

**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 # S299B160027**

**Grants.gov Tracking#: GRANT12206467**

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

Closing Date: Jul 01, 2016

## **\*\*Table of Contents\*\***

<b>Form</b>	<b>Page</b>
<b>1. Application for Federal Assistance SF-424</b>	e3
<b>2. Assurances Non-Construction Programs (SF 424B)</b>	e6
<b>3. Disclosure Of Lobbying Activities (SF-LLL)</b>	e8
<b>4. ED GEPA427 Form</b>	e9
<b>Attachment - 1 (1236-GEPASection427Response)</b>	e10
<b>5. Grants.gov Lobbying Form</b>	e11
<b>6. ED Abstract Narrative Form</b>	e12
<b>Attachment - 1 (1235-Abstract)</b>	e13
<b>7. Project Narrative Form</b>	e15
<b>Attachment - 1 (1244-ProjectNarrative)</b>	e16
<b>8. Other Narrative Form</b>	e51
<b>Attachment - 1 (1237-1 Resumes)</b>	e52
<b>Attachment - 2 (1238-2 ConsortiumAgreement)</b>	e91
<b>Attachment - 3 (1239-3 LPTCCharter)</b>	e92
<b>Attachment - 4 (1240-4 NICRA)</b>	e101
<b>Attachment - 5 (1241-5 Bibliography)</b>	e105
<b>Attachment - 6 (1242-6 LettersofSupport)</b>	e107
<b>Attachment - 7 (1243-7 OtherSupportingDocs)</b>	e118
<b>9. Budget Narrative Form</b>	e133
<b>Attachment - 1 (1234-4 BudgetNarrative)</b>	e134
<b>10. Form ED_SF424_Supplement_1_3-V1.3.pdf</b>	e163
<b>11. Form ED_524_Budget_1_3-V1.3.pdf</b>	e164

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" value="Engin-Wedin Dept of Ed 93726"/>
--	---

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:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="470049123"/>	* c. Organizational DUNS: <input type="text" value="5554569950000"/>
---	---

**d. Address:**

\* Street1:   
Street2:   
\* City:   
County/Parish:   
\* State:   
Province:   
\* Country:   
\* Zip / Postal Code:

**e. Organizational Unit:**

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

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

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

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="402-472-3154"/>	Fax Number: <input type="text" value="402-472-9323"/>
---	---

\* Email:

**Application for Federal Assistance SF-424**

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

U.S. Department of Education

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

84.299

CFDA Title:

Indian Education -- Special Programs for Indian Children

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

ED-GRANTS-051716-001

\* Title:

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

**13. Competition Identification Number:**

84-299B2016-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Indigenous Roots Teachers Education Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

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

* a. Federal	<input type="text" value="1,283,426.00"/>
* 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="1,283,426.00"/>

**\* 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

**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>Jeanne Wicks</p>	<p>TITLE</p> <p>Director, Office of Sponsored Programs</p>
<p>APPLICANT ORGANIZATION</p> <p>Board of Regents, Univ of Nebraska, Univ of Nebraska-Lincoln</p>	<p>DATE SUBMITTED</p> <p>07/01/2016</p>

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

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Board of Regents, Univ Nebraska, Univ Nebraska-Lincoln * Street 1: 2200 Vine Street    Street 2: _____ * City: Lincoln    State: NE: Nebraska    Zip: 6 Congressional District, if known: NE-001		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>		
<b>6. * Federal Department/Agency:</b> Department of Education, Off Indian Educ	<b>7. * Federal Program Name/Description:</b> Indian Education -- Special Programs for Indian Children CFDA Number, if applicable: 84.299	
<b>8. Federal Action Number, if known:</b> ED-GRANTS-051716-001	<b>9. Award Amount, if known:</b> \$ _____	
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix _____ * First Name N/A    Middle Name _____ * Last Name N/A    Suffix _____ * Street 1 N/A    Street 2 _____ * City N/A    State _____    Zip _____		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix _____ * First Name N/A    Middle Name _____ * Last Name N/A    Suffix _____ * Street 1 N/A    Street 2 _____ * City N/A    State _____    Zip _____		
<b>11.</b> 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: Jeanne Wicks * Name: Prefix _____ * First Name Jeanne    Middle Name _____ * Last Name Wicks    Suffix _____ Title: Director, Office of Sponsored Programs    Telephone No.: 402-472-3171    Date: 07/01/2016		
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S299B160027

## 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](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

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

GEPASection427Response.pdf

Add Attachment

Delete Attachment

View Attachment

## **RESPONSE TO SECTION 427 OF GEPA**

It is the policy of the University of Nebraska-Lincoln (UNL) not to discriminate on the basis of sex, age, disability, race, color, religion, marital status, veteran status, national origin, or sexual orientation in its education programs, admissions policies, employment policies, financial aid, or other school-administered programs. UNL is a public university committed to providing a quality education to a diverse student body. It is the policy of UNL not to discriminate based on gender, age, disability, race, color, religion, marital status, veteran's status, national or ethnic origin, or sexual orientation. This policy is applicable to all University administered programs including educational programs, financial aid, admission policies and employment policies. This policy is enacted in accordance with University of Nebraska Regent's policy and with various federal and state discrimination laws including Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

The Indigenous Roots Teacher Education Program (IRTE) will take all steps necessary to ensure that equitable access to, and participation in, UNL's federally-assisted programs is available for IRTE students, teachers, staff, faculty and other program beneficiaries with special needs. IRTE has prior experience in supporting access to, and participation in, services for students with learning disabilities, who were successful in the IRTE program largely because of the services provided. IRTE will continue to support all students, teachers, staff, faculty who will be notified about the service availability throughout the duration of the program. Such services will be coordinated on a case-by-case basis, and based on individual participant's needs.

## 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

Board of Regents, Univ of Nebraska, Univ of Nebraska-Lincoln

#### \* 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:

## ABSTRACT

***Purpose and expected outcomes*** – The Indigenous Roots Teacher Education Program (IRTE) will improve the teaching and learning of American Indian students in Nebraska through a strong partnership between the University of Nebraska-Lincoln (UNL), Little Priest Tribal College (LPTC), and the Nebraska Department of Education (NDE), working in collaboration with four K-12 school districts. The program's primary purpose is to certify American Indian students as elementary, English Language Learning (ELL), and special education teachers to ensure their employment in school districts that serve American Indian students. IRTE success will be judged by the program's ability to satisfy two measurable outcomes: 1) a minimum of 80% of participants graduate with a B.S. in education from UNL (and/or qualify for Nebraska teaching certificates) or with additional certification in ESL and/or Special Education; and 2) a minimum of 80% of graduates are successfully placed in educational settings/schools serving American Indian students.

***Applicable priorities*** – The Indigenous Roots Teacher Education Program (IRTE) responds to Absolute Priority One: Pre-service Training for Teachers and qualifies under Competitive Preference Priority One and Competitive Preference Priority Three defined by the U.S. Department of Education.

***Number and location of proposed sites*** – The IRTE program continues to target the reversal of disturbing academic trends documented in four target school districts serving American Indian students in northeast Nebraska: the Umo<sup>ho</sup> Nation School, Santee Community School, Walthill Public School, and Winnebago Public School (target school districts).

***Number of participants served*** – Since 1999, the IRTE program has supported 42 students in earning teacher certification, B.A. and M.A. degrees, and assisted with placements for all to

work in education-related and leadership positions throughout Nebraska and South Dakota. At least 22 participants will be recruited to participate in IRTE in year one (YR1). It is anticipated that at least 18 students will continue their coursework, exams, practicum, and student teaching during year two (YR2) and year three (YR3). Because every student comes to the program with different academic needs and circumstances, it is also anticipated that these 18 IRTE students will complete coursework, graduate, and find placements throughout the course of YR2 and YR3. By year four (YR 4), program personnel expect that 16 students will graduate and find jobs within 12 months of completion. IRTE's flexibility in supporting each student's individual needs and finding placement for graduates reflects significant strengths of the program.

*How the project assists participants* – IRTE is unique because it addresses barriers currently limiting the number of American Indian students pursuing degrees in higher education by bringing the program to the students who live and work in the target communities. The program has awarded 42 degrees/certifications thus far and there is increasing, unmet demand among American Indian students in northeast Nebraska to pursue degree(s). In addition, the program meets the state demands for teacher shortages, especially in the area(s) of Special Education and ELL, K-12.

IRTE is re-energizing Nebraska's reservation schools by helping to renew native language, placing American Indian role models in K-12 classrooms, and integrating local culture and history into school curriculum. It is crucial to the state and nation that the opportunities offered through the program continue to be made available to talented students who might otherwise not attend college, decreasing the likelihood that they will impact future K-12 students in positive, productive ways.

## Project Narrative File(s)

---

\* Mandatory Project Narrative File Filename:

---

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

**PROJECT NARRATIVE**

**TABLE OF CONTENTS**

**Table of Contents** ..... 1

**(A) Need for Project** ..... 1-8

**(B) Quality of the Project Design**..... 8-17

**(C) Quality of Project Services** ..... 17-27

**(D) Quality of Project Personnel** ..... 28-32

**(E) Quality of Management Plan** ..... 32-35

**(A) NEED FOR PROJECT**

*(i) The extent to which specific gaps or weaknesses have been identified and will be addressed by the proposed project including their nature and magnitude.* The primary goal of the Indigenous Roots Teacher Education Program (IRTE) is to certify American Indian students as teachers (elementary education, special education, and English Language Learning (ELL)) and to ensure their employment in school districts that serve American Indian students. The Indigenous Roots Teacher Education Program (IRTE) will improve the teaching and learning of American Indian students in Nebraska through a strong partnership between the University of Nebraska-Lincoln (UNL), Little Priest Tribal College (LPTC), the Nebraska Department of Education (NDE), and at least four K-12 school districts that are on or in close proximity to the Umo<sup>ho</sup> Nation, Santee, and Winnebago Indian reservations. IRTE responds directly to Absolute Priority One: Pre-Service Training for Teachers identified by the United States Department of Education and also qualifies under Competitive Preference Priority One and Competitive Preference Priority Three. Since 1999, the IRTE program has successfully graduated 42 students and assisted with placements for 35 American Indian teachers who are

currently working in education-related and leadership positions throughout Nebraska and South Dakota. Currently, more than 15 interested young people who have significant potential to impact the educational outlook for American Indian students in the region have been waitlisted for the program. This demand indicates a critical need which this application aims to satisfy by requesting funds to continue and expand, and as a result, address significant gaps in services, infrastructure, and opportunities. IRTE success will be judged by the program's ability to satisfy two measurable outcomes: 1) a minimum of 80% of participants graduate with a B.S. in education from UNL (and/or qualify for Nebraska teaching certificates) or with additional certification in ESL and/or Special Education; and 2) a minimum of 80% of graduates are successfully placed in educational settings/schools serving American Indian students.

IRTE is governed by the rationale that increasing the numbers of teachers that share a distinct cultural heritage with the student population, particularly if that population is American Indian, increases the: 1) capacity for teachers/schools to effectively teach American Indian students; 2) number of educated professionals returning to their communities with specific skill sets, self-sufficiency, and income for program graduates and their families; 3) availability of community and cultural resources supporting education; and 4) capacity of Institutes of Higher Education and State Education Agencies to meet the needs of local school districts and communities serving American Indian students, especially in the target areas of language renewal and culturally relevant curriculum.

The IRTE program continues to target the reversal of disturbing academic trends documented in four target school districts serving American Indian students in northeast Nebraska: the Umo<sup>ho</sup> Nation School, Santee Community School, Walthill Public School, and Winnebago Public School (target school districts; see IRTE Map in the Supporting Documents attachment).

Statistics indicate that students enrolled in these school districts are increasingly susceptible to at-risk behaviors related to poor academic achievement and low participation in school activities. These behaviors include decreased involvement in school and community activities, low scores on state and national benchmark tests (math, reading, and writing), and high rates of alcoholism (Aberdeen Area Indian Health Study, 2000). In addition, these students are the most economically disadvantaged in Nebraska and student mobility and dropout rates are significantly higher than statewide averages (2014/2015 Nebraska State Report Card). These statistics mask an even greater problem: unusually low graduation rates (2014/2015 Nebraska State Report Card). A longitudinal study conducted at the Umo<sup>ho</sup> Nation School over 10 years (completed in 2010) reported an average first grade enrollment of 46 and an average graduating class of eight. Furthermore, students enrolled in the target school districts are often challenged by language development characteristics similar to those with limited English-speaking proficiency or ELL students. This is evidenced by the fact that writing, reading, and math achievement scores among the target districts are significantly lower than Nebraska and national averages (2014/2015 Nebraska State Report Card). In addition, the percentage of students with identified special needs exceeds the state average of 14.71% (Umo<sup>ho</sup> Nation – 21%; Santee – 28%; Walthill – 24%; Winnebago – 28%) and school superintendents in the four target schools have consistently expressed need for qualified special education teachers.

Complications at the target school districts are compounded by limited resources, including a statewide shortage of qualified teachers. From 2004-2008, UNL and NDE conducted a survey of teacher vacancies throughout the state. Data from that study suggested that the most severe teacher shortages are in rural areas, small schools (serving 500 students or less), and in districts serving large percentages of disadvantaged students. Northeast Nebraska scored first through

third as having the largest numbers of teacher vacancies and unfilled positions. Of the four schools that primarily serve American Indians in this region (Umo<sup>n</sup>ho<sup>n</sup> Nation, Walthill, Winnebago, and Santee), only 17 out of 171 teachers are American Indian. Of the four districts, only one has an American Indian administrator (Santee Community School). Surrounding districts also employ few American Indian teachers (Bancroft: 0 out of 26 American Indian teachers; Homer: 0 out of 37, Niobrara: 3 out of 21, South Sioux City: 0 out of 286). Except for IRTE graduates, few teachers have obtained K-12 ELL or Special Education endorsements.

In addition to documented shortages and needs for teachers across Nebraska, the student populations in the four target school districts have increased significantly in the past five years (Table 1). All factors point to a continued significant need for American Indian teachers, and for certified teachers in elementary, ELL, and special education in the four target school districts and surrounding areas.

<b>Table 1: Target School Districts</b>			
<b>Districts</b>	<b>Student Population</b>	<b>% American Indian</b>	<b>% Student Increase</b>
Santee*	180	86%	4% increase
Umo <sup>n</sup> ho <sup>n</sup>	501	98%	18% increase
Walthill	414	98%	36% increase
Winnebago*	572	94%	22% increase

In 2004, a *Call to Action* by the National Collaborative on Diversity in the Teaching Force addressed the state of diversity and cultural competence in the classroom. The authors noted that a) students of color tend to have higher academic, personal, and social performance when taught by teachers from their ethnic group; b) teachers from different ethnic groups demonstrate that

when students of color are taught with culturally responsive techniques and with content-specific approaches usually reserved for gifted and talented students, academic performance improves significantly; and c) teachers of color have higher performance expectations for students of color from their ethnic group (National Collaborative on Diversity in the Teaching Force, 2004).

The need for American Indian teachers in schools serving high percentages of American Indian students continues to be immense. UNL surveyed interested paraprofessionals working in the four target school communities and community college students about their interest in a teacher education program. Due to the growing success of IRTE, 15 of those have already submitted applications and IRTE staff answer weekly requests for more information. However, students who expressed interest in becoming certified teachers have been unable to do so. They cite significant gaps in their current educational opportunities and support systems in northeast Nebraska, including distance to the university/college, lack of resources for full-time study, few economic incentives to stay in their home communities, a lack of support for non-traditional students, and poor academic preparation. Perhaps the most significant problem facing American Indian students seeking teacher preparation is the lack of convenient access to university classes. The Umo<sup>ho</sup>, Winnebago, and Santee reservations are located over two hours away from the UNL campus, the primary degree-granting institution in the state.

In addition to a teacher shortage and geographical isolation, the target school districts have traditionally lacked a multicultural or culturally relevant curriculum that actively merges local culture and history into the K-12 curriculum, including the integration of Umo<sup>ho</sup> (Omaha), Ho-Chunk (Winnebago), and Dakota (Santee Sioux) languages and culture. Because few school administrators and teachers are American Indian, and most do not live in the communities in which they teach, they are less likely to participate in cultural or community activities and do not

feel as confident incorporating culturally relevant practices into their teaching. These issues are cited as barriers to positive school success (Indian Nations At Risk, 7-10; Miller Cleary & Peacock, 123-150). However, the IRTE program has made significant progress into changing this situation in the four target school districts. For the first time, starting in 2014, IRTE graduates have been hired in all four target districts and their primary responsibilities are to coordinate the K-12 American Indian Language and Culture/Title 7 programs.

In July 2007, the Education Committee of the National Caucus of Native American State Legislators commissioned a study of the academic performance of American Indian students. This report as well as a research conducted by a Washington-based education advocacy organization notes numerous key research findings that support the goals of this program: 1) Under-representation of Native teachers in the nation's schools is a problem for American Indian students and occurs even in high-density schools. Native teachers may be significantly under-represented compared to the make-up of the student body, resulting in a "need for role models;" 2) Students in high-density schools (reservation communities) are much more likely than those in low-density schools or U.S. schools overall to report participation in their schools by members of local tribes. Rich cultural instruction embedded in the curriculum is even less likely to occur than an occasional visit from a tribal elder or tribal council member; and 3) seven out of every 100 American Indian kindergartners earn a bachelors degree, compared with 34 of every 100 white kindergartners. IRTE has been designed to address these challenges.

Recognizing the dire condition of education in its reservation schools, the state of Nebraska has taken steps to improve education for its American Indian students, including hiring a state Coordinator of Indian Education. The Nebraska Department of Education (NDE), Educational Service Unit 1 (ESU1 in Northeast Nebraska) and target school districts have formed a

consortium to identify, develop, and implement effective educational systems and model programs with the overall goal of helping Nebraska's K-12 American Indian students succeed academically, psychologically, and socially. Specifically, NDE has recommended the development of university programs, such as IRTE, that support successful completion of teacher programs for American Indian students and for those serving American Indian youth. The NDE, in partnership with Educational Service Unit 1, has also worked with the four target schools to develop a continuous school improvement process that creates high performing schools.

*(ii) The extent to which employment opportunities exist in the project's service area, as demonstrated through a job market analysis.* IRTE, learning from Alaska Native Knowledge Network and Linda Miller Cleary and Thomas Peacock's research (Collected Wisdom: American Indian Education, 1998), is building on Nebraska efforts to improve and expand services that address the needs of American Indian teachers and students. The Nebraska Native American Career Ladder program was the first such program (started in 1999); followed by IRTE, which built on Career Ladder success by broadening its scope and demographics. IRTE has been federally funded since 1999 and while program goals initially focused on certifying American Indian teachers in elementary and middle level education, these new efforts expand the program to include additional endorsements in ELL and Special Educaiton to address areas of teacher shortage in Nebraska. IRTE builds on the success of the previous programs by certifying undergraduates in elementary education. It also will expand to serve graduates/American Indian students currently teaching in Northeast Nebraska school districts, and surrounding districts, by providing opportunities for additional professional development, in high need areas (e.g., special education and/or ELL).

Since 1999, the IRTE program has supported 42 students in earning teacher certification, B.S. and M.A. degrees, and assisted in placements for all to work in education-related and leadership positions throughout Nebraska and South Dakota. Recent IRTE graduates have also been hired to work with American Indian students in two of the largest school districts in Nebraska: Lincoln Public Schools (as Native American Advocacy Specialist) and in Omaha Public Schools (in the Native Centered Indian Education program). Because the program has been ongoing since 1999, IRTE has provided support to former students/graduates who may also be seeking new teaching positions/openings throughout the Midwest. IRTE is strongly supported by community members, local tribal councils (Umo<sup>ho</sup>, Winnebago, etc.), community colleges, education agencies, target school districts, and students/graduates pursuing degree(s) and employment. As a result, there are now more American Indian teachers in Nebraska than ever before. In addition, program graduates that are certified in ELL practices are now teaching language and culture in their home school districts. Career Ladder and IRTE graduates are newly employed in Walthill, Winnebago, Santee, and the Umo<sup>ho</sup> Nation's language and culture centers. Elementary student scores in reading, writing, and listening have increased over the programs' 16 years and indices of poverty have changed for the better. The Winnebago Tribe of Nebraska has used IRTE as a model to develop a support system for high school graduates to pursue college degrees in all fields.

## **(B) PROJECT DESIGN**

*(i) The extent to which the goals, objectives, and outcomes to be achieved are ambitious and attainable.* IRTE has developed a reputation as a successful, workable model for certifying American Indian students to teach in grades K-12 with the expectation that graduates will return and share their knowledge within schools that serve American Indian students. IRTE success will

be judged by the program’s ability to satisfy two measurable outcomes: 1) a minimum of 80% of participants graduate with a B.S. in education from UNL (and/or qualify for Nebraska teaching certificates) or with additional certification in ESL and/or Special Education; and 2) a minimum of 80% of graduates are successfully placed in educational settings/schools serving American Indian students. Table 2 lists the following program objectives:

<b>Table 2: Program Objectives</b>	
<b>Objective 1:</b>	Recruit and train 16 American Indian undergraduate students to earn Bachelors Degrees and/or initial certification in elementary education.
<b>Objective 2:</b>	Expand services to recruit and train an additional 6 American Indian practicing teachers, to earn additional certification(s) in high need areas of special education and/or ELL, K-12.
<b>Objective 3:</b>	Graduate, certify, and place program 18 graduates in school districts or educational settings that serve American Indian student populations which are at least 5% American Indian.
<b>Objective 4:</b>	Provide induction services for 18 IRTE graduates and newly certified teachers to transition to employment in target school districts and educational settings.
<b>Objective 5:</b>	Plan a future for IRTE. Research infrastructure for a local Tribal Community College to serve as fiscal agent. Research additional endorsement/certification areas of need, such as Educational Administration and Early Childhood.
<b>Objective 6:</b>	Share IRTE “Lessons Learned” in Nebraska and across the Midwest through presentations, articles and coordinate a Nebraska based conference where program graduates share IRTE experiences.

At least 22 participants will initially be recruited to participate in IRTE in year one (YR 1). In the past 16 years, the project has experienced attrition in the first year following the recruitment and selection process. As a result, attrition is accounted for in the program through recruiting more students in YR 1 in order to reach the primary outcomes of graduating 18 students. Even though IRTE's recruitment process is rigorous and designed to recruit students who will succeed, it is usually determined within a student's first year whether the program is a good fit. It is anticipated that at least 18 students will continue their coursework, exams, practicum, and student teaching during year two (YR 2) and year three (YR 3). Because every student comes to the program with different academic needs and circumstances, it is also anticipated that these 18 IRTE students will complete coursework, graduate, and find placements throughout the course of YR 2 and YR 3. The flexibility in supporting each student's individual needs as well as finding placement for IRTE graduates are significant strengths of the IRTE program. By year four (YR 4) it is anticipated that 16 students will graduate and find jobs within 12 months of completion.

*(ii) A recruitment plan that describes the selection and completion process for program participants.* The recruitment plan involves a variety of strategies including follow-up with waitlisted applicants, creation of a program brochure and application that is distributed online and via email; individual contacts will be made with administrators at the four target school districts as well as the tribal community colleges to identify potential students who are qualified to apply (with an earned Associate of the Arts/Associate of Science Degree), and show interest and potential to become teachers. Project staff will arrange informational meetings in each community to answer potential students' questions about IRTE and to assist in the application process. Staff will give presentations to district administrators and teachers, tribal college

representatives, and tribal councils. Recommendations will also be sought from area Educare, Headstart, and daycare programs regarding paraprofessionals who might qualify. We anticipate a pool of at least 30-35 applicants for the 22 positions available in YR 1.

Participants will be selected based on their commitment to education and likelihood of success in IRTE. Preference is given to applicants who have completed Associate of Arts or Science degrees or 60 hours of post-secondary credit and with a grade point average of 2.5 or better. In addition to transcripts, two letters of recommendation will be required and students are encouraged to provide recommendations from individuals/educators who can speak to the quality of and their interest in work with children. Interested candidates submit written applications addressing their own academic achievement, cross-cultural experiences, commitment to teaching, previous work with American Indian children and youth, and interest in developing culturally relevant curriculum and learning experiences that emphasize Umo<sup>ho</sup>, Dakota, and Ho-Chunk language and culture.

The program's goal will be to recruit 22 students by selecting 16-18 for the elementary education program and 4-6 for to add endorsements in Special Education and ELL to their initial licenses. Student applications will be collated based on location (Macy, Walthill, Winnebago, Santee) and a review will be held in each of the four target communities. The community advisory council, along with representatives from each target school district, a community member, and a former IRTE graduate, will review applications and make recommendations. The committee reviews each application for factors that demonstrate the applicant's commitment to becoming a teacher. The committee is responsible for creating a final slate of students for participation in IRTE for each target school district community. A UNL faculty team (N. Engen-Wedin, J. Reeves, G. Trainin, and S. Kemp) will be convened to confirm the community

recommendations for IRTE participation. All will be reminded that the IRTE applications are confidential and not to be shared beyond the committee meeting. As soon as the student selection process is complete, the process for admission as a transfer student to UNL begins; this formal process includes the request of official transcripts, signing up for the FASFA (if eligible), setting up new student enrollment, etc. UNL admissions staff is extraordinary in supporting this process. IRTE ensures equitable access to and participation in the program regardless of gender, race, origin, color, disability, or age. Participants are also provided access to all the services available to students at UNL, including support from the Office for Students with Disabilities, etc.

***(iii) The potential of the proposed project to develop strategies for teaching Indian students and improving Indian student achievement, as demonstrated by a plan to share findings.*** The project design and services described here are based on IRTE past success, and on research which suggests that community-immersed teacher education programs provide transformative learning by grounding experiences in contextually relevant knowledge (Sleeter, 2002). As designed, the IRTE program has directly addressed barriers faced by the gaps noted by the research above, and by increasing the likelihood that American Indians will earn Bachelor's degrees and better represent American Indians as "teachers" in schools serving American Indian students. Finally, the ELL program modeled here directly addresses the needs identified by the Education Trust (2007) for "rich, cultural instruction that is essential to American Indian schools." In addition, UNL's teacher education program adheres to the accreditation standards established by NDE that are required for licensure in Nebraska. Accredited by the Teacher Education Accrediting Council (TEAC), UNL's teacher education program reflects national and state standards, and requirements in core curriculum areas. IRTE students are required to take the PRAXIS II for Elementary and Special Education during the student teaching semester.

In all cases, IRTE students and graduates will be included in the process of sharing project outcomes, working in tandem with a faculty member, project coordinator or a member of the community advisory council. Sharing project results will be accomplished by: 1) Sharing efforts and progress with members of the community advisory council, during YR1-YR4 and encouraging members to communicate project outcomes; 2) IRTE staff, students, faculty, mentors and graduates will prepare presentation(s) for professional development conferences such as the NDE's annual professional development conference, UNL's annual education research fair, National Indian Education Association annual conference (or other national conference), and the IRTE "Lessons Learned" culminating conference; and 3) Co-publish findings (coordinated with LPTC and IRTE graduates) in journals such as Tribal College Journal of American Indian Higher Education and support the efforts of other groups, such as the TOUL or ULCC program in publishing outcomes. 4) IRTE will coordinate a culminating conference, "Lessons Learned," in YR 4 highlighting program successes/outcomes, presentations by IRTE graduates, and is offered on the LPTC/Winnebago or UNL campus.

*(iv) A description of how the project plans to incorporate the needs of potential employers and a description of partnerships and relationships with the appropriate entities.* Letters of support signed by authorized representatives of local education agencies who agree to consider program graduates for qualifying employment are included as attachments to this proposal. The IRTE project director maintains regular contact with superintendents at all four target school districts. To research the job market, each superintendent was interviewed regarding the positions that are posted regularly and annually. Superintendents indicated that there are more elementary positions available in all four districts and expressed a need for professionals with Special Education and K-12 English Language Learner (ELL) certification. As a result, IRTE

has incorporated the school district needs into its project design. School superintendents also cited multiple reasons for unfilled positions, including a lack of quality applicants, a lack of applicants with appropriate endorsements, no applicants, and applicants who refused the position offer. In addition, there continue to be low percentages of American Indian teachers or administrators working in Nebraska schools, especially in the target school districts.

An ongoing partnership between the Superintendents and IRTE is equally important in providing information about the availability of positions and supporting student progress in the program. Besides participating in IRTE's community advisory council, assisting with IRTE recruitment and practicum and student teaching assignments, the four target Superintendents are regularly in touch regarding program requirements, certification changes, and new PRAXIS exams. School superintendents often contact IRTE staff to learn: 1) How to apply for local substitute licenses or 2) How to obtain a provisional license for an IRTE student/graduate? All Consortium partners (UNL, LPTC, and NDE) participate in NDE's annual professional development conference held at Wayne State University which brings together teachers, former IRTE graduates, and administrators to look at Best Practices in American Indian Education. The meeting provides an opportunity for school administrators, the Commissioner of Education, and IRTE staff to discuss progress and challenges. Project staff and faculty regularly visit students in their community and schools as part of a practicum or student teaching experience.

All partners – LPTC, UNL, and NDE, along with the four school districts – are committed to providing rigorous, high quality training and services so that IRTE students can succeed both in the program and as teachers in area classrooms. This collaboration is essential for program success, particularly because geographical distance is the greatest barrier the program strives to overcome (**Figure 1**). UNL is the degree granting institution of higher education. Examples of

UNL's support and commitment are evidenced by the services and resources described in the Project Services section of this proposal. LPTC's philosophy reflects IRTE's goals and objectives. LPTC issues two-year Associate of Arts and Science degrees in American Indian studies, liberal arts, human services, education, English, math, science, and business. Diploma programs are offered in Early Childhood and Computer Information Systems. A certificate program is offered in Early Childhood Education. LPTC is a full member in the American Indian Higher Education Consortium and is fully accredited by the North Central Association of Colleges and Schools. LPTC has been a committed consortium partner with the Career Ladder/IRTE program since 2001. In this capacity, LPTC has identified potential participants (A.A. degrees), provided mentoring and tutoring services, provided general education and pre-education coursework, and supported IRTE's language and cultural focus. As project advisor and IRTE principal investigator, LPTC's Academic Dean, Dr. Betty Red Leaf Collett, is an IRTE mentor, who orchestrates LPTC faculty and staff time, classroom and meeting space, as needed for advising and coursework. Indeed, LPTC's efforts are aimed at meeting ALL IRTE students' needs in communities across Nebraska.

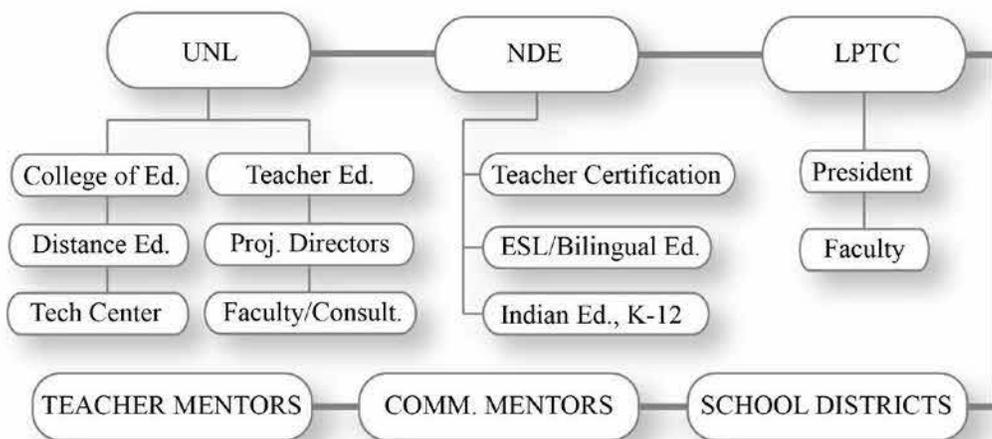


FIGURE 1: CONSORTIUM PARTNERS

NDE is Nebraska's State Education Agency, and has consistently supported the IRTE program, providing coordinated services for the students' enrolled. NDE has recognized the need to improve academic achievement of American Indian students by developing a strategic plan addressing issues that affect Nebraska's American Indian students, K-12. In addition to activities noted in previous sections, NDE demonstrates commitment through the a) formation of school improvement leadership teams at each target school district; b) identification of teachers mentors to support new teachers in each target school district; c) coordination of annual joint conferences of Nebraska's school administrators and staff emphasizing American Indian educational practices; d) data collected in each target school district, especially related to student achievement, benchmark test scores, drop-out and attendance rates, and high school graduation rates; and e) provides additional support for the development of qualified American Indian teachers to teach in northeast Nebraska. Besides signing the Consortium Agreement, Nebraska's Commissioner of Education, Dr. Matt Blomstedt, has included a letter of support.

