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 # S299B160018

Gramts.gov Tracking#: GRANT12205452

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

Closing Date: Jul 01, 2016

Table of Contents

Form	Page
1. Application for Federal Assistance SF-424	e3
Attachment - 1 (1240-Areas_Affected_by_Project)	e6
2. Assurances Non-Construction Programs (SF 424B)	e7
3. Disclosure Of Lobbying Activities (SF-LLL)	e9
4. ED GEPA427 Form	e10
Attachment - 1 (1236-GEPAStatement2016)	e11
5. Grants.gov Lobbying Form	e13
6. ED Abstract Narrative Form	e14
Attachment - 1 (1235-Final_Abstract_June30_2016)	e15
7. Project Narrative Form	e17
Attachment - 1 (1238-FINAL_Narrative_June30_2016)	e18
Attachment - 2 (1239-FInal_TableOfContents_June30_2016)	e53
8. Other Narrative Form	e54
Attachment - 1 (1237-Appendices_and_Rate_Agmt)	e55
9. Budget Narrative Form	e121
Attachment - 1 (1234-caskey_160560_budget_justification)	e122
10. Form ED_SF424_Supplement_1_3-V1.3.pdf	e131
11. Form ED_524_Budget_1_3-V1.3.pdf	e132

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:	* 2. Type of Application:	* If Revision, select appropriate letter(s):
☐ Preapplication	☒ New	
☒ Application	☐ Continuation	* Other (Specify):
☐ Changed/Corrected Application	☐ Revision	

* 3. Date Received:	4. Applicant Identifier:
06/30/2016	

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: Portland State University

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
36-4776757	0522268000000

d. Address:

* Street1: PO Box 751
Street2:
* City: Portland
County/Parish:
* State: OR: Oregon
Province:
* Country: USA: UNITED STATES
* Zip / Postal Code: 97207-0751

e. Organizational Unit:

Department Name:	Division Name:
Curriculum and Instruction	Graduate School of Education

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

Prefix: Dr. * First Name: Maria
Middle Name:
* Last Name: Tenorio
Suffix:

Title: Project Director

Organizational Affiliation:
Portland State University

* Telephone Number: 503-725-9925 Fax Number:

* Email: tenorio@pdx.edu

Application for Federal Assistance SF-424

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.299

CFDA Title:

Indian Education -- Special Programs for Indian Children

*** 12. Funding Opportunity Number:**

ED-GRANTS-051716-001

* Title:

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

13. Competition Identification Number:

84-299B2016-1

Title:

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

Areas_Affected_by_Project.pdf | Add Attachment | Delete Attachment | View Attachment

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

Culturally Responsive-Community Based American Indian Teacher Program (CRCBAITP) at PSU

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

Tracking Number:GRANT12205452 Funding Opportunity Number:ED-GRANTS-051716-001 Received Date:Jun 30, 2016 07:55:58 PM EDT

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant: OR-003
* b. Program/Project: US-all

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

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 09/01/2016
* b. End Date: 08/31/2020

18. Estimated Funding ($):

* a. Federal	1,285,067.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	1,285,067.00

*** 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: Corey
Middle Name:
* Last Name: Smitke
Suffix:

* Title: Grants & Agreements Analyst

* Telephone Number: 503-725-2242
Fax Number:

* Email: spablack@pdx.edu

* Signature of Authorized Representative: Corey Smitke
* Date Signed: 06/30/2016

Areas Affected by Project:

The Portland metropolitan area will be affected by the project, as well as cities and counties and across the state of Oregon.

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C.§§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U. S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Corey Smitke	Grants & Agreements Analyst
APPLICANT ORGANIZATION	DATE SUBMITTED
Portland State University	06/30/2016

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

Tracking Number:GRANT12205452 Funding Opportunity Number:ED-GRANTS-051716-001 Received Date:Jun 30, 2016 07:55:58 PM EDT

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:
- [ ] a. contract
- [x] b. grant
- [ ] c. cooperative agreement
- [ ] d. loan
- [ ] e. loan guarantee
- [ ] f. loan insurance

2. * Status of Federal Action:
- [x] a. bid/offer/application
- [ ] b. initial award
- [ ] c. post-award

3. * Report Type:
- [x] a. initial filing
- [ ] b. material change

4. Name and Address of Reporting Entity:

[x] Prime [ ] SubAwardee

** Name* Portland State University

** Street 1* PO Box 751 *Street 2*

** City* Portland *State* OR: Oregon *Zip* 97207-0751

Congressional District, if known: OR-003

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

6. * Federal Department/Agency:
US Department of Education

7. * Federal Program Name/Description:
Indian Education -- Special Programs for Indian Children

CFDA Number, *if applicable:* 84.299

8. Federal Action Number, *if known:*

9. Award Amount, *if known:*
$

10. a. Name and Address of Lobbying Registrant:

Prefix ** First Name* N/A *Middle Name*

** Last Name* N/A *Suffix*

** Street 1* *Street 2*

** City* *State* *Zip*

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

Prefix ** First Name* N/A *Middle Name*

** Last Name* N/A *Suffix*

** Street 1* *Street 2*

** City* *State* *Zip*

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

*** Signature:** Corey Smitke

***Name:** *Prefix* ** First Name* Corey *Middle Name*

** Last Name* Smitke *Suffix*

Title: Grants & Agreements Analyst **Telephone No.:** 503-725-2242 **Date:** 06/30/2016

Federal Use Only:

Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)

Tracking Number:GRANT12205452 Funding Opportunity Number:ED-GRANTS-051716-001 Received Date:Jun 30, 2016 07:55:58 PM EDT

NOTICE TO ALL APPLICANTS

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.

GEPAStatement2016.pdf | Add Attachment | Delete Attachment | View Attachment

Portland State University

Indian Professional Development – CFDA 84.299b Fiscal Year 2016

Statement Regarding GEPA

The Project

Working toward parity in the number of highly qualified, licensed teachers in Oregon who are American Indian/Alaskan Native (AI/AN) and prepared in culturally responsive pedagogy and practice directly addresses the issues of exclusion based on race, national origin, and color—three of the six potential barriers listed under Section 427.

Participant Access

As a large urban university, Portland State University (PSU) enjoys an age and gender diverse student population, and it works continuously to improve its outreach and services to populations historically underrepresented by infusing diversity services and learning opportunities through out every college and department. PSU also has the resources and resolve necessary to ensure equitable access to its students and to participants in higher education activities, regardless of their unique needs. This means that the American Indian Teacher Preparation (AITP) program can access services and additional training that its faculty and staff may need to ensure that the project is fully inclusive toward participants with disabilities. Due to the small number of participants each year, and the vast resources available, the AITP will be able to develop and implement a plan of action on the identified needs indicated by each individual student, faculty and staff, Advisory Council, Consortium members, and other partners. For example:

- Both the Project Director and the Faculty Advisor can introduce a student who has identified his or herself as a person with a disability, to PSU's Disability Resource Center where expert counselors can work with the student to assess what tools will work best for

that individual, whether it is extended test-taking time, a note-taker, recorded materials, assistive technology or referral to student counseling services.

- Depending on need, AITP personnel might work with the Office of Information and Technology to present course materials, event information, and other AITP related information via internet so that the student can gain access using assistive technology.
- In some instances, AITP may decide to engage in further diversity training for its personnel, either through the online learning module developed by the office of Equity and Compliance, or by inviting staff from that office to conduct a workshop.
- For individuals with mobility limitations who take public transportation to meetings and other events, funds have been included in the proposed budget to cover round-trip fare.

The Campus Community

AI/AN student populations find further cultural and campus connections through PSU's Native American Student and Community Center (NACSS). The NACSS, located on campus strives to be a self-sustaining learning environment that encourages self-determination and inspires cooperation and appreciation for all generations of all Nations; it is a gathering place based on traditional indigenous values to invigorate, promote, and engender health, goodwill, and community esteem. The NACSS provides a home on campus where Native American, Alaskan Native, and Pacific Island students find academic and social support. The NACSS welcomes the greater Native community to PSU's campus, providing opportunities for shared learning and understanding. The NACSS provides rich opportunities to enhance the student experience through linking students with tribal leaders, Native American professionals, Native service organizations and traditional community activities. The NACSS is the only learning facility of its kind in the greater Portland metropolitan region.

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

Portland State University

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: | * First Name: Corey | Middle Name:

* Last Name: Smitke | Suffix:

* Title: Grants & Agreements Analyst

* SIGNATURE: Corey Smitke | * DATE: 06/30/2016

Tracking Number:GRANT12205452 Funding Opportunity Number:ED-GRANTS-051716-001 Received Date:Jun 30, 2016 07:55:58 PM EDT

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: Final_Abstract_June30_2016.pdf | Add Attachment | Delete Attachment | View Attachment

Tracking Number:GRANT12205452 Funding Opportunity Number:ED-GRANTS-051716-001 Received Date:Jun 30, 2016 07:55:58 PM EDT

Abstract

Portland State University (PSU), Oregon's largest and most diverse public university, is located in the heart of Portland, not only the largest city in the State, but for millennia, an area which was a major trading center for dozens of tribes and bands occupying both permanent and seasonal villages, along the Columbia and Willamette Rivers. Today, now occupied by the City of Portland, the Metropolitan Statistical Area (MSA) is home to over 38,000 Native people including Alaska Natives and members of Oregon's terminated tribes who were forced to leave their reservation lands in the 1950s (Curry-Steven et al., 2011). Strategically located at the center of this historically large Native population, PSU has long-served the needs of Tribal reservation and urban communities. This proposal would further extend PSU's services by offering a program of professional development for the recruitment, retention and support of American Indian/Alaska Native (AI/AN) teachers who can better reflect Oregon's student population. AI/AN students currently comprise 1.8% of K-12 Oregon public school enrollment, but only 0.6% of the teachers are AI/AN. Currently, a mere 9.2 percent of educators in the State are from communities of color, Tribal communities, or speak a first language other than English compared to 36.6 per cent of students. 2016 data from Oregon's Chief Education Office reveals only 72 AI/AN educators in the State. Through this grant, the American Indian Teacher Preparation program will prepare 15 additional AI/AN teachers by 2019. Our recent job analysis of the needs of Oregon's school districts also considers the unique and articulated needs of our Oregon Tribes which are shaped in large part by a history of termination of their government to government trust relationship in the 1950s and the restoration of the same relationship beginning in the mid-1970s. During the "termination" era, Oregon Tribes were affected disproportionately: seven of the 106 Tribes selected for termination were Oregon Tribes. Not only was their relationship to

the government unilaterally terminated, but they lost federal benefits that would have helped to employ and educate their Tribal members. The remarkable journeys of restoration that Tribes have followed the past forty years are impressive in terms of their re-building of governmental infrastructure. However, the continuing effects of termination were recently highlighted in a 2014 report by the Chalkboard Project, *The Condition of Education for Members of Oregon's Indian Tribes,* which reported that 75% of Oregon Tribal Enrolled (OTE) students are eligible for Free- and Reduced-price lunch (FRL) indicating their households have incomes below 185% of the Federal poverty level. By contrast, 50% of *All Other* students are eligible for FRL. Another significant finding was that almost one-third of OTE students attend underperforming Title I priority or focus schools targeted for mandatory intervention by State and Federal rules while only 6% of all Oregon students are enrolled in priority schools. Given this context, it is critically important that our Tribal students in public schools are able to learn from teachers who are role models and who have participated in a specialized teacher preparation program that offers instruction in culturally responsive teaching and practices, including culture-based education curriculum. The AITP resides within PSU's Graduate School of Education (GSE), which prepares more teachers than any other institution in Oregon. This project proposed by the GSE in consortium with the Confederated Tribes of the Umatilla Indian Reservation and the Confederated Tribes of Siletz Indians meets Absolute Priority1 and Competitive Preference Priorities 1 and 3. Goals of the AITP are to: (1) prepare 15 highly qualified AI/AN teachers to meet the demonstrated shortage of culturally responsive teachers in Oregon urban/reservation schools serving AI/AN students; and (2) provide a quality Indigenized teacher preparation program that supports the unique needs of Native teachers throughout their coursework and first year of teaching.

Project Narrative File(s)

*** Mandatory Project Narrative File Filename:** FINAL_Narrative_June30_2016.pdf

Add Mandatory Project Narrative File | Delete Mandatory Project Narrative File | View Mandatory Project Narrative File

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

Add Optional Project Narrative File | Delete Optional Project Narrative File | View Optional Project Narrative File

Culturally Responsive-Community Based American Indian Teacher Program (CRCBAITP) at PSU

(a)Need for project. (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. The American Indian Teacher Program (AITP) in the Graduate School of Education (GSE) at Portland State University (PSU) will prepare personnel to fill the acute shortage of highly qualified and culturally responsive American Indian/Alaska Native (AI/AN) teachers in the State of Oregon and particularly in urban areas near Oregon's Tribal reservation communities. Despite efforts by State education offices to recruit and retain an educator workforce that reflects the diversity of the students it serves, the gap between the ethnicity of the students and teachers continues to expand—with students of color at more than 30% of the state student enrollment and growing at an inspiring rate. Recognizing that the "ratio of minority students to all students increased much faster than the ratio of minority teachers to all teachers" (Oregon Department of Education [ODE], 2012a, p. 13), the Oregon legislature passed HB 3375 in 2015, which set a State goal that the percentage of diverse educators employed by a school district or an education service district would reflect the percentage of diverse students in the public schools or the percentage of diverse students in the district. In turn, the Chief Education Office (CEdO) accepted the charge to monitor student and educator workforce demographics and identify areas for action. In May 2016, the CEdO's Educator Equity Advisory group invited the Oregon Indian Education specialist and faculty from universities with Native educator programs to report on inequitable educator representation in P-12 classrooms especially for AI/AN students. In 2014-15, AI/AN students comprised 1.5% of the total P-12 Oregon public school enrollment but only 0.6% of the teachers were AI/AN. Conversely, 65.3% of Oregon's public school students were white while

92% of the teachers were white (ODE, 2012b, p. 7). The AI/AN population in Oregon increased by 27.5% from 2000 to 2010 (Norris, Vines, & Hoeffel, 2012) while the total population increased by 12% (Population Research Center, Portland State University [PRC], 2011); yet, according to the 2010 Census the majority of AI/AN people live outside of reservation communities. The Indian community in the Portland Metropolitan Statistical Area (PMSA), for example, includes nearly 39,000 people from more than 380 Tribes from Oregon and other states (Hudson, 2006; PILR, 2008; PRC, 2011) with more than 14,000 residing in Portland (PRC, 2011). Serving the majority of AI/AN students in this population, Portland Public Schools (PPS), is committed to the recruitment, employment, and retention of a teacher and administrator workforce that reflects the diversity of the student body (PPS, 2011). Although data reveals that 1.2% of the PPS student population is Native while only 0.5% of the teachers are AI/AN, PPS is working closely with the AITP to hire more Native teachers and offers clinical experiences for AITP teacher candidates. The proposed AITP will prepare 15 AI/AN teachers to impact parity in the percentage of Native teachers in schools serving Native students in the Portland metropolitan area and across the State. Additionally, the AITP will address specific gaps in the local capacity to provide, improve, or expand services that address the needs of urban and reservation Tribal communities. The essence of *community* is found in a network of organizations and events that affirm Tribal identities and have cultural significance. Membership within this unique community gives a sense of belonging and a feeling of responsibility for the members (Hough, 2007). The Portland Indian community notes the preparation of their youth to become "the future leaders of this city, their Tribes, and our community" as most important work (PILR, 2008, p. 2). Its population is young and growing with more than 40% under the age of 25. Yet, many barriers hinder the work. For example, AI/AN P-12students fall far behind the general

population of students in statewide assessments for proficiency and graduation rates—only 51% of Native Americans graduate on time from PPS high schools, compared to 77% of white students. The PPS statewide assessment results revealed that the percent of AI/AN students who meet or exceed the standards in English/language arts at grades 3, 8, and 11 was 9.9 points lower than the general population; the gap for math scores is 16.6 points and science was 12.6 points (ODEc, 2012). The 4-year cohort graduation rate for AI/AN students in PPS is 29%a 39-point gap between the white and AI/AN rate (PPS, 2013). AITP and its Tribal partners, two with area offices in Portland, have been working for seven years to advance the well-being of Tribal communities and Tribal self-determination by providing Native youth in our public schools with the tools and opportunities they need to succeed. Foremost among these efforts is developing classrooms that respond to the diverse cultures, indigenous values, worldviews, and the needs of the Tribal communities. Curriculum must be community-based and culturally responsive. Community-based education "begins with people and their immediate reality" and is dependent on "participation, in which people renegotiate and reconstruct the ways in which a school relates to its community's interests" (Corson, 1999, p.10). Culturally responsive teaching and practices are inherent to the concept of culture/community-based education. Community members are the experts—advisors of the educational system; their values begin to shape educational process and the promotion of Native cultures and languages that are integral to this process (Beaulieu & Figueira, 2006). Employing teachers who are members of the community and who can forward the movement toward culture/community-based education becomes a major concern. AI/AN students who enroll in colleges and universities often experience difficulty completing, finding the environment to be *foreign and unaccommodating* (Harvard Project, 2008) and the graduation rates lagging far behind the national norms (Bergstrom, 2009; Gilbert, 2000; Hunt &

Harrington, 2008). Pavel (1999) noted that only 35% of AI students who entered as first time, full-time freshmen graduated within six years. In many parts of the country, Tribal colleges have emerged to respond to the unique cultural and academic needs of Native students and their communities; however, Oregon has no Tribal colleges to prepare Native educators to support the transformation of urban or reservation-based AI/AN communities. PSU's AITP, initiated in 2010, is committed to a mission of Culturally Responsive Pedagogy and Practice through a vision of graduating educator leaders committed to culture/community-based education and dedicated to long-term improvements. In 2011-12, the AITP graduated its first cohort of four highly qualified AI/AN teachers who have master's degrees and are licensed by the Teachers Standards and Practices Commission (TSPC). Now, the AITP has graduated 12 more teachers; 14 have teaching contracts, one heads an urban Native program serving Native preschoolers, and another (who graduated two weeks ago) is interviewing for a teaching position. In June 2017, AITP will graduate seven more teachers bringing the total number of licensed teacher graduates to 23. For more than 40 years, PSU has represented a strong and long-term responsiveness to the needs of Oregon Tribes and Native communities and the GSE itself is committed to diversity, equity, excellence, and collaboration in its design and delivery of professional development programs. A salient feature of the AITP is collaboration with the urban and reservation-based Native communities of Oregon through their education departments and other Native organizations. This collaboration positions PSU as a partner in the network that can focus on creating a high-quality teacher pipeline and strengthening the skills of instructional staff by infusing culturally responsive training into local practice. The Tribal consortium partners are members of the AITP Advisory Council and bring their knowledge and experience to link the program to Native communities, to support students, to monitor responsiveness of the program

to the community's needs, and to build capacity for sustaining the program. ***(a)(2) The extent to which employment opportunities exist in the project's service area, as demonstrated through a job market analysis*** Between 2009-12, Oregon school districts had cut 3,600 teaching jobs, or 12% of its educator workforce. (Indeed, the first AITP graduates sought teaching positions when the two largest school districts in Oregon were laying off teachers, so two graduates took jobs out of state.) In recent years, due to a recovering economy and the rebound of State school funding, Oregon schools not only began hiring again, but were also scrambling in 2015 to fill teaching vacancies caused by a teacher shortage, particularly in areas such as math, science, special education, and second language. As late as August 2015, districts had posted almost 200 Oregon teaching positions— an unusual number to see so late in the summer. As a result, some districts that had hired hundreds of teachers were still hiring substitute teachers to cover vacancies. For example, PPS hired about 330 teachers and brought in 28 substitute teachers to fill vacancies. According to TSPC data, other Portland metropolitan school districts reported similar situations and a fluid hiring period. Hillsboro School District, for example, had hired about 150 teachers and had close to 30 vacancies as late as August 19. Beaverton School District hired nearly 400 teachers and had 23 vacancies, and North Clackamas School District hired nearly 160 educators and had four vacancies to fill. California, too, advertised more than 21,000 open teaching positions and one Nevada school district launched a nationwide campaign offering hiring bonuses. Teacher shortage in Oregon was due in part to fewer new teacher candidates, according to school human resource representatives and State officials. In Oregon, the number of teaching program graduates had dropped by more than 830 since 2007-08, according to data from TSPC. Nationwide, the number of new teaching candidates dropped 20% from 2009 to 2013 according to Federal reports. Recent data from the Oregon Department

of Education (ODOE) revealed that about 7% of Oregon's 29,420 teachers were new to the profession. PSU's teaching programs saw a 15% decrease before teacher applications increased in 2015. Although Oregon's teacher shortage mirrored a national trend, State data on total vacancies is difficult to pinpoint because districts have moved away from a uniform hiring platform to posting of job openings. Through monthly dialogue with the PPS Human Resources staff this academic year, we learned that staff expected fewer teacher retirements and yet still anticipated robust teacher hiring. In winter 2015, the AITP leadership contacted Human Resources staff at Portland-area school districts and education agencies serving schools to collect information on the academic job market generally, and specifically on projected vacancies in P-12 teaching positions. Importantly, the CEdO will publish an updated supply and demand report in 2016 that will assist us in monitoring retention and retirement within the educator workforce. Additionally, AITP leadership is also monitoring the CEdO's Educator Equity reports that describe enrollment trends of students of color in Oregon's public and private universities and colleges. These data will inform AITP's planning and will help to ensure that we have an abundant number of AI/AN applicants who are prepared for the rigor of a one-year graduate teacher preparation program. For example, in 2012-13, postsecondary degrees in Oregon were awarded to only 376 AI/AN students from both public and private colleges and universities (see https://nces.ed.gov/ipeds/data/DataFiles.aspx). Now, we are collecting data about the number of AI/AN graduates who enrolled in Oregon teacher education programs the following school year. While variations exist in Federal and State reporting, the July 2015 Oregon Educator Report of the Oregon Education Investment Board (now the CEdO) shows a mere 33 self-identified AI/AN teacher candidates were admitted to teacher preparation programs state-wide (2015 OEIB, Table 7: Race/Ethnic Demographics of Candidates Enrolled in Teacher Preparation in 2012-13, pp. 29-

30). Such data demonstrate the need for a plan to address the challenges in recruiting qualified Native teacher candidates. To this end, the AITP staff extended our recruitment work into both middle and high schools to increase awareness of teaching career pathways. To initiate a teacher pipeline at P-12 grades, we created a successful pilot program, *Go2College Day* for middle school AI/AN students in collaboration with the Indian Education Title VII program, our Tribal partners, and the PSU Native American Student Services office. By continuing to encourage close partnerships between our school districts and Tribal partners, the AITP emphasizes the need to include Tribes in the development of support services for Native student academic achievement, and the need for more Native educators. We also have begun training workshops on culturally responsive pedagogy and practices with the public school districts that have indicated their desire to interview and hire our AITP graduates in Siletz, home of the Confederated Tribes of Siletz, and Pendleton, Oregon, seat of the Confederated Tribes of Umatilla. The Umatilla superintendent publicly stated in a 2015 meeting with our Tribal consortium partners that they would "hire any teachers" we graduate. Additionally, the AITP leadership will continue to work this coming academic school year with Chemawa Indian School, a Bureau of Indian Education (BIE) boarding school 50 miles south of Portland, which has only two Native teachers and is assessing whether any vacancies may occur by the time our next cohort of teacher candidates graduates in June 2017.

