

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 # S299B160024

Grants.gov Tracking#: GRANT12206262

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"/>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------

* 3. Date Received: <input type="text" value="07/01/2016"/>	4. Applicant Identifier: <input type="text"/>
----------------------------------------------------------------	--------------------------------------------------

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--------------------------------------------------------	-------------------------------------------------------

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="ABOR for and on behalf of Northern Arizona University"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="742579628"/>	* c. Organizational DUNS: <input type="text" value="806345542"/>

d. Address:

* Street1: <input type="text" value="PO Box 4130"/>
Street2: <input type="text" value="1395 S. Knoles Drive, Bldg 56, Ste. 240"/>
* City: <input type="text" value="Flagstaff"/>
County/Parish: <input type="text" value="Coconino"/>
* State: <input type="text" value="AZ: Arizona"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="86011-4130"/>

e. Organizational Unit:

Department Name: <input type="text" value="OFC of Grant & Contract Srv"/>	Division Name: <input type="text" value="Research VP"/>
-------------------------------------------------------------------------------	---------------------------------------------------------

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="Shannon"/>
Middle Name: <input type="text" value="M"/>	
* Last Name: <input type="text" value="Knudsen"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Grant Contract Administrator"/>	

Organizational Affiliation: <input type="text" value="ABOR for and on behalf of Northern Arizona University"/>

* Telephone Number: <input type="text" value="928-523-6595"/>	Fax Number: <input type="text" value="928-523-1075"/>
---------------------------------------------------------------	-------------------------------------------------------

* Email: <input type="text" value="shannon.knudsen@nau.edu"/>

Application for Federal Assistance SF-424

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.299

CFDA Title:

Indian Education -- Special Programs for Indian Children

*** 12. Funding Opportunity Number:**

ED-GRANTS-051716-001

* Title:

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

13. Competition Identification Number:

84-299B2016-1

Title:

2016 Professional Development Application

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

Add Attachment

Delete Attachment

View Attachment

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

American Indian School Leadership Program 2017

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="1,286,354.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="1,286,354.00"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number:

Fax Number:

* Email:

* Signature of Authorized Representative:

* Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Jerry Fife</p>	<p>TITLE</p> <p>Assoc. Vice President for Sponsored Projects</p>
<p>APPLICANT ORGANIZATION</p> <p>ABOR for and on behalf of Northern Arizona 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

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

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: The Arizona Board of Regents for and on behalf of Northern A

* Street 1: 1395 S. Knoles Drive, Suite #252 * Street 2: Applied Research and Development (ARD) Building #56

* City: Flagstaff * State: AZ: Arizona * Zip: 86011

Congressional District, if known: AZ-001

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

6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: Indian Education -- Special Programs for Indian Children
	CFDA Number, if applicable: 84.299

8. Federal Action Number, if known: 	9. Award Amount, if known: \$
------------------------------------------------	-----------------------------------------

10. a. Name and Address of Lobbying Registrant:

Prefix: * First Name: None Middle Name: * Last Name: None Suffix: * Street 1: None * Street 2: * City: None * State: * Zip:

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

Prefix: * First Name: None Middle Name: * Last Name: None 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: Jerry Fife

* Name: Prefix: * First Name: Jerry Middle Name: * Last Name: Fife Suffix:

Title: Assoc. Vice President for Sponsored Projects Telephone No.: 928-523-0886 Date: 07/01/2016

Federal Use Only: Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S299B160024

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.

USOE_2016_Grant_GEPA_statement1014762752.p

Add Attachment

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View Attachment

ASSURANCES REGARDING GEPA REGULATIONS

Northern Arizona University, the College of Education, and the American Indian School Leadership program will take the following steps to insure equitable access to, and participation to the proposed program.

1. Since the majority of the population to be served will be students from the Apache, Navajo and Hopi Tribes, we will have a translator on-site to translate the information in Apache, Navajo and Hopi for those who wish to have the information translated. However, we do not anticipate language will be a problem given the nature of the program and the level of education of the participants targeted for enrollment
2. Given the nature of the program, we do not anticipate problems with race, gender, national origin, color, disability, or age. However, to ensure that the program does meet the GEPA Regulations, we will have an adequate number of information available for everyone at the local school sites including information about the program and people from NAU COE, LEAs, and the tribal education officials to answer questions. We commit ourselves to make this program accessible to all potential participants in the program.
3. The project will work with school administrators and the Apache, Navajo and Hopi Tribal Education Officials to ensure that every individual at the local schools are provided a brochure that describes the program and its benefits. In addition, we will work with the local schools and the tribes to conduct an informational meeting well in advance before project is started at all sites with all potential participants and answer any questions that might be posed about the program and its purpose.
4. Finally, we have attached NAU's Reaffirmation of Policy for non-discrimination, Equal Opportunity, and Affirmation Action and Commitment to Diversity which also affirms our intent to meet the GEPA Regulations.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION

ABOR for and on behalf of Northern Arizona University

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Title:

* SIGNATURE:

* DATE:

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:

PROJECT ABSTRACT

Northern Arizona University's College of Education in consortium with four tribes (Diné, Hopi, White Mountain and San Carlos) and Navajo Technical University, will implement the **American Indian School Leadership (AISL)** project to annually serve 24 pre-service administrators enrolled in a Master's degree program in Educational Leadership to qualify for a principal's licensure (**Absolute Priority 2, Competitive Preference Priority 1, and Competitive Preference Priority 3**).

Project AISL is planned for 48 months designed to improve the quality and diversity of services offered to American Indians and Alaskan Natives graduate students by graduating them on time, preparing them as advanced instructional leaders who will succeed in a high-stakes accountability environment with a strong background in instructional leadership, assessment literacy and cultural school leadership skills. The objectives, aligned with gaps, include:

1. Provide financial support for part-time pre-service administrators.
2. Deliver a Master's Degree in Education Leadership that provides support for degree completion and a principal licensure.
3. Provide mentoring support for pre-service principals engaged in instructional leadership, assessment literacy and cultural responsive school leadership training.
4. Provide graduates with induction support to ensure certification and job placement success.

AISL is a multi-layered project aligned to needs, gaps, and objectives and based on current scientific research and effective practices:

Layer 1: Financial Support. Support for tuition, books, classroom supplies and materials, membership in professional association, subscriptions, research reference materials, travel expenses and lap-top computers will reduce personal poverty has on degree completion and acquire learning tools needed to ensure college learning success.

Layer 2: Masters in EDL. The EDL Department will provide focused instruction to pre-service principals with a particular emphasis for preparing them to become strong instructional leaders, skilled in assessment literacy and cultural leadership skills. The AISL Advisory Council and the four tribal partners and Navajo Technical University will work with NAU faculty to identify relevant leadership practices.

Layer 3: Mentoring and Coaching: Mentors at each school site where students are employed will increase student advisory capacity (academic and professional development) to provide early detection of barriers that impact student completion and success rates in administrator training programs.

Layer 4: Induction. Students working with mentors at their employment sites will increase percentage of graduates who will experience success as a beginning principal. The mentors will provide on-site observation, mentoring, and coaching to increase a successful beginning with a goal of becoming a strong instructional leader.

Project Feedback and Continuous Improvement: Analysis of feedback data will be extensive and ongoing to ensure a constant flow of feedback to facilitate continuous improvement. Project Staff will monitor all layers of the project design (Financial, Master's Program, Mentoring, Job Placement and Induction) to examine the effectiveness of the program as it evolves. AISL goals, objectives and Government Performance and Results Act (GPRA) will serve as the primary indicators used to assess progress. A mixed-methods research procedure will be used to assess specific services and activities to determine the impact of each element.

Project Budget: Our budget request is as follows: Year 1 - \$397,380.63, Year 2 - \$399,088.20, Year 3 - 399,965.21, and Year 4 – \$89,918.65, for a total of \$1,286,352.69 to serve 24 pre-service administrators for 48 month project.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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American Indian School Leadership Program

Introduction

In the current political context of high-stakes accountability, there is a critical need for a preparation program that trains Native principals to lead improved instruction and school change, not just manage budgets and buildings. Many states including Arizona link teacher and administrative evaluations to student performance outcomes (Arizona State Senate, 2104). The mandate of this new state law (33-50% of administrative performance evaluation will be linked to student outcomes) underscores the need to train aspiring principals to be competent instructional leaders.

This project is organized based on input from a group of Native superintendents, principals and feedback from graduates of the American Indian School Leadership (AISL) Program. This group developed a set of recommendations for improving training of Indian-school administration including courses specifically targeting Indian-school leadership.

Consortium: Diné, Hopi, White Mountain, San Carlos and Navajo Technical University:

This consortium is made up of NAU, the College of Education (COE), Diné Nation, Hopi, White Mountain, San Carlos and Navajo Technical University (NTU). Their Tribal Departments of Education will serve as their lead agency representing the interest of their LEAs and education service institutions. NTU is a Tribal Institution of Higher Education in Crownpoint, New Mexico, chartered in the state of New Mexico and the Diné Nation, fully accredited by the Higher Learning Commission and a member of the American Indian Higher Education Consortium.

Project Priority Points: A Consortium Agreement is the center-piece of this project and has the committed involvement of NAU's administration, the College of Education, Navajo

Technical University, and four tribal partners and their LEA's that serve their communities. This **48 month project** is submitted under **Absolute Priority 2 (Pre-Service Administrator Training)** to serve the public schools and Bureau of Indian Education (BIE) funded schools serving four reservations, and under **Competitive Preference Priority 1**, an application that includes a letter of support signed by the authorized representative of an LEA or Department of the Interior BIE funded school (Appendix B), and **Competitive Preference Priority 3**, a consortium of eligible entities whose lead is a non-tribal entity and NAU will serve as fiscal agent (Appendix B). The Consortium Agreement is signed by the tribes and NTU and the project will be guided by an **Advisory Board** (Appendix E) made up of LEA's, tribal education directors and school administrators.

Payback Provision: The project will be administered according to provisions established by the Indian Fellowship and Professional Development Program and payback requirement and payback period. The specifics of this payback requirements are contained in a **Project Agreement** (Appendix C). At the end of each payback meetings students will be required to review the agreement they signed upon entry into the project acknowledging that their continued participation is directly tied to satisfactory progress and that they understand the payback responsibilities following training or dropping out of the program.

Northern Arizona University: NAU has a strong commitment to Native students. The University has one of the largest enrollments of Native students among public, four-year institutions in the United States. NAU ranks near the top among all public, four-year institutions in Native student enrollment. In Fiscal Year 2015, NAU ranked 8th out of these public, four-year schools for Bachelor degrees granted to Native students. The Native students themselves are

diverse and originate from 122 different tribes, the largest contingents being from the Navajo, Cherokee and Hopi tribes (2015 IPEDS: Integrated Postsecondary Education Data System).

Need for the Project

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

Layer 1-Gap 1: Financial instability prevents Native students from successfully completing

graduate education. Tribal scholarship funds cannot provide adequate financial support to help students meet daily living expenses and reduce financial barriers to enrollment or retention. And more it is not easy for part-time Native graduate students to get financial assistance. Statistics for participating tribes are shocking as shown in Table 1 (U.S. Census, 2015). Poverty in these targeted communities impacts the quality and breadth of services for Indian families. While increasing numbers of Native students have gained access to higher education during the last decade, graduate education persistence and academic success remain serious concerns with only

Table 1

Indicators	Poverty	Child Poverty	Per Capita	Bachelor Degree	Unemployment
Diné Nation	55%	58%	\$16,015	15.5%	54.5%
Hopi Nation	45%	49%	\$8,769	12.2%	48.4%
White Mt Tribe	54%	57%	\$13,930	9.6%	61.2%
San Carlos Tribe	61%	64%	\$6,687	8.7%	62.3%
Arizona State	22%	32%	\$35,062	25.5%	12%
U.S. Nation	15%	22%	\$45,560	30.4%	7%

one-half of college entrants completing graduate degrees. College attrition is particularly serious among low-income Native students with only half of college entrants completing degrees (McCarty, in press).

How addressed: AISL is proposing to use grant funds to pay for tuition, textbooks, a lap top computer, cost for principal's exam, fees to purchase membership in a professional school leadership association and a subscription to their publications, attendance at professional conferences to minimize financial limits as a barrier to degree attainment and principal certification. These purchases also include the research and technology tools that promote success and increase access to academic resources. AISL will provide financial support to students in good standing (part-time students maintaining a 3.0 GPA or higher and those who agree to take 3 hours per semester as defined by NAU for part-time graduate students) by offering a per semester financial support for fall, spring and summer semesters.

The Extended Campus Classes at NAU are flexible, delivered through new and innovative technologies, and allow students to meet their educational goals outside of or in a traditional campus setting. To maximize the quality of the training we propose to purchase laptops for each student in order to adequately equip them to take advantage of the online requirements and for research. Many of the students will come from a remote community and a laptop might be the only source they have to access the on-line courses. Excess to high speed internet and Wi-Fi is available on each of the four tribal reservation communities and NTU.

Layer 2-Gap 2: Need for an EDL masters degree that provides individual support for degree completion. A major gap this project addresses is the need for more highly-effective Native principals. Mainstream pre-service administrator programs typically do not take into account the need to offer individualized student support that includes a relentless focus on

individual student success; in particular for part-time Native graduate students taking on-line classes while residing off-campus. Our project will support achievement of every student in every coursework and take responsibility for their performance and less attention on big-picture metrics like achievement per class and focus, instead focus on achievement per student and success per faculty teaching the courses. In the schools serving the four tribes, 80% of the 443 principal and assistant principal positions are filled by non-Indians who do not speak the language, do not know the values and traditions, and tend not to stay on the job for extended periods of time (Arizona Department of Education Annual Report, 2015; Bureau of Indian Education School Improvement Annual Report, 2015). This project will not just produce more Native principals, but significantly improve the often weak training of Native principals.

Another major gap this project will address is the high turn-over rate of principals which is at 60% for some of the schools that will be served by this project including reservation-public and BIE schools (Groenig, et. al., 2015). For example, for the White Mountain tribe, 70% of the individuals serving in the role of principal are doing so with an emergency certificate (Bureau of Indian Education School Improvement Annual Report, 2015). The 60% turnover rate occurred over a period of two years. Factors often mentioned for the high attrition were inadequate preparation, ambiguous roles, contentious and uncivil work climate, poor communication, administrators unwilling to be involved in tribal-community functions, and a lack of expertise to move into a troubled school (Arizona Department of Education Annual Report, 2015; Bureau of Indian Education School Improvement Annual Report, 2015). Expanding the ranks of Native administrators has the benefit of slowing the rate of turnover of school leaders and increase the continuity that is central for improving academic achievement.

How addressed: Adding to the barriers imposed by financial limitations, most pre-service administrator programs track results only by graduation rates, grades, students passing the principal's exam, and hours completed, which typically come at the end of the program, when it's too late to turn around bad outcomes. AISL will prod deeper, examining a full range of feedback data and tracking student performance data including personal information on a monthly, weekly, or even daily that will offer the students an opportunity to grow and advance. This information will be used not only by the Project Director or the Coordinator, but also by the faculties and mentors to help them monitor student and faculty performance continually and make adjustments in instructions, advising, mentoring and teaching as needed. And since students are nominated by their superintendents this adds more support for degree completion.

Layer 3-Gap 3: Need for principals in high poverty Indian schools to increase their instructional leadership, assessment literacy and cultural responsive leadership skills:

Recent results on the Arizona's Measurement of Educational Readiness to Inform Teaching (AzMerit) test show Indian students lacking in all major areas measured (Arizona Department of Education AzMerit Report, 2015). The results shown in Table 2 demonstrate the need for improved school leadership resources and illustrate the challenges Indian students face in pursuing postsecondary education (Arizona Economic Report, 2015). The instructional leadership deficits are largely a function of the lack of technical training emphasized within a principals' preparation program. Traditional preparation programs, for example, tend to emphasize the Interstate School Leaders Licensure Consortium (ISLLC) standards or the Educational Leadership Constituent Council (ELCC) standards, but not enough attention on the merits of tying improving school leadership training directly to promote better teaching and learning. In addition, although Native principals are expected to have a comprehensive skill-set

Table 2

Academic Indicator	Diné	Hopi	White Mt.	San Carlos	Arizona
K-12 School Enrollment	69,850	3,982	4,876	3,982	1,012,068
% Am Indian Students	98%	98%	100%	100%	21%
% Special Educ Students	13%	18%	22%	27%	17%
% Free & Reduced Lunch	100%	84%	100%	100%	40%
%K-8 Proficient Reading	18%	33%	32%	31%	77%
% K-8 Proficient Math	21%	35%	27%	21%	71%
% K-8 Proficient Science	24%	20%	19%	18%	80%
% 9-12 Proficient Reading	48%	58%	45%	33%	83%
% 9-12 Proficient Math	41%	36%	33%	31%	84%
% 9-12 Proficient - Science	44%	39%	22%	24%	82%
High School Grad Rate	52%	63%	50%	46%	79%
Adequate Yearly Progress	No	Yes	No	No	Yes

to use instructional leadership, assessment literacy and cultural leadership skills to promote higher achievement, there is not enough effort or none at all in traditional preparation programs to provide such training. Pre-assessment of new principals through feedback from past graduates suggest that knowledge of appropriate instructional leadership skills and cultural leadership is an area in which they need better and more detailed information (Martin, 2015). Also, the lack of emphasis on assessment literacy in current leadership preparation programs does not contribute to clear understanding of the intricacies of value-added methods for assessing teacher quality primarily to document a student's academic growth. Implementation of this project will enable the tribes involved in the project to regard highly that successful school reform depends on

principals having instructional leadership skills (i.e. curriculum and instructional knowledge, capacity building skills, motivation skills, student engagement processes, and positive teacher work conditions that have been linked to improved student outcomes (Leithwood, et. al., 2009).

How addressed: A pre-service administrator program that emphasizes instructional leadership, assessment literacy and cultural responsive leadership skills will be the focus of this project. The skills training plan is provided in more detail on pages 22-25.

Layer 4-Gap 4: Especially in their first years on the job, Native principals need high-quality mentoring and induction support tailored to individual needs. Getting pre-service principal training right is essential, especially for Native principals desiring to work in an Indian-serving school. Equally important is the training and support school leaders receive after they're hired. Particularly for Native principals in Indian serving schools, the realities of their jobs hit full force the day they arrive at their schools, along with pressure to prioritize problems and develop plans for fast results. Without the guidance of an induction mentor, a novice can quickly feel ground-down by the loneliness at the top.

How addressed: Induction will come immediately after students have completed the coursework. The plan is explained in more detail on pages 28 - 29.

Mentoring: An added component made possible by the LEA superintendents is the students will have a practicing K-12 administrator mentoring them in addition to the EDL faculty during the coursework period. The mentor will model for the students their curriculum and instructional knowledge in ways that build leadership capacity, motivate teachers, engage students in the curriculum, and overall create positive teacher work conditions in the schools.

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

(2015), in Arizona schools employment of elementary, middle, and high school principals is projected to grow 6 percent from 2016 to 2026, about as fast as the average for all occupations. Employment growth around the state will be driven by increases in industries moving their headquarters to Arizona (Arizona Town Hall, 2015). From 2016 to 2026, the number of students enrolled in schools is projected to increase based on the increase in population and the state being a desired place for new start-ups for both manufacturing and technology industry. Some additional schools may open to accommodate these students, resulting in a need for more assistant principals and principals. In 2005, a new state law was put into practice that supports charter school development including opening of new Native American Charter schools in the state, thereby increasing employment growth particularly for Native education leaders (Arizona Commission for Indian Affairs, 2015).

In 2016, there were 1,786 principals and assistant principals in K-12 Arizona schools (Arizona Department of Education Annual Report, 2015). Dr. Debra Duvall (personal communication, 2016), Executive Director of the Arizona School Administrators Association, says each year about 50-60% of these principals will either retire, move out-of-state, or leave the profession underscoring the need to train additional principals.

In the four reservation communities this project will serve, during 2015 school year, 81,538 Indian K-12 students were enrolled in 261 schools serving the four reservation communities that included both BIE funded schools and reservation-based public schools. Approximately 62.8% of the Indian students attended 177 public schools, while 25.4% attended 84 BIE funded schools. Indian student enrollment is increasing at a rate of 01.4% per year. BIE schools showed the lowest rate of increase (0.7%), with public school enrollments increasing at 01.9% per year. Only two of the 26 public school district superintendents were Indian. Of the

443 principal and assistant principals in these schools, 87 or 20% are Indian. In addition, the turnover rate for school administrators in some of the schools is 60%, and 70% of the individuals serving in the role of BIE principal are doing so with an emergency certificate. In the 66 Arizona Navajo BIE funded schools, there are 132 principal positions (principals and assistant principals), each year about one-quarter to nearly one half will have vacancies. These statistics demonstrate there is an 80% need for new principals in just the four reservation communities this project is proposing to serve (Arizona Department of Education Annual Report, 2015; Bureau of Indian Education Annual Report, 2015).

Quality of Project Design

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

Project Goal, Objectives, Outcomes and Timelines

PROJECT GOAL: To graduate, on time, 24 Native administrators who will return to an Indian-serving school as an advanced instructional leader.	
Objective 1	Provide financial support for part-time, participating pre-service administrators and develop a process for feedback and continuous improvement on project results through using a mixed-methods research plan to collect data.
Outcome	AISL will provide financial support to students in good standing (part-time students maintaining a 3.0 GPA or higher and taking 3 hours per semester) by offering a per semester financial support for fall, spring and summer semesters, and a mixed-methods research plan in use to collect data for continuous improvement.

Measurements	<p>a. 24 students enrolled in the program by Jan 2017 signed an agreement acknowledging their continued participation is directly tied to satisfactory progress in the program, and understand the requirements if they should leave or drop out.</p> <p>b. 24 students retain eligibility by maintaining academic progress.</p> <p>c. Mixed-methods research plan in use.</p> <p>d. Evidence of GPRA measurement data.</p>
Objective 2	Deliver a Master’s Degree in Education Leadership that provides support for degree completion.
Outcome	Deliver a 36 month EDL Master’s principal licensure program that emphasizes leadership of data analysis, curriculum, instruction and strategic planning to improvements in student outcomes, and knowledge of application processes that lead to strategies for school improvement.
Measurements	<p>a. Courses delivered by semester Jan 2017 through Dec 2019, and student record of academic progress for each required class.</p> <p>b. Evidence of class notes in EDL portfolio on assessment literacy, curriculum and instructional knowledge, leadership capacity, teacher motivation, student engagement and teacher’s work conditions</p> <p>c. Evidence of input from Advisory Council, the four tribal partners and NTU regarding instructional leadership, assessment literacy and cultural leadership skills</p>

	<p>d. Record of contact between student, faculty and their mentors to provide support for program completion.</p> <p>e. Complete pre-and post-case studies (assessment tasks) online to assess changes in their knowledge of assessment literacy, curriculum, instructional, student engagement, and strategic planning processes that address improvements in leadership capacity, teacher motivation, and teachers' work conditions.</p> <p>f. 24 students enrolled in the program graduated with a MA degree and obtained a principal licensure by Dec 2019, secured a principal's position and involved in a 12 month induction to end by Dec 2020.</p>
<p>Objective 3</p>	<p>Provide mentoring support for pre-service principals engaged in instructional leadership, assessment literacy and cultural responsive school leadership training, and provide job placement assistance.</p>
<p>Outcome</p>	<p>Mentors identified at student's school site and an agreement is set up and website is developed for job placement assistance.</p>
<p>Measurement</p>	<p>a. Assignment of mentors for each student.</p> <p>b. Records of contacts through e mail, face-to-face, phone and other venues.</p> <p>c. Record of coaching how to develop a strategic plan that address curriculum/achievement gaps and the leadership antecedents</p>

	<p>identified in the research grounding for these skills.</p> <p>d. Record of coaching how to observe classroom and other school interactions for evidence of leadership capacity, teacher motivation, student engagement, and positive teacher work conditions.</p> <p>e. Record of coaching to increase knowledge of assessment tasks that illustrate changes in principals' understanding how these same components look in practice.</p> <p>d. Website developed to assist students with job placement details and record of coaching assistance by project partners with qualified employers to assist identifying administrative positions with LEAs served by the project.</p>
Objective 4	All 24 students (as first year principals) will complete a 12 month induction in year four of the project.
Outcome	All 24 students will complete a 12 month induction at a designated school, all will have passed the principal licensure exam, and all will have secured a principalship position with a qualified employer.
Measurement	<p>a. Number of students completing 12 month induction, number passing principal licensure examination by year 3, number holding principal positions.</p> <p>b. Seminars and group meetings held for principals and record of leadership topics addressed.</p>

	c. Record of contact by faculty and mentors re induction goals, activities and successes.
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(i) The number of participants expected to be recruited in the project each year: We propose to recruit 24 students and the number will remain the same throughout the 48 month project period. We do not foresee students dropping from the project because of the nomination process, but if that should occur we will recruit a replacement immediately since the students are employed in a school involved in the project. We expect there will be a waiting list for each school from which we can recruit replacements.