The target school districts support this program by recommending qualified applicants; employing UNL student participants as part-time paraprofessionals when possible (IRTE students can earn up to 20 hours/week working as paraprofessionals); adjusting work-schedules around college courses each semester; identifying classroom teachers to work as mentors; and providing access to appropriate resources/services such as the school computer lab and distance education lab, internet connection, and library resources. The schools and school boards also hire program graduates when there are openings, and help to identify teacher mentors during the induction period for each IRTE graduate.

Finally, the Umo<sup>ho</sup> Nation School's Umo<sup>ho</sup> Language and Culture Center (ULCC) serves as an important IRTE resource. As the ULCC's director, Vida Stabler, has designed a nationally

recognized program to help classroom teachers integrate the study of Umo<sup>o</sup>ho<sup>o</sup> language, history, and culture throughout the K-12 curriculum. Through the ULCC, program participants learn to value and preserve culture through direct encounters with tribal elders and members of the Umo<sup>o</sup>ho<sup>o</sup> community. In addition, ULCC has preserved the language through other means, including: developing an Umo<sup>o</sup>ho<sup>o</sup> Language App, creating K-12 curriculum materials for use in the general classroom, and making recordings of elders speaking the Umo<sup>o</sup>ho<sup>o</sup> language. Over the past two years, Stabler has also brought together Language teachers from Walthill, Winnebago, and Macy to meet regularly in a group called Teachers of Umo<sup>o</sup>ho<sup>o</sup> Language, or TOULS. A different model, Ho-Chunk Renaissance (Winnebago) integrates Ho-chunk language throughout the K-12 curriculum. In this program, teaching apprentices are paired with experienced Ho-Chunk language speakers. Both programs are included as models for students to explore as part of the required practicum and student teaching semesters. Stabler serves as a project consultant, helping to shape the IRTE practicum and student teaching experiences, so that the ELL/Linguistics coursework, methods, and field experiences fully integrate rich language and culture lessons.

### **(C) QUALITY OF PROJECT SERVICES**

*(i) The likelihood that project learning experiences will prepare participants for successful teaching and/or administration in schools with significant Indian populations.* IRTE is modeled after other successful programs that make education accessible and emphasize culturally specific practices. The literature supports this approach. For example, Sleeter (2002) states that community-based, cross-cultural immersion teacher education programs provide powerful learning experiences and “transform pre-service students and ground them in contextually relevant knowledge.” Sleeter specifically notes the research of Aguilar and Pohan (1998), Marxen and Rudney (1999), and Melnick and Zeickner (1996), that emphasizes student

immersion in “community” as the critical experience to learning in the pre-service classroom. These studies document “considerable learning and growth in awareness of cultural strengths, local culture, interest in teaching in culturally diverse settings, and questioning of previously held stereotypes” (Sleeter, 2002). These studies speak to the importance of the cultural and language immersion experience, and especially to the need for culturally relevant and Native language instruction during the practicum and student teaching semesters (Epistemological Diversity in Research, Sleeter, 2002).

Linda Miller Cleary and Thomas Peacock note in *Collected Wisdom: American Indian Education* (1998), that American Indian teachers who are grounded in their tribal culture and who also function successfully in society are often the most important role models to K-12 students in reservation schools or districts. In the chapter *American Indian Language Strategies and Related Issues*, Miller Cleary and Peacock (1998) note that most native language programs are not modeled after world language programs as many teachers have no formal training in linguistics or teaching degrees from postsecondary institutions. Additionally, commercially produced curriculum materials on language and culture are not prevalent, often requiring teachers to develop their own curriculum from scratch. To address these needs, culturally relevant curriculum and ELL methods are infused throughout the IRTE program. Furthermore, by creating a consortium of educational organizations with similar goals and equal input the program ensures that its activities meet the needs of IRTE participants.

After IRTE students are selected, a course articulation for elementary education, ELL and special education, will be approved. All courses, including practicum and student teaching, will be provided on-site in one of the target schools, or in a nearby school/community, broadcast or on-line. Students will complete up to 78 required credit hours in UNL’s teacher education

program depending on their individual course needs. See Supporting Document 1 for a sample course schedule listing courses that could be offered in IRTE's Elementary Education program. Most students will not need to complete all the program's courses, since many may have completed equivalent transfer credits from LPTC or NICC as part of the Associate of Arts degree. A minimum of 60-credit hours may be transferred from previous credits earned through associate, post-baccalaureate, or masters degrees. Those lacking college credits (min. 60) will complete the requirements through LPTC or the NICC courses. All students will earn six-to-eight credit hours in the Umo<sup>n</sup>ho<sup>n</sup>, Ho-Chunk, or Dakota language(s).

The Consortium partners (Figure 2) bring unique capabilities to IRTE. For example, UNL's Alumni Learning and Technology Center (ALTC) provides the program with updated technology and computer support. ALTC researches and orders the laptops/software, IPADS, and camera(s) that IRTE students use in their education courses. ALTC researches the appropriate machines designed for student needs, secures warranties, and repairs equipment as needed. ALTC works with LPTC technicians to establish a computer lab and office area that has a high-speed wireless internet connection, phone, and fax for use by the project coordinator and IRTE participants. In addition, ALTC installs hardware software compatible with UNL and LPTC computer labs on a laptop computer for each IRTE participant and staff member. ALTC staff members provide routine maintenance of the lab and student's laptops, and co-teach UNL pre-service education courses such as *Technology for the Classroom Teacher* (TEAC 259).

Because the project is based in a large geographic area (over 20,000 square miles), its design includes the development and implementation of a hybrid study program that is delivered via: 1) traditional face-to-face classes; 2) two-way interactive satellite TV on the existing NEBSAT (Nebraska Satellite) system or via terrestrial fiber networks; 3) conventional web-based courses

delivered using UNL’s on-line “Blackboard,” Google Hangout/Google Communities or WebCt web-based course structures; and 4) POLYCOM system for internet video conferencing. Many of the ELL and some of the Special Education classes are delivered on-line.

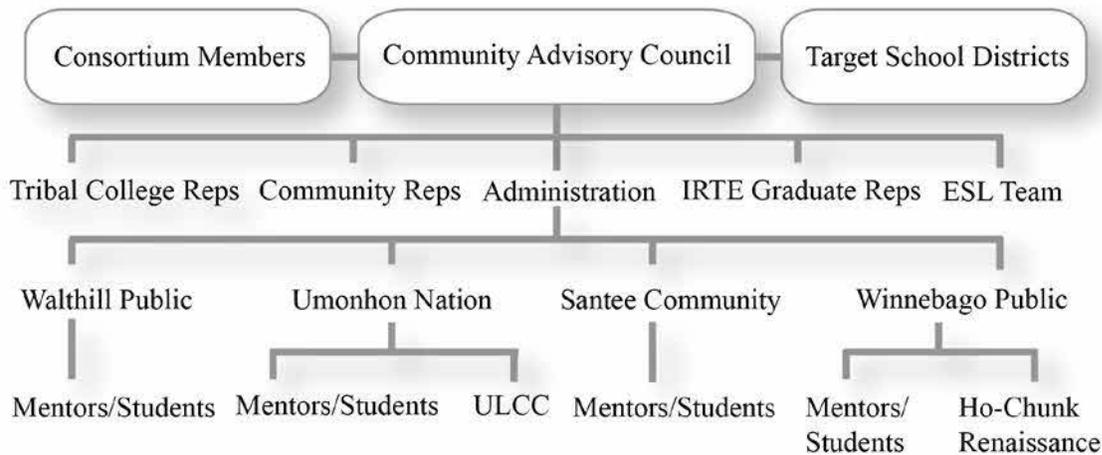


FIGURE 2: PROGRAM RELATIONSHIPS

UNL’s Distance Education Services regularly consults with project staff and faculty regarding instructional design practices that are specific to two-way interactive satellite and web-based learning. Since it is such a big component of IRTE, this project includes staff time support in distance education (Roz Hussin). Each of the target school districts has a two-way interactive satellite distance lab located on the premises. These distance labs are part of the Educational Service Unit 1 (ESU1) system and are used by a number of schools and universities. High school courses are broadcast and shared over 24 school districts in ESU1, and across the state. Because the courses are offered on-site at each school, and because the use of distance education services eliminates the need to drive, classes can be offered in the afternoons or evenings to accommodate participants’ school and work schedules. Faculty members who are unable to travel can broadcast from Lincoln to the four Satellite TV sites, or talk with IRTE students via the web.

Other essential UNL services include: advising (course equivalencies and articulations), financial aid and scholarships, course development, instructional design, course management, tracking student's academic progress, on-line library and technology support, and graduation and career development services. Kylie Sire, UNL Financial Aid Advisor, helps to develop Consortium Agreements between colleges so that IRTE students have full access to potential scholarships and financial aid. AnnMarie Gottner in UNL's College of Education and Human Sciences serves as advisor to the project director, streamlining the advising experience for students. UNL faculty members in elementary education, ELL, and special education have experience working with non-traditional students and are committed to students' successful completion of required coursework.

Practicum and student teaching experiences are based on-site in the target school districts. This allows IRTE students from the four different locations, to participate in face-to-face classes, simultaneously. LPTC has designated a study area that provides access to up-to-date computers, software, internet, and technology support on a 24 hour/day basis. The project coordinator also uses LPTC study area as a place to meet with IRTE students. LPTC staff and faculty serve as mentors or project advisors and, when possible, also teach required teacher education courses such as Cultural Foundations of Education, Human Growth and Development, Contemporary Math, Native American Literature, etc.

The Umo<sup>ho</sup> Nation School's Umo<sup>ho</sup> Language and Culture Center (ULCC) is an essential IRTE resource. ULCC's director, Vida Stabler, has designed a nationally recognized program to help classroom teachers integrate the study of the Umo<sup>ho</sup> language, history, and culture throughout the K-12 curriculum. ULCC preserves culture through students and teachers direct encounters with tribal elders and members of the Umo<sup>ho</sup> community. In addition, ULCC

has developed other means to preserve language, including K-12 curriculum materials and recordings of elders speaking the Umo<sup>n</sup>ho<sup>n</sup> language. Stabler has also brought together teachers from Walthill, Winnebago, and Macy to meet regularly as part of Teachers of Umo<sup>n</sup>ho<sup>n</sup> Language (TOULS). A different model, Ho-Chunk Renaissance (Winnebago) integrates Ho-chunk language throughout the K-12 curriculum. In this program, teaching apprentices are paired with experienced Ho-Chunk language “speakers.” Both programs will be used as models during the required practicum and student teaching semesters. Vida Stabler and other Native language consultants will help shape the IRTE program.

Other resources near the target school districts/communities include: The Santee, Umo<sup>n</sup>ho<sup>n</sup> Nation and Winnebago Tribal Council(s); Umo<sup>n</sup>ho<sup>n</sup> Nation, Walthill, Winnebago, and Santee School Improvement Teams; Headstart programs; local daycares/pre-schools, after-school and youth programs such as Project Washko<sup>n</sup>; community education programs or wellness centers such as the Macy Wellness Center; Critical Response Teams that are established in each community; Morningside College; Briar Cliff College; Western Iowa Technical Community College; Wayne State University; University of Nebraska Omaha; the Santee, Winnebago, Umo<sup>n</sup>ho<sup>n</sup> and Walthill School Board(s); Educational Service Units in Wakefield, Fremont and Norfolk provide professional development and special education services; and Norfolk and Fremont house distance education centers.

Students seeking the B.S. and elementary education certification will be registered for over 40 hours of education classes that address lesson planning, classroom management, evaluation and assessment, educational psychology, and content methods classes (math, science, reading, language arts, art/music, social studies) that are infused with opportunities to develop lessons that include Native language and cultural content. Students entering as post-baccalaureate or

graduate students have already completed some required coursework and general education electives, making the path to certification shorter. The education courses are taught by experienced UNL faculty who travel to northeast Nebraska or offer courses online.

Students applying for elementary education certification will enroll in several courses in their Native Language (Umo<sup>ho</sup>, Ho-Chunk, Dakota) as well as three courses for the ELL concentration, including: *COMM Intercultural Communication*, *ELL Introduction to Linguistics*, and *ELL Language Acquisition*. At least four additional courses are required for the certification for participants seeking the ELL endorsement, and could eventually lead to a master's degree: *ELL Methods and Curriculum*, *ELL Assessment*, *ELL Research Methods*, and *ELL Student Teaching*. See Supporting Document 2 for ELL and Special Education course requirements. In consultation with Native language and linguistics consultants, ELL courses will be taught by experienced UNL faculty and by qualified ELL teachers.

The PRAXIS I (reading, writing, math) and the PRAXIS II (highly qualified teachers status) are required certification exams in Nebraska. Students must take and pass the PRAXIS I before enrolling in methods classes, and are required to enroll in the PRAXIS II during their student teaching semester. All previous IRTE graduates for whom PRAXIS I and PRAXIS II were required, have passed, reinforcing the claim that IRTE participants are enrolled in a strong program that supports their excellence in the PRAXIS II.

***(ii) The extent to which the proposed project prepares participants to adapt teaching and/or administrative practices to meet the breadth of Indian student needs.*** Each summer, project participants prepare and present a mini-portfolio to present to project directors, site mentors, and invited faculty. The presentation documents student learning and provides opportunities for students to showcase their work, reflect on their previous year, and to identify

and plan for upcoming challenges. In addition to promoting ongoing reflection about their own teaching practice and insights about individual learning/growth, this exercise provides a “practice run,” helping students prepare for teaching portfolios and presentations that are required of all UNL student teachers and graduates.

Student progress is monitored throughout each semester. Individual student progress is evaluated at the midterm of each semester, and a report is completed and provided to each student on the status of course credit completion, successes. Site mentors, identified at each school site, check in periodically with students and provide a necessary sounding board. Semester GPA, grades, number of courses/credits completed, PRAXIS I score(s), number of practicum, student teaching semesters, graduation, obtaining the official teaching license, anecdotal reports by instructors, and school placement are regularly collected as part of project reports and evaluation procedures (see Supporting Document 3, Student Progress Chart). Information is gathered from the PRAXIS I tests in math, reading, and writing and used to assess tutoring needs for each student. The project directors, site mentors, and community members collaborate to evaluate participants’ progress working as para-professionals or teachers in their home schools, including their relationships within the districts and with cooperating teachers. IRTE students may opt-out for a semester due to situations beyond their control. However, those who do not progress will not continue. Factors that lead to being dropped are addressed in the payback agreement that is signed, and agreed to, by each participant.

*(iii) A description of the types of job placement activities provided by the project.* As a course requirement for a pre-education course, IRTE students are required to develop and maintain a professional resume. During student teaching, students learn the ropes of finding and applying to teaching jobs at the University of Nebraska Lincoln’s Professional Development

Day. Each student is also required to create an application for student teaching that includes a resume and a cover letter. Site mentors and the project coordinator then give feedback to the student to help them shape these documents for success. Students meet individually with Becky Faber, UNL Career Counselor, to learn about credential files and request letters of support from faculty, staff, etc. Students request six letters of support from those familiar with their teaching skills and are required to develop and present a portfolio that highlights their strengths in the 14 dimensions on which student teachers are evaluated.

*(iv) The extent to which the proposed project will offer induction services that reflect the latest research on effective delivery of such services.* IRTE services reflect up-to-date knowledge, research, and effective practices related to mentoring and induction services. A review of research by R. Ingersoll and M. Strong (June, 2011) examines 15 studies conducted on the effects of support, guidance, and orientation programs, collectively known as induction services. Most of the studies support the claim that assistance for beginning teachers has a positive impact on: teacher commitment and retention, teacher classroom instructional practices, and student achievement. Most studies showed that beginning teachers who participated in some kind of induction had higher job satisfaction, commitment, or retention and performed better at various aspects of teaching, such as keeping students on task, developing workable lesson plans, using effective student questioning practices, adjusting classroom activities to meet students' interests, maintaining a positive atmosphere, and managing a classroom. Almost all studies showed that students of beginning teachers who participated in some kind of induction had higher scores, or gains, on academic achievement tests.

IRTE establishes relationships between pre-service teacher candidates (IRTE students) and site mentors who have been identified as good teachers in each school district where students are

working or in practicum/student teaching. Site mentors (one in each school district) are put in place early on, while the students are enrolling in their first classes. The site mentors continue YR1-YR4, until IRTE students complete their degree, graduate, and apply for teaching jobs. The site mentors serve as advisors during the IRTE pre-service years as well as the induction years, supporting new teachers during their first year. These individuals are available to IRTE students to support any request or need, and are truly focused on providing support.

In addition to the assigned mentors in each school district, important relationships are firmly established during IRTE students' practicum and student teaching experiences. These relationships involve a local cooperating teacher (usually not the site mentor), as well as a UNL practicum or student teaching supervisor, working together to support the IRTE student during the three to four field experiences that complete the teacher education program. These hands-on practicum experiences allow IRTE students to experiment with different methods of teaching and managing students. Important conversations take place between the IRTE student, their cooperating teacher, and a UNL supervisor. The UNL supervisor, a certified teacher and experienced practitioner, uses UNL's Common Assessment Instrument Framework for CAEP, developing a rubric identifying 14 dimensions used to observe and evaluate IRTE students during the practicum and student teaching semester. These 14 dimensions align with the national INTASC standards. Besides the field experiences, the dimensions are also emphasized in IRTE students' methods, practicum and student teaching classes for evaluation purposes, and align with state standards in teacher education preparation. See Supporting Document 4.

Graduating students are evaluated in coursework and practicum during the fall and spring semesters and present a final portfolio of artifacts organized around the Interstate New Teacher Assessment and Support Consortium (INTASC) standards for pre-service teachers. This

requirement applies to all participants in UNL's teacher education program. This kind of high quality mentoring and relationships help to prepare each IRTE student to succeed beyond graduation, and into the students induction years or YR 4.

***(v) The extent to which the training or professional development services provided by the project are sufficient quality, intensity, and duration to lead to improvements.*** Program participants will earn a Bachelor of Science in elementary education (grades K-8 certification) from UNL and a concentration in ELL. Participants who are seeking additional certification will receive a teaching certificate (or teaching certificate in ELL or Special Education when they complete the required coursework, and may go on to earn a masters degree. Students will participate in three to four semesters of practicum field experiences prior to student teaching (UNL requires two practicum semesters before student teaching). Twelve semester hours of student teaching are required for the elementary education license, which equals no less than 16 weeks in the classroom during the final semester. All field experiences, whether the practicum or student teaching semesters, will be supervised by qualified faculty supervisors. Students will be teamed with teacher mentors (cooperating teachers) during the practicum/field and student teaching experiences. Teacher mentors will be selected based on their ability to teach, mentor, and inspire students; support student progress; and increase students' commitment to education. Students will work in the classrooms as paraprofessionals, committing 8-20 paid practicum hours/week, credited to the field experience(s). Practicum and student teaching will take place in classrooms where students are present with teacher mentors providing feedback on lesson planning, teaching, and assessment. UNL faculty will conduct regular seminars where students share experiences and engage in reflective thinking and formal observation about their teaching. At least five observations will take place during the student teaching semester, incorporating the

INTASC standards. Other services are provided by UNL, including admissions and registration services, student services advisor, financial aid, and registration and practice/support for PRAXIS tests. The induction year begins once a graduate is offered a teaching position in a school that serves American Indian students. During induction, each graduate is eligible to purchase materials for a curriculum library.

**(D) QUALITY OF PROJECT PERSONNEL**

*(i) The qualifications and time committed of the project director.*

**Project Director** – Nancy Engen-Wedin has served as the project director of the Career Ladder and the IRTE program since 2000. Since then, the IRTE program has awarded over 42 degrees, including teacher licensure in elementary education, ESL, and Special Education to American Indian students living and working in Nebraska. Five IRTE graduates have gone on to earn Masters Degrees in Education and one is currently pursuing a Ph.D. Engen-Wedin has expanded IRTE services to include American Indian students living and working in communities throughout Nebraska including the communities of Macy, Winnebago, Walthill, and Santee. Her efforts led to a successful program transition from traditional (face-to-face) to formats involving distance education and web-based learning. Engen-Wedin has overseen IRTE’s professional development efforts in cultural sensitivity and culturally relevant teaching, teaches arts methods courses, and supervises IRTE practicum and student teachers. Engen-Wedin is a K-12 certified teacher and licensed administrator, and has administered statewide professional development programs in multicultural, culturally relevant, and arts education in Nebraska and Minnesota for the past 25 years. In addition, she is a national advisor in arts education and multicultural education. In her role as project director, Engen-Wedin is responsible for project oversight, program/course development, advising, grant reports, overseeing faculty professional

development, mentoring, supervision, budget adherence, and ensuring overall IRTE student success. *Nancy Engen-Wedin's time commitment is .50 Full-Time Equivalent (FTE).*

***(ii) The qualifications and time committed of key project personnel.***

**Co-Principal Investigator** – *Dr. Betty Red Leaf-Collett* currently works as Dean of Academic Affairs at Little Priest Tribal College. She has been involved in Indian Education for almost 35 years. In addition to serving as Academic Dean she has worked as the President and Interim President of a Tribal Community College, dean of student services, director of distance education, and coordinated grant writing and management. She is a board member and secretary of INCASE (International Coalition of Addiction Studies Educators) and has worked as a consultant/evaluator for the Higher Education Learning Commission (Chicago, IL). Red Leaf-Collett has served as IRTE project advisor, mentor, and faculty member since 2002. She received a Ph.D. from the Division of Higher Education at the University of South Dakota in May 1999. Her dissertation topic was *Retention and Attrition Patterns at a Select Tribal College*. *Dr. Betty Red Leaf-Collett's time commitment to the project is .10 FTE.*

**Project Coordinator** – In early Y1, a 1.0 FTE (full-time) Project Coordinator will be hired to split time between the University of Nebraska-Lincoln and northeast Nebraska. Housed at UNL, this individual will be responsible for assisting the community advisory council, coordinating the selection and admissions process, providing ongoing mentoring, and building relationships within the communities and school districts where students live and work. In addition, they will be responsible for providing important project assistance in course and PRAXIS registration, ordering textbooks, collecting evaluation data and course syllabi, and monitoring student progress and payback accounts. The project coordinator will be selected from applicants that have earned a Bachelors Degree (preferably a Masters) and have worked as a

certified teacher. They will also have prior experience teaching American Indian students or working with American Indian students who are seeking college degrees. IRTE graduates working in the four school districts will be informed about the position. The project coordinator, along with the community advisory council, faculty, and site mentors will develop a rigorous selection process, provide weekly monitoring of individual student progress, provide face-to-face contact with students on a weekly basis, develop a system for communication and problem resolution with students, and regularly communicate about payback status, and academic progress. *The Project Coordinator's time commitment is 1.0 FTE.*

**ELL/Linguistics Consultant** – *Vida Sue Stabler* will serve as IRTE linguistics consultant. Stabler has served as director of the Umo<sup>ho</sup> Nation School's Language and Culture Center for over 16 years. In this capacity, Stabler has developed a comprehensive program that integrates elders into classroom teaching, is responsible for archiving many hours of Umo<sup>ho</sup> language, and has developed a culturally relevant curriculum currently used by many teachers. She is an enrolled member of the Umo<sup>ho</sup> Tribe and a recent recipient of the National Education Association's Leo Reana Memorial Human and Civil Rights Award. In, 2007 she was recognized as Educator of the Year by the National Indian Education Association. She also established the TOUL committee, *Teachers of Umo<sup>ho</sup> Language*, in Northeast Nebraska. She will serve as linguistics consultant and explore ways to include teachers of Dakota and Ho-Chunk language into IRTE. Stabler works with staff and faculty to support the ELL/Linguistics component of IRTE. She also works as a site mentor and community advisory council member. *Stabler's time commitment is .10 FTE.*

**Project Advisors** – *Carol Rempp*, Statewide Native American Education Coordinator, is an Oglala Lakota tribal member with a wide range of education experience both on and off the

reservation. Rempp will serve on the community advisory council, support and sustain program educational services for students, mentors, cooperating teachers, etc., and serve as student teaching or practicum supervisor. During the summer of 2016, Rempp begins a new position as Santee Community School's first American Indian School Superintendent, and is the first female American Indian superintendent in Nebraska. *Carol Rempp's time commitment is .10 FTE.*

*Sharon Katt* serves as NDE's Senior Administrator for Adult Program Services providing leadership for the development and implementation of all Nebraska teacher preparation and certification. Katt's role includes oversight for national and state teacher preparation program approval for Nebraska's 17 approved teacher preparation programs. Previously, Katt's responsibilities have included service as director of Nebraska's alternative certification program, implementation of No Child Left Behind (NCLB) highly qualified teacher and paraprofessional requirements, management of a federal grant program to improve teacher education programs, and career and technical education initiatives.

**UNL Course Faculty Members** – include *Sue Kemp* (Special Education adviser, SPED Methods), *Peggy Tilgner* (Science Methods, Practicum, Student Teaching); *Guy Trainin* (IPADS in the Classroom, Reading/Writing Methods), *Shari Hannah* (Math Methods), *Jenelle Reeves* (ELL Curriculum and Instruction), *Jane Miller* (ELL Curriculum and Instruction/Multicultural Education), *Nancy Rowch* (ELL Curriculum and Instruction), and others. All UNL faculty have previous experience working with American Indian students and most have taught IRTE cohorts. UNL faculty will be hired based on the students' course needs, the experience level of the instructors/faculty members, cultural sensitivity, and experience in cultural integration. LPTC faculty teach general education courses, developmental Math courses, and pre-education courses that are required in the IRTE program. LPTC faculty members include *Betty Red Leaf-Collett*,

*Haesong Kwon* (Native American Literature, Children’s Literature) and *Shari Hannah* (Geometry for the Elementary Classroom, Contemporary Math). UNL’s *Roz Hussin* provides Instructional Tech support to IRTE faculty and students, and her role is essential to the distance education features of this project.

**Site Mentors** – who have demonstrated exemplary teaching practice will be hired in each school district to support the students enrolled in IRTE. *Shelly Stark* and *Vida Stabler* have previously served as IRTE site mentors in Walthill and Macy, respectively, and will continue in these roles. Those serving as site mentors in Santee and Winnebago have yet to be identified, and could include former IRTE graduates *Nephtys Justo* (Niobrara Public Schools) or *Kristine Earth* (Winnebago Public Schools). Both individuals have been recognized for their qualifications and teaching experience, in addition to earning Masters Degrees in Education.

***iii. The qualifications, including relevant training, experience, and cultural competence of project consultants or subcontractors, if any.*** A community advisory council comprises members from UNL, NDE, LPTC, the four target school districts, a tribal community member, and an IRTE graduate. See Section (E) for more information.

## **(E) QUALITY OF MANAGEMENT PLAN**

***(i) Articulate the costs in relation to the number of persons to be served and the anticipated results and benefits.*** UNL and its consortium partners are requesting \$1,283,426 to support the administrative and training costs needed to target 22 student participants in IRTE. *Total indirect costs are \$41,157.* Personnel costs involve approximately 1.83 FTE and salaries and fringe benefits (YR 1-YR 4 \$380,329). Travel expenses of \$42,700 allow the project director and coordinator to conduct advising and induction sessions in the communities served, while also allowing faculty to meet face-to-face with students. Besides recruitment and community advisory

meetings, the faculty, project director, and project coordinator will travel weekly to the four school districts/communities (YR 1-YR 4 \$35,700.) Startup Equipment requires the purchase of one staff computer, printer, and office supplies. Additional YR 1 startup costs include a laptop computer with wireless service in northeast Nebraska and printer for the project coordinator (\$6,540). The contractual area of the budget covers all course instruction and contracts including for UNL and adjunct faculty and phone/internet services. It also includes contracts for site coordinators, linguists/ELL specialists, and/or cooperating teachers/supervising teachers. (Y1-YR4 \$14,000). Classes offered depend on the curriculum needs of individual students. Other expenses include contracts with site coordinators located in each school district. In addition to the personnel involved, induction services for YR 4 includes \$5,400 to purchase curriculum libraries for each graduate. Training equipment includes the purchase of one laptop/software and IPAD/Apps (and respective warranties) for each student, as well as digital still/video cameras. Training stipends are distributed to participating undergraduates on a monthly basis until they have completed the program. Students must be enrolled full-time to earn the stipend, and not employed more than .5 FTE (20 hours/week). Training stipends are established at \$1300/month. Training costs also include LPTC or NICC tuition, Praxis II and Praxis II tutors, math tutors, textbooks, application and registration fees (Praxis I, Praxis II, new enrollment, graduation, license). Training costs for YR 1-YR 3 equals \$719,400.

***(ii) Describe the adequacy of process and procedures that will ensure feedback and continuous improvement in project operation.*** The community advisory council is made up of representatives from the four target school districts, the project director, principal investigators, project coordinator, linguistics consultant, and personnel from UNL, NDE, and LPTC. These individuals gather initially to coordinate the rigorous recruitment and selection process, which is

outlined in Section B of this proposal. Once the recruitment process is completed, this group convenes twice annually to share information about jobs/job placement, monitor student progress, share findings, and plan the culminating conference, “Lessons Learned” taking place in YR 4, 20 years since IRTE began serving American Indian students in Nebraska.

Figure 2 describes the program relationships of all parties involved in IRTE. The Project director and project coordinator co-manage the day-to-day operations, advise students, serve as liaisons with reservation schools, and coordinate and schedule UNL and LPTC/NICC coursework. The project coordinator’s split time in Lincoln and Northeast Nebraska ensure that staff maintain a presence in the schools and communities and meet regularly with IRTE students. The project coordinator will contract with and supervise community mentors, cooperating teachers and site tutors, and assist in enrolling IRTE students in required coursework at LPTC or NICC. He/she will coordinate two meetings annually with the community advisory council, and identify specific coursework and practicum needs related to Special Education and ELL concentrations or endorsements. The project director serves as IRTE advisor and creates a program plan outlining course offerings that are based on individual student needs. The project director hires UNL course instructors, student teaching and practicum supervisors, and enrolls students in required coursework at UNL.

UNL faculty and master’s-level certified instructors will teach methods blocks for elementary level pre-service teachers, ELL, and pre-education and content courses. LPTC and NICC faculty teach general education content courses such as *World History*, or specialized courses developed for IRTE such as *Ecosystems of Northeast Nebraska*, *Human Growth and Development*, *Contemporary Math*, and *Teaching Geometry in the Elementary School* (LPTC faculty have specifically developed some of these pre-education courses as transfer equivalents

for the same UNL courses). Site mentors, tutors, community mentors, and teachers will participate in the planning and implementation of district-based professional development and mentoring programs, and provide feedback to the IRTE students and project staff. The project director, project coordinator, and community advisory council will work closely to review and revise activities as needed. The target school districts will provide qualified program/student applicants, employ participants, adjust paraprofessional work-schedules around college courses, identify high quality classroom teachers to work as site mentors, and provide access to appropriate resources/services during the program as well as after the graduate is hired.

***(iii) Describe how the timeline and projected commitments are both appropriate and adequate to meet the objectives of the proposed project.***

The project director, principal investigators, and community advisory council's extensive work (over 16+ years) in supporting the graduation and placement of previous IRTE graduates (42) ensures project success, including smooth program development, implementation, and program evaluation. With the new emphasis on additional endorsements in ELL and Special Education, the proposed commitment of key project staff (1.83 FTE) ensures that all project objectives are met. This does not include the time commitment of other UNL, LPTC, NDE support such as the faculty, ALTC, career services, field experience office, advising, certification officer, community advisory council, etc.

The IRTE work plan includes, but is not limited to, the following: student recruitment, participation selection, admissions to UNL, program development, coursework, mentoring, Praxis I and Praxis II exams, practicum, methods and ELL/SPED courses, student teaching, graduation, application for licensure, application for jobs, job placement, mentoring, and induction. See Supporting Document 5 for a Detailed Project Work Plan.

## Other Attachment File(s)

---

\* Mandatory Other Attachment Filename:

[Add Mandatory Other Attachment](#)

[Delete Mandatory Other Attachment](#)

[View Mandatory Other Attachment](#)

---

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

[Add Optional Other Attachment](#)

[Delete Optional Other Attachment](#)

[View Optional Other Attachment](#)

**NANCY ENGEN-WEDIN**

University of Nebraska-Lincoln

College of Education and Human Sciences, Teaching, Learning & Teacher Education

(b)(6)

**EDUCATION**

- 1999 Educational Leadership/Administration Licensure (K-12)  
Saint Mary's University of Minnesota, Minneapolis, MN
- 1990 Master of Arts, Educational Psychology - Learning and Cognition,  
University of Minnesota, Minneapolis, MN.
- 1979 Bachelor of Arts, Art Education and Psychology, Luther College, Decorah, IA.

