

**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 # S299B160022**

**Grants.gov Tracking#: GRANT12206062**

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

Closing Date: Jul 01, 2016

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

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="07/01/2016"/>	4. Applicant Identifier: <input type="text"/>
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5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
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**State Use Only:**

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

**8. APPLICANT INFORMATION:**

* a. Legal Name: <input type="text" value="Washington State University"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="91-6001108"/>	* c. Organizational DUNS: <input type="text" value="0414853010000"/>

**d. Address:**

* Street1: <input type="text" value="Room 280 Lighty, PO Box 641060"/>
Street2: <input type="text"/>
* City: <input type="text" value="Pullman"/>
County/Parish: <input type="text" value="Whitman"/>
* State: <input type="text" value="WA: Washington"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="99164-1060"/>

**e. Organizational Unit:**

Department Name: <input type="text" value="Teaching &amp; Learning"/>	Division Name: <input type="text" value="College of Education"/>
---	--

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

Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="Dan"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Nordquist"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="AVP/Director"/>
--

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

* Telephone Number: <input type="text" value="509-335-9661"/>	Fax Number: <input type="text" value="509-335-1676"/>
---	---

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

**Application for Federal Assistance SF-424**

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

U.S. Department of Education

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

84.299

CFDA Title:

Indian Education -- Special Programs for Indian Children

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

ED-GRANTS-051716-001

\* Title:

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

**13. Competition Identification Number:**

84-299B2016-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Ti'tooq'an Cuukweneewit: Native Teaching and Learning Community Project

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

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

* a. Federal	94,238.00
* b. Applicant	(b)(4)
* c. State	
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

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

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

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

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

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

Yes  No

If "Yes", provide explanation and attach

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

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

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Dan Nordquist</p>	<p>TITLE</p> <p>AVP/Director</p>
<p>APPLICANT ORGANIZATION</p> <p>Washington State University</p>	<p>DATE SUBMITTED</p> <p>07/01/2016</p>

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

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
0348-0046

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

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

\* Name:

\* Street 1:     Street 2:

\* City:     State:     Zip:

Congressional District, if known:

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

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

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

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

Prefix:     \* First Name:     Middle Name:

\* Last Name:     Suffix:

\* Street 1:     Street 2:

\* City:     State:     Zip:

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

Prefix:     \* First Name:     Middle Name:

\* Last Name:     Suffix:

\* Street 1:     Street 2:

\* City:     State:     Zip:

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

\* Signature:

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

Title:     Telephone No.:     Date:

<b>Federal Use Only:</b>	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # S299B160022

**NOTICE TO ALL APPLICANTS**

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

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

**To Whom Does This Provision Apply?**

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

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

**What Does This Provision Require?**

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

be discussed in connection with related topics in the application.

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

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

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

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

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

**Estimated Burden Statement for GEPA Requirements**

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

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

	Add Attachment	Delete Attachment	View Attachment
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## 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.

<b>* APPLICANT'S ORGANIZATION</b> Washington State University		
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>		
Prefix: Mr.	* First Name: Dan	Middle Name:
* Last Name: Nordquist	Suffix:	
* Title: AVP/Director		
<b>* SIGNATURE:</b> Dan Nordquist	<b>* DATE:</b> 07/01/2016	

## Abstract

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

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

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

---

## You may now Close the Form

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

\* Attachment:



July 1, 2016

John Cheek  
Indian Education Professional Development program  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 3W207

Dear Mr. Cheek:

The Washington State University (WSU) College of Education (CoE) Clearinghouse on Native Teaching and Learning is submitting this application for the proposed project *Ti'tooqan Cuukweneewit*.

We are grateful for the opportunity to submit this grant application and believe this proposal may be of interest as a solution to address the need for more Native teachers and school administrators who can impact Native student performance Southeastern WA as it pertains to the state mandated *Since Time Immemorial* tribal sovereignty curriculum.

In order to emphasize the importance of fostering a relationally-driven professional development experience, we intend to serve districts located on ancestral Nez Perce homelands. This project is the culmination of two years of relationship building and professional development activities that integrate the expertise of Nez Perce tribal education practitioners and community members. We believe this authentic relationship building has changed the culture of the WSU CoE in a profound way such that we secured unprecedented institutional support to be able to offer this project in a way that will sustain beyond the funding award years. What we learned will be shared with local, state, and national education communities.

We are requesting \$400,000 and WSU is providing approximately (b)(4) in guaranteed tuition and fees support for travel and miscellaneous project needs.

We thank you for your time and consideration,

Sincerely,

(b)(6)

renée holt & Dr. Susan Banks-Joseph

*(Project Director & Principle Investigator)*

**Project Abstract:**

The Washington State University (WSU) College of Education project, *Ti'tooqan Cuukweneewit*: Native Teaching and Learning Community Project, in consortium with the Nez Perce tribe and the Nez Perce tribal education department, will implement a culturally responsive project providing support and training for 10 Native participants who will earn their Bachelors degree in Education at WSU and meet the qualifications for state certification as a teacher in the state of Washington, with reciprocity in the state of Idaho; or receive a WSU Principal Certification while simultaneously working towards completion of their Master's of Education (M.Ed.) program through WSU's Educational Leadership program. Graduates of the program will serve as teachers and or administrators in tribal communities in the region. The mission of this project pedagogically involves the integration of a culturally responsive education utilizing the recent Washington state mandated *Since Time Immemorial* tribal sovereignty curriculum and training in the teaching and learning of Native professionals. This project will address the critical shortage and need for the recruitment, retention, graduation, and job placement of Native professionals principally the Nez Perce tribe and area MOU tribal nations. With recent landmark state legislation that mandates the integration of Washington State's *Since Time Immemorial* tribal sovereignty curriculum in "common schools," it has also similarly mandated this integration for all state teacher preparation programs. This mandate, which requires school districts to partner with tribal nations to develop culturally responsive curriculum that reflects local tribal history, governance, and culture requires WSU to further develop the current teacher professional workforce in collaboration with area tribal nations. Project outcomes will include successful completion of project by pre-service teachers and school administrations who maintain eligibility and receive financial support each year.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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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](#)

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## 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 and weaknesses.**

### How the Project Addresses Need

The Inland NW region has a critical need for "relationally-based educational service delivery to promote Native student success" and the need to develop "culturally competent non-Native and Native professionals and the recruitment and retention of Native professionals" (CHiXapkaid, Banks-Joseph, and Inglebret, et al., 2008, p. 21). In response to the high need for more Native teachers and school administrators in the region, the WSU Clearinghouse has worked in intentional partnership with the Nez Perce tribe and the Nez Perce tribe education department for the past two years. We are now poised to provide a culturally responsive Native education professional development program with an innovative project designed for the Nimiipuu Nation: *Ti'tooq'an Cuukweneewit*: Native Teaching and Learning Community Project. (Ti'tooqan Cuukweneewit in Nimiipuutimt (language of the Nez Perce people, loosely translates into "Indian education and learning").

WSU is located on Nez Perce traditional homelands, has a treaty trust responsibility, and as a land-grant institution is bound to support the agreements outlined in the Out of State Accord held with Washington state to address tribal educational priorities with relevant university programs (See Attached Out of State Accord). This project will help WSU meet a major priority of the tribe: securing Native teachers and administrators. Regionally, this project works to close gaps with effective services, infrastructure, and opportunities to improve recruitment, retention,

graduation, job placement, and induction of Native professionals in classrooms and schools serving Native youth.

Native teachers are underrepresented in national and regional PK-12 and higher education, and there is a high need to increase the number of Native teachers and school administrators. These teachers and administrators require mentoring and training to close opportunity gaps in education for PK-12 Native youth. It is essential to equip Native teachers and administrators with the knowledge, skills, and perspectives to engage Native students and support their learning needs with culturally-responsive approaches. This includes Indigenous ways of knowing and honoring identities, and community support to increase motivation, persistence, and performance. This Indigenous counter narrative is a narrative of success that inspires tribal members to become future teachers, creating a cycle of success, rather than using a deficit model (Fox, 2015).

This project addresses these issues through an innovative and integrated Native education teacher preparation program by: (1) identifying, recruiting and supporting future Indigenous teachers and administrators; (2) strengthening pre-service and in-service teacher and administrator preparation, induction, and professional development to integrate culturally responsive supports including the *Since Time Immemorial* tribal sovereignty curriculum and Indigenous teaching approaches including innovative distance learning video conferencing; (3) ensuring that Indigenous epistemologies, pedagogies, and ontologies are foundational to program components; and (4) enhancing and applying faculty knowledge and research on PK-12 Native education, curriculum, and instruction in the preparation, mentoring, and induction of Native educators. WSU serves area tribes through a standing university M.O.U. with 11 signatory tribes. This project focuses on the Nez Perce tribe and dual state area public schools on or near the

reservation in Idaho. Because WSU is a teacher preparation program in Washington, it addresses needs in both states unique to this region with professional certification reciprocity.

### **Lack of Native Teachers**

Researchers have identified a vital need to increase the number of culturally diverse teachers in public school classrooms, integrate culture and language into curriculum, and train culturally responsive teachers to ensure equitable opportunities for Native youth (Reyner & Hurtado, 2008; Reyhner, 2006). An understanding of the value of culturally responsive curriculum has sparked an effort to integrate Indigenous epistemologies, pedagogies, and ontological worldviews into teacher education and leadership programs (Battiste, 2013 & 2002; Duncan-Andrade, 2011; Kovach, 2009; Meyer, 2003).

Currently, teacher candidates do not reflect the demographics of PK-12 students. The teaching force remains consistently white and female, at 82% and 75% respectively (AACTE, 2013). The gap in Native student-teacher ratios remains wide and continues to grow (Boser, 2014; CHiXapkaid, et al., 2008; Dearien & Salant, 2016; ICHA, 2012; OSPI, 2016b). Compared to numbers of Native students in the targeted schools in SE Washington and NW Idaho, the number of Native teachers is exceedingly low (OSPI, 2016b; ICHA, 2012). Native K-12 student enrollment in Washington is 1.5% (16,221) compared to .6% Native teachers in Washington, and 1.3% (3,767) compared to .025% in Idaho (Dearien & Salant, 2016; OSPI, 2016c).

In a recent study analyzing the need for Native teacher recruitment in Washington state, Bang (2015) reports that of 78,000 Washington Education Association (WEA) members, there are only 682 Native teachers. Illustrated another way Bang stated, “the AI/AN population in Washington state is reported on the U.S. census as 1.9% for AI/AN alone and grows to 3% of the population if in combination with another race. If the teaching force reflected either of those

percentages, there would be at least 1,482 Native teachers (AI/NA alone) and up to 2,340 (AI/AN) in combination” (p. 4).

Disproportionate numbers are reflected in Idaho as well. In an Idaho State report of the 17,349 teachers, only 35 are AI/AN (ICHA, 2012). This comprises less than .025%, illustrating the dire need for more Native teachers and school administrators in Idaho public schools. Idaho reports not simply a teacher “shortage” but a “famine”; teachers began leaving the field at a rapid rate in 2009-10, and in 2013-14, this figure crested at 1,979, in dramatic comparison to those entering newly certified (934) (Bodkin, 2015). In Washington, 5-5.5% of teachers leave the field each year, and this rate is rising for teachers of color. The rate of Native teachers leaving the field per year over the last ten years has hovered at 6% (OSPI, 2016B, 2016). In fact, in Washington, only 8% of Native in-service teachers are age 30, with 41% over 50. This illustrates the widening gap of Native teaching professionals in the coming decade (Bang, 2015).

Nationally, AI/AN have the lowest participation and attendance rate in institutions of higher education, significantly below national averages (Brayboy et al., 2012). AI/AN also have the lowest graduation rate in 4-year institutions and are more likely to attend 2-year colleges (45.8%) due to proximity, high school academic preparation, and socioeconomic status (Brayboy et al., 2012). In sum, findings on Native professionals and Native attendance rates in higher education indicate total shortages that are specific to Native professionals. Therefore, effective, culturally-responsive solutions are needed to improve teacher diversity in public schools (Beaulieu & Figueria, 2006; Castagno & Brayboy, 2008; CHiXapkaid, et al., 2008; Reyhner, 2006). Particularly in SE Washington and Idaho, it is paramount to work with the Nez Perce tribe and area M.O.U. tribes in recruiting Native professionals.

## **The School Leadership Gap**

Educational attainment and success does not operate in isolation from exceptional school leadership. Research tells us that, next to quality classroom instruction, school leadership has the most significant impact upon student learning outcomes (Louis, Leithwood, Wahlstrom, & Anderson, 2010). Increasingly, the principal is looked upon as key player in the instructional success of schools and is therefore considered an important contributor to student learning and achievement within their respective buildings (Jenkins, 2009).

Recruiting and retaining principals, however, has become increasingly challenging (DeAngelis & White, 2011). Recent data from a handful of states suggests that that roughly around half of all principals depart the profession after their first five years on the job (Viadero, 2009, pg. 1). The National Center for Education Statistics (NCES) offer more nuanced insight related to principal attrition nationwide. In a recent 2014 report, NCES analyzed national principal turnover data. They found that, of the 114,330 school principals (public and private) who were employed as building leaders over the 2011–12 academic school year, 78 percent remained at the same school during the following school year (what they classify as “stayers”). Six percent of principals moved onto a different school (referred to as “movers”) and an additional 12 percent left their positions entirely (“leavers”) (NCES, 2014). This relatively high degree of principal mobility has real implications for school academic continuity, teaching hiring, and recruitment, as well as overall school vision and leadership (NCES, 2014).

We also see a dire need for Native school leadership. According to personnel data reported by the Washington state Office of Superintendent of Public Instruction (OSPI), there were a total of 870 school principals within the state for the 2011-2012 school year. Out of that

870, only 13 were identified as Native as AI/AN. This amounts to less than 1% of the principalship within the state (OSPI, 2015).

### **Further Gaps to Address**

An educational opportunity gap persists for Native students in PK-12 schools, and Native youth continue to be underserved. This is reflected by state academic achievement data, over-representation in special education, and disproportionate expulsion, suspension, and dropout rates (OSPI, 2016b). In Washington state, disaggregated reading achievement data for non low income and low income Native American students over the past five years are the lowest reported (~30% gap) as compared to their White and Asian American peers (OSPI, 2016b). This is further complicated by the fact that Native American students are nearly twice as likely to receive special education services as the general population, and are underrepresented in gifted and talented programs (Banks, 2004; CHiXapkaid, et al., 2008; OSPI, 2016b). Furthermore, Native American students are more than twice as likely to drop out of school, than their White peers (OSPI, 2015). Finally, Washington State has one of the highest suspension and expulsion rates for Native students (7.53%) in terms of total population (1.48%) (OSPI, 2016b & 2015). With such rates, educators must look critically at the observed behaviors and associated special education referrals. In Idaho, similar disparities are present for Native youth throughout state annual reports (Dearien & Salant, 2016).

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

In 2016, less than one percent (.80%) of the teachers in Washington were Native (OSPI, 2016), while the percentage of Native students in the same schools ranged from 3.9 % (across all public schools) to over 67% in individual districts. Idaho has similar shortages, with only .17%

Native teachers; while the Native student population ranges from 1.3 % (across all public schools) to 81% (Dearien & Salant, 2016). The Washington state job analysis and Idaho Native shortage is exacerbated by the high number of non-Native teachers in schools with high enrollments of Native students.

For example, on the Nez Perce reservation, there are only 9 certified Native K-12 teachers and 2 Native classified staff with one school administrator (Nez Perce Tribal Education Department, 2016; Lapwai Public School District, 2016). Public schools on the Nez Perce reservation serve 81% of Native students (Dearien & Salant, 2016). Regionally and nationally we are witnessing an unprecedented and predicted teacher shortage that impacts districts/schools in Washington and Idaho (PESB, 2015). Washington and Idaho has staggering job market data include PESB data documenting a 250% increase in demand for new teachers, especially as postponed retirements due to the economic downturn in 2008 forestalled this inevitable need for new teachers. Not only are veteran teachers now retiring, but their transfer rate has increased and means that district hiring has dramatically increased statewide (PESB, 2016). Similarly, 115 Idaho school districts from all six regions were surveyed in the fall of 2015, inquiring about hard-to-fill positions. Of the 72 respondents, the following shortages were reported: 83% reported that ability to fill positions was inadequate; only 11 of 70 districts were able to hire fully certified staff for all positions; and, 57% of districts said hiring was “extremely” difficult (Bodkin, 2016).

## Quality of the Project Design

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

Studies show that the successful recruitment of underrepresented groups in education, specifically for Indigenous students in higher education, remains an area of critical need (Brayboy, Fann, Castagno, & Solyom, 2012; Shotton, Lowe, & Waterman, 2013). The need for a strong recruiting program to identify Natives for post-secondary education (and specifically PK-12 professionals) is documented by examining the current status of teachers in Washington and Idaho. The lack of Native teachers and administrators in local public schools serving Native communities on or near area-reservations affirms this under-representation. “American Indian/ Alaska Native (AI/AN) enrollment in higher education has more than doubled in the past thirty years, yet AI/AN students continue to be significantly underrepresented in institutions of higher education and continue to face barriers that impede their academic success. This underrepresentation is troubling, given that many Indigenous students indicate having expectations of attending and graduating college from as early as elementary school” (Brayboy et. al, 2012, p. vii).

Institutionally, funding for Native teacher education program development and implementation has been inconsistent (Brayboy et. al, 2012; Lamb, 2016; Shotton, Lowe, & Waterman, 2013). Our project need to strengthen institutional infrastructure (e.g., distance learning modalities, non-residency degree offerings and certificates, innovative internship models) to build capacity for culturally responsive programming that fully serves local Indigenous education communities, principally the Nez Perce tribe. Additionally, due to a recent state mandate to fully integrate tribal history, culture, and government in the common schools

(SB 5433, 2015), culturally responsive pre-service and in-service professional development and training lacks effective infrastructure and subsequent models to keep up with regional demands (OSPI, 2016b; SB 5433, 2015-2016).

The *Ti'tooq'an Cuukweneewit* illustrates the effort and collective commitment surrounding the WSU College of Education (CoE) *Clearinghouse on Native Teaching and Learning* over the last two years. Our work supports Indigenous education in the state and region on multiple levels: the recruitment and support of future Indigenous teachers and school administrators, the strengthening of pre-service and in-service teacher education and professional development, and the enhancement of faculty knowledge, scholarship, and research especially related to PK-12 Native education, curriculum, and instruction. Each of focus areas shares a common goal of building community and authentic relationships between Indigenous communities, WSU faculty and students, and state/regional partners and education stakeholders. This project is expressly dedicated to the Nez Perce tribe, as WSU is located on traditional Nimiipuu homelands; however, also includes MOU tribes.

*Ti'tooq'an Cuukweneewit* goals and objectives are designed to address an identified need related to the implementation of an innovative and integrated Native education professional program that addresses the need for more Native teachers and school administrators. We aim to recruit, retain, graduate, place, and provide induction services to 10 participants: 7 elementary teachers with an endorsement in American Indian Studies/Language and Culture and 3 Masters' with school administration Principal Certificates. A project of this nature has not existed or ever been funded at WSU. As a result, we intentionally created a Native cohort model of 10 in order to ensure the successful recruitment, retention, and graduation of project participants. We will provide Native teachers and school administrators with a strong foundation in both culturally

responsive pedagogy and inclusive instructional leadership and rigorous content knowledge consistent with state teacher and school administrator certification requirements that use the *Since Time Immemorial* tribal sovereignty curriculum, pedagogical approaches, and Indigenous frameworks.

Internships will be in collaboration with tribal education and LEA/district partners. We will immerse our pre-service teachers and school administrators in innovative, research-based expanded clinical practices (AACTE, 2013) through respective culturally responsive training programs. This will prepare candidates for the challenges of effective teaching and school leadership and administration. We will host two summer institutes, the first in Year 1, which will provide a program that includes Indigenous culture educators from the Nez Perce tribe and *Nimiipuutimt* Language program and will assist them in cultural alignment. The second institute will use invaluable experiential learning modalities (e.g. mock interviews and mock parent-teacher conferences) to provide supportive job placement in partnering schools, and provide induction-year services *and* experiences for new teachers and school administrators as they begin working in the field. This will include Indigenous, researched-based approaches such as mentoring (Higheagle Strong, 2013), as well as implement co-teaching, and professional development workshops specifically designed for their induction year to better ensure success during their inception years.

Through our intentional design, culturally responsive education, and integrated support services, (i) we expect to retain all 10 project participants through student support services, advisement, mentorship, coursework assignments, and culturally responsive support for internship years. Given the contextualized teacher shortages present in Washington State and Idaho, we plan to locate qualifying jobs for all of our candidates in one of three partnering

LEA's/districts (Pullman PSD, Clarkston PSD, or Lapwai PSD). A summary of goals, objectives, outcomes are presented below.

<b>Goal 1. Recruit, Select, and Enroll Students Culturally Responsive Education Programs</b>	
<p><b>Objective 1.1a:</b> Work with Nez Perce Tribal Education Leaders and NWIC to Identify a Pool of Potential Candidates who meet entry requirements.</p>	<p><b>Outcomes</b></p> <p>7 Nez Perce Teacher Candidates and 3 Nez Perce School Administration candidates will commit to the program with the teachers enrolled in Year 1 and the School Administrators enrolled in Year 2.</p> <p>Participants will receive culturally responsive curriculum, pedagogy, mentorship, and support by Nez Perce Tribal Education leaders and Indigenous faculty and staff.</p>
<p><b>Objective 1.1b:</b> Explain the payback requirements and obtain agreement and documentation necessary.</p>	
<p><b>Objective 1.1c:</b> Obtain oral and written commitment from participants.</p>	
<p><b>Objective 1.2:</b> Implement a community-based, Native cohort model using distance learning and face-to-face models for teacher/administrator certificate programs specific to Indigenous students through regular seminars, field experiences, special-topics courses, and summer institutes.</p>	

<b>Goal 2. Ensure Academic Progress and Programmatic Success</b>	
<p><b>Objective 2.1:</b> Establish Native student advising and support network linking pertinent departments/offices within the University that support students along with College/Clearinghouse, and Nez Perce tribal departments (e.g. Education, Language, Cultural Resources).</p>	<p><b>Outcomes:</b> All Participants will meet individual academic goals and objectives successfully completing required coursework each semester.</p> <p>Participants will be able to use effective culturally responsive</p>

<p><b>Objective 2.2:</b> Establish mentorship with Native Faculty and Staff and Nez Perce Tribal Education Leaders.</p>	<p>teaching/administrating in their field experiences/internships demonstrating mastery of skills.</p>
<p><b>Objective 2.3:</b> Offer ongoing special topics courses in Indian Education and Psychology, and Indigenize multiple traditional teacher education courses to be taught by Native faculty as part of their traditional content methods courses (e.g. Classroom Management using Native Ways of Knowing and Being).</p>	
<p><b>Objective 2.4:</b> Offer Indigenous Education Seminar each Semester to be taught by Native Faculty and Nez Perce Tribal Educators.</p>	
<p><b>Objective 2.5:</b> Using bi-weekly academic progress monitoring, at least 90% of the participants will earn a minimum of a 2.8 GPA by the end of their first year with course credits completed needed for on time program completion and maintain this level or better throughout their programs.</p>	

**Goal 3: Through a cohort model, implement an integrated and culturally-responsive teacher/ administrator education program that contributes to the retention of the participants and develops education professionals who will have a transformative impact on the students they will serve.**

<p><b>Objective 3.1:</b> Framed by Professional Development School and Co-Teach models, integrate innovative clinical practice opportunities for program candidates, informed by input from consortium members and partner LEA's.</p>	<p><b>Outcome:</b> Participants will gain skills and confidence to teach/administrate in ways that truly reflect Native pedagogy supporting their Native students to engage at higher levels and increase their academic success.</p>
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**Goal 4: Provide integrated and regular job market preparation services and resources to all candidates for regional job placement opportunities.**

<p><b>Objective 4.1:</b> Facilitate highly structured and personalized career-readiness workshops for candidates to include informed job search process, establishing professional portfolios, and mock interview activities that result in desired job securement.</p>	<p><b>Outcome:</b> All ten participants will secure positions within the region serving on Nez Perce Tribal Homelands.</p>
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**Goal 5: Provide professional support during induction year leading 100% of candidates confidently returning to teaching/school administrative positions the following year.**

<p><b>Objective 5.1:</b> Conduct first-year induction services including mentoring, co-teaching, bi-weekly seminars/meetings, and in-service training on areas participants request.</p>	<p><b>Outcome</b></p> <p>All participants return to the field for a second year of teaching or administrative service in schools serving Native students.</p>
<p><b>Objective 5.2:</b> Develop additional multi-year induction plan with participants.</p>	

**Goal 6: Share project findings through project with state, regional, & national associations, organizations, TCU's, and other higher education institutions/Colleges of Education.**

<p><b>Objective 6.1:</b> Co-author at least three (3) journal articles documenting programmatic shifts emphasizing Indigenous education, consortium collaborations, and field-related issues and opportunities.</p>	<p><b>Outcomes</b></p> <p>Other Native teacher/administrative preparation programs can utilize what we learn to continue to build high quality programs for Native education professionals.</p>
<p><b>Objective 6.2:</b> Present at state, regional, and national Indian Education conferences twice annually, in addition to the Washington Association of Colleges of Teacher Education (WACTE).</p>	<p>Lessons learned from implementation of this model will be shared with Native scholars and practitioners to further impact and address true Native educational reform.</p>

**(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.**

A mainstay of our concerted recruitment effort is to develop authentic relationships between the Clearinghouse, CoE, the Nez Perce tribe, and local school communities. We recognize that institutionally, relationship building is an essential element of successful projects that is often neglected. This requires ample time, consistent person-to-person connection, listening and dialogue, and making “non-meeting” space for the co-creation of Native projects and collaborations (Castagno & Brayboy, 2008; Kovach, 2009). This holistic foundation can help create a paradigm shift for Indigenous education, supporting both Native and non-Native people and communities through culturally responsive pedagogies.

Nationally, policies and programs geared to attracting teachers of color have existed for decades; however, there have only been modest gains (NEA, 2014). This is especially true for Native education professionals. We have built this understanding into our recruitment and retention plan. Successful recruitment and retention of teachers of color cannot occur simply within the teacher quality agenda (Bierda & Chait, 2011). Success requires deliberate action that is labor- and time-intensive. This understanding is supported by national reports addressing continued gaps (Bierda & Chait, 2011; Brayboy et. al, 2012; NEA, 2014; Shotton, Lowe, & Waterman, 2013).

**Our recruitment and retention design** includes an Indigenous approach and research-based components recommended in the field to recruit underrepresented teacher candidates and administrators. Essential for Indigenous students, our plan is built on three base-foundations: personal relationship and sense of community (Youngbull, Nelson, & Lee, 2010), mentorship (Higheagle-Strong, 2013), and culturally relevant, practical supports for academic success (AACTE, 2013; Education Alliance, 2004; Newell, 2016). In addition, our program components are research-based and include “(a) high standards for participation; (b) targeted recruitment; (c) require significant commitment from high needs schools; (d) constant evaluation efforts; (e) intensive support for nontraditional candidates; (f) strong partnerships with receiving districts” (Bierda & Chait, 2011, pp. 30-32).