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

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

The AITP proposes an ambitious project design with attainable goals, objectives, and outcomes that relies largely upon the experience gained during the past seven years in managing an

Indigenous teacher preparation program in close partnership with our Tribal communities. We propose to recruit five teacher candidates annually for a one-year teacher preparation program in the Graduate School that begins and ends in June of each year. Successful completion of the program leads to a recommendation for an initial teaching license for either elementary or secondary endorsement. Secondary teacher candidates prepare for endorsements in art, biology, physics, chemistry, health/PE, language arts, math (basic and advanced), music, science, social studies, or world languages. Each candidate will complete a Master's degree in Education that meets the Federal definition as "highly qualified teacher"). **Table A. describes the goals, objectives, and outcomes of the proposed project, which are both ambitious and attainable.**

Table 1.

Goal 1: Prepare 15 highly qualified AI/AN teachers to meet demonstrated shortage of culturally responsive teachers in urban/reservation schools serving Native students.		
Objectives	**By**	**Person***
1.1 Recruit and support 15 AI/AN students to meet admission requirements and complete teacher preparation program supporting instruction in culturally responsive pedagogy and practices	5 students Summer 2017, Summer 2018, and Summer 2019.	P/F/L
1.2 Prepare15 AI/AN students for employment through school district job fairs, interviews, & meetings with HR.	5 students each year: June 2017, 2018, 2019.	P/F
1.3 Graduate15 *highly qualified* teachers for work at schools with AI/AN students & begin induction services.	5 students each year by Sept. 2017, 2018, 2019.	P/F/L
Outcomes: Objectives 1.1 – 1.4 will be measured by continuous data collection including PSU's TK20 & Banner student performance systems , AITP's database, program surveys.		

Goal 2: Provide an evidence-based Indigenized teacher preparation and induction program that supports the unique needs of AI/AN students.		
Objectives	**By**	**Person***
2.1 Provide a culturally responsive program of study that uses evidenced-based practices for 15 AI/AN students.	Each AY 2017-20.	F/P/L
2.2 Provide a seminar series for 15 AI/AN students that facilitates reflection to strengthen cultural and professional identities and the culturally responsive application of learning to practice.	Each AY 2017-20.	P/F//L
2.3 Provide students opportunity to work together to construct knowledge and learn from one another as a community of practice.	Each AY 2017-20.	P/L/F
2.4 Provide induction services including mentoring for 15 AI/AN graduates to support them in their new career.	Annually after graduation from 2017-2020.	P/F/ L
Outcomes: Objectives 2.1 – 2.4 will be measured by ongoing data collection using the TK20 & Banner student performance systems, AITP's database, student and faculty/staff surveys.		
Goal 3: Collaborate with partners within and external to PSU to sustain the program and build capacity to provide quality educational services to Tribes and Native communities.		
Objectives	**By**	**Person***
3.1 Continue relationship-building with school districts in Oregon &Washington to communicate information about AITP graduates and their select skill sets.	Ongoing 2016-2020.	P/L/F

Obj. 3.2 Strengthen linkages with NW community colleges/School districts & Tribal education departments to establish career pathways for Native students.	Ongoing 2016-2020.	P/L/F
Obj. 3.3 Develop a strategic plan with Advisory Council (including Consortium partners) for sustainability	By September 2020.	P/F/L
Outcomes: Objectives 3.1-3.3 will be measured by ongoing collection of data including AITP database, Advisory Council & Leadership Team reports and surveys.		
Goal 4: Monitor and collect data on AITP student outcomes and program activities for ongoing formative evaluation of the program.		
Objectives	**By**	**Person***
4.1 Collaboratively design a comprehensive plan to assess program/student outcomes.	Summer 2017	P/F/L
4.2 Design protocols, data collection schedule & obtain approval, Human Subjects Research Review Committee.	Summer 2017	P/F/L
4.3 Administer surveys; prepare reports on findings to inform improvements to program services and design.	Semi-annually 2017-20 Final – September 2020	p

*P = Project Director, F = Faculty Advisor, L = Liaison to Indigenous Nations Studies Department, PSU

The program design assures successful outcomes for identified objectives through annual formative evaluations. Cumulatively, these are (1) the development of 15 highly qualified AI/AN teachers trained in culturally responsive pedagogy aligned to state standards, who will use evidence-based practices to support their students in achieving academic success; (2) the establishment of an ongoing collaborative community of practice to forward the educational needs of the urban and reservation-based Native communities of Oregon; and (3) the creation of a

sustainable Indigenous teacher education program in the GSE at PSU that will continue to improve educational achievement of Native students. An Indigenous framework for evaluation integrates Western evaluation practices within a cultural framework grounded in Indigenous values and epistemologies. As such, the evaluation will privilege cultural traditions, beliefs, and practices with an emphasis on community-based, participatory action research respectful of Tribal Nations' sovereignty and self-determination (Crazy Bull, 2004; LaFrance & Nichols, 2008; Smith, 1999). This approach not only honors the voices of all stakeholders—GSE faculty and staff, AITP leadership team and student recipients of OIE funding—but also affords the emergence of important stories that reflect participant values and speak to their expectations and attitudes about the project. Collective analysis of these stories will provide a valuable foundation for assigning meaning to all data throughout the project.

(ii) The number of participants expected to continue in the project each year: The AITP uses a cohort model (groups of students who participate in coursework together) in a 13-month program. We expect the teacher candidates to complete a one-year program. Presently**,** we have a wait list of applicants interested in enrolling in our next cohort and plan to meet with them to evaluate their transcripts and ability to complete required coursework within the admissions timelines. If we have fewer than five candidates who are interested in a one-year program and have a candidate who prefers a two-year program, we will admit the candidate to a two-year program during the first two years of our program only. **(iii) The number of participants expected to graduate:** We expect to graduate five teacher candidates annually or a total of 15 students during the project's three-year participant enrollment period. Each admitted teacher candidate will complete all program requirements, graduate with a master's degree, and be recommended for licensure as a "highly qualified" elementary or secondary teacher. **(iv) The**

number of participants expected to find qualifying jobs within 12 months of completion: Based on the past performance of our two prior grant awards, the AITP leadership remains confident that we will continue to assist all 15 students find employment successfully in their area of specialization. We base this expectation on our close partnerships with three urban area school districts, the nearby BIE school, and the increasing number of rural school district partnerships including Pendleton (eastern Oregon), and Siletz (coastal) School Districts.

(b)(2) The extent to which the proposed project has a plan for recruiting and selecting participants that ensures that program participants are likely to complete the program. The longevity of AITP's work in the specialized recruitment and selection of AI/AN teacher candidate has provided us with critical knowledge and identification of several steps to follow when screening of candidates who will be likely to complete the program. The AITP outreach and recruitment policy (see Appendix B) outlines the steps we take to initially advertise the professional development training opportunity available to Tribally enrolled students including advertisements and articles in Oregon Tribal newspapers, notices posted to national and regional Native organizations, such as the National Indian Education Association, the Tribal Education Departments National Assembly, and the Affiliated Tribes of Northwest Indians (ATNI). We also send notices to all Oregon Tribes, public college and university's Native student offices, the Oregon Commission on Indian Services, the Northwest Indian College, and the Oregon Indian Education Association. We extend personal invitation to share a presentation on the AITP, the professional development award, and participant requirements at the Education cluster of the Oregon Government to Government group, and ATNI's Education Committee. Our admission policies specify that students interested in joining the AITP must follow a two-step admissions process that involves submitting applications to both the Graduate Teacher Education Program

(GTEP) and the AITP. Application to the AITP must be submitted prior to applying to the GTEP and requires applicants to respond to three questions indicating their prior work with Indigenous communities including Tribal children and families, and their interest in teaching Native children. As applicants develop their GTEP application materials, we assist them to prepare for required tests and any prerequisite courses in their area of endorsement. We also invite them to meet with current Native teacher candidates who can speak to the dedication and perseverance needed to succeed in the one-year program. We are fortunate to have community partners such as the Title VI Indian Education office that also advise on candidates' preparation; for example, one of our strongest math teacher candidates, who attended Harvard College one year, was on the Title VI Parent Committee. Another currently enrolled candidate was also on the Title VI Parent Committee and had an invaluable opportunity to receive relevant classroom educator experience by teaching for one year at the PPS Title VI Native Montessori preschool prior to applying to AITP.

(b)(3) ***The potential of the proposed project to develop effective strategies for teaching and 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 AITP has outstanding potential to increase effective strategies for teaching and student achievement in this region and nationally. With this grant, the AITP will be able to produce 15 highly qualified, licensed AI/AN teachers with a master's degree who can support P-12 academic achievement and engage in culturally responsive teaching with a community/culture based practice. The AITP resides in the GSE which achieved national accreditation through the Council for the Accreditation of Educator Preparation (CAEP) in May 2016. At this time, only 10

Educator Preparation Programs (EPPs) have been accredited by CAEP, and the GSE is the first to achieve CAEP accreditation in Oregon and on the entire West Coast. Importantly, the GSE guides the development of outstanding teachers who are strong in content knowledge, expert in instructional practice, and committed to educational excellence, social justice, and equity. Teacher candidates in the AITP experience a rigorous program that integrates clinical field experience with graduate course work in teaching and learning theory and application, content area pedagogy, literacy skills across the curriculum, classroom management, and instructional technology. The AITP candidates gain proficiency in designing Common Core standards-based curriculum that is culturally responsive and uses differentiated instruction to meet P-12 students' individual needs. These teaching proficiencies enhance student interest, engagement, and involvement in learning; support higher-level thinking; and increase student performance and achievement (Bodzin, 2008; Bolak, Bialach, & Dunphy, 2005; Popejoy, 2003; Satchwell & Loepp, 2002.) Situating content and instructional strategies within a cultural context is fundamental to the process of education for AI/AN students. Culture-based education (CBE) has a strong relationship to healthy social and emotional development, which positively impacts student engagement and academic achievement (Aguilera & LeCompte, 2007; Au & Mason, 1981; Beaulieu & Figueira, 2006; Demmert & Towner, 2003; Kana'iaupuni, Ledward, & Jensen, 2010; Kawagley, 1999; Lipka, Sharp, Adams, & Sharp, 2007; McCarty, 2009; Powers, 2006). The AITP candidates, program faculty, and staff engage as a community of learners with Consortium and community partners and through Advisory Council members' activities such as workshops and seminars to exchange experiences and expand knowledge of Indigenous community practices—both urban and reservation-based. Such activities encourage AITP candidates to reflect on ways in which academic learning experiences link with the educational

needs of Native communities. Candidates build multicultural efficacy by being encouraged to identify points of tension and convergence (Brayboy, 2005) recognizing as Deloria (1991) noted that the *"educational journey of modern Indian people is one spanning two distinct value systems and world views… in which the Native American sacred view must inevitably encounter the materialistic and pragmatic focus of the larger American society. In that meeting ground lies an opportunity for the two cultures to both teach and learn from each other*" (p. 7). Not only does such dialogue provide candidates with experience to strengthen their intercultural communication skills, respect, and professional development, but it is also effective in empowering and equipping teachers with the necessary understandings to situate learning within a cultural context and maximize P-12 student engagement and learning. **Plan to share findings:** Annually, the AITP provides presentations on our vision and framework for Culturally Responsive Pedagogy and Practice through culture-community-based education as an Indigenous community practice at regional conferences, such as the Education Committee of the Affiliated Tribes of Northwest Indians (ATNI) which is attended by higher education faculty and staff from Montana, Alaska, California, Washington, Idaho and Oregon. The ATNI meets quarterly in locations throughout the northwest and we will attend and present at locations in Oregon during each of the next four years. Recently, two AITP graduates helped prepare and present a presentation on our work at the National Indian Education Association (copy at Appendix A). We will continue our efforts in this area, particularly because the next NIEA conference will convene in Reno, NV. Similarly, AITP leadership will offer to present a session about the AITP's vision, goals, and outcomes at the Oregon Association of Teacher Educators (ORATE) conference—an annual meeting of teacher educators from across the state. This venue will allow us to disseminate our understandings regarding the preparation and ongoing support of Native

teachers. Additionally, we will reach out to other institutions of higher education by preparing a bulletin of our project features, including vision, goals and outcomes, and send this to all teacher education programs in Oregon and indicate our willingness to meet and/or dialogue by phone to share more about our successes. We will also request a list of institutions of higher education that partner with Tribes and Tribal colleges who receive professional development awards from the OIE and contact these institutions about their interest in sharing our materials with a cover letter indicating our willingness to exchange ideas with them by phone or Internet video calls.

(b)(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 LEAs) and developing programs that meet their employment needs. Although it is difficult to gather data on total teacher vacancies in Oregon because districts have moved away from a uniform hiring platform to posting of job openings, our job market analysis indicates that at least three public school districts in the Portland metropolitan area have the capacity to hire the anticipated five teacher candidates who will graduate annually. We have close partnerships with each of the school districts whose needs for secondary and elementary teachers vary each year, but who are all committed to the State's focus on equity and the hiring of Native teachers at any teaching level. In addition, we have begun collaborations with the Chemawa Indian boarding school by providing counseling staff a vocational rehabilitation curriculum resource for Native youth that was developed by the AITP project director and evaluator. The resource handbook, *Passages,* was developed with the input of Oregon Tribes and provides materials for AI/AN families to use when meeting with schools in development of their child's Individual Education Plan. The notebook of handouts and readings

is also designed to provide non-Native school educators and staff an understanding of Native students' cultural world view and background, values and experiences. Training on this program resource was provided at the offices of the Confederated Tribes of Grand Ronde a year ago and was attended by Chemawa staff. We spoke to the Superintendent of Chemawa to initiate visits of our teacher candidates this coming year and to work on developing training fo existing BIE teachers that intersect culturally relevant professional development and curriculum that meets Common Core State Standards (CCSS). Because we view our mission as one that will strengthen the capacity of our graduates to work within school districts to meet the academic, cultural and social needs of Native students, we discuss critical issues such as the overrepresentation of Native youth in many schools' discipline systems, including the disproportionate identification in special education categories. In the Umatilla School District (USD), for example, a May 2016 Chronic Absenteeism Report by the Chief Education Office included a focus group with the Confederated Tribes of the Umatilla Indian Reservation (the Umatilla) that spoke to chronic absenteeism having a greater effect in their schools than the State average. The Report recommended a deeper examination of special education policy with respect to the Tribes and called for increased educator professional development in building culturally responsive and sustaining practices, while also recommending increased diversity in the educator workforce. The AITP has worked closely with the Umatilla Tribes and the Pendleton School District to provide professional development training on culturally responsive pedagogy and practices on three occasions this past year to teachers and staff. We have one graduate who is Umatilla and another Umatilla Tribal member is currently enrolled in her second year of the Secondary Dual Educator Program (SDEP), which prepares teachers to meet the academic needs of all students in their classrooms by integrating the pedagogy of general and *special education*

at the secondary level. Further, in 2017, the Oregon legislature will consider requiring all 197 of Oregon's school districts to teach a curriculum on Oregon Tribes; an AI/AN Advisory Panel will oversee the development. The AITP is convening its graduates and its currently enrolled language arts teacher candidates to prepare them to consult with their school districts whose charge will be to develop "historically accurate, culturally embedded, place based and developmentally appropriate materials." Collaboration in development of curriculum and training by AITP teacher candidates and staff with Oregon Tribes can contribute to a library of culturally relevant coursework aligned to Native student interests and culture and support our school districts in addressing the identified needs of Native youth. Additionally, this past year the AITP has collaborated with two programs in the GSE that are able to provide our candidates with curriculum and field experience to meet the needs of some school districts for teachers in special education and second language. This interface of connections, linkages, and commitments of the individuals and entities involved helps to create an AI/AN educator pipeline to fill employer needs while at the same time addressing the critical needs of Oregon's Tribal communities.

(c) Quality of project services. (1) The likelihood that the proposed project will provide participants with learning experiences that develop needed skills for successful teaching in schools with significant Indian populations. The AITP program uses a cohort model, offers graduate course work in content area pedagogy, integrates clinical experiences throughout the program, cultivates reflective practice, applies continuous performance-based assessment, and fosters a community of practice to support students throughout their program, into their induction year, and beyond. The program is **indigenized** to equip students with the tools of a culturally responsive teacher who can motivate, engage, and support their AI/AN students to meet rigorous

academic standards (Belgarde, Mitchell, & Arquero, 2002; Haynes Writer, 2002). The AITP uses **content specific classes and linking seminars** that bridge academic knowledge to a Native context, and gatherings and events to engage the students in a **community of practice** with educators from the campus and the Tribal communities. Such an **indigenized program** serves to increase the AITP candidates' knowledge of themselves as cultural beings (Pewewardy, 2002) and compels institutional responsiveness to Indigenous concerns and communities (Mihesuah & Wilson, 2004). It mitigates conditions that often put AI/AN candidates at risk of failure in higher education such as feelings of alienation and perceptions of the university environment as "foreign and unaccommodating" (Gilbert, 2000; Henson et al., 2007; Pavel, 1999). AITP candidates take part in a **monthly linking seminar** series that engage them in critical shared discourse about *culturally responsive, standards based,* and *community based* teaching and learning as applicable to their experiences in their classrooms. The seminars allow the students to share experiences, explore issues of professional dispositions, and prepare for interviews and the job search as well, including the challenges that await them in their classrooms and schools. In addition, the AITP offers **numerous academic support services** important to the success of AI students in higher education programs. The research examining AI/AN candidates' experiences in higher education documents the importance of supportive faculty and staff, adequate academic preparation, and well defined academic goals as key factors in their persistence (Hunt & Harrington, 2008). From the point of recruitment and enrollment through placement and induction, the Project Director, the Faculty Advisor, and the Project Liaison advise and mentor AITP students. The Director brokers relationships between the students and the University systems needed for successful program completion. Prior to enrollment, prospective candidates are counseled on academic prerequisites, their commitment to maintain a

3.0 GPA, meeting benchmarks, program completion, and accepting a teaching position in a school with a significant AI/AN enrollment as required by the Participant Payback Agreement. An individualized advising plan is designed with each AITP candidate to establish the program expectations, milestones, required tests for licensure, and a schedule for advisory meetings. Of equal importance to academic support is the **social and emotional support** of peers and family, relationships with faculty and staff, and networking within the wider educational community, which assuage feelings of isolation and alienation that often determine whether AI/AN candidates complete their degree programs (Fleet et al., 2007; Huffman, 2001; Hunt & Harrington, 2008; Pewewardy & Frey, 2004). The Native American Student and Community Center (NASCC) at PSU serves as an urban gathering place for the Native community of Portland and Tribal members across Oregon. The AITP staff collaborates with the NASCC Coordinator, a member of the AITP Advisory Council, to support the AI/AN candidates' sense of community within the NASCC structure and the larger campus community. To strengthen their sense of belonging to the campus Native community, candidates are invited to culture-based health conferences, Tribal language workshops, and lectures on issues of importance to Native communities (Freeman, 2007; Gossage, Etsitty, LoneTree, & May, 2003; Hodge, Pasqua, Marquez, & Geishirt-Cantrell, 2002.). These activities and services support the socio-emotional, and cultural needs of the AITP candidates and serve to strengthen their resilience.

(c)(2) The extent to which the proposed project prepares participants to adapt teaching practices to meet the breadth of Indian student needs. As noted in the President's 2014 Native Youth Report, 92% of Native students nationwide attend local public schools. (2014 Native Youth Report, Executive Office of the President.) In Oregon, Native American students drop out of Oregon public schools at a rate of 6.8& (2013-14), the highest in the state among all student

categories. The AITP will prepare candidates to adapt their teaching practices to meet the breadth of Indian student needs by nurturing a community of Native educators who understand the role of a "community of practice" in strengthening their professional and cultural identity, and by extending their cultural diversity knowledge base (Culture Based/Place Based Teaching). The relational aspect of a community of practice which is congruent with Native values is supported first with personalized advising and individualized support as students apply to AITP. Following admission, cohorts of AITP candidates begin classes together each summer, supported by a network of community and Tribal partners which offer events and services including the PPS Title VII Project, the NAYA Family Center, the Native American Rehabilitation Association, the Columbia InterTribal Fisheries Commission, the Oregon Indian Education Association, the Indigenous Studies Department at PSU and events such as a gourd dance and local pow wows. Becoming acquainted with community members and services not only provide new teacher candidates an understanding of local capacity and needs for improved or expanded services to address the needs of AI/AN youth and families, but also enacts a community of support to encircle Native educators from teacher preparation to classroom practice. Monthly seminars throughout the school year build cohort identity through the sharing of meals, guest speakers who speak to the teacher candidate's role within an Indigenous community of learners, and offer a space to discuss the demands of Common Core State Standards while maintaining culturally responsive teaching and fidelity to their own cultural identity. AITP seeks to prepare teachers to assume roles as educator leaders in the community based on findings that Native teachers who serve in Native communities, particularly their own communities, are less likely to leave (Garcia & Ahler, 1992; Kawakami et al., 2011) and are positioned to encourage the transformation of existing structures and services (Beaulieu, 2006). They not only act as bridges

between the students' home and school, but as role models for their communities' youth, they provide a visible link to the teaching profession (Fairlie, Hoffman, & Oreopoulos 2011; Monzo & Rueda, 2001).

(c)(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. In 2015, the AITP leadership began dialogue with our school partners about recruitment activities informed by the needs of potential employers. Portland Public, North Clackamas, Parkrose and David Douglas School Districts indicated that while budget reductions and layoffs over recent years contributed to a lack of job security for teaching positions, the demand side of the market had increased the past two years. In 2016, following the launch of ODOE's new statewide recruitment website, PSU saw an increase in the number of applicants to its teacher education program. Oregon's school districts continue to face difficulty in filling positions in areas such as special education and other language. Some schools have addressed this need by joining with other districts to provide scholarships to 45 bilingual students interested in becoming educators and returning to teach in their home districts. The Salem-Keizer school district is filling a shortage in special education endorsements by helping current staff pursue special education endorsements or licenses. The AITP was able to respond to such employer needs by enrolling two teacher candidates in an elementary and a secondary special education teacher program where they will earn a general education teaching license, a special education endorsement, and a master's degree. We have also supported the enrollment of one candidate in the Bilingual Teachers Pathway program where she will receive an English for Speakers of Other Languages (ESOL) endorsement in addition to her elementary teaching license and her master's degree. As described earlier, we heard from several of the larger school districts that the job market looked

positive and layoffs were no longer anticipated. Through monthly dialogue with staff at PPS Human Resources, for example, we are able to capture estimates of retiring teachers and PPS' anticipated hiring needs.

