-22-08</i>	(b)(6)	<i>5-20-08</i>
Glen Nenema, Chairman Kalispel Tribe	Date	Rick Sherwood, Chairman Spokane Tribe	Date

(b)(6)

Alonzo Coby, Chairman
Shoshone-Bannock Tribes

6-6-08

Date

(b)(6)

Antone MintHorn, Chairman
Confederated Tribes of the
Umatilla Indian Reservation

4/4/08

Date

(b)(6)

Kyle Prior, Chairman
Shoshone-Paiute Tribes

12-04-07

Date

Lavina Washines, Chairperson
Confederated Tribes of the
Yakama Indian Nation

Date

(b)(6)

Timothy P. White, President
University of Idaho

11.09.07

Date

Memorandum of Understanding University of Idaho President's Native American Advisory Council

THIS MEMORANDUM OF UNDERSTANDING is entered into by and between the UNIVERSITY OF IDAHO ("University") and the Native American tribal governments' signatory below (the "Signatory Tribes").

WHEREAS, the University is a land-grant university whose mission encompasses efforts to reach out to deliver quality education to all citizens of the State of Idaho; and

WHEREAS, the University recognizes and affirms for itself established Federal policies under which Native American tribal governments are treated as distinct legal and political entities, with their own powers of self-governance and self-determination; and

WHEREAS, the University is fortunate to be situated geographically throughout Idaho and amidst many rich native cultures;

WHEREAS, the University and the Signatory Tribes wish to strengthen the relationships between them, and to improve the quality of educational services and opportunities provided to Native American students at the University and enrich the overall learning environment for all students, faculty and staff;

NOW, THEREFORE, the parties agree as follows:

1. The parties hereto affirm the establishment of the President's Native American Advisory Council.
2. The Council shall be comprised of the following members:
 - a. Designees of each signatory tribe; tribal chairperson or his/her designee;
 - b. The President of the University, or his/her designee;
 - c. The Provost of the University, or his/her designee; and
 - d. The Native American Tribal Liaison of the University, as Staff
3. The Council's mission shall be to promote tribal leadership that fosters unity and cooperation among Native American students, Signatory Tribes, and the University of Idaho. The Council advises the President.

In carrying out its mission, the Council shall perform the following functions:

- a. Provide advice and counsel to strengthen the relationship between the University and the Signatory Tribes;
- b. Assist the University in seeking to strengthen the functions and services it is authorized to provide to Native American communities;
- c. Promote a campus climate conducive to cultural competence and meeting the cultural needs of the Native American community at the University;
- d. Assist the University in its efforts to recruit and retain Native American students and faculty; and
- e. Advise the University on teaching, research and outreach efforts to enrich the learning environment for all students.

4. The tribal members of the Council recognize and support the Native American Advisory Board (Board), a complimentary organization that provides feedback on development of curriculum, recruitment and retention of Native American students, support services and educational programs that serve the needs of area Native American tribes. The membership of the Board shall include tribal educational leaders, and as further set out in the attached Board Structure document, which may be updated from time to time. Any updates to the Board Structure document will be shared with the Council and appended hereto.
5. The Council shall meet at least twice a year, once at a University of Idaho site, and once rotating among the participating tribal sites.
6. Any signatory may invite other representatives of other tribal governments to the Council. Any such new Signatory party must agree to participate fully in the Council's work as outlined.
7. This Council and its membership and functions may be altered or dissolved at any time upon recommendation of the Council to the University's President.
8. This Memorandum sets out terms for mutual cooperation to improve the University's efforts by providing educational services to Native American populations, and to promote better understanding of Native American issues. No portion of this Memorandum shall be construed to imply that any legal obligations exist among any of the signatories.
9. This Memorandum supersedes previous MOUs between the University of Idaho and the signatory tribes regarding the same subject matter.

(b)(6)

JoDe L. Goudy, Chairperson
Yakama Nation

2-4-15

Date

(b)(6)

Chuck Staben, President
University of Idaho

3-10-15

Date



Nez Perce

TRIBAL EXECUTIVE COMMITTEE

P.O. BOX 305 • LAPWAI, IDAHO 83540 • (208) 843-2253

June 28, 2016

Mr. John Cheek, NYCP Competition Manager
Indian Education Professional Development program
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W207
Washington D.C. 20202-6200

Dear Mr. Cheek:

The Nez Perce Tribal Executive Committee (NPTEC) supports the goals and objectives of the University of Idaho's Indian Education Professional Development Grant, Indigenous Knowledge for Effective Education Program (IKEEP). We recognize that the scholarship and support services that IKEEP provides is critical to support and training to Native American individuals to complete a pre-service education program that will qualify students to meet the requirements for full state certification or licensure as a teacher.

The Nez Perce Tribe's overall vision is to enhance the health and welfare of its people, promote economic development by creating and expanding businesses while diversifying our economy, renewing our fiscal and physical well-being, and securing our unique heritage for cultural, educational, social, economic, and environmental success. Supporting projects that expand career and education opportunities for Nez Perce tribal members will help us reach this vision. Our tribal children attending public schools will benefit from having more Native American teachers who are committed to culturally-responsive education strategies.

NPTEC looks forward to our continued partnership the University of Idaho. Please let us know when your IKEEP project is funded, so we can further discuss our partnership. Thank you.

(b)(6)

Mary Jane Miles
Chairman



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NEZ PERCE EDUCATION DEPARTMENT

P.O. Box 365
Lapwai, Idaho 83540
Phone: (208) 621-4610 Fax: (208) 843-7387
Main Email: joycem@nezperce.org Scholarships: education@nezperce.org

June 6, 2016

Mr. John Cheek, NYCP Competition Manager
Indian Education Professional Development program
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W207
Washington D.C. 20202-6200

Dear Mr. Cheek:

The Nez Perce Education Department supports the goals and objectives of the University of Idaho's Indian Education Professional Development Grant called Indigenous Knowledge for Effective Education Program (IKEEP). We recognize that the scholarship and support services that IKEEP provides is critical to support and train Native American individuals to complete a pre-service education program that will qualify students to meet the requirements for full state certification or licensure as a teacher

Two key Nez Perce education programs are related to your IKEEP goals. One is the Higher Education Scholarship program. We provide tribal scholarships to Nez Perce tribal members, so we are invested in advancing the education goals of our tribal members. The other project is the Nez Perce State Tribal Education Partnership (STEP) which aims to improve the academic achievement of tribal students by meeting their unique educational and cultural needs. Our project's strategic framework addresses culturally-responsive curriculum, family engagement, instruction, school environment, and school leadership in our partner schools. We have previously discussed with UI staff the need to train pre-service teachers to use culturally-responsive classroom instruction strategies. We have developed Nez Perce Cultural Standards for instruction with input from tribal members, including elders and youth, on traditional ways of passing on knowledge. We are working with our partner schools to have their teachers use these cultural standards as an important strategy to close the achievement gap for American Indian/Alaska Native students.