(ii) The number of participants expected to continue in the project each year: Project plan is we will have 24 participants continue in the project each year.

(iii) The number of participants expected to graduate: Our plan is we will have 24 students graduating from the project. Given how the project is organized for supporting students; such as the nomination, mentoring, the quality of the faculty leading the project, quality of the faculty teaching the courses, and the support offered from NAU and the student's schools, the expectation for 100% graduation is achievable.

(iv) The number of participants expected to find qualifying jobs within twelve months of completion: Included in the nomination process from the LEAs where the students are employed, when a student is accepted into the program the nominating school will include a statement in the nomination letter that upon successful completion the student will receive assistance identifying and securing administrative employment in the schools. This will be a condition for accepting the student into the program and thus we expect all of the 24 students will find employment within twelve month of completion primarily because of the support base and condition for acceptance into the program.

Project Timeline: In terms of a timeline to achieve the goals, objectives and outcomes of the project, upon award notification we will convene a meeting with the AISL Advisory Committee to discuss approval specifics and make adjustments as necessary. We will work with the project partners to organize a nomination process, enroll participants, explain payback requirements and sign payback agreement. In addition, we will introduce faculty teaching the classes, review course materials for cultural relevancy and significance to Indian-school leadership needs. We will advertise Program Coordinator position and hire accordingly and work with superintendents to identify school-base mentors.

Spring 2017

- Begin first on-line instructions
- School base mentors begin working with students
- Complete online assessment tasks

Summer 2017

- Second and third online summer classes
- Complete online assessment tasks
- Student attendance at a select summer professional development conference
- Convene first student seminar at NAU
- Begin first year project feedback and continuous improvement data collection

Fall 2017

- Fourth online class
- Complete online assessment tasks
- Finalize first year project feedback and share results with Project Partners

Spring 2018

- Fifth online class
- Complete online assessment tasks
- Student attendance at a select professional development conference
- Begin second year project feedback and continuous improvement data collection

Summer 2018

- Sixth and seventh online classes
- Convene second student seminar at NAU
- Convene second AISL Advisory Council meeting and project partners
- Complete online assessment tasks
- Finalize second year project feedback and share results with Project Partners

Fall 2018

- Eighth online classes
- Complete online assessment tasks
- Student attendance at a select fall professional development conference

Spring 2019

- Ninth online class
- Complete online assessment tasks
- Begin third year project feedback and continuous improvement data collection
- Convene third AISL Advisory Council meeting and project partners

Summer 2019

- Tenth and eleventh online classes
- Complete online assessment tasks
- Student attendance at a select summer professional development conference

- Finalize third year project feedback and share results with Project Partners

Fall 2019

- Begin internship experience
- Develop website for job placement assistance and coaching
- Complete online assessment tasks
- Convene fourth AISL Advisory Council meeting and project partners

Spring 2020

- 24 students begin first year principal employment and induction
- Seminars organized to assist students on select topics
- Begin fourth and final project evaluation data collection

Fall 2020

- 24 students continue employment and induction
- Seminars organized to assist students on select topics
- Project ends, complete project final report and share with Project Partners

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

Participants for the project will be nominated by their superintendents to participate in the program. They may be teachers, supervisors or coordinators. In one way or another, they have expressed the desire and commitment to become school principals. Employing this nomination process requires all of the project partners to stay involved throughout the project period.

Preparing candidates with knowledge of the specific challenges they will face in schools and equipping them with the tools to succeed, including the network and support system through this design approach, mitigates the chance of their leaving or dropping from the program. They will

be required to meet the regular admission standards in educational leadership and show proof of their Indian blood certificate and understand the payback provision.

(3) The potential of the proposed project to develop effective strategies for teaching Indian students and improving Indian student achievement, as demonstrated by a plan to share findings gained from the proposed project with parties who could benefit from such findings, such as other institutions of higher education who are training teachers and administrators who will be serving Indian students. The proposed project will teach students how to make integrated instructional and curriculum decisions that align with their data analyses and how to foster leadership capacity, teacher motivation, student engagement, and positive teacher work conditions in an accountability environment. Further, our project will help students learn how to observe classroom and other school interactions for evidence of leadership capacity, teacher motivation, student engagement, and positive teacher work conditions. The project will bridge the gap in principal instructional leadership and cultural responsive leadership by focusing on assessment literacy and will enable graduates to know how to deal with the at-risk and low-performance issues. Our focus in the training will enable the graduates to know how to work with teachers to understand the connections between assessment, curriculum and school improvement while applying instructional and cultural responsive leadership skills which have been proven to lead to increasing Indian student achievement.

This will be our strategy to train students to become highly-effective instructional leaders so that they can confidently handle the Indian student achievement factors that Demmert (2003) highlights in his research (e.g. high-poverty, under-resourced, under-performing, hard-to staff, etc.) that present the greatest challenges for addressing student achievement for Indian students.

In terms of sharing findings gained from the proposed project, since our feedback and continuous mixed methods research approach is applicable to a research-based methods model, we plan on developing several research documents for publication. Project staff are highly visible in Indian education nationally and internationally, delivering invited addresses, organizing workshops, designing leadership programs, and collaborating in research resulting in numerous juried publications and presentations. Research presentations of project results will include papers at the American Educational Research Association, National Association of Secondary School Principals, National School Board Association, National Indian Education Association, American Indian Higher Education Consortium, American Indian Professors Association, National Native Charter School Association, and the University Council Educational Administration. Research publications will be submitted to such refereed journals as the *Adult Education Quarterly*, *Journal of American Indian Education*, *Journal of Educational Administration*, *Journal of Education Finance*, *Journal of School Leadership*, and *Journal of National Association of Student Personnel Administrators*, thereby contributing to knowledge development for improving Indian student achievement.

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

There are several avenues for incorporating the needs of potential employers into the project activities through the support from the project partners. The Consortium Agreement between the tribal partners and the LEA's that serve their communities and NTU provide a partnership relationship to allow for the needs of the potential employers to be central to the success of the

project. First, the EDL courses are organized to specifically target the leadership needs of BIE funded schools and reservation-public school and taught by faculty experienced in Indian-school leadership. Second, the AISL Project Advisory Council will be directly involved for reviewing the progress of the project and the fact they represent tribes and the LEAs, they will speak to the needs of the potential employers based on the results of the job market analyses. This group will meet quarterly and will play a key role providing as much input as necessary insuring partnerships are established and relationships maintained with appropriate entities. Third, some of the organizations providing educational services to Indian students will be actively involved in the project including BIE funded schools, reservation public schools, tribal and community colleges with whom NAU COE has standing MOUs, institutions of higher education, and numerous tribal-education sponsored programs within the four tribes all have vested interest to meet the employment needs of the project partners. Fourth, as an example, a key concern of potential employers is the difficulty of filling principal positions with qualified candidates. To address this employer concern, the project emphasizes a definition of the principal as a public servant – a leader out in the tribal community, working with parents, tribal leaders and others to build tribal, public, moral, financial and emotional support for students and the school. Community engagement and ownership of the schools are essential. While instructional leadership skills are a “must-have” for project graduates, our project partners and NAU COE recognize that tribal-community leadership may be the most important skill to ensure their long-term success particularly for addressing the needs of potential employers.

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 population. The Master of Arts degree in the EDL curriculum guides students through self-assessment in appropriate principal leadership development. The specific content of the program is drawn from professional research and from on-the-ground experiences relative to rural education and Indian school leadership needs. The opportunity to work in collaboration with an experienced mentor will extend the theoretical into the applied experiences of administration. Supporting students to attend professional conferences, membership in professional associations and providing access to research support materials and subscriptions to professional journals and publications will complement these experiences.

Program of Study: The program consists of 3 hours of leadership foundations, 3 hours of research, 9 hours of instructional and curriculum leadership, 18 hours of leadership specialization, and 3 hours for internship, for a total of 36 hours to obtain a Master of Arts degree in Education Leadership and certifiable as a principal. The timelines are set up to allow students to take one 3-hour class each semester. Anything less than 9 hours per semester for graduate students qualifies as part-time for NAU students. During the summer, students will take 3 hours each session.

Course Number	Course Name	Semester Hours
EDL 640	American Indian School Leadership	3
EDR 650	Introduction to Data-Driven Research: American Indian School Leadership	3
EDF 602	Foundations of Indigenous Education: Tribal Nation Building and Schools	3
EDL 641	School and Tribal Communities: Role of Education in Tribal Nation Building	3

Course Number	Course Name	Semester Hours
EDL 622	Legal Aspects of School Administration	3
EDL 623	Publicity and Politics of Education	3
EDL 643	American Indian Teacher Leadership Supervision and Evaluation Methods	3
EDL 627	Personnel Administration in Education	3
EDL 635	School Finance	3
EDL 642	Curriculum Leadership in American Indian Schools	3
EDL 629	The Principalship	3
EDL 696	Principal Internship	3

Instructional Leadership, Assessment Literacy and Cultural Responsive Leadership skills:

While our project provides specific attention to instructional leadership, assessment literacy and cultural responsive leadership, these technical skills will be contextualized and supported by elements of successful leadership: curriculum, instruction, leadership capacity, teacher motivation, student engagement, and positive work conditions.

Instructional Leadership: We adapted parts of the Helios Rural Principal Pipeline program (2014) model housed at NAU that involves the creation of a cohort of future rural principals to assume leadership for their schools, joined together through a predominately on-line course schedule and web-based interactions, supplemented by high-quality, hybrid learning activities and a school-based internship experience. For this project we modified and added specific Indian-school leadership needs into the curriculum modules, case studies, on-line assignments,

mentorship, internship practicum and the induction plan to insure the content are relevant for Indian-serving schools.

The leadership training models we adapted from the research-based Helios project are (a) the “Elements of Success” (a set of six factors that help drive student achievement, being data driven, and being an effective instructional leader), and (b) the three forms of leadership disciplines:

a. Elements of Success: Disciplined Thought: 1. *Clear Bottom Line* – not waiting for something to be different, but doing the best for every student under the circumstances. 2. *Ongoing Assessment* – frequent in-school assessment to spot problems early and drive improvement. **Disciplined People**: 3. *Strong and Steady Principal* – focused on the things that truly improve schools and keep pushing ahead no matter what the roadblocks. 4. *Collaborative Solutions* – problem solving is pushed throughout the ranks, not concentrated in a few people at the top. **Disciplined Action**: 5. *Successful schools stress practices not programs* – it’s not about a particular program, programs do not produce achievement; teachers produce student achievement. 6. *Stress practices* – it is the principal who creates a good school, it is the teacher who creates a good classroom. Invest wisely to improve the pedagogical practices of teachers.

b. Leadership disciplines students are taught to embrace:

No Excuses: Don’t even think about playing a blame game when students aren’t learning, have the strength to look at the problem and take responsibility. **Accountability**: Don’t think the solution is “out there”. If students aren’t learning, the school needs to change. **Bottom Line**: No one is allowed to lag behind. If every student in every classroom isn’t learning, the school isn’t doing its job.

Assessment Literacy: Training of assessment literacy will help students develop a working knowledge of multiple student assessment designs, including the technical statistical processes that inform the test design and determination of student outcomes. The outcomes of this training will be increased student's understanding of and appropriate application of data and measurement tools and the connections between assessment and improving student achievement. The skills include:

1. Given the data from their own school, they will be able to analyze the data and identify trends on learning growth over time,
2. Given the disaggregated data from their own school, they will be able to analyze the gaps in achievement among groups of students in their school.
3. Given a variety of resources for student assessment, they will be able to identify implications for curricular and instructional change and then select appropriate formative assessments to monitor students' progress in these areas.
4. Given information on assessment literacy (formative and summative) and successful initiatives to develop leadership capacity, working and learning conditions, teacher motivation and student engagement, designing strategic plans, and to create their own plans for improving teaching and learning in their schools.

Cultural Responsive Leadership: Tribal leaders and educators continue to advocate for a culturally responsive curriculum to strengthen Native principal training (Barnhardt, et. al., 2011). This training uses materials that link cultural knowledge originating in tribal communities to the curriculum of the institution. Example of some of the subjects we examine in the courses: role of education in tribal nation building; tribal leadership beliefs; communication and leadership styles of Indian school boards and Indian educators; appropriate

communication with parents, elders, and community leaders; accountability practices by parents and Indian school boards; managing tribal language and culture programs; tribal expectations of young men and women in leadership roles; attitudes toward non-tribal members in positions of leadership; school-tribal/community development; tribal education codes including the cross-jurisdictional tribal, state and federal education laws; Indian preference in hiring practices; tribal labor relations; tribal cultural decision-making; Diné Education Standards; attributes of power structures found in tribal communities; institutional racism; and issues of social justice, equity and inequality from a tribal perspective.

Through incorporating these and other topics into the training students will not just understand the school-leadership dynamics in a tribal community, they will know how and when to use them, and able to monitor the impact of the leadership decisions they make on the education values and beliefs of the tribal community. The research by the Alaska Native Network have found that when Native principals are well grounded in tribal/local forms of knowledge, Native principals are able to maintain positive teacher work conditions and relations with parents that have been linked to improved student outcomes (Barnhardt, et. al., 2011).

(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. The inequitable distribution of outcomes related to Native students has been one of, if not, the most enduring issues for policy makers, schools, and tribal communities to debate and variously address. The challenge to increase assessment literacy and overall instructional leadership skills is especially acute in schools that are under-resourced and already struggling. Key findings from two research studies (National Indian Education Study and the Helios Rural Principal Pipeline program) are key in this project as it addresses leadership competencies in assessment literacy in relation to

antecedents of successful school leadership—namely, curriculum, instruction, leadership capacity, teacher motivation, student engagement, and teacher’s work conditions (NIES/NAEP, 2011; Helios Rural Principal Pipeline, 2014). This project draws from these quantitative research findings that link leadership of data analysis, curriculum, instruction, and school improvement planning to improvements in student outcomes. The qualitative research conducted by the National Assessment of Educational Progress provides contextualized understandings of how principals successfully improve student outcomes in high-poverty, reservation communities across the United States (NIES/NAEP, 2011). In these studies, seven antecedents have proven to improve student outcomes: assessment literacy, deep curriculum understandings and deep instructional knowledge including cultural responsive leadership, leadership capacity, teacher motivation, student engagement and teachers’ work conditions. The information provided by data analyses procedures is only powerful to the extent that principals have the curriculum understandings necessary to use the analyses to guide curriculum scope and sequence decisions. Our project will prepare students to model their curriculum and instructional knowledge in ways that build leadership capacity, motivate teachers, engage students in the curriculum, and overall create positive teacher work conditions in Indian-serving schools.

(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. First and foremost, we felt fortunate to be able to generate an extensive amount of support from the LEAs as reflected in the attached letters of support in which they indicate they’re in agreement with the nomination process and that they will offer their candidates an administrator’s position upon completion. Secondly, because of this connection between the participants and their superintendents, the expectation is that many, if not all, students in the program will have an administrative position

waiting for them when they graduate with their principal's licensure. However, we are very aware of the alarming rate of turnover among staff, particularly school superintendents and principals in the schools. If this occurs and it creates a problem for the graduate due to a change in administration, AISL staff will guide students following these steps to assist them with job placement activities that reflect the job market analysis and needs of potential employers.

1. AISL will develop a website for the students that will have information about job listings, procedures for filing an application, salary ranges, job description, possible interview questions and other "how to" tips. The student's school mentor, Project Director and Coordinator will meet with each student and provide assistance for completing an application, review job description, and responses to interview questions. They will also assist the student with a cover letter for their application.

2. Every administrator at the LEAs this project is serving will receive the announcement that these are graduates from the AISL program seeking employment. The announcement will be shared with other Indian-serving schools around the region and state school districts that meet the requirement as a qualified employer. The Project Director and faculty will contact the LEA administrators and offer information that the LEA's are seeking to help with their decision-making process.

3. Various colleges including tribal colleges and universities, including predominantly minority institutions, job placement services, and Indian school boards throughout the state of Arizona and outside the state will be provided the announcement.

4. The information is also provided to the four tribal partner's Tribal Education Offices and the local BIE Education Offices with information they can use to assist the graduate in identifying and securing employment for them. Particularly with tribal grant, contract or BIE operated

schools. The AISL project staff will contact each agency and provide whatever information might be helpful to create a pool of qualified candidates.

5. If the graduate is unable to secure employment following these steps, they will be instructed to schedule a conference with the AISL staff to review their responses to the interview questions, information in their application and cover letter, and any other information on the processes they're following. If it is feasible project staff will provide feedback received from the potential employers or the tribal offices about their prospects for securing employment.

(4) The extent to which the applicant will offer induction services that reflect the latest research on effective delivery of such services. Induction will come immediately after students have completed the coursework. Research results indicate that much remains to be done to make induction and/or mentoring much more meaningful (Sanzo, 2016). Mentoring through an induction set-up is too often in the nature of a “buddy system,” delivered by well-meaning but inadequately trained mentors and connected only weakly to school needs. All new principals in the AISL project will be mentored on a 12 month induction plan by highly trained active or retired principals with track records of improving schools. The plan is as follows:

1. Students will be provided with a support structure to become knowledgeable of the Arizona Administrator Standards, the ELCC and ISLLC standards, the EDL leadership skills and for Navajo students, the Diné Education Standards.
2. Students will be placed in a support structure (e.g. coaching, mentoring, & consultation models) that pairs them with an exemplary mentor principal who is highly skilled in instructional leadership. The specific competencies including assessment literacy, curriculum and instructional knowledge, leadership capacity, teacher motivation, student engagement and teacher's work, conditions will be emphasized during all phases of the induction.

3. Periodic face-to-face observations and advisement will be provided by NAU faculty, tribal education department representatives from each of the four tribal partners, and NTU faculty to monitor progress and to talk through any lingering issues.
4. Students will receive assistance to develop a Professional Leadership Portfolio Notebook reflecting an inventory of the EDL leadership, instructional leadership, assessment literacy, and cultural responsive leadership competencies including elements of successful leadership skills to insure continued growth relative to their application and continuing analysis.
5. Access to local tribal curriculum materials and leadership insights for leading an Indian serving school will be highlighted. In particular, Diné Education standards and the BIE scope and sequence curriculum will be reviewed for application and implementation as required by BIE school leaders.
6. Based on a request from the employer or the new principal concerning a particular issue, periodic meetings and seminars will be organized for networking and reflection and we will make it available for all other principals in the AISL project.

(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. NAU and the COE recently completed an NCATE (National Council for Accreditation of Teacher Education) self-study review. As part of this review process, each department went through a college institutional assessment analysis. Extensive work on alignment of curriculum to discipline standards such as the ELCC standards, the Arizona Administrator Standards, and the Arizona Rural Education Standards were completed. In the EDL Department, signature assignments were developed for all of the principal certification classes. Included with this was a set of rubrics to use for evaluation and

grading of student work. The data from this process is to be used to demonstrate EDL candidate knowledge, skills, and dispositions for future planning and as a way to insure students are adequately prepared for graduation and employment.

For this project, we will continue to use NCATE's performance-based system but will also team candidates with a practicing or retired K-12 administrator and a university faculty member throughout the course of their training. This mentoring relationship will be facilitated through face-to-face meetings and distance learning technology and utilize Daresh's (2001) *Leaders Helping Leaders: A Practical Guide to Administrative Mentoring* and Lindley's (2003) *the Portable Mentor: A Resource Guide for Entry-Year Principals and Mentors* in the identification of problem-based discussions, as well as the development of mentoring and protégée relationships. Interactions will include an initial face-to-face structured discussion and bi-weekly e-mail or phone interactions with a K-12 administrator mentor. University faculty mentoring will include monthly e-mail and/or phone interactions and additional interactions as necessary to provide expertise and support to the candidates. Additional professional development opportunities will be facilitated by project staff, including audio-conferencing participation in principal professional development experiences such as those offered through the Helios Rural Principal Pipeline project.

Quality of Project Personnel

(1) The qualifications, including relevant training, experiences, and cultural competence, of the project director and the amount of time this individual will spend directly involved in the project. **Project Director:** Dr. Joseph Martin (Diné) is a tenured Associate Professor of Education and also serves as Director of the American Indian School Leadership program. He is a former member of the President's Advisory Committee of the White House Initiative on Tribal

Colleges and Universities and holds numerous other appointments relative to higher education and K-12 education. Dr. Martin has an extensive background as a K-12 superintendent and tribal college president and university faculty and administrator. His cultural competencies are well documented from these experiences. He will devote 30% time to the project.

Program Coordinator: A full-time program coordinator is requested to support Project Director Martin with logistical oversight and administrative management support. This person will handle communications with stakeholders, data management, manage reports, budget details, and handle student records. This position will be advertised and effort made to hire a qualified candidate while at the same time meeting the guidelines regarding disabilities and underrepresented individuals.

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

Project Faculty: Our project faculty will provide specific attention to the development of instructional leaders, assessment literate and cultural responsive school leaders. The essential technical skills will be taught by faculty from the Department of Educational Leadership with Indian education expertise and who are former exemplary principals. Our faculty members are nationally recognized leaders who have expertise in specific areas of instructional leadership, assessment literacy, and cultural leadership and this project provides an infrastructure for each of them to teach AISL classes. Their cultural competencies comes from having taught in the AISL program and working with Native students and tribal communities.

Key Project Non NAU Personnel (Resumes in Appendix E): **Dr. Tommy Lewis**, (Diné) is Superintendent of the Department of Diné Education overseeing 32 Navajo Grant schools and 2

Contract schools. He has extensive school principal, superintendent and tribal college presidency experience. His cultural competency is significant through these experiences. He will provide 20% to the project. **Dr. Noreen Sakiestewa** (Hopi) is Executive Director of the Hopi Tribe Office of Education and has been in that position since 2003. She oversees 10 Hopi Grant schools and provides leadership training for school administrators and school boards. Her cultural competency is extensive, and her contribution to the project is 20%. **Dr. Elmer Guy** (Diné) is President of Navajo Technical University and former Superintendent of Department of Diné Education where he was responsible for overseeing K-12 Grant and Contract schools. His cultural competency is far-reaching, and his time to the project is 20%. **Mr. Harrison DeClay** (Apache) is Director of Education for the White Mountain Apache tribe. His responsibility include oversight and administrative service for 12 schools that serve the White Mountain nation. His cultural competency is across-the-board, and will provide 20% to the project. **Ms. Flora Talas** (Apache) is an accomplished businessperson and an experienced tribal educator. Her duties include oversight and some administration for the 2 schools that serve her tribe. Her cultural competency is substantial, and she will contribute 20% to the project.

(3) The qualifications, including relevant training, experience, and cultural competence (as necessary), of project consultants or subcontractors, if any. None

Quality of Management Plan

(1) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits. NAU/COE proposes a detailed budget designed to improve the following requested funds that will support services: Curricula, personnel and fringe benefits, evaluation, travel, supplies, computers, research support materials, fees for association membership, principal's exam and federally-approved indirect costs. AISL

was designed to provide a cost-effective way to deliver services to high need Native students who reside off campus. Across the four layers (Financial Aid, MA program, Mentorship, Induction, and Job Placement there is tremendous value for the dollar. Student expenses are the most costly item, accounting for 62% of the budget. Thirty-two (32%) of the requested funds will support personnel and fringe benefits. Roughly five and three tenth-percent (5.3%) of the budget is allocated for other academic components that directly serve high need Native pre-service administrators. Experienced COE/NAU fiscal administrators will monitor expenditures to accomplish project goals, on time and within budget.