(c)(4) The extent to which the applicant will offer induction services that reflect the latest research on effective delivery of such services. Induction programs that provide support, guidance, and orientation to new teachers have received increased attention particularly by school districts who wish to increase the retention rates of new teachers. Recent research links the demand on teachers to the high attrition rate of exiting teachers rather than a shortage of teachers (Darling-Hammond & Sykes, 2003) and suggests that new teachers involved in induction are twice as likely to stay in teaching than those not involved. Moreover, some studies indicate that beginning teachers involved in induction programs had fewer discipline problems and were able to engage their students in more complex learning than their peers who did not have such training. As induction support for new teachers has become the norm in many states, one specific area of induction that has proliferated the past 20 years is the provision of mentoring programs for beginning teachers (Fideler & Haselkorn, 1999) which often vary considerably, from formal to informal (Klug & Salzman, 1991).The benefits of strong induction programs for beginning teachers, including mentoring services, have been described by Feiman-Nemser (2001) as a continuum to strengthen and sustain preparation and practice. This is an approach that resonates with the design of the AITP induction program that has relied upon such a continuum of community support for its graduates through linkage to elders and community parents, as well as ATIP faculty, staff, and graduates to provide guidance and assistance. Some of our partner school districts have a strong induction program for first and second year teachers such as Portland Public Schools which provides peer-to-peer coaching through the lens of racial

equity to increase the academic, personal, and interpersonal success of students. PPS induction goals include increasing the effectiveness of culturally responsive teachers and cultivating teacher leadership though formal trainings in addition to providing a mutually beneficial partnership between a more experienced teacher and a beginning teacher. The AITP will meet with the Mentor Program staff at PPS to share feedback from AITP teacher candidates and to share our strategies of mentoring new teachers by linking them with other Native educators through ongoing communication, classroom visits, events, and presentations that build upon Culturally Responsive Pedagogy and Practices and culture-community based values AITP cohort members examined (i.e., Relationships, Respect, and Reciprocity). Collaborating across school districts will involve a convening of new Native Educators where issues of practice and professional development training can be shared between new AI/AN teachers and veteran AI/AN teachers who have retired or have taught for a number of years in other school districts.

(c)(5) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services. The potential for the AITP to provide training and professional development services that are of sufficient quality, intensity and duration leading to improvements in practice among the recipients derives from two factors: (a) the collaborative community-based foundation of the project, and (b) a research-based, culturally responsive pedagogy that serves students' professional development. AITP candidates are admitted to a cohort (elementary or secondary) in the Graduate School, experiencing academic coursework and field internship, supporting and learning from each other, and growing personally and professionally as individuals and as a learning community. Cohorts begin in the summer term and take four sequential terms to complete the 66-credit program, leading to

teaching licensure and a Masters of Education degree. The Program of Study for the elementary and secondary cohorts is displayed in Table B. AITP candidates apply the knowledge, skills, and strategies developed during coursework in a closely mentored field experience. Their responsibilities in school settings increase from term to term as course work decreases. Successful completion of the program leads to a recommendation for an elementary or secondary teaching license. Secondary students may also prepare for endorsements in art, health/PE, language arts, music, science, social studies, math (basic or advanced), or world languages.

Table 2. Program of Study for AITP Students

Courses	El. Cr.	Sec. Cr.	Term
PRAC: Initial Field Experience	-	3	Su, F
Learning & Development /Learning and the Learner	3	3	Su
Educating for Equity and Social Justice	3	3	Su
Foundations of Culturally & Linguistically Responsive Practice	2	3	Su
Inclusive Elementary/Secondary Classrooms	2	3	Su
Professional Collaboration in Elementary Classrooms	4	-	Su, F, W, S
Cultivating Responsive Elementary Classrooms	3	-	Su, F, W
Engaging Young Adolescent/Adolescent Learners	-	3	Su
Research and Classroom Inquiry	-	4	Su, F, W, S
Foundations of Literacy	4	-	F
Elementary Mathematics Methods	4	-	F
Literacies in the Elementary Classroom	4	-	W
Classroom Management for Student Success	-	3	F
Integrated Methods and Curriculum Design	6		Su, F

Secondary Methods	-	10	F, W, S
Assessment for Learning	-	2	W
Technology as a Tool for Learning	-	3	W
Literacy in the Disciplines	-	3	W
Student Teaching I, II, & III (ECE/ELEM)	21	-	F, W, S
Student Teaching I & II (Secondary)	-	21	W, S
Inquiry, Assessment, and Instructional Design	10		S
Professional Seminar		1	S
	66	66	

*art, health/pe, language arts, math, music, science, social studies, world languages

Through the rigorous academic program enriched and contextualized by AITP's reflective seminars, mentoring, presentations and activities with Tribal members and elders, candidates emerge not only as excellent teachers, but also as advocates for children and communities—as agents of change. Because they have become part of the community of practice, they can extend their power, knowledge, and agency through that conduit to promote reform and sustain change within the schools and communities they serve (Beaulieu & Figueira, 2006; Corson, 1999; Lave & Wenger, 1991). This change also affects PSU and the GSE faculty, staff, and non-Native students who increasingly engage in culturally infused events and presentations to extend their knowledge of Tribal sovereignty and history, culturally responsive teaching strategies, and issues that affect the lives of Native students. Surveys administered as part of the formative evaluation of the AITP indicate that faculty and staff highly value such presentations and events. AITP programs bring Native youth, families, and community members to campus and reinvigorate PSU's historical linkages with Oregon Tribes and the Portland urban Indian community—to the

mutual benefit of Native communities, PSU, and the GSE. Moreover, the AITP maintains a close relationship with its graduates who return for the annual Honoring Ceremony to congratulate the new teachers, and who offer their classrooms for observation by incoming AITP teacher candidates. Next year, some of our AITP graduates will have taught at least three years and as master teachers will be able to guide the clinical field experience of new teacher candidates. An exciting development that speaks to the endurance of AITP preparation and practice is the interest of several new graduates and veteran AITP graduates to form a Native Educators network; a first meeting of PPS Native educators was organized just this month by the Title VII Indian Education coordinator who was a prior beneficiary of the Office of Indian Education's professional development program for administrators.

(d) Quality of project personnel. (1) The qualifications, including relevant training, experience, and cultural competence of the project director and the amount of time this individual will spend directly involved in the project. Maria Tenorio, Pueblo of San Felipe, New Mexico, received a Doctor of Education in Leadership at the Graduate School of Education and Counseling at Lewis & Clark College, Portland, Oregon and will spend 100% of her time directly involved in the project. Maria has 25+ years of experience working with Tribes on a national, regional, and statewide level and this year will begin teaching within the Curriculum and Instruction department of the GSE. Dr. Tenorio's recent research has focused on a conceptual framework of culturally relevant pedagogy, including culture-community based education. As Indian Child Welfare Act manager for the State of Oregon, Maria spent seven years negotiating Tribal-state agreements on child welfare and spent another seven years as Executive Director of the Oregon Legal Services Native American Program working closely with Oregon Tribes on issues of economic development, natural resources and treaty rights

protection From 2007-09, Maria was first the Research Director and then the interim Executive Director for the Center for Native Education (funded by the Bill and Melinda Gates Foundation) at Antioch University Seattle. As Project Director of AITP since 2010, Dr. Tenorio has a vested interest in advancing AI/AN education in Oregon based on her strong relationships with Oregon Tribes and has extensive administrative management experience to direct this project.

(d)(2) The qualifications, including relevant training, experience, and cultural competence of key project personnel and the amount of time this individual will spend directly involved in the project; Faculty Advisor: Micki M. Caskey is a Professor in the Department of Curriculum and Instruction in PSU's GSE . She will continue to be available to the AITP project director and candidates daily throughout each school year and attends all AITP functions including the monthly seminars. Dr. Caskey holds a Ph.D. in Curriculum and Instruction from the University of South Florida. Drawing on more than 20 years of teaching in urban middle and high schools, Dr. Caskey teaches courses in middle grades education, research, and literacy; she is also a certified professional development trainer for the Center for Research on Learning (University of Kansas). Her areas of specialization include teacher education, middle grades education, action research, content area literacy, and learning strategies. She is former chair of the Middle Level Education Research Special Interest Group of the American Educational Research Association; former chair of the Association for Middle Level Education's Research Advisory Committee; and former editor of *Research in Middle Level Education Online*, an international peer-reviewed journal. She advises the Oregon Middle Level Association, Oregon Middle Level Consortium, and Oregon Association of Teacher Educators. Due to her long-time service, she received *John H. Lounsbury Award* and *Pete Lorain Lifetime of Service Award*. Dr. Caskey is an active scholar; her publications include 10 books, 16 chapters or encyclopedia entries, 40 articles, and

more than 100 conference presentations. She also serves as co-editor of the book series, *The Handbook of Research in Middle Level Education* and *The Handbook of Resources in Middle Level Education*. Her research earned the Distinguished Research in Teacher Education Award (2004) from the Association of Teacher Educators. Dr. Caskey also served as the Faculty Advisor for the *AITP* (2010, 2014), co-principal investigator for grants including AITP (2010, 2014), *Weaving Sustainability into the Secondary Graduate Teacher Education Program* (2009), and co-recipient of *Developing a Statewide Content Area Teacher Network through Communities of Practice* (2006), and *Redesigning the Preparation of Science and Math Teacher Candidates to Promote Adolescent Reading Comprehension* (2006).

(d)(3) The qualifications including relevant training, experience, and cultural competence (as necessary) of project consultants or subcontractors, if any. Induction/Mentor Services*:* Anna Figueira holds a Ph.D. in Curriculum and Instruction from Arizona State University (ASU) and has extensive knowledge and research experience in Native teacher education programs. She co-authored *The Power of Native Teachers: Language and Culture in the Classroom* (Beaulieu & Figueira, 2006), which reports the findings of the ASU-Center for Indian Education *Native Educators Research Project.* Dr. Figueira served as the Research Coordinator for the USDOE funded project which produced a model that helps guide post-secondary teacher educators, program directors, and administrators in designing programs to meet the needs of pre-service Native teachers and the communities they serve. A veteran elementary classroom teacher in AI/AN communities and other culturally diverse settings in upstate New York, New Mexico, and Arizona, Dr. Figueira also taught multicultural and AI education classes as a faculty associate at ASU and has conducted evaluation of the AITP since 2010. She will assist in the design and work of the mentors and the AITP induction program. **(d) (3) Qualifications, including**

relevant training and experience, of Project Liaison: Cornel Pewewardy, Project Liaison to the Indigenous Nations Studies Program, is an enrolled member of the Comanche Nation. He holds a Doctor of Education (D.Ed.) in Educational Administration from the Pennsylvania State University. Dr. Pewewardy is Director and Professor of the Indigenous Nations Studies Program in the College of Liberal Arts and Sciences at PSU. He has worked for AI/AN education for most of his professional career as an elementary classroom teacher and elementary principal. He is a practitioner scholar who has received numerous awards for integrating revolutionary leadership into K-12 schools as a building principal as well as teaching, research, and service in higher education. Dr. Pewewardy was named 2009 Teacher of the Year by the National Indian Education Association (NIEA), 2009 Outstanding Educator of the Year by the Oregon Indian Education Association, and 2009 Outstanding Role Model at the 2nd Annual Oklahoma Native American Students in Higher Education Conference. His higher education research interests focus on culturally responsive teaching for AI/AN students. He was recognized for his action research in 2007 by being selected the G. Mike Charleston Research Award for Outstanding Scholarship in American Indian Education from the American Educational Research Association (AERA) and 2005 Distinguished Scholar Award from AERA. Dr. Pewewardy will be available to meet with AITP students at their monthly seminars, and to meet quarterly with the AITP leadership

(e)Quality of the management plan. The following Management Plan outlines objectives that provide milestones for achieving project tasks and outcomes on time and within budget. It includes clearly defined responsibilities and timelines across the four quarters of each year of the project and is based on a strong commitment to ensuring that teacher candidates progress successfully through their professional development program including induction into their

career as a teacher. A plan of action will be evaluated using formative assessment to ensure ongoing feedback and continuous project improvement ***(e)(1) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.*** The costs are reasonable in relation to the design of the program, program objectives, numbers of persons to be served, and the anticipated results and benefits. All costs are detailed in the accompanying Budget Narrative and show that efforts have been made to ensure that the program will fund each participating student. By placing 15 AI/AN teachers in schools with a significant population of AI/AN students, this project will significantly address the acute shortage of AI/AN teachers available to Oregon Tribal enrolled and other Tribal students.

(e)(2) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project. Procedures for ensuring feedback and continuous improvement in the operation of the proposed project have been built into the project design at every stage and are included in the following Management Plan. To support continuous improvement in the candidates' performance to ensure they will be able to meet the needs of the population they are to serve, the Project conducts ongoing data-gathering including student surveys and feedback at scheduled monthly meetings. Informal review of each student's progress is conducted bi-weekly through phone or email contact. A formative evaluation of the AITP will be continuous as an integral component of the project with a two-fold purpose: (1) to provide on-going feedback to Project leadership and Advisory Council for program adjustment and improvement, and (2) to measure progress toward the goals and objectives, and intended outcomes of the program, including candidate performance and progress. The evaluation data presented quarterly to the AITP leadership team and the semi-annual reports to all stakeholders will allow for continuous evidence-based improvement of the AITP. In the fourth year of the

project, a comprehensive summative evaluation of the project will be undertaken to document the extent to which the program has achieved its stated goals and what has been learned about successful program development and student support to inform efforts toward sustainability of the AITP in the GSE and the AITP model for Native teacher development in urban settings.

(e)(3)The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project. Time commitments of the Project Director and other key project personnel are illustrated in Table 3, the Management Plan. This plan documents the adequacy of each person's time commitments to meet the objectives of the Project and will involve all personnel in each of the four years of the Project's efforts.

Table 3. **Management Plan,** Project Timeline and Key: P=Project Director; F=Faculty Advisor, L=Project Liaison, A = Advisory Council including Tribal Consortium Partners.

Goal 1: Prepare 15 highly qualified AI/AN teachers to meet the demonstrated shortage of culturally responsive teachers

	10/1/16 - 9/30/17				10/1/17 - 9/30/18				10/1/18 -9/30/19				10/1/19 -9/30/20			
Person(s): (P, F, L)	Su	F	W	Sp	Su	F	W	Sp	Su	F	W	Sp	Su	F	W	Sp
Objective 1.1: **Recruitment:** Initiate recruitment; interview & select candidates; sign payback forms	P L	P L	P L	P L	P L	P L	P L	P L	P L	P L	P L	P L				
Objective 1.2: **Completion of teacher program** Provide academic and social-cultural support for all cohorts through completion of program	P F	P F	P F	P F	P F	P F	P F	P F	P F	P F	P F	P F	P F	P F	P F	P F
Objective 1.3: **Placement** Contacts with school districts, Tribal schools; resume writing, mock job interviews, job fairs			P F	P F	P F	P F	P F	P F	P F	P F	P F	P F	P F	P F	P F	P F

Goal 2: Provide a quality indigenized teacher preparation program which supports the unique needs of Native teachers																
	10/1/16- 9/30/17				10/1/17- 9/30/18				10/1/18- 9/30/19				10/1/19- 9/30/20			
Person/People responsible: (P, F, A)	Su	F	W	Sp	Su	F	W	Sp	Su	F	W	Sp	Su	F	W	Sp
2.1: **Culturally responsive program**	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
a. Provide culturally responsive courses/seminars.	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
b. Native speakers/events on campus, in community.	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
2.2: **Monitor and support students' progress** Monthly meetings with students; review of records.	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
2.3: **Induction services** annually after graduation. Multi-mentoring model including classroom visits.	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P

Goal 3: Collaborate with partners within and external to PSU to sustain the program and build the capacity																
	10/1/16- 9/30/17				10/1/17- 9/30/18				10/1/18- 9/30/19				10/1/19- 9/30/20			
Person/People responsible: (P, A, L)	Su	F	W	Sp	Su	F	W	Sp	Su	F	W	Sp	Su	F	W	Sp
3.1 **School partnerships and Linkages**	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Contact with school districts to establish career	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
pathways, plan induction, and mentoring services.	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L

3.2 **Sustainability**: Ongoing planning, meetings with Tribal and State education offices, University office			P		P		P		P		P		P	P	P	X

Goal 4: **Monitor and collect data on student outcomes for ongoing formative evaluation of the program**																
	7/1/17 to 6/30/18				7/1/18 to 6/30/19				7/1/19 to 6/30/20				7/1/20 to 6/30/21			
Person/People responsible: (P, F)	Su	F	W	Sp	Su	F	W	Sp	Su	F	W	Sp	Su	F	W	Sp
4.1 Design assessment plan; develop survey protocols, secure HSRRC approval.				P F				P F				P F				P F
4.2 Administer surveys, report findings to inform program improvements.		P F			P F	P F			P F	P F			P F	P F		
4.3 At the end of the Grant Period, a summative report will be prepared.																P

Table of Contents

Page

(a) Need for project---------- 1

(b) Quality of the project design---------- 7

(c) Quality of project services ---------- 18

(d) Quality of project personnel---------- 27

(e) Quality of the management plan---------- 30

Tables

Table 1. AITP Goals, Objectives, and Outcomes----------8

Table 2. Program of Study for AITP Students----------25

Table 3. Management Plan Chart ---------- 33

Appendices

A. NIEA presentation, October 2015

B. AITP recruitment policy

C. Curriculum vitae of project personnel

D. Letters from school districts

E. Consortium agreement

F. Letters of support

Other Attachment File(s)

*** Mandatory Other Attachment Filename:** Appendices_and_Rate_Agmt.pdf

Add Mandatory Other Attachment | Delete Mandatory Other Attachment | View Mandatory Other Attachment

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

Add Optional Other Attachment | Delete Optional Other Attachment | View Optional Other Attachment

Tracking Number:GRANT12205452 Funding Opportunity Number:ED-GRANTS-051716-001 Received Date:Jun 30, 2016 07:55:58 PM EDT

WORKSHOP
NIEA 2015 PORTLAND OREGON
Saturday, October 17, 2015
Oregon Convention Center Room A 105

Nurturing a Community of Native Educators: Strengthening Professional and Cultural Identity

PRESENTERS: Terri Reed, Shani Johnson with
Maria Tenorio, Anna Figueira

How many of you are teachers?

"My people understand that your CHILDREN ARE SACRED. You are precious. YOU ARE OUR FUTURE. Your elders, parents and teachers need to teach you well so that you can help them when they are old. Listen to what they are teaching you so you will know what to do when you are in charge." —
Wallace Black Elk

ABSTRACT: COMMUNITY

Indigenous Teacher Programs typically promote development of teachers *empowered by confidence in their Native/Tribal identities and prepared to practice culture based education* in their teaching.

Ongoing evaluation of one such program reveals that, to meet this vision, a *community of practice* must encircle new teachers from professional development into the classroom. This workshop explores ways to nurture a *"community of Native educators."*

KEY LEARNING OBJECTIVES:

1. Participants will gain an understanding of the role of a **"community of practice"** in strengthening professional and cultural identity of new AI/AN/NH teachers.

1. Participants will examine the experiences of new American Indian teachers as they juggle Common Core demands while maintaining culturally responsive teaching and fidelity to their own cultural identity.

1. Participants will identify institutional challenges to culturally responsive teaching and brainstorm ideas that programs, schools, and communities can enact to nurture a community of support to encircle Native educators from teacher preparation to classroom practice.

Acknowledge and Introductions

We are in the homelands of several Tribal Nations, many who are united in confederations:

Confederated Tribes of Grand Ronde

Confederated Tribes of Siletz

Confederated Tribes of Warm Springs, and

the River People of the Columbia, including Celilo Falls

Acknowledgement of the Office of Indian Education, USDOE

The Unique Goals of Native Teacher Education

- **Background of grant-funded Native Teacher Education Programs within a mainstream institution of higher education**
- **Two primary goals:**
  1. **Strengthen Native/Tribal identity**
  2. Develop a cultural diversity knowledge base **(Culture Based/Place Based Teaching)**

The importance of a Community of Practice in meeting our goals:

- Understanding what constitutes **"Community"** within an urban setting

- The relational aspect of a community of practice – congruence with Native values (relations): building a cohort through monthly seminars with meals, hosting Indigenous speakers/events on campus, community salmon feed, individualized support, ongoing communication after graduation

Intertribal community with Native identity

First Cohort: Terri Reed

Enrolled Chickasaw Nation, completed her Special Education licensure program and a Master of Science Degree in Education in June 2011. She has worked in Oakdale Elementary School, Dallas School District, OR and Florida Public Schools.

"I believe that by having teachers who know the ways of our culture and can pass this on to Native children and non-Natives in a way that increases understanding and inclusion of all people, we will increase acceptance and instill a sense of pride back into our children."

Intertribal community with Native identity

Second Cohort:

JONATHAN BELGARDE, The Turtle Mountain Band of Chippewa Indians of Belcourt, North Dakota. Graduated with: Master of Education and Teacher License in Elementary Schools (3rd-8th grades).

CARRIE GREEN, Klamath Tribes, Chiloquin, Oregon. Graduated with: Master of Education and Teaching License in Elementary Schools (3rd-8th), and an Infant & Toddler Graduate Certificate.

ERICA SPAINHOWER, Cherokee Nation, Oklahoma Graduated with: Master of Education and Teaching License in Elementary Schools (3rd-8th).

"Our people and culture have so much to offer the world, and I believe that in the future we will be the leaders of this world. We as teachers and leaders will make huge contributions to our future." -Carrie

Intertribal community with Native identity

Third Cohort:

Monty Catabay, Skokmish Tribe, Graduated with a Master of Education & Teaching License, Middle School (5th-8th).

Gillian Murr, Confederated Tribes of Umatilla Indians, Graduated with a Master of Education and Teaching Licenses, Middle School (5th-8th).

Deborah Jones, Tlingit Haida Tribes, Graduated with a Masters of Education and Teaching License in Elementary Schools (3rd-8th).

Amanda Bryant, Boise Forte Band of Chippewa, Graduated with a Master of Education and Teaching License in Elementary Schools (3rd-8th).

Shani Johnson, Hoopa Valley Tribe, Graduated with a Masters of Education and Teaching License in Elementary Schools (3rd-8th) with ESL Endorsement.

Shani has teaching experience with elementary children, grades kindergarten through eighth grades. She would like to create a nurturing and supportive classroom community to foster her students' growth and creativity.

Intertribal community with Native identity

Fourth Cohort:

Cara Sentency, Tsalagi, Cherokee Nation of Oklahoma, Initial Teaching Licensure, Early Childhood/Elementary Education, 1st-6th, and Master of Education.

Gina Rentz, Confederated Tribes of Grand Ronde, Initial Teaching Licensure, Early Childhood/Elementary Education, 1st-6th, Master of Education.

Ashley Friedman, Suquamish Nation, Initial Secondary License, English Endorsement, 6th - 12th, Master of Education.

"My mission will include the power of giving Native children a window of opportunity and mindset for success by recognizing a Native person in the position of the educator." - Cara Sentency

Intertribal community with Native identity

Fifth (current) Cohort:

Lindsay Brown, Turtle Mountain Band of Chippewa Indians, Belcourt, North Dakota
Secondary Teaching license in Advanced Math, and Master of Education

Chelsea Hallam, The Klamath Tribes, Chiloquin, Oregon
Secondary Teaching license in Language Arts, and Master of Education

Ellen Kaline, Northern Cheyenne, Lame Deer, Montana
Secondary Teaching license in Art, and Master of Education

Ian Twiss, Rosebud Sioux Tribe, Sicangu Oyate Lakota, South Dakota
Secondary Teaching license in Social Science, and Master of Education

Lynette Minthorn, Confederated Tribes of Umatilla Indian Reservation, Pendleton OR
Secondary Dual Educator Program in PE & Health; General and Special Education teaching certifications and Master of Education

Rachel Hess, The Klamath Tribes, Chiloquin, Oregon
Elementary Bilingual Pathway Program with Teaching license, ESL endorsement, Master of Education

Joseph Swake, Cherokee Nation, Tahlequah, Oklahoma
Elementary Teaching license and Master of Education

Questions asked of teachers:

1. What does your identity as a Native person have to do with the way you teach and how was that strengthened during your academic experience at a mainstream, urban university?

1. How have you addressed culture based teaching in your classroom?

3. How did you find your community?

Answers Next Slide

Composite All Surveys

Student Responses: Strengthening Identity

"The program has given me strength, understanding of a bigger purpose and a sense of culturally identity that is also professional."