Our current capacity to implement a Native Professional Development (PD) program is the result of two years of relationship and capacity building with the Nez Perce community. Our work includes the “four R’s” of a culturally responsive practice of responsibility, respect, reciprocity, and relevancy (Kirkness & Barnhardt, 1991). This includes working intentionally with the Nez Perce tribe education department staff, the Cultural Resources Department’s

*Nimiipuutimt* Language Program, and the Natural Resource Department for land-based and placed-based pedagogies from the Nez Perce (2000) two-world view perspectives. Our culturally responsive project employs Indigenous knowledge systems, values, and beliefs that Western education is “constructed from very different views of the world.” Our project will implement a Nez Perce cohort model and will train prospective teacher candidates and school administrators using the philosophy of “how to be in the world” and employs the adage, “All cultures teach their youth the values of the culture and school them in practices designed to maintain the values” (Nez Perce Tribe, 2000, p. 5; Lomawaima & McCarty, 2006).

For a successful and effective recruitment and retention strategies, the Clearinghouse will pursue personalized referrals (Torres, Santos, Peck & Cortes, 2004; Shotton, Lowe, & Waterman, 2013) from respective tribal directors and community members to identify potential candidates. Effective recruitment of project candidates requires project director to be knowledgeable of candidates’ specific interests, cultural background, higher education systems, work experience, and community. We will recruit prospective teacher candidates and school administrators in collaboration with WSU Native American Programs. To ensure successful, timely completion of our program, potential Native teacher candidates will have an A.A. or A.A.S. transfer degree or B.A. in a field outside of education from Northwest Indian College (NWIC), one of our partners. The Ed.M Administration Certification candidates will have a B.A. in Education and at least 3 years of successful teaching experience. Recruiting in this manner will ensure candidates completion of program and meets the Nez Perce tribal priorities as well as increasing the likelihood that these professionals to persist in their endeavors.

**(3)The potential of the proposed project to develop effective strategies for teaching Indian students and improving Indian student achievement, as demonstrated by a plan to share**

**findings gained from the proposed project with parties who could benefit from such findings, such as other institutions of higher education who are training teachers and administrators who will be serving Indian students.**

Native education professionals continue to be underserved in mainstream higher education programs, with low retention and high attrition rates. This is due to multiple barriers, including limited representation of Native faculty and lack of culturally responsive student support services and mentoring (Beaulieu & Figueira, 2006; Brayboy et. al, 2012; Gay, 2002; Ladson-Billings, 1995; Pewewardy, 1999; Reyhner, 2006; Shotton, Lowe, & Waterman, 2013). Traditional teacher and school administrator education programs are predominantly built on Western educational frameworks. Our project will have Native faculty, staff, and instructors who will provide an Indigenous approach to teaching and learning, practices that are culturally responsive, relational, experiential, innovative, land and place-based, and equitable (Beaulieu & Figueira, 2006; Brayboy et. al, 2012; Castagno, Brayboy, Chadwick, & Cook, 2015; Pewewardy, 1999; Reyhner, 2001 & 2006) to ensure Native student engagement and success.

*Ti'tooq'an Cuukweneewit:* Native Teaching and Learning Community Project design is grounded in Indigenous pedagogy, such experiential and land-based learning that involves community, culture, and language. Participants will experience regular field learning opportunities visiting ancestral and historical Nez Perce sites such as Heart of the Monster and Buffalo Eddy. For example, participants will also engage in professional development in collaboration with project partner agency, the Nez Perce National Historical Park, and learn about their Camas Citizen Science curriculum and K-12 classroom integrated field work.

While culturally responsive teaching and learning is not “new” in education, in southeastern Washington State it represents an opportunity and a “first” for including local tribal

history, sovereignty, and governance into public school classrooms in target service areas that use the *Since Time Immemorial* tribal sovereignty curriculum. The importance of preparing Native teachers and school administrators who have the skills to teach using a more culturally responsive approach cannot be over emphasized. Our project is relationally and communally driven, including partners from the Nez Perce tribe and area schools. We have secured partnerships and letters of support from each one of the area LEAs. (See Attached Letters of Support and Agreements).

This project is intentional and as a result, consortium members as well as partnering LEA's, will co-present and share all findings gained from model implementation, student feedback, and consortium partner feedback with regional, state, local schools, TCU's, university teacher education programs, state Indian education offices through publications, conference presentation, in-service trainings, and summer institutes (e.g NIEA, WACTE, WSIEA, AIRA, STEP, IIEA, and FNTI).

**(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.**

This project will lay the groundwork to programmatically implement the *Since Time Immemorial* mandate in WSU's teacher education program by integrating the necessary elements. *Ti'tooqan Cuukweneewit* will also address the long-standing need to identify and increase the number of certified Native teachers and administrators in post-secondary education. This programmatic response to the job market analysis requires direct action due to the current

state of teacher shortages in Washington and Idaho. The areas with the greatest shortages include elementary, special education, mathematics, science and career and technical education teachers (OSPI, 2015). The number of Native teachers is exceedingly low compared to numbers of Native students in the school districts, according to the Office of Superintendent of Public Instruction in Washington State (OSPI, 2016).

Within the state of Washington, we see similar trends in principal churn and attrition. In a 2014 report on the state of school leadership within Washington state, the University of Washington's Center on Reinventing Public Education (CRPE) offered an overview of turnover patterns within the principalship statewide. On average, they found that two out of every ten principals within the state left their positions each year. While a remarkable statistic, this departure rate actually falls slightly below national trends. In keeping with NCES' mobility categories, CRPE also found that 6% of all principals in the state moved to a different district after one year, while 9% of principals within the state departed altogether. What's particularly relevant to this, however, is that departure rates varied according to (1) district poverty levels; (2) grades served; and (3) geographic location. CRPE found that within rural Washington schools, 13 percent of principals left the position altogether, amounting to roughly two-thirds of the total rural turnover (when also factoring school "movers"). By contrast, turnover in suburban and urban districts included a far larger share of movers, where principals have a greater selection of schools from which they could choose.

This project, *Ti'tooqan Cuukwenee'wit*, will address the critical shortage and need for the recruitment, retention, graduation, and job placement of Native professionals, principally from the Nez Perce tribe and area MOU tribal nations. Recent landmark state legislation mandates the integration of Washington State's *Since Time Immemorial* tribal sovereignty curriculum in

"common schools," and similarly mandates this integration for all state teacher preparation programs. This mandate, which requires school districts to collaborate with tribal nations to develop culturally responsive curriculum that reflects local tribal history, governance, and culture. This further requires WSU to develop the current educational professional workforce in collaboration with area tribal nations.

The WSU Clearinghouse has an established relationship for the last two years that partnering LEA's have also joined to address the critical need for Native teachers and administrators in their schools. On-going, in-service professional development activities have resulted from the established partnerships and include culturally responsive teacher training and instructional leadership. Meetings with area superintendents have also resulted in including Nez Perce language in youth activities and cultural awareness for non-Native teachers and administrators. Partnering LEA's have committed support for internship and job placement opportunities for project teacher candidates and school administrators. (See Attached Letters of Support).

### **Quality of Project Services**

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

The *Ti'tooq'an Cuukweneewit*: Native Teaching and Learning Community Project is built on previous Nez Perce tribal partnership professional development activities conducted in public schools that have served growing numbers of Nez Perce students over the past two years. Participants will work directly with Nez Perce educational leaders who will teach, model, mentor, and support them in partnership with Native faculty and staff at WSU throughout their

in-class and fieldwork experiences. They will gain culturally responsive teaching skills and pedagogical approaches specific needed for working with Native student learners. These skills will be an integrated part of coursework, seminars, and summer institutes. Project participants will enhance these skills by obtaining an American Indian Studies (AIS) minor and tribal specific language and culture certification, the Washington State *First People's Language and Culture Certification*. These will be used to fulfill Washington state requirement for at least one endorsement in addition to primary certification. This project is on the forefront of needed Indian educational reform by providing land and place-based, culturally responsive, experiential learning opportunities that utilizes co-teaching/co-administrating experiences to build confidence and skills (Fox, 2015). Thus, the program will model the competencies that it seeks to develop in its participants. In order for participants to be successful in their first years as teachers/administrators, they must not only develop knowledge about culturally responsive curriculum in the classroom but learn how to implement those practices. This is where many programs fall short. The degree of mentorship and support services will ensure that participants engage in learning experiences that help them develop and master their skills as Native educators at the level of beginning teachers/administrators.

A Native cohort model will facilitate shared learning principles that provide participants with the innate cultural values of Indigenous knowledge which includes the education of Native youth. This will ensure that participants share in all aspects of programmatic success as cohort models are proven to increase academic success, retention, graduation, and retention in the field (AACTE, 2013). Through the cohort model, participants family, social, cultural, academic, communal, and spiritual needs are viewed from an Indigenous community perspective and will be supported (Lomawaima & McCarty, 2006, Youngbull et.al, 2010).

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

Learning to differentiate instruction/practices is an integral component of the *Ti'tooq'an Cuukweneewit*: Native Teaching and Learning Community Project, and aligns with land and place-based frameworks. "A rigorous differentiated instructional approach connects to the personal experiences, interests, and worldviews of students, thereby extending logically to the inclusion of Native culture, history, and language" (Inglebret, Banks-Joseph, & CHiXapkaid, 2014, p. 130). Such differentiated instruction/practices will be modeled throughout the program, and supported as participants practice these skills in their course assignments and field experiences. Understanding Native student success is fundamental to developing practices that support this success. Courses, seminars, extensive clinical practice with strong mentor teachers (with partner LEA's), summer institutes, and field experiences in settings with high numbers of Native students will teach participants authentically about the breadth of Indian student needs. They will apply the knowledge they have gained and obtain direct feedback from Native educators regarding their work. Including courses that address Indigenous ways of knowing, Native classroom management, Indigenous psychology, Native curriculum development, and authentic field experiences will serve to illuminate Indian student needs as well as strategies and practices that will lead to those needs being met.

**(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.**

Given the documented teacher shortage in general and the Native teacher shortage specifically in Nez Perce Tribal homeland's school districts, participants will be mentored and have field experiences and clinical practice opportunities in their home community schools

where potential future employment opportunities are high and letters of commitment have been attained (See Attached Letters of Support). Participants will be mentored in resume writing, interviewing, and putting together a multi-media portfolio highlighting actual teaching/administrating practices including student voice and outcomes. Participants will also secure an endorsement in high need areas of Native Studies/Language and Culture, Special Education, and/or English Language Learning. This will ensure that their skills are in direct line with district priorities and needs.

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

A study conducted by Ingersoll (2012) indicated that, “The most common [induction] package consisted of just two basic components: working with a mentor and having regular supportive communication with one’s principal, another administrator, or one’s department chair. Beginners receiving just these two supports had better retention than those who received no induction at all, but the difference was small” (p.33). Research also points out the need for induction services that include attention to “teacher socialization, adjustment, development, and assessment” (Adams & Wood, 2015; Ingersoll & Strong, 2011, p.203), which this project is designed to address. Our induction services are in line with current research including the provision of ongoing relational Native educator mentorship (Swisher & Tippeconnic, 1999). This occurs through personal meetings, with sanctioned time and online blogs, emails, social media groups, in addition to master teacher mentorship provided by the district, co-teaching/co-administrating with specific feedback and sharing of ideas (Ingersoll, 2012) , as well as new teacher/administrator seminars and in-services (Ingersoll, 2012; New Teacher Center, 2016). Appropriate mentor-mentee matches are also essential (Hobson, Ashby, Malderez, & Tomlinson,

2009). Culturally responsive mentoring provided by caring faculty is also necessary (Shreve, 2016) and ongoing “intensive and specific guidance moving teaching forward” are an important element of the program (New Teacher Center, 2016). Finally, the *Ti'tooq'an Cuukweneewit*: Native Teaching and Learning Community Project includes plans for sustainability: the project will provide additional induction services beyond the grant period, as research indicates that multiple year induction services result in higher in field persistence (Ingersoll, 2012).

**(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 *Ti'tooq'an Cuukweneewit*: Native Teaching and Learning Community Project has proposed a rich training and professional development services model that attends to supporting traditional teacher skills and competencies to be developed through a culturally responsive innovative program. A key feature of this program is collaboration among all stakeholders (Nez Perce Tribe education leaders, Native faculty and staff, and non-Native faculty) to create a community of learners and teachers that is dedicated to each participant's success. WSU's teacher education program is rigorous, and has been aligned to train pre-service teachers in the integration of State's *Since Time Immemorial* tribal sovereignty curriculum and Indian Studies program. WSU has received state recognition for this innovation, so much so that WSU will the a fall symposium (2016) for the Washington Association of Colleges of Teacher Education (WACTE) and share this model integration with other Colleges of Education. This project will support the development of skills necessary for participants to be successful in their careers. In addition, the ongoing seminars every semester, summer institutes, and multiple field experiences supported by Nez Perce educational professionals will prepare participants with the skills and

resources to teach/administrate in culturally responsive ways that honor Indigenous knowledge systems. Once they are mentored and supported, these teachers/administrators will apply culturally responsive practices for educating Indigenous students and influence educational reform efforts that are authentic and sustainable.

As essential element of this goal has been to integrate Indigenous education into our pre-service teaching program. With key Native faculty and staff trained in Washington State’s *Since Time Immemorial* tribal sovereignty curriculum, full integration of the curriculum will be a part of the Native cohort candidates’ elementary program with a special emphasis on Nez Perce curriculum and lesson planning in Block III. Continued course integration of Indigenous education perspectives and epistemologies will occur in other areas of the undergraduate Block I & II, with a focus on critical components such as language revitalization, notions of literacy, and cultural perspectives of storytelling. From a land and place-based framework, we will bring students and faculty to Nez Perce tribal headquarters in Lapwai, Idaho & the Nez Perce National Historical Park in Spalding, Idaho for guest lectures that use Indigenous knowledge systems from Nez Perce Elders and cultural educators.

**Management Activities and Timeline**

Activities	Year 1	Year 2	Year 3	Year 4
1. Recruit, Select, and Commit 7 Teacher Candidates in Collaboration with Nez Perce Tribal Educators	October 2016			
2. Recruit, Select, and Commit 3 School Administration Candidates in Collaboration with Nez Perce Tribal Educators		Aug 2017		

3. Enroll Teacher Students in Prerequisite Courses	October 2016			
4. Mentoring-Set-up & Ongoing Implementation	√	√	√	√
5. Bi-Weekly Academic Monitoring	√	√	√	√
6. Indigenous Professional Development Seminar	√	√	√	√
7. Ongoing Courses in Indigenous Education*	√	√	√	√
8. Block 1 Course Work*	January 2017			
9. Institute: <i>“Voices of Nez Perce Tribal Education Leaders: Language and Culture within our Schools”</i>	June 2017			
10. Block 2 Course Work for Teachers and First Semester for Admin Certification*		Aug 2017		
11. Block 3 Coursework for Teachers and Second Semester Admin Certification*		Jan 2018		
12. Summer Session: American Indian Studies Coursework*		June 2018		
13. American Indian Studies/Indigenous Education Coursework for Teachers and Third Semester of Admin Certification courses			Aug 2018	
14. Student Teaching/Administrative Internships			Jan	

in Nez Perce Tribal Homeland Schools			2019	
15. Job Placement			May 2019	
16. Institute: <i>Preparing for Your First Six Months of Teaching/Administrative Leadership</i>			May 2019	
17. American Indian Studies/Indigenous Education Coursework			July 2019	
18. Conduct Induction Components: <i>Ongoing throughout the year. To include bi-weekly mentoring meetings, co-teaching, and in-service professional development.</i>				Sept 2019

### Quality of Project Personnel

#### Key Personnel

**Program Director/Co P.I.** renee holt, Ph.D. (Diné/Nimiipuu) is an enrolled member of the Nimiipuu nation (aka Nez Perce) and a mother of three, recently earning her doctoral degree from WSU in Cultural Studies and Social Thought in Education. Her research foci include culturally responsive curriculum, Indigenous methodologies, and decolonization through Indigenous knowledge systems. For the last four years at WSU, renee has served as the WSU *Clearinghouse on Native Teaching & Learning* Graduate Assistant Coordinator and Research Assistant working on College of Education (CoE) funded projects and Native education initiatives related to education research, outreach & communication, partnership building, teacher professional development, culturally responsive curriculum training, and education awareness for allied communities. As a former Project Manager at Kauffman and

Associates, Inc., renée gained extensive experience working with local, state, and federal officials and tribal dignitaries working directly on federal projects and Technical Assistance while working on the U.S. Department of Education, Office of Indian Education project. She currently teaches Indian Education 202 and Cultural Sovereignty 120 for Northwest Indian College (NWIC) on the Nez Perce Reservation. (See Attached CV/Resume)

***Principal Investigator*** Although not directly funded through this project, Dr. SusanRae Banks-Joseph (Arapaho) is an Associate Professor of Special Education at WSU and will dedicate twenty percent of her time to this project. Dr. Banks has numerous publications in articles, chapters, and national reports focusing on Indian Special Education and Native people in Higher Education. Dr. Banks-Joseph has consulted with major private foundations, school districts, and Tribal communities across the country and volunteers as an advocate for Native families who have child(ren) with and without disabilities to navigate the maze of educational systems and support services in pursuit of quality culturally responsive services. Dr. Banks Joseph has a proven record and demonstrated performance in administrative, supervisory, fiscal management, and communication skills as past Co-Director of the *National Native Parent Training and Information Center, OKSALE* (Native Teacher Preparation Partnership Program between WSU and NWIC) and also taught a specially designed Native classroom management course for teachers pursuing their Native Language and Culture Certification. (See Attached CV).

### **Other Personnel**

The WSU College of Education, in collaboration with the WSU Tribal Liaison, the Native American Programs, and the Plateau Center for Research & Collaboration has recently recruited Indigenous faculty and staff who will teach courses within WSU-College of Education's *Titoo'qan Cuukeweneewit* project as part of their duties. Indigenous faculty and staff

will assist with advising and mentoring project participants, and provide ongoing Native student support services and expertise in order to help students succeed. A brief summary of their qualifications and expertise is presented below.

**Zoe Higheagle Strong, Ph.D. (Nez Perce)**, Clinical Professor and Research Fellow for the WSU Native American Programs and Plateau Center for Research & Collaboration. Dr. Higheagle-Strong's research focus is on family and community engagement as it relates to Native American student support services and achievement in self-identity. Dr. Higheagle-Strong is dedicated to culturally responsive research methodologies and evaluation while working with Indigenous, minority, and low income families, and teaches courses in introductory research methodology as well as qualitative methodology, and is interested in expanding Indigenous methodology course options. For this project, Dr. Higheagle-Strong will assist with instruction, advisement, mentoring, collegiate research, and project evaluation. (See Attached CV)

**Jeanette Weaskus, Ph.D. (Nez Perce)**, Clinical Faculty for the WSU American Indian Studies (AIS) certificate program and Native American Programs' Tribal Nation Building Leadership Program. Dr. Weaskus' background is in English and writing contemporary Native American Literature and Nez Perce tales and storytelling. Dr. Weaskus teaches Tribal Nation Building and is the writing tutor for the Native programs. For the AIS program, Dr. Weaskus advises students who pursue their AIS minor and is a key and essential Native faculty member instructing undergraduate general education requirement courses (UCORE), and will assist the project with culturally responsive curriculum instruction, advisement, mentoring, and collegiate research. (See attached CV)

**Brian McNeil, Ph.D. (Chicano)**, Dr. McNeill is a professor and current director of the WSU *Center for Mestizo and Indigenous Research and Engagement*. His research interests include

Chicana/o Latina/o psychology, clinical supervision and, most recently, investigations of Latina/o spiritual healing traditions. For this project, Dr. McNeil will assist the project as the instructor of the Indigenous Psychology special topics course traditional and contemporary healing practices, and culturally responsive health and wellness education through the project's summer institute. (See Attached CV)

**Joyce McFarland** is a WSU Alumna and a member of the Nez Perce tribe. As the *Nez Perce Education Department* Manager, she will provide culturally responsive presentations and training on Nez Perce pedagogy and is currently a U.S. Department of Education State Tribal Education Partnership (STEP) grantee

**Alicia Wheeler** is a former classroom teacher and the current Nez Perce Education Department STEP Project Technical Assistant Coach who will work with our project and prospective teacher candidates and school administrators on cultural alignment in the classroom.

**July Woodward** is a former tribal education specialist and the STEP project Family Engagement Specialist who connects teachers with families and will work with our project teacher candidates and school administrators on culturally responsive practices.

**Francene Watson, Ph.D.**, is a Clinical Assistant Professor of Education at Washington State University (Pullman Campus) with a focus in secondary pre-service teacher education. Dr. Watson works collaboratively with educators in the College of Education's *Clearinghouse on Native Teaching & Learning* furthering Native education initiatives related to the state's Sovereignty Curriculum (*Since Time Immemorial*) and teacher formation. Drawing from experience as a former high school English and Humanities teacher, Francene's background in teaching, community engagement, and research which is tethered to sustainability and

environmental education from a place-based learning framework will serve our project while also bringing these intersections into a K-12 curricular for this project. (See Attached CV)

**Kelly Newell, Ph.D** is the Director of Outreach and Program Development for Academic Outreach and Innovation (AOI) at WSU and is uniquely positioned to participate on this grant team as her professional work with AOI dovetails with her doctoral research in providing culturally relevant higher education to Native American students via technology. Her understanding of Indigenous ways of knowing, coupled with a deep knowledge of the ways technology can be used innovatively to provide guidance and leadership as the team pursues the goals of cultivating Indigenous educators through technology. Dr. Newell's expertise in technologies will serve and assist the project goals to include video conference, learning management systems, animations and discussion boards. Our primary focus is to ensure students of the project feel connected to each other, to the faculty, and to the institution, no matter their physical proximity. (See attached CV)

**Shannon Calderone, Ph.D.** is a Clinical Assistant Professor in the Educational Leadership program at Washington State University. Dr. Calderone's research addresses issues related to college access, school leadership and educational equity. Her work has most recently appeared in the *Journal of Latino/Latin American Studies*, *Educational Theory*, and *American Behavioral Scientist*. For the project, Dr. Calderone's experience will assist with the instruction, advisement, collegiate research, and program support as it relates to the Principal Certification in Education Leadership. (See attached CV/resume)

## Quality of Management Plan

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

The budget relates to *Ti'too'qan Cuukweneewit* program objectives and supports the integrated package of program activities and services that will achieve the ultimate goal of preparing Native teachers and school administrators to teach in public schools serving Nez Perce tribal homelands schools. **Program Staff:** The budget provides funding for a half-time Program Director/co-PI, Dr. Holt, who will lead all aspects of the project including community teaching the Indigenous Professional Development Seminar every semester, including during student teaching/administrative internship, and Indigenous education courses, provide mentorship and overseeing mentor activities, assess student progress, coordinate summer institutes and induction activities. In addition, Dr. Holt will provide administrative services to ensure that records are current and all forms, data, and required documentation for participants are in order. Staff salaries are based on the University's competitive salary model. Fringe benefits have been calculated for these personnel and are included in the budget. It is important to note that additional program staff who are not being funded through this grant have the support of the College to contribute by teaching, mentoring, and supporting project participants as part of their teaching and service loads (See Quality of Project Personnel). In addition, the co-PI, Dr. Banks-Joseph, will devote 20% of her time to this project supporting the Director and project objectives according to her areas of expertise. **Travel Costs:** The Program staff has a travel budget to allow the Program Director and one Consortium Agreement representative from the Nez Perce tribe to attend the annual Directors meeting in Washington, D.C., for each of the first three years of the

project. The first year will be taken out of this budget and the second **and** third will be funded by (b)(4). This line item also allows for travel to target area communities and school districts to support land and place-based experiential learning opportunities in schools and communities, co-teaching, and mentor support. In addition, funds will cover cost for faculty mentors to travel to schools during the induction year. Travel for staff and program participants is based on typical costs for travel to national meetings, state rate for mileage reimbursement, and per diem for participants. **Supplies:** Costs associated with the project office include funds for expendable office supplies; costs for printing, copying, and producing or purchasing other instructional materials. Project supplies and services will be purchased through customary University channels at the lowest reasonable cost and will be used exclusively for this program. **Other Project Costs:** These funds will support activities for the project, including Tribal members to guest speak in courses, school mentor activities, and participants to attend the summer institute at the end of their induction year. These activities will support the retention of participants in the project and beyond. **Tuition and Stipends:** We understand that attending college with a family includes an increased living expenses due to child care. This project will recruit, retain, and graduate 10 Native teacher candidates and school administrators and anticipates non-traditional students with families and will provide as much support as possible with program access for participants. In order to increase the retention of non-traditional students, for this project, and while in the program, we have budgeted funds for tuition and stipends that will help students meet childcare costs where needed. Stipends will also be supported through proposed project funds to assist students as much as possible; while tuition, will be guaranteed and covered for each of the 10 participants of the project by the WSU Provost office by using a combination of grants, scholarships, and waivers to help ease any financial

obligations as as student. **Expected Outcomes:** Costs for the *Ti'too'qan Cuukweneewit* project are reasonable in relation to the number of persons to be served and the expected outcomes. The number of Native participants from high-need areas who will be continuing post-secondary education in preparation to teach and/or administrate Native students in high Native enrollment schools will increase. As a result of this project, these new Native education professionals will provide students with a culturally responsive education and begin to reduce the incredible opportunity gap that Native students experience within typical Western educational. The benefits will be felt by future generations locally, regionally, statewide, and nationally in terms of impacts on schools and communities where graduates provide their professional services as well as impacts on Native teacher training and school administrator training for all future teachers in the states of Idaho and Washington and beyond.

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

The *Ti'too'qan Cuukweneewit* project has built in multiple methods for ensuring feedback and continuous improvement of the proposed project. Key consortium partners (Nez Perce Tribal Executive Committee, Nez Perce tribal education leaders and Indigenous faculty) will meet quarterly reviewing project goals/objectives/outcomes and discuss successes and challenges making recommendations for adjustments as needed. In addition, Dr. Holt (Director/co-PI) will keep all members in close communication via email and meetings as needed while working closely with Dr. Banks-Joseph (co-PI) and the Project Officer. *Ti'too'qan Cuukweneewit* participants as part of their bi-weekly meetings with the Director, will provide feedback on program components, the extent to which their needs are being addressed adequately to ensure their success, and contribute their recommendations for improvements.

Ongoing program monitoring is essential to the success of project and ensuring that all faculty, staff, partners, and participants are informed, engaged, and supported in meeting goals and objectives and in making decisions regarding improvements. Establishing clear communication will ensure that all voices contribute to this community endeavor.

**(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.**

The Project Director, Dr. Holt, is co-PI on this proposed project along with Dr. Banks-Joseph. Dr. Holt's time commitment of 50% for direct services is necessary to meet goals and objectives along with 5% time commitment for administrative duties necessary to support student file maintenance, program data, and ensure forms and documentation for licensure, etc. are completed. Dr. Banks-Joseph has directed a Native teacher education program (OKSALE) in partnership with NWIC which resulted in 91% completion rate and will contribute 20% of her time to this project. The community partnerships will result in Nez Perce tribal educators working together with WSU Native faculty and staff along with allied faculty, ensuring that Indigenous epistemology, pedagogy, and best practices are taught through coursework, summer institutes, seminars and field experiences where co-teaching will be featured. It is critical that the future Native teachers and administrators increase their knowledge across these areas but they also need to be able to draw upon and use that knowledge as they facilitate the learning of their students. All partners have committed time for shared mentorship responsibilities as the Director facilitates mentor-mentee matching including during induction years.