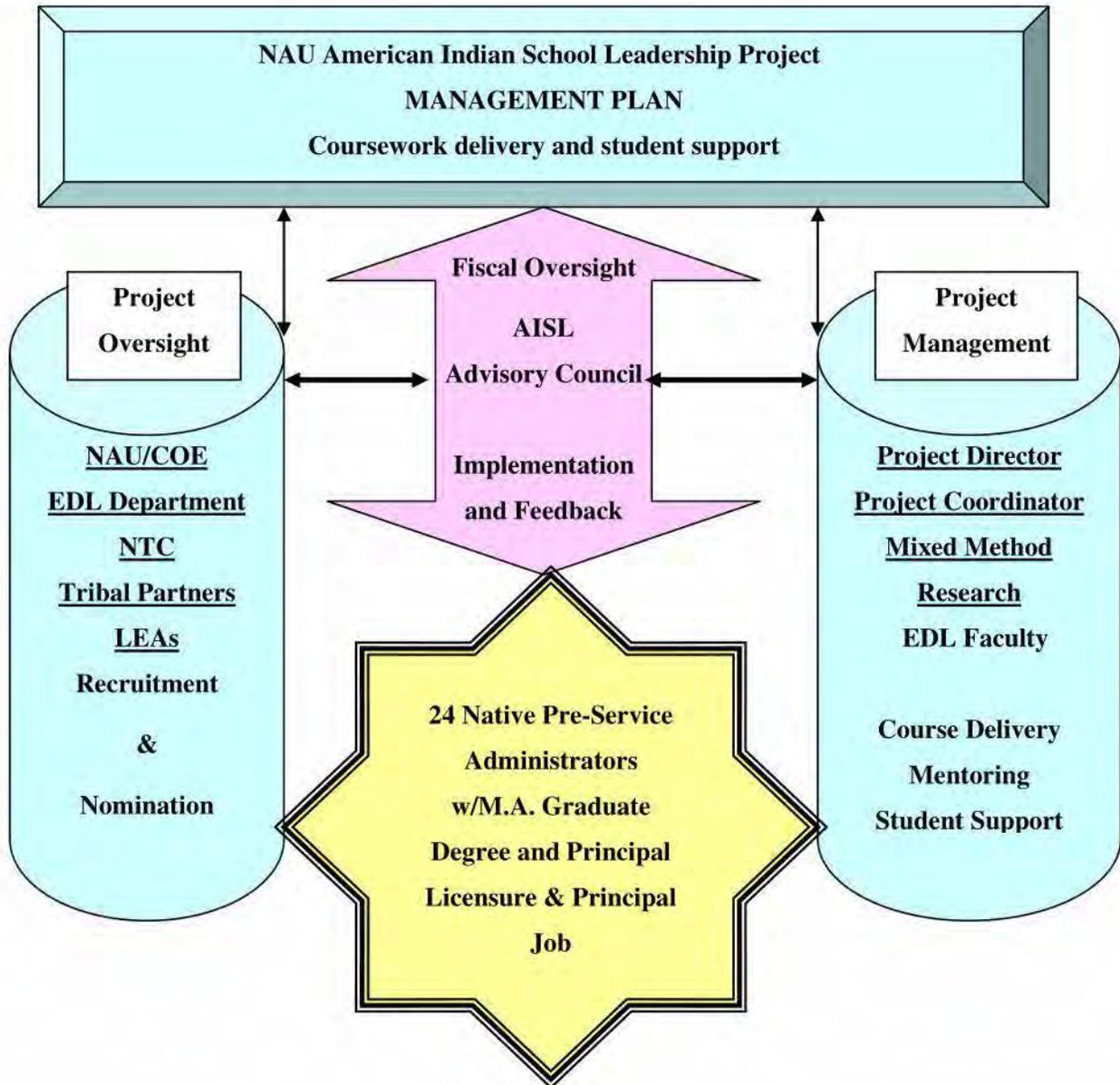
In relation to the number of participants, AISL will provide a tremendous opportunity for NAU through grant-support to invest in quality learning experiences that promote achievement while remaining fiscally efficient. AISL will serve 24 students attending an on-line part-time pre-service administrator training at NAU. The average cost per student of the project is \$75 per day, based on 210 operating days during the school year and summer. In relation to the number of students each AISL faculty will ultimately educate (which likely will succeed 1,000 students per faculty), costs of the project are extremely efficient. In the end, AISL will enable adult learners to earn a high quality degree more efficiently and at a lower cost to fit their needs. Expenditures will comply with all federal regulations.

(2) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project. This project is designed primarily to provide much-needed direct, focused, evidence-based principal training for high-risk Indian-serving schools, to support them in becoming more effective instructional leaders. Because of the unique focus, however, there are important implications for further best-practice research as well. Specifically, for a qualitative-analysis feedback we will use a mixed methods procedures, including a survey and

focus group feedback analysis. For quantitative analysis, we will include evaluation of record of attainment of EDL leadership skills including instructional leadership, assessment literacy, cultural leadership and the elements of successful leadership, grades in classes, induction, internship and mentorship experiences, scores on the state's principal exam, analysis of student leadership portfolio, and placement in a principal position. These measures will present performance data on the nature and preparation of the participants, their successful placement into administrative positions, and their experience as a first year principal. Internal evaluative reports will include an annual comprehensive report addressing project goals, objectives, and outcomes. For qualitative data, we will conduct focus group discussions on the experiences of the program and collect summary reflection of their experiences. Also, summaries of data collected regarding contact with potential employers, and responsiveness to the job market analysis will be shared with the AISL project team, Advisory Council and project partners. Finally, the results from these analyses will provide data for assessing the GPRA measures.

(3) The extent to which the time commitment of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project. Key personnel from NAU, specifically Dr. Martin is supporting the project by devoting 30% of his time. Dr. Martin will work on the project on a 12 month basis. In terms of days approximately 2.5 days weekly. The Program Coordinator will devote 100% to the project. The four tribal partners along with Dr. Guy from NTC are all contributing 20% of their time to the project, and together they make up an equivalent of one full time position. This team will support the Director and the Program Coordinator in project activities, along with the Advisory Council who will make up the project's management team as shown in the management plan on

page 35. The vitas/resumes for each of the named personnel with the exception of the AISL Advisory Board members are included in Appendix A.



Other Attachment File(s)

* Mandatory Other Attachment Filename:

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



DEPARTMENT OF HEALTH AND HUMAN SERVICES

Program Support Center
Financial Management Service
Division of Cost Allocation

DCA Western Field Office
90 7th Street, Suite 4-600
San Francisco, CA 94103
PHONE: (415) 437-7820
FAX: (415) 437-7823
E-MAIL: dcaanf@psc.hhs.gov

FEB 20 2013

Robert G. Norton
AVP Financial Services & Comptroller
Northern Arizona University
P.O. Box 4069
Flagstaff, AZ 86011-4070

Dear Mr. Norton:

A copy of an indirect cost Negotiation Agreement is attached. This Agreement reflects an understanding reached between your organization and a member of my staff concerning the rate(s) that may be used to support your claim for indirect costs on grants and contracts with the Federal Government. Please have the Agreement signed by a duly authorized representative of your organization and return it to me BY FAX, retaining the copy for your files. We will reproduce and distribute the Agreement to the appropriate awarding organizations of the Federal Government for their use.

An indirect cost proposal together with supporting information are required to substantiate your claim for indirect costs under grants and contracts awarded by the Federal Government. Thus, your next proposal based on your fiscal year ending 06/30/16, is due in our office by 12/31/16.

Sincerely,

(b)(6)

Arif Karim, Director
Division of Cost Allocation

Attachment

PLEASE SIGN AND RETURN THE NEGOTIATION AGREEMENT BY FAX

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN:
 ORGANIZATION:
 Northern Arizona University
 P.O. Box 4069
 Flagstaff, AZ 86011-4070

DATE: 02/07/2013
 FILING REF.: The preceding
 agreement was dated
 08/19/2008

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

SECTION I: Facilities And Administrative Cost Rates

RATE TYPES:	FIXED	FINAL	PROV. (PROVISIONAL)	PRED. (PREDETERMINED)	
	<u>EFFECTIVE PERIOD</u>				
TYPE	FROM	TO	RATE (%)	LOCATION	APPLICABLE TO
PRED.	07/01/2012	06/30/2013	49.00	On-Campus	Organized Research
PRED.	07/01/2013	06/30/2014	49.50	On-Campus	Organized Research
PRED.	07/01/2014	06/30/2015	50.00	On-Campus	Organized Research
PRED.	07/01/2015	06/30/2017	52.00	On-Campus	Organized Research
PRED.	07/01/2012	06/30/2017	26.00	Off-Campus	Organized Research
PRED.	07/01/2012	06/30/2017	51.20	On-Campus	Instruction
PRED.	07/01/2012	06/30/2017	26.00	Off-Campus	Instruction
PRED.	07/01/2012	06/30/2013	28.20	On-Campus	Other Sponsored Activities
PRED.	07/01/2013	06/30/2017	30.90	On-Campus	Other Sponsored Activities
PRED.	07/01/2012	06/30/2017	26.00	Off-Campus	Other Sponsored Activities

ORGANIZATION: Northern Arizona University

AGREEMENT DATE: 2/7/2013

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (1)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PROV.	07/01/2017	Until Amended		(1)	

*BASE

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

(1) Use same rates and conditions as those cited for fiscal year ending June 30, 2017.

ORGANIZATION: Northern Arizona University

AGREEMENT DATE: 2/7/2013

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

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

TREATMENT OF PAID ABSENCES

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

OFF-CAMPUS DEFINITION AND APPLICATION

The off-campus rate is applicable to those projects conducted in facilities not owned or leased by the University. However, if the project is conducted in leased space and lease costs are directly charged to the project, then the off-campus rate must be used. A project is considered off-campus if more than 50% of its salaries and wages are incurred at an off-campus facility. If a project is determined to be off-campus, it shall be considered wholly off-campus. Separate on and off-campus rates will not be used for a single 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.

ORGANIZATION: Northern Arizona University

AGREEMENT DATE: 2/7/2013

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.

A. ACCOUNTING CHANGES:

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

C. FIXED RATES:

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

D. USE BY OTHER FEDERAL AGENCIES:

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

E. OTHER:

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

BY THE INSTITUTION:

Northern Arizona University

(b)(6)

(SIGNATURE)

Robert Norton

(NAME)

AVP/Comptroller

(TITLE)

2/21/2013

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(b)(6)

(SIGNATURE)

Arif Karim

(NAME)

Director, Division of Cost Allocation

(TITLE)

2/7/2013

(DATE) 0189

HHS REPRESENTATIVE: Helen Fung

Telephone: (415) 437-7820

NORTHERN ARIZONA UNIVERSITY
 FACILITIES AND ADMINISTRATIVE COST RATES
 FOR THE PERIOD JULY 1, 2012 THROUGH JUNE 30, 2017

Exhibit A

	ORGANIZED RESEARCH			ORGANIZED RESEARCH			ORGANIZED RESEARCH			ORGANIZED RESEARCH		
	JULY 1, 2012 THROUGH JUNE 30, 2013			JULY 1, 2013 THROUGH JUNE 30, 2014			JULY 1, 2014 THROUGH JUNE 30, 2015			JULY 1, 2015 THROUGH JUNE 30, 2017		
	ON-CAMPUS	OFF-CAMPUS		ON-CAMPUS	OFF-CAMPUS		ON-CAMPUS	OFF-CAMPUS		ON-CAMPUS	OFF-CAMPUS	
BUILDING DEPRECIATION	4.2%			6.5%			6.6%			7.0%		
EQUIPMENT DEPRECIATION	3.0%			2.4%			2.5%			2.9%		
INTEREST	4.2%			7.4%			7.5%			7.5%		
OPERATIONS & MAINTENANCE	10.5%			7.0%			7.2%			7.5%		
LIBRARY	7.1%			0.2%			0.3%			0.7%		
GENERAL ADMINISTRATION	10.6%			9.7%			9.7%			9.7%		
DEPARTMENT ADMINISTRATION	9.8%			13.0%			13.0%			13.0%		
STUDENT SERVICE ADMINISTRATION	0.0%			0.0%			0.0%			0.0%		
SPONSORED PROJECT ADMINISTRATION	5.0%			3.3%			3.3%			3.3%		
ADMINISTRATION COMPONENTS	26.0%	26.0%	26.0%	26.0%	26.0%	26.0%	26.0%	26.0%	26.0%	26.0%	26.0%	26.0%
TOTAL	49.0%	26.0%		49.5%	26.0%		50.0%	26.0%		52.0%	26.0%	

	INSTRUCTION & DEPARTMENTAL RESEARCH		
	JULY 1, 2012 THROUGH JUNE 30, 2017		
	ON-CAMPUS	OFF-CAMPUS	
BUILDING DEPRECIATION	1.9%		
EQUIPMENT DEPRECIATION	1.3%		
INTEREST	1.5%		
OPERATIONS & MAINTENANCE	9.5%		
LIBRARY	11.0%		
GENERAL ADMINISTRATION	5.0%		
DEPARTMENT ADMINISTRATION	8.2%		
STUDENT SERVICE ADMINISTRATION	11.4%		
SPONSORED PROJECT ADMINISTRATION	0.8%		
ADMINISTRATION COMPONENTS	26.0%	26.0%	26.0%
TOTAL	51.2%	26.0%	

	OTHER SPONSORED ACTIVITIES					
	JULY 1, 2012 THROUGH JUNE 30, 2013			JULY 1, 2013 THROUGH JUNE 30, 2017		
	ON-CAMPUS	OFF-CAMPUS		ON-CAMPUS	OFF-CAMPUS	
BUILDING DEPRECIATION	0.2%			0.8%		
EQUIPMENT DEPRECIATION	0.3%			0.2%		
INTEREST	0.2%			0.7%		
OPERATIONS & MAINTENANCE	1.0%			1.8%		
LIBRARY	0.9%			1.4%		
GENERAL ADMINISTRATION	8.8%			10.7%		
DEPARTMENT ADMINISTRATION	13.0%			11.7%		
STUDENT SERVICE ADMINISTRATION	0.0%			0.0%		
SPONSORED PROJECT ADMINISTRATION	4.2%			3.6%		
ADMINISTRATION COMPONENTS	26.0%	26.0%	26.0%	26.0%	26.0%	26.0%
TOTAL	28.2%	26.0%		30.9%	26.0%	

ADMINISTRATIVE COMPONENTS ARE CAPPED AT 26.0% IN ACCORDANCE WITH OMB A-21, DATED JULY 28, 1993.

CONCUR:

 (SIGNATURE)

 TITLE

 DATE



Navajo Nation Teacher Education Consortium

NNTEC

Advisory Committee

* MEMBERS ARE HIGHLIGHTED

Department of Diné Education
Andrew Tah (Dine'), Superintendent
Tim Begaye (Dine')
www.navajo.org

Office of Navajo Nation Scholarships
and Financial Assistance
Rose Graham (Dine')
www.navajo.org

Navajo Technical College
Elmer Guy
Jason Arviso
www.navajotech.edu/

Diné College
Daniel McLaughlin
www.dinecollege.edu

Arizona State University
Bryan Brayboy (Lumbee)
www.asu.edu

Fort Lewis College
Linda Simmons
www.fortlewis.edu

Northern Arizona University
Joe Martin (Dine')
www.nau.edu

Prescott College
Vicky Young
www.prescott.edu

San Juan College
Elaine Benally (Dine')
www.sanjuancollege.edu

University of New Mexico
Anita Pfeiffer (Dine'),
Professor Emerita
Vincent Werito (Dine')
www.unm.edu

University of Northern Colorado
Harvey Rude – Chair
Mike Welch
www.unco.edu

University of Utah
Cecellia Tso (Dine')
www.ed.utah.edu

Northern Arizona University
College of Education
American Indian School Leadership
PO Box 5774
Flagstaff, AZ 86011

June 5, 2016

LETTER OF SUPPORT
for the Northern Arizona University College of Education
American Indian School Leadership
2016 Grant Submission

Dear Reviewers and USOIE

On behalf of the **Navajo Nation Teacher Education Consortium (NNTEC) Advisory Committee** we are pleased and honored to write this letter in support of the Northern Arizona University, College of Education American Indian School Leadership grant. We highly commend the plan to provide educational opportunities to American Indian students in their desire to become principals and meet the needs of American Indian students in k-12. We fully support this grant proposal and let you know that we work closely with K-12 Navajo schools and we will be able to assist in the implementation of the project goals. In particular we can assist with teaching of classes, mentoring, and work with project partners and school personnel for identifying job placement possibilities.

As a consortium we recognize the priority in "American Indian Education" and acknowledge there is a critical need for more American Indian educators in the classroom. Many American Indian students want to obtain teacher certification and principal's licensures but do not have adequate funding.

We appreciate these efforts to secure funding and to assist in increasing the number of certified and licensed administrators. Without hesitation we support NAU's proposed program proposal.

Please contact me at Harvey Rude, Chair of NNTEC for any additional information or questions.

(b)(6)

Harvey A. Rude

Professor and Director
School of Special Education
University of Northern Colorado

UNITED STATES DEPARTMENT OF INTERIOR

Bureau of Indian Education

LOW MOUNTAIN BOARDING SCHOOL, PINON, ARIZONA
HRC Rural Route Rd 102

June 4, 2016

Dr. Joseph Martin, Associate Professor
Northern Arizona University
College of Education
801 S. Knoles Dr.
Flagstaff, AZ 86011

Dear Dr. Martin:

As I shared with you when we met here at the school, we are very much in support of your plan to submit a grant proposal to the U.S. Office of Indian Education for a principal's training and certification program. I am in my second year as the Principal for Low Mountain and I am actually on loan from another school. I will be moving back to my other principal position and Pinon Community when the Board here is able to hire a qualified principal.

The Board and I discussed your proposal that we nominate a teacher or several teachers for your program. As you know we are a small school and after talking this over with all of the 22 teachers employed here, two teachers expressed interest and that is who we will nominate if and when your grant is funded.

The Board also discussed your idea of offering one of these individuals the principal position and they agreed they can do this. If there is a second teacher who is able to complete the they also will be willing to secure an administrators position for the other individual.

I hope that the grant does get funded and we look forward to hearing from you about when these two teachers can begin the coursework.

Thank you,

(b)(6)

Kimberly Peralto-Gee
Acting Principal



United States Department of the Interior

BUREAU OF INDIAN AFFAIRS
Office of Indian Education Programs
Western Navajo Agency
P.O. Box 746
Tuba City, Arizona 86045

IN REPLY REFER TO:

June 2, 2016

Dr. Joseph Martin, Associate Professor of Education
Department of Education Leadership
P.O. Box 5774
Flagstaff, AZ 86011-5774

Dear Dr. Martin:

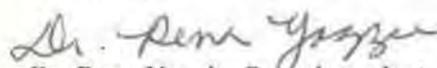
This letter concerns Northern Arizona University's Pre-service administrator preparation and certification training proposal that you are submitting to the U.S Office of Indian Education. Our Western Navajo Agency, Office of Indian Education wishes to support your proposal and indicate that we would like to participate in it when funded. Northern Arizona University is well known throughout the Arizona as the Center for Navajo and Hopi education and special training programs for Indian educators in a variety of areas.

Our agency is composed of approximately 4500 Navajo and Hopi students. We consistently have difficulty recruiting and retaining qualified Indian administrators. Our agency schools are growing faster then we can find qualified education leaders. Our best estimate is that we will need 20 new administrators by the year 2017 to serve the 4500 students our schools currently serve. The coursework, stipend program, mentorship, and extensive, supervised practicums provide an efficient training approach that can meet our unique needs

At the present time there are 10 teachers who have expressed an interest to become a principal, and those are who we will nominate for the program if it is funded. Each year there are more than 10 principal vacancies just in our Region and we do not see a problem entering into an agreement with NAU for offering these students specifically for a principal's position.

If I can be of any further assistance, please do not hesitate to contact me at: phone 520-283-2221 or email Rena.Yazzie@bia.gov.

Sincerely,


Dr. Rena Yazzie, Superintendent



Window Rock Unified School District No.8
Office of the Superintendent

Dr. Lynette Michalski
Superintendent of Schools

Donna Manuelito
Assistant Superintendent

June 3, 2016

Dr. Joe Martin, Associate Professor
Northern Arizona University
Department of Education Leadership
P.O. Box 5774
Flagstaff, AZ 86011

Dear Dr. Martin:

This letter concerns the AISL Proposal for the pre-service principal preparation and certification training that you are preparing. Our school district wishes to support your proposal and indicate that we would like to participate in it if it is funded. Northern Arizona University is well known throughout Arizona as the Center for developing innovative education training programs for Indian educators in many areas.

As it was shared with you and your colleagues, we are experiencing a high turnover of administrators and we are always striving to recruit and retain qualified Indian administrators. Our school district is growing faster than we can find qualified American Indian educators especially principals. We anticipate in the next few years, we will be seeking from five to seven qualified principals for all our schools serving approximately 3,400 students in K-12.

The nomination process and assurances of them receiving consideration for employment as a principal, assistant principal or some other administrative position is agreeable for us as it was noted from the Governing Board. I know of several teachers who will be interested and who are eminently qualified but lack the masters and certification training.

If we can be of any further assistance, please do not hesitate to contact me at (928) 729-7502.

Sincerely,

Dr. Lynette Michalski,
Superintendent

Education: Window of Opportunity

P.O. Box 559 Fort Defiance, AZ 86504

(928) 729-7501 Phone (928) 729-5780 Fax



United States Department of the Interior

BUREAU OF INDIAN EDUCATION
Office of Indian Education Programs
Arizona South Education Line Office
2901 N. Central Ave, Suite 970
Phoenix, AZ 85012

IN REPLY REFER TO:

June 15, 2016

Dr. Joseph Martin, Associate Professor of Education
Department of Education Leadership
P.O. Box 5774
Flagstaff, AZ 86011-5774

Dear Dr. Martin:

This letter concerns Northern Arizona University's administrator preparation and certification training proposal that you are submitting to the U.S Office of Indian Education. As you know I am currently overseeing both the Phoenix and Hopi Education Line Offices until the BIE reorganization is complete.

I want to convey my support and also that of my Governing Board whom you met with recently about the project. As it was explained during the information sharing session, we currently have 3 principal vacancies and expect that in four years when the new graduates have completed the training, we will have vacancies to fill.

At the present time in the Phoenix region there are 3 teachers who have expressed an interest to become a principal, and those are who we will nominate for the program if it is funded. And as discussed, we agree to offer these individuals a principal's position upon completion.

If I can be of any further assistance, please do not hesitate to contact me at: phone 602/265-1592 or email Jim.Hastings@bie.gov.

Sincerely,

(b)(6)

Jim Hastings
Education Line Officer



United States Department of the Interior

BUREAU OF INDIAN AFFAIRS
Office of Indian Education Programs
Bureau of Indian Education Navajo Agency
P.O. Box 544
Window Rock, Arizona 86515

IN REPLY REFER TO:

June 24, 2016

Dr. Joe Martin, Associate Professor of Education
Department of Education Leadership
P.O. Box 5774
Flagstaff, AZ 86011-5774

Dear Dr. Martin:

This letter concerns Northern Arizona University's Principal's administrator preparation and certification training proposal that you are submitting to the U.S Office of Indian Education. Our Navajo Agency, Office of Indian Education wishes to support your proposal and indicate that we would like to participate in it when funded. We appreciate very much the support and assistance we receive from NAU and the College of Education for training and the workshops you and your colleagues have presented for us to train our staff.

At we shared with you during your presentation, we have had a high turnover of administrators, especially principals in the last couple of years. Each year there were at least 5 principal vacancies just in the Navajo Region and we do not see a problem entering into an agreement with NAU for offering these students specifically for a principal's position. I am very confident we will be able to nominate as much as 10 teachers who desire to become a principal. I also am confident the ones we recommend will be those who have the capacity and interest to become a principal.

If I can be of any further assistance, please do not hesitate to contact me at: phone 928-871-2221 or email Tamara.Pheiffer@bia.gov.