**PROFESSIONAL LICENSES**

- Iowa State Teaching License in Art Education, Psychology (K-12)
- Minnesota State Teaching License in Art Education (K-12)
- Minnesota License in Educational Administration (K-12)
- Nebraska License in Educational Administration (in process)

**PROFESSIONAL EXPERIENCE**

- 2001-present Project Director and Principal Investigator, Indigenous Roots Teacher Education Program, UNL College of Education and Human Sciences, Department of Teaching, Learning and Teacher Education, Lincoln, NE (.5 FTE)
- 1999-present Education/Grants Programs Manager, & Interim Director of Audience Development and Communications, Lied Center for Performing Arts, Lincoln, NE (.5 FTE)
- 1999-2007 Arts Methods Instructor, Practicum and Student Teaching Supervisor, University of Nebraska-Lincoln, College of Education and Human Sciences, Lincoln, NE
- 1998-1999 Intern Assistant Principal and Teacher, Interdistrict Downtown School, Minneapolis Public Schools, Minneapolis, MN
- 1997-1999 Education Curriculum Specialist - Arts, Culture & Community, Minneapolis, MN (Educational Administration Licensure)
- 1989-1997 Assistant Director/Interdisciplinary Resource Coordinator, Resource Programs, Perpich Center for Arts Education, Golden Valley, MN
- 1988-1989 Educational Specialist/Computer Lab Coordinator, Minneapolis Community College, Minneapolis, MN
- 1985-1988 Research Associate, University of Minnesota, General College, Minneapolis, MN
- 1985 Summer School Teacher, Hopkins School District #270, Hopkins, MN
- 1984-1985 Research Assistant, Department of Educational Psychology and Institute of Child Development, University of Minnesota, Minneapolis, MN
- 1983-1985 Teaching Assistant, College of Education, University of Minnesota, Minneapolis, MN
- 1979-1981 Art Teacher (K-12), Malvern School District, Malvern, IA
- 1981-1983 Family Camp Program Manager, Wilderness Canoe Base, Grand Marais, MN
- 1981 Pottery Instructor, Holden Village, Lake Chelan, WA

## **EVALUATION/PROGRAM CONSULTANT**

1986-present Served as program consultant, evaluator, and curriculum development specialist for diverse education and arts organizations including: Wesleyan University (NE), St. Francis School District (SD), Northeast Nebraska ParaEducator Career Ladder Program, Art Educators of Minnesota, Theatre Live! Broadway Productions (MN), Minnesota State Arts Board, Kelliher Public Schools (MN), Blake School District (MN), Interdistrict Downtown School (MN), Arts Interdisciplinary Resource School (MN), ArtStart/Artscraps, Metropolitan Arts Council (MN), Hopkins School District (MN) Augsburg College (MN), Minnesota Department of Education, University of Minnesota, University of St. Thomas (MN), MacPhail Center for the Arts (MN) Film in the Cities (MN), Very Special Arts Minnesota.

## **AWARDS / INTERNSHIPS**

2015 Mayors Arts Award (Gladys Lux Award for Education) for Arts Education, Lincoln Arts Council

2013 “Friend of American Indian Education Award”, Nebraska Department of Education

2008 “Chief Standing Bear Award for Dedication and Perseverance for Promoting Equality Before the Law,” Governor’s Office and the Nebraska Commission on Indian Affairs

2003 Lincoln Public School’s VIP “Pioneer Award” for Riverdance Immersion Project with the Lied Center for Performing Arts and Time Warner Cable

2001-2002 Time Warner Cable “Special Achievement Award” and “Spotlight Award” for Arts Education, Lied Center for Performing Arts

1998 Administrative Internship, WMEP-Downtown School, Minneapolis, MN

1997 Arts Educator of the Year-Distinguished Service Award Minneapolis, MN

1997 Travel Scholarship, Center for Global Education, Augsburg College, MN

1995 1995 Medallion Award from the Children’s Theatre Foundation of America

1992-1993 Hubert H. Humphrey Fellow, Reflective Leadership Center, Hubert H. Humphrey Institute, University of Minnesota, Minneapolis, MN

1992 Committee on Urban Environment (CUE) Award, Minneapolis, MN

1992 Mini-MBA Program. Year-long University of St. Thomas course, St. Paul, MN.

1990 Pi Lambda Theta Award. National Education Honors Society

1989-1991 Project Invest Trainee. Inter-agency Office on Transition Services, Minnesota Department of Education, St. Paul, MN

1984 Co-Founder, Very Special Arts-Minnesota, Minneapolis, MN.

1984 Arts Education Conference Coordinator. Minnesota Alliance for Arts in Education, Minneapolis, MN

1984 Intern, Center for Urban & Regional Affairs/Film in the Cities, St. Paul, MN

1983 Art Education Intern, Kennedy Center for Performing Arts, Washington, D.C.

## **SELECT PUBLICATIONS AND PRODUCTS**

Engen-Wedin, Nancy. Celebrating Learning Through the Arts – Nebraska’s Kennedy Center Partnership with the Umo<sup>ho</sup> Nation School (Video). 2014. Produced by Nebraska Educational Television.

Engen-Wedin, Nancy. Calls for Smoke – Umo<sup>ho</sup> Elder Rufus White (Video). 2011. Video used during submission for the National Heritage grant, National Endowment for the Arts. (Awarded in 2014)

Engen-Wedin, Nancy. The Visual Arts Traditions of Ragamala’s Sacred Earth (Video). 2011.

- Engen-Wedin, Nancy (Ed.). Nebraska Educators Guide to American Indian Singing and Dancing and YouTube podcast (Lied Center). 2010. Guide written by Renee Sans Souci.
- Engen-Wedin, Nancy. Native American Career Ladder Program Outcomes. 2004. *Catching the Dream Conference Proceedings*, April.
- Engen-Wedin, Nancy. National Ballet of China North American Tour Curriculum Materials and Website. 2001.
- Engen-Wedin, Nancy. Hopkins Area Culture Box. K-6 multicultural curriculum resource for Hopkins School District, Hopkins, MN. 1999.
- Engen-Wedin, Nancy. Some Ideas for Linking NOISE/FUNK and the Staying Power of the Beat to K-12 Curriculum. 1997. *Theatre Live!*, Minneapolis, MN.
- Engen-Wedin, Nancy (Ed.). *Interdisciplinary Arts and Education: An Annotated Bibliography*. 1996. Minnesota Center for Arts Education, (1st, 2nd, and 3rd Supplements)
- Engen-Wedin, Nancy (Ed.). *Multicultural Voices in Literature*. 1995. A Minnesota Center for Arts Education publication.
- Engen-Wedin, Nancy (Ed.). *Native American Art is World Art*. 1995. A Minnesota Center for Arts Education publication.
- Sorensen, Kris, Engen-Wedin, Nancy, and Meagher, Jennifer. Media Arts/Media Literacy in Rocori Public Schools: A Curriculum Partnership. 1994. *Journal of Media Literacy*, Fall Issue.
- Engen-Wedin, Nancy (Ed.). *On Fire*. 1993. A Minnesota Center for Arts Education publication.
- Engen-Wedin and Paulson, Pam (Eds.) *The Multicultural Reader*. 1992. Proceedings of a 1992 Conference entitled "Multicultural Imperatives: Arts in Education." A Minnesota Center for Arts Education publication.
- Collins, Terrence, Engen-Wedin, Nancy, and Margolis, Bill. Persistence and Course Completion. 1988. *Computers and Composition: A Journal for Teachers of Writing*, 6(1), Nov. 1988.
- Collins, Terrence, Engen-Wedin, Nancy, and Margolis, Bill. Learning Disabled Writers and Word Processing: Performance and Attitude Gains. 1987. *Proceedings of the 1987 AHSSPPEE Conference*.
- Engen-Wedin, Nancy, Collins, Terrence, Lawson, Julie, and Nelson, Rachel. *Composition, Word Processing, and the Learning Disabled College Writer: An Annotated Bibliography*. 1986. U.S. Department of Education.
- Turnure, Jim and Engen-Wedin, Nancy. *Long Term Memory Retention in Handicapped and Non-Handicapped Children*. 1985. Report for the Minnesota Department of Education.

### **STATE / NATIONAL CONFERENCE PRESENTATIONS**

- 1986-present Delivered educational presentations to several key audiences including the: International Thespian Festival (NE), Umo<sup>h</sup> Nation (NE), Lincoln Public Schools (NE), UNL College of Education Annual Research Fair (NE), University of Iowa and Working Group Theatre (IA), Annual Meeting of the Kennedy Center Partners in Education (Washington, D.C.), Nebraska State Conference, Kennedy Center for the Performing Arts Partners in Education Annual Meeting (Washington, D.C.), the Center for Research on Children, Families, Youth and Schools

(Washington, D.C.), College of Education and Human Science's Statewide Education Partners Meeting (NE), U.S. Department of Education – Office of Indian Education Partnerships in Indian Education Conference (SD), Nebraska Arts Council – Education Committee, National Indian Education Association Annual Convention (AK, NM), UNL College of Education and Human Sciences faculty, Nebraska Native American Education Summit, Annual Catching the Dream Conference (NM), Nebraska Board of Education Meeting, National Art Education Convention (NY), National Indian Impacted Schools Conference (NE), Art Educators of Minnesota, Minnesota State Academy of the Blind (MN), National Association for Multicultural Education (MO), Minnesota State Arts Board, Blake School District visual arts teachers (MN), Minnesota Education Association, Minnesota Council of Teachers of English, National Media Literacy Conference (NC), Kelliher School District (MN), National Art Education Association Convention (TX), National Council of Teachers of English Conference (MN), National Indian Education Association Conference (MN), Minnesota Center for Arts Education, Art Educator of Minnesota Conference, Foundation for the Advancement of Teaching (MN), American Education Research Association (CA), National Gifted Conference (AR), Statewide Special Education Coordinators Conference (MN), National Art Education Conference (Washington, D.C.), Closing the Gap Conference (MN), National Educational Computing Conference (TX), American Educational Research Association (LA), Association on Handicapped Student Service Programs in Postsecondary Education (Washington, D.C.), Minnesota Council for Better Hearing and Speech (MN), and Council for Exceptional Children, Technology and Media Division (Washington, D.C.).

### **GRANTS AWARDED / GRANT MANAGEMENT**

Received over \$5,000,000 in grant awards from the U.S. Department of Education, National Endowment for the Arts, Nebraska Arts Council, New England Foundation for the Arts, Dana Foundation, Kennedy Center for the Performing Arts, Mid America Arts Alliance, The Hevelone Foundation, Cooper Foundation, Woods Charitable Foundation, Lincoln Community Foundation, and Hixson Lied Foundation.

### **COMMITTEES / COUNCILS / VOLUNTEER WORK**

- Family Service Board Member, President (2010-present)
- Nebraska Native American Education Advisory Council (NNAEAC), monthly meetings with Nebraska Commissioner of Education (2003-2012)
- Arts Education Panel, Nebraska Arts Council (2004-2010)
- National Education Advisory Committee, Kennedy Center Partners in Education (2004-2008)
- Trinity Infant and Child Care Program Board (2004-2010)
- Kennedy Center Partners in Education, Planning Committee (2001-present)
- Lincoln Heart of the Arts Committee, Lincoln, NE (1999-2002)
- Panel Review-Arts Education Program, Minnesota State Arts Board (1997 & 1999)
- ArtStart/ArtScraps, President, Board of Directors (1995-1997 Secretary; 1997-2001, Board President)
- Art Educators of Minnesota, Executive Council/Conference Planning Committee (1993-1996)
- Minnesota Alliance for Arts Education, Co-Chair, Annual Conference (1993); Allied Organizations Council (1992-1994); Membership Committee (1988-1990)
- National Art Education Association, National Delegate (1995 & 1996)

- Discipline Based Art Education Executive Committee (1991-1995)

**PROFESSIONAL MEMBERSHIPS**

- Americans for the Arts
- American Educational Research Association
- Association for Supervision and Curriculum Development
- National Art Education Association
- Pi Lambda Theta
- Nebraska Art Teachers Association

## **BETTY RED LEAF-COLLETT, ED.D.**

Dean of Affairs

(b)(6)

### **SUMMARY OF QUALIFICATIONS**

35 years of Tribal College, Community College, and University higher education experience with twenty plus years in administration. Experiences include Chief Executive Officer, interim president, dean of academics, dean of student services, grant writing and management, direct oversight of four academic programs of study, and the International Collation of Addiction Studies Educators (INCASE) Board Member and secretary.

### **EDUCATION**

- 1999            Doctor of Education, Division of Educational Administration, Adult and High Education, University of South Dakota, Vermillion, SD  
Dissertation Subject: *Retention and Attrition Patterns at a Selected Tribal College*
- 1984            Master of Arts, Counseling, Guidance and Personnel Services, University of South Dakota, Vermillion, South Dakota
- 1982            Bachelor in Allied Health Services, University of South Dakota, Vermillion, South Dakota
- 1961            Three-year diploma, Bethesda Hospital School of Nursing, Cincinnati, Ohio

### **ORGANIZATION AND LEADERSHIP**

- Past President, Saginaw Chippewa Tribal College (SCTC).
- Author, SCTC Title III Formula Funding Document (first successful)
- Consultant/evaluator, Higher Learning Commission (11 years)
- Co-author, nine self-study accreditation documents
- Authored LPTC's Bureau of Indian Affairs Feasibility Study and the Indian Higher Education Consortium Application Documents.
- Member, Wayne State College, NE Task Force for Initial AQIP Accreditation Process
- Member, University of Nebraska-Lincoln Native American Teacher Preparation Program and Coordinator, LPTC Distance Learning Classes
- LPTC Academic Liaison with the University of Nebraska at Kearney: Early Childhood Program Grant
- Author, project director of the first LPTC Nebraska Tech Prep Grant
- Co-author, Nebraska Tech Prep Grant with Nebraska Indian Community College and LPTC

### **PROFESSIONAL EDUCATIONAL EXPERIENCES**

#### **Past President of Saginaw Chippewa Tribal College**

- Chief Executive Officer (2009-2011)
- Co-author, the Fall 2009 Higher Learning Commission Monitoring Report
- Responsible for institutional leadership and the implementation of Board policies, corresponding organizational procedures, student learning and program completion.

- Chief Financial Officer – developed fiscal allocations for the operational budget, staffing, and capital outlay needs of the institution.
- Identified additional funding sources supporting the college’s mission.
- Provided leadership in planning, development, and implementation of instructional and student service programs, fiscal and human resource management, information technology, and community and government relations.
- Provided administrative direction in data collection (established comprehensive database for student service), strategic planning, and continued accreditation.
- Promoted positive relationships and open communications with internal and external college stakeholders; maintained strong working relationships with local schools and post-secondary institutions including tribal entities.
- Authored and submitted grant proposals resulting in the following funding awards:
  1. Title Three Formula Funding, a five-year grant, \$2,500,000 (\$500,000 annually)
  2. NASA TCUP, a three-year proposal written in collaboration with Kiksapa Consulting, LLC to provide students opportunities for research in climate change and water quality relevant to the needs of their Tribe. NASA designated project as a pilot for future Tribal College Grantees.
  3. Van Vlack Grant, a one-year grant to purchase equipment to augment student’s learning experience in mathematics and science curriculums. \$5,000
  4. Five Year Extension Grant addressing student needs to keep them engaged in school until graduation, assisted high school graduates in successful transition into post-secondary education, provided opportunities for high school graduate to develop necessary skills to enter the workforce environment, provided financial assistance for the purchase of science and math curriculums for elementary teachers, assisted preschool and domestic violence programs in their quest to build play houses for their individual programs.
  5. Partnered with Central Michigan University on two separate grant proposals and were awarded funds. One award provided alternative funding for SCTC personnel.

**Dean of Academics Little Priest Tribal College (LPTC)**

- Dean (May 2000-January 2009).
- Served as Interim Academic Dean requiring budget management and financial planning in addition to primary responsibilities (1996-1997).
- Chair of the Curriculum and Instruction Committee, Assessment Committee, a member of the Scholarship and Library Committees.
- Member of Nebraska Community College Chief Academic Officers Organization.
- Interim Project Director for Title III, TCUP, and Title VII.

**Chair of Human Services Program of Study (LPTC)**

- Student advisor, curriculum developer, and faculty member.
- Board member of the International Coalition of Addiction Studies in Education (INCASE).
- Developed and, implemented a Drug and Alcohol Curriculum for both Nebraska Indian Community College and LPTC programs of study. Curriculum submitted and approved

by the State of Nebraska to fulfill the educational requirements for certification of addiction counselors.

### **Chair of Education Program of Study (LPTC)**

- Advisor, curriculum development and implementation.
- In conjunction with Nebraska Community College Chief Academic Officers and early childhood faculty a common state core was developed, implemented and approved by the Nebraska Post- Secondary Commission. The program became a guide utilized by the other disciplines seeking to develop and implement a common statewide curriculum to augment transferability and degree completion.

### **PROGRAM DEVELOPMENT**

- NE GED Examiner at LPTC with program oversight and authority to establish a GED program at the Winnebago Youth Detention Center.
- Submitted GED test scores to the state, initiated official GED transcripts, forwarded transcripts as requested to outside agencies, and maintained storage of official records.
- NE GED Examiner at the Nebraska Indian Community College (NICC).

### **MAJOR ACHIEVEMENTS AT LPTC**

- Participated in the initial NCA accreditation processes.
- Assisted with grant writing with Title III, Title VII, Community and Family Violence, and Gear-up institutional awards.
- Presented at INCASE conferences.
- Served as a member of the Minneapolis Conference Planning Committee, INCASE Board secretary, JTPA and Welfare-to-Work programs.
- Served as a Native American Consultant with the Boys Town Parenting Program and provided a workshop entitled: Train the Trainers – A Common Sense Parting Program for the Diné mental health counselors.

### **Dean of Student Services August 1991 - August 1996 (NICC)**

- Supervised personnel at three campuses.
- Worked with the Chair of Native Studies to implement distant learning format to utilize existing state educational technologies requiring me to travel to the most isolated campus to facilitate student support and active participation. These efforts were successful. As a result, additional courses were offered in this format.

### **Major Achievements at NICC**

- Chair, Student Assessment Review Committee, Curriculum and Instruction Committee and the Human Service Program of Study.
- Per Board's request conducted a comprehensive study of the student college placement policies and procedures, and submitted report findings and recommendations to them. The report was accepted as presented with board action to implement the revisions as recommended in the study.

## CAROL R. REMPP

Member of the Oglala Lakota Tribe of Pine Ridge

(b)(6)

### CURRENT POSITION

Program Coordinator, Multicultural/Diversity Education, Nebraska Department of Education,  
May 2008

### EDUCATION

- 2008 University of Nebraska—Lincoln, Lincoln, NE  
Doctoral Candidate in the College of Education  
Area: Teaching, Learning, and Curriculum  
Emphasis: Multicultural Education
- 2002 Chadron State College, Chadron, NE  
Masters of Science in Education  
Degree: Elementary Administration
- 1988 University of Nebraska—Kearney, Kearney, NE  
Bachelor of Arts in Education  
Degree: Elementary Education, Special Education—Mild/Moderately  
Handicapped

### EMPLOYMENT HISTORY

- 2004-2008 Nebraska Department of Education Statewide Coordinator  
Lincoln, NE Native American Education
- 2006-present University of Nebraska—Lincoln Adjunct Faculty, Indigenous ROOTS  
program, Lincoln, NE Multicultural Education and  
Reading in the Classroom,  
Student Teaching Supervisor
- 2003-2004 Todd County Public School Principal & Assistant Literacy Coach  
Mission, SD He Dog School  
Sinte Gleska University Adjunct Faculty, Education Department  
Mission, SD Educational Philosophy and  
Teaching the Native American Child  
Student Teaching Supervisor
- 1997-2003 St. Francis Indian School Secondary Principal—2002-2003  
St. Francis, SD Assessment Coordinator—2000-2002  
5<sup>th</sup> grade/elementary special ed.—1997-
- 1994-1997 Valentine City Schools Special education teacher 6-8<sup>th</sup> grades  
Valentine, NE 7<sup>th</sup> grade volleyball/basketball coach

1992-1994	Lamar Public School Lamar, NE	5-8 <sup>th</sup> grade teacher Jr. High basketball coach
1991-1992	Stromsburg Public School Stromsburg, NE	6 <sup>th</sup> grade teacher Jr. High girls track coach
1989-1991	St. Francis Catholic School Humphrey, NE	6 <sup>th</sup> grade teacher

### **OTHER RELEVANT EXPERIENCES**

1993-1999	St. Nicholas Catholic Church Religious Education Instructor, Grades 8, 10, 11, 12
1997-1998	Banana Splits Youth Rally Coordinator
1982-1990	Red Cross Swimming Lesson Instructor, Beginners through Advanced Lifesaving
1988	University of Nebraska-Kearney Swim Team *Letter winner
1987	Forrest Acres Summer Camp for Girls, Counselor/Swimming Instructor

### **SPECIALIZED TRAINING**

Curriculum Mapping  
6+1 Traits Method of Writing  
Balanced Literacy Instruction and Literacy Coaching  
Lindamood-Bell Literacy Instruction for Native American Students  
Empowering Teachers to Empower Students Literacy Training  
Organized and participated. Instruction provided by Dr. Sandra Fox  
Teacher Mentoring  
Understanding the Frameworks of Poverty, Certified Trainer, December 2006, recertified  
January 2013  
Bridges Out of Poverty  
Teaching the Tough to Teach  
Circle of Courage Training  
Literacy Counts for Native American Students  
What Works In Schools, an ASCD Seminar  
Developing Professional Learning Communities  
Positive Behavior Support Systems  
Understanding Culture and Cultural Responsiveness, Certified Training, June 2007  
Response Ability Pathways (RAP), Certified Training, June 2008 \*Candidate for RAP Train the  
Trainers with Reclaiming Youth International  
English Language Learners Leadership Institute (ELLLI)  
Implementing *What Works in Schools for English Language Learners*  
Systemic Professional Learning for Equity, Certified Training, ASU Equity Alliance, Feb. 2010

### **SCHOOL IMPROVEMENT**

#### **St. Francis Indian School**

MAPLE/GATES Foundation School Improvement Grant Team Leader for Implementation  
Affective Schools School Improvement Schoolwide Team Leader and Correlate Team Leader  
Creating Sacred Places for Children School Improvement Leadership Team

### **Nebraska Schools**

Native American High Performance Learning Communities, Nebraska Department of Education Liaison to Santee Community Schools, Winnebago Public Schools, Walthill Public Schools, and Omaha Nation Public Schools School Improvement Teams

### **AWARDS**

2002 Outstanding Performance and Dedication “You Make A Difference” Award  
2002 Continuous Service Award—5 years  
1999, 2000 Award of Excellence for Outstanding Performance

### **COMMUNITY SERVICE**

2008-2012 TEAMMATES Mentoring Program, Lincoln Public Schools  
2009-2012 Indian Center of Lincoln, Board of Directors, Secretary 2011  
2009-present Family Services of Lincoln, Board of Directors,  
Secretary/Treasurer 2011; President-elect 2012; President 2013  
2010-present Nebraska Humanities Council, Treasurer (2012 and 2013), Vice Chair (2014), and  
Chair (2015)  
2011-present Nebraska Humanities Foundation  
2012-present Superintendent’s Community Advisory Committee, Lincoln Public Schools

## VIDA SUE STABLER

(b)(6)

### SUMMARY OF QUALIFICATIONS

- 18 years of teaching in a K -12 reservation public school.
- Master of Education with an emphasis in Native Education
- Extensive experience in school improvement through the Native American High Performance Learning Communities, Comer and Advanced Ed curriculums.

### EDUCATION

#### **Master of Education (M.Ed)**

**December – 1996**

Emphasis in Education Leadership

Oklahoma City University 2501 North Blackwelder Oklahoma City, OK. 73106-1493

#### **Bachelor of Arts in Elementary Education**

**December – 1995**

Native American Student Association, Founding Member

Wayne State College 1111 Main St. Wayne, NE. 68787

Graduated with Honors

#### **Associate of Arts**

**May – 1992**

Nebraska Indian Community College 100 College Hill Rd.

Macy, Nebraska 68039

Graduated with Honors

### CERTIFICATIONS

State of Nebraska Teaching Certificate K-8, HOUSSE Certified

### PROFESSIONAL EXPERIENCE

#### **Title VII Indian Education Program Director**

Umo<sup>ho</sup> (Omaha) Nation Public School (UNPS)

1996-Present

- Responsible for program objectives: development and implementation.
- Sustain Parent Advisory Committee monthly and quarterly PAC meetings to develop materials to meet the unique cultural needs of native children.
- Supervise and manage Title VII staff with regard to UNPS employment policies.
- Meet federal guidelines for Title VII grants management and operations.
- Partner with other tribal agencies and community service organizations.
- Coordinate the development of authentic language/cultural curriculum with school district, community and native student needs.
- Develop protocols for Native American archival materials; technology and database for documentation of Elders' recordings.
- Promote certification of Elder Language Teachers with Tribal/State criteria.
- Establish Multigenerational Learning Environment.
- Teach methods of classroom language acquisition to Title VII and teaching staff.
- Develop material supporting the unique cultural heritage of native children.

- Organize and implement school improvement with school administration.
- Provide support for whole school teacher cultural in-service training.
- Support all staff requests for development of cultural materials.

**Indigenous Roots Teacher Education Program Coordinator/Mentor**

University of Nebraska Consultant

1998-present

- Mentor Indigenous Roots native students through college years.
- Supervise student's school practicum and student teaching experiences.
- Assist with assignments, school and personal needs of students.
- Worked with school administration and teachers for student placement.
- Be knowledgeable about grant and higher education requirements.

**State Certified Elementary Teacher / HOUSSE Certified**

Umo<sup>n</sup>ho<sup>n</sup> (Omaha) Nation Public School (UNPS)

1996 - Present

- Co-Teach and develop elementary and middle language program.
- Developed Credited High School Umo<sup>n</sup>ho<sup>n</sup> Language I, II and III
- Maintain culturally appropriate language learning environment.
- Use behavior modification to encourage second language learning participation.
- Integrate Total Physical Response and Situational learning models to meet the sensory learning styles of native children.
- Generate the development of teaching manipulatives to support language curriculum meeting World Language Standards.
- Evaluate student progress; generate variety of teacher made language assessments.
- Communicate and maintain parent/student relationship in the language and cultural classroom.
- NAHPLC/COMER Cultural Integration Committee Chair.
- Participate in Parent/Teacher conferences and school consortium activities.
- Teach standardized writing system to middle and high school level students.
- Incorporate and teach the use of computers and recording technology to high school students to develop elicitation and cultural information gathering.

**Project Washko<sup>n</sup>, 21<sup>st</sup> Century Community Learning Center Director**

Walthill Public School/Umo<sup>n</sup>ho<sup>n</sup> Nation Public School,

2000 - 2002

- Directed and managed Department of Education after-school grant.
- Hired all staff for start-up grant at two public schools on the reservation.
- Managed staff of 40 school and community personnel.
- Developed operational procedures for program, staff and student.
- Designed and coordinated after-school and summer school classes.
- Developed database of student achievement for core and enrichment classes.
- Collaborated with local, tribal, state, and federal entities to coordinate youth programming needs aligned to grant objectives.

## **AWARDS, SCHOLARSHIPS AND CERTIFICATES**

NEA Human and Civil Rights Award, Leo Reano Award, 2009  
Educator of the Year, National Indian Education Association, 2007  
Oklahoma University Master Teacher Award Scholarship, 1995-1996  
Indian Teacher Education Program (ITEP) Scholarship, 1992-1995  
Student Support Services Certificate of Excellence, December 1995  
Wakon Smith Native American Scholarship, NICC, 1990 - 1991

## **SPECIAL TRAINING**

Greymourning Methods Training, University of Missoula, Montana, 2004  
Total Physical Response & Storytelling Training, Macy, Nebraska, 2004  
Red Road Training of Trainers in Red Road Curriculum, Nebraska, 2004  
Native American High Performance Learning Community Leadership Inst., 2003  
Nebraska Certified Mediation Trainer, Justice Center, Walthill, Nebraska, 2001  
Preston Language Camp, Preston, Oklahoma, 1998 - 1999  
Expeditionary Learning School Training, Nebraska, 1998

## **COMMUNITY SERVICE**

Nebraska Folklore Society, Board Member, 2011 - Present  
Omaha Tribe Head Start Program, Board Member, 2011  
Cultural Committee Member, Sacred Child Cultural Committee - Present  
School Board Member, Walthill Public School, January 2007 - Present  
Committee Member, Omaha Nation Community Response Team 2007 - Present  
Committee Member, Governor's Task Force on Native Education, 2000 - 2002  
Board Member, State Native American Education Advisory Council, 2002 - Present  
Board of Directors, Nebraska Indian Community College, 2002 - 2004  
Blanket Custodian, Minute Woman Society, Omaha Tribe of Nebraska, 2006 - 2008  
Board Member, 21<sup>st</sup> Century Comm. Learning Center, Project Washko<sup>n</sup> 2004 - 2006  
Board of Directors, Walthill Justice Center, 2000 - 2002  
Board Member, Nebraska Indian Education Association, 2000  
Board Member, Dr. Susan LaFlesche Picotte Committee, 1996-1998  
Secretary, Title IX Parent Advisory Committee, 1992 - 1994  
Board Member, Macy Youth & Family Services, 2000 - 2009  
Board Member, Boys & Girls Club, Omaha Tribe 1997 - 1999  
Member, Walthill Community Theatre, 1994 - 2002

## **PUBLICATIONS**

Contributor/Collaborator of University of Nebraska College Level Omaha Language Textbook;  
projected completion date, 2016  
High School Language Curriculum, Umo<sup>n</sup>ho<sup>n</sup> Nation Public School, 1998 - Present  
Middle School Quarterly Language Units, 2002 - Present  
Elementary Language CD Booklet Unite 1:1  
Storybook Project, Library of Congress; May 2006

## SHARON KATT

(b)(6)

### **SUMMARY OF QUALIFICATIONS**

Background in secondary and postsecondary education teaching and in directing education programs at the state level. Experienced in administration, leadership, and management of Federal programs, including related fiscal and evaluation aspects. Skilled in group facilitation, building partnerships and collaborative efforts with a variety of education stakeholders, and program and conference planning.

### **EDUCATION**

Master of Education, Vocational and Adult Education, University of Nebraska, Lincoln,  
Nebraska

Bachelor of Science, Vocational Home Economics Education, University of Nebraska, Lincoln,  
Nebraska

### **PROFESSIONAL EMPLOYMENT**

2009-present     **Adult Program Services Senior Administrator Nebraska Department of  
Education**

- Develop, implement, and enforce rules, regulations, and guidelines for Nebraska teacher preparation and certification.
- Oversight for NDE Adult Education and Private Postsecondary Career Schools sections.
- Coordination with the statewide Educator Effectiveness initiative
- Manage state teacher preparation program approval processes and collaborate with national accreditation processes.
- Responsible for the Nebraska Council on Teacher Education (NCTE), a 70-member constituency group which advises the State Board of Education on matters related to teacher preparation and teacher certification.
- Member of the NDE Leadership Council for communication, coordination and implementation of NDE functions.
- Administer Nebraska's teacher forgivable loan program and the Master Teacher program

2003-2009     **Nebraska Department of Education (NDE) Program Specialist**

- Work with state program approval processes for 17 state teacher preparation institutions, assist with implementation of endorsement and certification requirements.

- Responsible for development and implementation of No Child Left Behind qualified teacher procedures and for administration of the Mathematics and Science Partnership Grant program.
- Administer the Transition to Teaching Federal grant (\$2.5 million) targeted at developing and implementing a statewide alternative certification program.

**2000-2005**      ***NDE Program Specialist--Nebraska Partnership for Quality Teacher Education Project***

- Administer all aspects of a Federal grant (\$3.8 million) targeted at improving Nebraska's teacher preparation at the state and higher education institution levels.
- Team member for national accreditation review of teacher preparation program in state and out of state.
- Implement No Child Left Behind Act (NCLB) requirements with specific leadership for developing the system to identify highly qualified paraprofessionals.
- State Representative for the Interstate New Teacher Assessment and Support Consortium (INTASC) Beginning Teacher Standards Project and contributing member of the Nebraska PreK-16 Initiative.