"I have had a few Native American students or students that identify themselves as Native American in my classes that have had trouble with school in the past. Talking with them about barriers that they have had to overcome to get to this point in their lives has been a critical incident that has angered me and excited me to become a Native American teacher that can help."

"Once I became involved with AIUTP....it was then that I began to realize that the two worlds did not have to be separated. The person I was in the "real world" could be the same person in the classroom, and it would be more than valued, but welcomed and honored. I have PSU and AIUTP to thank for opening my eyes, my spirit and my professional understanding of this revelation."

Composite All Surveys

Student Responses: Culturally Responsive Teaching

"I use my cultural background as a way to introduce topics that they have to know for the common core and Smarter Balance testing. For example compare and contrast is something that students need to know, I compare and contrast my tribe, The Hoopa Valley Tribe to the Haida tribe in British Columbia. They are both NW Coast Indian tribes but my tribe is known for their basket weaving and Haida are known for their totem poles. I use inquiry based instruction to ask the students why do you think that is?

Answer: Those are the materials and natural resources local to that area."

"I have used my culture as a tool relate to the Native American students, as well as the other minority groups. I have been more aware of the many different cultures in the class and this has changed my thinking of how I must let my students know that their culture is important to my teaching and their learning."

"I incorporate who I am as a Native person while valuing who my students are as Natives and non-Natives, as Brazilian, Europeans and Jewish students who all have a culture and a value system of their own to share and feel proud of. I am happy to share in my classroom who I am, but also happiest when my students are interested and value who each other are. That is what it means for me to identify as a Native Educator in my classroom with kids everyday."

Community of Practice: *the challenges of preserving one's cultural identity and dealing with the isolation of being a teacher of color in a majority white school district.*

Three elements of a community of practice:

1. A community of practice is something more than a club of friends or a network of connections between people. 'It has an identity defined by a shared domain of interest. Membership therefore implies a commitment to the domain, and therefore a shared competence that distinguishes members from other people' .
2. *The community* engages in joint activities and discussions, help each other, and share information. They build relationships that enable them to learn from each other.
3. Members of a community of practice are practitioners. They develop a shared repertoire of resources: experiences, stories, tools, ways of addressing recurring problems—in short a shared practice. This takes time and sustained interaction.

Wenger, E. (2006)

3rd *Questions asked of teachers:*

How did you find your community?

Answers Next Slide

Composite All Surveys

Student Responses: Community of Practice & Learning Community

"I have my mentors and mentors at PSU but have not really found any other native educators outside this community."

"The support from everybody is what I will remember most. Knowing that I could go to anyone in the AIUTP and they would help me with whatever my problem was really helped me out. It was like everyone genuinely cared about me and that was a huge part of getting through this past year successfully. Having that added support was great and I really benefited from it and am glad I will have those relationships from now on."

"Ant to stay connected. That is the Native way—once you are "family," you are always "family.""

"Building the relationships with the other members and staff and the feelings of being a part of a community of Native American people."

"Getting to work with the cohort members...they are all great and I continue to keep in touch with them all. ***liked the bonding experience over food welcoming and I enjoyed all of the guest speakers."***

Composite All Surveys

Student Responses: Community of Practice & Learning Community

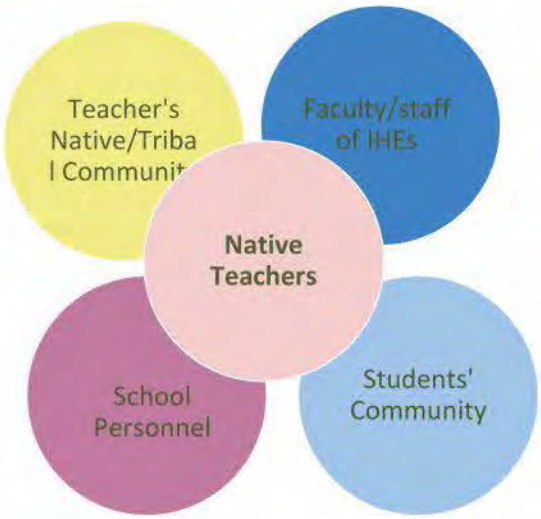
"The fellowship in the seminars, the familial and community sense of true assistance, feeling cared for genuinely by school associates and the sense of familiarity in beliefs, spirit and aspirations of students and educators Native and non-native alike. In addition, again the conferences and gatherings of Native people doing the work of educating were the most beneficial to a sense of belonging. "

"Definitely the NIEA conference in South Dakota."

"Absolutely. After the conference in S. Dakota, surrounded by Native educators, voicing concerns, feelings, and advocating for Native people and our education, I looked in the mirror with a whole new perspective, power and self identity as a Native educator."

"The staff and the support. I always had someone to go to. It felt like family."

Finding Community



Brainstorming activity: What is your role in the Community of Native Educators?

Which Circle do you identify with?

As a member of that circle, what can you do to support Native Teachers

Thank you for you time,

www.pdx.edu/aitp

www.teacherprogram.wordpress.com

Any Questions?

Maria T. Tenorio, Ed.D., Project Director

American Indian Teacher Program, Curriculum and Instruction Portland State University Graduate School of Education MS: AITP
1900 SW Fourth Avenue Suite 290A, Portland Oregon 97207-0751
Office: 503.725.5805

PR/Award # S299B100018

Outreach and Recruitment of Students

In order to ensure sufficient notice of this educational opportunity is provided to eligible students, particularly American Indian and Alaska Native students in Oregon and the northwest, the AITP staff will follow the outreach activities listed below:

1. An information flyer will be provided to the following annually, by email communication:

   Oregon Tribes including:
   The Confederated Tribes of Grand Ronde
   The Confederated Tribes of Siletz Indians
   The Confederated Tribes of Warm Springs
   The Confederated Tribes of the Umatilla Indian Reservation
   The Cow Creek Band of Umpqua Indians
   The Burns Paiute Tribe
   The Coquelle Indian Tribe
   The Confederated Bands of Coos, Lower Umpqua and Siuslaw
   The Klamath Tribes

   Oregon Indian Education offices:

- Oregon Indian Education Association
- Oregon Government to Government Education Cluster including all nine Oregon Tribes' Education departments
- Oregon Indian Postsecondary Higher Education Coalition
- Affiliated Tribes of Northwest Indians Education Committee
- Oregon Commission on Indian Services

National Indian Education organizations:
- National Indian Education Association
- Tribal Education Departments National Assembly
- American Indian Graduate Center
- American Indian College Fund

Additionally, information presentations will be scheduled as requested by AITP Consortium and Advisory Council members.

2. Mailings of recruitment materials, such as brochures and information packets, will occur regularly to Oregon higher education staff in the tribal education departments.

3. A mailing list of Indian offices and agencies, such as those listed in the Commission on Indian Services Handbook (see attachment) will receive flyers and brochures to post recruitment activities and enrollment deadlines at their offices.

As part of the recruitment effort, yearly contact will be made to the higher education departments of Oregon Tribes to learn which of their tribal members may be enrolling in an undergraduate degree program. The names of new college undergraduates will be included in a mailing of teacher career pathway materials and/or tribal education departments will be provided materials to share through a mailing inviting students to future recruitment events at their college campus.

Some of the Oregon Tribes will host an annual gathering where we can set up a recruitment table, such as their pow wow or another event specifically aimed at students, including middle school and elementary students. We will work with Portland State' Native American Student Services coordinator and the Admissions offices at PSU to offer event days on campus, including campus gear.

Local offices of Portland federal agencies are also mailed flyers:

1. Indian Health Service
2. Bureau of Indian Affairs
3. U.S. Fish and Wildlife: Indian Liaison office

Finally, all Native student offices at Oregon's public and private colleges and universities will be mailed recruitment flyers.

Publications

All Oregon Tribal newspapers will be e-mailed copies of a news release following receipt of an award, and/or will be mailed a press release to include in their newspaper as a news article. This will occur annually in the summer so that all students interested in the professional development program have enough advance time to contact our offices and schedule an appointment with an advisor to look at their transcripts and assess their eligibility for graduate course work.

Planning Ahead

In all recruitment materials, students will be advised that our offices can assist them with tutors and/or test preparation materials to take the required tests, such as CBEST or NES, and that we are available to help them throughout the application process. It is critical that conversation around prerequisite courses and testing occur early on so that the student is able to meet Graduate School requirements prior to the admissions deadline. Securing letters of recommendation, for example, can take a long time to prepare and get submitted, and the student needs to make requests several weeks before these are due.

Since the OIE Professional Development funds cannot be used until the student is admitted to the teacher preparation program, staff in the Teacher Pathways office will be contacted if the student needs financial resources to pay application and test fees while they await an admission decision.

Maria T. Tenorio

(b)(6)

EDUCATION

Ed.D. Lewis & Clark Graduate School of Education and Counseling, Portland OR 2011
Dissertation topic: *Community-based Leadership and the Exercise of Tribal Sovereignty in Public School Education*

Master of Education coursework and teaching certification 1972-74 University of Michigan

Bachelor of Arts 1968 Double Major: **Eastern Michigan University**, Ypsilanti MI
History; English & American Language & Literature

Worked my way through college as a tutor, at Campus Service Corps & EMU Computer Center.

EMPLOYMENT

2010-present: Project Director, American Indian Urban Teacher Program, Graduate School of Education, Portland State University, funded by the Office of Indian Education, USDOE
Work in conjunction with education departments of four partner tribes, Confederated Tribes of Grand Ronde, Siletz, Umatilla and Warm Springs, to ensure training and licensing of American Indian students. A major portion of the job has been recruiting and preparing American Indian students to enter the teacher professional development program, and to support them along the way to ensure their completion and graduation.

Interim Executive Director, Center for Native Education (CNE), Antioch University Seattle, September 2008– October 2009.

Asked by the University President to serve as interim director to a Gates Foundation-funded intermediary assisting secondary, postsecondary and tribal community partners create a successful learning environment for high school students who typically were the first generation to enroll in college. Responsible for hiring and supervising coaches to provide culturally responsive technical assistance to 11 early college schools across the U.S.

I was invited to serve on a national Gates Foundation Student Information Services Advisory Committee that provided recommendations on successful data collection, methodology and research to the national initiative of schools and colleges. Additionally, I was responsible for budget oversight, traveled to school districts, colleges and tribes in seven states, and was able to submit a successful proposal to a Cargill in their first distribution of funding.
Research Manager, Center for Native Education, Antioch University, Seattle, 2007-2008.
Responsible for establishing a system to measure our coaches' and schools' performances and provide quarterly reports to funders highly interested in ROI. Visited early college high schools

throughout the Pacific Northwest, Midwest and Southwest to confer with school teams, and assist them in collection of data, respond to Gates Foundation data initiatives.

Lewis & Clark Graduate School of Education , Portland OR. March 2005 – July 2007
Program Coordinator of the Tribal Educators Program, funded by the Office of Indian Education.

Education Consultant, 2002 – 2005

- **Northwest Regional Educational Laboratory**, Portland OR

  Provided technical assistance to the Pine Ridge High School in completing requirements of its Teaching American History grant. Designed a workshop on the use of primary documents in the classroom and initiated and led a teachers learning team to the National Museum of the American Indian, Washington D.C. where we examined artifacts at the Resource Center in Maryland with the Museum Curator who was Lakota. Provided on-site training with NMAI staff on integrated curriculum and alternative assessment design.

- **Employers for Education Excellence**, Portland OR

  Provided short-term technical assistance to E3 coaches at the Umatilla Indians Nixyaawii Charter School in effective teaching strategies for 9th-12th students, including project-based learning, differentiated instruction and other culturally responsive pedagogy.

- **Affiliated Tribes of Northwest Indians**, Portland OR

  Staffed the ATNI Education Committee under the leadership of Patsy Whitefoot. completed the second study of Northwest tribes' education departments working relationships with their local school districts.

Project Director, Native Montessori Preschool, Portland Public Schools, Portland OR

- Hired to implement an Office of Indian Education project a year behind schedule with no furniture in its after school classroom
- Designed culturally appropriate curriculum to align with Montessori teaching lessons
- Designed parent training plan to coordinate with State Department of Education *Ready to Learn* priorities
- Adapted Early Words publication for Native parents; wrote weekly newsletter with parenting tips
- Developed after school curriculum based on High Scope's Plan/Do/Reflect model
- At the end of the first school year, 1/3 of the class were beginning readers

Research Associate, Comprehensive Center, Northwest Education, Portland, 1999 – 2001

Within the Comprehensive Center, I was assigned to provide services to school districts in Idaho. Provided technical assistance to two partner sites, Wilder (97% Hispanic) and Fort Hall (99% Indian) on the Shoshone-Bannock Reservation. Designed and provided training workshops in:

- Paraeducators: Classroom Skills
- Increasing Parent Involvement in Title I Schools
- Portfolio Assessment

Participated in a federal review of Portland Public Schools, and of the Shoshone-Bannock High School at the request of Mary Brayboy, Office of Indian Education, USDOE.

Designed and co-facilitated a *Best Practices in Indian Education* regional conference featuring programs highlighted by Affiliated Tribes of Northwest Indians report on tribal relationships with local school districts which I co-authored

Worked with NWREL's Child and Family Program staff and Dr. Bill Demmert on the rollout of the *Compact on Reading* in Washington State in collaboration with Dr. Allan Ginsburg, Research and Evaluation, USDOE

Provided training for Washington State's Project Unity through the Superintendent's Office of Community Services, worked with the NWREL's Rural Education Program to develop curriculum/workshop on charter schools development, conducted site reviews of Alaskan village schools at request of NWREL's Assessment Program.

Manager, Indian Child Welfare Act Compliance, State of Oregon, Salem OR 1983-90

- Granted approval from Children Services Division administrator to retrieve the state administrative rule on the federal law from the office of the State Attorney General, revised and sent out for public comment and adoption by agency
- Designed and provided training to judges, attorneys, adoption agencies, social workers in both state and tribal jurisdictions in Oregon and Washington; wrote and published first national ICWA training manual
- Negotiated Oregon's first child welfare agreements with tribal nations
- As Affirmative Action Officer part-time, I was trained by the Seattle Office of Civil Rights on EEO and Employment law, Disability law, affirmative action and civil rights in client services.

Project Director, Southwest Indian Child Welfare Consortium, Eugene OR. 1977-79

Wrote successful grant to Bureau of Indian Affairs to fund a 6-county social services program for Indian families as one of the first Indian child welfare programs establish to respond to the new federal mandating tribal participation in out of home care of Native children.

Planner-Evaluator, Urban Indian Council, Portland OR. 1975-76

Worked in an intertribal setting providing multiple social services to the urban Indian community of the Portland MSA.

Office of Vice President for Community Services, University of Michigan, 1972-74

- Volunteered in the Day Care Program and re-vamped it to a Child Care and Development Program (CCDP) providing training, student placements to low-income centers
- Hired as CCDP Director and initiated a course "Designing and Building Playground Equipment for Low-Income Child Care Centers" coached multidisciplinary teams of students from the Schools of Architecture & Design, Psychology, Education, & Business to work with preschoolers, teachers and families to design and build playground equipment using cheap or free materials; initiated training manual to be able to replicate efforts community-wide
- As teaching assistant, taught child care and development course to teacher candidates.
- Promoted to Director, Project Community, where I worked with faculty campus-wide to obtain academic credit for service learning courses, such as the Elementary School Tutoring program, Elder/Preschool Visits; Income Tax Assistance; Prison Project
- Selected as Acting Director, Community Services Project, where I supervised twelve programs including the Native American Students Association, Project Community, and prepared and delivered presentations to the University Board of Trustees

Teaching Experience

- The University of Michigan, teaching assistant, Rackham Graduate School of Education
- Portland Community College, Sylvania Campus, Early Childhood Education instructor
- Willow Run High School, Ypsilanti, Mi, Title I School: 9-12th History/Social Studies
- John Glenn High School, Westland, Michigan, Title I School: 9-12th English and Civics
- Ann Arbor and Westland, Michigan School Districts: Substitute teaching K – 12th
- *Cultural Diversity in the Classroom & Workplace*, 1983-88, served on President's Affirmative Action Office training team to faculty, staff, students at all campuses of PCC
- Student teaching in Ann Arbor and Inkster, Michigan elementary schools—one a well-funded school district, the other, a Title I school in an African-American community

CURRICULUM VITAE

MICKI M. CASKEY

(b)(6)

June 15, 2016

EDUCATION

Ph.D.	1997	Curriculum and Instruction Interdisciplinary Education	University of South Florida, Tampa, FL
M.A.	1980	Specific Learning Disabilities	University of South Florida, Tampa, FL
B.A.	1975	Art	Chatham College, Pittsburgh, PA

TEACHING CREDENTIALS

Continuing Teaching License. State of Oregon, Teacher Standards and Practices Commission, Endorsements: Multiple Subjects (MIDLVL); Multiple Subjects Self-Contained (ECE, ELEM); Special Education (ECE, ELEM, MIDLVL, HS). Valid: May 2011 – May 2016

EMPLOYMENT

Associate Dean for Academic Affairs, Graduate School of Education, Portland State University, Portland, OR, 2013-present

Professor, Department of Curriculum and Instruction, Graduate School of Education, Portland State University, Portland, OR, 2008-present

Associate Professor, Department of Curriculum and Instruction, Graduate School of Education, Portland State University, Portland, OR, 2004-2008

Assistant Professor, Department of Curriculum and Instruction, Graduate School of Education, Portland State University, Portland, OR, 1998-2004

Curriculum Integration Specialist, Middleton Middle School of Technology, Hillsborough County School District, Tampa, FL, 1993-1998

Professional Development Trainer, Hillsborough County School District, Tampa, FL, 1990-1998

Specific Learning Disabilities Teacher, Webb Junior High School, Hillsborough County School District Tampa, FL, 1982-1993

Specific Learning Disabilities Teacher, Chamberlain High School, Hillsborough County School District Tampa, FL, 1980-1982

Science Teacher, Dowdell Junior High School, Hillsborough County School District, Tampa, FL, 1976-1980

DISSERTATION

Effects of intergenerational training on student and parent attitudes toward using the Internet. (1997). Director: Dr. J. Howard Johnston, University of South Florida, Tampa, FL.

SELECTED REFEREED PUBLICATIONS OR OTHER CREATIVE ACHIEVEMENTS

Books

Mertens, S. B., Anfara, V. A., Jr., **Caskey, M. M.**, & Flowers, N. (Eds.). (2013). *Common planning time in middle level schools: Research studies from the MLER SIG's national project.* Volume IX in *The handbook of research in middle level education* series. Charlotte, NC: Information Age.

Lenski, S. D., Wham, M. A., Johns, J. L., & **Caskey, M. M.** (2011). *Reading and learning strategies: Middle grades through high school*. (4th ed.). Dubuque, IA: Kendall/Hunt.

Caskey, M. M. (Ed.) (2010). *Middle level education research annual: Teaching and learning in the disciplines*. Westerville, OH: National Middle School Association

Caskey, M. M., Andrews, P. G., Bishop, P. A., Capraro, R. M., Roe, M., & Weiss, C. (2010). *Research and resources in support of This We Believe* (2nd ed.). Westerville, OH: National Middle School Association.

Mertens, S. B., Anfara, V. A., Jr., & **Caskey, M. M.** (Eds.) (2007). *The young adolescent and the middle school.* Volume VI in *The handbook of research in middle level education* series. Charlotte, NC: Information Age.

Lenski, S. D., Wham, M. A., Johns, J. L., & **Caskey, M. M**. (2007). *Reading and learning strategies: Middle grades through high school*. (3rd ed). Dubuque, IA: Kendall/Hunt.

Caskey, M. M. (Ed.). (2005). *Making a difference: Action research in middle level education*. Volume V in The handbook of research in middle level education series. Greenwich, CT: Information Age.

Chapters and Encyclopedia Entries

Caskey, M. M., Anfara, V. A., Jr., Mertens, S. B., & Flowers, N. (2013). Common planning time project: Findings, implications, and recommendations. In S. B. Mertens, V. A. Anfara, Jr., **M. M. Caskey,** & N. Flowers (Eds.), *Common planning time in middle level schools: Research studies from the MLER SIG's national project* (pp. 329-343). Charlotte, NC: Information Age.

Anfara, V. A., Jr., & **Caskey, M. M.** (2013). Teachers' perceptions of common planning time: A qualitative analysis of the National Middle Grades Research Project. In S. B. Mertens, V. A. Anfara, Jr., **M. M. Caskey,** & N. Flowers (Eds.), *Common planning time in middle level schools: Research studies from the MLER SIG's national project* (pp. 189-211). Charlotte, NC: Information Age.

Anfara, V. A., Jr., Flowers, N. **Caskey, M. M**., & Mertens, S. B. (2013). Common planning time: A review of literature. In S. B. Mertens, V. A. Anfara, Jr., **M. M. Caskey**, & N. Flowers (Eds.), *Common planning time in middle level schools: Research studies from the MLER SIG's national project* (pp. 13-26). Charlotte, NC: Information Age.

Carpenter, J., Musser, M., **Caskey, M. M**., & Samek, L. (2013). Common planning time in Oregon middle schools: An endangered model. In S. B. Mertens, V. A. Anfara, Jr., **M. M. Caskey**, & N. Flowers (Eds.), *Common planning time in middle level schools: Research studies from the MLER SIG's national project* (pp. 257-285). Charlotte, NC: Information Age.

Mertens, S. B., Anfara, V. A., Jr., **Caskey, M. M**., & Flowers, N. (2013). The history and development of the MLER SIG's National Middle Grades Research Project on common planning time. In S. B. Mertens, V. A. Anfara, Jr., **M. M. Caskey**, & N. Flowers (Eds.), *Common planning time in middle level schools: Research studies from the MLER SIG's national project* (pp. 1-11). Charlotte, NC: Information Age.

Caskey, M. M. (2008). Comprehension strategies that make a difference for struggling readers. In S. J. Lenski & J. Lewis (Eds.), *Reading success for struggling adolescent learners* (pp. 170-188). New York: Guilford Press.

Caskey, M. M., & Ruben, B. (2007). Under construction: The young adolescent brain. In S. B. Mertens, V. A. Anfara, Jr., & **M. M. Caskey** (Eds.), *The young adolescent and the middle school* (pp. 47-72). Charlotte, NC: Information Age.

Caskey, M. M. (2005). Recommendations and resources for action research. In **M. M. Caskey** (Ed.), *Making a difference: Action research in middle level education* (pp. 285-298). Greenwich, CT: Information Age.

Caskey, M. M. (2005). Introduction. In **M. M. Caskey** (Ed.), *Making a difference: Action research in middle level education* (pp. xi-xiv). Greenwich, CT: Information Age.

Caskey, M. M. (2003). Preparing middle level teachers in field-based cohorts. In P. G. Andrews & V. A. Anfara, Jr., (Eds.), *Leaders for a Movement: Professional Preparation and Development of Middle Level Teachers and Administrators* (pp. 53-76). Greenwich, CT: Information Age.

Caskey, M. M. (2002). Authentic curriculum: Strengthening middle level education. In V. A. Anfara, Jr. & S. L. Stacki (Eds.), *Middle School Curriculum, Instruction, and Assessment* (pp. 103-117). Greenwich, CT: Information Age.

Articles

Caskey, M. M., & Anfara, V. A., Jr. (2014). *Research summary: Developmental characteristics of young adolescents*. Westerville, OH: Association for Middle Level Education.