Sincerely,

Dr. Tamara Pheiffer
Arizona Navajo Region Superintendent

Tuba City Unified School District No. 15

P. O. Box 67 Tuba City, Arizona 86045
(820) 283-1000 FAX: (820) 283-8108

Mr. Chee Benally
Superintendent

Governing Board
Judy K. Secody **Marsha Griffin**
Board President **Board Clerk**

George Abe **Helen Webster**
Board Member **Board Member**
Priscilla Kanaswood
Board Member

"PRIDE INSIDE"

Dr. Harold G. Begay
Asst. Supt.
Curriculum & Instruction

Mr. Joseph Begay
Business Manager

June 20, 2016

Dr. Joe Martin, Associate Professor of Education
Northern Arizona University
College of Education
P.O. Box 5774
Flagstaff, AZ 86011

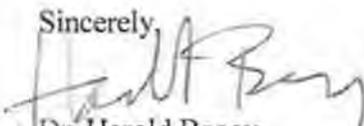
Dear Dr. Martin:

Please consider this correspondence as a letter of support for the Grant proposal for pre-service administrator preparation and certification training proposal that you are writing, and our interest to participate if funded. This proposal would leverage and strengthen our local efforts to develop a critical core of quality Native American school administrators for our student population. The incorporation of a instructional leadership model presents exciting possibilities to jointly explore, create, and instill new and different theoretical frameworks and practices for effective leadership in the emerging accountability-based schools.

Our Governing Board and school district is committed to investing in and optimizing local human capital resources to improve our educational outcomes. Your project will significantly change pre-service educational leadership programs. The need to move minds beyond conventional, narrowly defined theoretical and conceptual leadership constructs, and practices, used to justify educational failure, is long overdue.

In this end we want to inform you that our Governing Board has asked me to search for teachers who will be interested and qualified by experience to accept a nomination to participate in this program. I believe we will be able nominate up to five teachers who have demonstrated they have the leadership qualities and our Board has said they will agree to consider them for principalship positions when they complete the program.

Sincerely,



Dr. Harold Begay
Superintendent of Schools

SANDERS UNIFIED SCHOOL DISTRICT NO. 18

P.O. Box 250
Sanders, Arizona 86512

(928) 688-4755

Governing Board June 12, 2016

Ernest Hubbell
President

Dr. Joseph Martin, Associate Professor of Education
College of Education, Education Leadership Department
P.O. Box 5774
Flagstaff, AZ 86011-5774

Jackie Yazzie, Jr.
Board Clerk

Dear Dr. Martin:

I want to convey on behalf of our Governing Board and the administration for Sanders Unified School District No. 18, our full support of the grant for preservice administrator preparation, and certification training proposal to be based at NAU.

Mel Apache
Board Member

For several years, our school and your EDL Department have cooperated on successful, mutually beneficial programs, which has benefited a large number of our faculty and staff at Sanders.

Arnold Goodluck
Board Member

Members of our faculty and school administration have met with representatives of the group developing the proposal and believe that their plans hold great promise for quality training of future Indian administrators for our schools. Most importantly, we believe students and faculty from our schools will benefit directly from this partnership, and we intend to cooperate to the best of strengthen and expand the partner

Lomardo Aseret
Board Member

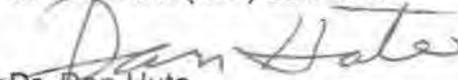
In support of this partnership, we agree to provide support to our Indian teachers who might be interested in becoming an administrator by nominating them for participation.

Donald Hancock
Superintendent

The Board has said they wish to employ these individuals when they're done with the training and have obtained their principal's certificate.

We are excited about continuing this successful working relationship and look forward to a favorable response from the U.S. Department of Education to fund this much needed proposal.

If I can be of further assistance related to NAU's proposal, please contact me at (928) 688-4755


Dr. Dan Hute
Superintendent



June 15, 2016

Dr. Joseph Martin, Associate Professor of Education
College of Education
Department of Education Leadership
P.O. Box 5774
Flagstaff, AZ 86011-5774

Dear Dr. Martin:

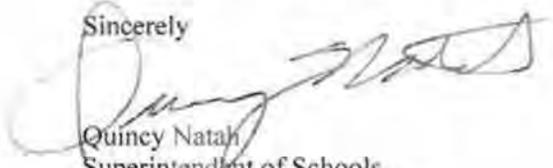
I want to convey on behalf of our Governing Board and the administration for Chinle Unified School District No. 24 our full support of the Grant for pre-service administrator preparation and certification training proposal to be based at Northern Arizona University (NAU). For several years, our school and NAU have cooperated on successful, mutually beneficial programs which has been very helpful to many of our administrators.

Members of the school administration certainly support representatives of the group developing the proposal and believe that their plans hold great promise for quality training of future Indian administrators for our schools. Most importantly, we believe students and faculty from our schools will benefit directly from this partnership.

In support of this partnership, we agree to nominate five teachers who have expressed interest in becoming a principal by encouraging them to participate and having them work with some of our experienced administrators in a mentorship role. As it was discussed when you presented to the Governing Board, we will agree to offer these graduates a principal's position when they're done.

We are excited about continuing this successful working relationship and look forward to a favorable response from the U.S. Department of Education to fund this much needed proposal. If I can be of further assistance related to NAU's proposal, please contact me by phone at 928/674-9603 or by mail at P.O. Box 587, Chinle, AZ.

Sincerely


Quincy Natah
Superintendent of Schools

Ganado Unified School District No. 20



June 6, 2016

Dr. Joseph Martin, Associate Professor
College of Education
P.O Box 5774
Flagstaff, AZ 86011

Dear Dr. Martin:

This letter concerns the Grant proposal that you shared with myself and the Governing Board. The proposal is based on the belief that there are better and more appropriate ways to train and prepare future Indian principals. I believe that the traditional model of preservice training for principals when analyzed against the panorama of school reform needs for reservation schools driven by dramatic changes in student demographics, technology, local community expectations, and curricular requirements, the approach with its emphasis on compatibility and conformity that perpetuate the status quo clashes with the demands for transformational leadership that is needed to realize the systematic changes needed for school reform in our reservation communities.

The idea of using the mentoring and induction activities is something that will be helpful and very much needed especially for beginning principals. Mentoring, which consist of espousing the right perspective and orientation for effective Indian school administration leadership, needs to be incorporated into the systematic changes proposed in our school reform plans. Visionary leaders who will take risks, transform schools, and initiate innovations and change will not emerge from within the current practices and structures for training Indian school administrators, unless the methods for training are altered. The idea of an induction support for beginning principals is long overdue and appreciate that it is included in the project.

We support the proposal and we will nominate four teachers from the District that we know are interested and have insights to becoming a good principal. Our Board also indicated they will give strong consideration for placing them in an administrator's position when they become certified.

If we can be of any further assistance, please do not hesitate to contact me.

Sincerely,


Jim Phillips
Superintendent

June 22, 2016

Dr. Joseph Martin, Associate Professor of Education
Northern Arizona University
College of Education
Department of Education Leadership
Flagstaff, AZ. 86011-5774

Dear Dr. Martin:

I want to convey on behalf of our Governing Board and the administration for the Kayenta Unified School District #27 our full support for your pre-service administrator preparation and certification training proposal to be based at Northern Arizona University (NAU). For several years, our District and NAU have cooperated on successful, mutually beneficial programs, which have been very helpful to our district.

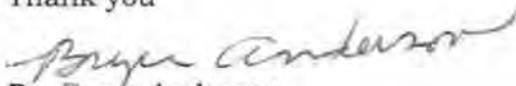
Members of our faculty and school administration have met with representatives of the group developing the proposal and believe that their plans hold great promise for quality training of future Indian administrators for our schools.

We will be happy to nominate four teachers who will be excellent candidates. Our Governing Board has said they will give every consideration to these candidates for an administrator's position in the district.

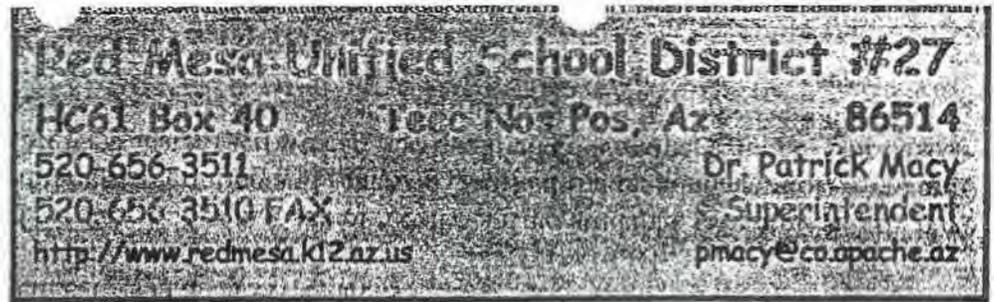
Both the Special Education teacher training and the counselor's training program we have with NAU and COE are excellent programs and we look forward to this being just as effective.

We are excited about continuing this successful working relationship and look forward to a favorable response from the U. S. Department of Education to fund this much needed proposal. If I can be of further assistance related to your proposal, please contact me.

Thank you



Dr. Bryce Anderson
Superintendent of Schools



June 17, 2016

Dr. Joseph Martin, Associate Professor of Education
Northern Arizona University
Department of Educational Leadership
Flagstaff, Arizona 86011-5774

Dear Dr. Martin:

This letter concerns the Grant for principal preparation and certification training proposal that you presented to our Board, administrators and staff. Our district wishes to support your proposal and indicate that we would like to participate in it if it is funded.

As you know, I am a graduate of NAU's Educational Leadership program and I for one know very well the quality of training that is possible and therefore have recommended to our staff that they should look at this with great interest and support.

As you know well, our district is composed of mostly Navajo students. We consistently have difficulty recruiting and retaining qualified Navajo principals. I think it is a great idea for our Board to nominate teachers for participation. We agree we need to nominate teachers who have the capacity and ability to complete the coursework and able to secure an administrators job. Our Board has also indicated they will consider these individuals for a principal or other administrator's position that require a certificate.

Northern Arizona University and the College of Education does a good job particularly in serving reservation-based schools and we welcome this opportunity to participate in this collaborative venture.

If I can be of further assistance please do not hesitate to contact me.

Sincerely

Kim Pearce
Superintendent



WIDE RUINS COMMUNITY SCHOOL

P. O. Box 309
Chambers, Arizona 86502

Phone: (520) 652-3251
Fax: (520) 652-3252

GOVERNING BOARD

President Laraine A. Lee
Vice President William Lynch
Secretary Elouisa Lee
Member Jackie Mathie
Member Thomas Sia
Executive Director Albert A. Yazzie

June 9, 2016

Dr. Joseph Martin, Associate Professor
Northern Arizona University
College of Education
Flagstaff, AZ 86011

Dear Dr. Martin

I want to convey on behalf of our Governing Board and the administration for Wide Ruins Community School our full support concerning the Grant for pre-service administrator preparation and certification training proposal to be based at Northern Arizona University (NAU). We appreciated very much the informational meeting and the opportunity this presents for our teachers and staff who are interested in becoming a principal.

Most importantly, we believe students and faculty from our schools will benefit directly from this partnership. We intend to cooperate to the best of our ability and to strengthen and expand the partnership.

Our Governing Board has asked me to work with you when the grant is funded in nominating teachers who have the interest and foresight to becoming a principal. When these teachers are done we will consider them for an administrator's position including my position since I will be looking to retirement just about when they will be getting done.

Please let us know if there is anything else we can do to assist in this important program.

Sincerely,

(b)(6)

(b)(6)

Dr. Elvira Bitsoi
CEO & Principal



IN REPLY REFER TO:

United States Department of the Interior

BUREAU OF INDIAN EDUCATION
HOPI AGENCY
OFFICE OF INDIAN EDUCATION PROGRAMS
P.O. BOX 568
KEAMS CANYON, ARIZONA 86034

June 22, 2016

Dr. Joseph Martin, Associate Professor of Education
Department of Educational Leadership
P.O. Box 5774
Flagstaff, AZ 86011-5774

Dear Dr. Martin,

This letter concerns the Office of Indian Education Pre-service Administrator preparation and certification training proposal that you discussed with myself and our Agency School Board. Our Agency wishes to support your proposal and indicate that we will nominate five teachers who are interested in becoming a principal. Our Agency Board is very pleased to know we will have these teachers who will make good principals and will consider for a principal's position upon completion and have obtained their certificates.

Our schools are composed of mostly Hopi students and a few Navajo. We consistently have difficulty recruiting and retaining qualified Indian administrators. The program you described and the support elements you will include to assist these teachers is a great step in the right direction.

Northern Arizona University and the College of Education is well known throughout Arizona particularly in serving reservation-based schools and we welcome this opportunity to participate in this partnership venture.

If I can be of any further assistance, please do not hesitate to contact me at (928) 738-2262.

Sincerely,

(b)(6)

Jim Hastings
Education Line Officer

(b)(6)

JOSEPH MARTIN
Curriculum Vitae

(b)(6)

EDUCATION

Ed.D. University of Northern Colorado
Educational Administration June 1982
Doctoral Dissertation: *A Study of the Inservice Education Practices for Teachers of Navajo Children in Six Arizona School Districts*

Admin University of Colorado
Certificate Administrative Certification 1980

University of London, London, England (American Institute of Foreign Study) Comparative International Education, Summer 1979

Teaching Arizona State University, May 1973
Certificate Community Education & Elementary Education (Teaching Certification)

B.S. Arizona State University, May 1972
Agricultural Economics

AWARDS

2016 Recipient of Outstanding Faculty Award, Commission for Native Americans
2008 Recipient of Outstanding Faculty Award, Diversity and Equity, Northern Arizona University
2007 Recipient of Outstanding Faculty Award, College of Education, Northern Arizona University
2006 Navajo North Central Educator of the Year Award, Department of Diné Education
2002 Outstanding Faculty Award, Native American Convocation Awards, Northern Arizona University
2001 Recipient of Louie Award for Exceptional Faculty, Northern Arizona University
1997 Recipient of the National Educator Recognition Award, North Central Association of Colleges and Schools
1993 Recipient of Outstanding Educator of the Year, Intertribal Council of Arizona
1992 Recipient of the Native American Educator of the Year, National Indian Education Association
1992 Recipient of the Educator of the Year, Arizona Native American and Hispanic Forum Awards, Arizona School Boards Association
1988 Recipient of the All Arizona Superintendent of the Year, Arizona School

Administrators and Arizona School Boards Associations

LEADERSHIP AND ADMINISTRATIVE POSITIONS

2016 – present	Director and Associate Professor, American Indian School Leadership Program, College of Education, Department of Educational Leadership, Northern Arizona University
2009 – 2015	Special Adviser to the President, Native American Affairs, Office of the President, Northern Arizona University
2005 – 2015	Coordinator, American Indian School Leadership Program, College of Education, Department of Educational Leadership, Northern Arizona University
2000 – 2005	President, Southwestern Indian Polytechnic Institute, Albuquerque, New Mexico (while on sabbatical leave from NAU)
1999 – 2000	Interim Chair, Department of Applied Indigenous Studies
1998 – 2000	Director, Diné-Hopi School Administrator Cohort Program, College of Education, Department of Educational Leadership, Northern Arizona University
1986 – 1998	Superintendent of Schools, Kayenta Unified School District No. 27, Kayenta, Arizona
1985 – 1986	Associate Superintendent for Curriculum and Instruction, Chinle Unified School District No. 24, Chinle, Arizona
1981 – 1983	Principal, Wyoming Indian High School, Ethete, Wyoming
1980 – 1981	Assistant Principal, Gateway High School (Aurora Public Schools) Aurora, Colorado
1979 – 1980	Assistant to the Deputy Superintendent, Cherry Creek Schools, Englewood, Colorado
1977 – 1978	Acting Executive Director, National Indian Education Association, Minneapolis, Minnesota
1976 – 1977	Associate Director, Planning Resources in Minority Education, Western Interstate Commission for Higher Education, Boulder, Colorado

1975 – 1976 Education Program Specialist, Office of Indian Education, United States
Office of Education, Washington, D.C.

ACADEMIC AND RESEARCH POSITIONS

2005 – present Associate Professor, College of Education, Department of Educational
Leadership, Northern Arizona University

1998 – 2000 Assistant Professor, College of Education, Department of Educational
Leadership,
Northern Arizona University

1997 – 1998 Assistant Professor and Research Fellow, Institute for Native Americans, Office
of the President and College of Education, Northern Arizona University

1981 – 1985 Senior Research Associate (part time) American Indian Technical Services
Institute, Broomfield, Colorado.

COURSES TAUGHT

EDL 599 The Role of Education in Tribal Nation Building (new course I developed)

EDL 600 Leadership Skills

EDL 622 Legal Aspects of School Administration

EDL 623 Publicity and Politics of Education

EDL 625 Supervision of Instruction

EDL 627 Personnel Administration in Education

EDL 629 The Principalship

EDL 630 Leadership Development

EDL 635 School Finance

EDL 660 Action Learning Modules

EDL 662 Leadership in Instructional Planning

EDL 696 Internship Principal

EDL 720 Directed Readings in Leadership

EDL 724 School Superintendency

EDL 733 Educational Organization Development

EDL 734 Education Funding Policy Studies

EDL 736 Advanced School Law

EDL 797 Internship Superintendency

EDL 799 Dissertation

GRANTS AWARDED

2014 Project Title: American Nursing Program

Funding Agency: Johnson Scholarship Foundation

Funding Awarded: 25,000 annually for three years

Abstract: Grant provides scholarships for Native American graduate students and during the

summer work with nursing personnel and their program leaders to train, implement, and evaluate the institution's nursing initiatives. Students will lead a discussion during the summer on a variety of nursing training topics for further learning.

2013 Project Title: American Indian School Leadership

Funding Agency: U.S. Office of Education, Office of Indian Education

Funding Awarded: 1.2 million for 4 years

Abstract: Grant will train 26 Indian teachers become a principal with a focus of being instructional

leaders rather than school managers. Arizona is a state that links administrative evaluations to student performance outcomes. The mandate of this new law underscores the need to train aspiring

principals to be competent instructional leaders which this project is designed to achieve.

2010 Project Title: Four Corners Sustainable Futures Project

Funding Agency: Arizona Science Foundation

Funding Awarded: 200,000 for three years

Abstract: The goal of this project was to explore the potential for sustainable economic development

on tribal lands in the Four Corners region with a focus on renewable energy, manufacturing, agriculture, and cultural tourism and ecotourism.

2009 Project Title: American Indian Cohort Leadership

Funding Agency: U.S. Office of Education, Office of Indian Education

Funding Awarded: 1.1 million for 4 years

Abstract: The goal of this project was to credential 25 Indian teachers to become a principal in an Indian-serving school. The project used a culturally-responsive pre-service administrator curriculum as requested by a consortium of 4 tribes, a tribal college, and 3 Indian public school districts and 6 Bureau of Indian Education schools that made up the partnership.

2007 Project Title: Diné Dual Language Teacher Professional Development

Funding Agency: U.S. Office of Education, Office of Indian Education

Funding Awarded: 992,375 for 5 years

Abstract: This project partners with 6 schools and with the Navajo Tribe to help teachers with proficiency in the Diné language and high academic achievement to meet licensing requirements who work in language instruction programs. The project provides coursework leading to a Masters' degree in Bilingual Multicultural Education.

2007 Project Title: Hopiikwa Tutuqaynayani (Teaching Utilizing the Hopi Language)

Funding Agency: U.S. Office of Education, Office of Indian Education

Funding Awarded: 956,234 for 4 years

Abstract: A partnership project with the Hopi Tribe to prepare teachers with a Hopi Bilingual endorsement and a regular teaching certificate.

2005 Project Title: Diné-Hopi Cohort Masters in Educational Leadership and Principal Certification
Funding Agency: U.S. Office of Education, Office of Indian Education
Funding Awarded: 956,247 for 4 years
Abstract: An administrator-certification program designed to increase the number of well-trained Indian principals to work in reservation schools. The project was a partnership with the Navajo Nation, Hopi Tribe and Navajo Technical University. The program used a cohort model with a curriculum based on reservation-school leadership needs.

1998 Project Title: Navajo School Administrator Training
Funding Agency: Navajo Nation
Funding Awarded: 250,000 for 3 years
Abstract: Preparing Navajo administrators has presented numerous challenges, leading to a shortage of Navajo administrators ready to assume leadership for their schools and districts. This model provided a curriculum based on the realities of local leadership needs and supplemented by mentoring from an experienced principal and a focused internship.

UNIVERSITY DEVELOPMENT AND OTHER FUND RAISING

2014 Project Title: Tribal Leadership and Native American Cultural Center
Funding Agency: Navajo Nation
Funding Awarded: 150,000 (one time award)
Abstract: An applied professional development certification program with a degree option designed to develop higher levels of knowledge and skills needed to work as a leader in a tribal government and work toward a Masters of Public Administration degree. Funds will also be used to support academic support initiatives at the Native American Cultural Center for academic growth.

2012 Project Title: Native American Cultural Center
Funding Agency: Shakopee Mdewakanton Sioux Community
Funding Awarded: 130,000 (one time donation)
Abstract: Support for operating the Native American Cultural Center to support student recruitment and retention, serving as a point of connection for Native groups and programs on campus and with tribes.

2009 Project Title: Native American Cultural Center
Funding Agency: San Manuel Band of Mission Indians
Funding Awarded: 2 million (one time donation toward facility construction)
Abstract: Construction of a Native American Cultural Center on campus to encourage Native students to stay connected to their heritage and traditions. The Center provides space for events, concerts, meetings, social gatherings, storytelling, and spiritual gatherings.

2008 Project Title: Nizhoni College Preparatory Academy
Funding Agency: Time Warner Youth Media Grant
Funding Awarded: 80,000 (one time donation)

Abstract: The academy is a four week academic and residential summer program designed to support Native American high school students to prepare for and succeed as a college freshman. The academy emphasizes science, technology, engineering and math courses for a successful transition from high school to college.

2006 Project Title: Applied Indigenous Studies Traditional Knowledge Scholars

Funding Agency: John and Spohie Ottens Foundation

Funding Awarded: 30,000 one time award

Abstract: In collaboration with faculty the program offers culturally-based mentoring. Provides assistance to all students with traditional knowledge for today's world particularly when they are away from their families' cultural teachings.