**1986-1999**      ***NDE State Vocational Equity Administrator***

- Administer Federally funded (\$700,000 annually) statewide program for displaced homemakers, single parents, single pregnant women and elimination of bias and stereotyping in career education.

**1981-1986**      ***NDE Equal Vocational Opportunity Consultant***

- Developed and directed Office for Civil Rights programs to ensure compliance with vocational education and civil rights legislation.

***Other experience prior to 1981***

- Part-time instructor, University of Nebraska, Lincoln, Nebraska and Southeast Community College, Milford, Nebraska; Home Economics Instructor, Howells Public Schools, Howells, Nebraska

**PEGGY J. TILGNER**  
Science Education Consultant

(b)(6)

**EDUCATION**

- 1990 Ed.D., Administration/Curriculum/Instruction, University of Nebraska-Lincoln, Lincoln, NE
- 1987 M.Ed., Science Education, University of Nebraska-Lincoln, Lincoln, NE
- 1971 B.S., Zoology/Chemistry/English, University of Nebraska-Lincoln, Lincoln, NE

**TEACHING CERTIFICATION**

Nebraska Professional Certificate, Endorsements: 7-9 General Science; 7-12 Natural Science, Expires: 2019

**PROFESSIONAL EXPERIENCE**

**Relevant teaching experience**

- 2010-present UNIVERSITY OF NEBRASKA-LINCOLN  
Taught elementary science methods for Indigenous Roots Program  
Supervised Indigenous Roots students in teaching practicum and student teaching Curriculum Inquiry; Learning and Teaching: Secondary Science; Secondary Student Teaching Seminar; Curriculum Principles and Practices; Masters Seminar
- 2001-2008 SINTE GLESKA UNIVERSITY  
Taught a variety of undergraduate science and education courses  
Revamped and directed graduate program in education mentoring 10 Master's students Lead educator on two NASA grants— Environmental Science Recruitment and Retention and REASONCAN; NASA/USRA grant, TRESTE
- 1990-2001 WARTBURG COLLEGE  
15-day cultural immersion experience on South Dakota reservations during sabbatical semester at Sinte Gleska University—coursework in Lakota Studies and Indian Education; team taught Elementary Math and Science Methods with Native teacher. Taught as part of the Waterloo Teachers Project for Minority Teachers

**Other Teaching experience:**

- 2003-2008 Nasa Preservice Teacher Institute/Conference for HBCUs and Tribal Colleges

2002-2009 Problem-based teaching for Tribal College Instructors

## **RESEARCH INTERESTS**

### **Curriculum development**

- Secondary and post-secondary interdisciplinary science courses
- Culturally relevant materials for science curricula
- Community service component as part of science course outcomes
- Science methods courses that incorporate standards-based inquiry lessons
- Single-topic mini-courses for preservice elementary teachers & Gen Ed science

### **Conceptual change teaching**

- Learning cycle models
- Effective teaching models

## **SELECTED PUBLICATIONS**

Tilgner, P. J. 1990. Avoiding science in the elementary school. Science Education, 74(4):21-31.

Tilgner, P.J. and Medearis, C. 2000. Lesson Plans for Native Peoples Magazine: Issue June/July, 2000. Available:  
[http://www.nativepeoples.com/np\\_education/np\\_study\\_guides/jj00-study\\_guide.html](http://www.nativepeoples.com/np_education/np_study_guides/jj00-study_guide.html)

Tilgner, P.J., Perkey, D., and Estes, M. 2006. Energy Budget and Landscape Changes Resulting from Drought: Teaching Box. Available:  
[http://space.hsv.usra.edu/TRESTE/06case\\_study.html](http://space.hsv.usra.edu/TRESTE/06case_study.html)

Tilgner, P.J. 2007. Prairie dog case study: Teaching box. Available:  
[http://space.hsv.usra.edu/TRESTE/teaching\\_resources/faculty\\_teaching\\_boxes/tilgner/tilgner.html](http://space.hsv.usra.edu/TRESTE/teaching_resources/faculty_teaching_boxes/tilgner/tilgner.html)

Tilgner, P. J. 2007. Questioning strategies. Available:  
[http://space.hsv.usra.edu/TRESTE/07\\_annual\\_workshop.html](http://space.hsv.usra.edu/TRESTE/07_annual_workshop.html)

Perkey, D. and Tilgner, P.J. 2008. Earth systems science for tribal institutions: Integrating culture. Available: [http://space.hsv.usra.edu/TRESTE-New/tcu\\_integrating\\_culture.html](http://space.hsv.usra.edu/TRESTE-New/tcu_integrating_culture.html)

## **SELECTED PRESENTATIONS**

- 2007 Tribal Earth Science and Technology Education (TRESTE) Project  
American Geophysical Union Annual Meeting—San Francisco,  
CA
- 2007 “Questioning techniques” and “Developing teaching boxes”  
TRESTE Annual Workshop—Blackfeet Tribal College, Browning,  
MT
- 2006 “Implementing PBL using a case study,”  
TRESTE Annual Workshop: United Tribes Technical College,  
Bismarck, ND
- 2006 “Problem-based learning: A model for tribal college science  
educators.” Tribal Earth Science & Technology Education  
Program Needs Assessment Workshop—EROS Data Center,  
Sioux Falls, SD
- 2005 “There is no word for science: Teaching science at a tribal  
university.” Association for Science Teacher Educators Annual  
Meeting—Colorado Springs, CO
- 2002 “White Man's Science”  
Association for Integrative Studies meeting--Springfield, MO

**SUZANNE E. KEMP, Ph.D**

Associate Professor of Practice



**EDUCATION**

- 2003            Doctorate in Psychological and Cultural Studies, University of Nebraska Lincoln, Lincoln, Nebraska
- 1998            Educational Leadership Licensure Program, University of Colorado at Colorado Springs, Colorado Springs, Colorado
- 1991            Master of Arts in Special Education, University of Colorado at Colorado Springs, Colorado Springs, Colorado
- 1987            Bachelor of Arts in Special Education and Psychology, University of Northern Colorado, Greeley, Colorado

**CERTIFICATIONS**

Nebraska Principal Administrative Certificate - #2008001842

**PROFESSIONAL EXPERIENCES**

Assistant Professor of Practice (2009-present)

Department of Special Education and Communication Disorders, University of Nebraska-Lincoln

- Primary instructor for undergraduate and graduate level classes in Methods for Learning Disabilities and Behavior Management Techniques
- Provides leadership for the secondary special education program
- Supervisor for Practicum and Student Teachers

Associate Professor of Practice (2007-2009)

Department of Special Education and Communication Disorders, University of Nebraska-Lincoln

- Primary instructor for undergraduate and graduate level classes in Methods for Learning Disabilities and Behavior Management Techniques
- Coordinate the placements for Special Education Practicum and Student Teachers
- Supervisor for Practicum and Student Teachers

Senior Lecturer (2003 – 2007)

Department of Special Education and Communication Disorders, University of Nebraska-Lincoln

- Primary instructor for undergraduate and graduate level classes in Methods for Learning Disabilities and Behavior Management Techniques
- Coordinate the placements for Special Education Practicum and Student Teachers
- Supervisor for Practicum and Student Teachers

Behavioral and Educational Consultant, Independent Contractor (2001-present)

- Provide training on administrative/supervisory issues
- Provide teacher training in curriculum development, behavior management, and professional conduct
- Organization evaluation and program recommendations

Project Coordinator (2001 – 2007)

PARA Project, Department of Special Education and Communication Disorders, University of Nebraska-Lincoln, Lincoln, Nebraska

- Website construction
- Marketing and presentations

Adjunct Faculty, 2005

Nebraska Wesleyan University, Lincoln, NE

- Served as primary instructor for undergraduate level classes in Behavior Management

Special Education Coordinator, 2000 – 2001

Elliott Elementary School, 225 South 25<sup>th</sup> Street, Lincoln, NE 68510

Coordinated all special education services in addition to the following:

- Develop behavioral and academic strategies for all students with disabilities
- Management of discipline referrals
- Supervision and evaluation of the Special Education staff

### **PROFESSIONAL SKILLS**

- Team leader in handling situations
- Pedagogical expertise
- Marketing/public relations
- Innovative problem-solver
- Diagnostic, assessment, and interview skills
- Financial management
- Logistical planning
- Mediation and facilitation skills
- Positive motivator for students, teachers, and support staff, promoter of teamwork
- Adaptable to change and new situations
- Initiator of new programs and innovative ideas

### **PROFESSIONAL RESPONSIBILITIES**

- Teach university classes
- Advisor and mentor for IRTEP students seeking initial licensure and Master's degrees in special education
- Oversaw the practicum and student teaching experiences in collaboration with school administrators
- Member of Professional Teaching committee
- Advise Master's students in Special Education
- Faculty advisor for the Council of Exceptional Children
- Faculty of record, SPED 401a Exceptional Learner in the General Education Classroom
- Member of CAEP committee
- Liaison with Secondary Teacher Education program

## GUY TRAININ

University of Nebraska-Lincoln  
Department of Teaching, Learning, and Teacher Education

(b)(6)

### EDUCATION

2002 Ph.D. – Education, University of California Riverside, Riverside, CA  
1999 M.A. – Education, University of California Riverside, Riverside, CA  
1994 B.A. – History / Middle Eastern Studies (Magna Cum Laude), Tel Aviv  
University, Israel

### PROFESSIONAL APPOINTMENTS

2008-present University of Nebraska-Lincoln Associate Professor  
2002-2008 University of Nebraska-Lincoln Assistant Professor

### AWARDS/HONORS

2012 Swanson Teaching Award  
2009 Graduate Student Association Graduate Mentor Award

### TEACHING

TEAC 311/313 Teaching Reading and Language Arts in the Elementary Classroom  
SPED 415(A)/815(A) Reading and Writing Disabilities: Elementary Students  
SPED 406(A)/806(A) Reading and Writing Disabilities: Secondary Students  
TEAC 800 Inquiry into Teaching and Learning  
TEAC 811B Current Reading Research/Response to Intervention  
TEAC 886/886B Assessment, Evaluation, and Instruction of At-Risk Readers  
TEAC 890 iPads in the Classroom  
TEAC 930K Quantitative Traditions in Educational Research  
TEAC 950/951 Research in Writing/Research in Reading

Dr. Trainin taught three classes on Technology Integration in collaboration with the Indigenous Roots Teacher Education Program. The classes, *iPads in The Classroom*, were delivered in a combination of online and in person meetings held at Little Priest College in Winnebago and in Lincoln on the UNL campus. In addition, he currently mentors a former IRTE graduate who is starting her Doctorate.

### SELECTED PUBLICATIONS

Trainin, G., Wessels, S., Nelson, R., & Vadasy, P. 2016. Emergent Literacy Experiences of Young Latino English Learners. *Early Childhood Education Journal*, in press.  
Trainin, G. Hiebert, E.H., & Wilson, K.M. 2015. A Comparison of Reading Rates, Comprehension, and Stamina in Oral and Silent Reading of Fourth Grade Students. *Reading Psychology*, 1-32.  
Javorsky, K. and Trainin, G. 2014. Teaching Young Readers to Navigate a Digital Story When Rules Keep Changing. *Reading Teacher*, 67:606-618.

- Hiebert, E.H., Wilson, K.M., & Trainin, G. 2011. Are students really reading in independent reading contexts? An examination of comprehension-based silent reading rate. In E.H. Hiebert & Reutzel D. R. (Eds) *Revisiting silent reading: New directions for teachers and researchers*. Newark, DE: International Reading Association.
- Shell, D.F., Brooks, D.W., Trainin, G., Wilson, K.M., Kauffman, D.F., & Herr, L.M. 2009. *The unified learning model: How motivational, cognitive, and neurobiological sciences inform best teaching practices*. New York: Springer-Verlag.
- Wilson, K.M. & Trainin, G. 2007. First grade students' motivation and achievement for reading, writing, and spelling. *Reading Psychology*, 28:257-282.

### **SELECTED DIGITAL AND OTHER PUBLICATIONS**

- Trainin, G. and Friedrich, L. 2014. Technological pedagogical content knowledge in teacher preparation: Impact of coaching professional development and mobile devices. *Research and Evaluation in Literacy*, 29.
- Trainin, G. 2010-2015. Guy's EDU Blog. Available at: <http://guytrainin.blogspot.com>
- Trainin, G., Friedrich, L., and Deng, Q. 2013. Tech EDGE, Use of New Literacies in Elementary Classrooms Today: A Partnership to Enhance Student Learning through Teacher Preparation and Professional Development. Trainin, Guy (Ed.), (pp. 13). Lincoln, NE: Research and Evaluation in Literacy. UNL/Digital Commons.
- Trainin, G. (2012-2013). Tech EDGE. YouTube Channel: *techedge01/iTunesU* . A series of weekly video podcasts on technology integration in p-16 classrooms. (160 Episodes as of 4-23-2015)

### **SELECTED GRANTS**

- Dr. Trainin has received a total of 27 grants (17 as PI) resulting in \$11,769,153 (\$1,584,986 as PI) in award funding. The awards most relevant to this proposal application include:
- Trainin G. & Hamann E. 2013. National Education Association Foundation Grant for Omaha Public Schools. \$336,008.
- Trainin, G. 2013. Technology EDGE. Nebraska Post Secondary Commission. \$76,430.
- Trainin, G. 2012. Technology EDGE. Nebraska Post Secondary Commission. \$66,045.
- Sheridan, S.M., Nugent, G., Kunz, G., Glover, T., Bovaird, J.A., Steckelberg, A.L. & Trainin, G. 2009. National Center for Research on Rural Education. Institute of Educational Sciences. United States Department of Education. \$10,000,000.

### **SELECTED EDUCATIONAL EVALUATION**

- Hamann, E.T. & Trainin, G. 2008-10. OPS Smaller Learning Community (SLC/ERO) Evaluation.
- Trainin, G. 2006-2009. Evaluation of Arts LINC. *Arts Education Model Development and Dissemination Program, U.S. Department of Education*.
- Trainin, G. 2006-2008. The Role of Intermediary Service Units in Literacy Reform. Educational Service Unit 7, Nebraska.
- Trainin, G. 2004-2009. Evaluation of Nebraska's Reading First. Nebraska State Department of Education.

## **JENELLE REEVES**

Department of Teaching, Learning, and Teacher Education  
University of Nebraska-Lincoln

(b)(6)

### **EDUCATION**

2002 Ph.D., Language, Literacy and ESL Education, University of Tennessee, Knoxville, Tennessee.

### **PROFESSIONAL EXPERIENCE**

2005-present Associate Professor, English as a second language education, Department of Teaching, Learning and Teacher Education, University of Nebraska-Lincoln, Lincoln, Nebraska. Promoted from Assistant to Associate 2011.

2002-2005 Assistant Professor and ESL Education Program Coordinator, Department of Curriculum and Teaching, Auburn University, Auburn, Alabama.

1999-2002 Teaching Associate and Intern Supervisor, Department of Theory and Practice in Teacher Education, University of Tennessee, Knoxville, Tennessee.

1997-1999 Visiting Lecturer of ESL, Department of English Education, Chunchon National University of Education, Chunchon, South Korea.

### **SELECTED PUBLICATIONS**

Budak, S. & Reeves, J. 2015. The factors shaping ESL teachers' thinking about form-focused instruction. *Arizona Working Papers in SLA & Teaching*, 22:83-100.

Hamann, E.T., & Reeves, J. 2013. Interrupting the professional schism that allows less successful educational practices with ELLs to persist. *Theory Into Practice*, Spring 2013.

Hamann, E.T., & Reeves, J. 2012. ICE raids, children, media and making sense of Latino newcomers in flyover country. *Anthropology & Education Quarterly*, 43(1).

Reeves, J. 2010. Looking again at add-on ESOL certification. *TESOL Quarterly*, 44:354-364.

Reeves, J. 2010. Teacher learning by script. *Language Teaching Research*, 14:241-258.

Reeves, J. 2009. A sociocultural perspective on ESOL teachers' linguistic knowledge for teaching. *Linguistics and Education*, 20:109-125.

Reeves, J. 2009. Teacher investment in learner identity. *Teaching and Teacher Education*, 25: 34-41.

### **SELECTED PRESENTATIONS**

Reeves, J. *Content-based English language teaching in elementary schools*. Korea Association of Primary English Educators (KAPEE), Daegu, South Korea. (January 16, 2016).

Budak, S. & Reeves, J. *Enhancing grammar knowledge by blending in reading*. Literacy Research Association conference, Carlsbad, CA (December 5, 2015).

Reeves, J. *Cultural context in teacher education*. Teachers of English to Speakers of Other Languages Conference, Portland, OR (March 29, 2014).

Reeves, J. et al *On the same page: Teacher education for content area colleagues*. Teachers of English to Speakers of Other Languages Conference, Portland, OR (March 27, 2014).

### **AWARDS AND RECOGNITION**

- |      |   |
|------|---|
| 2015 | Donald R. and Mary Lee Swanson Award for Excellence in Teaching (2015)                                    |
| 2011 | College of Education and Human Sciences (CEHS) Distinguished Teaching Award                               |
| 2011 | Teachers of English to Speakers of Other Languages (TESOL) Teacher Education Interest Section Chair Elect |

### **CERTIFICATIONS**

English as a Second Language K-12 and English 4-12, State of Washington, Certificate 332145B

### **MEMBERSHIPS**

- |              |  |
|--------------|--|
| 2015         | Literacy Research Association (LRA)  |
| 2007-2009    | American Anthropological Association (AAA)   |
| 2003-present | American Educational Research Association (AERA)   |
| 1997-present | Teachers of English to Speakers of Other Languages (TESOL), Affiliate memberships in Korea TESOL (1997-1999), Tennessee TESOL (2001-2003), Alabama-Mississippi TESOL (2003-2005), and MidTESOL (2006-Present). |

## HAESONG KWON

Phone (b)(6)

### EDUCATION

- 2015 Ph.D., Oklahoma State University, Stillwater, OK  
2009 M.F.A. in English, University of Massachusetts, Amherst, MA  
1991 M.A., B.A. in History, Clark University, Worcester, MA

### PROFESSIONAL EXPERIENCE

Little Priest Tribal College  
Winnebago, NE: Instructor of English (2015-present)  
Courses Taught: Developmental Writing, Composition I, Introduction to Literature, Creative Writing, Children's Literature, Literature of Indigenous Authors.

Oklahoma State University, Department of English  
Stillwater, OK: Teaching Assistant (2010-2015)  
Courses Taught: Composition I & II, Introduction to Creative Writing, Introduction to Literature, English as a Second Language.

Tulsa Community College, Northeast Campus, Liberal Arts  
Tulsa, OK: Adjunct Instructor, (2015).  
Course Taught: Composition II.

University of Massachusetts, Department of English  
Amherst, MA: Teaching Assistant, (2009).  
Courses Taught: College Composition, Basic Writing, Reading Poetry.

University of Hartford, Department of Rhetoric and Professional Writing  
Hartford, CT: Adjunct Instructor (2007-2009).  
Courses Taught: College Writing I & II.

### CONFERENCE PRESENTATIONS

*OKTESOL* (Oklahoma Teachers of English to Speakers of Other Languages):  
Paper Presentation: "Anxiety in Students of the Confucian Heritage Culture (CHC)  
in the Language Classroom": November 12, 2011, Tulsa, Oklahoma.

*OKTESOL*: Paper Presentation: "Poetry in the ESL Classroom." November 10, 2012, Oklahoma City, Oklahoma.

*Scissortail Creative Writing Festival*, featured reader, April 6, 2013, Ada, Oklahoma.

*Scissortail Creative Writing Festival*, featured reader, April 5, 2014, Ada, Oklahoma.

## **POETRY PUBLICATIONS**

*Redivider*: "Tinker"

*CutBank*: "Small Car" "Small Prints"

*Michigan Quarterly Review*: "Asiana" "Boy" "Epistle"

*Columbia Poetry Review*: "Mountain Diet"

*Confrontation*: "What the West Knows"

*Louisville Review*: "Hong Sangsoo"

*Mid-American Review*: "Many Have Fallen"

*New Orleans Review*: "To Hills" "The Other Alibi"

*Quarterly West*: "Island Workers"

## **HONORS AND SERVICE**

President, Creative Writing Association.

English Department, Oklahoma State University, 2011-2012.

Assistant Poetry Editor, *Cimarron Review*.

Oklahoma State University, 2010-2013.

2014 Laurence Goldstein Prize in Poetry.

*Michigan Quarterly Review*, 2014.

## **REFERENCES**

Gene Halleck, Professor

English Department, Oklahoma State University

(b)(6)

[gene.halleck@okstate.edu](mailto:gene.halleck@okstate.edu)

Steve Pedersen, Assistant Professor

English Department, East Central University

(b)(6)

[spedersn@ecok.edu](mailto:spedersn@ecok.edu)

Jody Wingert, Instructor of Math

Little Priest Tribal College

(b)(6)

[jwingert@littlepriest.edu](mailto:jwingert@littlepriest.edu)

## JANE B. MILLER

(b)(6)

### **EDUCATION**

- 2016 (expected) Ph.D. in progress, Educational Studies with an emphasis in Second Language Acquisition, University of Nebraska-Lincoln, Lincoln, Nebraska (All but dissertation, expected completion summer 2016)
- 2006 Master of Arts, Educational Studies with an emphasis in Second Language Acquisition, University of Nebraska – Lincoln; Lincoln, Nebraska
- 1990 Bachelor of Arts, Romance Languages and Literatures, University of Chicago, Chicago, Illinois

### **RESEARCH INTERESTS**

Second Language Acquisition, Barriers to Language Acquisition, ELL / ESL Education, Teacher Education, Cultural and Linguistic Diversity, and International Education

### **PROFESSIONAL EXPERIENCE**

- 2011-present Lecturer, Programs in English as a Second Language, University of Nebraska-Lincoln, Lincoln, NE
- 2012-present Adjunct Instructor, Indigenous Roots Program, University of Nebraska-Lincoln, Lincoln, NE
- 2011-2013 Adjunct Instructor, Teaching Learning and Teacher Education (TLTE), University of Nebraska-Lincoln, Lincoln, NE
- 2007-2011 Graduate Assistant, University of Nebraska-Lincoln, Lincoln, NE
- 2004-2010 Adjunct Instructor, Doane College, Crete, NE
- 2006 Consultant/Teacher, School of Studies (SES) English Institute; Ansan, South Korea
- 2001-2004 Educational Writer, Gander Publishing, San Luis Obispo, CA
- 2000-2001 ESL Instructor, California Coast Language Academy, San Luis Obispo
- 1996-2000 English Instructor, Konkuk University Foreign Language Institute, Konkuk University, Seoul, South Korea (1996-2000) Appointed Level Coordinator (1997) and Associate Supervisor (1998)
- 1990-1992 & ESL Instructor; Midwest Institute for International Studies at Doane College, Crete, Nebraska 1993-1996
- 1992-1993 ESL Instructor, Oregon Language Institute; Taegu, South Korea
- 1992 Instructor, English Language Workshop, Hyosung Women's University, Taegu, South Korea

### **MEMBERSHIPS AND HONORS**

- Member, American Association for Applied Linguistics (AAAL)
- Member, Teacher of English to Speakers of Other Languages (TESOL)
- Member, Golden Key Honour Society
- Member, University of Chicago Alumni Schools Committee
- Guest Speaker, Saudi Student Association Meeting (2015)

- Awarded Honorable Mention, University of Nebraska-Lincoln Outstanding Graduate Teaching Assistant Award (2009)
- Co-founder, T.O.P. Kids, volunteer organization dedicated to helping underprivileged children (1997-2000)
- Awarded Outstanding Teacher Award, Konkuk University (1997)
- Member and Co-Chair, Humanities Student Advisory Committee (1986-1988)
- Dean's Student Advisory Committee (1987-1988)

## **PROGRAM DEVELOPMENT AND CONSULTATION**

### **ELL / ESL / Foreign Language Education Programs Consultant (2015-present)**

- Advise and assist administration and teaching staff at three elementary schools in matters concerning ESL curricula, testing, and cultural issues.

### **Creator, Language and Cultural Interaction Program, in progress (2015)**

- Developed an online distance-learning programs allowing students and educators from small rural American schools and round the world to share experiences.

### **Co-creator, Cultural Corners, in progress (2015)**

- Developing a program to enhance cultural literature and materials available in classrooms and libraries of rural community schools to improve student knowledge of and comfort with cultures in the United States and world-wide.

### **Organizer and Co-Presenter, Culture in Context – a Hands-On Approach, Wood Lake School, Wood Lake, NE, and Ainsworth Schools, Ainsworth, NE (2012)**

- During the presentations, the rural students learned about China and Chad – their cultures, languages, geography, and schools from three graduate students. In return, the rural students introduced the graduate students to aspects of rural life and education.

### **Presenter, Using Visualization to Improve Comprehension Skills in ELL Students, St. James Elementary School Teaching Workshop, Crete, NE (2011)**

### **ELL Tutor/Consultant, St. James Elementary School, Crete, NE (2010-2011)**

- Provided tutoring to elementary and preschool ELL students at a local elementary school and procured books, clothing, and other materials for donation.

## **FOREIGN LANGUAGES**

- Fluent Spanish
- Functional Korean
- Functional Portuguese

## **PROFESSIONAL DEVELOPMENT**

- Fall Teaching and Learning Symposium, University of Nebraska–Lincoln, Lincoln, NE (2014)
- AAAL Conference, Denver, CO (2009)
- Central States Conference on the Teaching of Foreign Languages, Kansas City, MO (2007)
- 10<sup>th</sup> Annual National Conference - People of Color in Predominantly White Institutions: *Different Perspectives On Majority Rules*, Lincoln, NE (2005)
- Learning Disability Association International Conference, Chicago, IL (2003)

- Lindamood-Bell International Conference, Anaheim, CA (2003)
- Integrated Skills Workshop, Lindamood-Bell Learning Processes; San Luis Obispo, CA (2003)
- Lindamood-Bell International Conference, Anaheim, CA (2002)
- Seeing Stars Intensive workshop on Teaching Phonemic Awareness, Lindamood-Bell Learning Processes; San Luis Obispo, CA (2001)
- Visualizing and Verbalizing Workshop on Teaching Reading Comprehension Through Imagery, Lindamood-Bell Learning Processes, San Luis Obispo, CA, (2001 and 2003)

## **PUBLICATIONS AND PRODUCTS**

*Educational Needs and Program Effectiveness for Saudi Women in American Universities.* Co-author with Nawal Bin Saleh. Planned submission summer 2016.

*Diverse Classrooms: Understanding Linguistic, Cultural, and Education experiences and how they influence ESL classrooms.* Planned completion summer 2016.

*Study of Spanish Language Program Effectiveness in Nebraska Schools.*

Participating member of group analyzing the findings of a long-term study of Spanish Language classes. Publication pending.

*See Time Fly – Age of Kings, Visualizing and Verbalizing History;* co-author, with Nanci Bell and Valarie Jones; Published 2005.

*See Time Fly – Age of Kings, Visualizing and Verbalizing History workbook;* co-author, with Nanci Bell and Valarie Jones; Published 2005.

*Visualizing and Verbalizing Workbooks – Fifth Grade, book A,* co-author, with Nanci Bell and Valarie Jones; Published 2005.

*Visualizing and Verbalizing Workbooks – Fifth Grade, book B,* co-author, with Nanci Bell and Valarie Jones; Published 2005.

*Visualizing and Verbalizing Workbooks – Fifth Grade, book C,* co-author, with Nanci Bell and Valarie Jones; Published 2005.

*See Time Fly – Renaissance, Visualizing and Verbalizing History;* co-author, with Nanci Bell and Valarie Jones; Published 2005.

*See Time Fly – Renaissance, Visualizing and Verbalizing History Workbook;* co-author, with Nanci Bell and Valarie Jones; Published 2005.

*Catch a Star, Book 5, workbook series;* co-author, with Nanci Bell; Published 2005.

*Catch a Star, Book 6, workbook series;* co-author, with Nanci Bell; Published 2005.

*Catch a Star coloring book;* co-author, with Nanci Bell; Published 2005.

*Visualizing and Verbalizing Workbook – Third Grade, book A;* co-author, with Nanci Bell and Valarie Jones; Published 2004.

*Visualizing and Verbalizing Workbook – Third Grade, book B;* co-author, with Nanci Bell and Valarie Jones; Published 2004.

*Visualizing and Verbalizing Workbook – Third Grade, book C;* co-author, with Nanci Bell and

Valarie Jones; Published 2004.

*Visualizing and Verbalizing Workbooks – Fourth Grade, book A*, co-author, with Nanci Bell and Valarie Jones; Published 2004.

*Visualizing and Verbalizing Workbooks – Fourth Grade, book B*, co-author, with Nanci Bell and Valarie Jones; Published 2004.

*Visualizing and Verbalizing Workbooks – Fourth Grade, book C*, co-author, with Nanci Bell and Valarie Jones; Published 2004.

*See Time Fly Workbook*, co-author, with Nanci Bell and Valarie Jones; Published 2003.

*Catch a Star*, Book 1, workbook series; co-author, with Nanci Bell; Published 2003.

*Catch a Star*, Book 2, workbook series; co-author, with Nanci Bell; Published 2003.

*Catch a Star*, Book 3, workbook series; co-author, with Nanci Bell; Published 2003.

*Catch a Star*, Book 4, workbook series; co-author, with Nanci Bell; Published 2003.

*Visualizing and Verbalizing Stories*, Book 2, co-author, with Nanci Bell and Valarie Jones; Published 2003.

*Visualizing and Verbalizing Stories*, Book 3, co-author, with Nanci Bell and Valarie Jones; Published 2003.

*See Time Fly, Visualizing and Verbalizing History*, co-author, with Nanci Bell, Valarie Jones, and Fred Schiller; Published 2002.

### **Editorial**

*Visualizing and Verbalizing Stories*, Book 1, Spanish edition; Published 2003.

*Yong-In University Bulletin*, University course book, English edition, 1999.

*Konkuk University Video for Foreign Distribution*. University recruitment video, 1999.

*Konkuk University Bulletin*, University course book; English edition, 1999.

### **Voice Recordings**

TEPS Test; Chosun-Ilbo Media and Publishing Company, 1998-2000.

Selected to record listening / comprehension exercises for English comprehension testing materials used for public broadcast and official scoring purposes.

English Workshop; Daeshin Studios, 1998-2000. Recorded a variety of listening / comprehension exercises concentrating in Business English for radio broadcast and internet use.

Radio TEPS; Chosun-Ilbo Media and Publishing Company, 1999-2000. Recorded listening / comprehension exercises for public radio English education program.

### **Storyteller / Essay Reader**

Dong-Ah Studios, 1999-2000. Recorded numerous essays and children's stories for commercial publication, distribution and broadcast.

## NANCY L. ROWCH

ROOTS Program Instructor: English Language Learner Classes

(b)(6)

### EXPERIENCE

**Nebraska Department of Education**– January 1979 to Present

Director, Equal Educational Opportunity Section

Project Director, Title III (English Language Acquisition)

Responsibilities in this position include the provision of technical assistance to the public schools in meeting the needs of English language learners. Typical duties include:

- Assistance in designing programs to meet the language and academic needs of limited-English proficient (LEP) students.
- Supporting English as a Second Language and Bilingual programs
- Assistance in understanding the legal requirements of Title VI of the Civil Rights Act, U.S. Supreme Court cases, and implementing Title III (English Language Acquisition) under the Elementary and Secondary Education Act (ESEA)
- Providing professional development on topics that include effective instructional strategies for English-language learners, administering language proficiency assessments, understanding cultural diversity, accommodations for English-language learners on state content assessments, aligning curriculum to the state ELL standards, and other topics upon request

State-level duties include:

- Serving as the state representative on the English-Language Learner collaborative with the Council of Chief State School Officers (CCSSO) in the development and field-testing of the English Language Development Assessment (ELDA)
  - Reviewed and revised all test items for the three forms of ELDA that were developed
  - Reviewed the ELDA field test results based on the DIF analyses to determine which items would be included in the final forms as part of my service on the Technical Advisory Committee
  - Served on the committee to commission and review the ELDA studies that resulted in developing the short form of ELDA
  - Work with the subcommittee to develop new English Language Learner (ELL) standards that are aligned to the national common core standards (in process)
- Reviewing and interpreting the results of the ELDA for program evaluation at the state and local levels
- Reviewing data on limited-English proficient (LEP) students at the state level to determine the progress LEP students are making in meeting state content standards
- Developed and continue to revise the approved accommodations for ELL students on the Nebraska State Assessments (NeSA)
- In charge of developing a new state rule for the provision of services for LEP students in

Nebraska. As part of this effort, I worked with staff attorneys, the Commissioner, the State Board of Education and stakeholders in writing the rule for approval by the State Attorney General and the Governor. I also was in charge of writing the Implementation Guide to assist school district in carrying out this new rule.

