

U.S. Department of Education
Washington, D.C. 20202-5335

**APPLICATION FOR GRANTS
UNDER THE**

FY18 Professional Development 84.299B

CFDA # 84.299B

PR/Award # S299B180001

Grants.gov Tracking#: GRANT12681623

OMB No. 1810-0580, Expiration Date: 09/30/2018

Closing Date: Jul 30, 2018

PR/Award # S299B180001

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

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="07/20/2018"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="45-0273403"/>	* c. Organizational DUNS: <input type="text" value="1810203480000"/>
--	---

d. Address:

* Street1:	<input type="text" value="7500 University Drive"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Bismarck"/>
County/Parish:	<input type="text" value="Burleigh"/>
* State:	<input type="text" value="ND: North Dakota"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="58504-9652"/>

e. Organizational Unit:

Department Name: <input type="text" value="Education"/>	Division Name: <input type="text" value="Academic Affairs"/>
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f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Sahlenia"/>
Middle Name: <input type="text" value="Leona"/>	
* Last Name: <input type="text" value="Braun"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="701-355-8064"/>	Fax Number: <input type="text" value="701-255-7687"/>
---	---

* Email:

Application for Federal Assistance SF-424

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

O: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

U: Tribally Controlled Colleges and Universities (TCCUs)

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.299

CFDA Title:

Indian Education -- Special Programs for Indian Children

*** 12. Funding Opportunity Number:**

ED-GRANTS-061418-001

* 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:

84-299B2018-1

Title:

FY18 Professional Development 84.299B

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

Add Attachment

Delete Attachment

View Attachment

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

Consortium agreement between a university and a college providing K-12 teacher education at the undergraduate level and graduate studies (MEd), in K-12 Administration-Principal and Special Education.

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="1,440,000.00"/>
* 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="1,440,000.00"/>

*** 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:

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

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

University of Mary

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	13,108.00	48,926.00	62,322.00	30,943.00	31,872.00	187,171.00
2. Fringe Benefits	3,277.00	12,232.00	15,580.00	7,736.00	7,968.00	46,793.00
3. Travel	3,036.00	3,036.00	3,036.00	7,536.00	7,536.00	24,180.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	41,838.00	36,603.00	92,290.00	67,691.00	64,437.00	302,859.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	61,259.00	100,797.00	173,228.00	113,906.00	111,813.00	561,003.00
10. Indirect Costs*	1,111.00	4,653.00	5,992.00	3,094.00	3,187.00	18,037.00
11. Training Stipends	337,630.00	294,550.00	220,780.00	3,000.00	5,000.00	860,960.00
12. Total Costs (lines 9-11)	400,000.00	400,000.00	400,000.00	120,000.00	120,000.00	1,440,000.00

***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: 06/30/2019 (mm/dd/yyyy)

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

The Indirect Cost Rate is 40.00%.

(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 # S299B180001

Name of Institution/Organization University of Mary	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

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>Sahlenia L Braun</p>	<p>TITLE</p> <p>Director of Payroll & Grants</p>
<p>APPLICANT ORGANIZATION</p> <p>University of Mary</p>	<p>DATE SUBMITTED</p> <p>07/20/2018</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
4040-0013

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

Prime SubAwardee

* Name: University of Mary

* Street 1: 7500 University Drive * Street 2: _____

* City: Bismarck * State: ND: North Dakota * Zip: 58504-9652

Congressional District, if known: ND-001

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

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

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

10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name NA Middle Name _____

* Last Name NA Suffix _____

* Street 1 NA Street 2 _____

* City NA State _____ Zip _____

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

Prefix _____ * First Name NA Middle Name _____

* Last Name NA Suffix _____

* Street 1 NA Street 2 _____

* City NA State _____ Zip _____

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

* Signature: Sahlenia L Braun

* Name: Prefix Ms. * First Name Sahlenia Middle Name Leona
 * Last Name Braun Suffix _____

Title: Director of Payroll & Grants Telephone No.: 701-355-8064 Date: 07/20/2018

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

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

1234-UMGEPA.pdf

Add Attachment

Delete Attachment

View Attachment

General Education Provisions Act (GEPA)

The University of Mary (UMary), Bismarck, ND, serves an academically diverse population which includes all races, religious denominations, and cultural affiliations of undergraduate students, graduate students, faculty and staff. Included in meeting the needs of a diverse population is recognition of age, gender, disability, and color. Students, faculty or staff who feel they have been discriminated based upon any of these benchmarks are provided support and counseling through the grievance procedure through the university: Director of Human Resources, Bonnie Dahl; Director of Student Life, Tim Seaworth; and/or Vice President for Academic Affairs, Diane Fladeland. Specific wording of this policy is, “The University of Mary does not discriminate on the basis of race color, religion, sex, age, national origin, disability, marital status, or public assistance in accordance with public laws. The university will not tolerate any discrimination, and any such conduct is prohibited. The university also prohibits any form of discipline or retaliation for reporting incidents of discrimination” (pp. 252-253, UMary 2017-2018 Catalog).