CONSULTANCIES (SELECTED)

- 2015 Consultant, Fort Mohave Tribal School Development Planning Team
- 2015 – Present Team Leader, Navajo Nation Study Team to implement transfer of the BIE School authority and place it under the Navajo Nation
- 2015 - Present Superintendent Coach (for 3 AZ superintendents) Grand Canyon University
- 2014 Facilitator, Navajo Nation School Board Association Annual Retreat
- 2013 Facilitator, Navajo Gaming Enterprise Annual Strategic Planning Retreat
- 2013 - 2014 Co-Principle Investigator, National Study Team to transfer authority of Navajo Bureau of Indian Education funded Schools to the Navajo Nation
- 2012 Faculty, Bureau of Indian Education Principal's Academy
- 2012 Facilitator, Department of Diné Education Strategic Planning Retreat
- 2011 Faculty, Intertribal Indian Economic Development Alliance Retreat Planning
- 2010 Facilitator, Navajo Bureau of Indian Education Annual Retreat Planning
- 2007 - 2012 Superintendent and Principal Coach, Arizona LEADS School Administrators Training Program, Arizona Department of Education
- 2009 – 2012 Consultant Team Member, Commission on Institutions of Higher Education, North Central Association of Colleges and Schools,
- 2001 – 2003 Faculty, Gates Millennium Scholarship Scholars Convocation

1999 - 2011 Faculty, Bureau of Indian Education Principal's Academy

1998 Program Review Team, U.S. Office of Education, Office of Indian Education

1995 Consultant, Mandan Hidatsa & Arkara Tribal Education Planning

1993, 1994 Faculty, Mandan Hidatsa & Arkara Tribal Nation Education Summit

1992 – 1993 National Evaluation and Monitoring Team, Bureau of Indian Education

1991 – 1993 Consultant, Bureau of Indian Education Effective Schools Monitoring and Evaluation Team

BOARD MEMBERSHIPS (SELECTED)

2016 – present Board of Regents, Diné College

1999 – present Adviser, AdvancED Navajo North Central Association State Committee

2008 – 2012 First Things First, Northern Navajo Regional Project, Arizona Department of Education

2004 – 2007 American Council on Education, Minority Affairs

1995 – 2007 Arizona Prevention Resource Center, Arizona State University

1999 – 2001 (Presidential Appointment), White House Initiative on Tribal Colleges and Universities

1993 – 2002 Rural School and Community Trust, Washington, D.C

1990 – 1998 Board of Regents, (Executive Committee) Diné College

1990 – 1997 Northern Arizona University Center for Excellence in Education State Advisory Council

1990 – 1992 Member, Arizona State Board of Education Advisory Committee on Indian Education

1992 – 1993 Public School Decentralization Committee, Arizona Department of Education

1991 – 1992 Steering Committee Member, The White House Conference on Indian Education

1991 – 1992 Chair, Student Assessment Program Advisory Committee, Arizona Department of Education

- 1989 – 1991 Northern Arizona University Leadership Cadre Advisory Committee, Center for Excellence in Education
- 1986 – 1989 Superintendent of Public Instruction State Early Childhood Education Committee
- 1986 – 1989 Chair, Curriculum Sub-Committee, Arizona State Board of Education Advisory Committee on Indian Education
- 1985 – 1999 State Committee Member, Navajo North Central Accreditation State Committee
- 1987 – 1989 Arizona State Board of Education Advisory Committee for K-3 Education
- 1989 – 1991 Grand Canyon College Advisory Committee
- 1988 – 1989 Superintendent of Public Instruction Advisory Committee for Arizona's Goals for Education Excellence
- 1989 Convocation of Arizona Superintendents Planning Committee, Arizona Association of School Administrators and Arizona Department of Education

OTHER PROFESSIONAL SERVICE

- 1994 - 2013 Member (Chair for 4 years), Navajo Tribal Utility Authority Scholarship Committee
- 1990 - 2013 Board, Dineh Cooperatives Incorporated, Chinle, Arizona
- 1992 – 2008 Board, (President for 4 years), American Indian Graduate Center, Albuquerque, New Mexico
- 1996 – 1998 Task Force Member, Arizona Governor’s Task Force on Workforce Development
- 1995 – 2000 Advisory Committee, Arizona Town Hall Conferee Planning Team
- 1990 – 1992 Planning Team Member, Arizona Strategic Planning for Economic Development project, Arizona Department of Commerce

NORTHERN ARIZONA UNIVERSITY COMMITTEES

- 2015 – present EDL Masters Committee, EDL Doctoral Steering Committee
- 2011 – present Institutional Advisory Committee, NAU/UofA Native American Cancer Research
- 2009 – 2015 President’s Cabinet

- 2009 – 2015 University Strategic Planning and Budget Council
- 2009 – 2015 Commission for Native Americans
- 2009 – 2012 Advisory Council of Diversity and Equity
- 2005 – 2007 College of Education Early Childhood Committee
- 1999 – 2001 College of Education Curriculum Committee
- 1998 – 2001 College of Education Promotion and Tenure
- 1998 – 2002 Educational Leadership Doctoral Steering Committee
- 1998 – 2000 College of Education Awards and Scholarship Committee

SCHOLARSHIP

Book chapter

Martin, J. (2015) Indigenous Epistemologies and Leadership: Ten Things We Learned About Being a First Year Principal. In *Voices of Resistance and Renewal*. (Eds) Aguilera-Black Bear, D. & Tippeconnic, J. University of Oklahoma Press

Edited books

Gilbert, W.S., Lockard, L, Martin, J., Reyhner, J., (Eds.) (In progress). *Honoring Our Children No. 3: Culturally Appropriate Approaches for Teaching Indigenous Students*. Flagstaff, AZ: Northern Arizona University

Gilbert, W.S., Lockard, L., Martin, J., Reyhner, J., (Eds.) (2013). *Honoring Our Children: Culturally Appropriate Approaches for Teaching Indigenous Students*. Flagstaff, AZ: Northern Arizona University.

Gilbert, W.S., & Lockard, L., Martin, J., Reyhner, J., (Eds.). (2011). *Honoring Our Heritage: Culturally Appropriate Approaches for Teaching Indigenous Students*. Flagstaff, AZ: Northern Arizona University.

Gilbert, W. S., Lockard, L, Martin, J. & Reyhner, J., (Eds) (2002) *Learn in Beauty: Indigenous Education for a New Century*. Flagstaff, AZ, Northern Arizona University.

Referred journal articles

Martin, J. (2012) *Language Fluency Testing for Navajo Students Attending Reservation-Based Schools* Multicultural Perspectives, 11(1) Pgs. 43-48.

Martin, J. (2010) *My First Year as a Building Principal in a Reservation School*, Educational

Administration Quarterly, 12 (4), 24-34.

Martin, J. (2009) *Administrator Training Program for Indian School Principals; Theory and Practice*, National Forum of Educational Administration and Supervision Journal, 14 (2), 13-21.

Martin, J. (2008) *Indian School Leadership: Doing Things Right versus Doing The Right Things*, Journal of Educational Equity and Leadership, 7 (3), 188-198.

Martin, J. (2007) *A Navajo State Department of Education: Issues and Recommendations Regarding Implementation*, American Journal of Education. 120 (1)101-111.

Martin, J. (2005) *Smaller Schools and Local Control: Key Elements to Improving Navajo Schools*, Journal of Cases in Educational Leadership. 11(1) 1-9.

Atleo, R. E., Jacobs, D.T., Martin, J. & Reyhner, J. *An American Indian Perspective on Character Education*, An American Indian Perspective on Character Education. American Indian Culture and Research Journal.

Martin, J. (2004) *American Indian School Leadership*, North Central Association Quarterly, v56, n1, 33-36 Spr 2004.

Martin, J. 1998) *Administrator Training for Reservation-Based School*, North Central Association Quarterly, v53, n1, 12-18 Fall 1998.

Martin, J. (1995) *Matching Instruction & Learning Styles: Cultural Compatibility in Navajo Classrooms*, Teaching Education. 20(1) 31-53.

Martin, J. (1994) *Restructuring Kayenta Unified School District*", Journal of Educational Administration, XI, n2, 29-34.

Martin, J. (1994) *Tribal Departments of Education: Implications on Reservation Based Public Schools*, AASA Journal of Scholarship and Practice, Fall 1994, n3, 4, 11-15

Benson, S., Jenkinson, R., Marbarak, J., Martin, J., Roundtree, B., & Starr, C. (1993) *Using Outcomes Accreditation and Educational Restructuring for School Improvement Planning*, Journal of Educational Administration, Vol. IX, n3, 3-9.

Referred presentations and national conferences

Martin, J. (2013, April). *The implications of site-based management and shared decision-making in an American Indian School Setting*. Paper presented at the American Educational Research Association (AERA) Annual Meeting, San Francisco, CA.

Foley, J.A., Jacobs, D.T., Martin, J., Hays, P., Nuvayouma, D., Riley-Taylor, E., Senese, G. & White, C. (2012, April). *Confronting Tensions in Collaborative Educational Research*. A Paper presented at the American Educational Research Association (AERA) Annual Meeting,

Vancouver, Can.

Begaye, T., Christman, D., Danzig, A., Martin, J., Vogel, L. (2010, Oct.), *American Indian School Leadership Training*. A paper presented at the University Council of Educational Administrators (UCEA) Annual Convention, New Orleans, LA

Appleton, N., Begaye, T., Christman, D., Danzig, A., Martin, J. (2009, April). *Model of American Indian School Administrators Training Program*. A Paper presented at the American Educational Research Association (AERA) Annual Meeting, San Diego, CA.

Appleton, N., Begaye, Danzig, A., T., Martin, J., Vogel, L. (2008, Oct.) *Native American Innovative Leadership Program*, University Council of Educational Administrators (UCEA) Annual Convention, Orlando, FL

Non-referred publications

Foley, J.A., Jacobs, D.T., Martin, J., Hays, P., Nuvayouma, D., Riley-Taylor, E., Senese, G. & White, C. (2012) *Confronting Tensions in Collaborative Educational Research*, ERIC Clearinghouse on Rural Education and Small Schools (ERIC/CRESS). U.S. Department of Education Web site (www.IndianEduResearch.net).

Martin, J. (2005) *Impact of Navajo Division of Education's Effort to Develop a State Department of Education Level Program*, Arizona School Administrators Update, 69.

Martin, J. (2004) *American Indian School Leadership*, ERIC/CRESS AT AEL, Indian Education Research, Charleston, West Virginia.

Martin, J (2003) *Creating Partnerships between Tribes and Universities is a Process, Not a Program*, Tribal College Journal, 10: 2003.

Martin, J. (2000) *A Field-Based Administrator Training Program to Serve Reservation-Based Schools*, Arizona School Administrators Update, May 72.

Martin, J. (1999) Editor, Proceedings of the Third Annual RETAIN Conference (Retention in Education for Today's American Indian Nations), Northern Arizona University, October.

Martin, J. (1998) *Role of Education in Tribal Economic Development*, Tribal College Journal, May.

Benson, S., Martin, J., Roundtree, B. (1993) *Using School Improvement Planning Teams to Improve Academic Achievement*, Journal of Navajo Education, Winter 87.

Martin, J. & Roundtree, B. (1992) *School Improvement Planning in the Kayenta Unified School District*, Journal of Navajo Education, Spring 19.

Martin, J., & Roundtree, B. (1990) *Technology in Reservation Schools: An Education Revolution*, Arizona School Boards Association Journal, Spring 23.

Martin, J. (1988) Paper prepared for the Task Force 2000 Navajo Education Summit: *Challenges Facing Navajo Education*. November.

Martin, J. (1988) Paper presented to the Task Force 2000 Navajo Education Summit Hearings: *Navajo Educational Issues*. September.

Martin, J. (1988) Proceedings of the Ninth Annual National Indian Education Association Convention, Published Report in the ERIC/CRESS Clearinghouse on Rural Education and Small Schools Files Document February.

Martin, J. (1986, Fall, Oct.), *Excellence in Indian Education*, National Indian Education Association Newsletter.

Testimonies

Martin, J., (2011) Testimony before the United States Senate Committee on Indian Affairs Oversight Hearing on “In Our Way: Expanding the Success of Native Language and Culture Based Education” 122th Congress 1st Session May 26, 2011 as invited expert witness.

Martin, J. (2010) Testimony before the United States Senate Committee on Indian Affairs Oversight Hearing: “Did the No Child Left Behind Act leave Indian Children Behind” 121st Congress 2nd Session June 17, 2010 as invited expert witness.

Martin, J. (2009) Testimony before the United State Senate Committee on Indian Affairs Oversight Hearing: “Impact Aid School Law Hurting Indian Public School Districts”. 120th Congress 2nd Session May 5, 2009 as invited expert witness.

Martin, J. (1997) Testimony to the Senate Select Committee on Indian Affairs, U.S. Senate. School Impact Aid Laws Impacting Navajo Public School Districts. October 1997

Martin, J. (1993) Testimony presented to the Select Committee for Native Issues of the Arizona Legislator, Impact Aid School Funding, October 1993.

Martin, J. (1991) Testimony presented to the Arizona Joint Select Committee on Indian Affairs Problems of Education for Indian Students Causing At-Risk: Recommendations for Addressing the Challenges. November 19, 1991.

Martin, J. (1991) Testimony presented to the White House Conference on Indian Education, Washington, DC *Technology and Restructuring Schools for Native American Students*, June.

Invited and keynote presentations

Keynote Speaker, “*Navajo Education Reform: What Will it Take to Improve Navajo Schools*”, AdvanED

Navajo Nation Accreditation Fall Conference, Twin Arrows Casino, Flagstaff, AZ. Oct. 6, 2014

Keynote Speaker, *“The State of Education for Indian Youth: What will It Take to Improve”*, Native American Charter School Association, Las Vegas, NV, December 9-11, 2013.

Panel Speaker, *“American Indian Education: Challenges and Opportunities for Building Bridges”*, Asian International Program, Songdo Global University, Choengju National University of Education, Incheon, South Korea. May 17-26, 2013.

Keynote Speaker, *“Educational Leadership in a Cross-Cultural Education Environment”*, Beijing International Studies University, Beijing, China. Feb. 18-22, 2013

Keynote Speaker. *“Leadership in Reservation Schools: What Will it Take to Improve Achievement”*, National Indian Education Association, Rapid City, S.D., Oct. 27, 2013.

Panel Speaker, *“The Politics of Education Standards and Assessments in American Schools”*, Istanbul University, Istanbul, Turkey. Sept. 16-20, 2013.

Keynote Speaker, *“The Principal as Instructional Leader: Leading the Charge with Courage, Creditability & Confidence”*, Bureau of Indian Education Principals Academy, Albuquerque, NM. August 11-12, 2012

Panel Speaker, *“Assessing Learning for Accountability”*, National Association for Secondary School Principals Academy, Minneapolis, MN. June 7, 2011

Keynote Speaker, *“Collecting and Using Data for School Improvement”*, National Staff Development Council, Southwest Region Albuquerque, NM., May 20-21, 2010

Keynote Speaker, *“Closing the Achievement Gap: Promising Practices”*, Bureau of Indian Education Principals Academy, Phoenix, AZ, April 3-4, 2009

Keynote Speaker, *“21st Century Skills for American Indian Students”*, National Indian Charter Schools Association Convention, Las Vegas, NV, Dec 5, 2009

Presenter: *“American Indian Student Achievement”* Native American Student Achievement Initiative. College Board, Connect to College Success Conference, Orlando, FL. July 13, 2009

Keynote Speaker, *“Culturally Responsive Schools for American Indian Students”*, National Indian Charter Schools Association, Las Vegas, NV. Dec. 7, 2008

Presenter: *“American Indian Student Leadership: What Schools Should be Doing to Foster Student Leadership”* National Indian Charter Schools Association, Las Vegas, NV, Dec 8, 2007

Presenter: *“School Board and School Administrator Leadership”*, National Indian Charter Schools Association. Las Vegas, NV. Dec 9, 2006

Presenter: *"Effective Leadership Practices for Beginning Principals"* National Indian Education Association Conference, Denver, Colo. October 7, 2006

Presenter: *"How Leadership Influences Student Learning"*, Navajo North Central Annual Conference, du Bois NAU Conference Center, October 3, 2006

Keynote Speaker: *"School Leadership in a Time of No Child Left Behind Mandates"*, Window Rock Unified School District, Fort Defiance, Az. September 13, 2005

Keynote Speaker: *"How Does One Know A Good School for Navajo Children"* Bureau of Indian Education Navajo Wide Training, Albuquerque, NM May 3, 2005

Invited Speaker. *"Academic Achievement for American Indian Students"*. Education for American Indian Students Symposium, U.S. Office of Education & Council of Chief State School Officers Conference. Flagstaff, AZ. March 2, 2005

Keynote Speaker. *"Using Survey Research to Evaluate and Transform the Preparation of Culturally-Responsive K-12 Administrators for American Indian Schools,"* National Indian Education Association Convention, Oklahoma City, OK, Nov. 1-5, 2002.

Keynote Speaker, *"Why Achievement Gaps Occur: Leadership Implications for Superintendents and Principals"*, First Annual Arizona Impact Aid School Conference, Honda Resort, Whiteriver, AZ. September 16, 2001

Panelist, *"Relevance of Assessment and Culture in Evaluation"*, Annual RACE 2000 Conference, Arizona State University, Tempe, AZ. January 7, 2000

Keynote Speaker, *"Standards for Indian Students: What do they Mean?"*, Annual North Dakota Indian Education Conference, Bismark, North Dakota, December 27 – 30, 1999

Keynote Speaker, *"Indian Student Issues Regarding the New Arizona Standardized Test"*, North Central Association of Schools and Colleges Conference, Northern Arizona University Campus, October 5, 1999

Keynote Speaker, *"Why Are Indian Students Test Scores Low on the Stanford Nine Test"*, Annual Navajo School Board Association Conference, Window Rock School District, Arizona, August 12, 1999

Keynote Speaker, *"What Schools Need to Do to Prepare Students for College"*, Third Annual Exemplary Institute, National Indian Scholarship Institute, Phoenix, Arizona, March 8, 1999

Keynote Speaker, *"Effective Leadership Practices for Beginning Principals"*, Bureau of Indian Affairs Principals Academy, Albuquerque, New Mexico, February 4-5, 1999

Keynote Speaker, *"Impact of School Leadership on Local Community Development"*, North Central Association of Schools and Colleges Fall Conference, Northern Arizona University, November 18-20, 1998

Presenter, *"Reconnecting Schools and Communities,"* National Indian Education Conference, Nashville, Tennessee, October 11 - 14, 1998

Keynote Speaker, *"School Community Leadership: Implications for School Leadership Training"* Navajo Area School Board Association Annual Meeting, Gallup, New Mexico, April 9-10, 1998

Keynote Speaker, *"Matching Instructional & Learning Styles: Cultural Compatibility in Navajo Classrooms"*, North Central Association of Schools and Colleges Fall Conference, Northern Arizona University, January 9-11, 1997

Keynote Speaker, *"School Leaders Responding to the New Challenges by Simply Working Harder: Adequate?"*, North Dakota Indian Education Annual Conference, Bismark, North Dakota. December 28-30, 1996

Presenter, *"Rural Education Challenge: What Works, What Doesn't, What's Promising"*, National Indian Education Association Conference, Rapid City, South Dakota, October 13-16, 1996

Panelist, *"Indigenous Languages: Reversing Language Shift"*, Northern Arizona University Conference on Bilingual Education, September 23-25, 1996

Keynote Speaker, *"Education Reform and School Improvement"*, North Dakota Indian Education Annual Conference, Bismark, North Dakota. December, 28-30, 1995

Presenter, *"Rural Special Education Teacher Training Model"*, National Indian Education Association Conference, Tucson, Arizona. November 12-15, 1995

Panelist, *"Authentic Assessment and Minority Student Concerns"*, Arizona Department of Education Forums, Phoenix, Arizona. May 10-12, 1995

Keynote Speaker, *"Pathways to Education: Creating Connections for Success"*, Second Annual Minority Leadership Conference, Arizona State University, Tempe, Arizona, December 9, 1994

Panelist, *"Teacher Empowerment and Site-Based Decision Making"*, Arizona School Administrators Association Fall Conference, Scottsdale, Arizona. November 19-21, 1994

Presenter, *"Visioning in Indian Education: Leadership in the Trenches"*, National Indian Education Association Annual Convention, St. Paul, Minnesota. October 9-12, 1994

Panelist, *"Multicultural Community Education Issues"*, Arizona School Boards Association Annual Meeting, Scottsdale, Arizona. December 9-11, 1993

Panelist, *"Leadership for Beginning Principals"*, National Indian Education Association Annual Convention, Mobile, Alabama. November 9-12, 1993

Keynote Speaker, *"Restructuring Issues for Indian Education"*, Coalition of Indian Education Annual Conference, Albuquerque, New Mexico. November 18-20, 1993

Keynote Speaker, *"Teacher Training Issues in Indian Education"*, Montana Indian Education Association Conference, Bozeman, Montana. April 26-28, 1993.

Keynote Speaker, *"Restructuring Indian Schools"*, Oregon State Department of Indian Education Annual Meeting, Newport, Oregon. April 15-16, 1993.

Presenter, *"Developing A New Generation of Schools: Restructuring of Schools"*, Arizona School Administrators Association/Arizona School Board Association Annual Meeting, Scottsdale, Arizona. December 1992.

Keynote Speaker, *"What A Board Should Expect From its Administrators"*, Navajo Area School Board Association, Gallup, New Mexico. October 16, 1992.

Keynote Speaker, *"Parent Involvement: What's New"*, Chinle Unified School District Inservice, Chinle, Arizona. December 5, 1991

Keynote Speaker, *"Effective Education Practices"*, Wyoming Pre-White House Conference on Indian Education at Riverton, Wyoming. September 6, 1991

Keynote Speaker, *"Restructuring of Native American Schools"*, Bureau of Indian Affairs Effective Schools Project/Principals Academy, Minneapolis, Minnesota. July 24, 1991

Keynote Speaker, *"Education Alternatives"*, New Mexico Pre-White House Conference on Indian Education at Albuquerque, New Mexico. May 16, 1991

Co-Presenter, *"Motivational Relevance in Indian Education"*, Tuba City Unified School District Inservice, Tuba City, Arizona with Dr. Robert Rhodes. February 4, 1991

Co-Presenter, *"Ideas for Restructuring Teacher Training"*, Arizona Department of Education, Indian Education Division, Northern Arizona University with Abbie Sherlock. June 5, 1990

Panelist, *"Educational Reform"*, Convocation of Arizona Superintendents, Arizona Association of School Administrators, Phoenix, Arizona. June 12, 1989

Keynote Speaker, *"Effective Schools Movement: What Works, What Doesn't?"* Bureau of Indian Affairs Effective Schools Project Conference, Phoenix, Arizona. May 11, 1990

Keynote Speaker, *"Restructuring Navajo Education"*, Navajo North Central Annual Meeting, Ft. Wingate, New Mexico. October 20, 1989

Keynote Speaker, "*What Will It Take To Improve Navajo Education*"; Chinle Agency Annual Awards Banquet for Early Childhood Education at Gallup, New Mexico. May 24, 1989

Panelist, "*New Federalism and Indian Education*" Association of Navajo Community Contract Schools Annual meeting at Phoenix, Arizona. December 7, 1988

Keynote Speaker, "*Improving Navajo Education*"; Joint Meeting of the Navajo Nation Public School Board, Navajo Area School Board, and Association of Navajo Community Contract School Board Associations at Northern Arizona University. June 20, 1988

Panelist, "*Restructuring Arizona's Schools*", Arizona Association of Supervisors and Curriculum Development Annual meeting at Tucson, Arizona. October 26, 1988

Workshop Presenter, "*School Improvement Planning*"; Navajo North Central Annual meeting at Window Rock High School. October 6, 1988

Keynote Speaker, "*Early Childhood Education: Issues for Navajo Education*"; Navajo Area Early Childhood Education Annual conference at Northland Pioneer College, Holbrook, Arizona. May 6, 1988

Panelist, "*Navajo Education Standards*"; Navajo North Central Annual meeting at Chuska Boarding School. October 12, 1987

Workshop Leader, "*The Role of the Superintendent in Curriculum Improvement*"; Navajo North Central Annual meeting at Chuska Boarding School. October 12-13, 1987

MEMBERSHIPS

American Association of School Administrators
American Education Research Association
Arizona Administrators Associations
Association of Supervisors of Curriculum Development
National Indian Education Association (Lifetime member)
National Association of Secondary School Principals
National Congress of American Indians
National Staff Development Council
Rural School Community Trust
University Council for Educational Administration

RESUME

TOMMY H. LEWIS, JR., Ed.D.

(b)(6)

EDUCATION:

MAY 1992: Doctor of Education Degree in Educational Leadership, Northern Arizona University, Flagstaff, AZ.

MAY 1990: Master of Arts Degree, Northern Arizona University, Flagstaff, AZ

Major: Educational Administration

DEC 1977: Bachelor of Science Degree, Northern Arizona University, Flagstaff, AZ

1972 to 1974: Yavapai College, Prescott, AZ

MAY 1972: Winslow High School, Winslow, AZ

CERTIFICATION:

School Superintendent (K-12), Principal (K-12), Substitute Teaching (K-12)

PROFESSIONAL EXPERIENCE:

JAN 2015 to Present; Department of Dine' Education, Navajo Nation, Window Rock, AZ

Title: Superintendent of Schools

- Work with Navajo Nation Board of Education to Implement Title 10, Navajo education laws that cover early childhood, elementary education, secondary education, higher education, special education, vocational education, and adult education.
- Oversee the entire operation to make sure schools and organizations deliver a high quality education to the Navajo people.
- Work with 260 schools that includes public schools, BIE operated schools, grant schools, church schools, and private schools that are located on the Navajo Nation.
- Oversee a budget of \$70 million and 600 employees.
- Work with state governments in Arizona, Utah, and New Mexico; as well as the federal and tribal governments.
- Work with tribal, state, and federal officials and the U.S. Congress to improve education for the Navajo people.
- Work with colleges and universities on teacher education, policy, and research in education.