- Approving NCLB grant applications and monitoring NCLB district grants through an on-site process that includes all federal formula programs funded under ESEA
- Administrative duties include the development of state-level budgets for Title III funds, supervising staff, conducting annual performance reviews, writing contracts for third-party services, and serving on a myriad of internal committees as directed by the Commissioner of Education

**Nebraska Wesleyan University – Advantage Program– 2007 to Present**  
Adjunct Faculty – Instructor

Responsibilities include designing and teaching two courses; “Diversity Issues in U.S. Society” and English as a Second Language Methods.” The Advantage Program is designed for non-traditional students who are obtaining their Bachelor’s Degree in Business, Nursing, Project Management and Organizational Communication and teachers at the graduate level interested in adding an English as a Second Language (ESL) endorsement to their teaching certificates.

**University of Nebraska-Lincoln – 1999 - 2009**  
Adjunct Faculty - Instructor

Responsibilities included designing and teaching graduate and undergraduate courses (both face-to-face and on-line courses) on Second Language Acquisition, ELL Assessment, ESL Methods and Multicultural Education.

**Nebraska Wesleyan University – 1984 - 2001**  
Adjunct Faculty - Instructor

Responsibilities included designing and teaching a course, "Education in a Pluralistic Society" to university students preparing to teach at the elementary or secondary levels. This course fulfilled the human relations state requirements for preservice teachers.

**University of Nebraska-Kearney – 1997 – 1998**  
Adjunct Faculty - Instructor

Responsibilities include designing and teaching courses on “English as a Second Language Methods”, “Linguistics” and “Curriculum Design and Assessment.”

**Southside Independent School District – 1977 - 1978**  
Buena Vista Elementary School  
Bilingual Teacher, Fifth Grade

## **EDUCATION**

MASTER OF ARTS DEGREE IN BICULTURAL BILINGUAL STUDIES - 1977

University of Texas at San Antonio

Major: Bilingual Teacher Education

BACHELOR OF SCIENCE IN EDUCATION - 1973

University of Nebraska-Lincoln

Major: Spanish

## **PROFESSIONAL AFFILIATIONS**

National Council of State Directors of Bilingual Education/ESOL

Treasurer (1997-98)

President Elect (2002-2003)

President (2003-2005)

Alpha Lambda Delta (Scholastic Honorary)

Who's Who Among Students in American Universities and Colleges (1977-78)

## **FELLOWSHIP**

Internship with Mid-Continent Regional Educational Laboratory (McREL) funded by the National Institute for Education (NIE). Internship involved the School Improvement Component of McREL and conducting a descriptive study of "Academic Learning Time of Limited English Proficiency Students in ESL and Regular Classroom Settings."

## **PUBLICATIONS**

Miramontes, Ofelia, Leonard Baca, and Nancy Rowch. A Survey of Bilingual Special Education Inservice Needs: Perceptions of Educators from a Rural State. *Ethnolinguistic Issues in Education*, College of Education, Texas Tech University, 1988.

## **WORKSHOPS**

In addition to professional development for Nebraska school districts, I have presented at numerous regional and national workshops on topics related to English-language learners.

**SHARI L. HANNAH, PH.D.**

(b)(6)

**SUMMARY OF QUALIFICATIONS**

Dr. Hannah has 16 years of experience teaching at the elementary and middle school levels and has taught collegiate level courses since 1993. She has been involved with the Native American Career Ladder Project and the Indigenous Roots Teacher Education Program since 2002, supervising student teachers and teaching seminar classes. In every course, Dr. Hannah strives to incorporate Native American culture education into assignments and projects.

**POST-SECONDARY TEACHING EXPERIENCE**

- 2013-2014 TEAC 308 Mathematics Methods for the Elementary Classroom, Indigenous Roots Teacher Education Program, University of Nebraska, Lincoln (also 2007, 2006, 2005, 2002, and 1993)
- 2014 MATH 202 Geometry for Elementary School Teachers, Indigenous Roots Teacher Ed. Program, University of Nebraska, Lincoln
- 2013 MATH 203 Contemporary Math, Indigenous Roots Teacher Education Program, University of Nebraska, Lincoln
- 2011 GST 103 Elementary Algebra, Wayne State College (also 2010)
- 2009 GST 102 Beginning Algebra, Wayne State College (also fall 2005 - 2008, 1997-2000, and 1998-2000)
- 2001-2002 Student Teaching Seminar and Student Teacher Cohort Supervisor, Native American Career Ladder Project, University of Nebraska-Lincoln (distance education 1993-1996, 1994-1997)
- 1999-2000 MAT 115 Intermediate Algebra, Wayne State College
- 1998 MAT 210 Math for Elementary Teachers, Wayne State College
- 1993 C&I 197 Practicum I – Elementary, University of Nebraska-Lincoln

**EDUCATION**

- 2011 Ph.D., Educational Studies with an emphasis in Mathematics Education, University of Nebraska-Lincoln
- 1985 M.A., Educational Technology and Secondary Math Education, University of Northern Colorado
- 1977 B.A., Elementary Education (K-6) and Special Education (K-12), University of Northern Colorado

## **MICHELLE STARK**

(b)(6)

### **SUMMARY OF QUALIFICATIONS**

Dedicated teacher with a strong educational background and more than 18 years of teaching and facilitating experience. Excellent interpersonal, leadership, communication, and organizational skills. Easily cultivates trusting and productive relationships with students, parents, teachers, and administration.

### **EDUCATION**

- |      |  |
|------|--|
| 2014 | National Association of State High School Activities, Accredited Interscholastic Coach |
| 2013 | Master of Arts, Elementary Administration, Wayne State College, Wayne, NE              |
| 2010 | Master of Arts, Curriculum Design, Wayne State College, Wayne, NE                      |
| 1995 | Bachelor of Arts, Elementary K-6, Wayne State College, Wayne, NE                       |

### **PROFESSIONAL EXPERIENCE**

- |              |  |
|--------------|--|
| 2005-present | Indigenous Roots Site Coordinator, University of Nebraska-Lincoln, Lincoln, NE<br>Coordinates Indigenous Roots student's practicum and student teaching schedules for Walthill Public School. Serves as a confidant and mediator for students when dealing with administrators, teachers, or parents. Makes recommendations for students to continue or be removed from the program. Assists in bridging the gap between cultural values and the values of the standard school system. Coordinates a tutoring program for students that needed extra assistance. Tutors students in education courses. |
| 2010-present | Track and Field Assistant Coach, Walthill Public School, Walthill, NE<br>Responsible for assisting the head coach with organizing the track program at Walthill Public School. Primary job responsibilities consisted of training middle distance runners and assisting in conducting practices, motivating students, and instructing student athletes in race strategies and techniques.  |
| 1996-present | Fifth and Sixth Grade Social Studies Teacher, Walthill Public School (NE)<br>Establishes and communicates clear objectives for all learning activities. Identifies and selects different instructional resources and methods to meet students' varying needs. Communicates necessary information regularly to students, colleagues, and parents regarding student progress and student needs. Observes and evaluates student's performance and development.  |

- 2008-2009 Native American High Performance Learning Community Evaluator  
Walthill Public School/ESU1 Grant, Walthill/Wakefield, NE  
Served on external teams sent to evaluate progress made on school improvement plans. Teams spent three days in a school district looking at the school improvement plan, interviewing key players in the school improvement process, and looking for evidence of improvement. Evaluated Santee in 2008 and Omaha Nation 2009.
- 2002-2009 Walthill Improvement Network Chairperson, Walthill Public School (NE)  
Committee chairperson for the Native American High Performance Learning Community school accrediting process. Responsible for meeting with team leads to make sure data was collected, analyzed, and properly organized for external team visits.
- 2001-2005 Native American Career Ladder Site Coordinator, University of Nebraska-Lincoln, Lincoln, NE  
Coordinated Native American Career Ladder student's practicum and student teaching schedules for Walthill Public School. Served as a confidant and mediator for students when dealing with administrators, teachers, or parents. Made recommendations for students to continue or be removed from the program. Assisted in bridging the gap between cultural values and the values of the standard school system.

### **KNOWLEDGE AND SKILLS**

- Curriculum Development
- Classroom Management & Discipline
- Parental Involvement
- Differentiated Instruction
- Adaptability
- Learning Communities

**ROZ HUSSIN**  
Instructional Design Tech Specialist  
University of Nebraska-Lincoln

(b)(6)

**EDUCATION**

2004 Masters in Instructional Technology, University of Malaya, Malaysia  
1992 Bachelor of Architecture, Cornell University, Ithaca, NY

**PROFESSIONAL APPOINTMENTS**

2012-present Lincoln Public Schools, Instructor  
2011-present University of Nebraska-Lincoln, Instructional Design Technology Specialist  
2008-present Bright Lights Summer Learning Adventures Camp, Director and Teacher  
2009-2011 Southeast Community College Adjunct, Faculty  
2009-2010 Lincoln Public Schools, College Access Coach  
2007-2010 University of Nebraska-Lincoln, Technology Program Tutor  
2004-2007 Consultant on-call, Malaysian corporate and governmental partners  
2004-2007 University of Malaya, Faculty, Instructional Technology  
2002-2007 Built Environment, Faculty and Instructor  
1995-2001 Limkokwing University, Tenured Faculty, School of Architecture  
1992 Applied Computing Resources, Consultant and Instructor  
1990 Abingdon Junior High School, Student-Teacher

**AWARDS/HONORS**

2012 Top 10 Projects (out of 19,000+) for Massive Open Online Course in Education and Instructional Design, Designing New Learning Environments, Stanford University  
2008 Silver Medal Award for Innovative technology-based Social Learning Model, Putra World Trade Center (PWTC) Malaysia Technology Expo  
2007 Silver Medal Award for DLemA: Dilemma in Learning Methods among Academic Achievers, University Malaya Annual Exposition  
2007 Silver Medal Award for DeTeck: Design of Training Evaluation and its Contribution in improving KPI, University Malaya Annual Exposition  
2007 Bronze Medal Award for FrOGLEGS: Free Online Groups for Learning General Studies, University Malaya Annual Exposition  
2007 Bronze Medal Award for CILI-SOS: Collaborative Immersion-based Live-project Industry-Driven System of Service-learning, University Malaya Annual Exposition  
2006 GOLD Award for Fundamental Research in Humanities, University Malaya Annual Exposition  
2006 Bronze Medal, Award for Innovative Learning Model, ASK4HeLP  
2005 Silver Award for Innovative Research, The Osmosis Project  
2004-2005 Award of Excellence, University Malaya  
2002 Creativity Award Professional Category, Anugerah Kreatif Anjung Seri (AKAS)

1992 Medal of Merit, American Institute of Architects (AIA)

### **SELECTED INSTRUCTION EXPERIENCE**

Project Paper, Supervisor for graduate studies Research Project (6 credits), Masters in Instructional Technology (*Continuing Education Program*)  
Special Project, Undergraduate-dissertation Adviser and Supervisor for Student-Teaching (4 credits)  
Designing and Training Programs, Instructor for Masters in Instructional Technology coursework (3 credits)  
Psychology of Learning, Instructor for Masters in Instructional Technology coursework (3 credits)  
Information Communication Technology For Instruction and Learning, Instructor for Masters in Instructional Technology coursework (3 credits)  
Models and Strategies for Learning, Instructor for Masters in Instructional Technology coursework (3 credits)

### **SELECTED PUBLICATIONS AND PRESENTATIONS**

Providing Feedback to Students with Digital Devices. Co-presentation with Guy Trainin. 14th Technology Edge Conference, Aug 19, 2015, Concordia University, Seward, NE.

Transitioning to Online + Blended. Co-presentation with W. Lopez. 2015 Spring University of Nebraska-Lincoln Teaching and Learning Symposium, Feb 13, 2015, Nebraska Innovation Campus (NIC), Lincoln, NE.

Using Video to Assess Problem-Solving. Presentation at the Winter Interim Workshop, Jan 9, 2015, East Campus Union, University of Nebraska-Lincoln, NE

Connectivist Online Rhizomatic Exploratory Tiered E-portfolio Apprenticeship Model (CORE TEAM). Lead presenter with Graduate Student Allison Hunt. 11th Annual OLC - Online Learning Consortium (formerly Sloan-C) Blended Learning Conference and Workshop, July 8-9, 2014, Denver, CO.

Teaching Open Online Literacies Using Knowledge Integration Techniques (TOOLKIT), Lead presenter with W.Lopez and J.Torquati. 11th Annual OLC - Online Learning Consortium (formerly Sloan-C) Blended Learning Conference and Workshop, July 8-9, 2014, Denver, CO

Teaching Open Online Literacies using Knowledge Integration Techniques (TOOLKIT), Lead presenter for panel of 7 faculty speakers, Innovation in Pedagogy and Technology Symposium - University of Nebraska Online Worldwide, May 15, 2014, Cornhusker Marriott, Lincoln, NE

TEAM - Tiered E-portfolio Apprenticeship Model, Lead presenter with Graduate Student Allison Hunt & Industry Collaborator Stefan Schmidt, Nebraska Distance Learning Association (NDLA) Spring Conference, March 6-7, 2014, Lincoln, NE

**CONSORTIUM AGREEMENT**

**TITLE OF APPLICATION:** Indigenous Roots Teachers Education Program

**SUBMITTED TO:** The U.S. Department of Education

**APPLICANT ORGANIZATION/  
FISCAL AGENT:** The Board of Regents of the University of  
Nebraska, for the University of Nebraska-Lincoln

**PERFORMANCE SITES:** University of Nebraska-Lincoln  
14th and R Streets  
Lincoln, NE 68588-0430  
Project Director: Nancy Engen-Wedin

Little Priest Tribal College  
Winnebago, NE

Nebraska Department of Education  
Lincoln, NE

The institutions agree to the following general roles and responsibilities:

The **University of Nebraska-Lincoln** provides coursework, program development, instruction, distance services, advising, certification/graduation services, induction services, and academic support; serves as fiscal agent; grants degrees and required coursework in pre-K-12 certification; and co-manages the program.

**Little Priest Tribal College** provides general education and developmental coursework, instruction, advising/mentoring, and academic support, and consults on native-language and culturally relevant curriculum.

The **Nebraska Department of Education** provides technical support in pre-K-12 education, grants pre-K-12 teacher certification, provides ESL and Praxis services, and supports school districts' efforts to improve over the long term.

The undersigned also agree to the roles and responsibilities for their respective organization outlined in this application to the U.S. Department of Education. The appropriate programmatic and administrative personnel at each organization involved in this grant application are aware of U.S Department of Education consortium grant policy and are prepared to establish any necessary inter-institutional agreements consistent with that policy.

For the Board of Regents  
University of Nebraska  
University of Nebraska-Lincoln

For Little Priest Tribal  
College

For the Nebraska  
Department of Education

(b)(6)

Jeanne Wicks  
Director,  
Sponsored Programs  
Date: 6/30/16

Maunka Morgan  
President  
Date: 6/23/16

Dr. Matt Blomstedt  
Commissioner of Education  
Date: 6/28/16

**RESOLUTION**  
**of the**  
**WINNEBAGO TRIBE OF NEBRASKA**

**Resolution #96- 62**

- WHEREAS, the Winnebago Tribe of Nebraska is a Federally recognized Indian Tribe organized pursuant to Section 16 of the Act of June 18, 1934 (48 Stat 984), (25 U.S.C. 476) as amended by the Act of June 15, 1935, (49 Stat 378), and
- WHEREAS, the Winnebago Tribe desires to provide opportunity for higher education on the Winnebago Reservation to promote the health, and economic, social, and general welfare of the Winnebago Tribe, and '96 6 13 11/8
- WHEREAS, for such purposes the Winnebago Tribe desires to establish a public corporation capable both of offering courses leading to the granting of degrees and of entering into agreements with public and private agencies for the purpose of their offering higher education, which agreements shall obligate such public corporation alone, and not the Winnebago Tribe as such, and
- WHEREAS, the Charter of Incorporation of the Little Priest Tribal College accurately reflects these desires of the Winnebago Tribe;

NOW, THEREFORE BE IT RESOLVED THAT, pursuant to the authority vested in the Winnebago Tribe, by its amended Constitution, dated June 18, 1934, (copy attached), and particularly by Article IV, Section 1 ("To charter subordinate organizations for economic purposes and to regulate the activities of cooperative associations of members of the Winnebago Tribe"). The Tribal Council of the Winnebago Tribe does hereby charter and establish a non-profit educational, public corporation to be known as the Little Priest Tribal College, which shall be authorized to offer courses, grant degrees, and/or enter into agreements with public or private agencies to officer higher education on the reservation, and issues to the Corporation the Charter of Incorporation attached hereto and incorporated by reference herein, all in accordance with the terms and conditions of the Charter, which shall regulate the affairs of the Corporation.

**CERTIFICATION**

We, the undersigned officers of the Winnebago Tribal Council, certify that on the 28th day of May, 1996, at a duly convened meeting, the Winnebago Tribal Council voted to adopt the above resolution by a vote of 7 for and 0 against, with 0 abstentions.

Resolution #96- 62  
Page 2 con't.

DATED THIS 28<sup>th</sup> DAY OF May, 1996.

(b)(6)

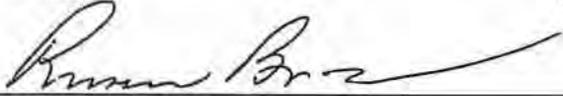
CHAIRMAN, Winnebago Tribal Council

(b)(6)

ATTEST:

SECRETARY, Winnebago Tribal Council

RECEIVED:

  
\_\_\_\_\_  
Superintendent, Winnebago Agency

**ARTICLES OF INCORPORATION**

**OF**

**LITTLE PRIEST TRIBAL COLLEGE, INC.**

**TO THE TRIBAL SECRETARY OF THE WINNEBAGO TRIBE OF NEBRASKA;**

The undersigned, acting as incorporators of a corporation under the Winnebago Tribe of Nebraska Business Corporation Code, Winnebago Tribal Code, Title 11 (1994), adopt the following Articles of Incorporation for such corporation:

**ARTICLE I  
NAME**

The name of the corporation shall be the Little Priest Tribal College, Inc. It is organized under the Winnebago Tribe of Nebraska Business Corporation Code (1994).

**ARTICLE II  
CORPORATE EXISTENCE**

The corporate existence of this corporation shall begin on the date the Certificate of Incorporation is issued by the Secretary of the Winnebago Tribal Council and shall continue perpetually thereafter unless dissolved as provided by law.

**ARTICLE III  
REGISTERED AGENT AND REGISTERED OFFICE**

The address of its registered office shall be P.O. Box 370 Winnebago, Nebraska 68071 and the name of its initial registered agent at such address is Margaret Harrison

**ARTICLE IV  
TRIBAL OWNERSHIP**

This college shall be wholly owned by the Winnebago Tribe, whether directly or indirectly, and as such, shall enjoy those special powers, privileges, and immunities of such corporations specifically conferred by Business Corporation Code sections 11-1001 through 11-1117. Little Priest Tribal College derives its authority from Winnebago Tribal Council Resolution No. 96 - 62 approved May 28, 1996.

**ARTICLE V  
MEMBERSHIP**

The qualifications and rights of members shall be as set forth in the college's Bylaws. The college shall not issue shares.

**ARTICLE VI  
INCORPORATORS**

The following are the names and addresses of the incorporators, each of whom is an enrolled member of the Tribe and is of full legal age:

John Blackhawk  
P.O. Box 632  
Winnebago, Nebraska 68071

Norma Stealer  
P.O. Box 642  
Winnebago, Nebraska 68071

Victor Bird Jr.  
P.O. Box 511  
Winnebago, Nebraska 68071

Jerome La Pointe Sr.  
RR 1 Box 19A  
Winnebago, Nebraska 68071

**ARTICLE VII  
PURPOSES**

A. The primary purposes of the corporation are as follows:

1. To provide post-secondary educational opportunities for members of the Winnebago Tribe of Nebraska and others in the following areas:
  - a. Vocational Training
  - b. College Transfer Programs
  - c. Occupational Training
  - d. Community Services
  - e. Indian Culture and History
  - f. Adult Basic Education
  - g. GED Preparation and Testing
  - h. College Preparatory Classes
  - i. Continuing Education
  - j. Such other areas as the Board from time to time deems necessary.
2. To develop a learning environment that encourages life-long learning.
3. To assist Tribal members and others in assessing their needs, talents, and aspirations, and provide programs in recognition of their goals.
4. To promote and conduct such research and development activities as deemed necessary to the efficient provisions of post-secondary educational opportunities on and near the Winnebago Indian Reservation.

5. To provide technical assistance to Tribal agencies and institutions to assist these agencies to improve program effectiveness and grant to students such certificates or degrees as recommended for such student by the faculty and as approved by the Board including honorary degrees upon persons other than graduates.
- B. As an instrumentality of the Winnebago Tribe of Nebraska and as a corporation wholly owned by the Tribe, this corporation shall not and does not waive any of its rights of sovereign immunity, but the following limitations shall be voluntarily placed on the corporation:
1. The corporation is organized exclusively for charitable, educational, religious or scientific purpose within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended.
  2. No substantial part of the activities of the corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, except as otherwise may be permitted in Section 601(h) of the Internal Revenue Code of 1986, as amended. The corporation shall not participate in or intervene in (including the publishing or distributing of statements) any political campaign on behalf of (or in opposition to) any candidate for public office.
  3. Notwithstanding any other provisions of these Articles, the corporation shall not conduct or carry on activities not permitted to be conducted or carried on by any organization exempt under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or by any organization, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, as amended.

#### ARTICLE VIII POWERS

As a means of accomplishing the foregoing purposes, the college shall have all of the general powers set forth in the Winnebago Tribal Code, Title 11 (1994) and as it may hereafter be amended. The general powers shall be exercised exclusively for the attainment of the foregoing purposes of the corporation and shall include but not be limited to the power and authority:

- A. To contract and to be contracted with, to make and perform contracts and agreements of every description not inconsistent with federal laws or any provision of the Constitution and ordinances of the Winnebago Tribe of Nebraska, with any person, association, or corporation, with any municipality or any country, or with the United States or any of its several states.
- B. To act as trustee under any trust incidental to the principal objects of the college;
- C. To receive, hold, administer, and expend funds and property received by gift, deed, bequest, or devise and otherwise to acquire money, securities, property rights, and services of every kind and description, and to hold, invest, expend, contribute, use, sell, or otherwise dispose of any money, securities, or services so acquired for the purposes above-mentioned subject to such trust;
- D. To borrow money and contract debts and, subject to the prior written consent of the Winnebago Tribal Council, to mortgage, sell, sublease, or encumber any Tribal property leased to the corporation by the Tribe;
- E. To purchase, lease, sublease, take, receive, or otherwise acquire, own, hold, improve, use and otherwise deal on and with, real (other than trust land) or personal property, or any interest therein, wherever situated within the boundary of the Winnebago Reservation subject to the provisions of the Tribal Constitution, federal law, and other applicable Tribal laws and Tribal contract provisions, including the requirement of approval by the Secretary of the Interior or his/her delegate where applicable;

- F. At the Board's discretion, to transfer to the Tribe any real property acquired by the corporation for application to the Secretary of Interior for acceptance of the property to be held in trust by the United States. Property transferred to the Tribe shall be leased back to the corporation on terms to be agreed to by the Board and the Winnebago Tribal Council. Except for properties acquired from the Tribe, title to interest in real property acquired by the corporation shall be held by the United States in trust for the Tribe or in fee ownership by the corporation as may be determined by the Board.
- G. To prescribe courses of study, programs, textbooks, and materials to be used; to charge tuition, student fees, lab fees, or other fees necessary to operate the college; to grant degrees, diplomas, or certificates of completion of courses of study in accordance with the policies established from time to time by the Board of Trustees;
- H. To sue and consent to be sued, provided that such consent be by written resolution passed by the Board for the express purpose of waiving sovereign immunity, or to otherwise enter into litigation in its corporate name as appropriate or necessary to carry out its purpose, provided however that the corporation shall not engage in any litigation which raises, implicates, or impacts treaty or other Tribal rights without the specific written authorization of the Winnebago Tribal Council and shall not waive immunity from suit without such specific authorization, and further provided that the venue for any suit brought against the college shall lie exclusively in the Winnebago Tribal Court.
- I. To adopt, use, and, at its own discretion, alter an official corporate seal. However, failure to affix such a seal shall not affect the validity of any instrument.

**ARTICLE IX  
NO PRIVATE INUREMENT**

No part of the net earnings shall inure to the benefit of any trustee or officer of the college or any private individual (except that reasonable compensation may be paid for services rendered to or for the college affecting one or more of its purposes). No trustee or officer of the college, or any private individual, shall be entitled to share in the distribution of any of the college assets on dissolution of the corporation.

**ARTICLE X  
LIMITATION OF POWERS**

In addition to any limitations contained in these articles or in any Winnebago Tribal law, unless expressly authorized by these articles, the bylaws, or resolution of the Tribal Council, the corporation shall not:

- A. Expressly or implicitly enter into any agreements of any kind on behalf of the Tribe;
- B. Pledge the credit of the Tribe or otherwise dispose of, pledge or encumber real or personal property of the Tribe;
- C. Secure loans or incur indebtedness requiring any obligation, contribution, or guarantee on the part of the Tribe;
- D. Waive any right, privilege, or immunity of, or release any obligation owed to the Tribe.

## LIABILITY

- A. The college shall have the sole responsibility for its debts, obligations, and liabilities. Neither the assets of the Tribe nor of any other arm, agency, program, or enterprise of Tribal government shall be obligated or applied to the obligations or liabilities of the college without the express consent of the Winnebago Tribal Council.
- B. The Winnebago Tribe pledges to:
  - 1. contract and agree with any person, firm, or corporation, or any federal, tribal, or state agency which should enter into contracts or obligations with the college, that the Tribe will not limit or alter the rights or powers vested in the college in a manner that would compromise the rights of any party until the college's obligations to that party are fully performed, met, paid, or discharged; and
  - 2. contract and agree with any federal or other governmental agency, that in the event any such agency shall loan or contribute any funds for construction, extension, improvement, or enlargement of any facilities, the Tribe will not alter or limit the rights or powers of the college in any manner which would be inconsistent with the continued operation and maintenance of such facilities or the extension, improvement, or enlargement thereof, or which would be inconsistent with the due performance of any agreements between the college and any such agency, and the college shall continue to have and may exercise all rights and powers, so long as the same shall be necessary or desirable for the carrying out of its purposes and those of any federal agency loaning or contributing funds for the construction, extension, improvement, or enlargement of any facilities.

## ARTICLE XII DISSOLUTION PROVISIONS

- A. At any time that the Board of Trustees may determine that the college is not a viable means of conducting business under these Articles, the Board shall:
  - 1. Adopt a resolution recommending that the college be dissolved;
  - 2. Upon the adoption of such a resolution, a statement of intent to dissolve shall be executed in duplicate by the Board Chairperson or Vice Chairperson and shall be attested/certified by the Board Secretary and one (1) of the officers signing such statement, which statement shall contain:
    - a. The name of the college, Little Priest Tribal College, Inc.;
    - b. The names and respective addresses of its officers;
    - c. The names and respective addresses of its trustees; and
    - d. A copy of the resolution adopted by the Board of Trustees which authorized the dissolution of the college;
  - 3. Duplicate originals of the statement of intent to dissolve shall be delivered to and signed by the Secretary of the Winnebago Tribal Council;
  - 4. The Tribal Council will convene a meeting within thirty (30) calendar days after the Tribal Council received notice of the resolution and shall render a final decision regarding the dissolution status of the college in accordance with Business Corporation Code section 11-1091.
- B. Upon the dissolution of the college, the Board of Trustees shall, after paying or making provisions for the payment of all of the liabilities of the corporation, dispose of all of the remaining assets of the corporation exclusively for the purpose of the corporation set forth in Article III hereof in such manner or to such organization or organizations operated exclusively as charitable organizations which would then qualify

under the provisions of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, as the Board of Trustees shall determine.

**ARTICLE XIII  
BOARD OF TRUSTEES**

The general policies, guidelines, and business procedures of the corporation shall be determined by a Board of Trustees ("Board") which shall contain a minimum of five (5) members, three of whom shall be members of the Winnebago Tribe of Nebraska and two (2) of whom may be individuals who are not members of the Winnebago Tribe of Nebraska. The Board shall be appointed by the Winnebago Tribal Council and individuals shall only be appointed to the Board if five (5) council members vote in favor of the specific individual's appointment and those five (5) members must all be personally present for the vote. The number of the trustees may be changed by the Board of Trustees upon the adoption of Bylaws for the corporation and by any subsequent amendment to the Bylaws adopted by the Board of Trustees. The power to alter, amend, or repeal the Bylaws or adopt new Bylaws shall be vested in the Board, provided however that any Bylaw which contravenes any section of these Articles shall be void and unenforceable.

The names and addresses of the persons who are to serve as the initial Trustees are:

<u>NAME</u>	<u>ADDRESS</u>
Lance Morgan	P. O. Box 390 Winnebago, NE 68071
Cora Nicholasa de la Pena Solomon	P. O. Box 596 Winnebago, NE 68071
Margaret L. Harrison	P. O. Box 437 Winnebago, NE 68071
Vicky V. Frenchman	1213 West 28th Street Sioux City, IA 51103
Sharon Frenchman	P. O. Box 243 Winnebago, NE 68071

**ARTICLE XIV  
ORGANIZATIONAL MEETING**

Within a reasonable period of time after the issuance of these Articles, the Board shall conduct an organizational meeting which all trustees shall attend in person at which time the Board shall adopt the Bylaws of the college.

**ARTICLE XV  
AMENDMENTS**

These Articles of Incorporation may be amended at anytime and from time to time as provided by the Winnebago Tribal Code, but no amendment shall be adopted which deprives the corporation of tax exempt status under the Internal Revenue Code of 1986, as amended.

Dated this 15th day of June, 1996.

(b)(6)

Incorporator

Incorporator

(b)(6)

Incorporator

(b)(6)

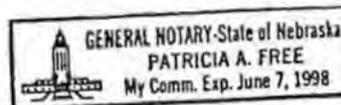
Incorporator

STATE OF Nebraska  
COUNTY OF Thurston :SS

On this 13 day of June, 1996, before me, the undersigned Notary Public, personally appeared John Blackhawk, Norma Stealer, Victor Bird Jr, and Jerome La Pointe Sr. to me known to be the persons named in and who executed the foregoing Articles of Incorporation for Little Priest Tribal College, Inc., and acknowledged execution of same as their voluntary acts and deeds.

(b)(6)

NOTARY PUBLIC



**COLLEGES AND UNIVERSITIES RATE AGREEMENT**

EIN: 1470049123A8

DATE:02/12/2016

ORGANIZATION:

FILING REF.: The preceding agreement was dated 09/19/2012

University of Nebraska-Lincoln  
401 Canfield Administration Bldg.  
P.O. Box 880439  
Lincoln, NE 68588-0425

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

**SECTION I: Facilities And Administrative Cost Rates**

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

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2015	06/30/2016	52.00	On Campus	Organized Research
PRED.	07/01/2016	06/30/2018	53.50	On Campus	Organized Research
PRED.	07/01/2015	06/30/2018	46.50	On Campus	Ag Research Div.
PRED.	07/01/2015	06/30/2018	51.00	On Campus	Instruction
PRED.	07/01/2015	06/30/2018	42.00	On Campus	Other Sponsored Activities
PRED.	07/01/2015	06/30/2018	32.50	On Campus	Coop Exten Services
PRED.	07/01/2015	06/30/2018	26.00	Off Campus	All Programs
PROV.	07/01/2018	06/30/2020			Use same rates and conditions as those cited for fiscal year ending June 30, 2018.

ORGANIZATION: University of Nebraska-Lincoln

AGREEMENT DATE: 2/12/2016

---

\*BASE

Modified total direct costs, consisting of all direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel and up to the first \$25,000 of each subaward (regardless of the period of performance of the subawards under the award). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, rental costs, tuition remission, scholarships and fellowships, participant support costs and the portion of each subaward in excess of \$25,000. Other items may only be excluded when necessary to avoid a serious inequity in the distribution of indirect costs, and with the approval of the cognizant agency for indirect costs.