On behalf of the Nez Perce Education Department, I commit to assist IKEEP by providing:

- Recruitment services (Identification of eligible applicants, Classroom presentations, and Program and event presentations).
- Communications and Marketing (Publicizing IKEEP visits, Distributing IKEEP brochures to target population)

- Referral (Referring students to IKEEP, Referring program to programming events)
- Monetary and/or facility support (Scholarships to enrolled Nez Perce Tribal Members, Facility usage, Computer labs at our Téecukwenwees Education Training Room in Lapwai, ID)

We look forward to our continued partnership with UI and their proposed IKEEP project.

Sincerely,

(b)(6)

Joyce McFarland
Education Manager



LAPWAI SCHOOL DISTRICT #341

404 S. Main
Lapwai, Idaho 83540
(208) 843-2622

June 22, 2016

John Cheek,
Indian Education Professional Development program
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W207
Washington D.C. 20202-6200.

Dear Mr. Cheek:

The Lapwai School District supports the goals and objectives of the University of Idaho Indian Education Professional Development Grant, Indigenous Knowledge for Effective Education Program (IKEEP). We recognize that the scholarship and support services that IKEEP provides is critical to support and training to Native American individuals to complete a pre-service education program that will qualify students to meet the requirements for full state certification or licensure as a teacher.

The Lapwai School District is an Idaho Public School located on the Nez Perce Indian Reservation. Our partnership and collaboration with the tribe is critical to our success. Collaboratively with the Nez Perce Tribe Education Department we are defining what culturally responsive education means for our students, in our community. As the Lapwai School District Superintendent, we commit to assisting IKEEP by providing our full support and collaboration. We look forward to including IKEEP and prospective Native American teachers in this collaborative process.

I look forward to our continued partnership with IKEEP. Please do not hesitate to contact me if I may provide additional information.

Sincerely,

Dr. David M. Aiken
Superintendent, Federal Programs Director
Lapwai School District # 341
208-843-2622 ext. 202
daiken@lapwai.org

Together, we ensure all students will reach their full potential.



COEUR D'ALENE TRIBE

CHIEF J. ALLAN CHAIRMAN
P.O. BOX 408
PLUMMER, IDAHO 83851
(208) 686-5803 • Fax (208) 686-8813
email: chairman@cdatribe-nsn.gov

June 22, 2016

Mr. John Cheek
Indian Education Professional Development Program
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W207
Washington, D.C. 20202-6200

Dear Mr. Cheek:

The University of Idaho's College of Education is submitting a Professional Development Grant for fall 2016. This letter is to inform you that the Coeur d' Alene Tribe supports the goals and objectives of the University of Idaho Indian Education Professional Development Grant, Indigenous Knowledge for Effective Education Program (IKEEP).

The grant proposal is closely aligned with the strategic plan written by Idaho's Indian Education Committee, which consists of Tribal Leaders from the 5 Tribes of Idaho, college and university representatives, K-12 educators, and BIE administrators.

Additionally, the proposal submitted aligns with the strategic plan our own tribal Department of Education developed earlier this year. Our Department of Education provides services and support to over 700 individuals along their educational career. During the past two years, Tribal leaders, directors, and managers from five tribal departments participated in a comprehensive study that found that the absence of cultural responsive curriculum and the lack of teachers trained in cultural responsive pedagogy in our K-12 school systems was one of the major findings for student dropout. The IKEEP program could help us to begin to fill that gap.

The Coeur d' Alene Tribe Department of Education supports the IKEEP proposal and we are committed to assisting the IKEEP by providing recruitment services, communications and marketing, and monetary and/or facility support when and where it is feasible and appropriate.

We are looking forward to partnering with the University of Idaho IKEEP project and we sincerely hope this proposal will be funded through the US Department of Education.

Sincerely,

(b)(6)

Chief Allan
Chairman, Coeur d'Alene Tribe



COEUR D'ALENE TRIBE

850 A STREET
P.O. BOX 408
PLUMMER, IDAHO 83851
(208) 686-1800 • Fax (208) 686-1182

Mr. John Cheek
Indian Education Professional Development Program
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W207
Washington, D.C. 20202-6200

Dear Mr. Cheek:

The University of Idaho, College of Education is submitting a Professional Development Grant for fall 2016. The Coeur d' Alene Tribe of Idaho supports the goals and objectives of the University of Idaho Indian Education Professional Development Grant, Indigenous Knowledge for Effective Education Program (IKEEP). It aligns perfectly with the Idaho Indian Education Committee's strategic plan, which was developed by Tribal Leaders from the 5 Tribes of Idaho, college and university representatives, k-12 educators and BIE administrators. The proposal also aligns with the Coeur d' Alene Tribe's Department of Education Strategic Plan created in spring of 2016.

The Cd'A Tribe Department of Education provides educational services and support to over 700 individuals cradle to career on the Tribe's educational pipeline. During the past two years, Tribal leaders, directors and managers from five departments were involved in a comprehensive study, the absence of cultural responsive curriculum and the lack of teachers trained in cultural responsive pedagogy in our k-12 school systems was one of the major findings for student dropout.

The Coeur d' Alene Tribe Department of Education is committed to assisting the IKEEP by providing the following:

Recruitment Services

- Identification of eligible applicants
- Classroom presentations
- Program and event presentations
- College Fair access
- Financial aid presentations

Communications and Marketing

- Publicizing IKEEP visits
- Distributing IKEEP brochures to target populations

Monetary and/or facility support

- Scholarships
- Facility usage
- Computer labs

We are looking forward to partnering with the University of Idaho IKEEP project.

(b)(6)

Dr. Christine Meyer, Director of Education

Plummer-Worley Joint School District No. 44

June 20, 2016

John Cheek,
Indian Education Professional Development program
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W207
Washington D.C. 20202-6200.