JAN 8, 2013 to JUN 30, 2014: Greyhills Academy High School, Tuba City, AZ **Title: Superintendent**

- **Chief Administrative Officer** and work with the Governing Board to oversee the total operation of the school including facilities, teaching, learning, student service, parent involvement, and administration.
- **Provide** leadership on academic achievement and school improvement. Developed education policies and regulations; collect and analyze data; engaged in strategic planning; setting academic standards, and developed student assessment.
- **Supervise** 120 employees and managed a budget of over \$12 million.
- Worked with governing board and school leadership team by building stakeholder engagement, optimizing relationships, and enhancing community outreach.
- **Modeled** openness and integrity by demonstrating open, candid, honest communication and behaving consistently with moral, ethical, and organizational guidelines.
- **Promoted** a free flow of information, communication and teamwork throughout the school.
- **Cultivated** network and developed an active network of relationships.
- **Actively** participated in navigating complex political situations to create more productive reactions and results.
- **Established** strategic direction to create sustainable benefits for the school and support the mission and values.
- **Ensured** strategic execution and translating strategic priorities into effective implementation by assigning clear authority and accountability, coordinating communications, monitoring progress, creating plans that align processes and resources.

JUL 13, 2009 to JAN 7, 2013: Dilcon Community School, Inc., Dilcon, AZ. Title: **Principal/CEO**

- Directed and administered the total operation of the school (K-8) and worked with teachers and staff to offer a quality education program. Worked with the Governing Board on policy development and implement programs to meet the needs of children. Worked with teachers to strengthen teaching and learning, and believe all children can learn through a solid foundation of intellectual, social, emotional, and physical development in a safe, healthy, and structured learning environment.
- Raised rigor and relevance for all students
- Developed sustainable improvement in classrooms and school wide
- Energized to created positive change and improve instructional effectiveness
- Implemented ideas and strategies shared by the nation's highest performing and rapidly improving schools
- Developed networking opportunities with educators from other schools
- Transformed student learning experiences by using instructional technology
- Created and implemented an effective, engaging learning environment
- File an appeal with the U.S. Department of Justice, Office of Appeal, regarding disallowed cost from prior years at \$2.4 million. Negotiated the amount down to \$177,740

SEP 15, 2008 to JUL 10, 2009: Navajo Technical College, Crownpoint, NM

Title: **Director of Title III and Land Grant Programs**

- **Directed** Title III program funded by the US Department of Education to implement a First Year Experience program. **Administered** the land grant programs funded the U.S. Department of Agriculture on extension, academic, and research. **Developed** a foundation to set up an endowment for the college.

AUG 2007 to SEP 2008: **Professional consulting** on leadership, strategic planning, board responsibilities, evaluation, policy development and organizational development.

JUL 2006 to JUL 2007: Department of Dine' Education, The Navajo Nation, Window Rock, AZ

Title: **Superintendent of Schools**

- **Chief Administrative Officer** for the Department of Dine' Education and worked with the Board of Education and Education Committee of the Navajo Nation Council to oversee 258 schools on the Navajo Nation serving a student population of 100,000 in grades K-12.
- **Worked** with state and federal agencies to gain responsibilities and functions similar to a state department of education. Developed culturally appropriate education standards, curriculum, instruction, teacher certification, testing & assessment, vocational training and certification of professional personnel.
- **Provided** leadership on academic achievement and school improvement. Developed education policies and regulations; collected and analyzed data; engaged in strategic planning; setting academic standards, and developed student assessment.
- **Supervised** 900 employees and managed a budget of over \$72 million.

JUL 2003 to JUN 2005: Coconino County Accommodation School District, Flagstaff, AZ

Title: **Associate Superintendent/Principal**

- **Supervised** the overall operation of five schools and worked with professional staff to offer a quality education program. Provided leadership regarding funds and program accountability, instruction, curriculum, teaching and learning. Administered personnel matters including job posting, recruitment, classification, screening, interviews, selection, compensation, contracts, induction, orientation, appraisal, etc.
- **Worked** with contractors, construction managers and engineers to build two new school facilities.
- **Worked** with other school district superintendents and Arizona Department of Education to implement educational program. Administered the No Child Left Behind Act and Arizona LEARNS as mandated by the Arizona Department of Education.
- **Evaluated** and reported teacher quality and student achievement.

SEP 2002 to JUL 2003 (Part-Time): Institute for Higher Education Policy, Washington, DC. Title: **Senior Advisor**

- **Worked** with the Minority Serving Institutes including Tribal Colleges, Hispanic Serving Institutes and Historically Black Colleges and Universities in establishing the Alliance for Equity in Higher Education. The organization received a four-year \$6 million grant from the W.K. Kellogg Foundation to support capacity building and innovation in leadership development at the MSIs. The purpose of the grant was to develop leaders in order to prepare and retain the talent pool of current and future senior-level leaders in higher education at these vital institutions.

- **Advocated** for tribal college's interest and advised the President about the needs of tribal colleges and Indian people. Worked with American Indian Higher Education Consortium and tribal colleges to screen, select and train the next leaders of higher education.
- **Provided** technical support regarding research, planning and development.

AUG 2000 to JAN 2002: Northwest Indian College, Bellingham, WA. Title: **President**

- **Served** as the Chief Executive Officer responsible for the total effective and efficient operation of the college. Northwest Indian College is a tribally controlled college chartered by the Lummi Nation to serve Indian Tribes throughout the Pacific Northwest in Washington, Oregon, Idaho, and Alaska. The college serves approximately 1,800 students with an institutional budget of approximately \$11 million.
- **Developed** close working relationships with the Board of Trustees, the Foundation Board and Tribal governments to deliver quality higher education opportunities and leadership. Strengthened college governance and accountability.
- **Served** on the college Foundation Board and provided leadership on fund raising activities and the philanthropic process including donor cultivation, acquisition, solicitation, and stewardship. Assisted with the annual fund, donor acquisition, special events, capital campaign, major and special gifts, planned giving, corporation and foundation grants, capital projects, and capacity building.
- **Supervised** Dean of Students and administered all student services activities. Promoted a student-centered culture that ensures access, recruitment, retention, educational excellence; and foster student development and support high levels of student achievement. Worked with deans and department chairs to strengthen course offerings and student services.
- **Strengthened** partnerships and alliances with business and industry, other educational institutions, and community-based organizations to meet demands for life long learning.
- **Developed and implemented** a comprehensive marketing plan to promote the mission and enrollment growth.

JAN 1993 to DEC 1999: Dine' College, Tsaille, AZ. Title: **President**

- **Served** as Chief Executive Officer responsible for the total effective and efficient operation of the College which is a multi-campus comprehensive college serving the Navajo Nation with a population of 250,000 and land base of 26,000 square miles and student enrollment of approximately 5,000. The college maintains eight campuses throughout the Navajo Nation with a total budget of \$15 million a year. Dine' College is a land-grant institution and the oldest and largest of the 32 tribal controlled colleges and universities throughout the United States.
- **Served** as primary fund raiser and assisted with the annual fund, donor acquisition, special events, capital campaign, major and special gifts, planned giving, corporation and foundation grants, capital projects, and capacity building. Secured funding from corporate, foundation, private, federal, state, tribal and other sources. Provided leadership for institutional advancement, positive public image, sound strategic planning, accountability, communication, and quality control.
- **Developed** strong working relationship with the Board of Regents on policy and program development in accordance with the mission, philosophy, and goals. Provided institutional leadership to effectuate teamwork, productivity, and accountability. Negotiated contracts, partnerships, and plans most appropriate to provide the best educational opportunities.
- **Strengthened** and reaffirmed the college philosophy using Sá'ah Naagháí Bik'eh Hózhóón principles to advance quality student learning using Dine' culture, language, values, and principles of life.
- **Provided** leadership in developing a technology plan for academics, administration and student services.
- **Effectuated** changes in working with all departments to provide the best higher educational opportunities. Provided leadership with NCA self study and retaining accreditation status. Established communication and coordination to ensure academic and institutional integrity and credibility with external organizations.
- **Developed** closer ties with the Navajo Nation government, leadership and officials to secure support for funding, priorities, and good will. Worked closely with tribal, state and federal governments to recognize and support Tribal colleges. Developed strong ties with state legislators, governors, US Congress, and federal agencies.
- **Obtained** a historic \$17.5 million for capital improvements from the State of Arizona. **Increased** annual funding from the BIA by 50 percent.
- **Developed** partnerships with state colleges and universities to develop strong articulations and working relationships to address needs of Indian peoples. Developed positive working relationships with businesses, corporations, foundations and organizations.
- **Served** on numerous boards of notable education organizations at the local and national levels.

AUG 1992 to JAN 1993: Dine' College, Tsaille, AZ. Title: **Vice-President**

- **Took on** all duties and responsibilities of CEO during absence of President overseeing the total operation of the college. Served as chief academic officer responsible for all academic and student service activities supervising three deans and eight academic departments.
- **Established** goals and objectives including strategic planning for the college. Provided leadership on student affairs and academic support including hiring and termination. Supervised Dean of Students and administered all student services activities. Conducted performance evaluations and carrying out disciplinary actions.
- **Provided** instructional leadership, coordination, and evaluation of instruction and academic programs, student services, teacher education, Dine' education philosophy integration, accreditation, articulations and faculty relations.
- **Administered** academic decisions and policies, and worked with faculty to provide the highest level of academic integrity and standards. Coordinated academic offerings and worked closely with deans and faculty.
- **Worked** with all departments on accountability and implementation to meet college's mission, philosophy, and goals.

DEC 1989 to MAY 1992: Center for Excellence in Education, Northern Arizona University, Flagstaff, AZ.

Title: ***Faculty Associate***

- **Assisted** the university in implementing partnerships with Indian Tribal schools. Provided information and awareness on Indian Education issues and activities.
- **Worked** on research projects as assigned by the Vice President for Academic Affairs.
- **Advised** and counseled students in meeting requirements for the teacher education program.
- **Administered** the Hotevilla-Bacavi Community School (HBCS) Partnership with NAU. Served as liaison to develop closer cooperation and communication between HBCS and the Hopi Tribal Education Department. Coordinated and assisted with school board training, faculty development and provided technical assistance. Documented progress and worked on plan of action to improve project. Advised the university administration on desired program outcome and delivery of services.
- **Directed** the Indian Teacher Training Program. Conducted research for existing models and effective teacher education programs. Analyzed data and developed summaries on existing models and paradigms. Reported findings and developed appropriate action plans and proposals. Worked with schools, university and tribal officials in developing teacher training programs. Provided technical assistance to schools and tribal communities.
- **Administered** the Scholarship Program including researching scholarship sources and writing proposals, establishing guidelines and procedures, verifying information, submitting applications to donors and maintaining communication with students, Foundation Office, and Financial Aid Office. Directed the scholarship committee to review, screen, and select applicants for scholarships.

FEB 1988 to JAN 1989: Tuba City High School Board, Inc., Tuba City, AZ. Title: ***Compliance Officer***

- **Administered** grants and contracts for compliance with Federal, State, and Tribal guidelines.
- **Advised** school officials about laws and regulations that affected projects and Indian Education.
- **Developed** monitoring instruments and formulated action plans for improvements. Conducted periodic audits and evaluation and investigated and reported any instances of non-compliance to school officials.
- **Reviewed** contracts prior to approval by the school board and consulted with school attorney. Prepared and reviewed contract modifications.
- **Worked** very closely with the human resources department for employment compliance.
- **Provided** technical assistance to staff and departments on program and grant requirements.
- **Directed** the Indian Education Program to meet the special and cultural education of Indian students.
- **Directed** the school safety program; assured compliance with all Federal, State, and Tribal requirements; established safety policies and procedures; conducted safety meetings, inspections, and training; developed appropriate protocol to deal with all emergency situations.

AUG 1985 to DEC 1987: Native American Science Education Association, Washington D.C.

Title: ***Southwest Regional Director***

- **Established** and directed the Southwest Regional Office in Flagstaff, AZ;
- **Administered** programs to raise Indian student's achievement in science and mathematics at the pre-college (K-12) level. Developed plans to bring together and support exchange of information between local educators, Tribal officials, colleges and universities, corporations, foundations and others concerned about science, math, and technology education.

- **Developed** educational programs and directed development of five other regional offices through the U.S. Worked with schools and education professionals in organizing a science network to strengthen sharing of instruction models.
- **Organized** regional science and math education conferences throughout the U.S. and Alaska. Designed and organized teacher in-service training. Supervised pilot testing of education curriculum and programs.
- **Established** communication and networking between educators, business, universities, corporations, schools, Tribes and parents; served on professional organizations.
- **Presented** at conferences and meetings at the local, national and international levels.

FEB 1979 to JUL 1985: Arizona Bordertown Indian Education Committee, Flagstaff, AZ Title: **Executive Director**

- **Established** and directed the Indian Education Johnson-O'Malley Program.
- **Secured** federal funding for five public school districts in Northern Arizona and served 3,400 Indian students at 32 different schools. Responsible for the overall administration including supervision communication, public relations, planning, reporting, budgeting, evaluating, accountability, staff development, contract compliance, and proposal writing.
- **Developed** educational programs in consultation with school officials, teachers and parents. Worked with school administrators, Tribal officials, school boards, parents and students. Assured compliance with Federal, State, and Tribal regulations. Worked with Title V, Chapter I, Title VII, Impact Aid, and Special Education Programs.
- **Served** on local, tribal and state education organizations.

FEB 1980 to FEB 1981: Citizens for Community Services, Tuba City, AZ. Title: **Executive Director**

- **Directed** a health evaluation project in conjunction with Tuba City Indian Health Service. Conducted a comprehensive health needs assessment to plan for a long-term care facility. **Responsible** for all administration and management functions.

MAY 1978 to FEB 1979: Navajo Area School Board Association, Tuba City, AZ. Title: **Board Trainer/Liaison**

- **Established** and directed a field office to serve 13 BIA schools in Western Navajo Agency. Provided training and technical assistance to local school boards and communities on education policies related to PL 93-638, PL 95-561. PL100-297. Worked with school administrators and Tribal leaders to strengthen school governance.

AUG 1976 to MAY 1978: Tuba City High School (BIA), Tuba City, AZ. Title: **Teacher**

- **Taught** ninth and tenth grade social studies. Sponsor of the rodeo club.

JAN 1975 to MAY 1976: Tuba City Boarding School, Tuba City, AZ. Title: **Teacher**

- Fourth grade teacher with all instructional responsibilities. Coached track and field.

OTHER EXPERIENCES:

- 2000 to Present: **Grant Reviewer**, Administration for Native Americans, U.S. Department of Health and Human Services, Washington, DC. Reviewed, evaluated, and scored grant applications submitted by Indian Tribes, Native Hawaiians, other Native American Pacific Islanders and Alaska Natives for Language Preservation and Social and Economic Development.
- 1997 to 2003 **Grant Reviewer**, American Indian Higher Education Consortium, Washington, DC.
- JAN 2002 to Present: Professional consulting in leadership, board training, strategic planning, and evaluation.
- JUN 2000 to Present: Dine' College Steering Committee, Dilkon Chapter, Navajo Nation
Provide leadership and volunteer services to start a branch campus at Dilkon Chapter, worked on master plan and acquired land for campus development.
- JAN to August 2000; American Indian Higher Education Consortium, Washington, DC. Title: **Consultant**
Worked with Alliance for Equity in Higher Education, National Association for Equal Opportunity in Higher Education, Hispanic Association of Colleges and Universities, American Indian Higher Education Consortium and the Institute of Higher Education Policy to strengthen relationships among minority serving institutes for more federal, congressional and private sector support.
- FEB 1989 to APR 1989: Hi-Tech Recycling Inc. Yakima, Washington Title: **Consultant**
Served as Navajo interpreter on a major industrial development proposal to construct a high tech hazardous waste recycling plant on the Navajo Nation. Translated environmental sciences and concepts to Navajo audiences.
- APR 1989 to JUN 1989: Standing Horse Environmental Services, Flagstaff, AZ. Title: **Owner/President**

Started a company to provide environmental engineering services and to secure an emergency response contract with the Navajo Nation and US Environmental Protection Agency.

OTHER TRAINING:

- 2003-2005, No Child Left Behind Act and Arizona LEARNS by the Arizona Department of Education
- 2000 & 2003, Leadership Training, Institute for Higher Education Policy, Washington, DC
- 1996, Principles and Techniques of Fund Raising, The Fund Raising School, Center on Philanthropy, Indiana University, Indianapolis, Indiana
- 1996, Public Relations and Fund Raising, American Indian College Fund, Denver, CO
- 1995, Leadership Training, Kellogg Foundation, Battle Creek, MI
- 1996, Strategic Planning Training, American Indian Higher Education Consortium, Washington, DC

PROFESSIONAL ORGANIZATIONS:

- AdvanceEd, State Board of Director
- Tribal Education Departments National Alliance, Board Vice President JUL 2006 to Present
- Dine' College Board of Regents, Member
- Association for Supervision and Curriculum Development, 2002 to Present
- Phi Delta Kappa, 1990-Present
- National Indian Education Association, 1978 to Present
- Arizona Juvenile Detention Education Advisory Council, 2003 to JUL 2005
- American Indian Higher Education Consortium, 1992-2002, Board Treasurer 1998
- American Indian College Fund, Board of Director, 1992-2002, Chair 1998
- White House Initiative on Tribal Colleges, Advisory Board, Presidential Appointment, 1998-2002
- American Association of Higher Education, 1993-2002
- American Council on Education, 1993-002, Minority Resource Committee, 1996-2002
- American Association of Community Colleges, 1993-2002, President's Executive Committee
- National Association of State Land-Grant Colleges and Universities, 1993-2002
- Navajo Nation Rural Systemic Initiative, Management Team, 1996-2000
- Waste-Management Environmental Research Consortium, Board of Director, 1993-2000
- US Air Force, HBCU and MSI Board of Advisor, 1996-2000
- Colorado Alliance for Minority Education Program, Board of Director, 1996-2000
- Native American Student Education Association, Northern Arizona University, Sponsor, 1990-1992

CIVIC ORGANIZATIONS:

- Dilkon Community School Board, Dilkon, AZ, January to June 2009
- Dine' College Sterling Committee, Southwest Campus Development, 2001 to 2009
- Diversity Commission, City of Flagstaff, AZ, 2003 to 2006
- Inter-Tribal Commission, Coconino County, Flagstaff, AZ, 2003 to OCT 2006
- School Board Candidate, Flagstaff Unified School District, Flagstaff, AZ, 1986
- Indian Education Parent Committee, Flagstaff School District, Flagstaff, AZ, 1984-1992
- Native Americans for Community Action, Board of Directors, Flagstaff, AZ, 1982-87

HONORS:

- Superintendent Award for Excellence, Coconino County Regional Accommodation School District, 2005
- Outstanding Leadership Award, Northwest Indian College Board of Regents, 2001
- Superior Leadership Award, Dine' College Board of Regents, 2000
- Excellence Award, American Indian College Fund, 1999
- Higher Achievement Award, American Indian Higher Education Consortium, 1998
- BoJack National Humanitarian Award, 1996
- Community Service Award, Dilkon Chapter, Navajo Nation, 1986
- Toured Australia and New Zealand in 1987, and Japan in 1997 to assist indigenous people's education plight.
- Ourstanding Young Men of America, 1986

PUBLIC SPEAKING:

Keynote speaker at numerous graduations, conferences, meetings and other gatherings throughout the country.

Dr. Elmer J. Guy

(b)(6)

EDUCATION

2009 Doctor of Philosophy in Rehabilitation, University of Arizona
2002 Management Development Program, Harvard University
1978 Master's Degree in Rehabilitation Administration, University of San Francisco
1977 Bachelor's Degree in Special Education, University of Arizona

WORK HISTORY

07/06 to Present President of Navajo Technical College (formally Crownpoint Institute of Technology)
Responsible for overseeing all aspects of the operation of the College, including administration, instructional services, Student services, Financial Services, institutional development; and work with the Navajo Nation, State and federal governments. Currently, there are over 1,400 students enrolled in certificates, Associate of Applied Science Degrees, Registered Nursing and Bachelor of Science Degrees in Information Technology and Industrial Engineering.

02/06 to 07/06 Acting President, Crownpoint Institute of Technology
Responsible for overseeing all aspects of the operation of the CIT, including accreditation, work with Navajo Nation, State and federal governments.

7/02 to 02/06 Vice President of Academic and Student Services
Responsible for providing academic and administrative leadership, overseeing three deans and their day-to-day operation (academic, student services and continuing education). Provided administrative functions relative to fiscal and appropriate policies and procedures. Reported to the president and board of directors. Chaired the NCA-HLC Steering Committee for three years and led the Institute to its Initial Accreditation by the Higher Learning Commission/NCA.

8/99 to 7/02 Dean of Instruction, Crownpoint Institute of Technology
Responsible for insuring that the course syllabus and course outlines were compatible with the approved curriculum and that courses articulated with other colleges and universities. Oversaw 30 faculty members in provision of seven Associate of Applied Science Degrees and thirteen Certificates. Provided administrative functions relative to fiscal and academic policies and procedures of the Institute.

3/99 to 5/99 Consultant, Office of Indian Education Programs (OIEP)
Assisted the Education Specialist in reviewing the Consolidated School Reform Plans of bureau funded schools. Interviewed staff, reviewed school records, observed classroom instructions and made recommendations for improvement. Submitted written reports to the school and central OIEP office.

1999-1/99 Executive Director, Division of Dine Education
Reported directly to the Navajo Nation President. Responsible for establishing strategic plans to strengthen Navajo education, establishing annual funding priorities and submitting budget proposals for funding to the Navajo Nation Council. Successfully administered over \$43 million of federal, state, tribal, private and foundation grants, adhering to pertinent policies and procedures, presented testimony at congressional and state hearings, and sought additional resources. Was instrumental in securing a \$10 million grant from the National Science Foundation to strengthen science, math and technology education and \$1 million from the Annenberg Foundation to strengthen school and community partnerships.

- 1992-1999 Deputy Director, Division of Dine Education
Responsible for assessing program goals/objectives and recommending strategies for improvement. Supervised over 900 employees. Responsible for budget preparation and monitoring expenditures, prepared reports, testimonies and resolutions. Assisted division staff in meeting required performance standards; strengthening partnerships with other entities and in seeking additional resources. I was successful in securing a \$3.5 million grant from the Ford Foundation to increase the number of qualified Navajo teachers. I was also instrumental in making amendments to the Special Education Act by allowing tribal governments to administer Part H and Part B funds instead of the Bureau of Indian Affairs for Early childhood education.
- 1979-1992 Executive Director, Navajo Vocational Rehabilitation Program
Responsible for providing vocational rehabilitation service comparable to vocational rehabilitation services provided by state agencies, ensuring provision of VR series were in compliance with applicable policies and procedures by applying a sound case management system. In partnership with the Arizona State DVR, constructed an industrial laundry project that employs people with disability and used as training center. Established the Navajo Nation Council on the Handicap which was sanctioned by the Navajo Tribal Council to advocate for people with disabilities. I was instrumental in establishing a \$7 million Handicap Trust Fund for Navajo people with disabilities and for amending the Vocational Rehabilitation Act to allow Indian Nations to be funded directly under the Act.
- Deputy Director, Navajo Vocational Rehabilitation Program
Responsible for provision of vocational rehabilitation services and the Spinal Cord Injury Project. Developed partnership with training institutes, hospitals, and state governments.
- 1976-1977 Vocational Supervisor, Chinle Valley School, Inc.
Supervised staff in provision of vocational training and work/social adjustment to mentally handicap students through individualized educational plans. Organized the Special Olympics program.
- PROFESSIONAL ASSOCIATION AND LEADERSHIP**
- 2009 to Present Awards Committee Member for New Mexico, Association of Community College Trustees.
- 2006 to Present Board Member to the American Indian Higher Education Consortium. Serve on the following Committees: Finance, US. Department of Agriculture Leadership and Science, Technology, Engineering and Mathematics (STEM).
- 2009 to Present Board Member to the American Indian College Fund; currently I am serving as a Chairperson, and serve on the Executive and Audit Committees.
- 2008 to 2011 Commissioner, Indian Arts and Crafts Board. Appointed to a three year term by the U.S. Secretary of the Interior, currently I am serving as Vice Chair, to serve as a Commissioner to supervise implementation of appropriate policies and to advise the Secretary on Native American cultural matters.
- 2004-2005 Selected by the American Indian Higher Education Consortium for the Leadership Fellow for Minority Serving Institutions.
- 1998 to 2002 Elected to the National Indian Education Association (NIEA) to serve a three-year term. Chaired the Education Technology Committee. NIEA is concern with and is very active in advocating for quality educational services for Indian students, parents, and educators.