ORGANIZATION: University of Nebraska-Lincoln

AGREEMENT DATE: 2/12/2016

---

---

**SECTION II: SPECIAL REMARKS**

---

TREATMENT OF FRINGE BENEFITS:

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

TREATMENT OF PAID ABSENCES

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

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

FRINGE BENEFITS:

FICA  
Retirement  
Unemployment Insurance  
Health Insurance  
Life Insurance  
Worker's Compensation

NEXT PROPOSAL DUE

Your next indirect cost proposal based on actual costs for the fiscal year ending 06/30/2017 is due in this office on 12/31/2017.

Equipment means article of nonexpendable, tangible personal property having a useful life of more than 1 year and an acquisition cost of \$5,000 or more per unit.

ORGANIZATION: University of Nebraska-Lincoln

AGREEMENT DATE: 2/12/2016

**SECTION III: GENERAL**

**A. LIMITATIONS:**

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

**B. ACCOUNTING CHANGES:**

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

**C. FIXED RATES:**

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

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

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

**E. OTHER:**

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

BY THE INSTITUTION:

University of Nebraska-Lincoln

(b)(6)

CHRISTINE A. JACKSON  
(NAME)

VICE CHANCELLOR for BUSINESS & FINANCE  
(TITLE)

2/22/2016  
(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)  
Arif M. Karim -S  
Digitally signed by Arif M. Karim -S  
DN: c=US, o=U.S. Government, ou=HHS, ou=OSC, ou=People,  
ou=Arif M. Karim -S, ou=2342.19200300.100.1.1-2000212893  
Date: 2016.02.21 00:42:38 -0600

(SIGNATURE)  
Arif Karim  
(NAME)

Director, Cost Allocation Services  
(TITLE)

2/12/2016  
(DATE) 7108

HHS REPRESENTATIVE: Matthew Dito

Telephone: (214) 767-3261

## BIBLIOGRAPHY

- 2014-2015 State Report Card. (2015). Published by the Nebraska Department of Education:  
Lincoln, NE. (Available at: [www.nde.state.ne.us](http://www.nde.state.ne.us))
- Aguilar, T. & Pohan, C.A. (1998). A Cultural Immersion Experience to Enhance Cross-cultural Competence. *Sociotam*, 8:29-49.
- Alaska Standards for Culturally Responsive Schools. (1998). Alaska Native Knowledge Network: Anchorage, AK. (Available at: University of Alaska Fairbanks, Alaska Native Knowledge Network, PO Box 756730, Fairbanks, AK, 99775-6730.)
- Benz Azure, L.J. (Spring, 2016). Actualizing the Seventh Generation Prophecy: A Case Study in Teacher Education at a Tribal College. *Tribal College Journal of American Indian Higher Education*, 27:3.
- Cleary, L. & Peacock, T. (1998). Collected Wisdom: American Indian Education. Allyn and Bacon: Needham Heights, MA.
- Crawford, J. (1996). Seven Hypotheses on Language Loss Causes and Cures. In G. Cantoni (Ed.) *Stabilizing indigenous languages* (pp. 51-68). Flagstaff: Northern Arizona University.
- Indian Nations at Risk: An Educational Strategy for Action (1991, Indian Nation at Risk Task Force, U.S. Department of Education.)
- Ingersoll, R. & Strong, M. The Impact of Induction and Mentoring Programs for Beginning Teachers: A Critical Review of Research. Published in the University of Pennsylvania Scholarly Commons.
- Katt, S. (November, 2015) Wanted: Qualified Teachers. Nebraska Teacher Shortage, NDE (<https://www.education.ne.gov/EducatorPrep/TopPages/TeShortage.html>).
- Marxen, C.E. & Rudney, G.L. (1999, Winter). An Urban Field Experience for Rural Pre-service

Teachers. *Teacher Education Quarterly*, pp. 61-74.

Melnick, S., & Zeichner, K. (1996). Teacher Education's Responsibility to Address Diversity Issues: Enhancing Institutional Capacity. *Theory into Practice*, 37(2):429-443.

National Collaborative on Diversity in the Teaching Force (2004). Assessment of Diversity in America's Teaching Force: A Call to Action. American Association of Colleges for Teacher Education, American Council on Education, Association of Teacher Educators, Community Teachers Institute, Recruiting New Teachers, and the National Education Association.

National Caucus of Native American State Legislators (2008), Striving to Achieve: Helping Native American Students Succeed. Published by the National Conference of State Legislatures. (ISBN 978-1-58024-499-2)

Pavel, D.M., Skinner, R.R., Farris, E., Cahalan, M. Tippeconnic, J. & Stein, W. (1998). American Indian and Alaska Natives in Postsecondary Education (NCES 98-291). Washington DC: U.S. Department of Education, National Center for Educational Statistics.

Sleeter, C. (2002). Epistemological Diversity in Research on Teacher Preparation for Historically Underserved Children. *Review of Research in Education*, 25: 209-249.

State of the Schools Report: A Report on Nebraska Public Schools. (2015). Published by the Nebraska Department of Education: Lincoln, NE (Available at: [www.nde.state.ne.us](http://www.nde.state.ne.us))

Stone, P., Solomon, D., Kushner, J., Berman, P., and Demmert, W. (2001). Going Schoolwide: An Exploratory Study of Title VII Comprehensive Schools Serving Native Americans. Published by the U.S. Department of Education, Office of Bilingual Education & Minority Languages Affairs.

# WINNEBAGO PUBLIC SCHOOLS

202 Osborne St., P.O. Box KK  
Winnebago, Nebraska 68071  
Phone (402) 878-2224 Fax (402) 878-2472

U.S. Department of Education  
Office of Indian Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

To Whom It May Concern:

The Winnebago Public Schools supports the efforts of the Consortium to apply for the Office of Indian Education, Professional Development grant offered through the U.S. Department of Education. The Consortium partners the Tribal Community Colleges with the University of Nebraska Lincoln and the Nebraska Department of Education in support of the Indigenous Roots Teacher Education Program.

The Winnebago Public Schools can support this program: by assisting in the applicant identification and selection process, serving on a community advisory council as needed, as local substitutes if eligible, adjusting work schedules to accommodate needs, identifying appropriate mentor/teachers, providing access to school district resources when needed, and by considering program graduates for employment as teachers.

We will be happy to inform program graduates of any openings/positions that are relevant. We will also provide support and mentor new program teachers who are hired by the district, as they begin to work in our school district.

We anticipate that Winnebago Public Schools students, staff, teachers and community members will benefit from the efforts of this program – especially the emphasis on indigenous language and culturally relevant curriculum. Indeed, the school district has hired four program graduates to work as teachers (Special Education, Title 7, Advising/Counseling), and has provided practicum and student teaching experiences for at least 10 program participants.

We are committed to meeting the needs of students enrolled at Winnebago Public Schools so as to provide every opportunity for student success in learning. This program has the potential to bridge the gap that sometimes occurs between the community and the school district.

Sincerely,



Dan Fehring, Superintendent  
Winnebago Public Schools



# Umo<sup>n</sup>ho<sup>n</sup> Nation Public School

470 Main Street P.O. Box 280 Macy, NE 68039  
402-837-5622 402-837-5245 FAX  
Business Office 402-837-5344 Superintendent's Office 402-837-5368

*"Strengthening Native traditions...learning to flourish in other cultures"*  
*"Motivate, Move, Mold, and Make your Mark"*

Stacie Hardy, Superintendent  
Broderick Steed, Secondary School Principal  
Mary Anne Oehlerking, Elementary Principal

June 15, 2016

U.S. Department of Education  
Office of Indian Education  
400 Maryland Avenue, SW  
Washington, DC 20202

To Whom It May Concern:

The Umo<sup>n</sup>ho<sup>n</sup> Nation Public School District strongly supports the Indigenous Roots Teacher Education program, and the efforts of the University of Nebraska-Lincoln, Little Priest Tribal College and the Nebraska Department of Education in developing this program to better serve our Native American students enrolled at the Umo<sup>n</sup>ho<sup>n</sup> Nation School.

The Umo<sup>n</sup>ho<sup>n</sup> Nation Public School District has greatly benefited from the Indigenous Roots Teacher Education program. Our school district has hired the majority of the graduates from the Indigenous Roots program over the last several years to work as teachers and school administrators in Macy, NE. We currently have at least nine graduates who are currently working as certified teachers in our school district, so our school (100% Native American) and community have already seen the benefits of this kind of program.

We are happy to provide a representative to serve on the community advisory council, and we will assist in identifying and selecting qualified applicants for the Indigenous Roots Teacher Education Program.

Umo<sup>n</sup>ho<sup>n</sup> Nation Public School District will work to find employment for those students working toward their degrees and teacher certification. As in the past, Umo<sup>n</sup>ho<sup>n</sup> Nation Public School District will actively consider program graduates for employment as teachers within our school district. We will identify teacher mentors who will support students while participating in the program, and also after graduation and if employed within the school district.

Please let me know if there is anything else that I can do to support this important project. To be able to offer a teacher education program with goals such as this, not only benefits new teachers, and our K-12 students, but also provides professional development for the current teaching staff and brings important culturally relevant resources into our school and community.

Sincerely,

Stacie Hardy, Ed.S.  
Superintendent  
Umo<sup>n</sup>ho<sup>n</sup> Nation Public School District

# Santee Community School

**Superintendent**  
Carol Rempp

VILLAGE OF SANTEE  
206 FRAZIER AVENUE EAST  
NIOBRARA, NEBRASKA 68760-7213

**Principal**  
Tony Hoffman

Phone: (402) 857-2741

Fax: (402) 857-2743

<http://www.santeeschools.org>

---

U.S. Department of Education  
Office of Indian Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

To Whom It May Concern:

The Santee Community Schools supports the efforts of the Consortium to apply for the Office of Indian Education, Professional Development grant offered through the U.S. Department of Education. The Consortium partners Little Priest Tribal College with the University of Nebraska-Lincoln and the Nebraska Department of Education in support of the Indigenous Roots Teacher Education Program.

The Santee Community Schools can support the grant by assisting applicant identification and selection, having representatives on the community advisory council as needed, identifying appropriate mentor/teachers for students to work with for practicums and student teaching, hiring students as local substitutes if eligible, and considering program graduates for employment as teachers when filling vacant positions.

We will inform graduates of any vacancies within the district that they are certified for. If they are hired as new teachers we will also work with the program to provide support and mentoring for new teachers to ensure they are a success.

The emphasis of the program on indigenous language and culturally relevant curriculum will benefit our students and by extension our community. An outstanding example of this is that our current Dakota Culture and Language instructor is a previous graduate of the program. We also have an elementary teacher who is a graduate of the program.

We are committed to meeting the needs of students enrolled in Santee Community Schools. This program provides a bridge to the community by supporting community members in achieving the status of educator at the school and by providing quality role models for all students at Santee Community Schools.

Sincerely,



Carol R. Rempp, Superintendent  
Santee Community Schools

# WALTHILL PUBLIC SCHOOL



HOME OF THE BLUJAYS



High Expectations in a Safe Environment

## BOARD MEMBERS

Donald Grant, President  
James Randol Sr., Vice-President  
Chad Fuller, Secretary  
Chris Morgan  
Richard Valentino  
Vida Stabler

## SUPERINTENDENT

Ed Stansberry  
[estansberry@walthillschool.org](mailto:estansberry@walthillschool.org)

602 Main St. Box 3C  
Walthill, NE 68067-0563  
Phone (402) 846-5432  
Fax (402)846-5932

## SECONDARY PRINCIPAL

Ed Ross  
[eross@walthillschool.org](mailto:eross@walthillschool.org)

## ELEMENTARY PRINCIPAL

Marty Slaughter  
[mslaughter@walthillschool.org](mailto:mslaughter@walthillschool.org)

## ASSISTANT PRINCIPAL

Mark Evetovich  
[mevetovich@walthillschool.org](mailto:mevetovich@walthillschool.org)

U.S. Department of Education  
Office of Indian Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

Dear Ms. Engen-Wedin:

As School Board Chair of Walthill Public Schools I am writing to support this application to the U.S. Department of Education for the Indigenous Roots Teacher Education Program. Besides the school districts, this consortium partners Little Priest Tribal College, the Nebraska Department of Education with the University of Nebraska-Lincoln. I know this program has the potential to directly benefit K-12 American Indian students enrolled in Walthill Public Schools (WPS).

WPS is happy to assist the Indigenous Roots Program by helping to identify and select qualified students/applicants for the program and to support the students while they are enrolled in classes with UNL. Classroom teachers with excellent teaching skills will work alongside the students as mentors and participate in the community advisory council when needed. Each program graduate will be considered for future employment when relevant positions are open within the school district. We will notify graduates when such positions are vacant, and will also support induction services that are provided to program graduates hired by WPS.

WPS has a track record of supporting the Indigenous Roots program. Since 2001, WPS has supported at least seven American Indian students to work as paraprofessionals while they also completed the requirements of their degrees and certification. The students got first-hand experience working at the school – serving as substitute teachers, teaching in the after-school or summer school program, and participating in school leadership committee(s). In the past, our elementary teacher, Michelle Stark, provided academic support and mentoring to students enrolled in the program, but since she has moved to another school district, we will find someone to replace her in this role.

Our school is excited about the Indigenous Roots program and the plan to prepare new teachers. It allows us to enhance our own curriculum, and fills an important niche in our community. Thank you for your time and for this opportunity.

Sincerely,

(b)(6)

Donald Grant, School Board Chair  
Walthill Public Schools



Vida Stabler, Title VII Indian Education Director  
Umo<sup>h</sup>o<sup>n</sup> Language & Cultural Center  
Umo<sup>h</sup>o<sup>n</sup> Nation Public School  
Box 280 - Macy, Nebraska 68039



Tuesday, June 28, 2016

To Whom It May Concern,

The Umo<sup>h</sup>o<sup>n</sup> Language and Cultural Center fully supports the development of certified teachers through the Indigenous Roots Teacher Program (IRTE). Over the years, evidence shows graduates of the Career Ladders and Indigenous Roots Programs have become successful teachers in our reservation schools.

I believe their success is due in part to the fact that they are *'of the community.'* They are stakeholders already vested in the communities they serve. They are the parents bringing their children to school and actively involved in their children's education. The Indigenous Roots Teacher Education Program helps them realize the dream of becoming a teacher and teaching the children of their communities.

The impact made by the past graduates cannot be understated. They enter the program having knowledge of the values, beliefs and traditions of their people. The IRTE affords them the opportunity to combine a quality teacher education program with the skills and knowledge already attained by living a life with the students they will serve. They are able to develop and enhance daily lessons by infusing culture to support existing school curriculum.

Beyond the attainment of their teaching degrees, the Indigenous Roots students often stay beyond the teacher contractual time to help at the school and also serve on community and Tribal programs like Diabetes Prevention, School Boards, etc

In closing, our school needs more native teachers. The majority of our teachers travel from outside the community and miss opportunities to learn from and interact with our community. As a native teacher and director of our Indian Education Program, I welcome the opportunity to work with Indigenous Roots students. They are role models in our communities and their impact on the education of our children is needed in education today.

Respectfully Submitted,

(b)(6)

Vida Stabler, Title VII Indian Education Director, UNPS

# OMAHA TRIBE OF NEBRASKA



## Executive Officers

Vernon Miller, Chairman  
Adriana Saunsoci, Vice-Chairwoman  
Jessica Webster-Valentino, Treasurer  
Jeffrey S. Miller, Secretary

## Members

Rodney Morris  
Clifford Wolfe, Jr.  
Michael D. Wolfe

Indigenous Roots Teacher Education Program  
Teaching, Learning and Teacher Education  
118 Henzlik Hall  
University of Nebraska-Lincoln  
Lincoln, NE 68588-0355

June 20, 2016

Dear Ms. Engen-Wedin,

On behalf of the Omaha Tribe of Nebraska & Iowa, I would like to strongly support the application for the Indigenous Roots Teacher Education program, and the efforts to develop a teacher training program which serves both K-12 American Indian students, and that also provides Bachelors Degrees to young people and interested community members.

We know that our Tribal community has benefited from the Indigenous Roots Teacher Education program from 1999 to the present. There have been a number of graduates from our community and the school districts have hired many as teachers. Students have served similarly in both Omaha Nation Public Schools and at Walthill Public Schools, which are both located on the Omaha Tribal Reservation in Nebraska. Indeed, I can personally share I have seen the benefits from the program through the enhanced classrooms whose educators are reflective of the students at the Umo"ho" Nation School. These graduates are doing a great job teaching and trying to raise the awareness of education, and the standards for K-12 students in our communities.

Additionally, as a member of the Board of Education, I know the Omaha Nation School District is also supportive of this program. We will support the school district in actively considering program graduates for employment as teachers, and to continue to foster a relationship to have community members engaged in this program at all levels.. If needed, we will also be happy to assist in identifying and selecting qualified applicants to participate in the Indigenous Roots Teacher Education Program.

On behalf of our tribe, students and potential teachers, I want to thank you again for offering these important educational opportunities. Please do not hesitate to call if you

---

Address P.O. Box 368 Macy, Nebraska 68037 • Phone (402) 837-5391 • Fax (402) 837-5308

# OMAHA TRIBE OF NEBRASKA



## Executive Officers

Vernon Miller, Chairman  
Adriana Saunsoci, Vice-Chairwoman  
Jessica Webster-Valentino, Treasurer  
Jeffrey S. Miller, Secretary

## Members

Rodney Morris  
Clifford Wolfe, Jr.  
Michael D. Wolfe

have any questions about the Omaha Tribe's support of this program. It is critical that we give the opportunity of education to all.

Sincerely,

(b)(6)

Vernon Miller  
Chairman

# WINNEBAGO TRIBE OF NEBRASKA

P.O. Box 687 • Winnebago, Nebraska 68071 • PH: 402-878-2272 • Fax: 402-878-2963

Visit us at: [www.winnebagoTribe.com](http://www.winnebagoTribe.com)

Friday, June 24, 2016

U.S. Department of Education  
Office of Indian Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

Dear Ms. Engen-Wedin,

I am writing on behalf of the Winnebago Tribe to strongly support this application for the Indigenous Roots Teacher Education Program. The Winnebago Tribe has long supported this statewide collaboration to bring a teacher training program to our community.

Winnebago is located in a rural area of northeast Nebraska. Our community and school is vibrant and growing, with a new hospital, a community college (Little Priest Tribal College) and a celebrated Educare program. The K-12 Winnebago Public School, serving 94% American Indian students, has been renovated within the past 10 years, including building additions to accommodate the growing school population – a 22% increase over enrollment just five years ago.

Since 2001 members living in and/or working in Winnebago, and surrounding communities, have had the opportunity to earn bachelors degrees and get certified to teach in Elementary or Middle Level Education, ELL, Special Education and also earn Masters Degrees, through the Indigenous Roots Teacher Education Program. At least 12 students have applied for and been selected to participate, and almost all have graduated and are now working in teaching/leadership positions throughout our community.

The tribe works hard to support the school district in actively considering program graduates for employment as teachers. And while our community has certainly benefited, there is an obvious, growing need for more American Indian teachers and administrators.

As a former member of the Winnebago Public School Board, I can personally attest to the importance of this program for our tribe, K-12 students as well as the post-secondary students who are enrolled. The tribe has a desire to support all our students in choosing a college education over the other options available to them as High School graduates. Indeed, we have used one or two components of Indigenous Roots to develop our own support program that encourages students to pursue post-secondary study in all fields. This kind of coordinated support makes it very likely that all our students will succeed and become contributing members in our community.

In March 2015 our boys were #1 at the state's High School Basketball tournament. The community swelled with pride and long celebrated this remarkable accomplishment. The Indigenous Roots program brings that same level of pride to our community, in celebrating the accomplishments of each graduate and in changing the lives of all preK-12 students enrolled in our school. On behalf of the Winnebago Tribe of Nebraska, students and potential teachers, I want to thank you for offering this important program, and the educational opportunities it provides to benefit all the members of our community.

Sincerely,

(b)(6)

Darla LaPointe, Chairwoman  
Winnebago Tribal Council

# OFFICE OF THE PRESIDENT



June 24<sup>th</sup>, 2016

U.S. Department of Education  
Office of Indian Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

Dear Ms. Engen-Wedin,

I am writing on behalf of Little Priest Tribal College (College) in support of the application for the Indigenous Roots Teacher Education Program (Program). Historically, the College has supported the Program because it has worked to develop tribal members into local educators and role models within our community.

Our College is a public institution that serves all students from around the United States. However, our central service area has been Northeast Nebraska, Southeast South Dakota, and Northwest Iowa, which includes four Nebraska Tribes: Ponca, Santee, Omaha, and the Winnebago. The college headquarters are located in the town of Winnebago. Over the past five years the student population has grown by 22% and represents a 94% Native American population base. Population growth in our greater community has increased the need for more qualified teachers.

Since 2001, the greater community has benefited from the Program by earning undergraduate and graduate degrees, and certifications to teach in Elementary, Middle Level Education, ELL, and Special Education. Further, the college supports the surrounding public and private schools by bridging programs, services, other resources, and actively recruiting students to participate in the Program.

As the President of the College, I strongly support the Program, and offer the use of our distance learning capabilities, classroom space, and meeting areas. I promise the College will help to advance the Program, which aligns with the College mission: "Be Strong and Educate My People" (Chief Little Priest).

Sincerely,

(b)(6)

Mianka Morgan



# NEBRASKA

## DEPARTMENT OF EDUCATION

[www.education.ne.gov](http://www.education.ne.gov)  
301 Centennial Mall South  
P.O. Box 94987  
Lincoln, NE 68509-4987  
TEL 402.471.2295  
FAX 402.471.0117

Friday, June 28, 2016

U.S. Department of Education  
Office of Indian Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

Dear Ms. Engen-Wedin,

I am writing to advocate for the Indigenous Roots Teacher Education Program proposed by a consortium that includes Little Priest Tribal College, the University of Nebraska-Lincoln College of Education and Human Sciences, and the Nebraska Department of Education. The Indigenous Roots program is designed to create capacity for success in Northeast Nebraska school districts that predominantly serve American Indian students. The Indigenous Roots Teacher Education Program has been successful in graduating, certifying, and placing American Indian students as teachers in Nebraska schools since the program began in 1999.

The Nebraska Department of Education (NDE) recognizes the need to improve the academic achievement of Nebraska American Indian students. Beginning in 2000, with help from constituents and the Native American Education Advisory Council, NDE developed a strategic plan to identify issues and priorities for Native American education in Nebraska. Raising standards for student achievement at the four school districts in northeast Nebraska was identified as a high priority and continues to be a high priority in 2016. Increasing the quality and number of Native American teachers working in these and reservation border communities is an important priority in our state.

Nebraska Department of Education activities that support these priorities include:

- Continuation of school improvement leadership teams at participating school districts to develop training programs and strategic plans using AdvancEd as the school improvement model
- Identification of school mentors to support students participating in the Indigenous Roots program and graduates who are currently working/employed within the participating school districts
- An annual joint conference of school staff, with a focus on American Indian educational best practices offered in Northeast Nebraska
- Support for individual students as they maneuver through Nebraska's teacher certification process

U.S. Department of Education - Office of Indian Education

June 28, 2016

Page Two

- Support for the ELL courses/concentration to instill Native languages (Dakota, Umo'ho' and Ho-Chunk) and culture throughout K-12 curriculum in participating school districts/communities
- Support for hiring certified Native American educators within the participating schools, districts and communities
- Commitment of department staff to support the Indigenous Roots Teacher Education Program, and to participate in community advisory teams, and provide consultation/assistance when needed

NDE staff will take active roles in the Indigenous Roots program, and will collaborate with consortium members to support students, as well as participating teachers, community members and school districts.

We are excited about participating in this consortium designed to improve Indian Education in Nebraska. It is our hope that individual schools and communities come together in support of schools as places where students achieve high standards, are engaged and motivated to learn, and where parents contribute to the educational process. It is our belief that the roots of this transformation lie in the communities themselves and the Indigenous Roots project supports these ideals.

Sincerely,

(b)(6)

/Matthew L. Blomstedt, Ph.D.  
Commissioner of Education

**SUPPORTING DOCUMENT 1: SAMPLE COURSE SCHEDULE  
FOR ELEMENTARY EDUCATION, ELL CONCENTRATION**

<p align="center"><b><u>Fall, 2016</u></b> Startup Recruitment Applications Acceptance Registration</p>	<p align="center"><b><u>Spring, 2017</u></b> TEAC 259: Instructional Technology LPTC: Dakota, Ho-Chunk or Umo<sup>ho</sup><sup>n</sup> Language I or Science Enhancement (Ecosystems of Northeast Nebraska) TEAC 330: Multicultural Ed. TEAC 490: IPADS in the Classroom</p>
<p align="center"><b><u>Summer, 2017</u></b> TEAC 331: Cultural Foundations of Education COMM 211: Intercultural Communications TEAC 438: Introduction to Linguistics for Classroom Teachers (A/S) LPTC/NICC: Human Growth and Development (EDPS 251 Equivalent)</p>	
<p><b><u>Fall, 2017</u></b> LPTC/NICC: Multiethnic Literature/Native American Literature TEAC 297a: Practicum Infused with Methods LPTC: MATH 2200 Special Topics - Contemporary Math/Statistics (Math 203)</p>	<p><b><u>Spring, 2018</u></b> TEAC 413a (ELL): Language Acquisition LPTC/NICC: MATH 2200 Special Topics Geometry for Elementary Teachers (Math 202) TEAC 311/313: Culturally Relevant Teaching Methods (Language Arts/Reading) *</p>
<p align="center"><b><u>Summer, 2018</u></b> TEAC 305/307: Culturally Relevant Teaching Methods (Arts/Social Studies) SPED 401a: Introduction to Special Education TEAC 413b (ELL): Teaching &amp; Curriculum</p>	
<p><b><u>Fall, 2018</u></b> TEAC 308/315: Culturally Relevant Teach Methods (Science/Math) TEAC 397a: Practicum Infused with Methods LPTC/NICC: Children's Literature</p>	<p><b><u>Spring, 2019</u></b> TEAC 497a: Student Teaching (Mainstreaming, ESL and Multicultural Education)</p>
<p align="center"><b><u>Summer, 2019</u></b> LPTC/NICC/TEAC: General Ed. Requirements or Enhancement (If needed) TEAC 413m (ELL): Teaching Across Content Areas</p>	

**2019/2020 Academic School Year – Year 4 Induction Period for  
Graduates** Placement in NE Nebraska and/or other relevant placements

\* Most students will not register for all classes offered because they will have already earned transfer equivalency credits for A/S or General Education courses as part of the AA or BA/BS degrees. This shows the range of courses that could be offered.

## SUPPORTING DOCUMENT 2

### Adding a Mild/Moderate Disabilities Endorsement to an Existing Teaching Certificate

SPED	400/800*	3	Characteristics of Exceptional Persons
SPED	412/812	3	Assessment Techniques for Diverse Learners
SPED	303	3	Behavior Management
SPED	414/814	3	Instructional Methods for Students with Diverse Needs
<b>Professional Courses for the Endorsement</b>			
SPED	806 806A		Reading and Writing Disabilities-Adolescent Practicum: Reading and Writing-Adolescent
<b>OR</b>			
SPED	815 815A	3 1	Reading and Writing Disabilities-Elementary Practicum: Reading and Writing-Elementary
SPED	820	3	Curriculum and Direct Instruction: Math (for the 7-12 Endorsement only)
SPED	880	3	Educating Students with Intellectual & Developmental Disabilities
SPED	897M	3	Student Teaching, K-6 or 7-12, or both

### Adding an ELL Endorsement to an Existing Teaching Certificate

TEAC	438	3	Linguistics for the Classroom Teacher
COMM	211	3	Intercultural Communications
TEAC	413a	3	Language Acquisition
<b>Professional Courses for the Endorsement</b>			
TEAC	813b	3	ESL: Curriculum and Instruction
TEAC	841	3	ESL: Content Area Reading
TEAC	813d	3	ESL: Assessment
TEAC	897	3	Student Teaching, K-12 ESL

ELL and Special Education faculty have already consulted about how to create a specialized endorsement in each area for the students selected to participate in IRTE. It is important for the coursework apply toward earning a Masters Degree, should the IRTE student have interest in completing the Masters, after having completed the requirements for IRTE.

# Supporting Document 3 - Indigenous Roots Teacher Education - Student Progress Chart - Sample

## Current / Students Full-Time

Name	Middle or Elementary Level	GPA/Cumulative Credits	Degree AA	School Practicum (Completed)	PPST/Praxis I Math/Rd/Writ	Praxis II	Coursework Completed	Student Teaching	Graduation Date	Teaching License	Placement	IRTE Status
***	Elementary Level ESL	2.500/128	AA	Winnebago P.S. (1)	Yes/Yes/No	No	No	No	NA		Self Employed	Current
****	Middle Level ESL	2.896/222.32	AA	Santee C.S. (3)	Yes/Yes/Yes	No	No	No	May, 2010		Santee Day Care Santee, NE	Current Re-admitted
*	Elementary Level ESL	3.108/176	AA	Winnebago P.S. (2)	Yes/Yes/Yes	Yes	Yes	Yes	May, 2010		Substitute Teacher Walthill P.S.	Current
*	Elementary Level ESL	3.279/171	AA	Winnebago P.S. (2)	Yes/Yes/Yes	No	Yes	Current	May, 2010		Substitute Teacher Winnebago P.S.	Current
*	Elementary Level ESL	2.755/169	AA	Umo <sup>ho</sup> Nation P.S. (2)	Yes/Yes/Yes	Yes	Yes	Current	May, 2010		Paraprofessional, Umo <sup>ho</sup> Nation	Current

## Graduated / Students Completed

Name	Middle or Elementary Level	GPA/Cumulative Credits	Degree AA	School Practicum (Completed)	PPST/Praxis I Math/Rd/Writ	Praxis II	Coursework Completed	Student Teaching	Graduation Date	Teaching License	Placement	IRTE Status
**	Elementary Level ESL	3.812/67	BA	Umo <sup>ho</sup> Nation P.S. (2)	Yes/Yes/Yes	Yes	Yes	Yes	June, 2008	Yes	Alternative School Teacher, K-12 Umo <sup>ho</sup> Nation P.S.	Completed**
****	Elementary Level ESL	3.367/165	AA	Umo <sup>ho</sup> Nation P.S. (2)	No/Yes/Yes	Yes	Yes	No*	Dec., 2008		Non-Teaching Related Position	Graduated w/o Certification
	Elementary Level ESL	3.040/176	AA	Winnebago P.S. (2)	Yes/Yes/Yes	Yes	Yes	Yes	May, 2009	Yes	Title I/JOM Program Director Winnebago P.S.	Graduated
	Elementary Level ESL	3.930/185	AA	Santee C.S. (2)	Yes/Yes/Yes	Yes	Yes	Yes	Aug. 2007	Yes	Title I Teacher, Niobrara P.S.	Graduated
**	Elementary Level ESL	3.545/67	BA	St. Augustine's (2)	Yes/Yes/Yes	Yes	Yes	Yes	Aug. 2007	Yes	Grades 7/8 Inclusive St. Augustines	Completed**
**	Elementary Level ESL	3.341/55	BA	Walthill P.S. (2)	Yes/Yes/Yes	Yes	Yes	Yes	June, 2008	Yes	Language/Culture Teacher Umo <sup>ho</sup> Nation P.S.	Completed**
	Middle Level ESL	3.222/262.32	AA	Santee C.S. (3)	Yes/Yes/Yes	Yes	Yes	Yes	Dec. 2005	Yes	Marty Indian School, Marty, SD	Graduated
	Middle Level ESL	3.137/196.32	Some couses	Santee C.S. (5)	Yes/Yes/Yes	Yes	Yes	Yes	May. 2007	Yes	Language/Culture Teacher Santee PS	Graduated

## Students - On Leave/Dropped

Name	Middle or Elementary Level	GPA/Cumulative Credits	Degree AA	School Practicum (Completed)	PPST/Praxis I Math/Rd/Writ	Praxis II	Coursework Completed	Student Teaching	Graduation Date	Teaching License	Placement	IRTE Status
	Elementary Level ESL	2.314/99	AA	Walthill P.S. (2)	NA	NA	No	No			Paraprofessional, Walthill P.S.	Dropped
	Elementary Level ESL	2.628/27	BA	Umo <sup>ho</sup> Nation P.S. (1)	Yes/Yes/No	NA	No	No			Paraprofessional Umo <sup>ho</sup> Nation	Dropped
	Elementary Level ESL	0.0/0	BA	Walthill P.S.	NA	NA	No	No			Paraprofessional Walthill P.S.	Dropped
	Middle Level ESL	2.688/77.31	AA	Umo <sup>ho</sup> Nation P.S. (3)	NA	NA	No	No			Paraprofessional Umo <sup>ho</sup> Nation	Dropped

\* All students planning to enroll in Methods Courses have passed the PPST/Praxis I. Some students have re-scheduled student teaching because significant family issues have influenced their degree completion.