## Other Attachment File(s)

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**Memorandum of Consortium Agreement between**  
**WASHINGTON STATE UNIVERSITY, College of Education**  
**AND**  
**The NEZ PERCE TRIBE**  
**AND**  
**the NEZ PERCE EDUCATION DEPARTMENT**

**June 20<sup>th</sup> 1, 2016 through October 1<sup>st</sup>, 2020**

**This consortium agreement pertains to the grant proposal submitted to the U.S. Department of Education, Office of Education, Professional Development Program (CFDA/84.299B). The purpose of this consortium agreement is for the WSU College of Education, through the Clearinghouse on Native Teaching and Learning, to facilitate the recruitment, retention, graduation and induction services for Native teacher and school administrator candidates in our region. Program design emphasizes a “grow your own” approach to support Native education professionals entering the field to best serve the Nez Perce education community.**

**If funded, the parties agree to providing the following key services:**

The WSU College of Education agrees to:

- A. The WSU Pullman-Spokane Teacher Preparation Program will offer the Elementary Education certification program with a Bachelor of Arts in Elementary Education, with options for endorsements in either Special Education, ELL/Bilingual Education, Middle-Level Math, or Middle-Level Science.
- B. The WSU Pullman-Spokane School Administrator Preparation Program will provide key faculty members to support certification and Ed.M./M.A. in Education Leadership.

Additionally, WSU Pullman-Spokane COE agrees to:

- 1. Build a collaborative recruitment and selection among partners to recruit, retain, and graduate Native candidates for both teacher and school administration preparation programs;
- 2. Apply flexible program design to meet candidates' course and program needs;
- 3. Provide prior learning assessment and program pacing to support student completion;
- 4. Provide extensive student support services to candidates with all partners engaged;
- 5. Provide induction services and graduate placements;

6. Obtain a commitment from the public school districts for internship hire and/or place candidates upon their completion of program.

The Nez Perce Tribe agrees to:

1. Appoint a person within the Tribe to act as a liaison to work with WSU on this project.
2. Create and offer opportunity to present and discuss grant project annually with participating school districts and Local Education Associations.

The Nez Perce Education Department agrees to:

1. Assist with promoting the project and identifying potential candidates.
2. Provide information to WSU about local teacher and school administration shortages and/or openings.
3. Support professional development activities focused on culturally responsive instruction.

**Washington State University, College of Education Representative:**

Phyllis Erdman Signature: (b)(6)

Title: Dean Date: 6-29-16

**The Nez Perce Tribal Executive Committee (NPTEC):**

Mary Jane Miles Signature: (b)(6)

Title: Chair, NPTEC Date: 06/28/16

**The Nez Perce Education Department Representative:**

Joyce McFarland Signature: (b)(6)

Title: Director, Education Department Date: 6/28/16

RESOLUTION

WHEREAS, the Nez Perce Tribal Executive Committee has been empowered to act for and on behalf of the Nez Perce Tribe, pursuant to the Revised Constitution and By-Laws, adopted by the General Council of the Nez Perce Tribe, on May 6, 1961 and approved by the Acting Commissioner of Indian Affairs on June 27, 1961; and

WHEREAS, the Nez Perce Tribe (Tribe) is a federally recognized Indian Tribe that provides essential governmental services on and adjacent to the Nez Perce Reservation; and

WHEREAS, Washington State University, College of Education, through the Clearinghouse on Native Teaching and Learning, has submitted a grant proposal to the U. S. Department of Education, Office of Education, Professional Development Program; and

WHEREAS, the grant, if funded, will require a partnership with the Nez Perce Tribe and the Nez Perce Tribe Education Department to facilitate the recruitment, retention, graduation and induction services for a Native teacher and school administrator candidate in our region; and

WHEREAS, a Memorandum of Consortium Agreement (Agreement) establishes the partnership and responsibilities of each party.

NOW THEREFORE, BE IT RESOLVED, that the Nez Perce Tribal Executive Committee (NPTEC) does hereby approve the Memorandum of Consortium Agreement between Washington State University, College of Education, the Nez Perce Tribe, and the Nez Perce Tribe Education Department for the period of June 20, 2016 through October 1, 2020; and

BE IT FINALLY RESOLVED that the NPTEC Chairman and Secretary are hereby authorized to sign and execute the necessary documents and the NPTEC Treasurer is hereby authorized to disburse funds accordingly.

CERTIFICATION

The foregoing resolution was duly adopted by the Nez Perce Tribal Executive Committee meeting in Special Session, June 28, 2016, in the Richard A Halfmoon Chambers, Lapwai, Idaho, a quorum of its Members being present and voting

BY: (b)(6)  
Daniel Kane, Secretary

ATTEST:  
(b)(6)  
Mary Jane Miles, Chairman

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(b)(6)

**Education:**

PhD, College of Education Cultural Studies & Social Thought, 2016  
Washington State University, Pullman, WA

Master of Arts, History 2001  
University of Idaho, Moscow, ID

Bachelor of Science, Political Science/History 1999  
Lewis-Clark State College, Lewiston, ID

**Professional Experience:**

**Co-Director/Coordinator/Graduate-Research Assistant, Clearinghouse on Native Teaching and Learning, Center for Mestizo and Indigenous Research and Outreach, and the Plateau Center for American Indian Studies, WSU, Pullman, WA 09/09-Present**

- Co-Director of the Clearinghouse and Plateau Center on activities related to Indigenous research and communication outreach to Columbia Plateau and regional tribes that are a part of the 9 MOU Tribes.
- Secured partnerships with Nez Perce Tribal Executive Committee (NPTEC) and the Nez Perce Tribe Education Department,
- Coordinate and develop culturally responsive curriculum planning meetings for community outreach regarding culturally responsive pedagogies working directly with the Nez Perce tribe.
- Organize higher education planning meetings within College of Education faculty and administrators regarding culturally responsive teaching and learning capacity building with local public school districts in eastern WA.
- Coordinate local and regional statewide Indigenous education programs and education directors regarding culturally responsive planning initiatives related to in-service teacher education training.
- Outreach includes contacting, coordinating, and conducting interviews to area tribes regarding research projects in education, wellness, and culture in Native communities.
- Coordinate and arrange staff meetings for faculty and Center websites management.
- Work with pre service teachers in College of Education on outreach and culturally relevant Native curriculum, using WA State OSPI Since Time Immemorial Tribal Sovereignty curriculum.
- Previous Graduate Assistantship (08/10-5/11) assisted the Director of Diversity Education and Program Specialist with the management and events at the WSU Cultural Houses.
- Coordinate with academic deans and the outreach and promotion of Diversity Education office with area tribes, such as the Nez Perce Tribe of Idaho.
- Previous Graduate Assistantship (09/09-05/10) assisted WSU Tribal Liaison with Native American Outreach and Events Coordination established working relationships with departments and services on the WSU campus relevant to recruitment and early outreach programs for Native American students.
- Collaborated with enrollment management to develop a data base of potential students and establish contacts with tribal education departments, tribal/public schools, tribal/community colleges, and WSU alumni contacts for the marketing and communications of WSU programs.
- Developed interest card and promotional materials for communication outreach that involves electronic/postal distribution, marketing recruitment, and outreach opportunities.
- Scheduled and coordinated with Native student recruitment and campus visitations for pre-college and transfer students identifying Native American students on campus to serve as WSU ambassadors for recruitment presentations and community outreach.

- Organized and developed a recruitment plan and strategies, working closely with the WSU Native American Outreach Coordinator and Tribal Liaison.

**Language Technician II/Summer Intern, Nez Perce Tribe, Lapwai, ID 06/13-12/13**

- Assisted Language Coordinator with transcription of oral history, coordinated inter-office language meetings, developed language immersion charts, wrote grant for Nez Perce language mobile application (which has been secured and approved/funded.)
- Promoted and assisted Coordinators with weekend language immersion classes.

**Project Manager, Kauffman & Associates, Inc. Spokane, WA 02/05-08/09**

- Project Manager (PM) for federal government agencies such as U.S. Department of Education, Department of Health and Human Services, the Administration on Native Americans, and the National Science Foundation Tribal Colleges and University Programs; responsibility ranges from technical assistance, the coordination and facilitation management of logistics, events planning, and a stringent hotel RFP process and any project support needs.
- Assistant PM for U.S. Department of Education, Office of Indian Education and US Department of Interior, Bureau of Indian Education, 2008 Partnerships for Indian Education Conference in Rapid City, SD. (600 participants) and the 2009 Partnerships for Indian Education Conference in Norman, OK. (300 participants) Coordinated all cultural affairs and activities, dealing with state department of Education offices, tribal dignitaries, and local and regional education agencies
- Communications Outreach Specialist & Coordinator for national student art competition for U.S. Department of Education, Office of Indian Education; coordinator of national awards ceremony and travel logistics for students, teachers, and parents; organize communication outreach to national media outlets for national art exhibit display in Washington, D.C.
- Developed and established partnership collaborations between the U.S. Department of Education, Office of Indian Education, the National Museum of the American Indian (NMAI), Office of Community and Constituent Services and NMAI Public Affairs, and Kauffman and Associates, Inc.
- Oversaw 2 Project Specialists, and assisted IT graphic's team for outreach materials production, and interns as needed for project deliverables.
- Developed a project Implementation plan for national student artist competition, redesigned the Partnerships for Indian Conference implementation plan, and created a database that has resulted in streamlined activities related to managing large influx of artist entries (1398).
- Coordinated the US Department of Education, Office of Indian education E-newsletter; organized and managed articles with team participants, arranged interviews with agency grantees and constituents, and maintained electronic database for dissemination.
- Assisted other corporate PMs with regional and national technical assistance workshops, registration, materials distribution, and logistics for events ranging from 60 to over 400 participants
- Organized call for federal grant review, coordinate nationwide travel logistics and facilitation for 30 grant reviewers and 8 facilitators requiring diverse needs.
- Facilitators for federal grants review session; oversee one-week session with three panel reviewers discussing federal grant applications and fiscal appropriations.

**Program Advisor, Scottsdale Community College (SCC) Scottsdale, AZ 11/03-01/05**

- Assisted Director of American Indian Programs with admissions, recruitment & retention, academic advising, career services, and student academic affairs for all continuing and any prospective students at SCC.
- Tracked and reported Student Support Services retention for newly admitted minority students to SCC with special assistance to American Indian students as needed.
- Provided student advisement for Salt River Pima-Maricopa Indian community and American Indian students with assessments, support services, and financial aid referrals to local, regional, and national scholarships and foundations.
- Provided leadership on American Indian awareness activities and student support with Salt-River Pima Maricopa Indian Community Education Administration

- Implemented a student financial aid workshop, including promotion, coordination, and student training
- Coordinated career workshops and other training needs for traditional and non-traditional Adult Basic Education non-Indian students entering college at SCC
- Collaborated closely with statewide degree pathways for Arizona Tri-University transfer partnership.
- Responsible for 2 student leadership activities finance accounts; Honors Society & Sun Earth Alliance Club
- Promoted higher education diversity programs and cultural activities for Maricopa County Community College District (MCCCD) Diversity Committee

**Teaching Experience:**

**Summer Youth Camp Counselor/Teacher, Coeur D'Alene/WSU Partnership Pullman, WA 06/10-Present**

- Summer youth camp counselor and teacher for Coeur D'Alene Summer Youth Leadership and Transitions Camps. Working with WSU faculty and staff, this annual summer youth camp is coordinated and planned and includes culturally relevant curriculum in American Indian History & Sovereignty, specifically as it relates to Coeur D'Alene, critical thinking and life skills, and education awareness using digital technology for storytelling and physical sports programs. As an annual summer tribal youth programs, both camps are sponsored by the Coeur D'Alene Tribe Education Department in partnership with WSU College of Education faculty.

**Instructor, Northwest Indian College, 04/16-Present**

- Instructor of Indian Education 202: Educating Our Own, The Tides Have Changed and Reclaiming Our History CSOV 120
- Provided historical overview of Indian education from a Nez Perce perspective using Nez Perce teaching and learning technique, covering issues of colonialism, boarding school, federal assimilation, termination, relocation, Civil Rights, treaties and trust responsibility. For reclaiming our history the praxis of decolonization through language preservation, land and treaty rights, and culture through Indigenous epistemologies.

**Instructor, WSU Pullman, WA, 01/15-5/15**

- Instructor of Indigenous Women in Traditional & Contemporary Societies
- Provided synopsis of Indigenous women issues focusing on Indigenous womanism/feminism, activism, literature and scholarly contributions from environmental justice, social justice, incarceration, protection of sacred lands, and Missing Murdered and Indigenous Women.

**Adjunct Faculty, SCC Scottsdale, AZ 08/03-12/04**

- Instructor of Introduction to American Indian Studies (AIS) and American Indian History
- Provided AIS program guidance related to curriculum and instruction for students entering AIS discipline.
- Advised students in AIS program on class registration, course scheduling, and transfer partnership with Arizona Tri-University course evaluations.
- Substitute as needed for other AIS classes. (Sovereign Nations & Federal Indian Policy)

**Adjunct Faculty/Admissions Counselor, Northwest Indian College (NWIC) Bellingham, WA 09/01-03/02**

- Instructor of American Indian History and Cultural Anthropology at NWIC Distance Learning Program located in Lapwai, ID
- Developed syllabi integrating cultural education with community tribal elders, Nez Perce Tribe Education Department, and language cultural arts programs
- Provided admissions assistance to prospective traditional and non-traditional American Indian students with financial aid, admissions applications, and class scheduling
- Promoted higher education and assisted NWIC Nez Perce Site Coordinator with prospective student registration on quarterly basis

**Workshops/Presentations:**

- WSU Pre-service teacher professional development training, Nez Perce National Historical Park and Nez Perce Tribe Education Department (STEP) grant project, Spalding, ID. 03/16
- WSU Pre-service teacher professional development training, Nez Perce National Historical Park and Nez Perce Tribe Education Department (STEP) grant project, Spalding, ID. 10/15
- Native Education Research Summit, Nez Perce Tribal Education Partnership (STEP) Project, Lewis-Clark State College, *Using Indigenous Knowledge Systems in curriculum and placed based education*, Lewiston, ID 6/15.
- Pullman Public School District Professional Development In-Service Teacher *Since Time Immemorial* training, Pullman, WA 6/15.
- Northwest Association of Teacher Educators annual conference Opening Address Washington State University, *Remaking Ourselves – Critical Hope and Healing in Education*, Pullman, WA 6/15.
- WSU Clearinghouse on Native Teaching and Learning presentation on *K-12 Culturally Relevant Curriculum Native Lesson Planning*, 3/15.
- WSU International Globalization, Diversity, and Education conference, *Indigenous Perspectives and Methodologies: A Discussion Session*, Spokane, WA 2/15.
- Washington State Tribal Leaders Congress, *WSU Native Clearinghouse on Teaching & Learning*, Suquamish, WA 12/14.
- WSU Clearinghouse on Native Teaching and Learning presentation on *K-12 Culturally Relevant Curriculum Native Lesson Planning*, 11/14.
- WSU College of Education Native American Advisory Board presentation on Clearinghouse on Native Teaching & Learning, Pullman, WA 10/14.
- WSU Clearinghouse on Native Teaching and Learning presentation on *K-12 Culturally Relevant Curriculum Native Lesson Planning*, 3/14.
- WSU International Globalization, Diversity, and Education conference, *Indigenous and Mestizo Leaders' Perspectives on Culture, Education and Health in Local Communities*, Spokane, WA 2/14.
- WSU Clearinghouse on Native Teaching and Learning presentation on *K-12 Culturally Relevant Curriculum Native Lesson Planning*, 11/13.
- AERA (American Educational Research Association) *Developing Your Scholar Identity: Early Career and Graduate Student Fireside Chat With Indigenous Peoples of the Americas SIG Mentors*, San Francisco, CA 4/13.
- Native Youth Project, *Indigenous Nationhood Movement* presentation, Spokane, WA 4/13.
- WSU Clearinghouse on Native Teaching and Learning presentation on *K-12 Culturally Relevant Curriculum Native Lesson Planning*, 3/13.
- Healing Lodge of Seven Nations, *Indigenous Nationhood Movement* presentation, Spokane, WA, 1/13.
- WSU Clearinghouse on Native Teaching and Learning presentation on *K-12 Culturally Relevant Curriculum Native Lesson Planning*, 10/12.
- NIEA, 43<sup>rd</sup> Annual Convention Tribal Leaders Summit, Oklahoma City, OK, 10/12.
- Native American and Indigenous Studies Association annual conference (NAISA) *Like Salmon Bridging the Academic Dams: Creating Inter-Institutional Native American Studies Programs*, Mohegan, CT 6/12.
- University of Idaho, Panelist, *Turning of the Wheel: A Humanities Exploration*, 4/12.
- WSU Clearinghouse on Native Teaching and Learning presentation on *K-12 Culturally Relevant Curriculum Native Lesson Planning*, 3/12.
- 15<sup>th</sup> Annual NIEA Legislative Summit, US Russell Senate Building, Washington, DC 2/12.
- 14<sup>th</sup> Annual NIEA Legislative Summit, Close-Up Foundation Partnerships presentation on the Recruitment of American Indian/Alaska Native/Native Hawaiian Students, US Russell Senate Building, Washington, DC 2/11.
- 14<sup>th</sup> Annual NIEA Legislative Summit, NE Senator Johanns and MI Senator Kildee Federal Appropriations on Indian Education Advocacy, US Russell Senate Building, Washington, DC 2/11.
- Keynote speaker for Seattle Public Schools Indian Education programs commencement, 5/11.
- NIEA/NMAI Tribal Leaders Summit, *Building Partnerships*, Washington, DC 12/10.
- Nez Perce Tribal Gaming Enterprises, Proposal Meeting for Professional Development Training, Lewiston, ID 6/10.
- Lewis Clark State College, Northwest Region Indian Education Summit, *"The New Indian: Modern Day Warrior"*, Workshop presenter, Lewiston, ID 6/10.
- Northwest Indian Youth Conference, Higher Education Panelist & *"The New Indian: Modern Day Lady Warriors"* and Youth Workshop Facilitator, Seattle, WA 4/10.

- Washington State Indian Education Association, “the New Indian” workshop, Spokane, WA 4/10.
- Panelist, A Student Fishbowl on the *Pathways Report and the Student Experience*, Evergreen State College, Seattle, WA, 2/10.
- WSU College Career Fair, Lakeside High School, Worley, ID 9/09.
- Federal Grant Review Facilitator, U.S. Department of Education Office of Indian Education Discretionary Grant Review, Tulsa, OK 4/08.
- Federal Grant Review Facilitator, U.S. Department of Education Office of Indian Education Discretionary Grant Review, Washington, DC 4/07.
- Federal Programs Workshop Facilitator, U.S. Department of Education Office of Indian Education Focus Groups, Portland, OR, 09/11/06, Albq, NM, 09/13/06, Minneapolis, MN, 09/15/06, Oklahoma City, OK 09/18/06, Anchorage, AK, 10/18/06, & Pembroke, NC. 11/06.
- Federal Grant Review Facilitator, U.S. Department of Education Office of Indian Education Discretionary Grant Review, Washington, DC, 5/06.

#### **Book Review**

- Wheaton, John W. *The Shoshone-Bannocks Culture and Commerce at Fort Hall, 1870-1940*. Lawrence: University Press of Kansas, 2005. In *Wicazo Sa Review* V21 N2 (Fall 2006): 194-96.

#### **Community Civic Service**

- Equity in Education Coalition, Board of Directors, Seattle, WA 06/2015 - Present
- Potlatch Fund Board of Directors, Seattle, WA 11/2014 – Present
- National Indian Education Association Board of Directors, Washington, DC, 10/2009 – 10/2012 (Secretary)
- Spokane Public Schools Diversity Advisory Council (DAC) 2005-06, 2007-08, 2008-09 (Vice Chair)
- African-American Hispanic Asian Native American Association (AHANA) 2005-08 (Member)

#### **Memberships**

- National Indian Education Association (NIEA) 2003-Present
- Maricopa Community Colleges United Tribal Employee Council (UTEC) 2003-05
- Arizona Indian Education Association (AIEA) 2003-04
- Close-Up Foundation Alumni 1990-Present

#### **Tribal Affiliations**

Dine/Nimiiipuu (enrolled)/Lenape descendant

#### **Professional References**

*Available Upon Request*

**VITAE**  
Susan Rae Banks-Joseph  
Washington State University

Home Contact

Work Contact

(b)(6)

**2005-present**

**Associate Professor**, Department of Teaching & Learning, Washington State University. Primary responsibilities: Teach and conduct research at a level of quality commensurate to a major research university, advise undergraduate and graduate students, and develop meaningful partnerships throughout the university and with Tribal colleges, community colleges, local Pre-K-12 schools and health agencies serving American Indian and Alaska Native students and communities throughout the Northwest.

**Fall 2009-Spring 2011**

**Coordinator**, Special Education Program, College of Education, Washington State University. Primary responsibilities: Provide leadership and administrative oversight of the Special Education Programs which includes but not limited to setting up faculty meetings and agenda, collaborating and coordinating with all other programs (Elementary Education, Secondary Education, Bi-Lingual Education, Literacy Education, Deaf Education, Cultural Studies) developing teaching schedule, securing instructors, addressing student concerns, and responding to programmatic requests.

**EDUCATION**

PhD	1997	The Pennsylvania State University	Special Education Cognate: Educational Psychology
MA	1992	Gonzaga University	Special Education/Early Childhood
BA	1982	Eastern Washington University	Special Education, Elementary Education Minor: Reading

**RELATED EDUCATION AND TRAINING**

1991	Spokane Guild School and Neuromuscular Center	Movement Disorders: Strategies for Intervention
1989	University of Washington	Special Education: Birth to Three
1989	University of Washington	Behavior Management for Persons who are Deaf/Blind
1988	Western Oregon State College	Behavior Management and Severe Disabilities

**Certification**

1997	Continuing Teacher Certification Endorsements:
	K-12 Special Education
	K-8 Elementary Education
	K-8 Reading
	P-3 Early Childhood Special Education

**PROFESSIONAL EXPERIENCE**

2010 Developed two courses for our online endorsement in Special Education

1997 - present Associate/Assistant Professor, Washington State University, Pullman, WA  
 Courses Taught: SPED 593 Diversity Issues in Special Education (Doctorial Course); SPED 596 Quality Indicators in Special Education Research (Doctorial Course); EdPsych 401 Classroom Assessment ; SPED 402/502 Assessment and Curriculum for Students with Disabilities; SPED 593 Diversity Issues in Special Education; SPED 409/509 Early Childhood Special Education; SPED 420/520 Teaching in Inclusive Classrooms; SPED 401/501, Teaching Students with High Incidence Disabilities; SPED 404/504 Professional Skills in Special Education; SPED 490/590 Practicum in Special Education; T&L 330 Diversity in Schools and Society; SPED 403/503 Secondary/Transition; SPED 522 Multicultural Issues in Special Education;; SPED 440, Teaching Students with Moderate/Severe Disabilities; SPED 301 Introduction to Special Education

- 2009 Puyallup Tribe, Native Classroom Management, Special Education Law and Processes, and Issues of Abuse and Neglect
- 1999-2007 Co-Director, National Native American Families Together Parent Training and Information Center (Advocacy and Training for families who have children with disabilities)
- 2006 Skagit Valley Community College, Culturally Responsive Classroom Management and Special Education Law and Processes
- 1998 - 2002 Program Co-Director/Liaison-Coordinator/Instructor, WSU/Northwest Indian College Teacher Training Program (Partnership)
- 1996 - 1997 Instructor, The Pennsylvania State University, University Park, PA  
Instructor for Introduction to Special Education for General Education Majors; Student Teacher Supervisor for Special Education and General Education Student Teachers, Undergraduates and Graduates
- 1995 Supervisor, The Pennsylvania State University, University Park, PA  
Masters Level Student Teacher Training Program
- 1991 - 1992 Early Childhood Special Educator/Resource Room and Consulting Teacher, Deer Park, WA (Ages 3-5 Inclusion and Grades 1-6)
- 1989 - 1991 Early Childhood Special Educator, Spokane, WA (Birth to Three, Neuromuscular Center; Provided direct services to children and families in center and home-based program; supervised student teacher interns.)
- 1987-1989 Institution Teacher/Staff Development, Medical Lake, WA  
(Severe/Profound Medically Fragile, ages 4-58; Trained and supervised direct care providers in an active treatment data-based model and provided direct services.)
- 1985 - 1986 Volunteer Preschool Teacher, Vancouver, WA  
Toddlers with and without special needs  
Individual Tutoring, Vancouver, WA  
One student with learning disabilities in mathematics and written language
- 1982 Institution Substitute Teacher, Medical Lake, WA  
Moderate/Severe, ages 7-21
- 1982 Student Teaching, Elementary, Cheney, WA  
1-3 grade combination classroom

**TEACHING/ADVISING RESPONSIBILITIES**

- 2006 - present Associate Professor, Washington State University  
Doctorial courses, Diversity Issues in Special Education and Quality Indicators in Special Education Research; Undergraduate and Graduate courses in: Classroom Assessment; Special Education Assessment and Curriculum; Introduction to Special Education for General Education Majors; Early Childhood Special Education; Multicultural Issues in

Special Education; Special Education Law and Professional Practice; Secondary/Transition; Special Education Practicum; Introduction to Special Education; and, Undergraduate Diversity in Schools and Society; advising undergraduate, Masters, and Doctoral students in the College of Education and the University more broadly as well as mentoring alumni in K-12 schools and visiting scholars (National and International)

- 1997 – 2005      Assistant Professor, Washington State University  
Served on Masters and Doctoral Committees; advised certified and non-certified majors in education; advised 26 students at Northwest Indian College Partnership Program
- 1996 - 1997      Instructor, The Pennsylvania State University  
Student Teaching Undergraduate/Graduate Seminar; Introduction to Special Education for Non-Special Education Majors; and Supervised Student Teaching
- 1994              Co-Instructor, The Pennsylvania State University  
Masters Level Student Teaching Seminar
- 1993              Instructor/Course Developer, The Pennsylvania State University  
New graduate level course in multicultural issues in special education

## SCHOLARLY ACTIVITIES

### Refereed Publications

**Banks-Joseph, S. R. (In Progress). Indigenous Special Education: A Meta-Analysis, Journal of American Indian Education.**

**Banks-Joseph, S. R. (In Progress). A Qualitative Study Investigating the Lived Experiences of Five Native Teachers over 10-12 Years of Professional Service: Reflections, Insights Gained, and Visions for the Future, Journal of American Indian Education.**

**Barrio, B., Miller, D., Hsaio, J., Dunn, M., Hollingshead, A., Peterson, S., & Banks, S. (Submitted). Cultural considerations for the individualized education programming, Teaching Exceptional Children**

Antony, P. J. & Banks-Joseph, S.R. (2011). Understanding Families from India Residing in the United States: Implications for Culturally Responsive Services. Multiple Voices: Ethnically Diverse Exceptional Learners,

Inglebret, E., CHiXapkaid (Pavel, D. M.), McCubbin, L., & Banks-Joseph, S. R. (2010). Making tribal culture visible in schools: A key to Native student success. *The ASHA Leader*, 15 (1), 24-25.

Shawer, S. F., Gilmore, D. & Banks-Joseph, S. R. (2009). Learner-driven EFL curriculum development at the classroom level. International Journal of Teaching and Learning in Higher Education (IJTLHE), 20 (2).