Caskey, M. M., & Carpenter, J. (2014). Building teacher collaboration school-wide. *AMLE Magazine, 2*(3), 34-36.

Musser, P. M., **Caskey, M. M**., Samek, L., Kim, Y., Greene, W., & Carpenter, J. (2013). Imagine a place where teaching and learning are inspirational: A decade of collected wisdom from the field. *Middle School Journal, 44*(4), 6-13.

Caskey, M. M., & Carpenter, J. (2012). Organizational models for teacher learning. *Middle School Journal, 43*(5), 52-62.

Mertens, S. B., Anfara, V. A., Jr., Flowers, N., & **Caskey, M. M**. (2011). A national research project revitalizes and strengthens a SIG's membership, leadership, and the quality of research in the field. *Educational Researcher, 40*, 295-298.

Samek, L., Kim, Y. M., Casbon, J., **Caskey, M. M**., Greene, W. L., & Musser, P. M. (2010). Well-prepared middle school teachers: Common ground or subtle divide between practitioners and university faculty in the State of Oregon, United States. *KEDI Journal of Educational Policy, 7*(2), 273-295.

Mertens, S. B., Flowers, N., Anfara, V. A., Jr., & **Caskey, M. M**. (2010). Common planning time. *Middle School Journal, 41*(5), 50-57

Lenski, S. J., & **Caskey, M. M**. (2009). Using the lesson study approach to plan for student learning. *Middle School Journal, 40*(3), 50-57.

Greene, W. L., **Caskey, M. M**., Musser, P. M., Samek, L. L., Casbon, J., & Olson, M. (2008). Caught in the middle again: Accountability and the changing practice of middle school teachers. *Middle Grades Research Journal, 3*(4), 41-72.

Andrews, P. G., **Caskey, M. M.,** & Anfara, V. A., Jr. (2007). *Research summary: Characteristics of exemplary schools for young adolescents.* Westerville, OH: National Middle School Association.

Caskey, M. M. (2006). Capturing the journey: A case of preparing a middle school teacher. *Curriculum and Teaching Dialogue, 8*(1-2), 255-267.

Caskey, M. M. (2006). The value of action research in middle grades education. *Middle Grades Research Journal*, *1*(2), 47-63.

Caskey, M. M. (2006). The evidence for the core curriculum—Past and present. *Middle School Journal, 37*(3), 48-54.

SELECTED NON-REFEREED PUBLICATIONS OR OTHER CREATIVE ACHIEVEMENTS

Electronic Publication

Caskey, M. M., Rapida, T. J., & Wubbold, M. (2001/2002). *The Iroquois Confederacy and the U.S. Constitution.* Curriculum developed to engage adolescents in authentic learning experiences. Electronic formats include a compact disk and website. Available at: http://www.iroquoisdemocracy.pdx.edu

SELECTED PRESENTATIONS AT PROFESSIONAL MEETINGS

Keynote Addresses

Caskey, M. M. (2013, October). *Framing the conversation: Middle grades education.* Address to the Oregon Middle Level Summit, Portland, OR.

Caskey, M. M. (2011, November). *Important work ahead: Sustaining our vision and momentum.* William M. Alexander Memorial Lecture at the annual meeting of the Association of Middle Level Education, Louisville, KY.

Peer Reviewed Presentations

Stevens, D. D., & **Caskey, M. M.** (2016, June). *Bridge over the choppy waters of academic writing: Strategies to support EdD students across their program.* Pre-convening workshop presented at the convening of the Carnegie Project for the Educational Doctorate, Denver, Co.

Caskey, M. M., & Stevens, D. D. (2016, April). *The choppy waters of academic writing for education doctoral students: Using writing scaffolds to navigate the journey*. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.

Caskey, M. M., & Swaim, D. (2014, March). *Advancing and sustaining partnerships that work by sharing a vision for closing the achievement gap.* Session presented at the annual meeting of the American Association of Colleges of Teacher Education, Indianapolis, IN.

Mertens, S. B., **Caskey, M. M**., & Flowers, N. (2013, November). *Teachers' use of common planning time: Findings and implications from a national study.* Session presented at the annual meeting of Association for Middle Level Education, Minneapolis, MN.

Caskey, M. M., Mertens, S. B., Anfara, V. A., Jr., & Flowers, N. (2013, April). *Middle-Level Education Research SIG National Common Planning Project: National Findings and Implications.* Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Caskey, M. M. (2013, February). *Strategies to increase student motivation and engagement (grades 5-10.)* Session presented at the International Literacy Conference, Guatemala City, Guatemala.

Greene, W., Kim, Y., Aspholm, R., Ososke, M., Carpenter, J., **Caskey, M. M**., & Samek, L. (2012, November). *Holistic teaching and learning: Back to the heart of education.* Session presented at the annual meeting of Association for Middle Level Education, Portland, OR.

Mertens, S. B., Anfara, V. A., Jr., **Caskey, M. M**., & Flowers, N. (2012, April). *The MLER SIG's national common planning time Project: Background and findings.* Symposium presented at the annual meeting of the American Educational Research Association, Vancouver, BC.

Caskey, M. M. (2011, February). *Planning and using literacy strategies to engage students (grades 4-10.)* Session presented at the International Literacy Conference, Guatemala City, Guatemala.

Mertens, S. B., Anfara, V. A., Jr., **Caskey, M. M**., & Flowers, N. (2010, November). *What research says about common planning time: Results of a national research project.* Session presented at the annual meeting of National Middle School Association, Baltimore, MD.

Stevens, D. D., & **Caskey, M. M**. (2010, October). *Do-it-yourself teaching improvement tools: Improving teaching and learning with readily available classroom data.* Pre-conference workshop presented at the annual meeting of the International Society for the Scholarship of Teaching and Learning, Liverpool, England.

Samek, L. L., Kim, Y. M., Casbon, J., **Caskey, M. M.,** Greene, W. L., Musser, P. M. (2010, May). *Well-prepared middle-grades teachers: Common ground or subtle divide between practitioners and university faculty*. Session presented at the annual meeting of the American Educational Research Association, Denver, CO.

Lenski, S. J., & **Caskey, M. M.** (2010, April). *Collaborative planning using lesson study: A professional development tool for literacy coaches*. Session presented at the annual meeting of the International Reading Association, Chicago, IL.

Mertens, S. B., Anfara, V. A., Jr., **Caskey, M. M**., & Flowers, N. (2009, November). *What research says…The national project on common planning time.* Session presented at the annual meeting of National Middle School Association, Indianapolis, IN.

Caskey, M. M. (2009, February). *Literacy strategies that promote engagement and positive classroom interactions*. Session presented at the International Literacy Conference, Guatemala City, Guatemala.

Caskey, M. M. (2008, May). Comprehension instruction that engages all learners. Session presented at the preconference institute, *Working together as a school: Building an articulated literacy program through the grades*, at the annual meeting of the International Reading Association, Atlanta, GA.

Caskey, M. M. (2008, March). *Lesson study in middle grades education*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Caskey, M. M., Samek, L. L., Musser, P. M., Greene, W., & Casbon, J. (2008, March). *Programs, principals, and practitioners: Alignment of expectations and realities.* Paper presented at the annual meeting of the American Educational Research Association New York, NY.

Anfara, V. A., Jr., **Caskey, M. M.,** Roney, K., & Mertens, S. B. (2008, March). *National Middle Grades Research Project: Common Planning Time*. Symposium presented at the annual meeting of the American Educational Research Association, New York, NY.

Caskey, M. M. (2007, February). *Literacy strategies to motivate and engage students (grades 5-10).* Session presented at the International Literacy Conference, Guatemala City, Guatemala.

Musser, P. M., Samek, L. L., **Caskey, M. M.,** Greene, W., & Olson, M. (2006, November). *Teach for learning and the tests will take care of themselves.* Session presented at annual meeting of National Middle School Association, Nashville, TN.

Caskey, M. M. (2006, May). Content area reading strategies that make a difference. Session presented at preconference institute, *Addressing the needs of struggling middle level and high school readers*, at the annual meeting of the International Reading Association, Chicago, IL.

Caskey, M. M. (2006, April). The value of action research in middle-level education. Paper presented at the symposium, *Relevant methodologies for relevant middle-level questions*, at the annual meeting of the American Educational Research Association, San Francisco, CA.

Samek, L. L., Musser, P. M., **Caskey, M. M**., Olson, M., & Greene, W. (2006, April). *Accountability and the changing practice of middle school teachers: Unintended consequences*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Caskey, M. M. (2006, March). *Reading strategies across content areas*. Session presented at the Northwest Regional—National Council of Teachers of English conference, Portland, OR.

Caskey, M. M. (2006, February). *Making a difference: Action research*. Paper presented at the annual meeting of the Association of Teacher Educators, Atlanta, GA.

Caskey, M. M. (2005, October). *Action research: Continuum of practice in middle level education*. Paper presented at the annual meeting of the American Association of Teaching and Curriculum, Austin, TX.

Greene, W. L., **Caskey, M. M**., Musser, P. M., Samek, L. L., & Olson, M. (2005, April). *Caught in the middle again: Accountability and the changing practice of middle school teachers*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Caskey, M. M. (2005, February). *Taking action in middle level education.* Paper presented at the annual meeting of the Association of Teacher Educators, Chicago, IL.

Caskey, M. M. (2004, April). *Capturing the journey: A case of preparing a middle level teacher*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Caskey, M. M. (2004, February). *Preparing middle level teachers in field-based cohorts*. Paper presented at the annual meeting of Association of Teacher Educators, Dallas, TX.

Caskey, M. M. (2003, June). *Preparing teachers of young adolescents: A view from the field.* Paper presented at the 20th annual conference of the World Association for Case Method Research and Case Method Application, Bordeaux, France.

Caskey, M. M. (2003, April). *Effects of an emergent specialized middle level teacher preparation program*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Invited and Non-Refereed Presentations

Caskey, M. M., & Stevens, D. D. (2016, June). *Portland State University: A CPED-influenced Doctoral Program.* Full convening session presented at the convening of the Carnegie Project for the Educational Doctorate, Portland, OR.

Caskey, M. M. (2012, February). *Critical work: Sustaining vision and momentum in middle years schooling.* Invited lecture presented at Queensland University of Technology, Brisbane, AU.

Caskey, M. M. (2012, February). *The middle school: From a vision to critical work.* Invited lecture presented at Blockhouse Bay Intermediate School, Auckland, NZ.

Roe, M., Strahan, D., **Caskey, M. M**., Bishop, P., Weller Swanson, K., & Weiss, C., (2012, November). *Research in support of middle grades education.* Session presented at the annual meeting of Association for Middle Level Education, Portland, OR.

Caskey, M. M. (2011, January). *The brain, critical thinking, and creativity*. Workshop presented for the Chinese Teacher Program, Portland State University.

Caskey, M. M., Bishop, P., & Strahan, R. M. (2010, November). *Research and resources in support of This We Believe: Linking research and practice.* Session presented by the Research Advisory Board at the annual meeting of National Middle School Association, Baltimore, MD.

Mertens, S. B., Flowers, N., Anfara, V. A., Jr., & **Caskey, M. M**. (2010, April). *National Middle Grades Research Project on common planning time: Phase II*. Workshop presented at the annual meeting of the American Educational Research Association, Denver, CO.

Caskey, M. M., Andrews, P. G., Bishop, P., Capraro, R. M., & Weiss, C., (2009, November). *Research and resources in support of This We Believe: Tools for practitioners*. Session presented by the Research Advisory Board at the annual meeting of National Middle School Association, Indianapolis, IN.

Mertens, S. B., Flowers, N., Anfara, V. A., Jr., & **Caskey, M. M**. (2009, November). *National Middle Grades Research Project on common planning time: Phase II.* Workshop presented at the annual meeting of National Middle School Association, Indianapolis, IN.

Anfara, V. A., Jr., **Caskey, M. M**., Roney, K., & Mertens, S. B. (2008, November). *National Middle Grades Research Project on common planning time*. Workshop presented at the annual meeting of National Middle School Association, Denver, CO.

Valentine, J., **Caskey, M. M**., Daniel, L., & Capraro, R. M. (2008, November). *Research and resources in support of* This We Believe*: Assessment that promotes learning approaches*. Session presented the Research Advisory Board at the annual meeting of National Middle School Association, Denver, CO.

Caskey, M. M. (2007, September). *Young adolescent brain development.* Workshop presented for the Chinese Teacher Program, Portland State University.

Caskey, M. M. (2006, March). *Motivating the masses in the middle.* Session presented at the annual conference of the Oregon Middle Level Association, Hood River, OR.

Andrews, G. A., **Caskey, M. M**., & Pate, E. (2005, November). *Research and resources in support of this we believe: Focusing on curriculum, instruction, and assessment*. Session presented by the Research Advisory Board at the annual meeting of National Middle School Association, Philadelphia, PA.

Caskey, M. M. (2005, March). *Literacy practices to engage young adolescents.* Session presented at the annual meeting of the Oregon Middle School Association, Troutdale, OR.

SELECTED HONORS, GRANTS, AND FELLOWSHIPS

Principal Investigator. (2014, September). *American Indian Teacher Program.* Maria Tenorio (Project Director) and **Micki M. Caskey** (Principal Investigator & Faculty Advisor) awarded an Indian Education Professional Development grant from the U.S. Department of Education. Award: $1,200,116.

Recipient. (2014). *Richard "Dick" Lipka Lifetime Achievement Award*. Middle Level Education Research Special Interest Group. American Educational Research Association, Philadelphia, PA.

Recipient. (2012). *John H. Lounsbury Award*. Association for Middle Level Education, Portland, OR.

Recipient. (2012). *Pete Lorain Lifetime of Service Award*. Oregon Middle Level Association, Education, Portland, OR.

Co-Investigator. (2010, October). *American Indian Urban Teacher Program.* Cornel Pewewardy, Principal Investigator, and **Micki M. Caskey**, Co-Principal Investigator, awarded an Indian Education Professional Development grant from the U.S. Department of Education. Award: $1,266,600.

Co-Investigator. (2009, January). *Weaving Sustainability into the Secondary Graduate Teacher Education Program*. Rosalyn McKeown and **Micki Caskey**, Co-Principal Investigators, awarded a James F. and Marion L. Miller Foundation Gift by the Center for Sustainable Processes and Practices. Award: $11,839.

Co-Recipient. (2006, December). *Developing a Statewide Content Area Teacher Network through Communities of Practice.* Susan Lenski, Principal Investigator, with **Micki Caskey**, Swapna Mukhopadhyay, and Ron Narode, awarded a Title II grant. Create school-based communities of practice focused on improving literacy in content area classes of selected high need schools. Award: $110,000.

Co-Recipient. (2006, October). *Redesigning the Preparation of Science and Math Teacher Candidates to Promote Adolescent Reading Comprehension*. Susan Lenski, Principal Investigator, with **Micki Caskey**, Swapna Mukhopadhyay, and Ron Narode, awarded a Carnegie Corporation grant. Redesign the science and math teacher preparation to emphasize and integrate literacy strategies. Award: $100,000.

Co-Recipient. (2001-2002). Scholarship of Teaching and Learning with Technology Award for *The Iroquois and the U.S. Constitution*, a collaboration with Theresa Rapida, Ph.D., and Mark Wubbold. Presented by the Center for Academic Excellence, Portland State University, Award: $1,000.

Co-Investigator. (2000, July). *The Iroquois and the U.S. Constitution*. Collaborative project with Theresa Rapida, Associate Professor, College of Urban and Public Affairs to support the development of an online curriculum that explores multiple perspectives. Hatfield Public Service and Constitutional Studies Grant Program, Hatfield School of Government, Portland State University. Award: $4,000

Project Coordinator and Co-Investigator. (2000, July). *The Iroquois and the U.S. Constitution.* Cross-departmental project with Theresa Rapida, Associate Professor, College of Urban and Public Affairs to develop an online curriculum that explores multiple perspectives. Faculty Enhancement Program, Portland State University. Award: $6,000 + Tuition Remission for graduate research assistant.

SELECTED RESEARCH AND OTHER ACHIEVEMENTS

Co-Investigator. (2006-2013). *National Middle Grades Research Project*. Collaborative research initiative among researchers of the Middle Level Education Research—Special Interest Group (American Education Research Association).

Institutional Representative. (2005-2007). *Oregon Collaborative Research Initiative.* An inter-institutional research initiative included three related studies that examined the Teaching Work Sample (TWS) methodology. The goal of the Effect Project was to assess the impact of TWS on teacher candidates and their students.

Consultant. (2004-2005). *Scattered Village: Through the Eyes of Science.* Served as expert consultant for development of an educational video curriculum with lesson plans for fourth and eighth grades Incolor Exhibits, LLC., Vancouver, WA.

Co-Investigator. (2003-2013*). Middle school reform in Oregon.* Collaborative study among researchers from Corban College, Portland State University, Southern Oregon University, University of Oregon, and Willamette University to examine issues in middle grades education.

Principal Investigator. (2002-2005). *Effects of an emergent specialized middle level teacher preparation program.* Approved by the Human Subjects Research Review Committee, Portland State University.

Principal Investigator. (2001-2002). *Effects of a field-based teacher education approach on preservice and novice teachers.* Approved by the Human Subjects Research Review Committee, Portland State University.

SELEECTED TEACHING, MENTORING AND CURRICULAR ACHIEVEMENTS

Graduate Teacher Education Program	**Terms**
CI 521 Reading and Comp. in the Content Areas	F12, F11, F10, F09, F08, F07, Sp07, F06…
Middle Grades Education Specialization	**Terms**
CI 510 Engaging Middle Level Learners	Su10, Su10, W09, Su09, Su07, Su06, Su05…
Literacy	**Terms**
LIB 429/529 Young Adult Literature	Su12, Su11, W11, Su10, W10, Su09, W09…
Teacher Research	**Terms**
CI 510 Research Methods for Teacher Candidates	Su12
CI 510 Research and Issues in Ind. Education	Su11
CI 510 Research Methods	Su07

CI 563 Teacher as Researcher	Su12, Su08, Su05, Su04, S04, Su03
CI 590 (560) Action Research	W11, W10, F08, F05, W02, S00
Educational Doctorate in Ed. Leadership	**Terms**
CI 610 Leadership Seminar	S13, W13, F12
CI 610 Research Seminar	F13, W14, S14
Master's in Curriculum & Instruction	**Terms**
CI 581 Issues in Education	F12, F11, F10, F09 (online); Su11, Su02
Teacher Education: Field Experiences	**Terms**
CI 509 Secondary Practica	S07, F03, F02, W01, F00, F99
CI 554 Student Teaching I – High School	F10, F09, F07, F06, W02, W99, F98
CI 556 Student Teaching I – Middle Level	F10, F09, F07, F06
CI 555 Student Teaching II – High School	W11, W10, W08, W07, S02, S99, W99
CI 557 Student Teaching II – Middle Level	W11, W10, W08,W07

Course Development: Teacher Education

Research Methods for Teacher Candidates
Provides teacher candidates with an introduction to action research. Course focuses on action research and its use in educational settings. Candidates develop a research proposal including identification of a research topic, review of the literature, and data collection methods.

Research and Issues in Indian Education
Provides teacher candidates with an introduction to action research in educational settings. Candidates develop an action research proposal including identification of a research issue and related question, review of the literature, and data collection methods.

Cohort Leadership

Co-cohort leader. (2012-2013). Served as co-cohort leader with Deve Swaim for 25 teacher candidates in a middle--high school level cohort.

Co-cohort leader. (2009-2011). Served as co-cohort leader with Deve Swaim for two a middle--high school level cohorts: 26 teacher candidates (2009-2010) and 31 teacher candidates (2010-11).

Cohort leader. (2007-2008). Served as cohort leader for 20 teacher candidates in a middle--high school level cohort.

Co-cohort leader. (2006-2007). Served as co-cohort leader with Susan Lenski for 18 teacher candidates in a middle--high school level cohort.

Co-cohort leader. (2003-2004). Served as co-cohort leader with Barbara Ruben for 21 teacher candidates in a middle level cohort.

Advisor for Master's Projects in the Department of Curriculum and Instruction

Advisor. (2000-2016). Served as faculty advisor for more than 125 Master's projects.

Doctor of Education Advisor, Graduate School of Education

Deborah Allen. (2013-present) Educational Leadership: Curriculum and Instruction
Jan Carpenter. (2005-2010) Educational Leadership: Curriculum and Instruction
Adria Dodici. (2006- 2011) Educational Leadership: Curriculum and Instruction
Jennifer Grove. (1999- 2016) Educational Leadership: Curriculum and Instruction
Patrizia Mastne. (2008-present) Educational Leadership: Curriculum and Instruction
Matthew McParker. (2012-2016) Educational Leadership: Curriculum and Instruction
Meredith Michaud. (2012-2016) Educational Leadership: Curriculum and Instruction
K.D. Parman. (2010-2015) Educational Leadership: Curriculum and Instruction
Barbara Ruben. (2000-2004). Educational Leadership: Curriculum and Instruction.
Marie Yeo. (2012-2016) Educational Leadership: Curriculum and Instruction

SELECTED SCHOLARLY WORKS IN PROGRESS

Caskey, M. M., & Stevens, D. D. Seeds for doctoral student success: Cultivating identity as writers and researchers. *Teaching and Learning Inquiry*

Caskey, M. M., Mertens, S. B., Anfara, V. A., Jr., & Flowers, N. Working together: National research of teachers' use of common planning time in middle schools. Target journal: *American Educational Research Journal.*

SELECTED GOVERNANCE AND OTHER PROFESSIONALLY RELATED SERVICE

Series Co-Editor. (2013-present). Handbook for Research in Middle Level Education. Information Age . Book: *Clinical preparation at the middle level: Practices and possibilities* (Howell, Carpenter, & Jones, 2015).

Series Co-Editor. (2013-present). Handbook for Resources in Middle Level Education. Information Age . Book: *Research on teaching and learning with the literacies of young adolescents* (Malu & Schaefer, 2015).

Editor. (2005-2011). *Research in Middle Level Education (RMLE) Online*. National Middle School Association.

Chair. (2007-2010). Middle Level Education Research (MLER) – Special Interest Group (SIG), an affiliate of the American Educational Research Association (AERA).

SELECTED GOVERNANCE ACTIVITIES FOR THE UNIVERSITY, COLLEGE AND DEPARTMENT

Service to Portland State University
Member. (2013-present). Institutional Assessment Council.
Member. (2013-present). STEM Council. University committee charged with coordinating STEM initiatives at Portland State University.

Service to the Graduate School of Education
Faculty Advisor. (2014-present). American Indian Teacher Program.
Member. (2013-present). Program and Policy Committee.

Service to the Department of Curriculum and Instruction
Faculty Advisor. (2010-2014). American Indian Urban Teacher Program.
Coordinator. (2010-2011). Master's in Curriculum and Instruction Program.

MEMBERSHIP IN PROFESSIONAL SOCIETIES

International Society of the Scholarship of Teaching and Learning	2009-present
Oregon Association of Teacher Educators	2003–present
Middle Level Education Research SIG [AERA]	2000–present
American Educational Research Association	1999–present
Oregon Middle Level Association	1999–present
Oregon's Consortium of Middle Level Teacher Educators	1998–present
Strategic Instruction Model Trainer's Network University of Kansas Center for Research on Learning	1992–present
Association for Middle Level Education (formerly National Middle School Association)	1990–present

Cornel D. Pewewardy
Portland State University - Indigenous Nations Studies
(b)(6)

Education

D.Ed. **Doctor of Education** (1989): Major in Educational Administration; Minor in Educational Theory and Policy, School of Education, The Pennsylvania State University, University Park, PA

Employment

Director and Professor (7-1-10 to present): Indigenous Nations Studies, Portland State University

Refereed Publications

Pewewardy, C. D. (2015). Fancy War Dancing on Academe's Glass Ceiling: Native Faculty Role Models and Mentors in Higher Education. In Stephanie Waterman & Donna Brown (Eds.), *Native American Student Services in Higher Education.* Charlotte, NC: Info Age Publishing.