\*\* Post-baccalaureate students do not earn degrees, they are awarded the teaching license when finished. Post-bac students can take graduate level classes.

\*\*\*These students participated as part time students and were not eligible for the monthly stipend.

\*\*\*\* Graduated without certification.

**SUPPORTING DOCUMENT 4:**

**CEHS Common Assessment Instrument Framework for CAEP, Submitted by Soo-Young Hong (CYAF), Sue Kemp (SECD) & Steve Swidler (TLTE)**

**Basis on which to build**

**1. Child and Youth Development.** Demonstrates knowledge of how individuals grow, develop and learn intellectually, socially and personally. INTASC 1

<b>Unacceptable</b>	<b>Emergent</b>	<b>Sufficient</b>	<b>Advanced</b>
Does not identify or describe age-typical physical, social, emotional, cognitive and language characteristics of students. Plans for instruction do not account for differences in students' developmental levels. Holds expectations for students that are developmentally inappropriate.	Identifies and sufficiently describes age-typical characteristics of students in at least one domain of physical, social, emotional, cognitive or language development. Instructional plans (or ideas presented in assignment) are compatible with students' developmental level in some but not all domains.	Identifies and describes age-typical characteristics of students' physical, social, emotional, cognitive and language development. Instructional plans (or ideas presented in assignment) are developmentally appropriate for students' physical, social, emotional cognitive and language development.	Identifies and describes in detail age-typical physical, social, emotional, cognitive and language characteristics of students. Connects understanding of the characteristics with their implications for classroom practices. Expectations for students are developmentally appropriate.
0	1	2	3

**2. Diversity.** Demonstrates knowledge about how the social, economic, linguistic and cultural backgrounds of students, and family dynamics impact learning. INTASC 2

<b>Unacceptable</b>	<b>Emergent</b>	<b>Sufficient</b>	<b>Advanced</b>
Does not recognize differences among students; or does not acknowledge differences among students; and does not interact appropriately with students with differences. May actively demonstrate bias against individuals or groups.	Recognizes at least some categories of differences among students and may recognize the impact that some differences have on student learning needs. Addresses students appropriately. Holds lowered expectations of students with differences and limits efforts to differentiate instruction.	Addresses students appropriately and with respect. Holds the same high expectations of all students. Recognizes most categories of differences among students and lessons reflect these differences in student learning needs. Is capable of explaining instructional needs of some of those categories.	Addresses students appropriately. Able to explain how student differences affect learning needs. Incorporates the knowledge of all categories of student differences into lesson planning. Identifies student differences, adapts lessons to meet different learning needs, and maintains high expectations of all students.
0	1	2	3

**3. Subject Matter Knowledge for Teaching.** Makes content knowledge accessible to students. INTASC 4, INTASC 4

<b>Unacceptable</b>	<b>Emergent</b>	<b>Sufficient</b>	<b>Advanced</b>
Does not demonstrate sufficient content knowledge for the lessons that are delivered; Is unable to use that content knowledge. Teaches erroneous knowledge. Does not connect individual lessons to district or state curriculum objectives or content standards.	Demonstrates mastery of most common content knowledge for the lessons that are delivered; and shows mastery of some but not all specialized knowledge necessary for the lesson. Makes some errors in the content delivered to students. Usually accommodates lessons appropriately in response to student confusion or errors in content.	Demonstrates mastery knowledge of common and specialized content appropriate to the lessons are delivered; and demonstrates an understanding of student needs, and of effective teaching; and make some connections among those. Makes few or no errors in content. Accommodates lessons appropriately in response to student confusion or errors in content. Content is clearly aligned district or state curriculum objectives and content standards.	Excellent mastery in the content appropriate to the lessons; Anticipates students misconception and modifies instruction to respectfully confront thesis; Uses their knowledge, appropriate guidelines/standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child. Lessons are effectively delivered and demonstrate good connection between knowledge of content, student and teaching..
0	1	2	3

**Act of Teaching**

**4. Planning for Learning.** Creates useable lessons and unit plans based on knowledge of the discipline, students, and curricular goals. INTASC 7, INTASC 7

<b>Unacceptable</b>	<b>Emergent</b>	<b>Sufficient</b>	<b>Advanced</b>
Instructional activities are randomly chosen or incompletely described or both. The lesson is poorly organized. The lesson plan shows no evidence of scaffolding. There is no continuity between the lesson and the overall unit. Learning objectives are missing from lesson plans; or the assessment plan is incompatible with learning objectives; or these objectives reflect an inappropriate expectation.	Some but not all activities within the lesson plan are aligned with the overall plan and with learning objectives. Instructional activities may be incompletely described. The learning objectives are present and appropriate. The assessment plan is compatible with most but not all learning objectives.	All instructional activities are articulated and aligned with the overall plan. Learning objectives are present, expectations are appropriate, and both objectives and expectations represent important discipline-based learning. The assessment plan is compatible with all learning outcomes.	Activities within the lesson plan are carefully articulated in the overall lesson design and provide differentiation for diverse learners. Objectives are present, set high expectations, and represent important discipline-based learning. The assessment plan is fully compatible with all learning objectives and provides alternatives for individual students as needed.
0	1	2	3

**5. Responsive Teaching.** Skillfully implements lessons that are flexible and intentional to meet individual student needs. INTASC 5, 8, INTASC 5, 8

<b>Unacceptable</b>	<b>Emergent</b>	<b>Sufficient</b>	<b>Advanced</b>
Lacks a plan for instruction or teaching reflects a failure to execute the lesson plan. Or rigidly adheres to a lesson plan regardless of evidence from students or in the classroom that the lesson is not working. Is inflexible in adapting plans based on students' current behaviors, interests, or needs. Does not notice when something needs to be done differently.	Teaching has partially implemented the plan for instruction. Does not consistently notice all relevant student responses, behavior, interests, or needs. Makes limited adjustments in lessons based on those student responses that were observed.	Has a plan for instruction and follows that plan. Notices most student responses to the lesson, and makes sufficient adaptations so that students remain engaged. The majority of students are engaged in the lesson from start to finish.	Follows the plan for instruction and 'thinks on their feet' to adjust to students during the lesson. Shows a keen understanding of individual students' experience of the lesson. Adaptations are effective. The majority of students are engaged in the lesson from start to finish.
0	1	2	3

**6. Assessment.** Uses informal and formal assessments to inform instruction and support continuous development of all students. INTASC 6, INTASC 6

<b>Unacceptable</b>	<b>Emergent</b>	<b>Sufficient</b>	<b>Advanced</b>
Does not implement assessments into lessons. Does not understand the role of assessment in instruction. Never uses assessment information in making decisions about instruction.	Implements assessment at least some of the time while teaching, but does not consistently use assessment results to inform future instructional decision-making.	Implements assessment regularly and uses assessment results in subsequent planning and decision-making.	Understands the cycle of assessment and embeds multiple forms of assessments throughout lessons in an ongoing manner. Routinely uses that information in instructional planning and decision-making. Assessment drives decision-making.
0	1	2	3

## Relationships and Inclusion

### 7. Relationships with Students. Develops and maintains rapport with individual and groups of students. INTASC 3, INTASC 3

Unacceptable	Emergent	Sufficient	Advanced
Is mean to or yells at students; Publically insults students in class; Does not appear to like students; Is disengaged from students; Uses sarcasm in interactions with students	Is professional and even mannered in interactions with students; is neither detached from nor emotionally engaged with students; Interactions with students are impersonal, much like speaking to a store clerk or hotel receptionist. May be overly permissive.	Demonstrates empathy with all students in spoken and unspoken communication. Is friendly and professional in interactions. Responds to students' interactions. Has average expectations for students.	Has genuine and warm relationships and communicates high expectations to all students. Demonstrates empathy in unspoken and spoken communication with students. Actively seeks frequent opportunities to engage with students. Validates student efforts to learn, gives corrective feedback, and encourages students to try again.
0	1	2	3

### 8. Inclusive Practices. Adapts curriculum and instruction for students with disabilities. INTASC 2, INTASC 10

Unacceptable	Emergent	Sufficient	Advanced
Resists having students with disabilities or diversities in the classroom. Ignores or is disengaged from students with disabilities or diverse students.	Attempts to engage and include students with disabilities, but these attempts are awkward and generally ineffective. Lessons show very limited differentiation. Modifications made to accommodate students with disabilities single out or draw attention to the disability.	Is welcoming of students with disabilities and diverse students in the classroom. Adapts teaching to different learning styles of students and these adaptations are effective most of the time. Maintains appropriately high expectations for all students.	Is actively engaged with students with disabilities. Uses heterogeneous, fluid groupings of students during instructions. Proactively thinks of ways to engage and include students. Differentiates instruction for individual students while maintaining appropriately high expectations for students. Is consistently effective.
0	1	2	3

**9. English Language Learners.** Adapts curriculum and instruction for English Language Learners. INTASC 2, INTASC 2

<b>Unacceptable</b>	<b>Emergent</b>	<b>Sufficient</b>	<b>Advanced</b>
Does not use language that is comprehensible for English Language Learners in the classroom. Does not use linguistically or culturally responsive instruction strategies. Makes no attempt to incorporate students' first languages in classroom activities.	Only occasionally uses language that is comprehensible for English Language Learners in the classroom. Only occasionally uses linguistically or culturally responsive instruction strategies. Makes a few limited attempts to incorporate students' first languages in classroom activities.	Usually uses language that is comprehensible for English Language Learners in the classroom. Uses a variety of linguistically or culturally responsive instruction strategies. Whenever possible, appropriately incorporates students' first languages in classroom activities.	Reliably and consistently uses language that is comprehensible for English Language Learners. Uses a large variety of linguistically or culturally responsive instruction strategies that are well-matched to students' needs. Consistently, strategically, and appropriately incorporates students' first languages in classroom activities
0	1	2	3

**Classroom culture and technology**

**10. Learning Culture.** Creates classroom communities that invite student engagement and learning and encourage positive social interactions. INTASC 3, INTASC 3

<b>Unacceptable</b>	<b>Emergent</b>	<b>Sufficient</b>	<b>Advanced</b>
The classroom environment is cold and sterile. Little or no attention is paid to interpersonal interactions in the classroom. There is no community or attempt to build community in the classroom. In some cases, the classroom is punitive and characterized by public humiliation of students.	The classroom environment is attractive but too much attention is paid to the aesthetics of the environment and, there are rules warning students not to touch, tear, or spill. There are limited or restricted opportunities for peer interactions. The classroom promotes competition instead of cooperation.	The classroom environment is attractive, age appropriate (both physically and socially), and comfortable. Multiple opportunities are created for enjoyable peer interactions and learning together. There is a cooperative, healthy community in the classroom. Some modeling and instruction is provided in affective and social skills.	The environment is appropriate for age and learning and supports students' sense of success, self-efficacy and self-determination. Multiple opportunities are created for peer relationships that are valued and supported. Students feel valued and appreciated with high expectations and accountability. Modeling and direct Instruction in affective and social skills is incorporated into many different lessons.
0	1	2	3

**11. Managing Classroom Activities and Learning Environment.** Uses positive behavior management strategies with individuals, small groups of students and entire class for the benefit of learning. INTASC 3, INTASC 3

<b>Unacceptable</b>	<b>Emergent</b>	<b>Sufficient</b>	<b>Advanced</b>
Classroom management is punitive and reactive and there are no clear standards defining positive classroom behavior. There is no evidence of rules and students are blamed for behavior problems without recognizing the contribution of the classroom environment or routines. The teacher candidate is unaware of contributions of personal behavior to classroom management.	The teacher candidate demonstrates a few classroom management strategies and uses these same strategies repeatedly to respond to all classroom management issues. Classroom rules are vague, negative, or rigid. Rules are inconsistently enforced or ineffectively shared.	Appropriate expectations are clearly communicated to students. Classroom rules describe positive behaviors as well as or instead of problem behaviors. Management strategies are unobtrusive and complement ongoing learning. Rules are consistently enforced.	Classroom management is proactive, positive, and multiple strategies are implemented. Strategies are individualized and used in a positive to engage students. Students may be invited to take part in rule making and management strategies. The teacher candidate uses strategies that promote self-regulation.
0	1	2	3

**12. Instructional Tools and Technology.** Integrates appropriate technologies for enhancing learning tasks. INTASC 5, 8, INTASC 5, 8

<b>Unacceptable</b>	<b>Emergent</b>	<b>Sufficient</b>	<b>Advanced</b>
The teacher candidate avoids technology and cannot articulate appropriate uses for technology in instruction.	Some technology is available in the classroom and the school, and the teacher candidate uses it on a limited basis. Technology is used as an “add on” to instruction and is not integral to instructional goals and activities.	The teacher candidate uses available technology in the classroom, and integrates technology into teaching. Can articulate creative uses for existing technology.	Technology is infused into and transforms instruction in effective ways. Readily adopts emerging technology and seeks out opportunities to learn about new technologies that are not already available in the school.
0	1	2	3

## Collaboration and professional growth

**13. Collaborative Relations and Professional Conduct.** Uses effective communication and consultation techniques with other professionals and families for the benefit of student learning. INTASC 9, INTASC 10

Unacceptable	Emergent	Sufficient	Advanced
Does not communicate orally or in writing. Makes derogatory comments about students, colleagues, parents, families, schools. Violates ethical codes of conduct. Makes inappropriate use of social media.	Is a willing partner with colleagues if they initiate collaboration. Is appropriate and well-mannered in conduct. Communicates with colleagues and families.	Has strong oral and written communication; and readily and effectively partners with other professionals or families to plan, create and sustain learning environments. Is familiar with and follows professional codes of conduct.	Has strong oral and written communication; and takes a leadership role in forming or maintaining collaborative partnerships with colleagues or families. Takes initiative in establishing relationships with families. Uses a professional code of conduct as a resource for decision-making.
0	1	2	3

**14. Reflective Practices and Professional Growth.** Continually evaluates how choices and actions affect students and others in the learning community, makes necessary adjustments and seeks opportunities to grow professionally. INTASC 2, INTASC 9

Unacceptable	Emergent	Sufficient	Advanced
Does not attend professional development opportunities. Reflects on practice only when prompted or required to do so. Reflection is merely recounting what occurred and includes no conclusions, interpretations, or recommendations for future practice. Does not make judgments or form opinions for refinement or adjustments to teaching.	Attends required professional development activities. Draws conclusions or opinions about what occurred during teaching, but is unsure what to do about it. Does not necessarily take action based on feedback or observations.	Attends all professional development activities that the cooperating teacher attends; and attends local or state conferences if opportunities arise; and applies information from professional development activities. When reflecting on instruction, makes one or more specific suggestions for revising teaching. Uses feedback to refine future teaching.	Seeks out professional development opportunities within and beyond the school setting. Is planful in advancing professional development. Routinely uses feedback and personal reflection to continuously refine and improve teaching. Increasingly differentiates instruction based on feedback or personal observation of the classroom and students. Shares information with others from professional development opportunities or from personal reflections.
0	1	2	3

## **SUPPORTING DOCUMENT 5: IRTE WORK PLAN**

### **STARTUP AND COMMUNITY ADVISORY COUNCIL**

- Notify consortium and school district partners
- Establish and meet with community advisory council to identify recruitment and review schedule
- Set up office, phone, fax, internet, wireless, laptop computers, IPADS, and cameras (all student and staff equipment is ordered)
- Establish technology work space on site at LPTC
- Create position description and post position for Project Coordinator and Student Assistant
- Hire Project Coordinator and Student Assistant by March 2017
- Hire site mentors by March 2017

### **RECRUITMENT AND REVIEW**

- Update brochure, announcement, application process, and web information by 11/15/16
- Create and distribute IRTE program brochure and application with updated recruitment information
- Establish community advisory council and UNL faculty review committee
- Hold recruitment meetings in the four target schools/communities to identify potential students and assist with the application process
- Collect IRTE applications from interested students submit by 02/01/17
- Complete recruitment and selection of IRTE students by 02/28/17
- Prepare application packets for review committee meetings by 03/15/17
- Coordinate review meetings in the four target communities to select 2016 IRTE participants
- Coordinate review meetings with UNL faculty to confirm 2016 IRTE participants

### **ADMISSIONS**

- Begin the process of admitting every student to UNL as a transfer student (transcripts, application)
- Project staff assist each IRTE student in preparing required materials for admission
- Students complete an initial criminal history check for the College of Education
- Complete financial aid FASFA if eligible and work with UNL's financial aid office

### **PROGRAM DEVELOPMENT & COMMUNITY ADVISORY COUNCIL**

- ELL/Linguistics provides consultation with education, practicum, student teaching, and methods faculty prior to every IRTE semester
- Establish community advisory council goals and identify meeting dates for: 1) recruitment efforts; 2) to address the future of IRTE and possible new endorsements; 3) and plan the 2020 "Lessons Learned" conference
- Explore IRTE future based in a higher education setting in northeast Nebraska

### **SITE MENTORS**

- Identify Teacher site mentors and sign contracts within each target school district by 4/15/17
- Site mentors communicate regularly with IRTE students on their experience in the program
- Site mentors participate in other program efforts, such as community advisory council, etc.
- Site mentors participate in community advisory council, sharing program outcomes, etc.
- Site mentors are often former IRTE program graduates who are now teaching in the four target schools

## **ORIENTATION**

- Letters are sent to each IRTE participant regarding acceptance, orientation, and payback
- Develop outline for payback agreements by March 1, 2017
- Coordinate orientation meeting to take place at UNL or LPTC/Winnebago by 04/01/17
- IRTE students attend orientation and sign payback agreements at UNL by 04/15/17
- Prepare student laptop computers, and other materials, to be distributed at orientation
- Prepare orientation program materials

## **HANDBOOKS**

- Create IRTE handbooks for students, consortium partners, and community advisory council members by August 2017
- Provide Fall 2017 in-service for students, school districts, and teachers by 08/31/17
- In-service is provided in each participating school district and with all IRTE students living in that community

## **COORDINATE QUALITY STUDENT SUPPORT SERVICES**

- Establish site mentors in each community/school district to support students
- Support services are coordinated with LPTC in northeast Nebraska and with UNL
- Project staff support each IRTE student individually and early on in IRTE, work with each student to identify a “circle of advocates” who will support and assist their educational endeavors
- Roz Hussin, distance education specialist, supports the faculty and students in using the web and online learning options as part of the program
- The ALTC learning center supports the technology needs of each IRTE student and updates student laptops, IPADS, etc.
- UNL admissions team supports IRTE student applications in spring 2017
- UNL advising center supports IRTE staff in reviewing student transcripts regularly to mark individual progress
- UNL career services meets with each student to help prepare application materials for the job hunt, such as resumes, cover letters, portfolios, creating a credential file, etc. Provides professional development opportunities to all UNL students about career opportunities, including IRTE
- UNL financial aid office supports those IRTE students who seek additional financial aid for completing the program
- UNL field experience office assists IRTE students in getting ready for practicum and student teaching semesters, and assigning cooperating teachers
- UNL office of students with disabilities provides support to IRTE students
- NDE staff supports project efforts in PRAXIS I and II
- IRTE staff assists in placement and induction services for all IRTE students
- LPTC and the Tribal Councils in target communities support IRTE students in a variety of ways including providing incentives for students to continue

## **PAYBACK**

- Payback agreements are signed and returned by 05/15/17
- Begin a tracking system to monitor accounts for every IRTE student
- Communicate regularly with IRTE students about the payback account and who to contact regarding their own payback account
- Update IRTE students two times a year about their payback account status

## **PROVIDE QUALITY PROGRAM & COURSE DEVELOPMENT**

- Finalize program coursework for elementary education endorsement
- Finalize program coursework for additional ELL and Special Education endorsements
- Analyze course transcripts for individual students and schedule advising session with each student
- Identify courses and identify potential faculty and create a course schedule
- Hire faculty and prepare paperwork for semester courses
- Order textbooks for semester courses and provide them to IRTE students
- Prepare faculty contracts each semester
- Identify LPTC courses for registration/schedule courses
- Set up course schedule for each semester starting in May, 2017 and through September 2019
- Coordinate meeting with faculty and ELL/Linguistic consultants about coursework development
- IRTE students complete courses at UNL and with LPTC, NICC
- Develop and share a program plan for each student
- Practicum and student teaching semesters are coordinated with cooperating teachers at the four target school districts

## **GRADUATION AND LICENSING**

- Graduation or teacher certification takes place for at least 16 students
- IRTE students participate in the ceremony and IRTE celebration that follows
- Coordinate paperwork and licensing for each student applicant as soon as they have graduated
- Assist students in preparing resume, application, and cover letters for job hunting
- IRTE graduate receives teachers license electronically

## **PLACEMENT**

- Placement and induction services take place for at least 16 students
- Students get support from IRTE staff, career services, etc.
- Students prepare resumes, cover letters and collect at least 6 reference letters
- Students complete applications for available positions and participate in interviews, etc.

## **INDUCTION SERVICES**

- Place each graduate in an appropriate school setting
- Identify site mentor(s) to support new IRTE graduate/during their induction year
- Order an induction library for each IRTE student placed in a school setting
- Regularly communicate with student about their new teaching experiences and answer any questions

## **SEMESTER COURSES INTEGRATING LANGUAGE AND CULTURE**

- IRTE semester courses take place at UNL, LPTC campus, or in a distance delivered format
- Are taught by faculty who infuse Native language and cultural traditions with the help of ELL/Linguistics consultants.
- Take place over the course of the year in the spring, summer and fall semesters.
- Include general education, pre-education, methods, literacy, technology, child development, cultural foundations and multicultural education, ELL courses in the Elementary Education program
- Individual student assessment takes place each semester midterm
- Administrative tasks (updated resumes, course syllabus, course evaluations) are completed every semester and annually by project staff

### **PRAXIS I and PRAXIS II**

- Begin registering undergraduate students for PRAXIS I (project coordinator, start April, 2017, and continue regularly until student passes)
- Monitor student progress on the PRAXIS I and course completion
- Once passed PRAXIS I, student enrolls in the Methods sequence of classes
- Enroll student in PRAXIS II during student teaching semester

### **TRAVEL**

- IRTE faculty and staff regularly travel to northeast Nebraska to deliver classes and/or meet with students in advising capacity
- IRTE staff participate in project director meetings
- When possible IRTE staff, faculty, students share IRTE outcomes at conferences/presentations

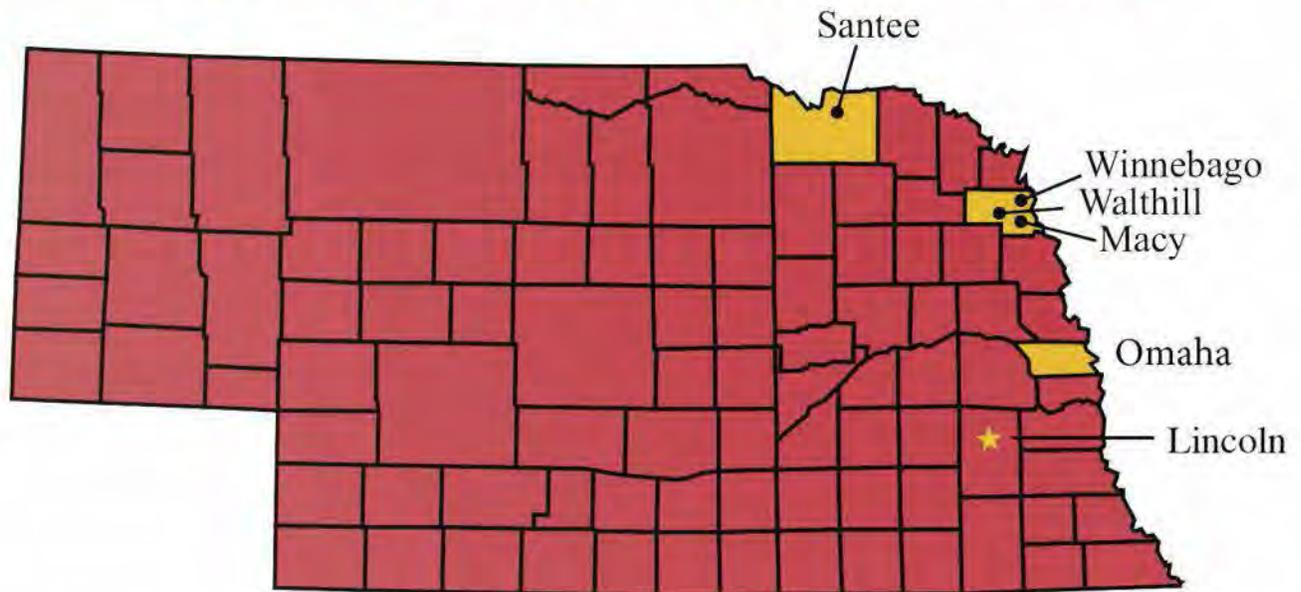
### **SOCIAL ACTIVITY**

- Plan one social activity to take place during summer break (picnic or fall football game) to involve all IRTE participants and family members
- Alternate the activity in every other year – one year in Northeast Nebraska or football game at UNL

### **“LESSONS LEARNED” CONFERENCE IN YR 4**

- Staff assist community advisory council in planning the conference to take place in YR4 at LPTC in Winnebago or UNL in Lincoln
- Identify IRTE program graduates to be involved
- Identify potential featured speakers to attend from outside the region who might speak to the conference theme
- Feature IRTE program as well as products/lessons that have been developed by IRTE graduates in partnership with consultants, faculty
- Prepare and promote the conference to take place during YR4
- Coordinate the “Lessons Learned” conference and celebrate IRTE’s 20<sup>th</sup> Anniversary

## IRTE Schools & Communities



### **Santee:**

Santee Community School

### **Winnebago:**

Winnebago Public & St. Augustine's

### **Walthill:**

Walthill Public School

### **Macy:**

Umo<sup>n</sup>ho<sup>n</sup> Nation School

## Budget Narrative File(s)

---

\* Mandatory Budget Narrative Filename:

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

---

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

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

**Budget Narrative for Indigenous Roots Teacher Education Program (IRTE) 2016-2020**

**YEAR 1 – Indigenous Roots Teacher Education Program**

**A. Personnel costs Year 1 – \$75,713**

<b>Personnel</b>	<b>Salary</b>
<b>PD Engen-Wedin</b>	12,546
<b>Prog. Coord. TBD</b>	26,667
<b>Course Faculty</b>	27,000
<b>Tech Support</b>	2,000
<b>Proj. Assistant</b>	7,500
<b>TOTAL</b>	<b>\$75,713</b>

**Salaries Year 1 - (\$75,713):**

All of the individuals involved in the IRTE have/will have previous experience working with K-12 or post-secondary American Indian students. The Project Director, Engen-Wedin works .50 FTE with the Indigenous Roots Teacher Education Program. The grant supports approximately .16 FTE of Engen-Wedin's (\$12,546) salary, with UNL supporting the remaining .35 FTE. A full time, 1.00 FTE, Program Coordinator (\$26,667) will be hired to start February 1, 2017. A position description for the Program Coordinator will be posted as soon as we are notified of grant funding. Qualifications include: Bachelors Degree plus certification, and experience working with American Indian students in the classroom. We plan to recruit from previous IRTE graduates to fill this position. Both Engen-Wedin and the project coordinator assist participants in implementing culturally relevant curriculum into their teaching practice, practicum, and student teaching semesters where the 14 dimensions and INTASC standards are applied. The Project Director and Coordinator have offices at UNL and Little Priest Tribal

College is providing a space/lab for project staff and faculty to use while working or meeting with students in Northeast Nebraska.

The faculty rate for teaching each semester ranges from \$3,500-\$6,000 depending on previous experience. (Average semester rate is \$4,500). Faculty resume's included in this application include: Shari Hannah (Math Methods), Sue Kemp (Special Education), Haeson Kwon (LPTC-Children's Literature/Native American Literature), Jane Miller (Multicultural Ed/ELL), Jenelle Reeves (ELL), Peggy Tilgner (Science Education), Guy Trainin (Reading/Writing Methods and IPADS in the Classroom), Nancy Rowch (ELL). All faculty identified in this proposal have had previous experience working in training settings with IRTE and/or with post-secondary American Indian students.

Roz Hussin (\$2,000) works in distance education/Tech Support in UNL's Teacher Education. Hussin provides blackboard and web-class support to both IRTE faculty and students as needed, and since the IRTE program takes place off campus, this assistance is critical.

A Student Assistant (\$7,500) will be hired to assist with a variety of project tasks. This rate of pay is approximately 10-15 hours a week.

**2. Fringe benefits (\$18,425):**

<b>Personnel</b>	<b>Fringe</b>
<b>PD Engen-Wedin</b>	3,513
<b>Prog. Coord. TBD</b>	7,467
<b>Course Faculty</b>	6,210
<b>Tech Support</b>	560
<b>Proj. Assistant</b>	675
<b>TOTAL</b>	<b>\$18,425</b>

UNL benefits are estimated as a percent of salaries/wages for personnel. Fringe and benefits are provided for Project Director (28%), Project Coordinator (28%), Faculty (23%), Technology Assistant (28%), and Student Assistants (9%). Actual fringe benefits are charged to projects, per UNL's rate agreement.

**3. Travel Costs Year 1 - \$8,100**

<b>Staff/Faculty Travel to Northeast Nebraska</b>	6,900
<b>Project director's meeting in DC</b>	1,200
<b>Total</b>	<b>\$8,100</b>

These are best estimates of projected travel expenses based on previous experience with the Career Ladder and IRTE programs.

**a. Staff/Faculty Travel to Northeast Nebraska (\$6,900):**

Distance between the student's home community, target K-12 schools, and the higher education and/or the degree-granting institution (UNL, LPTC, NICC) results in additional travel needs. All students live in or near the communities of Macy, Winnebago, Walthill, or Santee, NE. Santee is 4 hours north of Lincoln (390 miles RT), NE (UNL's home), and 2.5 hours from Walthill.

Walthill/Macy/Winnebago are approximately 2 hours (210 RT) from Lincoln, NE. The average cost of reimbursement is approximately \$150. This allows for 46 trips over the course of YR 1.

The proposed travel expenses allow faculty to be involved in face-to-face meetings, whether broadcasting from one site to another or meeting in a central location. In YR 1, the project director and community advisory committee will travel to each community to meet with and recruit students, and to help students with questions about the IRTE application and process. The faculty and project director/coordinator also travel frequently at the beginning of the program to

orient/teach/advise students on coursework or academic progress, etc. Proposed costs cover gas/mileage or car rental, hotel/lodging, and meal reimbursements.

**b. Project director’s meeting (\$1,200):**

Expenses include travel for one person (Engen-Wedin) to attend an annual Project Director’s meeting in Washington, DC estimated as follows: Airfare \$500, Hotel \$300, Meals \$300, and ground transportation \$100.

**5. Supplies Year 1 - \$9,640**

Start-up funds are needed for staff - to purchase a laptop and desktop computer, software, and four year warranty for the Project Director and Project Coordinator (\$6,000), a color printer (\$540), a quality digital/video camera (\$600) and materials/supplies (\$2,500) to create project materials (Brochure/Handbook, etc.) as well as to purchase some supplies for the LPTC space and computer lab in northeast Nebraska. Start-up also includes regular day-to-day office supplies such as videotapes, flash drives, printer paper and cartridges, CD and DVD disks, curriculum materials, etc.

**6. Contract/Consultants Year 1 - \$8,000**

<b>ELL/Linguistics Consultants</b>	1,000
<b>Site Mentor Contracts</b>	7,000
<b>Total</b>	<b>\$8,000</b>

**a. ELL/Linguistics Consultants/Community Advisory Council (\$1,000)** - Vida Stabler leads a team of ELL/Linguistics specialists based in Northeast Nebraska. This group, along with Betty Redleaf, Carol Rempp and others, will serve on a community advisory council. This council is responsible for: providing advice to project coordinators, recruiting participants and reviewing applications; helping to accomplish project goals, including helping to prepare an IRTE

conference where outcomes are shared in its final year. Probably most important is that these individuals will also provide important consulting services to faculty and staff about language and culture integration in K-12 settings and about work in American Indian schools and communities. It is anticipated that the group will meet several times a year.