- Shawer, S. F., Gilmore, D. & Banks-Joseph, S. R. (2008). Student cognitive and affective development in the context of classroom-level curriculum development. The Journal of Scholarship of Teaching and Learning, 8 (1), 1-28.
- Inglebret, E., Banks, S.R., Pavel, M., Friedlander, R. & Stone, M.L. (2007). Case Study VII: Multimedia curriculum development based on the oral tradition. Information Technology and Indigenous People, pp. 23-25. Hershey, PA: Idea Group Inc.
- Banks-Joseph, S.R., & McCubbin, L. D. (2006). American Indian and Alaska Native early childhood family involvement: A review of the literature. In Thompson, N. L., Faircloth, S., & Schafft, K. (Eds.), *Proceedings of the Rural Early Childhood Forum on American Indian and Alaska Native Early Learning* (pp. 132-154). Mississippi State, MS: National Center for Rural Early Childhood Learning Initiatives, Mississippi State University Early Childhood Institute.
- Banks, S.R., & Miller, D. (2005). Empowering Indigenous families who have children with disabilities: An innovative outreach model. Disability Studies Quarterly, 25(2).
- Banks, S.R. (2004). Voices of tribal parents/caregivers who have children with special needs. Multiple Voices: Ethnically Diverse Exceptional Learners, 7(1), 33-47.
- Pavel, D. M., Banks, S., & Pavel, S. (2002). The OKSALE story: Training teachers for schools serving American Indians and Alaska Natives. Journal of American Indian Education, 41 (2), 38-47.
- Pavel, M., Inglebret, E., & Banks, S.R. (2001). Tribal colleges and universities in an era of dynamic development. Peabody Journal, 76(1), 50-72.
- Banks, S.R. (1997). Caregiver and Professional Perceptions of Assessment Practices and Validity for American Indian/Alaska Native Families. Journal of American Indian Education, 37(1), 16-44.
- Banks, S.R., & Neisworth, J. (1995). Dynamic assessment in early intervention: Implications for serving American Indian/Alaska Native families. Journal of American Indian Education, 34(2), 27-43.
- Banks, S.R., Davis, P., Howard, V. F., & McLaughlin, T.F. (1993). The effects of directed art activities on the behavior of young children with disabilities: A multi-element baseline analysis. Art Therapy, 10(4), 235-242.

## Book Chapters

**Inglebret, E., Banks-Joseph, S. R., & CHiXapkaid (Pavel, D. M.). (In progress) Book Chapter**

**Inglebret, E., Banks-Joseph, S. R., & CHiXapkaid (Pavel, D. M.). (2015). Differentiated instruction. In CHiXapkaid (D. Pavel), E. Inglebret, & S. Wood (Eds.), *Volume II - Guide to Designing Curriculum, Honoring Tribal Legacies: An Epic Journey of Healing*. Eugene, OR: College of Education, University of Oregon.**

CHiXapkaid Pavel, M., Banks-Joseph, S. R., Inglebret, E., McCubbin, L., Sievers, J., Bruna, L., Galaviz, S., Anderson, A., Egan, A., Brownfield, S., Lockhart, M., Grogan, G., & Sanyal, N. (2008). From Where the Sun Rises: Addressing the Educational Achievement of Native Americans in Washington State, 1-318. Clearinghouse on Native Teaching and Learning (Commissioned by the Governor's Office on Indian Affairs)

### **Non-Refereed Publications**

- Curry, C. & Banks, S. R. (2004). Cultivating voices: The importance of working with tribal parents/caregivers who have children with disabilities. Society for Advancement of Chicanos and Native Americans in Science News, 1-4.
- Banks, S. R. (2001). Native American Women: A Biographical Dictionary (Contributed to Second Edition), Bataille, G. & Lisa, L. (Eds.). New York: Routledge.
- Banks, S.R. (1996). Chapter Prologue. In Johnson, J.A., Dupuin, V.L., Musial, D., Hall, G.E., & Gollnick, D.M. Introduction to the foundations of American education, p.429. Boston: Allyn and Bacon.

### **Published Media**

- CHiXapkaid Pavel, M., Banks-Joseph, S. R., Inglebret, E., McCubbin, L., Sievers, J., Bruna, L., Galaviz, S., Anderson, A., Egan, A., Brownfield, S., Lockhart, M., Grogan, G., & Sanyal, N. (2008). From Where the Sun Rises: Addressing the Educational Achievement of Native Americans in Washington State. Software CD-Rom. Clearinghouse on Native Teaching and Learning
- Banks-Joseph, S.R. (2006). In Online Video, An Historic gathering: The Rural Early Childhood Forum on American Indian and Alaska Native Early Learning. <http://ruralec.msstate.edu/initiatives/native.htm>
- Banks, S.R., Pavel, M., & Friedlander, R.(2000). Diverse Voices: Native American Perspectives in Human Service Delivery. Software CD-Rom. Funded by the U.S. Department of Education(#H029K70133) in cooperation with the Department of Speech and Hearing Sciences at the Washington State University.

### **Project Annual/Final Reports**

- Curry, C., Banks-Joseph, & Ruben, P. (2007). National Native American Families Together Parent Training and Information Center, Annual Report, U.S. Department of Education.
- Curry, C., & Banks-Joseph, (2006). National Native American Families Together Parent Training and Information Center, Annual Report, U.S. Department of Education.
- Curry, C., & Banks-Joseph, (2005). National Native American Families Together Parent Training and Information Center, Annual Report, U.S. Department of Education.
- Curry, C., & Banks-Joseph, (2004). National Native American Families Together Parent Training and Information Center, Annual Report, U.S. Department of Education.
- Curry, C., & Banks-Joseph, (2003). National Native American Families Together Parent Training and Information Center, Annual Report, U.S. Department of Education.
- Curry, C., & Banks-Joseph, (2002). National Native American Families Together Parent Training and Information Center, Annual Report, U.S. Department of Education.

Banks, S.R., & Pavel, D.M. (2002). K-20 Annual Grant Report. U.S. Department of Education.  
Curry, C., & Banks-Joseph, (2001). National Native American Families Together Parent Training and Information Center, Annual Report, U.S. Department of Education.

Banks, S.R., & Pavel, D.M. (2001). K-20 Annual Grant Report. U.S. Department of Education.

Banks, S.R. (2001). OKSALE, Final Report. Kellogg Foundation.

Curry, C., & Banks-Joseph, (2000). National Native American Families Together Parent Training and Information Center, Annual Report, U.S. Department of Education.

Banks, S.R. (2000). OKSALE, Annual Report. Kellogg Foundation.

Solem, E., & Banks, S.R. (1999). OKSALE, Annual Report. Kellogg Foundation.

### **Grants**

**(In progress) Seeking support for developing culturally responsive transition planning in post-secondary education settings for Latino/Mestizo and Indigenous students with disabilities. Approx. 193, 000 for 18 month period.**

**(In progress) Seeking funding support to examine health disparities in serving Indigenous children with Disabilities.**

Co-Reciprocate of the Berry Faculty Fellowship, (2011/**2012** & 2012/2013) 10,000.00 per year.

Co-Principal Investigator, Addressing the Educational Achievement of Native Americans in Washington State (2008), \$131,000

PIs: Pavel, Banks-Joseph, McCubbin, and Inglebret

Principal Investigator, Washington State University (WSU) – Native Graduate Scholars' Program (2008). \$1,246,447.00 Unfunded

Co-Principal Investigator, OSPI Grant for Alternative Assessment, Developing Cultural Curriculum for Collection of Evidence Portfolio (2006), \$18,000.

PIs: Pavel & Banks-Joseph

Principal Investigator, Research Project: Evaluation of the National Native American Families Together Parent Training and Information Center's Outreach Model; Funded by the ARC of Washington, 2005-2007, \$ 20,000.

PI: Banks-Joseph

Co-Principal Investigator, Connecting IDEAs Grant, Improving Reading Achievement: A Demonstration Site for a Research-Based Intervention; Funded by Office Superintendent of Public Instruction, WA, 2003-2004, \$65,000.

PIs: Hudson, Banks, & Miller

Co-Principal Investigator, National Native American Families Together Parent Training and Information Center; Re-Funded by the U.S. Department of Education 2004-2007,

PR/Award # S299B160022

\$250,000, Years 1-3.

PIs: Curry & Banks

Co-Principal Investigator, National Native American Families Together Parent Training and Information Center; Funded by the U.S. Department of Education 1999-2004 \$100,000 Years 1 & 2; \$250,000 Years 3-5.

PIs: Curry & Banks

Co-Principal Investigator, OKSALE: The Northwest Indian College and Washington State University Native Teacher Preparation Partnership Program; Funded by the Kellogg Foundation, 1997-2001, \$950,000.

PIs: Banks, Solom, & Stewart

Co-Principal Investigator, K-20 Grant WSU/Northwest Indian College Partnership in Native Teacher Preparation; Funded by the U.S. Department of Education, 2000-2002, \$989,000 (Grant enabled the two institutions to connect to distant sites via WHETs and K-20 network to prepare Native American para-educators for the teaching profession.)

PIs: Banks, Stewart, & Pavel

CO-TEACH Site coordinator, for Northwest Indian College, Lummi Tribal School (A Co-Teach Professional Development School Site) in collaboration with Partnership in Native Teacher Preparation; Funded by CO-TEACH through the U.S. Department of Education, 1999-2004, \$160,000.

Principal Investigator, Student-Initiated Competition; Submitted to the U.S. Department of Education 1993; Not funded (Proposed study designed to investigate standardized norm-referenced assessment versus alternative assessment with American Indian children and families.)

### **Scholarly Presentations and Workshops**

#### **International & National Refereed**

**Barrio, B., Hsaio, J., Dunn, M., Peterson, S., Miller, D., Hollingshead, A., & Banks, S. (2015). Cultural considerations in the IEP process. Council for Exceptional Children Annual Convention and Expo, San Diego.**

**Banks, S. R. (2015). Closing the Achievement/Employment opportunity Gap for Native Youth/Young Adults with Disabilities. 46<sup>th</sup> Annual NIEA Convention & Trade Show, Oregon Convention Center, Portland, OR**

**Barrio, B., Miller, D., Dunn, M., & Banks, S.R. (2015). International perspectives of inclusion. Globalization, Diversity, and Education Conference, Spokane, WA.**

Banks, S., Miller, D., Dunn, M., & Barrio, B. (2014, February). Examining elements of special education: The intersect of culture, disability, and social justice. Panel presentation at the 10th Annual International Globalization, Diversity, and Education Conference, Spokane, Washington.

Banks-Joseph, S. R. (2012). Using adaptive technology to increase Indigenous people's access to language and culture classes, activities, and events. National Indian Education Association (NIEA) Annual Conference, Oklahoma City, Oklahoma

- McNeill, B.W., Delgado, S., & Banks, S.R. (2012). El Temascal: Mother of All Medicines. Society of Indian Psychologists, Logan, UT
- Banks-Joseph, S.R. (2011). Supporting young children with special needs in early childhood. National Indian Education Association (NIEA) Annual Conference, Albuquerque, NM
- Banks-Joseph, S.R. (2010). Developing culturally responsive transition plans for Indigenous students with special needs. National Indian Education Association (NIEA) Annual Conference. San Diego, CA
- Banks-Joseph, S.R. (2010). Native teachers' educational pathways. National Indian Education Association (NIEA) Annual Conference. San Diego, CA
- Banks-Joseph, S.R. (2010). Curriculum development with English as a foreign language students. Globalization Conference Spokane WA
- Noley, G., Banks-Joseph, S. R., & Yazzie, T. J. (2009). Native Leadership in Education. Native Leadership Forum, 40<sup>th</sup> Anniversary of the Native Leadership Program, PennState.
- CHiXapkaid Pavel, M., Banks-Joseph, S. R., Inglebret, E., McCubbin, L., Sievers, J., Bruna, L., Galaviz, S., Anderson, A., Egan, A., Brownfield, S., Lockhart, M., Grogan, G., & Sanyal, N. (2008). From Where the Sun Rises: Addressing the Educational Achievement of Native Americans in Washington State. National Indian Education Association (NIEA) Annual Conference, Seattle, Washington.
- Banks-Joseph, S.R. (2008). NCLB, IDEIA 2004: What Indigenous families and professionals need to know as they seek services for their children with special needs. National Indian Education Association (NIEA) Annual Conference, Seattle, Washington.
- Antony, P. J., & Banks-Joseph, S.R. (2008). Kudumbangale aadarichukondu neethinyavyavasthithi pinthudaruka--neneenehiitoxoe' hoowuhneniit boobooteenowo' Honoring Families': Pursuing Social Justice. TASH (International Conference): Nashville, TN
- Banks-Joseph, S.R. (2007). Educating Every Child: Legal Issues and Children with Behavioral Support Needs Strand. National Native American Families Together Community Friends Conference. San Diego, CA.
- Hughes, C., Prairie Flower Reuben Banks-Joseph, S.R., (2007). Educating your Representatives across Local, State, and National levels. Native American Training and Information Network Conference, Washington DC., Facilitator.
- Banks, S.R. (2006). Indigenous Family of Children with Disabilities Outreach: A Model for Success. Accepted for National Indian Education Association (NIEA) Annual Conference, Anchorage, Alaska.
- Banks-Joseph, S.R. (2006). Educating Every Child: Early Childhood Special Education Strand (Invited, Day 1). National Native American Families Together Community Friends Conference. San Diego, CA.
- Banks-Joseph, S.R. (2006). Educating Every Child: Secondary Education and Transition Strand. National Native American Families Together Community Friends Conference. San Diego, CA.

- Banks-Joseph, S.R., (2006). Educating your Representatives across Local, State, and National levels Native American Training and Information Network Conference, Washington DC., Facilitator.
- Banks-Joseph, S.R. (2005). Educating Every Child: Early Childhood Education Strand. National Native American Families Together Community Friends Conference. San Diego, CA.
- Banks-Joseph, S. R., & Brownfield, S. (2004). Educating Every Child: Reading Strand. National Native American Families Together Community Friends Conference. San Diego, CA.
- Banks, S.R., Lente Jojola, D., & Maestas Spencer, L. (2004). Educating Every Child: Early Childhood Education Strand. National Native American Families Together Community Friends Conference. San Diego, CA.
- Banks-Joseph, S. R. (2005, July). American Indian and Alaska Native early childhood family involvement: A review of the literature. Rural Early Childhood Forum on American Indian and Alaska Native Early Learning. Clinton Center, Little Rock, Arkansas.
- Banks, S.R., Rosin, D., & Wiley, J. (2003, November). Parent Involvement in Special Education: A Model for Success. National Indian Education Association (NIEA) Annual Conference, Greensboro, South Carolina
- Banks, S.R., Beaulieu, D., Figueira, A. M., & Kawai'ae'a, K. (2003, November). New Native Teachers and the Development of Reflective Practice Around Issues of Language and Culture in the Classroom. National Indian Education Association (NIEA) Annual Conference, Greensboro, South Carolina
- Banks, S.R. (2001, October). Voices of Tribal Parents/Caregivers Who Have Children With Special Needs. National Indian Education Association (NIEA) Annual Conference, New Orleans, LA.
- Akmal, T., Banks, S.R., Maring, J., & Shinew, D. (2001, January). Distance, Diversity, and Systemic Change in a Flagship Partnership. Holmes Partnership Conference, Albuquerque, NM.
- Banks, S.R. (2000, April). University and Tribal College Partnerships in Teacher Training: A Case Study in Progress. Paper Presented, AERA, New Orleans, LA.
- Banks, S.R. (1997, November). Caregiver and Professional Perceptions of Assessment Practices and Validity for American Indian/Alaska Native families. Paper presented at the National Indian Education Association Conference, Tacoma, WA.
- Banks, S.R. (1996, February). The Assessment Maze: Choosing a Path for Serving Children and Families of Culturally Diverse Backgrounds. Paper presented, International Early Childhood Conference (Division of Early Childhood: CEC), Phoenix, AZ.
- Banks, S.R. (1993, May). The Effects of Directed Art Activities on the Behavior of Young Children with Disabilities: A Multi-Element Baseline Analysis. Paper presented by Dr. Vicki Howard & Dr. Tim McLaughlin of Gonzaga University, Applied Behavior Analysis National Conference, Chicago, IL.

Banks, S.R. (1989, March). Preliminary Findings on Using Computers and Adaptive Hardware with Infants and Toddlers (3mos.-3yr.) with Special Needs were presented and discussed. Paper presented, Applied Behavior Analysis State conference, Seattle, WA.

### **Regional Refereed**

Miller, D. & Banks-Joseph, S.R. (2010). Fetal alcohol spectrum disorder: Effective strategies for working with children and adults. Indian Child Welfare Conference. Lewis & Clark State College, Lewiston, ID.

Banks, S. R. (2009). Addressing the achievement gap: In pursuit of social justice. From Where the Sun Rises: Addressing the Educational Achievement of Native Americans in Washington State. Northwest Teacher Education Association Conference, Seattle, WA

### **State Refereed**

**Banks-Joseph, S.R. (2015). Culturally Relevant Transition Planning, Washington State Indian Education Association, Yakima, WA**

Banks-Joseph, S.R. (2014). Using Assistive Technology: Increasing Students with Disabilities' Participation in Language/Culture Curriculum and Successful Academic/Social Development, Washington State Indian Education Association, Spokane, WA

Inglebret, E., Banks-Joseph, S. R., & Matson, S. (2014). Connecting the Northwest Native American Reading Curriculum to the Common Core State Standards. Presentation for the Annual Conference of the Washington State Indian Education Association, Spokane, WA.

Banks-Joseph, S.R. (2010). NCLB, IDEIA 2004: What Indigenous Families and Professionals Need to Know as they Seek Services for their Children with Disabilities. Washington State Indian Education Association, Spokane, WA

Banks, S.R. (2009). Transforming Teacher Education: In pursuit of social justice. From Where the Sun Rises: Addressing the Educational Achievement of Native Americans in Washington State. Washington State Indian Education Association, Ocean Shores, Washington.

Banks, S.R. (2007). IDEA 2004: What American Indian/Alaska Native Families and Professionals Need to Know and A Community Friends Outreach Model. Washington State Indian Education Association, Kamilche, Washington.

Banks, S.R. (2006). Current Research in Special Education: Panel Presentation. Washington State Indian Education Association, Pullman, WA.

Banks, S.R. (2004). Current Research in Education: Panel Presentation. Washington State Indian Education Association, Ocean Shores, WA.

Banks, S.R. (2000, October). Fulfilling the “Spirit” of IDEA: Working with American Indian Families. Partners In Education, Lewiston, ID.

Banks, S.R. (1989, April). Preliminary Findings on Using Computers and Adaptive Hardware with Infants and Toddlers (3mos.-3yr.) with Special Needs were presented and discussed. Paper presented, IDEAS Conference (Refereed),Spokane, WA.

### **Non-Refereed National**

Banks, S.R., Curry, C., & Rosin, D. (2003, January). Serving Native American Families Who have Children with Special Needs: Successes and Challenges. Invited Paper, Technical Assistance Alliance for Parent Centers, Sixth Annual Conference, Washington D.C.

Banks, S.R. (2002, August). Cultural Diversity. Invited, Technical Assistance Alliance for Parent Centers Conference, San Francisco, CA.

Banks, S.R. (2002, June). Multicultural Early Childhood Training. Invited, Member of State Leadership Team, Washington, D.C.

Banks, S.R., Racehorse, T., Jordon, M., & Curry, C. (2002, January). Advocating for Native American Families with Children with Special Needs. Invited Paper, Technical Assistance Alliance for Parent Centers Fifth Annual Conference, Washington, D.C.

Banks, S.R. (2001, March). American Indian Leadership Conference. Invited, Panel Participant, The Pennsylvania State University, University Park, PA.

Banks, S.R. (2001, March). The “Spirit” of IDEA. Invited Paper, Bureau of Indian Affairs Special Education Conference, San Diego, CA.

Banks, S.R. (2001, February). Monitoring and Enforcement of the Individuals with Disabilities Education Act. Invited Participant, Stakeholder Coalition, U.S. Department of Education, Office of Special Education Programs (OSEP), Washington, D.C.

Banks, S.R., Morrison, J., Gorospi, M., & Rosin,D. (2001, January). Advocating for Native American Families Who Have Children With Special Needs. Invited Paper, Technical Assistance Alliance for Parent Centers Fourth Annual Conference, Washington D.C.

Banks, S. R., Commander, L., Pavel, M., & Butterfield, R. (2000, November). Model Programs for Native American Student Empowerment and Retention. Invited Participant, AISES National Meeting. Participated in a four-hour symposium in which the causes and corrective measures needed to mitigate the high “drop out”/ “force out” rate of Native American students from the Anglo-educational system were examined and discussed, Portland, OR.

Banks, S.R., Racehorse, T., & Curry, C. (2000, September). Training Prospective Consultants in Advocacy, the Special Education Process, and Special Education Law. Invited Presenter at Two-day workshop sponsored by the Native American Families Together Parent Training and Information Center Conference, Moscow, ID.

Banks, S.R. (2000, August). Fulfilling the “Spirit” of IDEA: Working with American Indian Families. Invited Presenter, Northwest Regional American Indian Head Start Conference, Rapid City, SD.

Banks, S.R. (2000, August). Family Involvement in the Special Education Process: Best Practices and the Law. Invited Paper, First Annual BIA Special Education Law Conference, Albuquerque, NM.

Banks, S.R. (2000, May). Think Tank 2000: Coalitions Advancing the Civil and Human Rights of People with Disabilities from Diverse Cultures. Invited Participant, National Council on Disability, Washington, D.C.

### **Non-Refereed State**

Banks, S.R. (2002, September). Early Childhood Service Delivery. Invited Panel Participant, Washington State American Indians with Disabilities Annual Conference, Yakima, WA

Banks, S.R. (2001, October). Networking in Disability Service. Invited Presenter, Northwest Tribal Conference, Tacoma, WA.

Banks, S.R. (2001, March). Strategic Planning. Invited Participant, Idaho Regional Tribal Meeting for Vocational Rehabilitation Strategic Planning, Coeur D’Alene, ID.

Banks, S.R. (2000, November). Special Remarks on the Need for Young Students of Color to Join the Teaching Profession. Invited Guest Speaker, Future Teachers of Color Conference, Seattle, WA.

Banks, S.R. (2000, October). Fulfilling the “Spirit” of IDEA: Working with American Indian Families. Invited Presenter, Washington State PAVE Conference, Yakima, WA.

### **Workshops**

Banks, S. R. (2009). Native Classroom Management, Special Education and Professional Skills. Puyallup Tribe, Fife, WA.

Banks, S.R. (2003- Sept., 2007). Special Education & Community Friends Trainings, 2-6 Annually in American Indian/Alaska Native Communities.

Banks, S.R. (2003, July). Early Childhood Special Education & Community Friends Training, Invited, Rosebud, South Dakota.

Banks, S.R. (2002, December). Parent Involvement in Education and IDEA Legal Issues. Invited Paper, Yakima Nation Indian Head Start Conference, Yakima, WA.

Banks, S.R. (2002, October). IDEA: Laws and Transition Services. Invited Paper, Indian Head Start Workshop, Lapwaih, ID

Banks, S.R., & Ruben, P. (2002, March). Special Education Laws. Invited, Workshop for Lapwaih School District and Community Agencies, Lapwaih, ID

Banks, S.R., & Jordon, M. (2001, November). Parent Training: Special Education. Invited Presenter, Nez Perce Nation, Lapwaih, Idaho.

Banks, S.R. (1998, September). Transition Issues (laws and implications) for Students and Families with Disabilities. Invited, workshop conducted at the Families Together retreat weekend, Camp Roger C. Larson, Whorley, ID.

### **University Presentations**

CHiXapkaid Pavel, M., Banks-Joseph, S. R., Inglebret, E., McCubbin, L., Sievers, J. (2009). WSU Academic Showcase. From Where the Sun Rises: Addressing the Educational Achievement of Native Americans in Washington State

CHiXapkaid Pavel, M., Banks-Joseph, S. R., Inglebret, E., McCubbin, L., Sievers, J. (2009). WSU Native Research Expo. From Where the Sun Rises: Addressing the Educational Achievement of Native Americans in Washington State

Banks-Joseph, S.R. (2008). Assessing students with special needs. Guest Lecturer in Adaptive Physical Education

Banks-Joseph, S. R. (2008, July). Doctoral Fellows Program.

Banks-Joseph, S.R. (2008). WSU Academic Showcase. Research Results: Learner-driven EFL curriculum development at the classroom level by Shaver, S. F., Gilmore D., & Banks-Joseph, S. R.

Banks-Joseph, S. R. (2007, July). Doctoral Fellows Program.

Banks-Joseph, S. R. (2006, July). Doctoral Fellows Program.

Banks, S.R. (2000, November). Research Experiences: Personal Story and Perspectives. Invited Presenter, Seminar for Doctoral Candidates, WSU-Pullman, WA.

Banks, S.R. (1999, February). Research Experiences: Personal Story and Perspectives. Invited Presenter, Seminar for Doctoral Candidates, WSU-Pullman, WA.

Banks, S.R. (1998, October). Diverse Learners: A Summary of the History and Current Issues for Special Education and American Indian/Alaska Native Education within the United States. Invited paper presented, College of Education, Nishinomiya Conference, WSU Pullman, WA.

Banks, S.R. (1998, October). Special Education Issues: Dialogue Regarding Law, Assessment, Serving Culturally/Linguistically Diverse Learners, and Specific Issues Encountered in Student Teaching. Invited speaker, in student teaching seminar, WSU-Pullman, WA.

Banks, S.R. (1998, September). Graduate Studies: Victories and Challenges. Seminar for Doctoral Candidates, WSU-Pullman, WA.

Banks, S.R. (1998, April). Issues for American Indian Youth: Implications for Teachers and Counselors. Invited presenter, as part of a colloquium series on Issues of Diversity in Higher Education, WSU-Pullman, WA.

- Banks, S.R. (1998, April). Special Education Issues: School Counselor and Teacher Partnerships. Invited speaker, school counseling practicum seminar, WSU-Pullman, WA.
- Banks, S.R. (1997, November). Assessment and Service Delivery Considerations for Serving American Indian Children with Special Needs and Their Families. Invited speaker, school counseling practicum seminar, WSU-Pullman, WA.
- Banks, S.R. (1997, October). Special Education Issues: Dialogue Regarding Law, Assessment, Serving Culturally/Linguistically Diverse Learners, and Specific Issues Encountered in Student Teaching. Invited speaker, in student teaching seminar, WSU-Pullman, WA.
- Banks, S.R. (1996, January; 1994, March; 1993, September). American Indian Families, Culture, and Special Education Issues. Invited presenter, in a course on Family/Professional communication and relationships, The Pennsylvania State University, University Park, PA.
- Banks, S.R. (1993, September-December). Cultural Diversity in Special Education, Working with Parents and Families, Early Childhood Education, Children with Behavioral Disorders, Children with Communication Disorders, Children with Physical and Health Impairments, and Children with Severe/Profound Impairments. Guest lecturer in a course entitled, Introduction to Special Education, The Pennsylvania State University, University Park, PA.
- Banks, S.R. (1993, September). IEP Development. Guest lecturer in a course entitled, Introduction to Special Education, The Pennsylvania State University, University Park, PA.
- Banks, S.R. (1992, September). Research in Education of Groups with Disabilities (SPED 573). Guest lecturer, The Pennsylvania State University, University Park, PA.
- Banks, S.R. (1991, May). Inclusion and Early Childhood. Guest lecturer, Whitworth College, Spokane, WA.