- 1984 to 2000 Advisory member to the American Indian Rehabilitation Research and Training Center at the Northern Arizona University. Advise and assist the Center in identifying research topics and providing training/staff development activities for tribal/state VR agencies to improve service delivery to American Indian people with special needs.
- 1986 to 1999 A commission member (vice-president) of the Navajo North Central Association (NCA). The Navajo NCA is sanctioned equivalent to a State by the North Central Association of Schools and Colleges. The number of NCA accredited Navajo schools has grown from twenty-six to seventy-eight since its inception in 1986.
- 1998 to 1999 Member of the Dine College Board of Regents. Represented the Navajo Nation President. Advised the college president and provided policy direction for the college.
- 1988 to 1992 Advisory member to the New Mexico State Division of Vocational Rehabilitation. Advised the agency in provision of vocational rehabilitation services to disabled citizens in the state of New Mexico.
- 1998 to 1999 Goals 2000 Panel Member. Represented the Navajo Nation as a Panel member to Goals 2000. Reviewed Bureau of Indian Affairs funded schools, provided grants and professional development activities to improve the academic achievements levels of Indian students.
- 1990 to 1991 President of the American Indian Vocational Directors Association. This association was the lobbying arm for the Indian VR Projects. Presented testimony to strengthen role of Indian tribes in provision of VR services during the reauthorization of the Rehabilitation Act. This association is now known as the Consortia of Administrators for Native American Rehabilitation (CANAR).



Flora F. Talas

(b)(6)

SUMMARY OF QUALIFICATIONS:

- Energetic leadership and management style
- Results oriented – Focus on continuous improvement
- Excellent communication skills
- Effective working with people at all levels

WORK EXPERIENCE:

San Carlos Education Department, San Carlos, Arizona
Executive Director

April 2011-Present

Responsible for the management and operations of the Department of Education for the San Carlos Apache Tribe which includes directing seven educational programs ranging from pre-school to adult and continuing education that have sixty (60) employees and a combined annual budget of over \$5,400,000. Ensure all programs are properly implemented. Responsible for budgets for each program. As director, report directly to the Tribal Chairman. Work closely with the Tribal Council; Tribal departments; and external partners and agencies to ensure the Tribe's educational initiatives and programs are exemplary and meet the needs of Tribal members. Provide leadership on educational and workforce development issues that affect Tribal members. Staff the Tribe's Education Committee and represents the Tribe on Boards and Committees.

San Carlos School District, San Carlos, Arizona
Mentor Teacher

August 2008-April 2011

- Lead professional development activities, including the formation of learning communities.
- Lead a formalized peer review process as a formative evaluator. Facilitate improved instruction by modeling, team teaching, observing and providing feedback.
- Serve as the liaison between the school site and the department of staff development.
- Conduct strategies for identifying the professional development needs of the faculty.
- Plan and coordinate school-based professional development opportunities linked to individual professional development plans and job competencies.
- Prepare and submit monthly reports documenting teacher growth based on objective standardized data and observation
- Facilitate the development, adoption, and implementation of the 2nd grade curriculum.
- Assist in the development and implementation of Positive Behavior Intervention Plans.

- Conduct individual student assessment as appropriate, observe individual students, participate in IEP and other student level plans, and participate in building level leadership and problem solving teams.

San Carlos Unified School District

August 2004-May 2009

Title: 3rd, 4th and Kindergarten Teacher

- Instruct curriculum, designing and developing lessons to meet the academic, intellectual, and social needs of students.
- Instruct ELA, Math in Low-and Hi level phases, Science, Social Studies, Technology, Current Events, and Character Education.
- Assess student performance through anecdotal records, student-teacher conferencing, peer evaluation, checklists, and student portfolios.

EDUCATION:

Northern Arizona University
Elementary Education
Masters in Education

2006-2008

Northern Arizona University
Elementary Education
Bachelors in Education

2004-2006

Eastern Arizona College
General Education
Prerequisites

1998-2001

Globe High School
High School General Studies
High School Diploma

1986-1990

CERTIFICATIONS, DIPLOMAS & TRAINING

Masters Degree in Education, Bachelors Degree in Education, SEI Endorsement, Reading Endorsement, Early Childhood Endorsement, TAP Evaluation Certification, Intel Training, Skillful Teachers Training, FIAT Certificate, Teacher of the Year 2006

SKILLS:

- Excellent networking skills.
- Ability of independent judgment.
- Excellent communication and writing skills.
- Having excellent creativity.
- Having strong skills of budgetary and administrative skills.
- Able to interact with people.

REFERENCES:

Upon Request

Harrison DeClay

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Objective:

To obtain a key position that compliments experience in the field of education, management, and budget oversight and personnel management to grow professionally and personally by providing service to the White Mountain Apache departments, programs and tribal members.

Education:

1993-1997 Alchesay High School
1997-2000 Northern Arizona University
2004-2007 World Harvest Bible College

Experience:

White Mountain Apache Tribe, Education Department

March 2011 – Present

Tribal Education Director

Duties/Skills:

- Used my skills experience and knowledge to address personnel issues, program challenges, implemented staff, and program development, communication between department and tribal members.
- Community Relations
- Public Relations
- Grant Reporting
- Compliance fiscally/contractually/procedural
- Budget Oversight
- Budget / Grant Reporting
- Youth Development
- Staff Development and Department Planning
- Special event planning
- Program Development
- Management Oversight
- Interpersonal communication between department/community/staff/Tribal Leaders
- Knowledge and oversight of BIA, BIE, NCAI activities
- Facilitates meetings, seminars, camps, fundraisers

**White Mountain Apache Tribe, Executive Office of the Vice-Chairwoman
May 2007 – January 2010**

Public Relations Director

- Community Relations
- Public Relations
- Legislative Affairs
- Organization and Structure of Tribal Government
- Assistance to the Vice-Chairwoman
- Communication with Tribal Leadership, local, state and nationwide
- Budget/Grant Reporting
- Compliance monitoring
- Special event planning
- Program development
- Youth development
- Management oversight
- Knowledge and oversight of BIA, BIE, ITCA, AIGA, NIGA, NIGC, NCAI, NIHB activities
- Facilitated meetings, seminars, camps
- Community development
- Enterprise development
- Charitable givings

**Breakthrough Ministries, World Harvest Church
December 2004 – January 2007**

Data Processing Specialist

- Data Processing
- Planned Special Events
- Database Management
- Direct Mail Management
- Department oversight

**White Mountain Apache Tribe, Executive Office of the Vice Chairman
June 2000 – October 2004**

Executive Assistant, Community Liaison, Youth Services Director

- Assistant to the Chief of Staff
- Community Relations
- Youth Development
- Office Management
- Special event planning
- Public Relations

References:

-Ronnie Lupe,
-Shawna Castillo,

White Mountain Apache Tribal Chairman
Bureau of Indian Education

-Trapper L. Moore,

Farm Bureau Insurance & Financial Services

**VITAE
NOREEN K. SAKIESTEWA**

Home Address

Work Address

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RECENT EMPLOYMENT INFORMATION

The Hopi Tribe, Department of Education, Kykotsmovi, Arizona, August 2003 – Present, Director,
Department of Education: Supervisor: Mr. Herman Honanie, Chairman, The Hopi Tribe, (928)734-3101.

Northern Arizona University, Center for Excellence in Education, Flagstaff, Arizona, Fall – Spring 2002-
2003. Clinical Instructor: Supervisor: Dr. Sherry Markel, Chair, Department of Teaching and Learning,
(928)523-6166.

Northern Arizona University, Center for Excellence in Education, Flagstaff, Arizona, Summer Session I,
2002. Part-time Instructor. Supervisor: Dr. C. White, Chair, Instructional Leadership, (928)523-8495.

Northern Arizona University, Center for Excellence in Education, Flagstaff, Arizona, Pre-Summer 2000.
Part-time Instructor. Supervisor: Dr. C. Medina, Chair, Educational Specialities, (928)523-9011.

Northern Arizona University, Center for Excellence in Education, Flagstaff, Arizona, Spring Session
2000. Part-time Instructor. Supervisor: Dr. C. Medina, Chair, Educational Specialities, (928)523-9011.

Northern Arizona University, Center for Excellence in Education, Flagstaff, Arizona, Fall 1999. Part-time
Instructor. Supervisor: Ms. D. Nalwood, (928)523-8086.

Northern Arizona University, Center for Excellence in Education, Flagstaff, Arizona, Fall 1998 to May
1999. Part-time Instructor. Supervisor: Dr. C. White, Chair, Instructional Leadership, (928)523-8495.

Northern Arizona University, Center for Excellence in Education, Flagstaff, Arizona, Fall 1998 to Spring
1999. Faculty liaison in collaboration with Dr. C. White, Chair, Instructional Leadership, work on issues of
Native American education, and special assignments. Supervisor: Dr. C. White, Chair, Instructional
leadership, (928)523-8495.

Northern Arizona University, Center for Excellence in Education, Flagstaff, Arizona, Fall 1998 to May
1999. Research Assistant. Supervisor: Dr. C. White, Chair, Instructional Leadership, (928)523-8495.

Moencopi Day School, Tuba City, Arizona, 1995-1998. Principal. Supervisor: Mr. John Wahnee,
Superintendent

EDUCATION

Doctor of Education, Educational Leadership
Northern Arizona University, Educational Leadership
Flagstaff, Arizona

Dissertation Topic: Being Hopi:
A Collaborative Inquiry Into
Culturally Responsive Curriculum
May 2002

Master of Arts, Educational Leadership
Northern Arizona University
Flagstaff, Arizona

August 1980, CUM LAUDE

Bachelor of Arts, Business Education
Southern Utah State College, Cedar City, UT

Fall 1977

VARIOUS TRAININGS ATTENDED WHILE DIRECTOR FOR THE HOPI TRIBE

SPECIALIZED TRAINING

Seattle Pacific University, Clinical Teaching/Supervision, Madeline Hunter's Model, Seattle, Washington, Summer 1984.

Arizona School Team Training, Arizona State Department of Education, Fall 1985.

CHAMPS (Champs Have Model Positive Peer Skills), Peer Leadership Training, Spring 1986.

Springfield Development Program, Northern Arizona University, Summer 1987.

Child Abuse, Sexual Abuse, Statewide - Various Training Sites, 1984-1995.

Outcome Based Education, Phoenix, Arizona, Summer 1988.

Outcome Driven Model, Phoenix, Arizona, Summer 1988.

Quality Schools, Phoenix, Arizona, Fall 1988.

Alcohol Abuse/Substance Abuse, Statewide - Various Training Sites, 1984-1995.

SUPER, The School-University Partnership for Educational Renewal, Summer Institute School-Site Administration, University of California Berkeley, Summer 1989.

Portfolio Assessment, Statewide - Various Training Sites, 1986-1988.

Whole Language Workshops, Statewide - Various Training Sites, 1986-1995.

Thematic Unit Development, Statewide - Various Training Sites, 1986-1995.

“Hands-On” Math Training, Statewide - Various Training Sites, 1986-1995.

“Hands-On” Science Training, Statewide - Various Training Sites, 1986-1995.

Cooperative Learning Training, Statewide - Various Training Sites, 1986-1995.

A.S.A.P. Training, Statewide - Various Training Sites, 1993-1995.

Computer Training, Statewide - Various Training Sites, 1988-1995.

AIDS/HIV, State Department of Education and the Governor’s Alliance Against Drugs, 1989.

Strategic Planning, Tuba City Unified School Dist. #15, 1984-1995.

Principals' Academy, Northern Arizona University, 1989.

Second Language Acquisition (Bilingual/ESL Education) Statewide - Various Training Sites, 1986-1995.

Mastery Learning Workshops, Phoenix, Arizona, 1990-1995.

“Inclusion” Training, New Port Beach, California, 1995.

Technology Training, New Orleans, Louisiana, 1995.

Reality Therapy, Mesa, Arizona, 1994.

Fiscal Management Workshop, N.A.U., Flagstaff, Arizona, 1993.

Grant-Writing Workshop, Chinle, Arizona, 1995.

GOALS 2000 Workshop, Snowmass, Colorado, 1995-1998.

Federal Policies/Regulations for all Federal Programs, Various training sites, 1995-1998.

62 BIAM Federal Regulations Training, Various training sites, 1995-1998.

Federal Travel Regulations, Albuquerque, New Mexico, 1995-1998.

P.L. 100-297 Grant Law/Procedures, Keams Canyon, Arizona, 1995-1998.

P.L. 100-561, Title XI, Education - Personnel Training, Albuquerque, New Mexico, 1995-1998.

Colorado Plateau Coalition - Rural Systemic Initiative - National Standards for Science/Math/Technology,
Tuba City, Arizona, 1995-1998.

U.S. Department of the Interior - A-128 Audit Resolution, Keams Canyon, Arizona, 1995-1998.

School Effectiveness Training, Green Bay, Wisconsin, 1995.

Salish Kootenai College, Pablo, Montana, (Continuing Education Program) to include:
Special Education Training

Site Based Management
Leadership - Summer Institute, 1996.

The University of Oklahoma, Oklahoma, (Continuing Education Program) to include:
Technology and Prevention: Networking for a Drug-Free Tomorrow
NISBA- National Indian School Board Members Training, 1996.

PROFESSIONAL EXPERIENCE

Principal, Moencopi Day School Tuba City, Arizona Supervisor: Mr. John Wahnee, Superintendent	1995-1998
Assistant Principal/Acting Principal, Tuba City Junior High School Tuba City, Arizona Supervisor: Mr. William Eddings, Principal	1994-1995
Assistant Principal/Acting Principal, Tuba City Primary School Tuba City, Arizona Supervisors: Ms. Marilyn L. Atcitty, Principal Mr. Ray L. Vernon, Principal	1990-1994 1990-1991 1991-1994
Assistant Principal/Acting Principal, Eagles' Nest Mid School/ Tuba City Junior High School Tuba City, Arizona Supervisors: Mr. Oscar Tso, Principal, Eagles' Nest Mr. Hector Tahu, Principal, TCJHS	1988-1990 1988-1990 1988-1988
Assistant Principal/Acting Principal, Tuba City High School Tuba City, Arizona Supervisors: Mr. Andy Tah, Co-Principal (B.I.A.) Mr. W. Lehman, Co-Principal (District)	1982-1988
Tutor/Counselor for Upward Bound Northern Arizona University Flagstaff, Arizona Supervisor: Dr. K. Walker	Summer 1987
Business Teacher/Chairperson; Home Economics Chair Tuba City High School Tuba City, Arizona Supervisor: Mr. D. Chaudoin, Principal	1978-1982
Academic Assistant/Business Teacher Navajo Community College	1981-1983 (part-time) Evenings

Tuba City Extension Office
Tuba City, Arizona
Supervisor: Mr. L. Gishie, Director

Vocational Teacher, Tuba City High School 1977-1978
Tuba City, Arizona
Supervisor: Mr. S. McEvoy, Principal

Tutor/Counselor for Upward Bound Summers 1978-80
Southern Utah State College
Cedar City, Utah
Supervisor: Dr. C. White

PROFESSIONAL CONFERENCE PRESENTATIONS

Culturally Responsive Teaching: The First Year in the Classroom. National Indian Education Association, 2007. (with Bernard Leonard).

Culturally Relevant Curriculum in Hopi Elementary Schools. National Association of Bilingual Education, 2006. (with Pamela Powell).

Making it Real: Culturally Relevant Curriculum in Hopi Elementary Schools. National Indian Education Association, 2005, (with Pamela Powell).

The Journey to Incorporate Culturally Responsive Education in Hopi Schools. National Indian Education Association, 2004. (with Monica Kahe).

Culturally Responsive Indigenous Education Research. American Educational Research Association, 2003. (with D. White, G. Senese).

Culturally Responsive Indigenous Education Research: Multiple Perspectives. American Educational Research Association, 2002. (with R. Ahlquist, A. Hickling-Hudson, L. Sauer, D. Jacobs, J. Martin, C.J. White, G. Senese).

Culturally Responsive Indigenous Education From Multiple Perspectives. National Indian Education Association, 2001. (with M. Atcity).

Infusing a Hopi Perspective in Curriculum and Research Methodology. A Qualitative Inquiry. Arizona Educational Research Organization, 1999.

(Re)Reading and (re)writing the educational foundations classroom . American Educational Studies Association (AES) Annual Conference, 1998. (with C. White, M. Weems, B. Davin, C. Sabik, and M. Storz).

Using epistemologies of color to re-form higher education: Negotiating collaborative research and practice. American Educational Studies Association (AES) Annual Conference, 1998. (with C. White and M. Weems)

Epistemologies of Color: At Play in the Fields of the Lord. American Educational Studies Association (AESA) Annual Conference, 1997. (with C. White, M. Storz, N. Burney, and W.J. Boner)

PROFESSIONAL CONFERENCE PRESENTATIONS [Refereed]

National/International

- White, C.J. (2003). *Ourstory of School on the Rez*. Paper presented (with Noreen Sakiestewa and students in the Hopi Teachers for Hopi Schools Project) at the American Educational Studies Association Annual Conference in Mexico City, October, 2003.
- White, C.J. (2002). *The Invention of Culturally Responsive Research Methods*. Paper presented at the American Educational Research Association Annual Meetings. (with R. Ahlquist, A. Hickling-Hudson, D. Jacobs, J. Martin, L. Sauer, G. Senese, N. Sakiestewa)
- White, C.J. (1997). *Epistemologies of Color: At Play in the Fields of the Lord*. Experimental session presented at the American Educational Studies Association Annual Conference. (with W. J. Bonner, N. Burney, N. Sakiestewa, and M. Storz)

INVITED PROFESSIONAL PRESENTATIONS

- First Things First, Panelist, 2012, *The Link between Language and Culture – a Community Perspective* Panelist, Symposium on Native Language Preservation and Early Literacy Efforts in Tribal Communities, Bylas, Arizona 85530.
- First Things First, Panelist, 2011 Arizona Early Education Summit, August 2011
- Engaging Families Within a Culturally Competent Framework*, First Things First, Panelist, 2010 Arizona Early Education Summit, August 2010
- First Things First, Panelist, 2010, Arizona Early Education Summit, December 2010
- Institute of Museum and Library Sciences, Poster Session(s), The Hopi Tribe, 2008 – Present. Hawaii and Washington, D.C.

PUBLICATIONS

- White, Carolyn J., Sakiestewa, Noreen. (2003). Talking Back to Colonial Institutions. *American Indian Quarterly*. 27 (1-2),433-439.
- White, C.J., and Sakiestewa, N. (2004). Talking back to colonial institutions: Hopi and non-Hopi scholars. *American Indian Quarterly*.

White, Carolyne J., Sakiestewa, Noreen, Shelley, Clarence. (1998). TRIO: The Unwritten Legacy. *The Journal of Negro Education*. 67(4),444-458.

PROFESSIONAL SERVICE

Northern Arizona University

Member, EDL Foundations Search Committee, 2002

First Things First, Arizona

Member, FTF Family Support and Literacy Advisory Committee, 2011-Present

Member, FTF Coconino Regional Partnership Council, School Administrator, 2008- Present

Arizona State Department of Education

Member, Cultural Bias Review Committee, Phoenix, AZ, March 2011

Member, Establishing Guidelines for the content of AIMS, March 2011

Window Rock, AZ

Member, Native Language Certification Committee, May 2011

SUCCESSFUL GRANT APPLICATIONS

Institute of Museum and Library Services, Hopi Kuwan omp' tap Sikisve (Computer Laboratory on Wheels) 2010. \$150,000.

Institute of Museum and Library Sciences, Hopi Tutuqayki Sikisve (Bookmobile). 2007. \$600,000.00.

Institute of Museum and Library Services Native American Library Services grants. Basic Library Services Grant, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, and 2012. \$6,000.00 per year.

Head Start Grant (reapplication) 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, and 2012. 1.5 Million each year.

Hopi Footprints Grant. 2004.

Library Services and Technology Act (LSTA). Library and Small Business Cooperation to Promote Business Development and Tourism. 2003. \$16,490.

FUNDED RESEARCH

Co-Principal Investigator, *Itaa Tsatsayom Mopeqwya (Our Children Come First)* (Funded by the U.S. Department of Education, October, 2003-2005 for approximately \$1,075,000)

Principal Investigator, *Hopiikwa Tutuqaynayani* (Teaching Utilizing the Hopi Language) (Funded by the U.S. Department of Education, October 2011- 2014 for \$1,222,893).

COMMUNITY/PROFESSIONAL ACTIVITIES

Past Governing Board Member for the Hopi Jr./Sr. High School, Member.
Past Governing Board Member for the Moencopi Day School, Member.
Serves as a Judge at various Pageants; i.e. Western Navajo Fair, Miss Hopi Contest.
Tuba City/Moencopi Planning Committee, Member.
Visiting Resource Team Member for **Navajo North Central Association**, Fall 1990, Fall 1992, Fall 1993, and Spring 1995.
Visiting Chair for Advanc-ed., **Navajo North Central Association**, March 2008.
Guest Speaker at Various Schools across the Navajo/Hopi Reservations
Hopi Education Endowment Fund, October 2001 – 2011, Founding Member
Hopi Board of Education, August 2003 – Present, Ex-Officio
Coconino Regional Council, January 2008 – Present, School Administrator

PROFESSIONAL ASSOCIATIONS

National Association of Elementary School Principals, Member.
Association for Supervision and Curriculum Development, Member.
American Educational Studies Association, Member.
Arizona Education Research Organization, Member.
American Educational Research Association, Member.
American Educational Research Association, SIG, Indigenous Peoples of the Americas
National Indian Education Association, Member.
Tribal Education Department Assembly, Member

PROFESSIONAL HONORS

National Native American Honor Society.
Hopi Scholarships awarded for MA and BA course work, Fall 1998- 2002.
Title VII Bilingual Fellowship for doctorate work, Fall 1998- Summer 2001.
Wassaja Scholarship Recipient, Fall 1999-Spring 2000, 2000-2001.
Clarence E. Fishburn Scholarship Recipient, Fall 2000-Spring 2001.
John W. Tippeconnic Scholarship Recipient, Fall 2000-Spring 2001.
Gates Millennium Scholarship Recipient, Fall 2000-Spring 2002.
Certificate of Recognition, 7th Annual Native American Convocation & Awards Ceremony for Outstanding Leadership and Academic Performance. April 2002.
Convocation Speaker, Center for Excellence in Education. May 2002.

REFERENCES

Dr. Mary Carol Combs,
University of Arizona

Ms. Pamela Powell
Associate Professor

Ms. Ellen Majure
Coconino Regional Council Director

Tucson AZ

Flagstaff AZ 86011

Flagstaff AZ 86011

(b)(6)

Other references will be available upon request.

**CONSORTIUM AGREEMENT
BY AND BETWEEN
NORTHERN ARIZONA UNIVERSITY and THE DINÉ NATION, THE HOPI, WHITE
MOUNTAIN APACHE AND SAN CARLOS TRIBES and NAVAJO TECHNICAL
UNIVERSITY**

The College of Education at Northern Arizona University have reached certain mutual understandings, that will be reduced to a written agreement on mutually agreeable terms and conditions, for the formation of a Consortium Agreement consisting of the Hopi, White Mountain Apache, San Carlos Apache, Diné Nation and Navajo Technical University. The work will be coordinated through their respective Tribal Education Departments for the award of the Indian Education Professional Development Grant Program.

To that end, the members of the consortium have executed this Consortium Agreement setting forth their mutual understandings as follows.