Dear Mr. Cheek:

The Plummer Worley School District supports the goals and objectives of the University of Idaho Indian Education Professional Development Grant, Indigenous Knowledge for Effective Education Program (IKEEP). We recognize that the scholarship and support services that IKEEP provides is critical to the support and training of Native American individuals to complete a pre-service education program that will qualify students to meet the requirements for full state certification or licensure as a teacher.

The Plummer Worley School District is on the Coeur d'Alene Reservation in North Idaho. Our district serves 75% Native American students. As a district, we work closely with the Coeur d'Alene Tribe Department of Education to provide and extend resources to all of our students. Although the district has experienced teacher turnover in certain years, I can only recall one Native American applicant for a certificated position since 2004. We hired her. It is a pleasure for me to write this letter of support for IKEEP.

As a school district, we commit to assisting IKEEP by providing pre-approved access to our classrooms so students may observe or present supervised lessons, allowing students to attend special presentations, financial aid seminars, college fairs, or professional development activities, and disseminating brochures to the target population. We would also work actively to refer students to the program and would be happy to promote the program during relevant events. If the IKEEP program needs to hold special meetings or requires the use of the computer lab, I would encourage a facility use form to be filled out for approval.

As the Superintendent of the Plummer Worley School District, I appreciate the objectives of the program, and I look forward to a partnership with IKEEP.

Sincerely,



Judi Sharrett



Shoshone-Bannock Jr./Sr. High School

School office (208) 238-4200

PO Box 790

Fax (208) 238-2628

Fort Hall, ID 83203

June 17, 2016

John Cheek

Indian Education Professional Development Program

U.S. Department of Education

400 Maryland Avenue, SW, Room 3W207

Washington D.C. 20202-6200

Dear Mr. Cheek,

The Shoshone-Bannock Jr./Sr. High School supports the goals and objectives of the University of Idaho Indian Education Program(IKEEP). We recognize that the scholarship and support services that IKEEP provides is critical to support and training to Native American individuals to complete a pre-service education program that will qualify students to meet the requirements for full state certification or licensure as a teacher.

The Shoshone-Bannock Jr./Sr. High School (SBHS or Sho-Ban) is a small school located on the Fort Hall Indian Reservation in southeastern Idaho and is a grant school funded by the U.S. Department of the Interior, Bureau of Indian Education. We offer have 6th -12th grade students at our school and have an average of 100 students annually attend. Fort Hall is a small reservation community with high levels of poverty, unemployment, and high needs families with low levels of adult education.

As the Superintendent/Principal and the School Board Chairperson we commit to assisting the IKEEP by providing the following:

Recruitment services:

- Identification of eligible applicants
- Classroom Presentations
- Program and events presentation
- College Fair access
- Financial Aid presentations

Communications and Marketing

- Publicizing IKEEP access
- Distributing IKEEP brochures to target populations

Referral

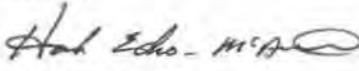
- Referring students to IKEEP
- Referring program to programming events

Monetary and/or facility Support

- Scholarships
- Out-of-state Tuition waivers
- Facility usage
- Computer labs

We look forward to our continued partnership with IKEEP.

Sincerely,

 (acting)
for Eric Lords

Eric T. Lords
Superintendent/Principal

(b)(6)

Anna Broncho
School Board Chairperson



Confederated Tribes and Bands
of the Yakama Nation

Established by the
Treaty of June 9, 1855

Post Office Box 151, Fort Road, • Toppenish, WA 98948 • (509) 865-5121 • Fax (509) 865-6994

June 21, 2016

John Cheek
Indian Education Professional Development Program
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W207
Washington, D.C. 20202-6200

Dear Mr. Cheek,

The Yakama Nation supports the goals and objectives of the University of Idaho Indian Education Professional Development Grant, Indigenous Knowledge for Effective Education Program, (IKKEP). We recognize that the scholarship and support services that IKKEP provides is critical to support and train Native American individuals to complete a pre-service education program that will qualify students to meet the requirements for full state certification or licensure as a teacher.

Our Yakama Higher Education Programs commit to assisting IKKEP by providing recruitment, retention, advising and counseling of eligible Yakama applicants into our scholarship program and in particular a focus on the need for Native Teachers in our public school on or near the Yakama Homelands. Our qualified staff provides the necessary presentations to encourage our students in all disciplines of post-secondary education. We are committed to our continued relationship with the University of Idaho in publicizing IKKEP, arranging their visits to our Yakama Homelands and distribution of informational materials to our people.

As an Honored member of the University's President's Native American Advisory Board we remain committed also in providing the scholarships necessary for our students to succeed. As an MOU member of the University, we are confident that the commitment on their part in securing Out of State Tuition waivers will add to the growing need of Native Teachers in our area. The highly qualified faculty at the University adds to the retention and completion support our students so much need and we are confident that the support they get from this grant will help sustain a growing need for our students in achieving their higher education goals.

The Yakama Nation will remain supportive of the University of Idaho's work and all attempts to help our people become valued assets to our tribal communities and the educational process and development of our students on our Homelands. Our continued partnership will grow and with your respectful consideration of this grant, we have no doubt great things will transpire for our members.

(b)(6)

JoDe Goudy, Chairman
Yakama Nation Tribal Council

**Confederated Tribes *of the*
Umatilla Indian Reservation**

Department of Education



46411 Timine Way
Pendleton, OR 97801

www.ctuir.org email: info@ctuir.org
Phone 541-276-3165 Fax: 541-276-6543

June 22, 2016

John Cheek,
Indian Education Professional Development program
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W207
Washington D.C. 20202-6200.

Dear Mr. Cheek:

The Confederated Tribes of the Umatilla Indian Reservation supports the goals and objectives of the University of Idaho Indian Education Professional Development Grant, Indigenous Knowledge for Effective Education Program (IKEEP). We recognize that the scholarship and support services that IKEEP provides is critical to support and training to Native American individuals to complete a pre-service education program that will qualify students to meet the requirements for full state certification or licensure as a teacher

The Confederated Tribes of the Umatilla Indian Reservation is a union of three tribes: Cayuse, Umatilla, and Walla Walla. The CTUIR has 2,965 tribal members. Nearly half of those tribal members live on or near the Umatilla Reservation. The Umatilla Reservation is also home to another 300 Indians who are members of other tribes. About 1,500 non-Indians also live on the Reservation. 30% of our membership is composed of children under age 18. 15% are elders over age 55. The Umatilla Indian Reservation is about 172,000 acres (about 273 square miles). CTUIR is governed by a Constitution and by-laws adopted in 1949. The Governing body is the nine-member Board of Trustees, elected every two years by the General Council (tribal members age 18 and older). Day-to-day business of the tribal government is carried out by a staff of about 520 employees in departments and programs such as natural resources, health, police, fire, education, social services, public works, economic development, and dozens more.