### **Professional Consulting**

- 2001-ongoing**            **“In Kind”, Advocacy and Research for Families and Professionals of American Indian/Alaska Native Children with and without Disabilities**
- 2001 - 2004            Program Evaluator, Lapwai Center for the Arts Summer Youth Program.
- 2000                    Invited Reviewer, American Guidance Service (AGS). Reviewed the Kaufman Revised Achievement Battery and the Aptitude Battery.
- 1995                    Grant Reviewer, US Department of Education, Washington DC. Applicants seeking funding for Parent Training Centers, Nationwide.

### **Reviews**

- 2012 & 2013**            **Invited reviewer, American Journal of Indian Education**
- 2012                    Invited Reviewer, American Journal of Education

- 2005 Invited reviewer, The Journal of American Secondary Education
- 2003 Reviewer, WSU and U of I, Native Aquaculture Education, Reviewed grant proposals.
- 2002 Reviewer, National Council on Disabilities, Disabilities on Tribal Lands Research Project, Reviewed grant proposals.
- 1995/1996 Co-Reviewer, Topics in Early Childhood and Journal of Early Intervention, The Pennsylvania State University.

## **SERVICE ACTIVITIES**

### **National**

- 1997-present Family-School Advocacy for Children with Disabilities (Attend IEPs, Mediation, Due Process Hearings at family or school request in-person or via phone conferencing)**
- 2003 - 2005 Member, AIRROW  
Native Americans with Disabilities Advocacy Organization
- 2000 - 2003 Member, Leadership Coalition Unlimited  
National Committee for Addressing Diverse Populations with Disabilities
- 2003 Member, The IDEA Partnerships Summit  
State Summit Work Sessions
- 2001 - 2003 American Education Research Association  
Secretary, Indigenous Peoples of American, Special Interest Group

### **Regional**

- 1997-present Family-School Advocacy for Children with Disabilities (Attend IEPs, Mediation, Due Process Hearings at family or school request)**
- 2007 13<sup>th</sup> Annual Basket Weavers Conference, planning team member
- 2006 12<sup>th</sup> Annual Basket Weavers Conference, registration assistant

### **State**

- 2009-**Spr.2011** Washington State Indian Education Association, Board Member
- 1997-present Family-School Advocacy for Children with Disabilities (Attend IEPs, Mediation, Due Process Hearings at family or school request)**
- 2010 Washington State Highly Capable Workgroup member

- 2007 OSPI Early Childhood Endorsement Committee Member
- 2006 Washington State Indian Education Association, Vice-Chair
- 2006 Invited Research Presentation, Coeur d' Alene Tribe, Presented Qualitative Research Results form Interviews Conducted
- 2003 Invited Participant, Washington State Tribal Education Summit:  
Leave No Indian Child Behind  
Parent/Family Involvement in Special Education
- 2002 - Present Mentor, Native & Non-Native Teachers (WSU Alumni)**
- 6/02-2005 Member, State Multicultural Early Childhood Leadership Team
- 1/98-Present Family Advocate, Indigenous Peoples with Disabilities**
- University**
- 2014** Honors College Thesis Reviewer
- 2006-2015 Member of the Native American Faculty, Staff, and Administrative Professional Association (NAF-SAPA)**
- 1997-2015 Active Supporter of Ku-Au-Mah, NAWA, and NIGC Student Organizations 2010-2011 Association of Faculty for Diversity**
- 2007-2011 Member of the Early Childhood Advisory Council
- 2007-2011 Member of the Early Childhood Coalition
- 2005-2009 Member of American Indian Advisory Council
- 2008 Summer Doctoral Fellows Mentor
- 2006, 2007 Reviewer, Regents Scholars Program
- 2005 Member of Search Committee, Native American Student Center Retention Counselor
- 2005 Member of Search Committee, Asian American Recruitment Coordinator
- 2002 Reviewer, Regents Scholars Program
- 1997-present Advocate for Students with Disabilities
- 1997 - 2000 Co-Chair, Native American Women's Student Association

**College**

<b>2013-2015</b>	<b>Member of the Graduate Studies Committee</b>
2010- 2012	Co-Director of the Mestizo and Indigenous Center for Research and Outreach
2008-2009	Member of CEFAC
2008-2009	Member of Graduate Studies Committee
2007-2009	Visiting Scholar Mentor
<b>2003 - 2015</b>	<b>Member, Native American Clearing House Advisory Board</b>
2000 - 2008	Member, College of Education Diversity Committee
1998 - 2002	Member, College of Education Scholarship Committee

**Department**

<b>1997 - 2014</b>	<b>Member, Special Education Program Committee</b>
2012 & 2013	Chair, Special Education Search Committee
Fall 2009-Spr. 2011	Coordinator of Special Education Program
2010	Graduate Studies Committee
2007	Faculty Search Committee, Early Childhood Vacancy
2007	Faculty Search Committee, English as a Second Language (ESL) Vacancy
2004/2005	Chair, Faculty Search Committee, Special Education Vacancy
2003-2013	Interviewer, Candidates for Teacher Education Program
2003	Member, Faculty Search Committee, Counseling Psychology
2002	Member, Faculty Search Committee, Counseling Psychology
2002	Chair, Faculty Search Committee, Special Education Vacancy
2002	Member, Faculty Search Committee, Multicultural Education
2001	Member, Faculty Search Committee, Multicultural Education
2000	Member, Faculty Search Committee, Elementary Reading
2002 - 2005	Member, Graduate Education Committee
1998 - 2005	Member, Elementary Education Committee
1998 - 2008	Member, Secondary Education Committee

**Local Community Committees/Service**

<b>1998 - 2015</b>	<b>Family Advocate, Families who have children with Disabilities Attend IEPs, Conduct local discussions, Participate in Hearings</b>
2011	Participate in Community of Color Dialogue, Red Lion Inn, Spokane , WA

- 2002-2003 Member, Advisory Board,  
OIE Professional Development Grant  
University of Idaho
- 2000 - 2008 Member, Whitman County Interagency Coordinating Council  
(Early Childhood Special Education Service Provision)
- 1999 - 2001 Member, Advisory Board Families Together

**The Pennsylvania State University and Community Service**

- 1993 - 1997 Member, Commission on Racial/Ethnic Diversity  
Standing University Committee
- 1995 - 1996 Member, Advisory Board, Delta Program  
An alternative junior and senior high school program  
State College Area School District
- 1994 Volunteer, Easter Seals Fund
- 1993 - 1994 Member, Graduate Student Association
- 1992 - 1997 Member, Native American Indian Student Association  
Treasurer, 1993 - 1994

**HONORS**

- 2013 Service Award
- 2011-12 Berry Faculty Fellow
- 2011 Faculty Service Award
- 2009 Indigenous Honor Ceremony, Puyallup Tribal Language Program
- 2009 Certificate of Appreciation... Signed by Governor Chris Gregoire for the major statewide report on Indian education entitled: From Where the Sun Rises: Addressing the Educational Achievement of Native Americans in Washington State
- 2005 Indigenous Honor Blanket Ceremony, Pah-Loots-Pu
- 2005 Mortor Board, Distinguished Professor
- 2003 Martin Luther King Jr. Distinguished Faculty Service Award  
Washington State University, Pullman, WA
- 2002 Faculty Excellence Award for Service  
College of Education  
Washington State University, Pullman, WA
- 2000 Academic Enrichment Award  
Office of the Associate Vice President  
Washington State University, Pullman, WA

- 1992 - 1996 American Indian Special Education Leadership and Teacher Training Fellowship, The Pennsylvania State University, University Park, PA
- 1994 The Spencer Travel Fellowship
- 1994 Burdett E. Larson Graduate Fellowship, The Pennsylvania State University, University Park PA
- 1992 - 1996 Annual Recipient, Rackley Scholarship, The Pennsylvania State University, University Park, PA
- 1990 Early Childhood Personnel Preparation Grant Recipient  
Gonzaga University, Spokane, WA

**PROFESSIONAL ORGANIZATION MEMBERSHIPS**

*National Indian Education Association*

*Washington State Indian Education Association*

Elected Past Board Member

**Zoë Higheagle Strong, Ph.D.**  
**Brief CV**

(b)(6)

**EDUCATION**

2015 University of Washington Ph.D., Educational Psychology  
(Learning Sciences & Human Development)

**RELEVANT PROFESSIONAL EXPERIENCE**

2015-Present Clinical Assistant Professor, Educational Psychology College of Education,  
& Research Fellow for the Plateau Center for Native Americans  
Washington State University, Pullman, WA

2011-2014 Program Grant Evaluator. *Wakanyeya "sacred little ones" early childhood education initiative.*  
Contracted by American Indian College Fund, Denver, CO

2011-2013 Co-Principal Investigator. *Preferred preparation for Native early childhood educators – Washington  
state study.* Contracted by Thrive by Five Washington, Seattle, WA

**CURRENT GRANT AWARD**

2016-2019 Co-Principal Investigator. *Peer influence response to threat: Cultural norms, reciprocity & self-identity.*  
FY 15 Comprehensive School Safety Initiative. Office of Justice Programs. **Department of Justice.**  
**Awarded: \$638,040 (\$75,000 WSU subcontract).**

**RELEVANT SCHOLARLY ACHIEVEMENTS & PUBLICATIONS**

Higheagle Strong, Z., Li, M., & Fryberg, S. (in preparation). American Indian and Alaska Native gender differences in math and reading self-concept: Perceived academic support matters.

Jegatheesan, B., Higheagle Strong, Z. & Bujorbarua, P. (in preparation). Pre-service teacher preparation: Pedagogical thoughtfulness and empathy in teaching Native American children.

Higheagle Strong, Z. (2015). American Indian and Alaska Native self-concept in math and reading: Academic support, ethnic identity and gender differences (Doctoral dissertation). Retrieved from <http://hdl.handle.net/1773/33520>

Higheagle Strong, Z. (2013). Native American youth voices on success, identity, and cultural values: Educational success and positive identity development through culturally responsive mentoring (master's thesis). Retrieved from <http://hd.handle.net/1773/23627>

CHiXapkaid (D. Michael Pavel), Higheagle Strong, Z., Dolata, A., & Wilson, A. (2015). *Wakanyeya "sacred little ones" early childhood education initiative: Tribal college readiness and success by third grade: External evaluation* (Report No. 4). American Indian College Fund.

Higheagle Strong, Z., & Jegatheesan, B. (2014). *School culture matters: Empowering and enabling Native American students in public schools.* In P. McCardle & V. Berninger. (Eds). *Narrowing the achievement gap for Native American students: Paying the educational debt.* New York: Routledge.

CHiXapkaid (Pavel, M.), Higheagle Strong, Z., Dolata, J., Baker, A. (2014). *Dear children: Preferred preparation for native early childhood educators report.* Thrive by Five Washington. Retrieved from [https://thrivewa.org/wp-content/uploads/Dear\\_Children\\_Final\\_Report.pdf](https://thrivewa.org/wp-content/uploads/Dear_Children_Final_Report.pdf)

Higheagle Strong, Z. (2013). *We are a catalyst that creates connections: Northwest Indian College wakanyeya "sacred little one:" External evaluation* (Report No. 3). American Indian College Fund.

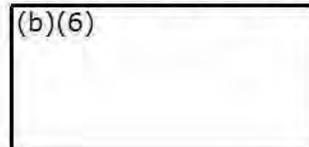
**RELEVANT TEACHING & COURSE DEVELOPMENT**

***Washington State University***

- Indigenous Epistemology & Methodology (Developed Course)

- Introduction to Qualitative Research in Education  
*University of Washington – Assistant Teaching*
- Family and Community Influences on the Youth Child

**JEANETTE WEASKUS, PH.D.**



**EDUCATION:**

Washington State University

2011 Graduate

**Ph.D. in Rhetoric & Composition**

Areas of concentration include: literature studies (20<sup>th</sup> century, Chaucer & medieval, women writers of the 20<sup>th</sup> century); teaching with technology; teaching literature; classical, Roman & modern rhetoric; alternative academic discourse & rhetorics of non-traditional students; contemporary university composition pedagogies & practices in the classroom

~2011 Imagining Indigenous Futurisms, Portland State University writing contest, Winner

University of Idaho

2005 Graduate

**M.F.A. in Creative Writing**

Areas of concentration include: literature studies (20<sup>th</sup> century, Native American, writers of the American West, 20<sup>th</sup> century); writing literary fiction and non-fiction with Mary Clearman-Blew and Kim Barnes; screenwriting

Lewis Clark State College

2001 Graduate

**Bachelor of Arts in English, Minor in Native American Studies**

Areas of concentration: fiction writing with Claire Davis; non-fiction writing with Kim Barnes; world literature; British literature; minorities literature

~Prize Winner LCSC Non-Fiction Prose Contest 1998~

~Isaac "Ike" Wilson Memorial Scholarship Winner 1999~

**TEACHING EXPERIENCE:**

University of Idaho

Fall 2009

**Instructor, Native American Literature (Engl 484)**

PR/Award # S299B160022

Interim Instructor for Dr. Janis Johnson (as requested by herself) during her recovery from serious illness

Washington State University

August 2011 – May 2016

**Assistant Clinical Professor, Plateau Center for Native American Programs**

- \*Introduction to Indigenous Studies (CES 171) 2011-2015
- \*Contemporary Native Peoples of the Americas (ANTH 327) 2011-2016
- \*Native American Literature (ENGL 341) 2010-2014
- \*Indigenous Film (CES 379) 2013
- \*Native Peoples of North America (ANTH 320) 2011-2016
- \*Identity in Tribal Nation Building (ANTH 300) FA15
- \*Culture in Tribal Nation Building (ANTH 300) SP16

August 2006- May 2011

**Teachers Assistantship**

- \*Freshman Composition (English 101) Spring 2008
- \*English 100 (Fall 2008, Spring 2008, Fall 2009)
- \*Native American Literature (Engl 341) Spring 2010
- \*Teacher's Assistant for World Civilization (GenEd 110) Fall 2007

Northwest Indian College/Nez Perce Tribe

September 2005-August 2006

**Instructor, Native American Literature, English, and Adult Education**

- \*Native American Literature (200 level) Fall 2005 Quarter
- \*Freshman composition (English 101) Fall 2005 Quarter, Winter 2006 Quarter, Spring 2006 Quarter
- \*Adult education/GED
- \*Pre-college writing (English 98, 99, &100) defined as above high school and below freshman college level; Fall 2005 Quarter, Winter 2006 Quarter, Spring 2006 Quarter
- \*Humanities (100 level) Spring 2006 Quarters

Northwest Indian College

Sept. 2004-Dec. 2004 (Fall 2004 Quarter)

**Adjunct Faculty**

Instructor of Native American Literature (200 level)

April 2005-June 2005 (Spring 2005 Quarter)

**Adjunct Faculty**

Instructor of Humanities (100 level)

**Awards and Grants:**

2003 - 2004 American Indian Graduate Center Fellowship

2006 - 2010 American Indian Graduate Center Fellowship

PR/Award # S299B160022

2006-2010 Plateau Indian Scholarship Recipient (WSU)  
2006-2009 Eva Petersen Award for Plateau Indian English Teachers (WSU)

## Publications:

- Weaskus, Jeanette, 2009. "The Spirits of the 80's." *Borne On Air: Essays by Idaho Writers*, 247-253.
- Weaskus, Jeanette, 2007. "A Ghost Dance for Words." *Sovereign Bones: New Native American Writing*, 129-134.
- Weaskus, Jeanette, 2011. "Nez Perce Indian Rhetorics of the Past and Present." Washington State University online dissertation library
- Weaskus, Jeanette, 2016. *The Rattlesnake Trials*. Pen Name "Rusty Greene." Amazon.com. eBook. web

## Scholarly Activities:

### Conferences

Essay entitled, "The Fight," presented at 2005 Western Literature Association Conference in Los Angeles

2012 Annual Vine Deloria, Jr. Indigenous Studies Symposium, Northwest Indian College, Bellingham, WA

**BRIEF VITA****BRIAN WILLIAM McNEILL**

(b)(6)

**Academic Background**

Ph.D. Counseling Psychology. (1984). Texas Tech University (APA Full Accreditation)

**Relevant Employment Experience**

Co-Director Pacific Northwest Center for Mestizo and Indigenous Research and Outreach  
July 2011-present

Professor Department of Educational Leadership and  
Counseling Psychology  
Washington State University  
August 1999-present

**Relevant Publications**

McNeill, B.W., McCubbin, L., & Sevedge, S. (In Press). *Mestiza/o, Indigenous and Liberation Perspectives on Social Issues*. In A. Blume (Ed.). *Social Issues in living color: Challenges and solutions from the perspective of ethnic minority psychology*. Praeger.

Ortiz, F. E., McNeill, B. W., & Arellano, L. (In Press). *Mexican psychology: Indigenous, colonial and post modern contributions*. London: Edward Mellen Press Ltd.

Gallardo, M. E., & McNeill, B. W. (Eds.) (2009). *Intersections of multiple identities: A casebook of evidence-based practices with diverse populations*. New York: Routledge.

McNeill, B. W., & Cervantes, J. C. (Eds.). (2008). *Latina/o healing traditions: Mestizo and Indigenous perspectives*. New York: Routledge.

Velasquez, R., Arellano-Morales, L., & McNeill, B. W. (Eds.). (2004). *Handbook of Chicana/o psychology and mental health*. New Jersey: Lawrence Erlbaum Associates, Inc.

**Relevant Courses Taught/Involvement with Similar Projects**

- Chicana/o Latina/o Psychology (Washington State University)
- Multicultural Counseling /Counseling Diverse Populations (Washington State University)

# Faith Price

(b)(6)

## EDUCATION:

Master of Arts in Journalism, the University of Montana, May 2002  
 Bachelor of Arts in Social Work, the University of Montana, May 1997

## EMPLOYMENT:

### **Assistant Director, December 2013 - Present**

*Native American Programs, Washington State University, Pullman, WA [www.native.wsu.edu](http://www.native.wsu.edu)*

- Oversight of undergraduate student services including Native American undergraduate recruitment and retention.
- Design programming for educational, social, and cultural activities offered by Native American Student Center.
- Coordination of the Tribal Nation Building Leadership Program and co-instruct Human Development 499 "Professional Preparation" course.
- Responsible for office communications including the website, monthly newsletter, and producing print materials for recruitment and outreach.
- Supervise Native American Retention Counselor, Native American Outreach Coordinator, Student Ambassadors, and Communications Assistant.

### **Principal Assistant to the Tribal Liaison, February 2012 – December 2013**

*Native American Programs, Washington State University, Pullman, WA [www.native.wsu.edu](http://www.native.wsu.edu)*

- Provide budget management, processing of complex documents and confidential paperwork including travel, payroll, and purchasing.
- Responsible for office communications including the monthly newsletter, listserv management, and producing print materials for recruitment and outreach.
- Develop and maintain the office website and student databases.
- Arrange special projects and events.
- Supervise student and temporary employees.

### **Financial Aid Counselor, October 2011 – February 2012**

*Student Financial Services, Washington State University, Pullman, WA [www.finaid.wsu.edu](http://www.finaid.wsu.edu)*

- Counseled students and parents on the financial aid process.
- Provided customer service duties included answering student and parent questions on the phone and at the Financial Aid Office window.
- Performed outreach to current and prospective students and the community.
- Created presentation and info sheet about financial aid and scholarships for WSU Native American students.
- Processed financial aid paperwork, requiring great attention to detail while working under deadline.
- Oversaw the web site team. Responsible for updates to the site and creation of new content.

### **H.E.L.P. Advocate, July 2010 – June 2011**

*Homeless Education & Literacy Project, Lincoln County School District, Newport, OR [www.lincoln.k12.or.us](http://www.lincoln.k12.or.us)*

- Worked closely with K-12 personnel at four schools to identify and provide services to homeless students and their families to ensure academic success.
- Ensured that the school district was complying with the legal requirements of the Title X McKinney Vento Act regarding the educational rights of homeless students.
- Operated a "learning center" for the community, offering educational enrichment activities for youth and adults, including after-school tutoring, family literacy activities, parenting classes, food programs, and basic needs resources.
- Counseled homeless students and families on assistance available, including academic and basic needs, as well as referral to community resources.
- Developed Access databases of program participants and volunteers.
- Recruited, trained and supervised volunteers and paid instructors.

**Youth Development Coordinator, June 2006 – July 2009**

*The Flagship Program, Lowell Elementary School, Missoula, MT [www.flagshipprogram.org](http://www.flagshipprogram.org)*

- Managed all day to day operations of an after-school prevention program at an elementary school in a diverse, low-income neighborhood, with the intent of providing free, healthy, activities as an alternative to risky behavior. The program averaged 50 students in attendance daily, 5-6 activities running concurrently, led by 10-12 adult volunteers.
- Supervised and trained a volunteer staff of 50 activity leaders, including college students and community members, and collaborated with community partners.
- Created curriculum for activity leaders to follow, from subjects including the arts, academic tutoring, sports, recreation, mentoring, and service activities.
- Worked with school staff, teachers, principal, students and parents in the development of new after-school programs, on a continual basis.
- Created brochures and promotional flyers to recruit students for activities.
- Held community events for students and families.
- Produced a summer program yearbook, as well a newsletter for the entire Flagship Program (10 other school sites).

**Assistant Director, Nov 2003 – July 2005**

*Upward Bound Program, the University of Hawaii at Hilo, Hilo, HI [www.uhh.hawaii.edu/academics/ub](http://www.uhh.hawaii.edu/academics/ub)*

- Prepared low-income high school students, who potentially were the first college students in their families, for success in higher education.
- Served as Acting Director, responsible for all management aspects of Upward Bound and Upward Bound Math/Science programs while director was on a six-month sabbatical.
- Supervised six full-time program staff, oversaw budgets, recruited students, and submitted Annual Performance Reports to the U.S. Department of Education.
- Facilitated workshops on college and career opportunities, including the financial aid process and scholarship essay writing.
- Constructed and led personal development, team-building, and leadership activities for youth
- Provided high school seniors with guidance, and monitored their progress, through the college admissions process.
- Trained and supervised approximately 15 summer program residential staff.
- Produced program newsletter, developed and maintained program web site.

**Program Coordinator, Dec 1997- Sept 2003**

*McNair Scholars Program, the University of Montana, Missoula, MT*

- Assisted underrepresented college students in preparing for graduate school
- Served as Acting Director, facilitating all aspects of the program while McNair director was on a six-month leave of absence. Supervised program assistant, submitted Annual Performance Reports to U.S. DOE, developed and conducted program activities, as well as usual duties of program coordinator.
- Created new educational workshops around the graduate school application process, finding financial aid and scholarships, taking the GRE, and writing personal statements.
- Aided director in submitting Annual Performance Reports to the U.S. Department of Education and in writing successful grant proposal.
- Identified and recruited McNair scholars - students from ethnic minority or low-income/first generation to college backgrounds who wanted to achieve a PhD.
- Coordinated scholar research, travel activities, and mentoring experiences.
- Developed and maintained program web site, designed and produced newsletter, responsible for payroll, record keeping and bookkeeping.

**WSU SERVICE:**

- **Member, Native American Advisory Council to the Provost, February 2012 – Present**
- **Member, Martin Luther King, Jr. Day Committee, July 2013 – Present**
- **Member, Humanitas Planning Committee, May 2014 – Present**
- **Member, First Scholars Strategic Partners Group, March 2014 – Present**
- **Member, Student Support Services Advisory Board, March 2014 – Present**
- **Member, Fostering Cougar Champions Advisory Board, May 2014 – Present**
- **Member, College Assistance Migrant Program Advisory Board, December 2012 – Present**
- **Member, Native American Student Advocacy Institute National Planning Committee, Nov 2014 – Present**

- **Member**, *Native American Student Advocacy Institute Local Planning Committee, October 2014 – June 2015*
- **Chair**, *Plateau Native American Scholarship Committee, December 2013 – Present*
- **Chair**, *MOU Tribal Scholarship Committee, December 2013 – Present*
- **Member**, *Muckleshoot Scholarship Committee, Fall 2013 – Present*
- **Scholarship Reader**, *Office of Financial Aid & Scholarships, yearly since spring 2012*
- **Advocate**, *Native American Women's Association, Washington State University, October 2012 – Present*
- **Advisor**, *Alpha Pi Omega sorority, April 2016 - Present*
- **Chair**, *Search Committee for Assistant Director of Plateau Center, Spring 2016*
- **Chair**, *Search Committee for Principal Assistant to the Tribal Liaison, Summer 2015*
- **Member**, *Search Committee for Assistant Director of the Chicano Latino Student Center, Summer 2015*
- **Chair**, *Search Committee for Principal Assistant to the Tribal Liaison, Spring 2014*
- **Member**, *Search Committee for High School Equivalency Program Advisor and Recruiter, Fall 2014*
- **Chair**, *Search Committee for Native American Leadership Coordinator, Spring 2013*

**COMMUNITY SERVICE:**

- **Volunteer**, *Palouse Pathways college access group, May 2015-Present*
- **Volunteer**, *PATH Therapeutic Riding Program, May 2012 – Fall 2013*
- **Board Member**, *National Coalition Building Institute, Missoula Chapter, October 2007 - June 2009*
- **Committee Member**, *Native American Parent Committee, Missoula School District #1, Sep 2008 - May 2009*

**GRANTS:**

- *Nez Perce Tribe Local Education Program Fund, Co-PI 2015-16*
- *Muckleshoot Scholarship Grant, Co-PI 2015-16*

**AWARDS:**

- *College Board Professional Fellowship, 2016*
- *Women's Resource Center Wall of Legacy Inductee, 2013*

# Jones, Autumn Nicole

(b)(6)

## EDUCATION

### **BACHELOR OF ARTS | AUGUST 2012 | WASHINGTON STATE UNIVERSITY**

- Major: Human Development
- Minor: American Indian Studies
- Certificate: Family Studies
- GPA in major: 3.53

## HONORS & AWARDS

- **Outstanding Native American Graduate Award** 2012 | Washington State University | Native American Student Center
- **Martin Luther King Jr. Distinguished Student Service Award** 2011 | Washington State University | Equity and Diversity
- **President's Award Nomination** 2011/2012 | Washington State University

## LEADERSHIP

- **Chair**, Native American Alliance | Fall 2011-Spring 2012
- **Chair**, Native American Women's Association | Fall 2008-2011

## CLUBS

- WAZZU Singers | Native American Women's Association | Ku-Ah-Mah | Native American Alliance | Coalition of Women Student's

## EXPERIENCE

### **NATIVE AMERICAN OUTREACH COORDINATOR | WASHINGTON STATE UNIVERSITY | OCTOBER 2012-CURRENT**

- Design and implemented programming for early outreach and recruitment activities to increase enrollment of Native American students to WSU
- Work closely with WSU Admissions, MSS, and other WSU faculty/staff to stay informed on WSU policies and procedures involving academic, financial, and degree programs
- Participate in student visitations; attend college fairs at regional high schools; and other community events or conferences with Native American emphasis
- Maintain communication with potential students and community members using various methods

### **NATIVE AMERICAN OUTREACH ASSISTANT | WASHINGTON STATE UNIVERSITY | FEBRUARY 2012-OCTOBER 2012**

- Designed and implement programming for early outreach and recruitment activities to increase enrollment of students to WSU
- Developed summer youth camp agenda and budget, identifying workshop presenters and camp assistants, disseminating advertising, corresponding with potential participants, and coordinating logistics
- Applied university policies and regulations, administered projects and programs requiring specialized knowledge, and coordinated with future students and their families
- Participated in student visitations

### **OFFICE ASSISTANT | NATIVE AMERICAN STUDENT CENTER | WASHINGTON STATE UNIVERSITY | FALL 2011-SPRING 2012**

- Assisted visitors of the center answering questions and helping with technical support on computers
- Composed routine correspondence and memoranda in accordance with instruction
- Constructed advertisements and flyers for sponsored cultural and academic events
- Maintained safe and comfortable working environment for students and visitors

### **MENTOR | NATIVE AMERICAN STUDENT CENTER | WASHINGTON STATE UNIVERSITY | FALL 2008-SPRING 2011**

- Built strong trusting relationships supporting personal and professional growth of 25 first year WSU Native students;

- Served as an advisor, educator, role model, and leader; increased retention and success rates of Native students by listening, guiding, and offering professional support
- Promoted effective communication creating non-judgmental and confidential environments

## KE-Niah-Kiw “Kay Kay” Weso

### Native American Retention Specialist

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**Tribal Affiliation:** Bad River Band of Lake Superior Indians and Menominee

#### Education:

B.A. in Business Administration-Marketing, Fort Lewis College

B.A. in Art-Sociology and Human Service minor, Fort Lewis College

#### Responsibilities:

- Establish and maintain contact with all incoming Native American freshmen and transfer students to assure their successful transition to the WSU campus.
- Provide one-on-one support for students as they transition through their academic careers to graduation.
- Locate and partner students with needed services.
- Promote internships, campus work programs, research and funding opportunities.