Pewewardy, C. D. (2011). Culturally Responsive Teaching for American Indian Students. In Jerry Diller and Jean Moule (Eds.), *Cultural competence: A primer for educators.* Belmont, CA: Thomson Wadsworth.

Williams, R. S., & Pewewardy, C. D. (2009). Student retention initiatives at tribal colleges and universities and strategies for improvement. In Linda S. Warner and Gerald E. Gipp (Eds.). *Tradition and culture in the millennium: Tribal colleges and universities.* Charlotte, NC: Info Age Publishing.

Pewewardy, C. D., & Fitzpatrick M. (2009). Working with American Indian families: Disabilities, issues, and interventions. *Intervention in school and clinic: Working with families from diverse backgrounds, 45* (2), 91-98.

Pewewardy, C. D. (2008, Spring). Identity and Names: We must define ourselves to escape linguistic imperialism. (Resource Guide). *Tribal College Journal of American Indian Education. 19* (3), Mancos, CO.

Pewewardy, C. D. (2005). Shared journaling: A methodology for engaging white preservice students into multicultural discourse. *Teacher Education Quarterly, 32* (1), 41-60.

Pewewardy, C. D. (2005). Ideology, Power, and the Miseducation of Indigenous Peoples in the United States. In Angela Cavender Wilson and Michael Yellow Bird (Eds.). *For Indigenous Eyes Only: Decolonization workbook.* Santa Fe, NM: School of American Research Press.

Pewewardy, C. D. (2004). So You Think You Hired an "Indian" Faculty Member: The Ethnic Fraud Paradox in Higher Education. In Devon Abbott Mihesuah and Angela Cavender Wilson (Eds.), *Indigenizing the Academy: Transforming scholarship and empowering communities.* (pp. 200-217). Lincoln, NE: University of Nebraska Press.

Pewewardy, C. D. (2004). Playing Indian at halftime: The controversy over American Indian mascots, logos, and nicknames in school-related events. *The Clearing House, 77* (5), 180-185.

Pewewardy, C. D., & Frey, B. (2004). American Indian students' perceptions of multicultural support services, racial climate, and ethnic fraud at a predominantly white university. *Journal of American Indian Education, 43* (1), 32-60.

Ridgeway, M., & Pewewardy, C. D. (2004). Linguistic Imperialism in the United States: The Historical Eradication of American Indian Languages and the English Only Movement. *MultiCultural Review. 13* (2), 28-34.

Pewewardy, C. D. (2003). To be or not to be Indigenous?: Identity, race, and representation in education. *Indigenous Nations Studies Journal, 4* (2), 69-91.

Pewewardy, C. D., & Hammer, P. C. (2003). Culturally responsive teaching for American Indian students. *ERIC Digest*, Clearinghouse on Rural Education and Small Schools (EDO-RC-03-10), Charleston, WV.

Pewewardy, C. D. (2003, Fall). 100 Defensive Tactics and Attributions: Dodging the Dialog on Cultural Diversity. *Multicultural Education. 11* (1), 23-28.

Pewewardy, C. D. (2002). Learning styles of American Indian/Alaska Native students: A review of the literature and implications for practice. *Journal of American Indian Education*, 41 (3), 22-56.

Pewewardy, C. D. (2002). American Indian and white students talking about ethnic identity in teacher education programs: Helping teacher education students know themselves as cultural beings. *Action in Teacher Education, 24* (2), 22-33.

Pewewardy, C. D., & Frey, B. (2002). Surveying the Landscape: Perceptions of Multicultural Support Services and Racial Climate at a Predominately White University. *Journal of Negro Education, 71* (1/2), 77-95.

King, R. C., Staurowsky, R.C., Baca, E.J., Davis, L., & Pewewardy, C. (2002). Of polls and race prejudice: Sports Illustrated's errant "Indian wars." *Journal of Sport & Social Issues, 26* (4), 382-403.

Pewewardy, C. D. (2002). From Subhuman to Superhuman: Images of First Nations peoples in comic books. *Studies in Media & Information Literacy Education, 2*(2), 1-7. Available: http://www.utpjournals.com/jour.ihtml?lp=simile/issue6/Pewewardyfulltext.html

Courses Developed and Taught in Higher Education

Undergraduate level

Culturally Responsive Teaching Native Students (Portland State University)
Insurgent Research and Indigenous Education (Portland State University)
Indigenous Ways of Knowing: Decolonizing Methodologies (Oregon Health Science University)
Tribal Critical Race Theory (Portland State University)
Indigenous Critique of Native American Art (Portland State University)
Indians of the Pacific Northwest (Portland State University)
Introduction to Native American Studies (Portland State University)
Contemporary Issues in Indian Country (Portland State University)
Red Power: Activism in Native America (Portland State University)
Powwows Traditions and Ceremonies (Portland State University)
Native Politics and Activism (Portland State University)
Native American Religion, Spiritualties and Space (Portland State University)
Urban Indians (Portland State University)
American Indian Culture and Education (Fresno City College)
Education in a Multicultural Society (University of Kansas Teacher Education Program)
Culturally Responsive Teaching Native Students (Haskell Indian Nations University)
Culturally Responsive Teaching Native Students (Cameron University)
Culturally Responsive Teaching Native Students (Comanche Nation College)

Graduate level

Indigenous Ways of Knowing: Indigenous Research Methodologies (Oregon Health & Sciences University)
The Construction of Power and Knowledge (School of Gender, Race and Nations, Portland State University)
Culturally Responsive Teaching for American Indian/Alaska Native Students (GSE Portland State University)
Multicultural Education (University of Kansas School of Education)
Teaching English as a Second Language (University of Kansas School of Education)
Teaching Native Students (University of Kansas School of Education)
Indigenous Peoples of the World (University of Kansas Center for Indigenous Nations Studies)
Applied Indigenous Leadership (University of Kansas Center for Indigenous Nations Studies)
Indigenous Current Issues (University of Kansas Center for Indigenous Nations Studies)

Awards and Honors

Teaching

John Eliot Allen Outstanding Teaching Award, College of Liberal Arts and Science, Portland State University, Portland, OR, June 3, 2016

John Eliot Allen Outstanding Teaching Award, College of Liberal Arts and Sciences, Portland State University, Portland, OR, June 8, 2012

Teacher of the Year Award, 36th Annual Oregon Indian Education Association Conference, Central Oregon Community College, Bend, OR, April 22, 2011

John Eliot Allen Outstanding Teaching Award, College of Liberal Arts and Sciences, Portland State University, Portland, OR, June 4, 2010

Teacher of the Year Award, 40th Annual Convention of the National Indian Education Association, Milwaukee Convention Center, Milwaukee, WI, October 22-25, 2009 (NIEA has over 4,000 members)

W.T. Kemper Fellowship for Teaching Excellence, William T. Kemper Foundation-Commerce Bank, Trustee, and KU Endowment Association, University of Kansas, Lawrence, KS, August 23, 2001

Research/Scholarship

Academic Excellence Award. 2016 Faculty and Staff of Color Award. Portland State University, Portland, OR, April 29, 2016

Carl A. Grant Multicultural Research Award, National Association for Multicultural Education, 2011 Annual International NAME Conference in Chicago, IL, November 4, 2011

Mike Charleston Research Award for Distinguished Contributions to Indigenous Education, Indigenous Peoples of the America's Special Interest Group, American Education Research Association, Annual Conference in Chicago, IL. 2007 (AERA has over 25,000 members)

Distinguished Scholar Award, Committee on Scholars of Color in Education, American Educational Research Association in Montreal, Canada, 2005 (AERA has over 25,000 members)

Service

Patricia Whitefoot Education Award. 2015 Leadership Honoring Award for Education, Potlatch Fund Annual Fundraising Gala and Awards Cerebration, Tulalip Resort Casino, Tulalip, WA, November 7, 2015

Silver Anniversary Award—Celebrating 25 Years of Service to the National Association for Multicultural Education, "Past Achievements, Present Successes, Future Aspirations," Sheraton Hotel on Canal Street, New Orleans, LA, October 1, 2015

CURRICULUM VITA

Anna M. Figueira,

Education Ph.D. Curriculum and Instruction, Specialty in American Indian Education. 2001, Arizona State University
M.S. Education, State University of New York at Cortland
B.S. Education, Illinois State University

Academic and Professional Experience

2011 - Present Educational Consultant. Sole Proprietor, *Figueira Education Consulting.*
2011- Present: Program Evaluator, *American Indian Teacher Program,* Graduate School of Education, Portland State University.

2014: Culturally Responsive Curriculum Development, Oregon Department of Human Services, Vocational Rehabilitation.

2012-2014: Culture-based Program Evaluation, American Indian College Fund, *Building Research Capacity*, Lilly Endowment.

2011-2013: Evaluation of Training Curriculum, Oregon Center for Career Development in Childhood Care and Education, Portland State University.

2010-2012: Culture-based Program Evaluation, Northwest Indian College, *Sacred Little Ones Project,* Kellogg Foundation.

2006 – 2011 Curriculum Specialist and Certified Master Trainer, Oregon Center for Career Development in Childhood Care and Education, Portland State University. Adjunct Faculty Portland State University.

2001 - 2006 Coordinator of Research for the *Native Educators Research Project.* Institute for Educational Sciences and Office of Indian Education, U.S. Department of Education. Center for Indian Education, Arizona State University.
Faculty Associate, College of Education, Arizona State University.

1999-2000 Research Coordinator for CRESPAR grant project, Gila River Indian Community Evaluation of community youth social services and education resources.

1996-1999 Editorial Assistant/Managing Editor for the *Journal of American Indian Education.* Center for Indian Education, Arizona State University.

University Courses Taught

Portland State University
CI 410/810 *Discovering Potentials: Social and Emotional Development of School Age Children*
CI 410/810 *Child Care Director Certificate Training Series*

Arizona State University

IED (Indian Education) 522	*Family Literacy in Language Minority Communities*
IED (Indian Education) 530	*Issues in Language and Literacy of Native Peoples.*
BLE (Biling. Education) 561	*Parent Involvement in Language Minority Education*
MCE (Multi-cultural Ed.) 598	*Multicultural Perspectives on Teaching and Learning*

Selected Publications and Reports

Tenorio, M. and Figueira, A. (2014). *Passages: Support American Indian High School Students in Transition to College and Careers.* Curriculum developed for Oregon Vocational Rehabilitation Division of Department of Human Services and Oregon Tribal Vocational Rehabilitation Services.

Aguilera-Black Bear, D.E., Figueira, A., Gelman, C., & Ryan-Fear, A. (2010). *Participatory Action Research as Pedagogy for Equity and Social Justice in Education: Intersections of Youth Voice, Reflection, Action at Lake High School.* Report to Oregon Department of Education and to the school district.

Aguilera, D.E., Ryan, A., & Figueira, A. (2009). *Participatory Action Research as Pedagogy for Equity and Social Justice in Education: Intersections of Youth Voice, Reflection, Action in River Valley High School.* Report to Oregon Department of Education and to school district.

Figueira, A. (2009). Curriculum: *Discovering Potentials: Social and emotional development of school-age children.* Oregon Center for Career Development in Childhood Care and Education.

Beaulieu, D. & Figueira, A. (Eds.). (2006). *The power of Native teachers: Language and culture in the classroom.* Tempe, AZ: Center for Indian Education, Arizona State University.

Beaulieu, D.; Figueira, A.; Viri, D. (2006). Indigenous teacher education: Research-based models. Refereed *Papers of the Australia Association for Research in Education 2005 Conference,* Sydney AU. Paper Code VIRO5321. Available online: http://www.aare.edu.au/05pap/alpha.htm#V

Trujillo, O.; Viri, D.; Figueira, A.; Manuelito, K. (2005). Native educators: Interface with culture and language in schooling. In J. Cohen, K. e (Eds.) *ISB4: Proceedings of the 4th International Symposium on Bilingualism.* Pp. 2275-2284. Somerville, MA: Cascadilla Press.

Figueira, A. (2004). Creating a new Native teacher corps. *NABE News 28*(1) pp. 22-23.

Figueira, A., Lodge, N., Swisher, K., & Tippeconnic, J. (1999). Critical Settings Model of Research Applied in an American Indian Community. Final Evaluation Report to Gila River Indian Community. CRESPAR.

Selected Workshops/Trainings

October 2016. N.I.E.A. Conference Workshop. *Nurturing a Community of Native Educators: Strengthening Professional and Cultural Identity - Exploring the challenges to culturally responsive teaching.*

October 2013. Workshop for AITP students and staff of Summa Academy, Portland Oregon. *Culturally Responsive – Standards Based Teaching.*

June 2011. Training of Trainers, *First Connections: Infant and Toddler Development and Care.* Salem, OR.

October 2010. Workshop, *Adult Learners: Navigating the Mainstream of Knowledge.* Oregon Association for the Education of Young Children Conference, Portland, OR.

June 2009 and September 2009. Training of Trainers, *Discovering Potentials: Social and Emotional Development of School-Age Children.* Wilsonville, OR and Salem, OR.

May 2008. Training of Trainers, *In the Mix: School Age Children in Family Childcare,* Wilsonville, OR.

March 2008. Training Session, *Influence of Culture on Social and Emotional Development*. Clackamas Community College, Wilsonville, OR.

April 2006. R.A.C.E. 2006 Conference. Workshop: Anna Figueira and Keiki Kawai'ae'a, *A Native Way of Being a Teacher: The Role of Research and Self in Indigenous Teacher Education*

January 2006. National Association for Bilingual Education, Indigenous Bilingual Education Pre-Conference Institute "Revitalizing Languages & Culture," Phoenix. Forum: Anna Figueira, David Beaulieu, Jennifer Johnson, *Vested With the Power to Change the Culture of Schooling: Voices of New Native Teachers*October 2005. National Indian Education Association Annual meeting, Denver. Workshop: Anna Figueira, Jennifer Johnson, *Vested With the Power to Change the Culture of Schooling,*

April 2004. RACE 2004 Conference, Arizona State University, Pre-Conference Workshop: Anna Figueira, Maxine Roanhorse Dinehyazhe, Debbie Chadwick, Victor Begaye, *Healing The Wounds: Deinstitutionalizing Racism in Education for A Postcolonial Native America*

April 2003. Exemplary Practices in American Indian Education Conference. Sponsored by Arizona State University, Center for Indian Education and Tuba City Unified School District: Roundtable: *Educational Issues and Voices from Native Communities*

April 1999. Workshop for Navajo Nation Bureau of Indian Affairs Schools, Many Farms, Arizona. *Thematic Curricula Contextualized to Local Language and Culture.*

Contact Information:

(b)(6)

United States Department of the Interior
BUREAU OF INDIAN EDUCATION
CHEMAWA INDIAN SCHOOL
3700 Chemawa Road, NE
Salem, Oregon 97305-1199
Phone: 503-399-5721 Fax: 503-399-5870

June 23, 2016

Dr. Micki M. Caskey, Associate Dean
Graduate School of Education
Portland State University
Portland, OR 97207-0751

Dear Dr. Caskey:

On behalf of Chemawa Indian School, I am writing to voice my strong support for the Graduate School of Education's proposal to provide professional development training for American Indian and Alaska Native teachers through the American Indian Teaching Preparation Program (AITP). The proposed Program seeks to address acute shortages of American Indian/Alaskan Native (AI/AN) teachers in the Portland metropolitan area and other parts of the state. The AITP Program will recruit and prepare "highly qualified" AI/AN teacher candidates who will receive a teaching license and a Masters degree in Education in a specialized teacher preparation program that recognizes the importance and trains teachers in the critical work of culturally responsive teaching and practices, including culture-based education curriculum.

As a Federal Bureau of Indian Education school fifty miles south of Portland that serves Indian students in grades 9-12, Chemawa is highly interested in interviewing any of the AITP graduates for qualifying employment. We know that our American Indian students would benefit greatly from having teachers with whom they share culture, language and history. This culture connection is a strong step in improving academic achievement. While assisting more American Indians in becoming teachers, this program also provides an excellent opportunity for culturally responsive education, and for the Native teachers to serve as positive role models within the schools and communities they serve.

With such a low percentage of American Indian educators in the Oregon and Bureau school systems, the AITP provides an excellent opportunity to address this vital need. We are pleased to lend our support to this application and look forward to working with AITP and its teachers and teacher candidates on training and resources of benefit to our instructional staff.

Sincerely,

Lora Braucher

Lora Braucher
Superintendent

Matt Utterback
Superintendent

utterback@nclack.k12.or.us
4444 SE Lake Road, Milwaukie, Oregon 97222
503-353-6001

June 20, 2016

Dr. Micki M. Caskey, Associate Dean
Graduate School of Education
Portland State University
P.O. Box 751
Portland, OR 97207-0751

Dear Dr. Caskey:

On behalf of the North Clackamas School District (NCSD), I enthusiastically support the Graduate School of Education's proposal for the American Indian Teacher Program. The proposed program will respond to the critical shortages of American Indian/Alaskan Native (AI/AN) teachers in the Portland metropolitan area. The American Indian Teacher Program will recruit and prepare AI/AN teacher candidates, who will complete the requirements of the Graduate Teacher Education Program, an initial teacher licensure program at Portland State University. This specialized teacher preparation program will increase the number of AI/AN teachers—ones that are highly qualified to teach in NCSD. Furthermore, the goal of the American Indian Teacher Program to increase the number of AI/AN teachers aligns directly with our District mission to prepare graduates "who are inspired and empowered to strengthen the quality of life in our local and global communities." Similarly, the proposed program aligns with strategic plans, specifically the equity goal to "create inclusive learning environments for each student." Our District is deeply committed to advancing cultural understanding and high expectations for every student.

To support the American Indian Teacher Program and our partnership work with PSU's Graduate School of Education, the NCSD will provide clinical experiences for AI/AN teacher candidates in our schools. We believe that AI/AN teacher candidates will bring culturally responsive instruction for Native and non-Native students alike and will serve as positive role models for all students. During their student teaching, the AI/AN teacher candidates will add to the number of AI/AN adults working with our District's students. Certainly, we look forward to working with AI/AN teacher candidates. In fact, the District has hired two graduates of the current American Indian Teaching Program in recent years.

For the aforementioned reasons, the North Clackamas School District wholeheartedly supports the American Indian Teacher Program, which will not only have positive influence on the critical shortage of AI/AN teachers, but will also enrich the experiences of our students.

Respectfully,

Matthew Utterback
North Clackamas School District
Superintendent

Preparing graduates who are inspired and empowered to strengthen the quality of life in our local and global communities.

David Douglas School District
Learn · Grow · Thrive

Don Grotting, *Superintendent* | 11300 NE Halsey Street, Portland, Oregon 97220 | *Phone* 503-252-2900 | *Fax* 503-256-5218

June 21, 2016

Dr. Micki M. Caskey, Associate Dean
Graduate School of Education
Portland State University
P.O. Box 751
Portland, OR 97207-0751

Dear Dr. Caskey:

On behalf of the David Douglas School District, we support the Graduate School of Education's proposal for the *American Indian Teacher Program.* The proposed program will respond to the critical shortages of American Indian/Alaskan Native (AI/AN) teachers in the Portland metropolitan area. The *American Indian Teacher Program* will recruit and prepare AI/AN teacher candidates, who will complete the requirements of the Graduate Teacher Education Program, an initial teacher licensure program at Portland State University. This specialized teacher preparation program will increase the number of AI/AN teachers—ones that are highly qualified to teach in David Douglas. Furthermore, the goal of the *American Indian Teacher Program* to increase the number of AI/AN teachers aligns directly with the David Douglas' Core Values of "*Diversity, Equity and an Emphasis on Relationships and Interpersonal Relationships*".

To support the *American Indian Teacher Program* and our partnership work with PSU's Graduate School of Education, the David Douglas School District will provide clinical experiences for AI/AN teacher candidates in our schools. We believe that AI/AN teacher candidates have the potential to bring culturally responsive instruction and serve as positive role models for our students. We look forward to continued work with PSU and AI/AN teacher candidates.

David Douglas has a strong partnership with PSU and an established connection with PSU's *American Indian Teacher Program* Graduates. This spring, our district hired Chelsea Hallam as a High School Language Arts Teacher beginning in Fall 2016.

For the aforementioned reasons, the David Douglas School District support the *American Indian Teacher Program*, which can address the critical shortage of AI/AN teachers and provide culturally rich experiences of our students.

Sincerely,

(b)(6)

Ken Richardson
Deputy Superintendent

Kelly Devlin
Director of ESL and Equity

Visit our website: www.ddouglas.k12.or.us *Email:* David_Douglas@ddouglas.k12.or.us

School Board | Bryce Anderson Frieda Christopher Donn Gardner Christine Larsen Shannon Raybold Kyle Riggs Cheryl Scarcelli Ancheta

PORTLAND PUBLIC SCHOOLS
501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-3200 / Fax: (503) 916-3110
Mailing Address: P. O. Box 3107/97208-3107
Email: csmith1@pps.net

Carole Smith
Superintendent

OFFICE OF THE SUPERINTENDENT

June 17, 2016

Dr. Micki M. Caskey, Professor
Graduate School of Education
Portland State University
P.O. Box 751
Portland, OR 97207-0751

Dear Dr. Caskey:

On behalf of Portland Public Schools, I support the Graduate School of Education's (GSE) proposal for the American Indian Teacher Program. The proposed program will fill critical shortages of American Indian/Alaskan Native (AI/AN) teachers in the Portland metropolitan area. The American Indian Teacher Program will recruit and prepare AI/AN teacher candidates in one of the GSE's initial teacher licensure programs. This specialized teacher preparation will increase the number of AI/AN teachers—ones that are well-prepared to teach the diverse student body in Portland Public Schools. This specialized teacher preparation program will increase our District's ability to consider AITP program graduates for qualifying employment and to increase the number of AI/AN teachers to help meet the district's mission to "support all students in achieving their very highest educational and personal potential, to inspire in them an enduring love for learning, and prepare them to contribute as citizens of a diverse, multicultural, and international community."

Additionally, Portland Public Schools supports the placement of AI/AN teacher candidates—student teachers—in our schools. While fulfilling the requirements of student teaching, the AI/AN teacher candidates will provide culturally responsive instruction for Native and non-Native students and will serve as positive role models. During their student teaching, the AI/AN teacher candidates serve as an additional AI/AN adult resource for youth in Portland Public Schools, which can help to mitigate the very low percentage of American Indian teachers in Portland as well as Oregon.

The proposed American Indian Teacher Program will advance the district's goal to improve the academic success of our AI/AN students. It will expand the cadre of graduates from PSU's previous American Indian Teaching Programs, which prepared culturally responsive teachers for our schools. For the aforementioned reasons, Portland Public Schools enthusiastically supports the American Indian Teacher Program, which will have positive impact on the critical shortage of AI/AN teachers and enhance our students' future success.