As the Confederated Tribes of the Umatilla Indian Reservation, we commit to assisting the IKEEP by providing:
Recruitment services

- Identification of eligible applicants
- Class room presentations
- Program and event presentations
- College Fair access
- Financial Aid presentations

Communications and Marketing

- Publicizing IKEEP visits
- Distributing IKEEP brochures to target population

Referral

- Referring students to IKEEP
- Referring program to programming events

Monetary and/or facility support

- Scholarships
- Out-of-state Tuition waivers
- Facility usage
- Computer labs

We look forward to our continued partnership with IKEEP.

Sincerely,

(b)(6)

Modesta Minthorn
Director of Education

NORTHWEST INDIAN COLLEGE

X w l c m i E l h > T a l > N e x w S q u l



June 28, 2016

John Cheek,
Indian Education Professional Development program
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W207
Washington D.C. 20202-6200.

Dear Mr. Cheek:

The Northwest Indian College Nez Perce Site supports the goals and objectives of the University of Idaho Indian Education Professional Development Grant, Indigenous Knowledge for Effective Education Program (IKEEP). We recognize that the scholarship and support services that IKEEP provides is critical to support and training to Native American individuals to complete a pre-service education program that will qualify students to meet the requirements for full state certification or licensure as a teacher.

The majority of our Northwest Indian College graduates complete their Associate of Arts Degree within in 2-3 years. They then decide to pursue employment or continue on to further their education. Several of our students show great interest in teaching at many different levels from pre-school to college.

As the Northwest Indian College- Nez Perce Site we commit to assisting the IKEEP by providing:

Recruitment services

- o Identification of eligible applicants
- o Classroom presentations
- o Program and event presentations
- o College Fair access
- o Financial Aid presentations

Referral

- o Refer students to IKEEP
- o Refer programs to programming events

Monetary and/or facility support

- o Scholarships
- o Out-of-state Tuition waivers for federally recognized Tribal members, descendants and employees of Tribal programs.
- o Facility usage
- o Computer labs

We look forward to our continued partnership with IKEEP.

(b)(6)

Angela Picard
(208) 621-4605, angelap@nezperce.org

Office of the Dean

875 Perimeter Dr MS 3080
Moscow ID 83844-3080

Phone: 208-885-6772
coe@uidaho.edu
www.uidaho.edu/ed

June 21, 2016

John Cheek
Indian Education Professional Development program
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W207
Washington D.C. 20202-6200.

Dear Mr. Cheek,

The College of Education at the University of Idaho enthusiastically supports the goals and objectives of the University of Idaho Indian Education Professional Development Grant, Indigenous Knowledge for Effective Education Program (IKEEP). While the College's teacher preparation program has recently increased its effectiveness in preparing educators for Indigenous rich communities through the leadership of Drs. Yolanda Bisbee and Vanessa Anthony-Stevens, if funded, the IKEEP would provide critical support in our efforts to support and train Native American individuals to complete our pre-service education program that qualifies students to meet degree requirements as well as full state certification or licensure as a teacher.

The University of Idaho (UI), in conjunction with the 10 Memorandum of Understanding (MOU) Tribes: the Nez Perce, Coeur d'Alene, Kootenai, Shoshone-Bannock, Shoshone-Paiute, Yakama, Kalispel, Colville, Umatilla, and Spokane, is in a unique and powerful partnership to implement a proposed Professional Development Program, **Indigenous Knowledge for Effective Education Program (IKEEP)**. Project personnel have the experience and expertise to uniquely provide instruction, support and Indigenous culture-based pedagogical models. Specifically, this project proposes to provide support and training to twelve Native American individuals to complete a pre-service education degree program that will qualify them to meet the requirements for full state certification or licensure as a teacher within the four-year grant period.

In addition to providing financial support, specialized mentoring and academic advising, funding from this grant would also enable the sharing of culturally responsive research material on teaching and learning with participants. In addition, participants would be provided significant opportunity for the practice of Indigenous pedagogies. IKEEP then offers critical capacity building opportunities to strengthen the current educational initiatives for improving Native school achievement led by each partner tribe in their respective communities, and statewide.

Because the proposal details project staff, I will not repeat staff members' expertise and experience in this letter. However, suffice it say that these individuals are steeped in Indigenous knowledge and culture-based curriculum and instruction. Further, they have deep and trusting relationships with community members, and in some instances, are members of the respective community.

As the Associate and Acting Dean for the College of Education at the University of Idaho, selected colleagues and I commit to assisting the IKEEP by providing:

Recruitment services

- Identification of eligible applicants
- Class room presentations
- Program and event presentations
- College Fair access
- Financial Aid presentations

Communications and Marketing

- Publicizing IKEEP visits
- Distributing IKEEP brochures to target population
- Publicizing IKEEP through the College and University web-site

Referral

- Referring students to IKEEP
- Referring program to programming events

Monetary and/or facility support

- Scholarships
- Out-of-state Tuition waivers
- Facility usage
- Computer labs

Thanks in advance for your consideration of the IKEEP proposal. Having a long history of working with tribes and having been involved culturally-based curriculum and instruction for over three decades, I am extremely enthused and impressed with this proposal. Because this proposal blurs boundaries and crosses borders among research, teaching and outreach, it has the potential to make a significant difference both locally and globally.

(b)(6)

James A. Gregson, Ed.D.
Associate (and Acting) Dean and Professor

June 22, 2016

University of Idaho

Native American Student Center

John Cheek,
Indian Education Professional Development program
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W207
Washington D.C. 20202-6200

875 Perimeter Drive MS 3030
Moscow, ID 83844-3030
Phone: 208-885-4237
Fax: 208-885-7917
www.uidaho.edu/nativeamericancenter

Dear Mr. Cheek:

The Native American Student Center supports the goals and objectives of the University of Idaho Indian Education Professional Development Grant (IKEEP). We recognize that the scholarship and support services that IKEEP provides critical to support and training to Native American individuals to complete a pre-service education program that will qualify students to meet the requirements for full state certification or licensure as a teacher

The UI Native American Student Center's goal is to empower Native American students by meeting their academic, social and cultural needs as they navigate the college experience. The collaboration could provide mutually beneficial support in assisting Native American students on campus as well as providing activities and networking opportunities that will build the academic foundation and success of many Native American students on the University of Idaho campus.