#### Highlights:

- WSU ACADA member.
- Created a bistro for students to enjoy premium coffee, tea, and snacks to provide a welcoming environment.
- Mental Health First Aid certified to assist students who are in crisis.
- Proactive reaching out to students at the start of term, midterm, and finals to provide encouragement, support, and resources.
- Teaching “Pathways to Success” course for Tribal Nation Building Leadership students to create an understanding on how to navigate their university experience and ensure college success.
- Hosted social events through the Native American Student Center.
  - Welcome Back Barbeque.
  - First Friday Feeds-monthly homemade soup lunch in the Center.
  - Monthly Community Dinners.

#### Initiatives:

- Identifying students who need academic assistance.
- Walking students to on campus resources to advocate for student understanding of policy and procedure.
- Wazzu Singers staff advisor- Native American drum group.

Brief CV  
T. FRANCENE WATSON

(b)(6)

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#### EDUCATION

2012 Washington State University, College of Education  
Ph.D. Education, Cultural Studies & Social Thought in Education

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#### RELEVANT PROFESSIONAL EXPERIENCE

Present

**Clinical Assistant Professor**, Washington State University, Pullman, WA.

Teaching and Learning, College of Education.

**Director**, WSU College of Education, *Clearinghouse on Native Teaching and Learning*

Relevant Teaching: Secondary Curriculum and Instruction and Literacy Methods (UG); Teachers as Researchers-Action Research; Environment, Education, and Culture (Grad.)

2007-2012

**Teaching Assistant**, Washington State University, Teaching and Learning Department, Elementary and Secondary Teacher Education courses including: Curriculum and Instruction and Literacy Methods, Diversity in Schools and Classroom Management (UG).

2010-2011

**WSU Coeur d'Alene Leadership Development Summer Camp Instructor** Place-based Tribal History Exploration

1998-2006

**Language Arts Teacher**, 9-12<sup>TH</sup> grade, Seattle Public Schools, Seattle, Washington

*Team-taught humanities and science/language arts blocked courses. Lead in Gates Grant School Transformation work for district and school sites. Co-founder and co-director of [Hands for a Bridge](#): Youth cultural exchange & arts program Cape Town, South Africa & Belfast, Northern Ireland.*

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#### RELEVANT PUBLICATIONS

##### Peer Reviewed Journal Articles

Hayes, M.T., Sameshima, P. Watson, T.F. (2015). Imagination as method. *International Journal for Qualitative Methods*. 14, 36-52.

Watson, T.F. (2015). Walking with Madhu: healing pedagogy. In M. Mueller & D. Greenwood (Eds.), Special issue on Ecological Mindfulness and Cross-Hybrid Learning. *Cultural Studies in Science Education*, 10(1), 187-201. doi: 10.1007/s11422-014-9603-2 (Published Online: 9 October, 2014)

Watson, T.F. (2012). Channel change: Shifting dialogue in education. [Review of *Fields of green: Restorying culture, environment and education*]. *Environmental Education Research*. doi:10.1080/13504622.2011.63053

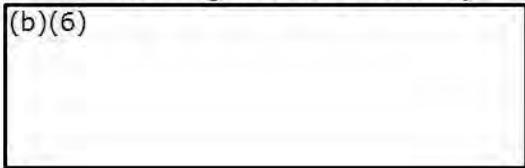
Hayes, M., Watson, F., Oviawe, J. & Saul, M. (2010). The citizen of empire. *Citizenship Studies*, 14(5), 511-525. doi: 10.1080/13621025.506706

Watson, T.F. (2009). **Invited Book Review.** Review of *Escaping Education: Living as Learning in Grassroots Cultures (2<sup>nd</sup> Edition)*. *The International Journal of Illich Studies*, (1)1, 62-66. doi: 10.4198.1110

**BRIEF VITA**

**SHANNON M. CALDERONE**

Department of Educational Leadership and Counseling Psychology  
Washington State University



**EDUCATION**

2015 Ph.D. Higher Education and Organizational Change, University of California, Los Angeles

**RELEVANT EMPLOYMENT EXPERIENCES**

2015 – Present Clinical Assistant Professor, Washington State University  
Statewide Educational Leadership Program  
2015 – Present Program Lead – WSU International School Leadership Program  
2009 - Present Data Consultant & Trainer, Inter-Association Committee, Western Association for  
College Admission Counselors (WACAC)

**RELEVANT PUBLICATIONS**

Huerta, A.H, Calderone, S.M., and McDonough, P.M. (In Press). *School Discipline Policies and the Undermining of College Aspirations for Latino Male Students*. In *Policy Goes to School: Case Studies on the Possibilities and Limitations of Educational Innovation* (Routledge Research in Educational Equality and Diversity), edited by Gilberto Q. Conchas & Michael Gottfried.

Washington Student Achievement Council. (2016). *Supporting Statewide Academic Success through Best Practices: A WSAC Research Brief on College Readiness for Low-Achieving Students*. Olympia, WA: McDonald, T.P., Calderone, S.M., Bergman, N., & Boyd, J.L.

McDonough, P.M., Calderone, S.M., & Venegas, K.M. (2015). *The Role of Social Trust in Low-Income Latino College Financing Decisions*. *Journal of Latino/Latin American Studies*, 7(2), pp. 133-148.

**TEACHING EXPERIENCE**

- ED Res 570 – Action Research for Educational Leaders
- ED AD 590 Principal Certification – Internship Supervision International School Leadership Program (ISLP), Washington State

**Curriculum Vitae**

**KELLY M. NEWELL**

620 NW Charlotte St

(b)(6)

**EDUCATION:**

Washington State University – Ph.D, Higher Education Administration 2016

Dissertation: *Native American Student Perceptions of Online Degree Programs*

Washington State University – Ed.M., Higher Education Administration 2009

Washington State University – Bachelor of Science, Wildlife Management, 1995

**CURRENT POSITION—May 2014-Present:**

**Director, Outreach and Program Development**

Global Campus

Washington State University

Pullman, WA 99164-5210

**PROFESSIONAL EXPERIENCE:**

- 2008-2014 Director, Conference Management, WSU Global Campus, Washington State University, Pullman, Washington.
- 2005-2008 Assistant Director, Professional Education, Center for Distance and Professional Education, Washington State University, Pullman, Washington.
- 2004-2005 Senior Conference Manager, Center for Distance and Professional Education, Washington State University, Pullman, Washington.
- 2000-2004 Conference Manager, Conferences and Professional Programs, Washington State University, Pullman, Washington.
- 1998-2000 Conference Coordinator, Conferences and Professional Programs, Washington State University, Pullman, Washington.
- 1996-1998 Program Assistant, Biological Systems Engineering, Washington State University, Pullman, Washington
- 1995-1996 General Manager, Denny's Restaurant, Pullman, Washington

**PROFESSIONAL TRAINING:**

Telling Ain't Training conference  
Blended Learning and the Generations online seminar  
EdAd 514 – Principles of Instructional Design, WSU-DDP  
Coaching and Teambuilding Skills for Managers & Supervisors  
Effective Seminar and Conference Marketing  
T&L 519 – Instructional Media, WSU-DDP  
Infusing Sustainability into the Curriculum  
Strategies for Winning Grant Proposals

**PRESENTATIONS:**

Non-Credit Best Practices Workshop. UPCEA National Conference 2014, Washington DC.  
Round Table Discussion Leader: Online higher education for underserved populations via culturally relevant pedagogy. UPCEA National Conference 2014, Washington DC.  
Examining cultural and technological barriers to Native American students' use of online college degree programs. Virtual Brief Paper at E-Learn 2011.  
Building online student services from the ground up: A review of lessons, challenges, and initiatives from program infancy through maturity. UPCEA Online Summit 2012, New Orleans, LA.  
International Institute of Municipal Clerks Annual Meeting 2005  
“New Educational Pathways: Any time, any place”

**ASSOCIATION INVOLVEMENT:**

University Continuing and Professional Education Association UPCEA:  
West Region Conference Planning Committee 2010-14  
Alternate Regional Representative and Membership Coordinator 2013-14  
Regional Representative to the Board 2015-16  
Pac12 Volleyball Official 2012-present  
WSU YMCA event planning committee 2009  
Palouse Area Marketing Committee  
Inland Empire Board of Officials, Volleyball referee for local high schools 1996-2008  
Association of Faculty Women, WSU

**COLLEGES AND UNIVERSITIES RATE AGREEMENT**

EIN:  
 ORGANIZATION:  
 Washington State University  
 French Admin. Bldg., Rm. 240Q  
 P.O. Box 641025  
 Pullman, WA 99164-1025

DATE:12/09/2015  
 FILING REF.: The preceding  
 agreement was dated  
 07/08/2014

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.

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**SECTION I: INDIRECT COST RATES**

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

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2015	06/30/2016	51.00	On-Campus	Organized Research
PRED.	07/01/2016	06/30/2017	52.00	On-Campus	Organized Research
PRED.	07/01/2017	06/30/2019	53.00	On-Campus	Organized Research
PRED.	07/01/2015	06/30/2019	26.00	Off-Campus	Organized Research
PRED.	07/01/2015	06/30/2019	57.50	On-Campus	Instruction
PRED.	07/01/2015	06/30/2019	26.00	Off-Campus	Instruction
PRED.	07/01/2015	06/30/2019	36.00	On-Campus	Other Sponsored Activities
PRED.	07/01/2015	06/30/2019	26.00	Off-Campus	Other Sponsored Activities
PROV.	07/01/2019	Until Amended	Use same rates and conditions as those cited for fiscal year ending June 30, 2019.		

\*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.

ORGANIZATION: Washington State University  
AGREEMENT DATE: 12/9/2015

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

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<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
FIXED	7/1/2015	6/30/2016	33.60	CEE0 (1)	Admin/Prof Employees, Faculty
FIXED	7/1/2015	6/30/2016	35.00	CEE0 (1)	Classified Employees

\*\* DESCRIPTION OF FRINGE BENEFITS RATE BASE:

Salaries and wages excluding vacation, holiday, sick leave pay and other paid absences, and direct charged fringe benefits.

(1) Cooperative Extension Energy Office

ORGANIZATION: Washington State University  
AGREEMENT DATE: 12/9/2015

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**SECTION II: SPECIAL REMARKS**

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TREATMENT OF FRINGE BENEFITS:

Except for CEEO employees (Admin/Prof/Faculty and Classified Categories only), 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:  
SOCIAL SECURITY, WORKERS COMPENSATION, HEALTH/LIFE/DISABILITY INSURANCE, UNEMPLOYMENT COMPENSATION, RETIREMENT (TIAA/CREF, PERS), AND QUALIFIED STUDENT TUITION REDUCTION (TUITION REMISSION).

For CEEO employees (Admin/Prof/Faculty and Classified Categories only), this organization uses a fringe benefit rate which is applied to salaries for budgeting and charging purposes for Federal projects. The following fringe benefits are included in CEEO fringe benefit rate: PAID ABSENCES

The following fringe benefits are treated as direct costs:  
SOCIAL SECURITY, WORKERS COMPENSATION, HEALTH/LIFE/DISABILITY INSURANCE, UNEMPLOYMENT COMPENSATION, RETIREMENT (TIAA/CREF, PERS).

TREATMENT OF PAID ABSENCES:

Except for CEEO employees (Admin/Prof/Faculty and Classified Categories only), vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are charged to Federal projects as part of the normal charge for salaries and wages. Separate charges for the cost of these absences are not made.

For CEEO (Admin/Prof/Faculty and Classified Categories only), the cost of vacation, holiday, sick leave pay, and other paid absences are included in a fringe benefit rate and are not included in direct charges for salaries. Charges for salaries must exclude those paid to CEEO employees (Admin/Prof/Faculty and Classified Categories only) for periods when they are on vacation, holiday, or sick leave, or are otherwise absent from work.

ORGANIZATION: Washington State University

AGREEMENT DATE: 12/9/2015

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DEFINITION OF OFF-CAMPUS:

A project is considered off-campus if the activity is conducted at locations other than in University owned or operated facilities and indirect costs associated with physical plant and library are not considered applicable to the project.

DEFINITION OF EQUIPMENT:

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

NEXT PROPOSALS DUE DATES:

Your next Facilities & Administrative proposal based on fiscal year ending 06/30/2018 is due in our office by 12/31/2018, and your next fringe benefits proposal based on your fiscal year ending 6/30/2015 is due in our office by 12/31/2015.

ORGANIZATION: Washington State University  
AGREEMENT DATE: 12/9/2015

**SECTION III: GENERAL**

**A. LIMITATIONS:**

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

**B. ACCOUNTING CHANGES:**

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

**C. FIXED RATES:**

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

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

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

**E. OTHER:**

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

BY THE INSTITUTION:

Washington State University

(INSTITUTION)

(b)(6)

(SIGNATURE)

MATTHEW A. SKINNER

(NAME)

ASSOC. VICE PRESIDENT OF FINANCE

(TITLE)

JANUARY 6, 2016

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

Arif M. Karim - S Digitally signed by Arif M. Karim - S  
DN: cn=U.S. Government, ou=HHS, ou=PHS, ou=People,  
ou=Arif M. Karim - S, o=U.S. 2343, 19203301061, fo=20011208,  
date=20160106 11:54:39 -0500

(SIGNATURE)

Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

12/9/2015

(DATE) 2144

HHS REPRESENTATIVE: Helen Fung

Telephone: (415) 437-7820

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Withheld pursuant to exemption

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of the Freedom of Information and Privacy Act

## References

- Professional Education Standards Board (PESB). (2016). Annual Report. Retrieved June 15, 2016 from <http://data.pesb.wa.gov/production/shortage>.
- Adams, B. L., & Woods, A. (2015). A model for recruiting and retaining teachers in Alaska's rural K-12 schools. *Peabody Journal of Education*, 90(2), 250-262.
- American Association of Colleges of Teacher Education (AACTE). (2013). The changing teacher preparation profession. A report from the American Association of Colleges of Teacher Education's Professional Education Data System (PEDS).
- Banks, S.R. (2004). Voices of tribal parents/caregivers who have children with special needs. *Multiple Voices: Ethnically Diverse Exceptional Learners*, 7(1), 33-47.
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- Battiste, M. (2013). Decolonization Education Nourishing the Learning Spirit. Saskatoon, SK: Purich Publishing.
- Battiste, M. (2002). Indigenous knowledge and pedagogy in first nations education: A literature review with recommendations. Ottawa: Indian and Northern Affairs Canada.
- Bireda, S., & Chait, R. (2011). Increasing Teacher Diversity: Strategies to Improve the Teacher Workforce. Washington, DC: Center for American Progress (CAP).
- Bodkin, D. (2016, June 7). Teacher shortage in East Idaho called a 'famine'. Idaho Education News. Retrieved from <http://www.idahoednews.org/news/teacher-shortage-east-idaho-called-famine/>.
- Boser, U. (May 2014). Teacher diversity revisited. A new state-by-state analysis. Washington, DC: Center for American Progress (CAP). Retrieved from <https://www.americanprogress.org/issues/race/report/2014/05/04/88962/teacher-diversity-revisited/>
- Brayboy, B., Fann, A., Castagno, A., & Solyom, J. (2013). Postsecondary Education for American Indian and Alaska Natives Higher Education for Nation Building and Self Determination. *ASHE Higher Education Report*: 35(5).
- Castagno, A. E., Brayboy, B. M. J., Chadwick, D. & Cook, L. (2015). "Learning to teach" in and for Indian country: The promise and paradox of preparing culturally responsive teachers for schools serving Indigenous students. *Honoring our elders: Culturally appropriate approaches for teaching Indigenous students* (Ed. Reyhner, J., Martin, J., Lockard, L., & Gilbert, W. S.), 61-73: Northern Arizona University.

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**Course Schedule at a Glance: Native Pre-Service Teacher Preparation**

Semester	Requirements	Course Title	Credits
Fall 2016	Pre-Requisite Work (8-week session beginning October 17)	(T&L 301) Learning & Development	3
		(T&L 499) Introduction Indigenous Education	3
		(T&L 499) West B Preparation	3
		(T&L 499) Indigenous Professional Development Seminar	1
Spring 2017	Elementary Education Requirements (Block 1)	(ED PSYCH 401) Classroom Access Elementary	3
		(T&L 321) Teaching Elementary Math	3
		(T&L 402) Instructional Practicum I	1
		(T&L 445) Elementary Methods of Educational Tech.	2
		(T&L 499) Indigenous Professional Development Seminar	1
Summer 2017	Summer Institute	<i>Voices of Nez Perce Tribal Education Leaders: Language and Culture within our Schools.</i>	Variable
Fall 2017	Elementary Education Requirements (Block 2)	(T&L 310) Classroom management: Indigenous Pedagogy	2
		(T&L 322) Read/Write Grades 4-8	3
		(T&L 371) Teaching Elementary Science	3
		(T&L 390) Integrating Fine Arts	3
		(T&L 405) Instructional Practicum II	1
		(T&L 499) Indigenous Professional Development Seminar	1
		(T&L 483) Health & Fitness	3
Spring 2018	Elementary Education Requirements (Block 3)	(SPEC ED 420/421) Teaching Inclusive Classroom	3
		(T&L 330) Diversity in Education (DIVR)	3
		(T&L 385) Teaching Elementary Social Studies + <i>Since Time Immemorial</i> Curric.	3
		(T&L 413) Intro ESL for K-8 Teach.	3
		(T&L 490) Advanced Practicum (CAPS)	3
		(T&L 499) Indigenous Professional Development Seminar	1
Summer 2018	Program Courses	(CES 171) Introduction to Indigenous Studies	3
		(T&L 499) EdTPA Preparation	3
Fall 2018	Program Courses	(CES 375) North American Indigenous History Pre-Contact	3
		(T&L 499) Indigenous Psychology	3
		(CES 377) Native Peoples of North America	3
		(T&L 499) Indigenous Professional Development Seminar	1
Spring 2019	Program Courses	Student Teaching	16
		(T&L 499) Indigenous Professional Development Seminar	1

Pre-Service Teacher Courses at a Glance

Summer 2019	Summer Institute & Program Courses	<i>Preparing for Your First Three Months of Teaching/Administrating</i>	Variable
		(CES 499) Direct Studies in Indigenous Studies	3
		(SPED 499) Indigenous Students with Disabilities: Research & Practice	3

**Course Schedule at a Glance: Native Principal Certification & Master's Requirements**

(\*\*All courses are considered tentative. Please consult the WSU course schedule for confirmation as to when a course is offered.)

Semester	Requirement Satisfied (Principal Cert, Master's Requirement, or Both)	Course Title	Credits
Summer 2017	Summer Institute	<i>Voices of Nez Perce Tribal Education Leaders: Language and Culture within our Schools.</i>	Variable
Fall 2017	Indigenous Studies	(T&L 499) Introduction Indigenous Education	3
	Indigenous Education	(T&L 499) Indigenous Professional Development Seminar	1
	Certification/EdM Leadership	(ED AD 516) Instructional Leadership	3
	Certification/EdM Leadership	(ED PSY 510) Assessment of Learning	3
Spring 2018	Certification/EdM Leadership	(ED AD 589) Leadership Development Seminar (Social Justice Leadership)	3
	EdM Leadership	(ED AD 520) Curriculum & Instruction	3
	Indigenous Education	(T&L 499) Indigenous Professional Development Seminar	1
Summer 2018	Certification/EdM Leadership	(ED AD 585) Financial Management in Education	3
	Certification/EdM Leadership	(ED AD 588) Law & Education	3
	EdM Leadership	Selection of one of the following course options: <ul style="list-style-type: none"> <li>• (ED PSY 505) Research Methods</li> <li>• (ED AD 510) Improvement of Instruction</li> <li>• (ED AD 514) Curriculum Design</li> <li>• (ED AD 702) Master's Exam</li> </ul>	Variable
	Indigenous Education	(T&L 499) Indigenous Professional Development Seminar	1
Fall 2018	EdM Leadership	(T&L 589) Race, Representation & Identity	3
	Certification Only	(ED AD 590) Internship	Variable
Spring 2019 <sup>1</sup>	Certification/EdM Leadership	(ED AD 585) Community & Communications	3
	Certification Only	(ED AD 590) Internship	Variable
	Indigenous Education	(T&L 499) Indigenous Professional Development Seminar	1
Summer 2019 <sup>2</sup>	Summer Institute & EdM Leadership	<i>Preparing for Your First Three Months of Teaching/School Administration</i>	Variable
			Variable

<sup>1</sup> All certification requirements will be completed in Spring 2019. This assumes compliance with the schedule of courses as outlined above.

<sup>2</sup> All Master's requirements will be completed by Summer or Fall of 2019. This assumes compliance with the schedule of courses as outlined above.

Principal Certification & Master's Courses at a Glance

		<p>Selection of one of the following course options:</p> <ul style="list-style-type: none"> <li>• (ED PSY 505) Research Methods</li> <li>• (ED AD 510) Improvement of Instruction</li> <li>• (ED AD 514) Curriculum Design</li> <li>• (ED AD 702) Master's Exam</li> </ul>	
Fall 2019	EdM Leadership	<p>Selection of one of the following course options:</p> <ul style="list-style-type: none"> <li>• (ED PSY 505) Research Methods</li> <li>• (ED AD 510) Improvement of Instruction</li> <li>• (ED AD 514) Curriculum Design</li> <li>• (ED AD 702) Master's Exam</li> </ul>	Variable
	Indigenous Education	(T&L 499) Indigenous Professional Development Seminar	1

**PLEASE NOTE:** The outline of required coursework provided above is designed to satisfy principal certification as well as Master's degree course requirements. In addition to coursework, candidates must complete specific exit requirements for both the certification and Master's degree. These include the following:

- **Principal Certification:** Students are expected to submit all administrative requirements for state credentialing purposes. This includes mandatory security clearance, e-certification, as well as submission of their "Collection of Evidence" materials. Completion of these steps will be overseen in consultation with the university supervisor and the WSU College of Education Credentialing Specialist.
- **Master's Degree:** All students must successfully pass a final comprehensive exam or (as determined by the student) an MA thesis. The candidate, in consultation with their advisor, will have the opportunity to select their preference of exit requirement.

**Washington State University (WSU) Clearinghouse on Native Teaching and Learning  
Project Director Position Description**

**Qualifications and Responsibilities required:** including formal education and training in fields related to the objectives of the project, and experience in designing and managing or implementing the Indian Education Professional Development Training project.

**Required:** The Project Director must have, or about to have, a Master's degree in Education, or related field; five years professional work experience in teacher education/counseling/advising students; must possess administrative, managerial, supervisory, and budgetary skills and experience; must possess excellent communication/presentation skills; must be sensitive to underrepresented populations (first generation/low income/non-traditional/minority, etc.)

**Preferred:** Doctoral degree in Education; experience working with the U.S. Department of Education programs; experience with grant writing and administration. Teaching experience at the post-secondary level. Knowledge of adult learning/critical thinking theory. First generation, from historically limited income population.

**Position Description:** The Project Director designs, coordinates, supervises, implements, and manages the program (up to 10 participants for the entire project); develops and refines project goals and objectives, procedures, data collection; works with Consortium Agreement members, and Tribal Colleges and Universities (TCU's); works with institutional service providers (such as WSU Aspiring Teacher Leadership & Success Program (ATLAS), Alhadeff Future Teachers of Color (AFTOC), WSU Multicultural Student Services); plans and monitors budgets provides one on one direct services to participants; monitors and documents student progress; serves on university committee to foster an institutional climate supportive of the success of the participants. This is a 9 month, .50% FTE position for direct services, plus 5% for administrative services.

The Project Director is responsible to the Dean of College of Education at WSU to:

- Develop and refine scope of Indian Education – Professional Development project
- Develop and refine university policies and procedures related to Native education.
- Design, coordinate, and supervise data collection. Analyze statistical data (in cooperation with Department of Teaching and Learning, Office of Native Education, Washington Education Association (WEA), Future Native Teacher Initiative, and Washington Association of Colleges of Teacher Education).
- Manager and monitor the disbursement of federal funds for student stipends.
- Complete Indian Education Professional Development grant applications, annual reports, and necessary forms and applications for continuation of the project.
- Coordinate and communicate with the Consortium Agreement partners, Northwest Indian College (NWIC), the U.S. Department of Education, and appropriate regional and national associations related to project.
- Coordinate the Indian Education – Professional Development project with all grant partners and federal programs to increase effectiveness to avoid duplication of services.
- Participate in regular meetings with the Dean, Consortium members, district partners, and university administration as requested and serve on university committees as appointed and elected; Complete other duties as requested for Native education initiatives.
- Travel to national/regional conferences and training seminars.
- Conduct intake interviews, monitor and document the progress of participants.
- Assist students (through intensive one-on-one advisement and mentor sessions) with academic/career/financial advising. Assist student to develop and accomplish academic goals and skills.



# NEZ PERCE EDUCATION DEPARTMENT

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

June 28, 2016

Washington State University  
Clearinghouse on Native Teaching & Learning  
P.O. Box 642136  
Pullman, WA 99164

RE: Nez Perce Education Department's partnership with WSU Clearinghouse

Dear Sirs:

We look forward to the opportunity to expand our partnership with the WSU Clearinghouse on Native Teaching and Learning in the coming years. Through our recent collaboration meetings, I think we have gained a better understanding of how we can support one another's work. Our goal for our partnership will be to better prepare current or future teachers and school administrators to understand and incorporate culturally-responsive strategies in their curriculum, instruction, family engagement, school environment, and leadership. By focusing on these realms of public school education, our hope is to make significant progress toward closing the achievement gap for those tribal students that are struggling.