Sincerely,

Carole Smith
Superintendent

Intergovernmental Consortium Agreement

This Consortium Agreement is entered into between Portland State University's (PSU) Graduate School of Education (GSE) and the Confederated Tribes of the Umatilla Indian Reservation, a federally recognized tribal government (Confederated Tribes of Umatilla, or CTUIR) individually the "Party" and collectively the "Parties".

WHEREAS, the Parties agree that there are an insufficient number of Native American teachers in the State of Oregon and this disparity has a direct impact on the performance of Native American students with specific cultural and educational needs; and

WHEREAS, Confederated Tribes of Umatilla has established the education of its youth as a high priority, NOW THEREFORE, we the undersigned agree as follows:

1. The Parties have joined forces as a consortium to offer a comprehensive program for the recruitment, advanced graduate training, and placement of Native teachers serving Native Americans.
2. Funding for the training component of this program is being requested through application for a U.S. Department of Education, Indian Professional Development Grant for FY 2016 – 2019 (CFDA No. 84.2998). In the event the application is funded by the U.S. Dept. of Education roles for each of the parties with respect to the program are as follows:
   2.1. PSU will perform recruitment efforts in joint with the Confederated Tribes of Umatilla and will provide culturally responsive teacher education training and graduate coursework leading to the award of the master's degree and recommendation for teacher licensure of program participants; provide an individualized advising and support program for program participants to become highly successful graduates; act as the fiscal agents; perform day-to-day administration and oversight and participate in the governance of the program.
   2.2. Confederated Tribes of Umatilla, through a designated representative, will identify, recruit, and select potential candidates in joint with PSU-GSE: support the educational mission of the program through site visits, official communication and participation in the Advisory Council; lend expertise to the development of culturally responsive coursework specializing in the education of Native American students; and work in cooperation with local school districts as desired to appropriately place graduates.
3. The Parties will participate in developing an outline that will detail the activities of the program specified in items 2 above, and acknowledge that both parties can continue to collaborate on other efforts to meet tribal educational needs as determined to be of support by both partners, such as training or conferences.

This Consortium Agreement is agreed to and authorized by the officials named below.

Portland State University

By: (b)(6)

Randy Hitz, Dean

Date: 6-24-16

Confederated Tribes of Umatilla

By: (b)(6) for MM

Modesta Minthorn, Education Department Director

Date: 6/23/16

By: Micki M Caskey

Micki Caskey, P.I.

Date: 6/24/16

Confederated Tribes of Siletz Indians
P.O. Box 549 Siletz, Oregon 97380
(541) 444-2532 • 1-800-922-1399 • FAX: (541) 444-2307

June 23, 2016

Dr. Micki M. Caskey, Associate Dean
Graduate School of Education
Portland State University
Portland, OR 97207-0751

Dear Dr. Caskey:

The Confederated Tribes of Siletz is writing in strong support of the American Indian Teaching Preparation Program (AITP) which has done so well in supporting and training American Indian/Alaskan Native (AI/AN) teachers who are vitally needed in Oregon's schools which our children attend. A 2014 report by the Chalkboard Project, *The Condition of Education for Members of Oregon's Indian Tribes,* reported that 75% of Oregon Tribal Enrolled (OTE) students are eligible for Free and Reduced-price lunch (FRL) indicating their households have incomes below 185% of the Federal poverty level. By contrast, 50% of All Other students are eligible for FRL. Almost 1/3 of OTE students attend underperforming Title I priority or focus schools targeted for mandatory intervention by State-Federal rules while only 6% of all Oregon students are enrolled in priority schools.

Given this context, it is critically important that our Tribal students are able to learn from teachers who are role models and who have participated in a specialized teacher preparation program that offers instruction in culturally responsive teaching and practices, including culture-based education curriculum. Our Tribes have participated with PSU for a number of years on educational services for our Tribal members, and we have agreed to continue as a Consortium partner so that this important work in improving academic achievement of our Native students can be continued.

Although we are a coastal Tribe, and a 2 ½ hour drive from Portland, the AITP project director and a practicing teacher came to our school to share training with our teachers on a highly successful literacy program aligned to Common Core State Standards. Our school principal is highly interested in continuing this work. We also currently have a Tribal member enrolled in the AITP program and have been notified that another Tribal member will begin her doctoral studies in the Special Education program of the Graduate School at Portland State. We understand that both students have been encouraged to enroll in further education by the AITP project director who provided personalized advising.

It is through these associations and relationships that we understand the importance of placing more American Indian teachers into the teaching field. We are pleased to support the AITP's outstanding work and continued efforts envisioned in this grant application.

Sincerely,

(b)(6)

for Brenda Bremner
General Manager

Resolution No. 2016 - 193

Date Approved: June 17, 2016

Subject: Portland State University Consortium Agreement

SILETZ TRIBAL COUNCIL
Resolution

WHEREAS, the Siletz Tribal Council is empowered to exercise the legislative and executive authority of the Confederated Tribes of Siletz Indians of Oregon pursuant to Article IV, Section 1 of the Siletz Constitution approved June 13, 1979, by the Acting Deputy Commissioner of Indian Affairs; and

WHEREAS, the Siletz Tribal Council considers education a top priority; and

WHEREAS, the Siletz Tribal Council recognizes there is an insufficient number of Native American teachers in the state of Oregon and this disparity has a direct impact on the performance of Native American students with specific cultural and educational needs, and

WHEREAS, Portland State University's (PSU) American Indian Teacher Preparation (AITP) program provides the opportunity to increase the number of Native Americans teachers and we wish to continue as part of this consortium; and

WHEREAS, PSU is able to provide this educational opportunity through a U.S. Department of Education, Indian Professional Development Grant for FY 2016 – 2020 (CFDA No. 84.299B); now

THEREFORE BE IT RESOLVED, that the Confederated Tribes of Siletz Indians is in support of the consortium agreement and the grant application; and

BE IT FURTHER RESOLVED, that the Tribal Chairman, Vice-Chairman and General Manager or her designee is authorized to sign any paperwork necessary for this agreement.

Confederated Tribes of Siletz Indians
By

(b)(6)

Delores Pigsley, Tribal Council Chairman

CERTIFICATION

This Resolution was adopted at a Regular Tribal Council Meeting held on June 17, 2016, at which a quorum of the Tribal Council was present, and the Resolution was adopted by a vote of 9 FOR, 0 AGAINST, and 0 ABSTAINING, the Chairman or Vice Chairman being authorized to sign the Resolution.

By

(b)(6)

Sharon Edenfield, Tribal Council Secretary

Intergovernmental Consortium Agreement

This Intergovernmental Agreement is entered into between the State Of Oregon acting by and through the State Board of Higher Education on behalf of Portland State University (PSU) and PSU's Graduate School of Education (GSE) and the Confederated Tribes of Siletz Indians (CTSI), a federally recognized tribal government, individually the "Party" and collectively "Parties".

WHEREAS, the parties agree that there is an insufficient number of Native American teachers in the state of Oregon and this disparity has a direct impact on the performance of Native American students with specific cultural and educational needs; and

WHEREAS, the Confederated Tribes of Siletz Indians has established the education of youth as a high priority,

NOW THEREFORE, we the undersigned agree as follows:

1. The Parties have joined forces as a consortium to offer a comprehensive program for the recruitment, advanced graduate training and placement of Native teachers serving Native Americans.

2. Funding for the training component of this program is being requested through application for a U.S. Department of Education, Individual Professional Development Grant for FY 2016 – 2020 (CFDA No. 84.299B). In the event the application is funded by the U. S. Department of Education, roles for each of the parties with respect to the program are as follows:

   2.1 PSU will perform recruitment efforts in joint with the Confederated Tribes of Siletz Indians; provide culturally responsive teacher education training and graduate coursework leading to the award of the master's degree and recommendation for teacher licensure of program participants to become highly successful graduates; act as the fiscal agents; perform day-to-day administration and oversight and participate in the program.

   2.2 Confederated Tribes of Siletz Indians, through a designated representative, will identify, recruit and select potential candidates in joint with PSU – GSE; support the educational mission of the program through site visits, official communication and participation in the Advisory Council; lend expertise to the development of culturally responsive coursework specializing in the education of Native American students; and work in cooperation with school districts to appropriately place graduates.

3. The Parties will participate in developing a work plan that will detail the activities of the program specified in items 1 above and are partners with specific responsibilities and tasks that will be honored by each of the partners.

This Consortium Agreement is agreed to and authorized by the officials named below.

Portland State University

By: (b)(6)

Micki M. Caskey
Associate Dean for Academic Affairs

Date: 6-30-16

By: _____

Date: _____

Confederated Tribes of Siletz Indians

By: (b)(6)

Brenda Bremner, General Manager

Date: 6/30/16

Portland State
UNIVERSITY

Office of the President

Post Office Box 751
Portland, Oregon 97207-0751

503-725-4411 tel
503-725-4499 fax

June 22, 2016

Dr. Micki M. Caskey
Graduate School of Education
P0 Box 751
Portland, OR 97207

Dear Dr. Caskey:

I am writing to express our strong institutional support for your proposal, "The American Indian Urban Teacher Program: Culturally Responsive American Indian Teachers of Tomorrow." The program extends Portland State University's existing commitment to work in partnership with American Indian and Alaska Native (AI/AN) communities in the Portland metropolitan region, the State of Oregon, and beyond to invest in initiatives that serve the needs of AI/AN students.

The culturally responsive teacher preparation program outlined in your proposal will be an excellent fit at Portland State. PSU is Oregon's most diverse university, located in the most diverse metropolitan area in the state. Our Native American Student and Community Center, which opened in 2003, provides a warm and vibrant home for our AI/AN students. Staffed by a Director and an Assistant Director, it houses a student computer lab and offices for Native American student groups as well as members of the Native American community. The Graduate School of Education (GSE) will be another supportive home for your AI/AN students. The GSE puts diversity at the core of its mission, with a diverse faculty and a student body that is and two major programs (i.e., the Bilingual Teacher Pathways Program and the Portland Teachers Program) specifically designed to attract and retain ethnic minority students in teacher preparation programs. Other units on campus, including the Office of Diversity and Equity and the Office of the Vice Provost for Student Affairs, have expressed their eagerness to work with you to insure the success of the AI/AN students in your proposed program.

As Oregon's public urban university, PSU plays a central role in preparing teachers who will serve the needs of urban AI/AN students as well as AI/AN students on the reservations and in other locations. At the very least, 20% of the AI/AN population of Oregon resides within the Portland metropolitan region, where Portland State is located. Your program will build on our existing partnerships with Portland Community College, the Native American Youth and Family Center's Early College High School Academy, and the Oregon Indian tribes that work collectively to prepare the hundreds of AI/AN teachers needed to reach parity with the percentage of AI/AN students in the state.

I am proud to support this proposal, which so clearly reflects Portland State's core urban mission and our strong commitment to diversity and student success. Please accept my gratitude for your leadership on this project, and do not hesitate to call on me if I can be of any further assistance.

(b)(6)

Wim Wiewel
President

Printed on 100 percent post-consumer waste, FSC and Green-e certified stock

Portland State
UNIVERSITY

Graduate School of Education
Office of the Dean

Post Office Box 751
Portland, Oregon 97207-0751

503-725-4697 tel
503-725-8475 fax
www.pdx.edu/education

June 17, 2016

Dr. Micki M. Caskey
Graduate School of Education
PO Box 751
Portland, OR 97207

Dear Dr. Caskey:

I am very pleased to write this letter of support for your proposal, "The American Indian Teacher Program." The Portland State University's Graduate School of Education is eager to help address the critical shortage of American Indian/Alaska Native teachers in the Portland area and throughout the state.

In the Graduate School of Education, we are interested in doing our part to address the shortage of AI/AN teachers in Oregon. We estimate that Oregon needs more than 200 AI/AN teachers to make the percentage of AI/AN teachers comparable to the general population of AI/AN people. Notably, Oregon needs to increase the number of AI/AN teachers---ones who can serve as positive role models in schools and communities.

The American Indian Teacher Program is an excellent complement to the pathway programs in the Graduate School of Education. These pathway programs---the Bilingual Teacher Pathways program, the Portland Teachers Program, and the Teachers Pathway program—focus on the recruitment and preparation of culturally and linguistically diverse teachers for the Portland metropolitan area. The proposed American Indian Teacher Program would similarly recruit and prepare a cadre of AI/AN teachers.

Importantly, the proposed program can build on the foundation and success of two previous American Indian Teacher Programs. I commend your continued efforts to prepare Native teachers to meet our educational community's needs.

Sincerely,

(b)(6)

Randy Hitz, Dean

Oregon Department of Education

Kate Brown, Governor

Office of the Deputy Superintendent
255 Capitol St NE, Salem, OR 97310
Voice: 503-947-5600
Fax: 503-378-5156

June 13, 2016

Dr. Maria T. Tenorio
American Indian Urban Teacher Program
Graduate School of Education
Portland State University
1633 SW Park Avenue
Portland, OR 97207-0751

Dear Dr. Tenorio:

On behalf of the Oregon Department of Education (ODE), I would like to extend our support for the proposal being submitted by Portland State University's American Indian Urban Teaching Program. The ODE works closely with Oregon's nine federally recognized tribes to honor the Government-to-Government efforts, we also work with other tribal organizations and communities from urban and rural settings. In addition, we maintain communication and support throughout the state for districts that receive federal Title VII Indian Education funding. These relationships and discussions, confirm Oregon's need for more American Indian teachers into the teaching field.

The data is abundantly clear that additional support for diversifying our teacher workforce is needed. The ODE reported in 2014-2015, Oregon's students of color made up 36.4% of the K-12 population but only 8.5% of Oregon's teacher workforce was non-white. The 2015 Oregon Educator Equity Report noted American Indians make up 1.5% of the student body while only .6% of the teacher workforce. We know that our American Indian students would benefit greatly from having teachers with whom they share culture, language and history. This culture connection is a strong step in improving academic achievement. We also believe that the benefits of American Indian teachers impact all students in their classrooms who will have the opportunity to experience academic content from an American Indian perspective.

The American Indian Urban Teaching Program encourages American Indians to become educators. In addition, this program provides an essential component for creating and utilizing culturally responsive pedagogy. It is our pleasure to continue our support of this program.

If you need additional information, please feel free to contact me at (503) 947-5810 or april.campbell@state.or.us.

Sincerely,

(b)(6)

April Campbell
Indian Education Advisor to Deputy Superintendent of Public Instruction
Oregon Department of Education

Oregon
Kate Brown, Governor

Chief Education Office
775 Court Street NE
Salem, OR 97301-3827
503-373-1283
@ORLearns

June 24, 2016

Dr. Maria T. Tenorio
American Indian Urban Teacher Program
Graduate School of Education
Portland State University
1633 SW Park Avenue
Portland, OR 97207-0751

Dear Dr. Tenorio:

On behalf of the Chief Education Office (CEdO), I would like to lend our support for the proposal being submitted by Portland State University's American Indian Urban Teaching Program.

Ensuring the recruitment, retention, and support of educators who better reflect Oregon's student population is one of the State's highest priorities. We know that tribal students in particular benefit when they have educators who can reaffirm, sustain, and empower their cultural identity. With tribal students experiencing higher levels of disengagement from school and lower graduation rates than any other student group in the State, increasing the number of educators who can support students and understand their lived experiences is of critical urgency.

Although our educator preparation programs are enrolling and preparing more teachers and administrators of color, the demand far exceeds supply. Currently, of more than 4,000 American Indian/Alaska Native (AI/AN) K-12 students in the State there are only 72 (AI/AN) educators. Overall, there are merely 9.2 percent of educators who are from communities of color, tribal communities or speak a first language other than English compared to 36.6 percent of students.

The American Indian Urban Teaching Program's commitment to: increasing the number of AI/AN educators; and integrating research-based effective practices with community-based culturally responsive pedagogy that supports the unique needs of Native students and educators, provides a critical complement to existing efforts underway to increase the cultural and linguistic diversity of educators in Oregon.

With such a low percentage of American Indian educators in the Oregon school system, the American Indian Urban Teaching Program provides a timely and viable opportunity to address this vital need. We are pleased to lend our support to this program and urge your consideration for an investment.

Sincerely,
(b)(6)

Lindsey Capps
Chief Education Officer and Education Policy Advisor to Governor Kate Brown

GOVERNMENT

OFFICES

2371

NE STEPHENS

STREET

SUITE 100

ROSEBURG

OREGON

97470

(541) 672-9405

FAX NUMBER

(541) 673-0432

June 24, 2016

To: U.S. Office of Indian Education

RE: Letter of Support for Portland State University Graduate School of Education

Dear Sirs,

I am pleased to be able to write a letter of support from the Education Department of the Cow Creek Band of Umpqua Tribe of Indians for the incredible work that Portland State University's Graduate School of Education delivers to tribal students interested in teaching. As you may know, the Native American/Alaska Native community is disproportionately represented in our school systems in professional capacities such as teachers, administrators, and staff. It is of great need that our Oregon school districts have training on culture based-culturally responsive education coursework, and updated and correct information when developing school curriculum. Portland State University has demonstrated that they have the expertise to train Native American teachers and to place them into the school districts so that our Native youth have a familiar face (someone that looks like them) to become a mentor and raise up their aspirations. Furthermore, Portland State University has shown great dedication in obtaining desired outcomes that benefit our Tribal students whether it is at the post-secondary level or in local Oregon school districts.

I would ask that you take a close look at the wonderful work that Portland State University is known for and continue to fund the many great attributions that they offer to Oregon.

If you have any questions, please feel free to contact me at 541-677-5575 or thunt@cowcreek.com.

(b)(6)

Tammie Hunt
Education Director for the Cow Creek Band of Umpqua Tribe of Indians

PORTLAND PUBLIC SCHOOLS
Indian Education Act Project
5210 N. Kerby Ave • Portland, OR 97217
503-916-6499 • Fax: 503-916-2728

June 24, 2016

To Whom It May Concern:

I am writing in support of the American Indian Urban Teaching Program at Portland State University which proposes to recruit and train Native teachers in partnership with Oregon tribes. As the Director of the Title VI Indian Education Project for Portland Public Schools I know that there is a critical need for American Indian/Alaska Native teachers in our District and throughout our state.

Portland Public Schools is one of the largest school districts in the Pacific Northwest serving 49,000 students throughout 78 schools The student population in our school district is very diverse: almost 54% are non-European American, and more than 80 languages are spoken. Cultural diversity is not reflected in the teaching and administration staff. Our District staffing is around 85% Euro-American, with around 28 teachers and administrators who identify as American Indian/Alaska Native and/or indicate Native American ancestry. Although the District reports the AI/AN student population as 0.9%, many students with Native ancestry show up as "Multi-ethnic" because their families checked more than one race and ethnicity box on the registration form. Our Title VI program has 649 students, so the percentage of AI/AN students with documented tribal citizenship is actually closer to 1.3%.

I have participated on the AIUTP Advisory Council for a few years and I appreciate the Program's dedication to community-based focus and training of AI/AN teacher candidates. This year, I am delighted that one of my former employees who just earned Montessori certification will be entering this program to obtain a Master's Degree in Elementary Education and earn her Oregon Teaching License. Her goal is to be the teacher in our Native Montessori Pre-K classroom, a partnership with PPS Title I and Title VI, that serves AI/AN children ages 3 through 5. She is eager to weave Montessori pedagogy and Native curriculum to create a culturally affirming, culturally rich experience for these little ones. The attributes of her classroom will prepare each child for academic success and nurture positive home-to-school relationships with families. These children will be able to say, "*My first teacher was Siletz!*"

Funding the American Indian Urban Teaching Program at PSU will address the need to recruit and train more AI/AN teachers to serve in Portland Public Schools and other districts and at Oregon's Native charter and Tribal schools. Our Title VI Department is prepared to provide opportunities for AIUTP teacher candidates to participate in our Pre-K -12 student programming and family engagement activities. In addition, AIUTP participants can utilize our library for rich resources to indigenize curriculum.

Please feel free to contact me if I can provide additional information.

Respectfully,

(b)(6)

Karen Kitchen (Osage Nation)
Title VI Director, PPS
O: 503.916.6499 C: 503.333.0746
kkitchen@pps.net; karenkitchenpdx@gmail.com

Portland State
UNIVERSITY

College of Liberal Arts & Sciences
Indigenous Nations Studies

Post Office Box 751
Portland, Oregon 97207-0751
150 XSB
1633 SW Park Ave

503-725-5920 tel
503-725-4003 fax
www.pdx.edu/nas

June 27, 2016

To Whom It May Concern:

On behalf of the Indigenous Nations Studies Program at Portland State University, I would like to lend our support for the proposal being submitted by Portland State University's American Indian Teacher Program. AITP works through a consortium agreement with the Confederated Tribes of Umatilla Indians to provide American Indian teachers with local access to graduate education tailored to meet the contextualized needs of urban, rural and isolated schools with high proportions of American Indian students in Oregon. As a professor teaching courses in Culturally Responsive Teaching for American Indian/Alaska Native Students and Decolonizing Research Methodologies, I know there is a critical need for American Indian/Alaska Native teachers in Portland schools as well as in the state of Oregon. In addition, we maintain communication and support throughout the current academic scholarship in American Indian education. It is through these discussions and professional associations that we understand the importance of placing more American Indian teachers into the education field.

Although Oregon teacher preparation programs are enrolling and preparing more teachers and administrators of color, the demand far exceeds supply. Currently, of more than 4,000 American Indian/Alaska Native (AI/AN) K-12 students in the State there are only 72 (AI/AN) educators. Overall, there are merely 9.2 percent of educators who are from communities of color, tribal communities or speak a first language other than English compared to 36.6 percent of students. We know that American Indian students would benefit greatly from having teachers with whom they share culture, language, and tribal history. This culture connection is a strong step in improving academic achievement. We also believe that the benefits of American Indian teachers impact all students in their classrooms who will have the opportunity to experience academic content from an American Indian perspective.

While assisting more American Indians in becoming school teachers, this program also provides an excellent opportunity for culturally responsive education, and for American Indian teachers to serve as positive role models within the schools and communities they serve. We know that American Indian students would benefit greatly from having teachers with whom they share culture, language, and tribal history. This culture connection is a strong step in improving academic achievement. We also believe that the benefits of American Indian teachers impact all students in their classrooms who will have the opportunity to experience academic content from an American Indian perspective. With such a low percentage of American Indian educators in the Oregon school system, AITP provides an excellent opportunity to address this vital need. We are pleased to lend our support to this innovator endeavor.

If you need additional information, please feel free to contact me at (503) 725-9689 or cornelp@pdx.edu.

(b)(6)

Cornel Pewewardy, D.Ed.
Professor and Director of Indigenous Nations Studies

Printed on 100 percent post-consumer waste, FSC and Green-e certified stock

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN:

ORGANIZATION:
Portland State University
Office of Graduate Studies
P.O. Box 751
Portland, OR 97207-0751

DATE: 05/20/2013

FILING REF.: The preceding agreement was dated 12/17/2009

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

SECTION I: Facilities And Administrative Cost Rates

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

	EFFECTIVE PERIOD				
TYPE	FROM	TO	RATE(%)	LOCATION	APPLICABLE TO
PRED.	07/01/2012	06/30/2013	45.50	On-Campus	Organized Research
PRED.	07/01/2013	06/30/2014	47.50	On-Campus	Organized Research
PRED.	07/01/2014	06/30/2015	48.00	On-Campus	Organized Research
PRED.	07/01/2015	06/30/2017	48.50	On-Campus	Organized Research
PRED.	07/01/2012	06/30/2013	49.50	On-Campus	Instruction
PRED.	07/01/2013	06/30/2017	50.00	On-Campus	Instruction
PRED.	07/01/2012	06/30/2013	31.00	On-Campus	Other Sponsored Activities
PRED.	07/01/2013	06/30/2017	33.50	On-Campus	Other Sponsored Activities
PRED.	07/01/2012	06/30/2017	26.00	Off-Campus	Organized Research / Instruction
PRED.	07/01/2012	06/30/2013	24.80	Off-Campus	Other Sponsored Activities
PRED.	07/01/2013	06/30/2017	26.00	Off-Campus	Other Sponsored Activities

ORGANIZATION: Portland State University

AGREEMENT DATE: 5/20/2013

TYPE	FROM	TO	RATE(%)	LOCATION	APPLICABLE TO
PROV.	07/01/2017	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, 2017.