As the Native American Student Center we commit to assisting IKEEP by providing:

Recruitment services

- ❖ Identification of eligible applicants
- ❖ Class room presentations
- ❖ Program and event presentations
- ❖ College Fair access
- ❖ Financial Aid presentations

Communications and Marketing

- ❖ Publicizing UI IEPD visits
- ❖ Distributing UI IEPD brochures to target population

Referral

- ❖ Referring students to UI IEPD
- ❖ Referring program to programming events

Monetary and/or facility support

- ❖ Scholarships
- ❖ Out-of-state Tuition waivers
- ❖ Facility usage
- ❖ Computer labs

NASC looks forward to working with IKEEP.

Sincerely,

(b)(6)

Sydel Samuels, Native American Student Center Director

PR/Award # S299B160015

Page e106

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

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BUDGET NARRATIVE AND JUSTIFICATION: 2016-2020

The budget proposed for University of Idaho Indigenous Knowledge for Effective Education Program (IKEEP) is adequate to support the defined goals, objectives and activities, and the costs are reasonable, allowable, and allocable. The proposed Year 1 operating cost of \$393,492 will provide academic, support, and financial services for 12 eligible Native American Pre-Service Teaching students.

1. PERSONNEL

The University of Idaho (UI) has budgeted the following positions to implement the IKEEP Project as described in the application narrative. The allocations for human capital have been made based on our 28 years of experience and level of effort to accomplish the proposed objectives. The responsibilities of key personnel are presented in first year salaries for the Principal Investigator, Project Director, Academic Supervisor, and Administrative Assistant have been calculated based on the approved salary scale by the University Regents. The salaries for key personnel are based on the Universities Annual Salary Guidelines that outline compensation for job classification and length of contract. Key personnel salaries reflect the increase of 2% cost of living for all 4 years (Details are included in Table 1). The project personnel include:

Principal Investigators: There will be two Co-Principal Investigators to provide oversight to the IKEEP Project.

Primary Co-Principal Investigator (5% FTE): Dr. Anthony-Stevens will serve as the Primary Co-Principal Investigator. She is an Assistant Professor in the Department of Curriculum & Instruction at the University of Idaho, working with teachers in preparation. As Primary Co-PI, Dr. Anthony-Stevens will use her expertise to oversee the set-up and

BUDGET NARRATIVE AND JUSTIFICATION: 2016-2020

implementation of the program, and serve actively as program faculty. She will offer courses in the Indigenous Pedagogies summer institutes.

Co-Principal (2% FTE): Dr. Bisbee will serve as Co-Principal Investigator for the IKEEP project. Dr. Bisbee is currently the Executive Director of Tribal Relations and Interim Chief Diversity Officer for the University of Idaho. She has her Ed.D. in Education with an emphasis in Indigenous Research Frameworks. She will provide guidance in program regulation and evaluation to ensure that project is meeting all project goals and objectives. No funds are requested for this 2% Co-Principal Investigator.

Project Director (.50 FTE): Director of IKEEP will provide the leadership and vision for the program. The Director oversees implementation of the IKEEP Project and is ultimately responsible that the goals, objectives, and contractual obligations are met, and that relevant federal and state rules are followed. The Director will supervise IKEEP staff, administer the budget, compile data, and submit all required federal and state reports. The Director will provide oversight of recruitment and outreach activities. The Recruitment Specialist will develop and maintain the IKEEP recruitment plan. This will include initiating and maintaining critical linkages with constituents who will provide access to eligible Native America students.

Academic Supervisor (1.0 FTE): The Academic Supervisor will work with all applicants to ensure eligibility and acceptance into the University and the IKEEP Project. The Academic Supervisor will develop, implement, and coordinate campus visitation, orientation, and leadership activities that allow IKEEP Scholars access to University recruitment and orientation events. The Academic Supervisor will work with

BUDGET NARRATIVE AND JUSTIFICATION: 2016-2020

the Director to facilitate academic, supportive, and financial service activities. The Academic Supervisor will also be responsible for assessing each student's academic needs and working with the student to develop an individual academic plan. The Academic Supervisor will provide academic, financial, and personal guidance to ensure students successfully complete and graduate with their Teacher Certification credentials.

Administrative Assistant (.50FTE): The Administrative Assistant will be responsible for providing administrative support for daily program operations. The Administrative Assistant will also compile student data, develop reports, maintain student files, assist with project activities, track grant expenditures, maintain budget files, and perform other related work needed to meet the project goals and objectives.

2. FRINGE BENEFITS

Fringe benefits for all personnel are based on the College and University's Agreement Rate. This rate is a Consolidated Fringe Benefit Rate of 40.9% for all Exempt and classified employees and 31.1% for Faculty.

3. TRAVEL

Travel cost details are in Table 1. Travel funds are needed for the Project Director to travel to the mandatory **Annual Director's Conference** in DC for Years 1 through 4; cost includes lodging, per diem, and ground transportation to and from the airport. Travel for the Project Director to the **New Director's Training** will occur in Year 1 and includes airfare, lodging, per diem, and ground transportation to and from the airport. Two IKEEP staff members in Years 1- 3 will be supported with airfare, lodging, per diem, and ground transportation to and from the airport to the **National Indian**

BUDGET NARRATIVE AND JUSTIFICATION: 2016-2020

Education Conference. Two staff members will travel to the **Idaho Indian Education Summit** in Years 1-3 and one staff member in Year 4 will be supported with airfare, lodging, per diem, and ground transportation to and from the airport. Travel will benefit the project by providing professional development and networking for staff and research support to visit Tribal communities for IKEEP Scholars, helping them keep up to date about best practices.

Travel costs are requested for the Director and Academic Supervisor to conduct four—**recruitment and outreach** trips in Year 1. Funds will cover vehicle rental, gas, per diem, and lodging. The mileage reimbursement rate is calculated by the State of Idaho at 54 cents per mile. Transportation in the amount of \$1,500 will be used to provide transportation for prospective IKEEP Scholars for a campus visit. The target areas are approximately 3 to 10 hours driving distance from the project location and are within the states of Idaho, Washington, and Oregon.

IKEEP will provide transportation for the Director and Academic Supervisor to accompany IKEEP Scholars to complete **Pre-Service Teacher Community** visits will occur in years 2 and 3; IKEEP Scholars will get first-hand experience in schools with high Native American student populations. The two staff will be provided per diem and lodging for 2 days and 2 nights. They will travel in student transportation with the 12 IKEEP Scholars.