We are excited about your Clearinghouse's ability to offer and assemble the tools, training, and resources that teachers and educators need to provide culturally-responsive education to their students. It is our understanding that the Clearinghouse already provides professional development for K-12 in-service teachers and administrators, literature searches for class assignments, research projects, and archive materials in either print or electronic form. Also that you network with local schools and organizations regarding K-12 curriculum and instruction, programs, and activities.

The Nez Perce Education Department is interested in working in formal partnership with you to help achieve these capacity building efforts in teacher education and administration. We support the Clearinghouse's efforts to gain funding from different sources such as the 2016 U.S. Department of Education, Office of Indian Education, Indian Professional Development grant. The focus on technical support and recruitment of more Native teachers and school administrators is important. We will assist in these efforts as needed. Thank you.

Sincerely,

(b)(6)

Joyce McFarland  
Education Manager



Nez Perce

TRIBAL EXECUTIVE COMMITTEE

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

December 23, 2014

Washington State University  
Clearinghouse on Native Teaching & Learning  
PO Box 642136  
Pullman, WA 99164

RE: Nez Perce Tribal Executive Committee partnership with WSU Clearinghouse

Dear WSU Clearinghouse

The Nez Perce Tribe is highly committed to providing the best and most culturally relevant education for our people. The Nez Perce Tribe believes that the purpose and philosophy of the Clearinghouse on Native Teaching & Learning (Clearinghouse) dovetails perfectly with that goal through its strategy of offering and assembling the tools, training and resources teachers and educators need to provide culturally-responsive education to their students. It is our understanding that the Clearinghouse already currently provides professional development for K-12 in-service teachers and administrators, literature searches for class assignments, research projects, or professional development, and archive materials in either print or electronic form. The Clearinghouse also networks with local schools and organizations serving Native students and collaborates with local, regional and national organizations regarding K-12 curriculum and instruction, program and activities.

As a result, the Nez Perce Tribe is interested in working in formal partnership with the Clearinghouse to help achieve these capacity-building efforts in teacher education and administration. The Tribe believes that a partnership will also strengthen local education efforts and help develop meaningful infrastructure to become fully empowered to advance local, tribal, state, and federal education policies. To further these common goals and objectives, the Tribe would like to express its support of the Clearinghouse's efforts to gain funding from different sources such as the 2015 U.S. Department of Education, Office of Indian Education, Indian Professional Development grant which would allow the Clearinghouse to fund recruitment of Native teachers and school administrators and provide technical education support.

We look forward to working together finding success in this community-based education project.

(b)(6)

Silas C. Whitman  
Chairman

PR/Award # S299B160022

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## NEZ PERCE EDUCATION DEPARTMENT

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Lapwai, Idaho 83540  
Phone: (208) 621-4610 Fax: (208) 843-7387  
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January 28, 2015

Washington State University  
Clearinghouse on Native Teaching & Learning  
P.O. Box 642136  
Pullman, WA 99164

RE: Nez Perce Education Department's partnership with WSU Clearinghouse

Dear Sirs:

We look forward to the opportunity to expand our partnership with the WSU Clearinghouse on Native Teaching and Learning in the coming years. Through our recent collaboration meetings, I think we have gained a better understanding of how we can support one another's work. Our goal for our partnership will be to better prepare current or future teachers and school administrators to understand and incorporate culturally-responsive strategies in their curriculum, instruction, family engagement, school environment, and leadership. By focusing on these realms of public school education, our hope is to make significant progress toward closing the achievement gap for those tribal students that are struggling.

We are excited about your Clearinghouse's ability to offer and assemble the tools, training, and resources that teachers and educators need to provide culturally-responsive education to their students. It is our understanding that the Clearinghouse already provides professional development for K-12 in-service teachers and administrators, literature searches for class assignments, research projects, and archive materials in either print or electronic form. Also that you network with local schools and organizations regarding K-12 curriculum and instruction, programs, and activities.

The Nez Perce Education Department is interested in working in formal partnership with you to help achieve these capacity building efforts in teacher education and administration. We support the Clearinghouse's efforts to gain funding from different sources such as the 2015 U.S. Department of Education, Office of Indian Education, Indian Professional Development grant. The focus on technical support and recruitment of more Native teachers and school administrators is important. We will assist in these efforts as needed. Thank you.

(b)(6)

Joyce McFarland  
Education Manager



## SUPERINTENDENT OF PUBLIC INSTRUCTION

Randy I. Dorn Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · <http://www.k12.wa.us>

June 28, 2016

Renee Holt  
Washington State University, College of Education  
Clearinghouse on Native Teaching & Learning  
Cleveland Hall 27 B  
PO Box 642114  
Pullman, WA 99164-2114

Dear Renee,

What an honor it is to submit this letter of commitment to acknowledge our partnership between the WSU Clearinghouse on Native Teaching and Learning (CNTL) and the Office of Superintendent of Public Instruction's Office of Native Education (ONE).

I sincerely appreciate CNTL's goals of recruiting, retaining, and graduating Native teacher candidates and school administrators. I am aware of CNTL's recent collaborations and partnership with the Nez Perce Tribe Education Department and the Nez Perce Tribal Executive Committee (NPTEC). I believe that this complements our work with ONE to support increasing the number of Native teachers in the workforce. I especially support your goal of serving pre-service teacher candidates and in-service teachers with local Indigenous curriculum and instruction for all student learners. This has been a primary goal of ONE since implementing the *Since Time Immemorial: Tribal Sovereignty in Washington State* curriculum—To educate all students of Washington state about the Tribal communities of the Northwest in regard to history, culture and government.

I want to thank you for supporting our mutual goals and I look forward to doing this work together. Further, I am aware that your pre-service students come from diverse backgrounds from throughout the inland Northwest. I appreciate that CNTL is addressing the diverse needs of pre-service teachers by providing a culturally responsive professional development program. Recent legislation demonstrates that Washington's legislative body is looking closely into this very matter and I appreciate that you've made this a priority. I am quite certain that our collaborative work will positively address inequity issues for diverse populations in the state of Washington. So, I welcome our partnership.

(b)(6)

Michael M. Vendiola  
Program Supervisor  
Office of Native Education  
Office of Superintendent of Public Instruction

June 27, 2016

Dear WSU Clearinghouse on Native Teaching and Learning:

It is my pleasure to endorse your grant application to the U.S Department of Education, Office of Indian Education (OIE), Professional Development grant entitled *Ti'tooq'an Cuukweneewit: Native Teaching and Learning Community Project*.

I understand that this grant is intended to establish a cohort of Native teachers and school administrators, and I am happy to collaborate with you in this endeavor. You are proposing to recruit, retain, graduate and support initial employment placement and induction of 7 Nez Perce teachers and 3 school administrators in collaboration with the Nez Perce Tribe of Idaho's educational leaders who will work the Washington State University Native faculty and staff to provide courses, seminars, summer institutes, mentoring, and support in an innovative culturally responsive program.

As a show of support, Washington State University will provide tuition and fees for qualifying students into this program, renewable for up to two additional years, as long as they continue to meet the eligibility criteria for the program.

Thank you for considering this investment in student success.

(b)(6)

Daniel J. Bernardo  
Provost and Executive Vice President  
Washington State University

# NORTHWEST INDIAN COLLEGE

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



June 28, 2016

Washington State University  
Clearinghouse on Native Teaching & Learning  
P.O. Box 642136  
Pullman, WA 99164

Dear WSU Clearinghouse on Native Teaching and Learning:

The Northwest Indian College Nez Perce Site supports the goals and objectives of the WSU Clearinghouse on Native Teaching and Learning in their application to the U.S. Department of Education, Office of Indian Education (OIE) grant program. We recognize that the support services that the WSU Clearinghouse provides is critical to support and training to Native American individuals to complete a pre-service education program that will qualify students to meet the requirements for full state certification or licensure as a teacher.

The majority of our Northwest Indian College graduates complete their Associate of Arts Degree within in 2-3 years. They then decide to pursue employment or continue on to further their education. Several of our students show enormous interest in teaching at many different levels from pre-school to college. WSU Clearinghouse offers the tools, training, and resources that teachers and educators need to provide culturally-responsive education to their students.

We are interested in collaborating with the WSU Clearinghouse in the future to help future Native teachers succeed. We support the Clearinghouse's efforts to secure funding from the various grant opportunities that pursue. If you have any additional questions or concerns feel free to contact me at the information below.

Sincerely,

(b)(6)

Angela Picard  
(208) 621-4605, [angelap@nezperce.org](mailto:angelap@nezperce.org)



## LAPWAI SCHOOL DISTRICT #341

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

June 21, 2016

Dear WSU Clearinghouse on Native Teaching and Learning:

This letter is to provide and offer our support of your application, *Ti'tooq'an Cuukweneewit*: Native Teaching and Learning Community Project, to the U.S Department of Education, Office of Indian Education (OIE), Professional Development grant program. We understand that this grant is intended to establish a cohort of Native teachers and school administrators, and we are happy to collaborate with you in this endeavor. Due to our prime and central location next to Nez Perce Tribal headquarters and in the heart of tribal homelands, we serve the Nez Perce community with over 85% of our students who are tribally enrolled.

The Lapwai Public School District works in collaboration with the Nez Perce Education Department to further align cultural standards into our regular teaching and learning classroom practice. Additionally, we have enjoyed our recent collaboration with the WSU Clearinghouse professional development workshops, which were focused on grading for learning. We look forward to continuing this collaboration and capacity-building opportunity. This collaboration will further our collective relationships, and we welcome the chance to place your prospective candidates within our school district.

We understand that this grant is a four-year award period, and upon graduation, there will be an induction year and one that WSU faculty and staff will provide services for. Prior to the induction year, we look forward to working together during the internship phases of the grant project.

We are hopeful that this proposed grant project will strengthen the on-going efforts and outreach that the WSU Clearinghouse provides, and in doing so, we can work together to create new and innovative models for Native teacher and school administrative professional development.

Sincerely,

(b)(6)

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

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

June 16, 2016

Dear WSU Clearinghouse on Native Teaching and Learning:

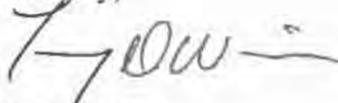
This letter is written to indicate the Clarkston School District's support of your grant application to the U.S Department of Education, Office of Indian Education (OIE), Professional Development grant entitled *Ti'tooq'an Cuikweneewit: Native Teaching and Learning Community Project*. We understand that this grant is intended to establish a cohort of Native teachers and school administrators, and we are happy to collaborate with you in this endeavor.

The Clarkston School District has a longstanding relationship with Washington State University (WSU) for pre-service teacher and administrative internships, as well as many unique professional development opportunities provided by WSU faculty and staff. We value this relationship, and appreciate our more recent process exploring ways to integrate professional development opportunities surrounding Washington State's *Tribal Sovereignty* curriculum which also includes working with the local Nez Perce Tribe Native American Youth Advisory Council. Because the Clarkston School District is located in the heart of traditional Nez Perce homelands, the opportunity to further this relationship for prospective teacher candidates with district openings is a mutual goal we share. This opportunity would benefit our Native students and our entire local community.

The Clarkston School District includes seven schools within the Asotin County region. Each could potentially be a site for this project and placement opportunities. We also understand that this grant is a four-year process, and upon graduation, there is a unique induction year that WSU faculty and staff will support. We appreciate the collaboration and partnership on how we can promote the possibility for prospective job placement opportunities.

We are hopeful that this collaboration with WSU's Clearinghouse on Native Teaching and Learning can lead to formative and authentic new levels of relationship between the Nez Perce Tribe and WSU College of Education.

Sincerely,



Tim Winter  
Superintendent



# United States Department of the Interior

NATIONAL PARK SERVICE  
NEZ PERCE NATIONAL HISTORICAL PARK  
39063 US HIGHWAY 95  
SPALDING ID 83540

IN REPLY REFER TO:  
A3823

June 13, 2016

Clearinghouse on Native Teaching & Learning  
WSU College of Education  
PO Box 642114  
Washington State University  
Pullman, Washington 99164-2114

Dear WSU Clearinghouse on Native Teaching and Learning:

I am writing in support of your application to the U.S Department of Education, Office of Indian Education (OIE), Professional Development grant entitled *Ti'tooq'an Cuukweneewit*: Native Teaching and Learning Community Project to establish a cohort of Native teachers and school administrators under the auspices of the Clearinghouse on Native Teaching & Learning.

The grant would facilitate, among other outcomes, continued progress in developing the Washington State Sovereignty Curriculum and our shared interest in bridging current teacher resources available at Nez Perce National Historical Park to this larger curricular framework.

A unit of the National Park Service, Nez Perce National Historical Park is a public education stakeholder, sharing material and cultural heritage of the Nez Perce people with all audiences. In the past year, our staff worked with the Clearinghouse and Nez Perce tribal representatives to conduct two in-service and pre-service teacher workshops, utilizing the park's expansive museum and archival resource collections.

I am pleased to endorse this application and anticipate continued collaboration with the Clearinghouse on Native Teaching & Learning wherever Nez Perce National Historical Park may assist.

Sincerely,

Tami DeGrosky  
Superintendent



*Ensuring Learning while challenging each student to achieve full potential*

June 20<sup>th</sup>, 2016

Dear WSU Clearinghouse on Native Teaching and Learning:

This letter is written in encouragement and willingness of Pullman School District's support of your application to the U.S Department of Education, Office of Indian Education (OIE), Professional Development grant program. We understand that this grant opportunity is important and needed to further establish the recruitment of Native teachers and school administrators, and we look forward to opportunity to promote your project.

To reiterate our context as community members, we have a longstanding relationship with WSU for pre-service teacher and administrative internships, as well as many collaborative professional development opportunities provided by WSU faculty and staff. Our more recent professional development collaboration surrounding the curricular integration Washington State's *Tribal Sovereignty* curriculum (SB 5433) has been innovative and impactful. We especially appreciate the intentional component of having this workshop take place at Nez Perce National Historical Park in order to deepen our collective learning and relationship building. Pullman Public Schools are located in ancestral Nez Perce homelands, and the opportunity to further any work that enhances our relationship with the local tribal community is important. The chance to place your prospective candidates within our school district would benefit Native students in our public schools and all of the Pullman education community.

Pullman School District includes five schools within the Whitman County region, and has current plans to build a 4<sup>th</sup> elementary school. Each school could potentially be a site for this project and placement opportunities. We also understand that this grant is a four-year process, and upon graduation, there will be an induction year and one that WSU faculty and staff will support. We support this opportunity and collaboration for prospective job placement opportunities for Native teacher candidates and school administrators.

We are hopeful that this grant opportunity will help the WSU Clearinghouse but also help us to continue to provide pre-service teachers and administrators with opportunities between the local Tribal communities and WSU College of Education.

Sincerely,

Robert Maxwell, Ed.D.

Superintendent

June 22, 2016

RE: Letter of Support for Office of Indian Education Grant Proposal Submitted by the WSU Clearinghouse on Native Teaching and Learning

This letter is written in support of the Washington State University Clearinghouse on Native Teaching and Learning's proposal to recruit, retain, and graduate Native American teacher candidates and school administrators. The Clearinghouse within the College of Education serves as a resource for Native curriculum development and professional development for educators. The Clearinghouse has also been actively involved in offering trainings for Washington State's *Since Time Immemorial* Sovereignty Curriculum. They have established successful relationships with local tribes and local school districts and collaborate closely with the Washington State OSPI's Office of Native Education.

The Clearinghouse is evidence of the College of Education's commitment to outreach and service to Native American communities and students, as well as to meeting Washington State mandates for the teaching of Native American history and culture within the public school system. This commitment is evidence of a broader university wide commitment to Native American education established at the level of the university President. In 1997, Washington State University signed a Memorandum of Understanding with local tribes. Today, eleven tribes are signatory to this agreement. The MOU formed an advisory board to the President comprised of tribal chairpersons or their delegates and the President and Provost. This board meets at least twice a year providing input and recommendations to the university leadership.

Native Programs reside within the Office of the Provost and include the Tribal Liaison Office, Early Outreach and Recruitment, Undergraduate and Graduate Student Services, the Tribal Nation Building Leadership Program, and the Plateau Center for Research and Collaboration. Our student service centers are in very close proximity to the Clearinghouse facilitating even a stronger connection for Native Students interested in education. Through close communications, the staff of Native Programs can support the College of Education and Clearinghouse initiatives to recruit, retain, and graduate Native American students at both the undergraduate and graduate levels. Our recruiter can assist by identifying very early on Native students interested in Education. Our retention specialist, who serves undergraduate students, and our graduate student coordinator both work closely with Native students providing direct information and services supporting their academics, financial needs, social and cultural needs, as well as professional development, referral, and advocacy.

Washington State University through the Clearinghouse on Native Teaching and Learning is making a difference in Indian Education and through this grant can make even a greater impact on the lives of not only Native children and youth, but all children and youth preparing them to be informed citizens that understand the history and cultures of Native peoples and our contributions and sovereign status.

Sincerely, (b)(6)  
(b)(6)

Barbara Aston  
Special Assistant to the Provost/Tribal Liaison  
Director of Native American Programs

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HOUSE BILL 1495

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State of Washington

59th Legislature

2005 Regular Session

By Representatives McCoy, Roach, Simpson, P. Sullivan, McDermott, Santos, Appleton, Darneille, Williams, Hunt, Haigh, Chase, Sells, Conway, Kenney, Kagi, Moeller, Ormsby and Blake

Read first time 01/26/2005. Referred to Committee on Education.

1 AN ACT Relating to teaching Washington's tribal history, culture,  
2 and government in the common schools; amending RCW 28A.230.090; adding  
3 a new section to chapter 28A.320 RCW; and creating a new section.

4 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

5 NEW SECTION. **Sec. 1.** The legislature finds that:

6 (1) Social studies and civics is the integrated study of the social  
7 sciences and humanities to promote involvement in civic affairs, and  
8 because civic issues are multidisciplinary in nature, understanding  
9 these issues and developing resolutions to them require  
10 multidisciplinary education;

11 (2) The primary purpose of social studies and civics is to help  
12 young people develop the ability to make informed and reasoned  
13 decisions for the public good as citizens of a culturally diverse,  
14 democratic society in a diverse world;

15 (3) Cross-cultural respect and understanding are fostered through  
16 a culturally rich curriculum and instruction;

17 (4) Teaching Washington state tribal history and culture can be a  
18 critical factor in successful educational experiences and promoting

1 cultural sensitivity for all students. The effect is particularly  
2 strong for Native American students;

3 (5) Within the twenty-nine federally recognized tribes whose  
4 traditional lands and territories reach across and beyond the  
5 boundaries of Washington state, there are more than fifty tribal  
6 nations represented with uniquely diverse histories, languages, and  
7 cultures;

8 (6) The full and remarkable history of the state of Washington has  
9 never been compiled nor taught in our state's education system;

10 (7) The potential to have a positive impact on student learning is  
11 in part dependent upon the willingness of the local education agency to  
12 collaborate with sovereign tribal governments; and

13 (8) Tribes possess the ultimate authority and expertise of their  
14 history and culture.

15 **Sec. 2.** RCW 28A.230.090 and 2004 c 19 s 103 are each amended to  
16 read as follows:

17 (1) The state board of education shall establish high school  
18 graduation requirements or equivalencies for students.

19 (a) Any course in Washington state history and government used to  
20 fulfill high school graduation requirements (~~(is encouraged to)~~) shall  
21 include information on the culture, history, and government of the  
22 American Indian peoples who were the first inhabitants of the state.

23 (b) The certificate of academic achievement requirements under RCW  
24 28A.655.061 or the certificate of individual achievement requirements  
25 under RCW 28A.155.045 are required for graduation from a public high  
26 school but are not the only requirements for graduation.

27 (c) Any decision on whether a student has met the state board's  
28 high school graduation requirements for a high school and beyond plan  
29 shall remain at the local level.

30 (2) In recognition of the statutory authority of the state board of  
31 education to establish and enforce minimum high school graduation  
32 requirements, the state board shall periodically reevaluate the  
33 graduation requirements and shall report such findings to the  
34 legislature in a timely manner as determined by the state board.

35 (3) Pursuant to any requirement for instruction in languages other  
36 than English established by the state board of education or a local  
37 school district, or both, for purposes of high school graduation,

1 students who receive instruction in American sign language or one or  
2 more American Indian languages shall be considered to have satisfied  
3 the state or local school district graduation requirement for  
4 instruction in one or more languages other than English.

5 (4) If requested by the student and his or her family, a student  
6 who has completed high school courses before attending high school  
7 shall be given high school credit which shall be applied to fulfilling  
8 high school graduation requirements if:

9 (a) The course was taken with high school students, if the academic  
10 level of the course exceeds the requirements for seventh and eighth  
11 grade classes, and the student has successfully passed by completing  
12 the same course requirements and examinations as the high school  
13 students enrolled in the class; or

14 (b) The academic level of the course exceeds the requirements for  
15 seventh and eighth grade classes and the course would qualify for high  
16 school credit, because the course is similar or equivalent to a course  
17 offered at a high school in the district as determined by the school  
18 district board of directors.

19 (5) Students who have taken and successfully completed high school  
20 courses under the circumstances in subsection (4) of this section shall  
21 not be required to take an additional competency examination or perform  
22 any other additional assignment to receive credit.

23 (6) At the college or university level, five quarter or three  
24 semester hours equals one high school credit.

25 NEW SECTION. **Sec. 3.** A new section is added to chapter 28A.320  
26 RCW to read as follows:

27 (1) By January 1, 2015, or when a school district reviews or adopts  
28 its social studies curriculum, whichever is sooner, the school district  
29 must incorporate into its history and social studies curricula for each  
30 grade in which the district offers instruction on Washington state and  
31 United States history, the tribally and district-approved history and  
32 culture curriculum of a federally recognized Indian tribe whose  
33 reservation in whole or in part sits within the boundaries of the  
34 school district. If a district has no portion of a tribal reservation  
35 located within its boundaries, the district must incorporate into its  
36 curricula the tribally and district-approved history and culture  
37 curriculum of the federally recognized Indian tribes whose traditional

1 lands and territories are within a one hundred mile radius of the  
2 school district. The program of Indian education within the office of  
3 the superintendent of public instruction must assist school districts  
4 in determining the location of tribal reservations and traditional  
5 lands and territories.

6 (2) A school district must collaborate with the Indian tribe to  
7 develop and implement the history and culture curriculum required under  
8 subsection (1) of this section.

9 (3) The tribal history and culture curriculum required under this  
10 section may be taught only by a teacher who has completed that tribe's  
11 first people's language and culture teacher certification program, or  
12 by a teacher who has been approved by the respective tribe whose  
13 curriculum is to be taught.

--- END ---

# FINAL BILL REPORT

## SSB 5433

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C 198 L 15  
Synopsis as Enacted

**Brief Description:** Requiring Washington's tribal history, culture, and government to be taught in the common schools.

**Sponsors:** Senate Committee on Early Learning & K-12 Education (originally sponsored by Senators Litzow, Rolfes, Roach, Fain, Hasegawa, Dammeier, McCoy, Nelson, Frockt, McAuliffe, Rivers, Kohl-Welles, Chase, Jayapal, Conway and Habib).

**Senate Committee on Early Learning & K-12 Education**  
**House Committee on Community Development, Housing & Tribal Affairs**

**Background:** There are 29 federally recognized Indian tribes whose reservations are located in Washington. In a 2012 report, the Office of Superintendent of Public Instruction (OSPI) reported that 264 school districts in 2010 had between 1 and 1095 Native American or Alaskan Native students attending their schools.

In 2005 the Legislature encouraged OSPI to help school districts identify federally recognized Indian tribes within or near school districts and school districts were encouraged to do the following:

- incorporate curricula about tribal history, culture, and government of the nearest federally recognized tribe and work with tribes to develop such materials;
- collaborate with tribes to create materials, programs, and cultural exchanges; and
- collaborate with OSPI on curricular areas of tribal government and history that are statewide in nature.

In 2011 the Legislature directed OSPI to create the Office of Native Education (ONE). ONE was tasked with several duties including facilitating the development and implementation of curricula and instructional materials regarding native languages, culture and history, and the concept of tribal sovereignty. ONE posts curriculum and other resources for elementary, middle, and high schools on its website.

Washington's high school graduation requirements include a minimum of one-half credit of Course work in Washington State history and government. Courses designed to meet this requirement are encouraged to include information on the culture, history, and government of Indian tribes in Washington.

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*This analysis was prepared by non-partisan legislative staff for the use of legislative members in their deliberations. This analysis is not a part of the legislation nor does it constitute a statement of legislative intent.*

**Summary:** The legislative direction encouraging OSPI and school districts to collaborate and take certain actions to develop and incorporate curricula about tribes is changed to require such collaboration and actions. OSPI must help school districts identify federally recognized Indian tribes within or near school districts, and school districts must do the following:

- when reviewing or adopting social studies curriculum, incorporate curricula about tribal history, culture, and government of the nearest federally recognized tribe and work with tribes to develop such materials;
- collaborate with tribes to create materials, programs, and cultural exchanges; and
- collaborate with OSPI on curricular areas of tribal government and history that are statewide in nature.

School districts must meet the requirements of collaboration and incorporation about tribal history, culture, and government by using the curriculum developed and made available free of charge by OSPI, but they may modify the curriculum in order to incorporate elements that have a regional focus or in order to incorporate the curriculum into existing curricular materials.

**Votes on Final Passage:**

Senate	42	7
House	76	22

**Effective:** July 24, 2015

# FINAL BILL REPORT

## 4SHB 1541

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C 72 L 16  
Synopsis as Enacted

**Brief Description:** Implementing strategies to close the educational opportunity gap, based on the recommendations of the educational opportunity gap oversight and accountability committee.

**Sponsors:** House Committee on Appropriations (originally sponsored by Representatives Santos, Ortiz-Self, Tharinger, Moscoso, Orwall and Gregerson).

### **Background:**

#### Educational Opportunity Gap Oversight and Accountability Committee.

In 2009 the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) was established to recommend policies and strategies to close the achievement gap. The EOGOAC has six legislative members, representatives of the Office of Education Ombuds (OEO) and the Office of the Superintendent of Public Instruction (OSPI), and five members representing the state ethnic commissions and federally recognized tribes.

In its 2015 report to the Legislature, the EOGOAC made the following recommendations:

- reduce the length of time students of color are excluded from school due to suspension and expulsion, and provide student support for reengagement plans;
- enhance the cultural competence of current and future educators and classified staff;
- endorse all educators in English Language Learner (ELL) and second language acquisition;
- account for the Transitional Bilingual Instruction Program (TBIP) for instructional services provided to ELL students;
- analyze the opportunity gap through deeper disaggregation of student demographic data;
- invest in the recruitment, hiring, and retention of educators of color;
- incorporate integrated student services (ISS) and family engagement; and
- strengthen student transitions.

#### Student Discipline.

Each school district board of directors must adopt and make available written policies regarding student conduct and discipline. The OSPI must adopt rules for providing due-process rights to students who are subject to disciplinary actions. Disciplinary actions made

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at the discretion of the school district must be in compliance with district policies and state laws and rules. Long-term suspension is defined as more than 10 days.

In 2013 made following changes were made to the laws regarding student discipline:

- required collection of disaggregated data through the student data system on nine categories of student behavior, seven categories of interventions, and the number of days of suspension or expulsion;
- required a Student Discipline Task Force to be convened by the OSPI to develop standard definitions for the data collected at the discretion of the school districts;
- prohibited indefinite suspensions or expulsions and required an end date of no more than one year, with a petition process to exceed the one-year limitation for reasons of public health or safety; and
- required districts to create an individualized reengagement plan for students returning to their school program.