**b. Site Mentor Contracts (\$7,000):**

Contracts are made with four site coordinators (one each in Macy, Winnebago, Walthill, and Santee), student teaching supervisors, and cooperating teachers during the practicum or student teaching semesters. (Cooperating teachers are not anticipated in YR 1.) Two site mentors whose bios are included in this application, have already been identified. They include: Vida Stabler (Macy) and Shelly Stark (Walthill). The site mentors in Winnebago and Santee have yet to be identified. Site mentors are certified teachers who work in the school and mentor students throughout their schooling from pre-service practicum to induction. Site mentors will be hired by April 1, 2016 and will work 6 months in YR 1. They are paid \$3,500/year.

**8. Other Costs Year 1 - \$269,700**

<b>Printing</b>	1,500
<b>Telephone Service IRTE Office</b>	600
<b>Rent</b>	1,200
<b>Participant Support Costs</b>	266,400

**a. Printing (\$1,500):** costs are needed for brochure design/printing services. The brochure will be distributed throughout Nebraska.

**b. IRTE Telephone Service (\$600):** Phone service for the IRTE office is \$45/month (\$600).

**c. LPTC/Winnebago Office/Computer Lab meeting space (\$1,200):**

While the bulk of the courses are delivered using distance services, students need a space to meet to work on coursework, with round the clock access to computers/internet. Students in Santee will be provided with a space to access internet and wireless service 24 hours/day at the school. LPTC/Winnebago Office/Lab rental is \$200/month starting April 1, 2017.

**d. Participant Support Costs (266,400):**

<b>Equipment Laptops/Video/IPAD Equipment</b>	114,400
<b>Undergraduate Training Stipends (\$1300/month X 6 months X 16 students)</b>	124,800
<b>LPTC/NICC Tuition, Other Fees</b>	9,000
<b>Textbooks</b>	7,200
<b>Student Travel - Orientation</b>	1,800
<b>Fees (Application, test, etc.)</b>	7,200
<b>Math, Writing, Test-taking/Tutors</b>	2,000
<b>Total</b>	266,400

**d.1. Equipment (\$114,400):**

Start-up equipment includes the purchase of one laptop/software for each student (22) plus a four laptops to be circulated as needed by the site mentors (26 laptops X \$3,300 = \$85,800). UNL's Elementary Education program requires IPADS, and all students will be required to take IPADS in the Classroom as part of their coursework. (26 IPADS X \$800 = \$20,800. This also includes the purchase of digital still/video cameras to be used in the classroom by project participants during the practicum and student teaching semesters (26 X \$300 = \$7,800). Students have easy

access to VCR/DVD, TV, and overhead projectors in their home schools or in the LPTC/Winnebago office/lab.

**d.2. Undergraduate training stipends (\$124,800):**

This is a 12-month program. Students are enrolled in classes year round and attend fall, spring, and summer semesters at UNL. YR 1 recruitment takes place in the fall, UNL the admissions process for transfer students begins in the early spring semester, once IRTE student participants are selected. New IRTE students begin in April 17 attend and start their coursework in May 2017. Because the program is a complete year in length, students are eligible to receive the monthly stipends beginning in April 2017 through September 2017. In the first year 22 students will be recruited to participate. We anticipate that ultimately 16 will be undergraduate students, and will be eligible to earn the monthly stipend; the remaining 6 will be post-baccalaureate students who are seeking initial certification in ELL or in Special Education and will not be eligible for the stipend. Undergraduates receiving the stipend are allowed to work part-time (no more than half-time); and many work para-professional positions that are available in each of the four school districts. Training stipends are  $\$1,300/\text{month} \times 6 \text{ months} \times 16 \text{ students} = \$124,800$ .

Students accepted into the ELL and Special Education initial certification programs will be teachers in one of the four target school districts and will not be eligible for the stipend. Six (6) to eight (8) students will be recruited and accepted into the post-baccalaureate program(s).

Because the faculty instructional time is purchased through the grant, UNL tuition cannot be charged to the grant, and it is not a part of the training costs. When payback accounts are completed, all the costs of education are included, from the training stipends to UNL's waived tuition costs. This ensures that participants understand the complete cost of their college education.

### **d.3. UNL, LPTC, NICC Tuition and Fees (\$9,000):**

The cost of tuition and fees is paid to LPTC and NICC for required classes offered on-site in Winnebago, Macy, or Santee or through distance education. (Courses such as Math for Elementary Teachers has been offered at LPTC and NICC; Human Growth and Development is taught at LPTC. Both are required courses in UNL's undergraduate/initial certification program.) Tuition will also be paid for student enrollment in other required general education (ACE) courses at NICC or LPTC, such as a science with a lab, or Native American Literature, etc. The UNL project director serves as advisor to each student and determines their course needs, what courses are offered each semester, and the course sequence. The general education/transfer equivalent courses offered through LPTC and NICC are included in the students' program offered through UNL. The costs of registering for one course at NICC or LPTC ranges from \$350 - \$700. These costs cover tuition, registration, student activity, student services, course materials, technology, library, lab fees, etc. The number of students who need NICC or LPTC courses varies from semester to semester. In Year 1 the average cost for LPTC/NICC tuition is estimated at \$562.50 per student enrolled (\$9,000). Post-baccalaureate IRTE students earning additional certification in ELL or SPED will traditionally not be enrolled in LPTC or NICC classes.

### **d.4. Textbooks (\$7,200):**

In IRTE's YR 1, it is determined that the average cost of textbooks is approximately \$327.27/student and course materials will include historically relevant teaching materials, math manipulatives, reading resources, science materials that can be used in the classroom and other relevant curricula used in the methods, ESL and Special Education coursework. Twenty-two (22)

student participants X \$327.27=\$7,200. The most up-to-date materials will be purchased for the program, including the ESL/Linguistics/Native Language component.

**d.5. Student travel (\$1,800):**

Students will attend an orientation session at UNL in April, 2017. This requires travel and possibly lodging, especially for those students travelling from further distances, such as Santee. It is anticipated that this will be the only travel support needed in YR 1.

**d.6. Fees (\$7,200):**

All undergraduate students are considered transfer students. A number of fees are assessed to each undergrad student, including new student enrollment (\$150), application fee (\$45), and the College of Education is requiring a one-time Livetext fee (\$125). Other fees that will take place over the course of the student's education include:

- PRAXIS I registration costs – include a \$50 non-refundable registration fee for computer based or paper-based tests, plus \$80-\$160/student/testing session. Registration for paper-based PPST tests are \$40 per math/reading/writing per student;
- PRAXIS II registration costs - include a \$50 non-refundable registration fee, plus \$120/student/testing session. (These tests take place during the students' student teaching experience.
- UNL's graduation fee is \$25 per student; UNL's required criminal history check for student teachers is \$26.25 per student; UNL transcripts are free;
- NDE application for teaching licenses – include a \$55 fee/student, fingerprints, if needed, are \$60/student.

**d.7. Tutors (\$2,000):**

The training category also includes the hiring of tutors who assist UNL students in preparing for the PRAXIS I or PRAXIS II test or in specific course requirements. Students, especially those who have been out of school for a period of time, may need tutoring to refresh their knowledge and test-taking skills in math, reading, writing, in order to pass the PRAXIS I or PRAXIS II, both requirements of UNL's teacher education program. Tutoring services are offered in math, reading, writing, study skills, content area education, test-taking, etc. Potential tutors will be identified and made available through staff, LPTC or other community agencies and paired up with any student who requests or demonstrates need; not all students need tutoring. Tutors are paid at a rate based on their prior tutoring experience. We estimate approximately 4 tutors/year at approximately \$500/tutor. Tutors usually earn approximately \$20/hour, though the actual rate and hours will vary depending on the tutor's experience and the student's need.

**9. Subtotal Direct Project Costs Year 1 – \$389,578**

**10. Indirect Costs Year 1 – \$9,758**

Indirect costs are calculated at 8 percent on the Modified Total Direct Costs.

**11. Stipend/Training Costs Year 1 – \$0**

**12. Total Project Costs Year 1 – \$399,366**

**YEAR 2 – Indigenous Roots Teacher Education Program**

**1. Personnel costs Year 2 – \$99,682**

<b>Personnel</b>	<b>Salary</b>
<b>PD Engen-Wedin</b>	12,922
<b>Prog. Coord. TBD</b>	41,200
<b>Course Faculty</b>	36,000
<b>Tech Support</b>	2,060
<b>Proj. Assistant</b>	7,500
<b>TOTAL</b>	<b>\$99,682</b>

**Salaries (\$99,682):**

The FTE for all personnel remains unchanged except for the Project Coordinator who will be hired for the full year (12 months). The costs of contracting with UNL faculty year round – fall, spring and summer semesters are averaged at \$4,500 per faculty, per semester. It is anticipated that 8 faculty will be hired to teach in Year 2 (\$36,000). The Project Director, Project Coordinator and UNL Tech support staff were given a 3 percent cost of living increase.

**2. Fringe benefits (\$24,686)**

<b>Personnel</b>	<b>Fringe</b>
<b>PD Engen-Wedin</b>	3,618
<b>Prog. Coord. TBD</b>	11,536
<b>Course Faculty</b>	8,280
<b>Tech Support</b>	577

<b>Proj. Assistant</b>	675
<b>TOTAL</b>	<b>\$24,686</b>

UNL benefits are estimated as a percent of salaries/wages for personnel. Fringe and benefits are provided for Project Director (28%), Project Coordinator (46%), Faculty (23%), Technology Assistant (28%), and Student Assistants (9%). Actual fringe benefits are charged to projects, per UNL's rate agreement.

**3. Travel Costs Year 2 - \$10,800**

<b>Staff Travel to Northeast Nebraska</b>	9,600
<b>Project director's meeting in DC</b>	1,200
<b>Total</b>	<b>\$10,800</b>

**a. Between sites (\$9,600):**

Distance and travel needs continue in Year 2. Round trip travel expenses to the four target school sites include mileage reimbursement, lodging, and per diem. This primarily includes the travel for staff and faculty. It also includes any meetings of the community advisory council whose goals are to support the IRTE students, design the future of IRTE and support the culminating conference. Travel for these meetings to take place is also included in this estimate.

**b. Project director's meeting (\$1,200):**

Expenses include travel for one person (Engen-Wedin) to attend the Project Director's meeting in Washington, DC estimated as follows: Airfare \$500, Hotel \$300, Meals \$300, and ground transportation \$100.

**5. Supplies Year 2 - \$2,000**

Includes day-to-day office supplies such as videotapes, flash drives, printer paper and cartridges, CD and DVD disks, curriculum materials, etc.

**6. Contract/Consultants Year 2 - \$17,500**

<b>ELL/Linguistics Consultants</b>	3,500
<b>Site Mentor Contracts</b>	14,000
<b>Total</b>	<b>\$17,500</b>

**a. ELL/Linguistics Consultants/Community Advisory Council (\$3,500) - The**

ELL/Linguistics team and the members of the Community Advisory Council will continue to consult with the program annually. They are based in Northeast Nebraska and provide valuable input/consulting services about program goals as well as important instruction for staff and faculty about language and culture integration in K-12 settings and about work in American Indian schools and communities. The council continues to be responsible for: providing advice to project coordinators, helping to accomplish project goals, including helping to plan the future of IRTE, and to prepare an IRTE conference where outcomes are shared in its final year. This group also continues to provide important consulting services to faculty and staff about language and culture integration in K-12 settings and about work in American Indian schools and communities. It is anticipated that the group will meet several times a year. Contracts with cooperating teachers also support IRTE students during practicum and student teaching semesters; Cooperating teachers earn \$150/semester.

**b. Site Mentor Contracts (\$14,000)**

Contracts are made with four site coordinators (one each in Macy, Winnebago, Walthill, and Santee), student teaching supervisors, and cooperating teachers during the practicum or student

teaching semesters. Two site mentors have already been identified - Vida Stabler (Macy), Shelly Stark (Walthill), and the mentors in Winnebago and Santee have yet to be identified. Site mentors are certified teachers who work in the school and mentor students throughout their schooling from pre-service practicum to induction. Site mentors contracts go from October 1, 2017 to September 30, 2018 and will be paid \$3,500/year.

**8. Other Year 2 - \$229,000**

<b>Telephone Service IRTE Office</b>	600
<b>Rent</b>	2,400
<b>Participant Support Costs</b>	226,000

**a. IRTE Telephone Service (\$600)**

Phone service for the IRTE office is \$45/month (\$600).

**b. LPTC/Winnebago Office/Computer Lab meeting space (\$2,400):**

While the bulk of the courses are delivered using distance services, students need a space to meet to work on coursework, with round the clock access to computers/internet. Students in Santee will be provided with a space to access internet and wireless service 24 hours/day supported by the school. LPTC/Winnebago Office/Lab rental is \$200/month from October 1 2017 – September 2018.

**c. Participant Support Costs (\$226,000)**

<b>Undergraduate Training Stipends</b> <b>(\$1300/month X 12 months X 12 students)</b>	<b>187,200</b>
<b>LPTC/NICC Tuition, Other Fees</b>	<b>16,000</b>
<b>Textbooks</b>	<b>8,800</b>

<b>Student Travel – Orientation</b>	<b>2,200</b>
<b>Fees (Application, test, etc.)</b>	<b>8,800</b>
<b>Math, Writing, Test-taking/Tutors</b>	<b>3,000</b>
<b>Total</b>	<b>\$226,000</b>

**c.1. Undergraduate training stipends (\$187,200):**

While it is anticipated that at least 16 IRTE students will continue in the program, it is estimated that twelve (12) undergraduate IRTE students will be eligible for the monthly stipends.

Historically not all students accepted in IRTE and are eligible select to receive a monthly stipend. Some are already employed over 20 hours/week, and others are not able to enroll full time in one semester or another. In IRTE 12 will demonstrate eligibility to receive the monthly stipend in YR 2. The monthly stipends will begin in October 1, 2017 and are distributed monthly through September, 2018.

**c.2. UNL, LPTC, NICC Tuition and fees (\$16,000):**

As in Year 1, these expenses include the cost of tuition and fees paid to LPTC and NICC for required classes offered on-site or through distance education, though in Year 2 we budgeted for a full year rather than for a 6 month period. In Year 2 the average cost for LPTC/NICC tuition is estimated at \$1,000 per student enrolled (\$16,000) in the initial teacher certification program.

**c.3. Textbooks (\$8,800):**

Textbooks will be purchased for courses taking place year round – in spring, summer, and winter semesters. Average cost for textbooks in YR 2 is estimated at \$400/student. All students whether in the initial certification (El Ed) or additional certification programs (ELL, SPED), will need textbooks for their college courses.

#### **c.4. Travel (\$2,200)**

Several times a year students are required to travel to meet with an advisor or participate in a professional development/career seminars at UNL, and \$100/student is set aside for travel expenses as needed.

#### **c.5. Fees (\$8,800):**

Required fees that will take place over the course of the student's education and include:

- PRAXIS I and PRAXIS II registration costs - include a \$50 non-refundable registration fee, plus \$120/student/testing session. (These tests take place during the students' student teaching experience.
- UNL's graduation fee is \$25 per student; UNL's required criminal history check for student teachers is \$26.25 per student – these are required at least twice over the course of a student's time at UNL; UNL transcripts are free;
- NDE application for teaching licenses – include a \$55 fee/student, fingerprints, if needed, are \$60/student.

16 undergraduate students are enrolled and up to 6 students seeking initial certification in ELL and Special Education are enrolled. 22 students X \$400/student to cover the cost of IRTE fees for required tests, services, application fees, etc.

#### **c.6. Tutors (\$3,000):**

Tutors will continue to be needed to assist UNL students in preparing for the PRAXIS I or PRAXIS II tests or in specific course requirements. Tutoring services are offered in math, reading, writing, study skills, content area education, test-taking, etc. Potential tutors will be made available through staff, LPTC or other community agencies. Tutors are made available to any student who demonstrates need; not all students need tutoring. The budget has been

estimated using an hourly rate of \$20 X 150 hours, though the actual rate and hours will depend on the tutor experience and student need.

**9. Subtotal Direct Project Costs Year 2 – \$383,668**

**10. Indirect Costs Year 2 – \$12,421**

Indirect costs are calculated at 8 percent on the Modified Total Direct Costs.

**11. Stipend/Training Costs Year 2 – \$0**

**12. Total Project Costs Year 2 – \$396,089**

**YEAR 3 – Indigenous Roots Teacher Education Program**

**1. Personnel costs Year 3 – \$101,368**

<b>Personnel</b>	<b>Salary</b>
<b>PD Engen-Wedin</b>	13,310
<b>Prog. Coord. TBD</b>	42,436
<b>Course Faculty</b>	36,000
<b>Tech Support</b>	2,122
<b>Proj. Assistant</b>	7,500
<b>TOTAL</b>	<b>\$101,368</b>

**Salaries (\$101,368):**

The FTE for all personnel remains unchanged from YR 2. The costs of contracting with UNL faculty year round – fall, spring and summer semesters are averaged at \$4,500 per faculty, per semester. It is anticipated that 8 faculty will be hired to teach in Year 3 (\$36,000). The Project Director, Project Coordinator and UNL Tech support staff were given a 3 percent cost of living increase.

**2. Fringe benefits (\$25,158)**

<b>Personnel</b>	<b>Fringe</b>
<b>PD Engen-Wedin</b>	3,727
<b>Prog. Coord. TBD</b>	11,882
<b>Course Faculty</b>	8,280
<b>Tech Support</b>	594

<b>Proj. Assistant</b>	675
<b>TOTAL</b>	<b>\$25,158</b>

UNL benefits are estimated as a percent of salaries/wages for personnel. Fringe and benefits are provided for Project Director (28%), Project Coordinator (28%), Faculty (23%), Technology Assistant (28%), and Student Assistants (9%). Actual fringe benefits are charged to projects, per UNL's rate agreement.

**3. Travel Costs Year 3 - \$10,800**

<b>Staff Travel to Northeast Nebraska</b>	9,600
<b>Project director's meeting in DC</b>	1,200
<b>Total</b>	<b>\$10,800</b>

**a. Between sites (\$9,600):**

Distance and travel needs continue in Year 2. Round trip travel expenses to the four target school sites include mileage reimbursement, lodging, and per diem. This primarily includes the travel for staff and faculty. It also includes any meetings of the community advisory council whose goals are to support the IRTE students, design the future of IRTE and support the culminating conference. Travel for these meetings to take place is also included in this estimate.

**b. Project director's meeting (\$1,200):**

Expenses include travel for one person (Engen-Wedin) to attend the Project Director's meeting in Washington, DC estimated as follows: Airfare \$500, Hotel \$300, Meals \$300, and ground transportation \$100.

**5. Supplies Year 3 - \$2,000**

Includes day-to-day office supplies such as videotapes, flash drives, printer paper and cartridges, CD and DVD disks, curriculum materials, etc.

**6. Contract/Consultants Year 3 - \$17,500**

<b>ELL/Linguistics Consultants</b>	3,500
<b>Site Mentor Contracts</b>	14,000
<b>Total</b>	<b>\$17,500</b>

**a. ELL/Linguistics Consultants/Community Advisory Council (\$3,500) -** The ELL/Linguistics team and the members of the Community Advisory Council will continue to consult with the program annually. They are based in Northeast Nebraska and provide valuable input/consulting services about program goals as well as important instruction for staff and faculty about language and culture integration in K-12 settings and about work in American Indian schools and communities. The council continues to be responsible for: providing advice to project coordinators, helping to accomplish project goals, including helping to plan the future of IRTE, and to prepare an IRTE conference where outcomes are shared in its final year. This group also continues to provide important consulting services to faculty and staff about language and culture integration in K-12 settings and about work in American Indian schools and communities. It is anticipated that the group will meet several times a year. Contracts with cooperating teachers also support IRTE students during practicum and student teaching semesters; Cooperating teachers earn \$150/semester.

**b. Site Mentor Contracts (\$14,000)**

Contracts are made with four site coordinators (one each in Macy, Winnebago, Walthill, and Santee), student teaching supervisors, and cooperating teachers during the practicum or student

teaching semesters. Two site mentors have already been identified - Vida Stabler (Macy), Shelly Stark (Walthill), and the mentors in Winnebago and Santee have yet to be identified. Site mentors are certified teachers who work in the school and mentor students throughout their schooling from pre-service practicum to induction. Site mentors contracts go from October 1, 2018 to September 30, 2019 and will be paid \$3,500/year.

**E. Other Year 3 - \$229,000**

<b>Telephone Service IRTE Office</b>	600
<b>Rent</b>	2,400
<b>Participant Support Costs</b>	226,000

**a. IRTE Telephone Service (\$600)**

Phone service for the IRTE office is \$45/month (\$600).

**b. LPTC/Winnebago Office/Computer Lab meeting space (\$2,400):**

While the bulk of the courses are delivered using distance services, students need a space to meet to work on coursework, with round the clock access to computers/internet. Students in Santee will be provided with a space to access internet and wireless service 24 hours/day supported by the school. LPTC/Winnebago Office/Lab rental is \$200/month from October 1 2018 – September 2019.

**c. Participant Support Costs (\$226,000):**

<b>Undergraduate Training Stipends</b> <b>(\$1300/month X 12 months X 12 students)</b>	187,200
<b>LPTC/NICC Tuition, Other Fees</b>	16,000
<b>Textbooks</b>	8,800

<b>Student Travel – Orientation</b>	2,200
<b>Fees (Application, test, etc.)</b>	8,800
<b>Math, Writing, Test-taking/Tutors</b>	3,000
<b>Total</b>	\$226,000

**c.1. Undergraduate training stipends (\$187,200):**

While it is anticipated that at least 16 IRTE students will continue in the program, it is estimated that twelve (12) undergraduate IRTE students will be eligible for the monthly stipends.

Historically not all students accepted in IRTE and are eligible select to receive a monthly stipend. Some are already employed over 20 hours/week, and others are not able to enroll full time in one semester or another. In IRTE 12 will demonstrate eligibility to receive the monthly stipend in YR 2. The monthly stipends will begin in October 1, 2017 and are distributed monthly through September, 2018.

**c.2. UNL, LPTC, NICC Tuition and fees (\$16,000):**

As in Year 1, these expenses include the cost of tuition and fees paid to LPTC and NICC for required classes offered on-site or through distance education, though in Year 2 we budgeted for a full year rather than for a 6 month period. In Year 2 the average cost for LPTC/NICC tuition is estimated at \$1,000 per student enrolled (\$16,000) in the initial teacher certification program.

**c.3. Textbooks (\$8,800):**

Textbooks will be purchased for courses taking place year round – in spring, summer, and winter semesters. Average cost for textbooks in YR 2 is estimated at \$400/student. All students whether in the initial certification (El Ed) or additional certification programs (ELL, SPED), will need textbooks for their college courses.

#### **c.4. Travel (\$2,200)**

Several times a year students are required to travel to meet with an advisor or participate in a professional development/career seminars at UNL, and \$100/student is set aside for travel expenses as needed.

#### **c.5. Fees (\$8,800):**

Required fees that will take place over the course of the student's education and include:

- PRAXIS I and PRAXIS II registration costs - include a \$50 non-refundable registration fee, plus \$120/student/testing session. (These tests take place during the students' student teaching experience.
- UNL's graduation fee is \$25 per student; UNL's required criminal history check for student teachers is \$26.25 per student – these are required at least twice over the course of a student's time at UNL; UNL transcripts are free;
- NDE application for teaching licenses – include a \$55 fee/student, fingerprints, if needed, are \$60/student.

16 undergraduate students are enrolled and up to 6 students seeking initial certification in ELL and Special Education are enrolled. 22 students X \$400/student to cover the cost of IRTE fees for required tests, services, application fees, etc.

#### **c.6. Tutors (\$3,000):**

Tutors will continue to be needed to assist UNL students in preparing for the PRAXIS I or PRAXIS II tests or in specific course requirements. Tutoring services are offered in math, reading, writing, study skills, content area education, test-taking, etc. Potential tutors will be made available through staff, LPTC or other community agencies. Tutors are made available to any student who demonstrates need; not all students need tutoring. The budget has been

estimated using an hourly rate of \$20 X 150 hours, though the actual rate and hours will depend on the tutor experience and student need.

**F. Subtotal Direct Project Costs Year 3 – \$385,826**

**G. Indirect Costs Year 3 – \$12,594**

Indirect costs are calculated at 8 percent on the Modified Total Direct Costs.

**H. Stipend/Training Costs Year 3 – \$0**

**I. Total Project Costs Year 3 – \$ 398,420**

<b>YEAR 4 – Indigenous Roots Teacher Education Program</b>
--

**A. Personnel costs Year 4 – \$29,802**

<b>Personnel</b>	<b>Salary</b>
<b>PD Engen-Wedin</b>	13,709
<b>Tech Support</b>	1,093
<b>Student Assist.</b>	7,500
<b>Student Assist.</b>	7,500
<b>TOTAL</b>	<b>\$29,802</b>

**Salaries (\$29,802):**

In YR 4, the Project Director effort remains at approximately .16 FTE, Tech Support is \$1,093, and two student assistants will be hired (estimated at \$7,500 each based on approximately 10-15 hours a week) to help facilitate the culminating conference that shares outcomes of IRTE. The conference will be held at UNL or in Northeast Nebraska. IRTE students/graduates and the successes of IRTE will be highlighted. The Project Director and UNL Tech support staff were given a 3 percent cost of living increase.

**2. Fringe benefits (\$5,495):**

<b>Personnel</b>	<b>Fringe</b>
<b>PD Engen-Wedin</b>	3,839
<b>Tech Support</b>	306
<b>Student Assist.</b>	675
<b>Student Assist.</b>	675

<b>TOTAL</b>	<b>\$5,495</b>
--------------	----------------

UNL benefits are estimated as a percent of salaries/wages for personnel. Fringe and benefits are provided for Project Director (28%), Technology Assistant (28%), and Student Assistants (9%). Actual fringe benefits are charged to projects, per UNL’s rate agreement.

**3. Travel Costs Year 4 - \$13,000**

<b>Staff Travel to Northeast Nebraska</b>	9,600
<b>Project director’s meeting in DC</b>	1,200
<b>Student Travel – Share outcomes</b>	\$2,200
<b>Total</b>	<b>\$13,000</b>

**a. Between sites (\$9,600):**

Distance and travel needs continue in Year 4 though this year it will be used primarily for induction purposes. Round trip travel expenses to the four target school sites include mileage reimbursement, lodging, and subsistence similar to prior year estimates.

**b. Project director’s meeting (\$1,200):**

Expenses include travel for one person (Engen-Wedin) to attend the Project Director’s meeting in Washington, DC estimated as follows: Airfare \$500, Hotel \$300, Meals \$300, and ground transportation \$100.

**c. Student Travel – Share Outcomes (\$2,200)**

\$2,200 is set aside for several purposes. One is to allow IRTE graduates to travel to the culminating conference to be held at LPTC in Winnebago or at UNL. The other is to allow IRTE students to travel to conferences to share outcomes of the program in Nebraska or at other conferences.

**5. Supplies Year 4 - \$3,000**

Includes day-to-day office supplies (\$2,000) such as videotapes, flash drives, printer paper and cartridges, CD and DVD disks, curriculum materials, etc. An additional \$1,000 is included to support the culminating conference taking place at LPTC in Winnebago or at UNL.

**6. Contract/Consultants Year 4 - \$20,000**

<b>ELL/Linguistics Consultants</b>	6,000
<b>Site Mentor Contracts</b>	14,000
<b>Total</b>	<b>\$20,000</b>

**a. ELL/Linguistics Consultants/Community Advisory Council (\$6,000) - The**

ELL/Linguistics team and the members of the Community Advisory Council will continue to consult with the program annually. This committee will help to shape the conference that is to take place in the project’s culminating year. This also includes funds to pay for a featured speaker to present at the conferment.

**b. Site Mentor Contracts (\$14,000)**

Contracts are made with four site coordinators (one each in Macy, Winnebago, Walthill, and Santee) continue into the students induction year. Site mentors contracts go from October 1, 2019 to September 30, 2020 and will be \$3,500/year.

**8. Other Year 4 - \$11,900**

<b>Printing</b>	2,500
<b>Telephone Service IRTE Office</b>	600
<b>Winnebago meeting space</b>	1,600
<b>Rent</b>	2,400

<b>Induction Libraries</b>	5,400
<b>Participant Support Costs</b>	1,000

**a. Printing (\$2,500)**

Costs are needed for to put together print materials brochure to showcase the statewide conference that will feature the IRTE graduates and program and be held at LPTC/Winnebago or UNL. The brochure will be distributed throughout Nebraska and the Midwest.

**b. IRTE Telephone Service (\$600)**

Phone service for the IRTE office is \$45/month (\$600).

**c. Winnebago meeting space (\$1,600):**

It is anticipated that the lab will not be needed beyond IRTE’s YR 4. The Winnebago Office/Lab rental is \$200/month to cover utilities October 1, 2019 – May 2020.

**d. Rent (\$2,400):**

While the bulk of the courses are delivered using distance services, students need a space to meet to work on coursework, with round the clock access to computers/internet. Students in Santee will be provided with a space to access internet and wireless service 24 hours/day supported by the school. LPTC/Winnebago Office/Lab rental is \$200/month from October 1 2018 – September 2019.

**e. Induction Libraries (\$5,400)**

Induction Libraries will be purchased for each graduate once in their teaching placement. They will have the opportunity to select resources that will help them in their teachings. These will get \$300/student.

**f. Participant Support Costs (\$1,000):**

**f.1. Math, Writing, Test-taking/Tutors (\$1,000):**

Tutors will be available in YR 4 to assist graduates in preparing for the PRAXIS II tests or in specific course requirements. Tutors are made available to any student who demonstrates need; not all students need tutoring. The budget has been estimated using an hourly rate of \$20 X 50 hours, though the actual rate and hours will depend on the tutor experience and student need.

**F. Subtotal Direct Project Costs Year 4 – \$83,197**

**G. Indirect Costs Year 4 – \$6,384**

Indirect costs are calculated at 8 percent on the Modified Total Direct Costs.

**H. Stipend/Training Costs Year 4 – \$0**

**I. Total Project Costs Year 4 – \$89,581**

**Administrative costs:** Administrative costs do not exceed the limitation of 5% (phone: \$2,400; Meeting/Classroom/Conference rental estimated at 50%: \$4,200; Travel estimated at 10%: \$4,270; Project Coordinator estimated at 10%: \$14,189; Blackboard Support: \$9,312) Total estimated administrative costs are \$34,371, equal to approximately 2.7% of the total grant value.

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

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Nancy		Engen-Wedin	

Address:

Street1:	1430 Vine St
Street2:	
City:	Lincoln
County:	
State:	NE: Nebraska
Zip Code:	68588-0355
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
402-472-3856	

Email Address:

nengenwedin2@unl.edu
----------------------

**2. Novice Applicant:**

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

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

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

Yes  No

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

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

No Provide Assurance #, if available:

--

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

	Add Attachment	Delete Attachment	View Attachment
--	----------------	-------------------	-----------------

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

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

Name of Institution/Organization

Board of Regents, Univ of Nebraska, Univ of Nebraska-Lincoln

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	75,713.00	99,682.00	101,368.00	29,802.00		306,565.00
2. Fringe Benefits	18,425.00	24,686.00	25,158.00	5,495.00		73,764.00
3. Travel	8,100.00	10,800.00	10,800.00	13,000.00		42,700.00
4. Equipment						
5. Supplies	9,640.00	2,000.00	2,000.00	3,000.00		16,640.00
6. Contractual	8,000.00	17,500.00	17,500.00	20,000.00		63,000.00
7. Construction						
8. Other	269,700.00	229,000.00	229,000.00	11,900.00		739,600.00
9. Total Direct Costs (lines 1-8)	389,578.00	383,668.00	385,826.00	83,197.00		1,242,269.00
10. Indirect Costs*	9,758.00	12,421.00	12,594.00	6,384.00		41,157.00
11. Training Stipends						
12. Total Costs (lines 9-11)	399,336.00	396,089.00	398,420.00	89,581.00		1,283,426.00

**\*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: 07/01/2016 To: 06/30/2018 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): DHHS, Matthew Dito, 214-767-3261

The Indirect Cost Rate is 8.00%.

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

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

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

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

PR/Award # S299B160027

Name of Institution/Organization Board of Regents, Univ of Nebraska, Univ of Nebraska-Lincoln	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 B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

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

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524