Six Teachers Mentors will be invited to attend an IKEEP-sponsored **Teacher Mentor Summit**. The Teacher Mentors will be provided reimbursement for mileage, 2 days per diem, and lodging for one night. The Teacher mentor summit will be held in the Spring

BUDGET NARRATIVE AND JUSTIFICATION: 2016-2020

of Year 3. IKEEP scholars will present their Indigenous Teaching research and engage in professional networking at the Summit.

Travels funds are needed for **Induction Service Development and follow-up**. The cost for Years 3 through 4 includes lodging, per diem, and mileage to visit the partner Tribal communities to develop induction service sites and potential job placements.

4. EQUIPMENT: No funds for equipment are requested.

5. SUPPLIES

Detailed supplies for project support and operations are provided in Table 1.

Supplies will be utilized and maintained by the IKEEP project. The supplies will directly benefit the IKEEP and are all necessary for achieving the goal of the project. To minimize costs, supplies will be purchased in bulk whenever possible. These include: career portfolios, computers, recruitment and outreach supplies, IKEEP pens, pencils and label pins, student backpacks, and participant T-shirts. **Consumable Goods** such as paper, envelopes, software, toner cartridges, and other essential office supplies will be utilized for the daily operations to meet project objectives and student support. In Years 1 - 3 it is estimated that \$120/mo for 12 months will be spent on project supplies.

Academic Supplies: Career Portfolios for the IKEEP Career Exploration Course will be purchased in Year 1 for 12 Scholars, at a cost of \$40.00/portfolio. **Computer:** Computer for staff and student use and computer supplies for the project will be purchased for student use in the computer labs for study table sessions.

IKEEP will purchase three desktop computers at an estimated cost of \$1000 each and one tablet at an estimated cost of \$500. IT support is estimated at \$500 for Year 1. The tablet will be available for student support during required study tables and after

BUDGET NARRATIVE AND JUSTIFICATION: 2016-2020

hours when other campus computers are not readily available. One laptop computer will be purchased in Years 2 and 3 to be used for travel and additional student support.

Recruitment and Outreach Supplies

The cost for Recruitment and Outreach supplies purchased in Year 1. These supplies will be utilized assist in marketing the program for recruitment and community outreach.

6. CONTRACTUAL

UI IKEEP will follow the procedures for procurement defined in the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR part 200. These standards ensure that materials and services are obtained in an effective manner and in compliance with the provisions of applicable Federal statutes and executive orders.

IKEEP will contract **Six Teacher Mentors** from the Tribal communities with high Native American student populations. These Teacher Mentors will have been past Indian Education Development Program participants who are now teaching in the school, or participants with the Nez Perce or Coeur d'Alene Tribe STEP Projects. The Teacher Mentors will be paid \$3,000 year over the 4 years of the project and be assigned an IKEEP Scholar to mentor and support throughout the IKEEP project and during Induction Service.

The IKEEP Project will contract with a qualified Clinical Professor for \$15,000 to develop and teach Indigenous Pedagogies for Years 1 – 3. Other Consultants will be contracted for \$7,750 through years 1 – 3 to provide expertise in class presentations, student seminars and academic activities such as the Indigenous Pedagogies Summer

BUDGET NARRATIVE AND JUSTIFICATION: 2016-2020

Institute

7. Construction: No funds are requested for construction.

8. Other: Details related to “Other” costs are presented in Table 1.

Postage, communication, and printing costs have been calculated based on past project costs. These expenditures are necessary as they contribute communication of the program benefits, outreach, and recruitment activities. **Postage:** Postage for Years 1 – 3 will cover correspondence to students, parents, schools, and agencies for soliciting new applicants and informing them about the project. **Communication:** Year 1 – 4 communication costs include a set annual telephone and fax line. This cost is estimated at \$100 per month. **Printing:** Costs for printing are higher during Year 1 due to the initial volume based; the estimate is based on past project expenditures for new applications, brochures, posters, and display boards. The costs in Year 2 - 3 have been decreased to \$500 and \$200 respectively, to less recruitment and outreach during the final project year. **Web Development:** Cost for Web development include start-up cost in Year 1 for a web-based database that will allow for more efficient application process and tracking of student applicants.

Participant costs will include expenses for Academic and Cultural events for student participation and engagement. Costs have been calculated based on similar projects. The costs are estimated at \$3000 for all events for Years 1 – 3.

- 12 laptops will be purchased to be utilized for IKEEP scholars.
- Academic and Cultural Events: Students will participate in an Orientation retreat to gain valuable team building skills with each other and the IKEEP staff. All IKEEP Scholars will participate in an Etiquette Dinner where they will

BUDGET NARRATIVE AND JUSTIFICATION: 2016-2020

receive valuable training on professional dress and dining etiquette. All Scholars will attend the IKEEP Leadership Retreat where they will have guest presenters who are Native American in the field to support motivation and act as role models. Additional funds of \$500 are requested to support learning disability assessment or counseling that may need to be conducted or provided.

- Events: The IKEEP Orientation and Leadership retreats incur participant support costs related to transportation for student participation. The cost for Years 1 – 3 is \$2,000. Participant lodging and board will be provided for 12 IKEEP Scholars for Years 1 – 3 for the IKEEP Leadership Retreat at \$3000 per year. To encourage parent/family involvement, IKEEP will cover the cost of one night stay for parents during the orientation, which will occur three days before classes. The cost for lodging will be \$100/room per night for 12 rooms.
- IKEEP Scholars will visit schools in Tribal communities twice each year during Years 3-4. Two vans will be rented to transport the 12 IKEEP Scholars, and per diem and lodging will be provided.
- Conferences: IKEEP Scholars will also attend the National Indian Education Association Conference in Years 2 - 3. In Year 2, Scholars will attend to gain valuable current Indian Education information. In Year 3, Scholars will present their current Indigenous Education Research, promoting program success and networking for job placement. Scholars will also attend the Idaho Indian Education Summit in Years 2 -3. This Summit is target toward Idaho

BUDGET NARRATIVE AND JUSTIFICATION: 2016-2020

Teachers to provide valuable information on current Indian education issues such as culturally responsive curriculum development. In year 2 of the Summit, Scholars will participate and engage with Idaho Teachers and Tribal educators to gain more valuable education experience. In Year 3 of the Summit, the IKEEP Scholars will present their Indigenous Education Research at the Idaho Indian Education Summit, contributing the vision and mission of the summit as well as networking and seeking job placement. Registration, transportation, per diem, and lodging will be provided for both the NIEA and the Idaho Indian Education Summit.