#### Cultural Competence.

The Professional Educator Standards Board (PESB) must incorporate standards for cultural competence into each level of teacher certification. Cultural competence is defined as: (1) knowledge of students' cultural histories and contexts; (2) knowledge and skills in accessing community resources and community and parent outreach; and (3) skills in adapting instruction to students' experiences and identifying cultural contexts for individual students.

Application of knowledge about students' cultural development and a commitment to closing the achievement gap are among the criteria for evaluating teacher and principal performance under revised evaluation systems. The OSPI must design a professional development program to support implementation of the revised evaluation systems.

#### English Language Learner Instruction and Accountability.

The state allocates additional funding for the TBIP to provide additional support for ELL students to gain English language proficiency.

Under federal accountability rules, states and school districts must report the following data on ELL instruction programs:

- students making progress in learning English;
- students attaining language proficiency and exiting the TBIP; and
- student performance on state academic assessments.

#### Disaggregated Data.

The OSPI collects student data on race and ethnicity through the statewide student data system. The data system contains 57 different racial subcategories and nine ethnic subcategories, but school districts are not required to report at this level of disaggregation. The K-12 Data Governance Group oversees data collection protocols and standards, and provides guidance for school districts.

Federal race and ethnicity reporting guidelines require, at a minimum, reporting of student race as White, African American/Black, Asian, American Indian/Alaskan Native, Native Hawaiian/Pacific Islander, and then a separate reporting of ethnicity as Hispanic or non-Hispanic. The 2015 Legislature required that, starting no later than the 2016-17 school year,

data on students from military families must be collected according to the these federal guidelines, with the following additions:

- further disaggregation of the African American/Black category and Asian category;
- further disaggregation of the White category to include Eastern European nationalities with significant populations in Washington; and
- reporting of students by their discrete racial categories if they report as multi-racial.

During the 2010-11 school year, the OSPI reduced the number of students that must be in a subgroup before data on the subgroup may be publically displayed from 30 to 20. The United States Department of Education (ED) reported, in 2012, that some states are reporting data for subgroups as small as five students.

#### Recruitment and Retention.

About 5 percent of teachers leave the workforce each year. The Recruiting Washington Teachers program was established in 2007 to recruit and provide training and support for high school students to enter the teaching profession, especially in teacher shortage areas and among underrepresented groups and multilingual, multicultural students.

The demographics of the student population in Washington public schools has changed over the past decade to include more students of color. The demographics of educators has not changed at the same rate as that of students.

#### Transitions.

The Early Achievers (EA) program is the quality rating and improvement system for the early care and education system in Washington. The EA program establishes a common set of expectations and standards that define, measure, and improve the quality of early learning and care settings, including licensed or certified child care facilities and early learning programs serving nonschool-age children and receiving state funds. As of August 2015, 2,746 licensed providers are participating in the EA program.

#### Integrated Student Supports and Family Engagement.

Integrated student supports is an educational reform that is being implemented across the country. The ISS model is a school-based approach that promotes the academic success of at-risk students by coordinating academic and nonacademic supports to reduce barriers to success. These academic and nonacademic resources include: tutoring and mentoring; physical and mental health care; and connecting families to parent education, family counseling, food banks, and employment assistance. Studies suggest that providing ISS can impact students' academic achievement and behavior.

#### Center for the Improvement of Student Learning.

The Center for the Improvement of Student Learning (CISL), housed at the OSPI, serves as a clearinghouse for information, promising practices, and research that promotes and supports effective learning environments for all students, especially those in underserved communities. The duties of the CISL are contingent on funds appropriated for the purpose.

#### Learning Assistance Program.

The Learning Assistance Program (LAP) provides instructional support for students who are performing below grade level in reading, writing, and mathematics. School districts must

submit an annual plan that identifies the activities to be conducted and the expenditure of funds under the LAP. The plan is required to have a number of specified elements and must be approved by the OSPI.

**Summary:**

Student Discipline.

*Opportunity to Receive Educational Services.* School districts may not suspend the provision of educational services to a student as a disciplinary action, whether discretionary or nondiscretionary. Students may be excluded from classrooms or instructional or activity areas for the period of suspension or expulsion, but districts must provide students with an opportunity to receive educational services during that time.

If educational services are provided in an alternate setting, the alternate setting should be comparable, equitable, and appropriate to the regular education services a student would have received without the exclusionary discipline.

*Limits.* School districts may not use long-term suspension or expulsion as a form of discretionary discipline. "Discretionary discipline" means a disciplinary action taken by a district for student behavior that violates the rules of student conduct, except for actions taken in response to:

- a violation of the prohibition against firearms on school premises, transportation, or facilities;
- certain violent offenses, sex offenses, offenses related to liquor, controlled substances, and toxic inhalants, and certain crimes related to firearms, assault, kidnapping, harassment, and arson;
- two or more violations within a three-year period of criminal gang intimidation or other gang activity on school grounds, possessing dangerous weapons on school facilities, willfully disobeying school administrators or refusing to leave public property, or defacing or injuring school property; or
- behavior that adversely impacts the health or safety of other students or educational staff.

Except for violation of the prohibition against firearms on school premises, districts should consider alternative actions before using long-term suspension or expulsion for any of the violations listed above.

Possession of a telecommunication device and violation of dress and grooming codes are removed from the list of discretionary violations that, if performed two or more times within a three-year period, may result in long-term suspension or expulsion.

Where disciplinary action involves a suspension or expulsion for more than 10 days, the end date must be no more than the length of an academic term, as defined by the school district, rather than one year, from the time of the disciplinary action.

*Reengagement.* After a student is suspended or expelled, the district must, rather than should, convene a reengagement meeting with the student and family. Families must have

access to, provide meaningful input on, and have the opportunity to participate in a culturally sensitive and culturally responsive reengagement plan.

*Discipline Policies and Procedures.* The Washington State School Directors' Association (WSSDA) must create and publicly post model school district discipline policies and procedures by December 1, 2016, and update the policies as necessary. The districts must adopt and enforce discipline policies and procedures consistent with the WSSDA model policy by the beginning of the 2017-18 school year and annually disseminate these policies to the community. Districts must use disaggregated student-level data to monitor the impact of the school district's discipline policies and procedures. Districts must, in consultation with school district staff, students, families, and the community, periodically review and update their discipline rules, policies, and procedures.

The OSPI must develop a training program to support the implementation of discipline policies and procedures, as specified. Districts are strongly encouraged to train school and district staff on the discipline policies and procedures.

*Civil Liability.* Neither the requirement that school districts provide students with the opportunity to received education services nor the limitation on imposing long-term suspension or expulsion as a form of disciplinary action create any civil liability for districts or create a new cause of action or theory of negligence against a school board, district, or the state.

*Other provisions.* Tribal representatives are added to the membership of the Student Discipline Task Force.

The Education Research and Data Center (ERDC) must prepare a regular report on the educational and workforce outcomes of youth in the juvenile justice system. To enable this data collection, certain research data held by the Administrative Office of the Courts may be shared with the ERDC. The Department of Social and Health Services is added to the list of agencies that must work with the ERDC.

#### Cultural Competence.

Professional development programs to support teacher and principal evaluation systems must be aligned to cultural competence standards, focus on multicultural education and principals of English language acquisition, and include best practices to implement the tribal history and culture curriculum.

Cultural competency training must be developed by the OSPI for administrators and school staff, and by the WSSDA for school board directors and superintendents.

Required Action Districts, districts with schools that receive the federal School Improvement Grant, and districts with schools identified by the Superintendent of Public Instruction as priority or focus are strongly encouraged to provide cultural competence professional development and training.

#### English Language Learner Instruction and Accountability.

All classroom teachers in the TBIP must hold an endorsement in bilingual education or ELL by the 2019-20 school year.

At the beginning of each school year, the OSPI must identify schools in the top 5 percent of schools with the highest percent growth in ELL students during the previous two years and strongly encourage districts with identified schools to provide cultural competence professional development and training.

The Legislature is no longer required to approve and fund the TBIP evaluations before the program can be implemented. Subject to funding, the OSPI must provide districts with assistance and support related to the TBIP.

#### Disaggregated Data.

The OSPI must collect, and school districts must submit, student data using federal race and ethnicity reporting guidelines, including subracial and subethnic categories, with the following additions:

- further disaggregation of the African American/Black category and Asian category;
- further disaggregation of the White category to include Eastern European nationalities with significant populations in Washington; and
- reporting of students by their discrete racial categories if they report as multi-racial.

This data must be collected beginning in the 2017-18 school year for students who newly enroll, transfer, or change schools within a district. The K-12 Data Governance Group must develop protocols and guidance for this data collection, and the OSPI must incorporate training on best practices for collecting data on racial and ethnic categories into other data-related training. The OSPI must convene a task force to review the ED guidelines to clarify why collection of race and ethnicity data is important and how students and families can help administrators properly identify them.

Subject to funding, the OSPI must convene a task force to review the federal race and ethnicity reporting guidelines and develop race and ethnicity guidance for the state. The content of the guidance is specified.

By August 1, 2016, and in cooperation with certain state entities, the OSPI must adopt a rule that the only student data that should not be reported for public reporting and accountability are data where the school or district has fewer than 10 students in a grade level or student subgroup.

#### Recruitment and Retention.

The OSPI must, to the extent data are available, post on the Internet the percentage of classroom teachers per school district and per school, and the average length of service of these teachers, disaggregated by race and ethnicity as described for student-level data.

#### Transitions.

The Department of Early Learning (DEL) must collaborate with the OSPI to create a community information and involvement plan to inform home-based, tribal, and family early learning providers of the EA program.

Integrated Student Services and Family Engagement.

Subject to funding, the Washington ISS Protocol (WISSP) is established at the CISL within the OSPI. The purposes of the WISSP include:

- supporting a school-based approach to promoting the success of all students by coordinating academic and nonacademic supports to reduce barriers to academic achievement and educational attainment;
- fulfilling a vision of public education where educators focus on education, students focus on learning, and auxiliary supports enable teaching and learning to occur unimpeded;
- encouraging the creation, expansion, and quality improvement of community-based supports that can be integrated into the academic environment of schools and school districts;
- increasing public awareness of the evidence showing that academic outcomes are a result of both academic and nonacademic factors; and
- supporting statewide and local organizations in their efforts to provide leadership, coordination, technical assistance, professional development, and advocacy to implement high-quality, evidence-based, student-centered, coordinated approaches throughout the state.

A framework is provided for the WISSP, including needs assessments, integration and coordination, community partnerships, and a requirement that the WISSP be data driven. The framework must facilitate the ability of any academic or nonacademic provider to support the needs of at-risk students, including: out-of-school providers, social workers, mental health counselors, physicians, dentists, speech therapists, and audiologists.

Subject to funding, the OSPI must create a work group to determine how to best implement the framework and report to the Legislature by October 1, 2016 and 2017.

Learning Assistance Program.

The requirement that expenditure of funds from the LAP be consistent with certain academic achievement and accountability provisions is removed. The school board, rather than the OSPI, must approve in an open meeting the community-based organization or local agency before LAP funds may be expended.

**Votes on Final Passage:**

2015 Regular Session

House 53 45

2015 Second Special Session

House 53 43

2015 Third Special Session

House 54 44

2016 Regular Session

House 50 47

Senate 38 10 (Senate amended)

House 59 38 (House concurred)

**Effective:** June 9, 2016

# SENATE BILL REPORT

## SB 6189

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As of February 2, 2016

**Title:** An act relating to requiring teacher preparation programs to integrate Native American curriculum developed by the office of the superintendent of public instruction into existing Pacific Northwest history and government requirements.

**Brief Description:** Requiring teacher preparation programs to integrate Native American curriculum developed by the office of the superintendent of public instruction into existing Pacific Northwest history and government requirements.

**Sponsors:** Senators McCoy, Rolfes, Hasegawa, Chase, Conway, Liias, Roach, Fraser, McAuliffe, Jayapal and Frockt.

**Brief History:**

**Committee Activity:** Higher Education: 2/02/16.

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### SENATE COMMITTEE ON HIGHER EDUCATION

**Staff:** Evan Klein (786-7483)

**Background:** Teacher Preparation Programs. All teachers' colleges and teachers' courses at institutions of higher education in Washington must include a one quarter or semester course in either Washington State history and government or Pacific Northwest history and government with the curriculum. No person may graduate from a teachers college or teacher program without completing this course of study, unless otherwise determined by the Washington Professional Educator Standards Board. Courses used to fulfill this requirement must include information on culture, history, and government of American Indian peoples.

Since Time Immemorial Curriculum. In 2005 the Legislature encouraged OSPI to help school districts identify federally recognized Indian tribes within or near school districts and school districts were encouraged to do the following:

- incorporate curricula about tribal history, culture, and government of the nearest federally recognized tribe and work with tribes to develop such materials;
- collaborate with tribes to create materials, programs, and cultural exchanges; and
- collaborate with OSPI on curricular areas of tribal government and history that are statewide in nature.

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*This analysis was prepared by non-partisan legislative staff for the use of legislative members in their deliberations. This analysis is not a part of the legislation nor does it constitute a statement of legislative intent.*

In 2011 the Legislature directed OSPI to create the Office of Native Education (ONE). ONE was tasked with several duties including facilitating the development and implementation of curricula and instructional materials regarding native languages, culture and history, and the concept of tribal sovereignty.

OSPI, private and public agencies, and several of the 29 federally recognized Tribes in Washington State partnered and funded the Since Time Immemorial curriculum. The curriculum includes courses and materials on Washington State and United States Tribal history for elementary, middle, and high school students.

**Summary of Bill:** There must be a one quarter or semester course in Washington State history and government or Pacific Northwest history and government in the curriculum of all teacher preparation programs.

Teacher preparation programs must integrate the Native American curriculum developed by OSPI into existing programs or courses, and may modify the curriculum in order to incorporate elements that have a regionally specific focus. OSPI must make the curriculum available free of charge.

**Appropriation:** None.

**Fiscal Note:** Requested on January 22, 2016.

**Committee/Commission/Task Force Created:** No.

**Effective Date:** Ninety days after adjournment of session in which bill is passed.

**Staff Summary of Public Testimony:** PRO: This concept has been worked on for about 12 years. The curriculum was made mandatory in K-12 schools last year. Several schools have made the curriculum mandatory already, but it makes sense to make all institutions use this program. Many teachers in Washington State have been nationally recognized. Robust teacher training is necessary to ensure teachers can delve into this curriculum. This is a great opportunity to ensure consistency between all of our schools. This program doesn't add a new program but fits within current curriculums. It is very informative for our student-teachers to go through these courses. It is critical for our teachers to learn these core subjects before teaching the subjects in K-12. This bill looks at the sustainability of teaching tribal history and culture within Washington's common schools.

**Persons Testifying:** PRO: Senator McCoy, Prime Sponsor; Bob Cooper, WA Association of Colleges for Teacher Education; Elissa Goss, Washington Student Association; Jeff Beaulac, Student Governmental liaison The Evergreen State College.

**Persons Signed In To Testify But Not Testifying:** No one.

# ACCORD

*Between the*

## **FEDERALLY RECOGNIZED INDIAN TRIBES WITH TREATY RESERVED RIGHTS IN WASHINGTON STATE**

*And*

## **THE STATE OF WASHINGTON**

### **I. PREAMBLE AND GUIDING PRINCIPLES**

This ACCORD is executed between federally recognized Indian tribes located outside of the state with treaty reserved rights within Washington State, signatory to this ACCORD, and the State of Washington, through its governor, in order to better achieve mutual goals through an improved relationship between their sovereign governments.

Each party to this ACCORD respects the sovereignty of the other and that this sovereignty provides paramount authority for that party to exist and to govern.

### **II. PARTIES**

The parties to this accord are the State and those federally recognized tribes located outside of the state with treaty reserved rights within the state of Washington that have signed this Accord.

The parties recognize that the state of Washington is governed in part by independent state officials. Therefore, although, this ACCORD has been initiated by the signatory tribes and the governor, it welcomes the participation of, inclusion in and execution by chief representatives of all elements of state government so that the government-to-government relationship described herein is completely and broadly implemented between the state and the tribes.

**III. PURPOSES AND OBJECTIVES**

This ACCORD is intended to be comparable to and harmonious with the 1989 Centennial Accord between the tribes within Washington State and the state. To this end, this ACCORD is intended to build confidence among the parties in the government-to-government relationship by outlining and institutionalizing the process for implementing the policy

**IV. IMPLEMENTATION PROCESS AND RESPONSIBILITIES**

While this ACCORD addresses the relationship between the parties, its ultimate purpose is to improve the services delivered to people by the parties. To the extent practical, the parties agree to utilize all the established protocols under the Centennial Accord and the Millennium Agreement as well as any subsequent agreement consistent with this ACCORD as the procedures and processes for this ACCORD unless otherwise made inconsistent by this ACCORD.

The parties recognize that a key principle of their relationship is a requirement that individuals working to resolve issues of mutual concern are accountable to act in a manner consistent with this ACCORD.

The state of Washington is organized into a variety of large but separate departments under its Governor, other independently elected officials and a variety of boards and commissions. Each tribe, on the other hand, is a unique government organization with different management and decision-making structures.

The chief of staff of the Governor of the state of Washington is accountable to the Governor for implementation of this ACCORD. State agency directors are accountable to the governor through the chief of staff for the related activities of their agencies. Each director of affected state agencies will initiate a procedure within his/her agency by which the government-to-government policy will be implemented. Among other things, these procedures will require persons responsible for dealing with issues of mutual concern to respect the government-to-government relationship within which the issue must be addressed. Each agency will establish a documented plan of accountability and may establish a more detailed implementation procedure in subsequent agreements between tribes and the particular agency.

The chief of staff also will use his/her organizational discretion to help implement the government-to-government relationship. The Office of Indian Affairs will assist the chief of staff in implementing the government-to-government relationship by providing state agency directors information with which to educate employees and constituent groups as defined in the accountability plan about the requirement of the government-to-government relationship. The Office of Indian Affairs shall also perform other duties as defined by the chief of staff.

Each tribe also recognizes that a system of accountability within its organization is critical to successful implementation of the relationship. Therefore, tribal officials will direct their staff to communicate within the spirit of this ACCORD with the particular agency, which, under the organization of state government, has the authority and responsibility to deal with the particular issue of concern to the tribe.

In order to accomplish these objectives, each tribe must ensure that its current tribal organization, decision-making process and relevant tribal personnel is known to each state agency with which the tribe is addressing an issue of mutual concern. Further, each tribe may establish a more detailed organizational structure, decision-making process, system of accountability, and other procedures for implementing the government-to-government relationship in subsequent agreements with various state agencies. Finally, each tribe will establish a documented system of accountability.

As a component of the system of accountability within state and tribal governments, the parties will periodically review and evaluate the implementation of the government-to-government relationship and report on this review through a report summarizing this evaluation and will include joint strategies and specific agreements to outline tasks, overcome obstacles, and achieve specific goals. The State and the Tribal parties to this Accord will meet every other year to conduct this review as well as discussing other issues of mutual concern.

**V. SOVEREIGNTY and DISCLAIMERS**

Each of the parties respects the sovereignty of each other party. In executing this ACCORD, no party waives any rights, including treaty rights, immunities, including sovereign immunities, or jurisdiction. Neither does this ACCORD diminish any rights or protections afforded other Indian persons or entities under state or federal law. Through this ACCORD, parties strengthen their collective ability to successfully resolve issues of mutual concern.

While the relationship described by this ACCORD provides increased ability to solve problems, it likely will not result in a resolution of all issues. Therefore, inherent in their relationship is the right of each of the parties to elevate an issue of importance to any decision-making authority of another party, including, where appropriate, that party's executive office.

Signatory parties have executed this ACCORD on the date, below, and agreed to be duly bound by its commitments:

**STATE OF WASHINGTON**

(b)(6)

**Gary Locke, Governor**

**Date:**

**SIGNATORY TRIBES**

(b)(6)

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

**Date:**

(b)(6)

**By:**  
**Nez Perce Tribe**

**Date:**

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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

## Budget Narrative

### **Personnel (Total: \$82,061; Yr. 1: \$22,275; Yr. 2: \$23,166; Yr. 3: \$24,092; Yr. 4: \$12,528)**

Co-PI/Project Director (Dr. Renee Holt) (9 month appointment 50% FTE for years 1 – 3 and 25% for year 4) Direct Service Provision as teacher/mentor.

Dr. Holt will work with other WSU and College units to recruit participants in Tribal communities and at Tribal events, provide assistance with applications, and identify family/Tribal supports. She will take a lead role in all retention activities, including seminars, advising, and working with WSU's Native Retention Counselor to assign AI mentors/advisors. In addition, Dr. Holt will teach Indigenous education courses and provide leadership in securing additional Native educators that will be invited to present in the required seminars that will be offered each semester of the Ti'tooq'an Cuukweneewit: Native Teaching and Learning Community Project. She will be responsible for collecting the project assessment information shown in the first table in the Project Evaluation section. Dr. Holt will work with the department staff to find internship placements in Tribal communities and with Tribal communities and public schools serving on or near Tribal lands to facilitate participants securing their first positions. The Director will play a lead role in the induction year web discussions, bi-monthly meetings, and summer institute.

Co-PI/Project Director (Dr. Renee Holt) (9 month appointment 5%FTE Administrative Service Provision).Dr. Holt will create and maintain files for each participant, document participant progress, maintain correspondence with key Tribal partners and School District partners.

Co-PI (Dr. Susan Banks-Joseph) As part of her faculty assignment in the Washington State University College of Education Dr. Banks will devote 20% of the academic year to teaching and service to this project.

Dr. Banks-Joseph will work with Dr. Holt on all project activities as needed, assisting in assuring that all project activities are accomplished on time, be the liaison to the department faculty for teacher education program revisions and enrichments, arrange for project evaluation results to be incorporated into departmental program evaluation, and conduct meetings as needed. Dr. Banks-Joseph will also teach courses within the Ti'tooq'an Cuukweneewit: Native Teaching and Learning Community Project. She will assist with advising and mentoring students and be a mentor during the induction year.

### **Fringe Benefits (Total: \$23,552; Yr. 1: \$6,393; Yr. 2: \$6,648; Yr. 3: \$6,915; Yr. 4: \$3,596)**

University employees have certain fringe benefit entitlements that are associated with their University appointments. Fringe benefits are charged at actual rates but budgeted as a percentage of salaries. The budgeted rate is 28.7%.

### **Travel (Total: \$6,447; Yr. 1: \$3,969; Yr. 2: \$826; Yr. 3: \$826; Yr. 4: \$826)**

WSU in/near-state travel (\$486 each year). Funds cover 9 one day trips across 9 months by the Project Co-PIs, faculty members, to travel to Lapwai, ID (Nez Perce Tribe of Idaho) for cultural education teaching and mentoring by Tribal language and culture teachers, retention, and instructional support/delivery purposes. (100 RT miles @ \$0.54 cents a mile=\$54.00 each trip).

2 Student Field experiences (\$340 each year). Through Indigenous land based practices project participants will engage in community cultural visits and experiential learning opportunities.

WSU out of state travel (\$3,143). Funds are budgeted for one two-day trip for the Co-PI and one Nez Perce tribal member to attend the Project Director's Meeting in Washington DC. Mileage is budgeted at \$0.54 per mile. (152 miles round trip from Pullman, WA to Spokane, WA and 80 miles round trip from Lapwai, ID to Pullman, WA), airport parking \$25/day@4 days= \$100), airfare (\$500 per person), lodging (\$225@ 3 nights=\$675 per person),and meals/incidentals (\$71 @ 4 days= \$284 per person).

**Supplies (Total: \$1,410; Yr. 1: \$560; Yr. 2: \$200; Yr. 3: \$650; Yr. 4: \$0)**

Printing and photocopying are budgeted at \$200 per year for years 1-3. A summer institute will be held in years 1 and 3. Food for the institute is budgeted at \$360 for year 1 and \$450 for year 3.

**Other (Total: \$276,615; Yr. 1: \$58,385; Yr. 2: \$107,815; Yr. 3: \$110,415; Yr. 4: \$0)**

Stipends of \$895 per month for 9 months will be provided 7 participants during year 1 and 10 participants during years 2 and 3. During years 2 and 3 the 7 teachers in training will receive an \$895 stipend for attendance at summer classes. The 7 teachers will also receive student fee support to take 6 credits at \$500 per credit for a total of \$21,000.

A one week summer institute will be held in Lapwai, ID during years 1 and 3. During year 1 elders, scholars, and community members will present on Nez Perce epistemology and Indigenous world views on education. During year 3 the teachers and administrators will participate in gathering wisdom for surviving the first 6 months of teaching/administrating. The 7 teachers will attend in year one and receive a stipend of \$200. Four elders will participate and receive an honorarium of \$150 each. During year 3 all 10 participants will receive a stipend of \$200 with 4 elders speaking on holistic wellness and well-being receiving \$150 each.

**Total Direct Costs (Total: \$390,085; Yr. 1: \$91,582; Yr. 2: \$138,655; Yr. 3: \$142,898; Yr. 4: \$16,950)**

**Indirect Costs (Total: \$9,078; Yr. 1: \$2,656; Yr. 2: \$2,467; Yr. 3: \$2,599; Yr. 4: \$1,356)**

Indirect cost on ED training grants is 8% of the modified total direct cost base.

**Total Cost (Total: \$399,163; Yr. 1: \$94,238; Yr. 2: \$141,122; Yr. 3: \$145,497; Yr. 4: \$18,306)**

## Washington State University Contribution

The Provost Office of Washington State University is endorsing this application and has agreed to provide (b)(4)

(b)(4)

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

**1. Project Director:**

Prefix: Dr.	First Name: Susan	Middle Name:	Last Name: Banks	Suffix:
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Address:

Street1:	Cleveland 336
Street2:	
City:	Pullman
County:	Whitman
State:	WA: Washington
Zip Code:	99164
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
509-842-7288	

Email Address:  
sbanks@wsu.edu

**2. Novice Applicant:**

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

**3. Human Subjects Research:**

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

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

Yes Provide Exemption(s) #:  1  2  3  4  5  6  
 No Provide Assurance #, if available:

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

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

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

Name of Institution/Organization

Washington 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	22,275.00	23,166.00	24,092.00	12,528.00		82,061.00
2. Fringe Benefits	6,393.00	6,648.00	6,915.00	3,596.00		23,552.00
3. Travel	3,969.00	826.00	826.00	826.00		6,447.00
4. Equipment						
5. Supplies	560.00	200.00	650.00	0.00		1,410.00
6. Contractual						
7. Construction						
8. Other	58,385.00	107,815.00	110,415.00	0.00		276,615.00
9. Total Direct Costs (lines 1-8)	91,582.00	138,655.00	142,898.00	16,950.00		390,085.00
10. Indirect Costs*	2,656.00	2,467.00	2,599.00	1,356.00		9,078.00
11. Training Stipends						
12. Total Costs (lines 9-11)	94,238.00	141,122.00	145,497.00	18,306.00		399,163.00

**\*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: 07/01/2015 To: 06/30/2019 (mm/dd/yyyy)

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

The Indirect Cost Rate is 8.00%.

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

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

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

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

PR/Award # S299B160022

Name of Institution/Organization Washington 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.	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	(b)(4)					
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