Responsibilities of Members

The responsibilities of the Members shall be as follows:

Responsibilities for the Hopi Tribe

1. with the Hopi Education Office and local Bureau of Indian Education school officials identify and assist in recruiting a cohort of 3 - 5 qualified Hopi individuals to participate in the proposed project.
2. with Northern Arizona University provide tutoring/development education to participants who need additional academic support to successfully enter and complete the NAU Masters in Educational Leadership and Principal Certification program.
3. with Northern Arizona University identify 1 individual from Hopi to serve on the project advisory committee.
4. with Northern Arizona University and local tribal education and Bureau of Indian Education School officials assist graduates in identifying and securing qualifying employment opportunities following completion of the program.
5. assist with school level experiences and internship placements.
6. assist with K-12 sites for participants' out-of-class and induction year experiences.
7. assist with training of principal mentors and induction mentors in sites where participants are placed.
8. provide consultation and support to NAU project personnel, and connect all participants and personnel to relevant agencies and resources.

Responsibilities for the White Mountain Apache Tribe

1. with White Mountain Apache Tribal Education Office and local Bureau of Indian Education schools and Whiterver Public School leaders identify and assist in recruiting a cohort of 5

- 7 qualified Apache individuals to participate in the proposed project.
- 2. with Northern Arizona University provide tutoring/development education to participants who need additional academic support to successfully enter and complete the NAU Masters in Educational Leadership and Principal Certification program.
- 3. with Northern Arizona University identify 1 individual from White Mountain Apache Education Office to serve on the project advisory committee.
- 4. with Northern Arizona University and local tribal education and Bureau of Indian Education and Whiteriver Public School officials assist graduates in identifying and securing qualifying employment opportunities following completion of the program.
- 5. assist with school level experiences and internship placements.
- 6. assist with K-12 sites for participants' out-of-class and induction year experiences.
- 7. assist with training of principal mentors and induction mentors in sites where participants are placed.
- 8. provide consultation and support to NAU project personnel, and connect all participants and personnel to relevant agencies and resources.

Responsibilities of the Diné Nation

- 1. with the Department of Diné Education and Navajo Bureau of Indian Education School officials and Navajo Public School leaders identify and assist in recruiting a cohort of 5 - 7 qualified Navajo individuals to participate in the proposed project.
- 2. with Northern Arizona University provide tutoring/development education to participants who need additional academic support to successfully enter and complete the NAU Masters in Educational Leadership and Principal Certification program.
- 3. with Northern Arizona University identify 1 individual from Diné Education to serve on the project advisory committee.
- 4. with Northern Arizona University and the Department of Diné Education and Bureau of Indian Education School officials and Navajo Public School leaders assist graduates in identifying and securing qualifying employment opportunities following completion of the program.
- 5. assist with school level experiences and internship placements.
- 6. assist with K-12 sites for participants' out-of-class and induction year experiences.
- 7. assist with training of principal mentors and induction mentors in sites where participants are placed.
- 8. provide consultation and support to NAU project personnel, and connect all participants and personnel to relevant agencies and resources.

Responsibilities for the San Carlos Tribe

1. with the San Carlos Tribal Education Office and the Bureau of Indian Education and the San Carlos Public School leaders identify a cohort of 3 - 5 qualified Apache individuals to participate in the proposed project.
2. with Northern Arizona University provide tutoring/development education to participants who need additional academic support to successfully enter and complete the NAU Masters in Educational Leadership and Principal Certification program.
3. with Northern Arizona University identify 1 individual from San Carlos to serve on the project advisory committee.
4. with Northern Arizona University and the San Carlos Tribal Education Department, the Bureau of Indian Education School officials and San Carlos Public School leaders assist graduates in identifying and securing qualifying employment opportunities following completion of the program. .
5. assist with school level experiences and internship placements.
6. assist with K-12 sites for participants' out-of-class and induction year experiences.
7. assist with training of principal mentors and induction mentors in sites where participants are placed.
8. provide consultation and support to NAU project personnel, and connect all participants and personnel to relevant agencies and resources.

Responsibilities of Navajo Technical University

1. in consultation with Department of Diné Education identify and assist in recruiting a cohort of 5 – 7 qualified Navajo individuals to participate in the proposed project.
2. in consultation with Northern Arizona University provide tutoring/development education to participants who need additional academic support to enter and successfully complete the NAU Masters in Educational Leadership and Principal Certification program.
3. with Northern Arizona University identify 1 individual from NTC to serve on the project advisory committee.
4. in consultation with Northern Arizona University, the Department of Diné Education, and Bureau of Indian Education School officials and Navajo Public School leaders serving the New Mexico area assist graduates in identifying and securing qualifying employment opportunities following completion of the program.
5. assist where applicable with school level experiences and internship placements.
6. assist where applicable with K-12 sites for participants' out-of-class and induction year experiences.

7. assist where applicable with training of principal mentors and induction mentors in sites where participants are placed.
8. provide consultation and support to NAU project personnel, and connect all participants and personnel to relevant agencies and resources.

Responsibilities of Northern Arizona University and its College of Education and Department of Educational Leadership

1. contribute in-kind administrative oversight for the proposed project from the EDL Department Chair and selected EDL faculty.
2. collaborate, consult and work with the consortium leaders' in identifying and recruiting candidates likely to complete the program through a nomination process from local school leaders with an understanding that these candidates will receive strong consideration from their schools for employment as an administrator upon completion, and that the school will provide appropriate support throughout the time while students are taking classes and during their internship and inductions year experiences.
3. provide experienced faculty grounded in Indian school administration and technical support for the EDL courses and the development of activities to deliver courses over NAU's online system.
4. provide knowledgeable and experienced faculty in Indian school administration as mentors for assignments, projects and faculty supervisors for the internship and induction experiences.
5. insure that the classes are designed to provide effective strategies that will improve Indian student achievement and that the needs of potential employers, as identified by job market analysis, are addressed and incorporated.
6. provide state-of-the-art technology and internet access facilities to deliver to the four reservation community sites to facilitate the development and delivery of online classes over NAU's distance learning facilities.
4. assist project participants with portfolio development of leadership skills, application and interview preparation for identifying and securing qualifying administrative positions, and insuring candidates understand payback and employment requirements of the program.
5. disseminate results through conference presentations, articles, and other professional presentations.

Further, Northern Arizona University shall be designated the Member of the Consortium making application for the Grant and serve as the Fiscal Agent for the Consortium.

The proposed Members of the Consortium have reviewed the Grant Application and join in the statements and assurances contained therein for purposes of applying for the Grant.

No member will be bound until a mutually agreeable definitive agreement concerning the operation and administration of the Consortium is reached and a grant is awarded.

Authority and Signatures

The individuals signing below certify that they have reviewed this Consortium Agreement and have the authority to commit the party they represent to the terms of this Agreement and do so commit by signing below.

Hopi Tribe, Office of Education
Dr. Noreen E. Sakiestewa, Director

By (b)(6)
Date 6/28/16

Department of Diné Education
Dr. Tommy Lewis, Superintendent of Education

By Tommy Lewis
Date 6-21-16

Navajo Technical University
Dr. Elmer Guy, President

By (b)(6)
Date 6-20-16

Northern Arizona University,
Dr. Rita Cheng, President

By (b)(6)
Date 6/30/2016

Harrison Declay, Executive Director
~~White Mountain Apache Tribal Education~~

By (b)(6)
Date 6-20-16

Flora Talas, Executive Director
San Carlos Apache Tribal Office

By (b)(6)
Date 6/21/16



Northern Arizona
University
College of Education

**Educational Leadership
American Indian School
Leadership**

**Northern Arizona University
PO Box 5774
Flagstaff, AZ 86011-5774**

**928-523-5933
928-523-1929 Fax
Joseph.Martin@nau.edu**

AISL Advisory Board Members

Dr. Tommy Lewis, Principal (Dilcon BIE School), Dine

Dr. Mark Sorensen, Supt, Star School Charter school (Flagstaff)

Dr. Joe Gutierrez, Principal, Flagstaff Middle School, (Flagstaff Unified School District)

Harrisen DeClay, Director, White Mountain Tribal Education Director (Whiteriver), White Mountain Apache

Martina Ashley, Education Director, Casa Blanca Elem School, BIE, Dine

Cheryl Tsosie, Principal (former student) (Many Farms Elem School, Chinle Unified School District), Dine

Etta Shirley, Principal (former student) (Little Singer Contract School, BIE), Dine

Alma Sinquah, Principal (former student) (Hopi BIE School), Hopi

Charles Gover, Principal (former student in another program from Univ of Northern Colorado) (Principal, Chinle Elem. School, Chinle Unified School District), Pawnee

Flora Talas, Tribal Education director, San Carlos Apache Tribe, former teacher and administrator, San Carlos Apache

REFERENCES

REFERENCES

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- Arizona Commission of Indian Affairs (2015). 2015 Annual Report
- Arizona's Economic Indicators by Counties (2015). Arizona Department of Commerce
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- Groenig, N., & Douglas, D. (2015) Status of Indian Education in Arizona, Report to the Arizona Board of Education.
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- Martin, J. (2015). “*Getting the Right Leadership: Ten Things We Learned About Being a First Year Principal.*” Aguliera, D., & Tippiconnic, J. Eds. *Voices of Resistance and Renewal: Indigenous Leadership in Education*. University of Oklahoma Press
- McCarty, T.L. (In Press), *Language Planning and Policy in Native America – History, Theory, Praxis*. Bristol, UK: Multilingual Matters (under contract, accepted, and under final revision).
- National Assessment of Education Progress (2011). National Indian Education Study: Parts I, II & III.
- The Helios Rural Principal Pipeline Project (2014). Northern Arizona University, Department of Education Leadership
- Sanzo, K. L. (2016). *School Leadership Preparation and Development: Advances in Educational Administration*. Emerald Group Publishing. London, UK

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Proposal for the Indian
Professional Development
Grant Program

U.S. Office of Education, Office of
Indian Education

Northern Arizona University

College of Education

Department of Education Leadership

Project Director

Dr. Joseph Martin

Associate Professor

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

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BUDGET NARRATIVE

Federal Funds Requested

NAU Personnel

Dr. Joseph Martin is an Associate Professor of Education in the Department of Education Leadership and has just completed his tenure as Special Adviser to the President. Dr. Martin will serve as the Project Director on a 12 month basis. He will be responsible for communicating with the project partners, project faculty, and serve as major advisor to the students. Dr. Martin will link the project with other funded projects, tribal colleges, universities, tribal departments of education and state departments of education. He will organize the program of study, teach some of the program courses, prepare course syllabi, arrange faculty-course assignments, plan the mentoring, internship, and induction components, be responsible for preparing project annual reports, and will review and approve financial reports and serve as liaison between EDL (Educational Leadership) and COE (College of Education)/NAU. Dr. Martin's time of .30 FTE is to be supported by grant funds.

Program Coordinator: Responsibilities will include: provide logistical and administrative management support for Dr. Martin, act as the communication link to all project stakeholders, including maintaining direct contact with the students regarding grades/GPA, texts, travel, training, etc. S/he will have the responsibility for overall program coordination, day-to-day management details, handling all data collection requirements, draft quarterly program and budget reports and manage all internal and external communications for the project. The Program Coordinator will handle communication between the project and the schools where the students are employed and serve as point of contact for the Advisory Council. The Program Coordinator will report directly to the Project Director, Dr. Martin. The time of this position is 1.0 FTE and supported by grant funds.

Non-NAU Personnel (Project Partners)

Dr. Tommy Lewis is Superintendent of the Department of Diné Education. Dr. Lewis will serve as project liaison with the Diné Nation and link the project with Navajo K-12 schools and other service agencies from the Diné Nation. He will assist with Navajo course content, assist to arrange for mentors and induction activities for Navajo candidates. He will work closely with the Advisory Council for identifying the Navajo participants for the project. His .20 FTE is supported by the Diné Nation.

Dr. Noreen Sakiestewa is the Executive Director for the Hopi Tribal Department of Education. She will serve as project liaison with the Hopi Tribe and link the project with Hopi schools and other service agencies on the Hopi Nation. She will assist with Hopi course content and help arrange for mentors and induction activities for Hopi students. She will work closely with the Advisory Council for identifying the Hopi participants for the project. Her .20 FTE is supported by the Hopi Tribe.

Mr. Harrison DeClay is Director of the White Mountain Tribal Education Office. His contribution will be to act as liaison between the Apache schools, the students, and local school

officials. He will link the project with other programs within the Tribal Grant school association. He will also assist for identifying course materials reflecting Apache school leadership issues and work closely with the LEAs and Advisory Council to identify project participants. His .20 FTE is supported by the White Mountain Tribal Education Office.

Dr. Elmer Guy is President of Navajo Technical University. He will assist with disseminating curriculum content information specific to Navajo schools as well as content standards applicable to Navajo language and culture. He will also assist presenting the materials and work with project faculty preparing Navajo Content Standards course presentations. NTU is a resource clearinghouse for Navajo curriculum standards, Navajo school leadership materials and, in their new center for Tribal Leadership, offer training access to information regarding Navajo leadership styles and management concepts. His .20 FTE is supported by Navajo Technical University.

Ms. Flora Talas is the Executive Director for the San Carlos Tribal Education Office. Ms. Talas will serve as project liaison with the San Carlos and link the project with San Carlos schools and other service agencies on the San Carlos Nation. She will assist with Apache course content and arrange for mentors and induction activities for Apache candidates. She will work closely with the Advisory Council for identifying the Apache participants for the project. Her .20 FTE is supported by the San Carlos Tribe.

Fringe Benefits for NAU Personnel

Fringe Benefits include: FICA, Retirement (depending on choice of carrier), Workers Compensation, Health and Dental are dependent on whether the employee is single or has dependents, Unemployment, Life and Disability Insurance, Percentages depend on whether the employee is single and on the number of dependents. Fringe benefits for Project Director Martin and Program Coordinator will be supported by the grant.

Travel Expenses for Director

Travel for Project Director is requested to support expenses for Dr. Martin to attend annual Project Director's meeting in Washington, D.C. In addition, travel to 24 different school sites to meet with students, their mentors, and potential employers and other education service providers. Because of the rural nature of these schools, the school locations are spread out across the four reservations with the closest being 129 miles, and the longest being 297 miles, one way from Flagstaff. Additional travel will be required to meet with the four tribal partners who are also dispersed throughout the state. Navajo Technical University, located in New Mexico, is the furthest at 299 miles, and Hopi, the closest at 122 miles, also one way. Plans are to travel to these sites at least twice during each project period, and more if there is a need.

Travel expenses for any combination of a major conference and two local and regional conferences are also included for Dr. Martin. These conferences are for professional presentations to disseminate project results and to solicit feedback for improving project performance. All of the four reservations cover a large area with multiple school systems, and are dispersed between the northern and southern parts of the state of Arizona. Part of the travel

funds designated for the Project Director will be used by the project faculty and the Program Coordinator to support their travel for student advising, course project field work, internship, induction, contacts with potential employers and other program activities not directly tied to the training.

Supplies

Funds for student materials and supplies are requested to purchase classroom related supplies for pre-service students. Many, if not all, of the students will come from low income households living in a designated empowerment zone and have little spare income to purchase educational materials and supplies to assist them in direct instructional learning. It is anticipated that most of this will come during years one, two, and three of the project period. Included in this request for materials and supplies will also be used for supporting the Advisory Council meetings. This amount shown for year four is primarily documentation, publication, and printing costs to disseminate project results and accomplishments.

Teaching materials, office supplies, postage, shipping costs for student laptops, conference-line reservation costs, and duplicating are requested to support project training and dissemination activities (\$2,000); a laptop for the project director (MacBook Pro Intel Core 17, 16GB memory) \$3,000, a printer (HP LaserJet Pro 400 M452dn Workgroup Printer (\$500), color printer toner cartridges tone (\$500x2) are required for the printing of essential documents for project management, student forms, mandatory student meeting notebooks and advisory board presentation materials ,power-point presentations, course syllabi, educational materials, financial reports, etc. The laptop will serve as a mobile office for the Director and because of the students and project partners dispersed throughout the state and across four reservation communities this laptop is an essential instructional and management tool.

Travel Expense for Advisory Council: Travel for the Advisory Council are for attending scheduled Council meetings. They will meet quarterly of each year and travel expenses (lodging, parking, food, mileage) will be paid by the grant. We envision most of the meetings to be held on the NAU campus and therefore the required travel. The travel distance for the Council members, especially for the members representing partners, will be traveling nearly the same distances as noted in the travel for the Project Director. We anticipate having K-12 school representation on the Advisory Council and those members will be traveling the same distances as all the other. Because of the distances Council members will need to travel to get to a scheduled meeting, these members will require overnight lodging. Meeting expense for the Advisory Council is also requested to pay for refreshments, copying, and all other meeting related expenses.

Indirect Costs

Indirect Costs will be charged to the grant at the rate of 8% of the modified total direct costs.

Training Stipends

Student Travel: Travel support for the students is an essential part of this project. We believe our training is cutting-edge in that we are emphasizing instructional leadership, culturally responsive school leadership and related assessment literacy skills as major focus areas. Arizona is one of the few states that require teacher and administrator evaluations to be linked to student outcomes, and supporting the students to attend professional conferences like the National Association of Secondary School Principals, the National Association of Elementary School Principals or the American Association of School Administrators is essential. This will be an excellent way to augment their classroom experiences to acquire first-hand knowledge on how to work with this new requirement. For the LEAs and the tribal departments of education officials, including the students, linking teacher and administrator evaluation to student outcomes is a relatively new measure in principal training. We plan on supporting attendance at 2-3 regional conferences and one major national conference over the course of three years (included in the cost is registration, lodging, airfare for the national conference), as well as mileage and meal per diem reimbursements, as is customary for university travel. At these conferences they will be able to draw upon nationally recognized practitioners and national experts in the field. Two additional leadership skills we envision students will learn by attending these professional conferences include building professional networks and acquiring a working knowledge of how one knows when they have achieved success with their faculty, students, and parents through the wisdom of an experienced practitioner.

Also, throughout the duration of the project, students will be required to attend one cohort group meeting each year on the Flagstaff campus, to share their experiences, challenges, and knowledge about their learning, as well as gain peer support from the other program participants. This is another way for them to experience communities of practice including networking, and to develop a sense of confidence through shared support. Travel funds for this will pay for these expenses, as well (lodging, parking, food, mileage reimbursements).

Another need for travel support is for students to meet in teams at a designated site to work on group assignments and to learn how to solve major school leadership issues using teamwork and group problem-solving methods. As discussed previously, the distances students will need to travel will be significant due to the rural nature of reservation life and community. Travel funds will pay for these expenses, as well (lodging, parking, food, mileage reimbursements and meeting logistics).

Resident Tuition and State Principal Examinations

We envision a majority of the students will come from the Arizona side of the reservations and will be classified as “in-state” residents. However, we have made provisions to admit up to 2 out-of-state candidates and the budget is reflected accordingly. There is also an increase for tuition costs at a rate of 5% each year.

At the end of the coursework period, each student will be required to take the state’s principal examination. The cost is \$300 for principal exam I and II, and the total requested for this is

\$7,200 (Note: this amount is reflected in year 3 of the grant period, when the students will be taking the exam).

Textbook Costs:

These funds will be used to purchase textbooks for each of the required classes. These are figured into the budget for years one, two, and three at \$300 per class. Each student attending part-time will be required to take one (1) course each semester and two (2) courses over the span of summer (summer sessions I and II) for a total of 12 EDL classes for the three years of coursework, 24 candidates, for a total of \$86,400. The breakdown for each semester is:

- Year 1 (textbooks: 24 students x 4 courses x \$300/text = \$28,800)
 - Spring 2017 – 1 course
 - Summer Session I 2017 – 1 course
 - Summer Session II 2017 – 1 course
 - Fall 2017 – 1 course
- Year 2 (textbooks: 24 students x 4 courses x \$300/text = \$28,800)
 - Spring 2018 – 1 course
 - Summer Session I 2018 – 1 course
 - Summer Session II 2018 – 1 course
 - Fall 2018 – 1 course
- Year 3 (textbooks: 24 students x 4 courses x \$300/text = \$28,800)
 - Spring 2019 – 1 course
 - Summer Session I 2019 – 1 course
 - Summer Session II 2019 – 1 course
 - Fall 2019 – 1 course (This is EDL 696, the internship course, and students can elect to do their internship in the fall of 2019 or spring 2020)
- Year 4 (no texts required for induction)
 - Spring 2020 – Induction year, no classes

Support for membership in Professional Associations and Subscription to Professional Publications

- We have learned from past experiences that students will maximize their training if they have an opportunity to participate in a professional association that fosters innovation, success, effective practices, networking, and having an opportunity to learn from some of the very best. Examples of the associations students can select from include National Association of Secondary School Principals, National Association of Elementary Schools Principals, American Association of School Administrators, Arizona School Administrators Association, and the National Indian Education Association. Included with these memberships is access to the association's professional publications. These are essential tools that students can use to supplement their classroom and other out-of-

classroom experiences. The going rate for graduate students to join these associations is \$150. We propose to assist the students in their second and third year of training, allowing them to join any of these associations that are directly tied to learning how to become a highly qualified principal.

Laptop Computers for Students

Laptop computers are requested for each student to support project activities. Since this is an online program, to maximize the quality of training we propose to purchase laptops for each student in order to adequately equip them to take advantage of the online requirements and programming possibilities. Many of the students will come from the remote reservation communities and a laptop may well be the only source they have to access their online courses. Under these conditions, the laptop computer will be an essential component for the students, as well as when they are traveling, working to meet the demands of high-intensity graduate course assignments. For example gathering in teams to work on group and research projects, to conduct online searches and/or to access the internet for reference sources. They also can be used to communicate with other students, the Project Director, the Program Coordinator, to access various resources from the cohort partners, faculty, and other tasks associated with their training and development. The cost for each computer is figured at \$1,360. These computers will become the property of the student.

Budget and Cost Effectiveness

The goal of this proposal is to directly and powerfully support students who aspire to become a principal in an Indian-serving school. A large portion of grant funds are allocated for tuition, books, fees, cost for acquiring technology resources and travel support for the students, most of whom will have limited financial resources. Therefore, most of the grand funding requested from USOE directly benefits students through tuition support, textbooks, and materials. The balance of the funding request from USOE is allocated for resources which will complement and enrich the course of study, such as quality project personnel and access to essential resources. A main part of this cost effectiveness is that all of the 24 students will be attending part-time, taking 3 hours per semester and 3 hours for each summer session, with classes being delivered over the NAU's Distance Learning Network and some through face-to-face when necessary on a need basis. Additional cost effectiveness is centered in the distance learning delivery and part-time basis to avoid the higher cost of a more traditional approach for graduate level training with students residing at home, staying close to home where they already are employed in a full-time teaching position, and staying close to families where support is greater than if they were to move their entire family to campus and being required to maintain a second home, thus increasing their education expenses.

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Joseph		Martin	

Address:

Street1:	PO Box 4092
Street2:	
City:	Flagstaff
County:	Coconino
State:	AZ: Arizona
Zip Code:	86011
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
928-523-5933	928-523-1848

Email Address:

joseph.martin@nsu.edu

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

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

No Provide Assurance #, if available:

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

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

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

Name of Institution/Organization

ABOR for and on behalf of Northern Arizona 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	87,131.00	89,199.00	90,000.00	50,482.00		316,812.00
2. Fringe Benefits	27,296.00	28,017.00	28,227.00	26,276.00		109,816.00
3. Travel	4,000.00	3,000.00	3,500.00	4,000.00		14,500.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	7,000.00	2,200.00	1,500.00	1,500.00		12,200.00
6. Contractual	1,000.00	1,000.00	1,000.00	1,000.00		4,000.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	0.00	0.00	0.00	0.00		0.00
9. Total Direct Costs (lines 1-8)	126,427.00	123,416.00	124,227.00	83,258.00		457,328.00
10. Indirect Costs*	10,114.00	9,873.00	9,938.00	6,661.00		36,586.00
11. Training Stipends	260,840.00	265,800.00	265,800.00	0.00		792,440.00
12. Total Costs (lines 9-11)	397,381.00	399,089.00	399,965.00	89,919.00		1,286,354.00

***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: 07/01/2012 To: 06/30/2017 (mm/dd/yyyy)

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

The Indirect Cost Rate is 51.20%.

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

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

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

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

PR/Award # S299B160024

Name of Institution/Organization ABOR for and on behalf of Northern Arizona 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						
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)

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