- IKEEP Scholars will be required to participate in the Indigenous Pedagogies Summer Institute that will be held in the summer after Year 1 and Year 2.
- There will be an IKEEP Recognition Ceremony at the end of Year 3.

9. TOTAL DIRECT COST

Total direct costs for year 1 are \$ 229,719.

10. INDIRECT COSTS

The Indirect Cost Rate Agreement has been approved by The Department of Health and Human Services from 07-01-2019 – Until Amended. The Department of Education restricts the Indirect Cost rate to 8% of modified total direct costs.

11. TRAINING STIPENDS

The IKEEP Scholars will receive a **training stipend** Years 1-3 in the amount of \$7500 to supplement the cost of attendance of fees, room and board, books, and health insurance. In addition, \$300 will be disbursed monthly for 9 months to cover living expenses. The total amount of training stipend per student for the Academic year will be

BUDGET NARRATIVE AND JUSTIFICATION: 2016-2020

\$10,200 per participant for 3 years. The training stipend will reduce the financial burden on the students, supporting their retention and success. IKEEP Scholars will enroll in a 4-week summer session and receive a training stipend in the amount of \$2000 for the Indigenous Pedagogies Summer Institute in Years 1 & 2. This will cover fees, room, and board for 4 weeks. Scholars will also receive \$300 stipend for their 4 week summer session to cover living expenses. IKEEP provides a small fund for student emergencies, such as replacement glasses, emergency travel home, etc. The amount of \$600 a year is based on previous program experience.

Total Training Stipends for Year 1 \$150,600

BUDGET NARRATIVE AND JUSTIFICATION: 2016-2020

Table 1 provides detailed itemized costs associated with all categories described above.

University of Idaho IKEEP 2016-2020 Budget	2016-2018 Year 1	2017-2018 Year 2	2018-2019 Year 3	2019-2020 Year 4
1. PERSONNEL (Salaries) Cost of Living increase of 2% Years 2-4				
Principal Investigator 5% Base=\$61,199	\$ 3,060.00	\$3,121	\$3,184	\$3,247
Project Director: 1FTE, 12 mos. @50% Base=\$60,000	\$30,000	\$30,600	\$31,212	\$31,836
Academic Supervisor: 1 FTE, 10 mos. @ 100% Base=\$47,445 (Year 1 - 3 only)	\$39,538	\$40,329	\$41,135	
Administrative Assistant: 1 FTE, 12 mos. @ 50% Base=\$25,794 (year 1 - 3 only)	\$12,897	\$13,155	\$13,418	
Personnel Subtotal	\$85,495	\$87,205	\$88,949	\$35,084
2. FRINGE BENEFITS				
Consolidated Fringe Rate: Director, Academic Supervisor, and Administrative Assistant--40.9%	\$33,716	\$34,390	\$35,078	\$13,020
Consolidated Fringe Rate for Faculty: Principal Investigator--31.1%	\$952	\$971	\$990	\$1,010
Fringe Benefits Subtotal	\$34,668	\$35,361	\$36,068	\$14,030
3. TRAVEL				
Annual Directors Conference Washington, D.C. (Director)				
Airfare	\$500	\$500	\$500	\$500
Lodging @ \$180/night x 4 nights	\$720	\$720	\$720	\$720
Per diem @ \$69/day x 4	\$276	\$276	\$276	\$276

BUDGET NARRATIVE AND JUSTIFICATION: 2016-2020

Ground Transportation: Mileage & Cab fare to and from airport	\$100	\$100	\$100	\$100
New Director's Training, Washington, D.C.				
Airfare	\$595			
Lodging @ \$180/night x 4 nights	\$720			
Per diem @ \$69/day x 4	\$276			
Ground Transportation- Mileage & Cab fare to and from airport	\$100			
National Indian Education Association Conference (2 Staff Yrs 1-3)				
Airfare	\$800	\$800	\$800	
Lodging @ 113/night x 4	\$904	\$904	\$904	
Per diem @ \$51/day x 5	\$510	\$510	\$510	
Ground Transportation @ \$50 one way	\$100	\$100	\$100	
Conference Registration	\$800	\$800	\$800	
Idaho State Indian Education Summit (2 Staff Yr 1-3; 1 Staff Yr 4)				
Airfare	\$600	\$600	\$600	\$300
Per Diem@ \$45/day x 3	\$270	\$270	\$270	\$135
Lodging @ 113/night x 4	\$904	\$904	\$904	\$452
Ground Transportation@\$50 one way	\$100	\$100	\$100	\$100
Conference Registration \$100	\$200	\$200	\$200	\$100
Recruitment- ID, WA, OR				
Mileage 54 cents/mile x 1200 x 4 trips (in-state and out-of-state)	\$2,592			
Per Diem @ \$45/day x 4 x 2 trips (in-state)	\$360			
Per Diem @ \$51/day x 4 x 2 trips (out-of-state)	\$408			
Lodging @ \$85/night x 3 nights x 4 trips	\$1,020			

BUDGET NARRATIVE AND JUSTIFICATION: 2016-2020

Campus visitation Recruitment event for prospective IKEEP scholars	\$1,500			
Pre-Service Teacher Community Visits (2 Staff)				
School Visits: 2 staff @ 2 School visits per year for Year 2 - 3: Per diem for 2 at 45/day for 2 days; Room for 2@ \$99/night X 2 nights		\$1,152	\$1,152	
Teacher Mentor Summit				
Transportation @ 2160 mile x .54/mile; \$45/day for meals for 2 days and lodging for 6 Teacher Mentors @ \$99/day for 1 night to UI campus x 6			\$2,300	
Induction Service Development and Follow-up				
Mileage 54 cents/mile x 1200 x 4 trips (in-state ad out-of-state)			\$2,592	\$2,592
Year 3-4: Per Diem @ \$45/day x 4 x 2 trips (in-state)			\$360	\$360
Year 3-4 :Per Diem @ \$51/day x 4 x 2 trips (out-of-state)			\$408	\$408
Years 3-4 Lodging @ \$85/night x 3 nights x 4 trips			\$1,020	\$1,020
Travel Subtotal	\$14,355	\$7,936	\$14,616	\$7,063
5. SUPPLIES				
Office: Consumable Goods (e.g., paper, envelopes, markers, pens, pencils, paperclips, toner cartridges) \$120 x 12 mos. = \$1440	\$1,440	\$1,440	\$1,440	
Academic: Portfolios for Career Job Placement. Year 1: \$40 X 12 scholars	\$480	\$0	\$0	
Computer: Computers participant support, records management, tech support	\$4,000	\$2,000	\$2,000	
Recruitment and Outreach Supplies:				