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

This organization charges the actual cost of each fringe benefit direct to Federal projects. However, it uses a fringe benefit rate which is applied to salaries and wages in budgeting fringe benefit costs under project proposals. The following fringe benefits are treated as direct costs:
FICA, WORKERS COMPENSATION, MEDICAL/DENTAL/LIFE INSURANCE, UNEMPLOYMENT, LONG TERM DISABILITY, EMPLOYEE LIABILITY INSURANCE, AND RETIREMENT.

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 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.

DEFINITION OF OFF-CAMPUS:
A project is considered off-campus if the activity is conducted at locations other than in University operated facilities (either owned or rented) and indirect costs associated with physical plant and library are not considered applicable to the project.

SECTION III: GENERAL

A. LIMITATIONS:

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

B. ACCOUNTING CHANGES:

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

C. FIXED RATES:

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

D. USE BY OTHER FEDERAL AGENCIES:

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

E. OTHER:

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

BY THE INSTITUTION:

Portland State University

(INSTITUTION)

(b)(6)

(SIGNATURE)

JONATHAN FINK

(NAME)

Vice President

(TITLE)

6/4/2013

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(b)(6)

(SIGNATURE)

Arif Karim

(NAME)

Director, Division of Cost Allocation

(TITLE)

5/20/2013

(DATE) 2001

HHS REPRESENTATIVE: Jeanette Lu

Telephone: (415) 437-7820

PORTLAND STATE UNIVERSITY
FACILITIES AND ADMINISTRATIVE COST RATES
FOR THE PERIOD JULY 1, 2012 THROUGHT JUNE 30, 2017

	ORGANIZED RESEARCH			ORGANIZED RESEARCH			ORGANIZED RESEARCH			ORGANIZED RESEARCH		
	JULY 1, 2012 THROUGHT JUNE 30, 2013			JULY 1, 2013 THROUGHT JUNE 30, 2014			JULY 1, 2014 THROUGHT JUNE 30, 2015			JULY 1, 2015 THROUGHT JUNE 30, 2017		
		ON-CAMPUS	OFF-CAMPUS		ON-CAMPUS	OFF-CAMPUS		ON-CAMPUS	OFF-CAMPUS		ON-CAMPUS	OFF-CAMPUS
BUILDING		3.3%			3.3%			3.3%			3.3%	
EQUIPMENT		4.8%			2.5%			2.5%			2.5%	
INTEREST		1.0%			2.0%			2.0%			2.3%	
OPERATIONS & MAINTENANCE		9.1%			12.0%			12.5%			12.7%	
LIBRARY		1.3%			1.7%			1.7%			1.7%	
GENERAL ADMINISTRATION	16.9%			16.9%			16.9%			16.9%		
DEPARTMENT ADMINISTRATION	21.3%			21.3%			21.3%			21.3%		
SPONSORED PROJECTS ADMINISTRATION	7.1%			7.1%			7.1%			7.1%		
STUDENT SERVICES	0.0%			0.0%			0.0%			0.0%		
ADMINISTRATION COMPONENTS	45.3%	26.0%	26.0%	45.3%	26.0%	26.0%	45.3%	26.0%	26.0%	45.3%	26.0%	26.0%
TOTAL		45.5%	26.0%		47.5%	26.0%		48.0%	26.0%		48.5%	26.0%

AMINISTRATIVE COMPONENTS ARE CAPPED AT 26.0% IN ACCORDANCE WITH OMB A-21, DATED JULY 26, 1993.

CONCUR:

(b)(6)

VICE PRESIDENT

TITLE

6/4/2013

DATE

PORTLAND STATE UNIVERSITY
FACILITIES AND ADMINISTRATIVE COST RATES
FOR THE PERIOD JULY 1, 2012 THROUGHT JUNE 30, 2017

	INSTRUCTION			INSTRUCTION			OTHER SPONSORED			OTHER SPONSORED		
	JULY 1, 2012 THROUGHT JUNE 30, 2013			JULY 1, 2013 THROUGHT JUNE 30, 2017			JULY 1, 2012 THROUGHT JUNE 30, 2013			JULY 1, 2013 THROUGHT JUNE 30, 2017		
		ON-CAMPUS	OFF-CAMPUS		ON-CAMPUS	OFF-CAMPUS		ON-CAMPUS	OFF-CAMPUS		ON-CAMPUS	OFF-CAMPUS
BUILDING		1.5%			1.6%			0.9%			1.0%	
EQUIPMENT		0.9%			0.9%			0.0%			0.2%	
INTEREST		9.5%			9.7%			3.6%			0.2%	
OPERATIONS & MAINTENANCE		11.6%			11.8%			1.7%			5.5%	
LIBRARY		0.0%			0.0%			0.0%			0.6%	
GENERAL ADMINISTRATION	8.2%			16.9%			8.2%			16.9%		
DEPARTMENT ADMINISTRATION	18.9%			23.2%			11.3%			57.6%		
SPONSORED PROJECTS ADMINISTRATION	5.3%			7.1%			5.3%			7.1%		
STUDENT SERVICES	23.5%			29.4%			0.0%			0.0%		
ADMINISTRATION COMPONENTS	55.9%	26.0%	26.0%	76.6%	26.0%	26.0%	24.8%	24.8%	24.8%	81.6%	26.0%	26.0%
TOTAL		49.5%	26.0%		50.0%	26.0%		31.0%	24.8%		33.5%	26.0%

AMINISTRATIVE COMPONENTS ARE CAPPED AT 26.0% IN ACCORDANCE WITH OMB A-21, DATED JULY 26, 1993.

CONCUR:

(b)(6)

(SIGNATURE) VICE PRESIDENT

JONATHAN FINK

TITLE

6/4/2013

DATE

Budget Narrative File(s)

*** Mandatory Budget Narrative Filename:** caskey_160560_budget_justification.pdf

Add Mandatory Budget Narrative | Delete Mandatory Budget Narrative | View Mandatory Budget Narrative

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

Add Optional Budget Narrative | Delete Optional Budget Narrative | View Optional Budget Narrative

Tracking Number:GRANT12205452 Funding Opportunity Number:ED-GRANTS-051716-001 Received Date:Jun 30, 2016 07:55:58 PM EDT

Portland State University

Budget Justification

CFDA 84.299B - American Indian Urban Teacher Program (AITP)

The total budget is reasonable, cost effective, and adequate to support AITP activities. The following narrative outlines the Project Director and Personnel roles and responsibilities. The proposal narrative, under Quality of Personnel, details qualifications and training. Also in the narrative, the Management Plan provides a more detailed breakdown of responsibilities, and the Person Loading Chart provides detail of the time commitments to each task. For additional information about the qualities and expertise of personnel, please refer to the vita in Appendix.

PERSONNEL (Total: 340,428)

Salaries & Wages (Total: 238,797 - Yr 1 $65,879; Yr 2 $63,218; Yr 3 $64,415 Yr 4 $45,285)

Year 1 is based on 2016 salary figures.

With the exception of the hourly graduate student(s) who will remain static at $15 per hour with variable total hours in various years of the project depending upon the administrative needs of the project, a 2% COLA has been added to each subsequent year. Personnel FTE varies in each year of the project and the actual COLA each year, if any, will be determined by applicable contract.

Maria Tenorio, Ed.D., Project Director (Total: $190,651)

Yr 1 $50,279 @ .65 FTE for 12 months

Yr 2 $51,284 @ .65 FTE for 12 months

Yr 3. $60,358 @ .75 FTE for 12 months

Yr 4 $28,730 @ .35 FTE for 12 months

Dr. Tenorio will be responsible for leading the project, collaborating with administrators, faculty, and staff. She will work closely with the Project's Faculty Advisor and Project Liaison in every phase of the project. She will also be responsible for overall implementation of the project, including consulting with the project's Advisory Council and Consortium/Tribal members to guide recruitment activities, review of student applicants, and conferring on the efforts to design and present findings of project efforts to external audiences. Dr. Tenorio will actively participate

in the program's *Community of Learners* plan. Dr. Tenorio will participate in special events and activities for student cohorts, and will target and participate in fundraising to meet immediate program needs. She will write and submit project reports, including the annual report, and will oversee operations working closely with the Faculty Advisor and Project Liaison to establish a strategic plan to sustain the project after the proposed funding ends. Additionally, she will collaborate with other student support and counseling staff at the university to ensure that students have ample access to the services and resources to complete course work and design their learning/career goals. This will include networking with community offices and agencies, particularly programs serving Native Americans in the Portland area, as well as Tribal offices that may be able to provide resources. Through the Advisory Council, Dr. Tenorio will engage Tribal nations and organizations in assessing the program delivery of services and providing recommendations of training to address the need for culturally responsive pedagogy and practice. An important goal will be working with the Faculty Advisor to develop an induction plan that carefully outlines all the strategies, resources, and deadlines required to provide support and advising to cohort members during their career search and as they begin their teaching career. To assist with this, Dr. Tenorio will maintain current knowledge on all relevant Portland State University (PSU) policies, procedures, and decisions that could impact the program, and will develop reports and documents to respond to PSU, school district and project requirements. Less than 1% of Dr. Tenorio's time on the project can be considered purely administrative work with the graduate student responsible for administrative work as described below.

Hourly Graduate Student, TBD (Total: $48,146)

Yr 1 $15,600 @ 20 hours per week/$15 per hour.

Yr 2 $11,934 @ 15 hours per week/$15 per hour.

Yr. 3 $4,058 @ 5 hours per week/$15 per hour.

Yr. 4 $16,555 @ 20 hours per week/$15 per hour.

Project tasks will require some responsible clerical and administrative support. The student salary and fringe represent 4% of the total budget and therefore fall under the 5% administrative cap required by statute. Hourly graduate student(s), will be responsible for entering data, communicating information to participants by phone and email, provide organizational support and preparation for training and meetings, and provide general support to the project director.

Costs are less during the third year of the program as administrative needs are lessened due to a reduced administrative burden associated with more virtual meetings rather than face to face meetings with Consortium/Tribal partners and school districts as discussed under travel below.

Fringe Benefits (Total: $101,630: *Yr 1 $26,911; Yr 2 $27,300; Yr 3 $31,755; Yr 4 $15,664)*
Benefits and other payroll expenses (OPE) are calculated according to the PSU policy. Fringe rates can vary by as much as 20%. PSU does not have a federally negotiated fringe rate, so PSU budget estimates but charges actual fringe benefits. Hourly graduate student(s) fringe is budgeted at 3.75%. The 52% of salary rate for the Project Director, reflects the actual rate in her May 2016 paystub.

TRAVEL (Total: $19,488)

Travel costs as described below for this project are not considered administrative.

Project Directors' Meeting in Washington, D.C. (Total: $5,648)

Costs are requested for 1 traveler to attend the annual Project Directors' meeting each year. Travel is from Portland, Oregon to Washington D.C. Costs are based on Airfare ($700); Lodging ($207/night*2 nights); Per Diem ($68/day*2 days); Ground Transportation ($50*2 locations) with a 3% escalation rate applied in Yrs 2-4. The figures used are based on 2016 PSU allowable costs for high-cost cities. Yr 1 $1,350; Yr 2 $1,391; Yr 3 $1,432; Yr 4 $1,475.

Travel for Site visits with schools and districts, and visits with Consortium/Tribal/Tribal partners, Recruitment & Induction Services (Total: $13,840)

This includes travel to rural and reservation areas to recruit AI/AN teacher candidates and to visit school district sites. Since 2010 AITP travel has been approximately 1200 miles a year for project personnel travel to sites throughout Oregon. If needed, funds will also be made available to Advisory Council members or other partners who may need to take public transportation to attend meetings. This is to ensure that the meetings are accessible to people who cannot drive, or who have low and/or fixed income. All reimbursement will be made according to the actual miles traveled (public fares used). Currently, round-trip transportation in the Portland Metropolitan area is $5.00. The 2016 PSU reimbursement rate for local travel is .54 per mile. The annual figure is not escalated in future years of the project. Travel is higher in the first,

second, and last years of the project when more frequent trips will be made in keeping with the group activities as described under Participant Induction Support.
Yr 1 $3,981; Yr 2 $4,101; Yr 3 $1,408; Yr 4 $4,350.
Yr 1& Yr 2: Local travel will build relationships with Consortium/Tribal Partners and school districts (through face-to-face meetings), informing them of project requirements and work plan.
Yr 3: Local travel costs will be reduced as the support and maintenance of the relationship with Consortium/Tribal Partners and school districts will be facilitated through virtual meetings.
Yr 4: Local travel costs will support the project's efforts to tap the strong relationship with Consortium/Tribal Partners and school districts to support candidates after program completion through networking, on-going induction services including face-to-face meetings and seminar events, and support of Tribal education department-school district collaborations.

In years 1 and 2, the project will host on campus face-to-face meetings of the mentors and teachers. The purpose of these meetings is to review the goals of successful Induction services, including the guidance and counsel available through a Community of Learners network among AITP candidates, the responsibilities of mentors and mentees in a trusting mentor relationship, and opportunities for both AITP candidates and mentors to share insights, gain feedback and improve leadership skills. These costs will establish the framework for a successful Induction program to be finalized and rolled out in year one followed by careful fostering of long-term relationships in the following years.

In year 3, the project will host virtual meetings of mentors who have been advising and supporting new teachers. The purpose of the meetings is to ensure new AITP candidates are continuing to gain insight and support through reflection and dialogue, and that mentor are able to respond to needs for training and access to research. Activities include focus on developing and managing the mentoring relationship and setting goals to keep the relationship on track. This is a low cost method to maintain effective relations, resulting in lowered travel costs in year 3.

In year 4, the project will host face-to-face meetings of the mentors at PSU. The purpose of these meetings is to review successes in meeting induction services goals, and to establish a broader network of mentors to provide additional support and professional opportunities for

AITP candidates. The intent in this year is both completion and sustaining of relationships.

SUPPLIES & MATERIALS (Total: $5,750)

Brochures, Recruitment Material, and Alternative Formats

Funds are needed to design, print, and mail out AITP specific recruitment brochures that exceed normal departmental allowances. To ensure accessibility of materials, funds will also be used to create alternative format materials for participants and partners who may need larger print or Braille, or if materials need to be recorded. Fewer funds will be needed for recruitment materials after year 2, as brochures and materials will be recycled and shared, and reduced recruitment will occur in year 3. Some additional induction specific materials are budgeted in the final year of the project.*Yr 1 $3000; Yr 2 $250; Yr 3 0; Yr 4 $500.*

Video equipment and video editing software.

Yr 1. $3,000. AITP will make an initial investment in five video cameras ($500/ea.) and five sets of editing software ($100/ea) for candidates to use in Yr 1, Yr 2, and Yr 3.
Videos will be created in partial satisfaction of the new EdTPA testing requirement.

CONSULTING/CONTRACTUAL (Total: 9,500)

TBD, mentors: In years 1, 2, and 4 of the project, experienced educator mentors will meet with school district staff, travelling more frequently to meet face to face with AITP candidates as described under the categories of Participant Support and Travel. They will be compensated with small stipend payments for their time and participation in seminars and induction events. During year three in which interactions and meetings will often be virtual for mentors, as discussed above under travel, we are not requesting stipend payments for this participation resulting in lower costs for this year of the project.

Yr. 1 $1,500

Yr. 2 $ 4,000

Yr. 4 $ 4,000

OTHER (Total: $9,500)

Non-participant Group Activity Attendee Costs

Yr. 1. $2,000

Year 2. $3,000

Year 3. $500

Year 4. $4,000

Mentors, PSU personnel, and Consortium/Tribal members who attend group activities supporting project participants at meetings, seminars, feedback and networking events that include meals, space rental costs, parking, and related meeting attendance costs will either be compensated for their costs or have their meeting related costs covered by the project. During year 3 in which meetings with mentors will be primarily virtual, we do not anticipate incurring signficant non-participant group activity costs.

PARTICIPANT SUPPORT (Total: $869,628)

As documented in the proposal narrative, the Native population in the Portland Metropolitan area and the state of Oregon experiences a disproportionately higher rate of poverty than the non-Native population; therefore, it is essential to support many aspects of an AITP student's life to ensure successful entry into the AITP and to encourage the persistence it requires to achieve licensure. The budget reflects this approach with tuition remission, fee remission, funds for entry and licensure testing, a monthly living stipend, dependent care, funds to help offset the high cost of parking in the Portland Metro area, and funds to offset educational costs of participation in the project, such as the purchase of a laptop computer, and/or books and materials. Participant support will also include group activities such as graduation ceremonies, student seminars, collaboration, networking, feedback and student support meetings and related induction events and activities.

Tuition Remission (Total: $383,369)

Five participants will receive tuition remission for 3 academic year terms @ $4,908 per term (approx. 16 credits per term), and 1 summer term @ $5,340 (approx. 18 credits). A 6% increase in tuition has been added to years 2 and 3 to cover probable increases, but the project will use the actual tuition rates determined at the beginning of each academic year. We also budgeted for one out of state participant. Yr 1 $121,608; Yr 2 $127,688; Yr 3 $134,073; Yr 4 $0.

Fee Remission (Total: $26,197)

Five participants per year, for a total of 15 participants will receive full fee remission, including building, and incidental fees charged each term by PSU. A 2% increase in fees has been added to years 2 and 3 to cover probable increases, but the project will use the actual fees determined at the beginning of each academic year. Yr 1 $8,560; Yr 2 $8,731; Yr 3 $8,906; Yr 4 $0.

Health Care (Total: $33,600)

PSU students are covered by Aetna Insurance which provides routine adult health care services. Students are able to visit campus doctors and nurses at no cost, as well as receive preventive care and health education (nutrition, wellness, smoking cessation, etc.), mental health counseling, and discount prescriptions. The fee for this service is $560 per term; therefore, funds are requested to cover 5 students x 4 terms per year. Because this is the first year of this program, stabilization of health care costs are expected as more elements of the Affordable Health Care Act are implemented and no annual increase has been added to the budget. Yrs 1-3 $11,200/year.

Testing (Total: $7,350)

Participants will receive support to cover the required tests for program entry and licensure. These include the ORELA Civil Rights Test, ($95 per student per year in years 1-3), The EdTPA exam ($300 per student per year in years 1-3), and Elementary or Content Area subject mastery exams ($95 per student per year in years 1-3).

Matriculation Fee (Total: $1,836)

Funds are needed to cover the one-time matriculation fee each PSU student is charged. In 2016, this fee is $120 per student. As with tuition remission and other fee remissions, 2% has been added to the fee in year 2 and in year 3, but the project will use the actual fee determined in the beginning of each year. Yr 1 $600; Yr 2 $612; Yr 3 $624; Yr 4 $0.

Books (Total: $15,000)

Five students per year will receive a $250 per term allowance toward the purchase/rental of books in each term. Students may also elect to utilize these funds for purchase of a laptop computer or tablet if needed, and/or software/peripherals.The AITP will work to coordinate any compter purchases to obtain any quantity discounts available. Yrs 1-3 $5,000 per year.

Parking (Total: 9,000)

Parking at PSU costs $1520 per year. Because PSU is located in the downtown Portland area, it can be very difficult to find a place to park without at PSU permit. This stipend provides a portion of the annual parking parking costs for students who must frequently drive to campus for classes and events on certain days of the week, while also allowing for and encouraging sustainable alternatives such as the utilization of public transportation when possible. It can also accommodate a parking plan pass which is closer in cost to the allocated amount, or participants can use it to supplement other transportation costs associated with the project.

Stipends (Total: $324,000)

Five student participants per year will receive a stipend of $1,800 a month for each month of the program: x $1,750 = $21,600 a year per student. Yrs 1-3 $108,000/year.

Dependents (Total: $54,000)

The project will fund up to $250 per child per month to care for up to 2 dependents, provided the dependent/s live with the student and the student is responsible for their care. This can result in costs up to $6,000 each for three students (or two students with three children each, or other combinations) in each year for a total of $18,000 per year in the first three years of the project. During the final year of the project no dependent payments will be made.

Group Activities: Seminars, collaboration meetings, and induction services $15,275)

Annual costs include space rentals, meals/events and related participant costs for graduation ceremonies, student seminars. Non-participant costs for attendees at these events are allocated to non-participant attendee costs included under "Other". Induction events are also included in group activities. These events include opportunities for the periodic assessment of and feedback sessions on participant performance with participant's supervisor as well as periodic meetings or seminars to enhance collaboration, offer feedback, encourage networking and supporting access to research material on teaching and learning. Stipend payments may also be paid for meetings and seminars planned by the project.

TOTAL DIRECT COSTS $1,254,294

INDIRECT COSTS (F&A) @ 8% MTDC (total direct costs less Participant Support &

Tuition) **$30,774**

TOTAL PROJECT (Direct + Indirect) **$1,285,067**

Cognizant audit agency. DHHS Region IX (San Francisco, CA) [Telephone. (415) 556-1704]

OMB Number: 1894-0007
Expiration Date: 08/31/2017

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	Maria		Tenorio	

Address:

Street1: 1900 SW Fourth Ave. Suite 290A
Street2:
City: Portland
County:
State: OR: Oregon
Zip Code: 97207-0751
Country: USA: UNITED STATES

Phone Number (give area code): 503-725-9925
Fax Number (give area code):

Email Address:
tenorio@pdx.edu

2. Novice Applicant:

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

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

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

☐ Yes ☒ No

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

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

☐ No Provide Assurance #, if available:

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

Add Attachment | Delete Attachment | View Attachment

U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

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

Name of Institution/Organization

Portland State University

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	65,879.00	63,218.00	64,415.00	45,285.00		238,797.00
2. Fringe Benefits	26,911.00	27,300.00	31,755.00	15,664.00		101,630.00
3. Travel	5,331.00	5,491.00	2,840.00	5,826.00		19,488.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	5,000.00	250.00	0.00	500.00		5,750.00
6. Contractual	1,500.00	4,000.00	0.00	4,000.00		9,500.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	2,000.00	3,000.00	500.00	4,000.00		9,500.00
9. Total Direct Costs (lines 1-8)	106,621.00	103,259.00	99,510.00	75,275.00		384,665.00
10. Indirect Costs*	8,530.00	8,261.00	7,961.00	6,022.00		30,774.00
11. Training Stipends	282,418.00	286,682.00	292,528.00	8,000.00		869,628.00
12. Total Costs (lines 9-11)	397,569.00	398,202.00	399,999.00	89,297.00		1,285,067.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2013 To: 06/30/2017 (mm/dd/yyyy)

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

The Indirect Cost Rate is 48.50 %.

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

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

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

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

PR/Award # S299B160018

Name of Institution/Organization	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.	
Portland State University		

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

Tracking Number:GRANT12205452 Funding Opportunity Number:ED-GRANTS-051716-001 Received Date:Jun 30, 2016 07:55:58 PM EDT