BUDGET NARRATIVE AND JUSTIFICATION: 2016-2020

Year 1: IKEEP pens, pencils, lapel pins (Year 1)= \$500; Backpacks \$20 x 12= \$240; IKEEP shirts \$12 x 20= \$240	\$980			
Supplies Subtotal	\$6,900	\$3,440	\$3,440	\$0
6. CONTRACTUAL				
6 Teacher Mentors@\$3000yr	\$18,000	\$18,000	\$18,000	\$18,000
Contract for visiting professor, academic consultants and guest speakers	\$22,750	\$22,750	\$22,750	
Contractual Subtotal	\$40,750	\$40,750	\$40,750	\$18,000
8. OTHER				
Postage (correspondence to scholars, parents, schools etc.)	\$500	\$500	\$500	
Communication (Telephone, fax, and T-1 line) essential for communication to Tribal communities	\$1,194	\$1,194	\$1,194	\$1,194
Printing (applications, brochures, evaluations, etc.)	\$2,000	\$500	\$200	
Web Development: applications and database	\$2,000			
Participant Cost: Subject to indirect cost				
Laptops for 12 IKEEP Scholars	\$24,000			
Academic and cultural activities coordinated by IKEEP (Orientation Activities, IKEEP Leadership Retreat)	\$3,000	\$3,000	\$3,000	
Student Assesment cost: i.e. disability services, counseling svc	\$500	\$500	\$500	
Family Orientation (Lodging for 1 night @ \$99 for 12 families)	\$1,188	\$1,188	\$1,188	
Participant Travel for Fall Orientation & Spring Leadership Retreat : Van Rental (2) at \$500 per trip X 2 events per year	\$2,000	\$2,000	\$2,000	

BUDGET NARRATIVE AND JUSTIFICATION: 2016-2020

Lodging for Spring Leadership Retreat (Lodging and Board for 12 Scholars)	\$3,000	\$3,000	\$3,000	
Scholar School Visits: 12 scholars @ 2 School visits per year for Year 2 - 3: Van Rental (2) at \$500 per trip X 2; Perdiem for 12 at 45/day for 2 days; Room for 12 @ \$99/night X 2 nights x 6 rooms		\$4,268	\$4,268	
12 Scholars to Indian Education Summit, NIEA for Years 2 - 3: 12 X \$300 per flight X 2 events		\$7,200	\$7,200	
Registration for Scholars to Attend NIEA 12@\$150		\$1,800	\$1,800	
Registration for Scholars to Attend the Idaho Indian Education Summit 12@\$75		\$900	\$900	
Lodging for Indian Education and NIEA Perdiem for 12 at 45/day for 3 days; Room for 12 @ \$99/night X 2 nights x 6 rooms		\$2,808	\$2,808	
Indigenous Pedagogies Summer Institute: 2 summer after Year 1 and Year 2: Transportation for field trips, and programming support	\$3,350	\$3,350		
IKEEP Recognition Ceremony for scholars & parents (\$14/person x 75 people)			\$1,050	
Other Subtotal	\$42,732	\$32,208	\$29,608	\$1,194
9. TOTAL DIRECT COST (Categories 1-8)	\$224,900	\$206,900	\$213,431	\$75,370
10. INDIRECT COSTS (Includes Participant Cost: Subject to Indirect Cost)				
Indirect Cost (8% of Total Direct Costs)	\$17,992	\$16,552	\$17,074	\$6,030
11. TRAINING STIPENDS				
Participant Cost: NOT Subject to Indirect Cost				

BUDGET NARRATIVE AND JUSTIFICATION: 2016-2020

Scholarship to supplement financial aid towards, fee, books, insurance, room and board : \$7500 x 12 Scholars	\$90,000	\$90,000	\$90,000	
Student Stipend (\$300/month x 9 months x 12 Scholars)	\$32,400	\$32,400	\$32,400	
Indigenous Pedagogies Summer Institute: Scholarship for 6 credits, books, insurance, room and board for 4 weeks x 12 Scholars	\$24,000	\$24,000		
Student Stipend for Indigenous Summer Institute: \$300/month x 1 month for 12 scholars	\$3,600	\$3,600	\$3,600	
Student Health Allowance (unexpected participant health expense, i.e. Glasses, medications)	\$600	\$600	\$600	
Training Stipends Subtotal	\$150,600	\$150,600	\$126,600	\$0
12. TOTAL COSTS	\$393,492	\$374,052	\$357,106	\$81,400

Grand Total for the entire project period: \$1,206,049

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Vanessa	E.	Anthony-Stevens	

Address:

Street1:	Curriculum and Instruction
Street2:	875 Perimeter Drive, MS 3080
City:	Moscow
County:	Latah
State:	ID: Idaho
Zip Code:	83844-3080
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
208-885-0178	

Email Address:

vstevens@uidaho.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

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

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

No Provide Assurance #, if available:

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

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

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

Name of Institution/Organization

Regents of the University of Idaho

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	85,495.00	87,205.00	88,949.00	35,084.00		296,733.00
2. Fringe Benefits	34,668.00	35,361.00	36,068.00	14,030.00		120,127.00
3. Travel	14,355.00	7,936.00	14,616.00	7,063.00		43,970.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	6,900.00	3,440.00	3,440.00	0.00		13,780.00
6. Contractual						
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	83,482.00	72,958.00	70,358.00	19,194.00		245,992.00
9. Total Direct Costs (lines 1-8)	224,900.00	206,900.00	213,431.00	75,371.00		720,602.00
10. Indirect Costs*	17,992.00	16,552.00	17,074.00	6,030.00		57,648.00
11. Training Stipends	150,600.00	150,600.00	126,600.00	0.00		427,800.00
12. Total Costs (lines 9-11)	393,492.00	374,052.00	357,105.00	81,401.00		1,206,050.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2013 To: 06/30/2019 (mm/dd/yyyy)

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

The Indirect Cost Rate is 8.00%.

(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 # S299B160015

Name of Institution/Organization Regents of the University of Idaho	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