Turtle Mountain Community College (TMCC) is a tribal college on the Turtle Mountain Indian Reservation in Belcourt, ND. The policy of this institution states, “...all persons shall have equal access to its programs, facilities, and employment without regard to race, religion, color, sexual orientation, national origin, age, or handicap. In adhering to this policy the college abides by the requirements with the Title IX, Education Amendments of 1972; with Title VI and VII of the 1964 Civil Rights Act; by section 503 and 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975” (p. 3 TMCC 2017-2018 catalog). Claims of violation of this policy are to be directed to the Human Resources Director on campus, Holly Cahill or the Chicago Office for Civil Rights, U.S. Department of

ED, Citigroup Center, Chicago, IL. Grievances of the policy are first acted upon by the tribal college; if there is not resolution, it is referred to the U.S. Department of ED, Chicago Office or further action.

Due to the unique nature of this proposal there are outstanding considerations with regard to participants in the program. Specifically, this proposal is to address the needs of Native educators and administrators who serve in K-12 school systems with majority enrollment of American Indian children. By definition, a participant must meet one of the following criteria to be considered eligible for support in the program:

1. Participant must be a member of an Indian tribe or band, as membership is defined by the Indian tribe or band, including any tribe or band member since 1940, and any tribe or band recognized by the State in which the tribe or band reside.
2. A descendant of a parent or grandparent who meets the requirements of paragraph (1) of this definition;
3. Considered by the Secretary of the Interior to be an Indian for any purpose;
4. An Eskimo, Aleut, or other Alaska Native; or A member of an organized Indian group that received a grant under the Indian Education Act of 1988 as it was in effect on October 19, 1994.

Discrimination by any other means other than tribal affiliation will not be condoned. All personnel at both the UMary and TMCC are responsible for monitoring the institutional environment to intervene in the event of an infraction of the policy. Both institutions in this consortium have trained personnel seated on Title IX committees: Dr. Carmelita Lamb-Associate Dean, Brandon Holt-IT Director, Dr. Alyssa Martin, Academic Affairs, UMary; Holly Cahill-Human Resources, Kellie Hall-Vice President, TMCC.

Specific measures to be taken to assure equal access for participants include:

1. Develop and administer a pre-participation survey to solicit information from participants regarding access requirements – e.g., wheel chair access and signers.
2. All grant program-related sessions/activities should be held in Americans with Disabilities Act (ADA) accessible and compliant facilities. As needed, the grant staff will further develop and implement a ‘plan of action’ that will address the identified special access needs indicated by program participants that go over and beyond the access provisions of the ADA facilities themselves.
3. Coordinate and offer cultural sensitivity and ADA training for program staff, as recommended by the two consortium partners.
4. Hire, recruit, and involve individuals from social and ethnic minority groups, multi-lingual individuals, and individuals with disabilities to plan, implement, and evaluate program services, to the greatest extent possible.
5. Develop or acquire and disseminate culturally relevant and sensitive curriculum and information materials that can be understood and accessible to all potential participants, regardless of their unique challenges or backgrounds.
6. Offer transportation vouchers for participating members of the program who must use personal or public transportation to attend grant meetings, activities, and workshops, as needed and if available.
7. Offer multi-lingual services for participants and others as needed and appropriate.
8. Offer onsite childcare for individuals who must bring their children to program training events and activities (as available).

9. Arrange for assistive technology devices to translate materials for participants in need of such services (as available).
10. Post information materials, schedules of events, and program assessments on the internet – which will enable assistive computer devices to interpret the materials for participants. Ensure all participants have direct access to these resources through the provision of usable workstations and/or computer labs, to the greatest extent possible.

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 University of Mary		
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE		
Prefix: Ms.	* First Name: Sahlenia	Middle Name: Leona
* Last Name: Braun	Suffix:	
* Title: Director of Payroll & Grants		
* SIGNATURE: Sahlenia L Braun	* DATE: 07/20/2018	

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

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix: Dr.	First Name: Carmelita	Middle Name:	Last Name: Lamb	Suffix:
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Address:

Street1:	7500 University Drive
Street2:	
City:	Bismarck
County:	Burleigh
State:	ND: North Dakota
Zip Code:	58504-9652
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
701-355-8186	701-255-7687

Email Address:
clamb@umary.edu

2. Novice Applicant:

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

3. Human Subjects Research:

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

b. Are ALL the research activities proposed designated to be exempt from the regulations?
 Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

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

	Add Attachment	Delete Attachment	View Attachment
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Abstract

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

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

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

You may now Close the Form

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

* Attachment:

Project Abstract

Lead Applicant: University of Mary (IHE)

Consortium Members: Turtle Mountain Community College(TCU); Turtle Mountain Community Schools (BIE-funded schools); Turtle Mountain Band of Chippewa Indians, Tribe.

The purpose and expected outcomes of the project: This project will provide support for Native American undergraduate and graduate students of traditional and non-traditional age as they pursue a BS in Teacher Education (Elementary or Secondary Science) or a MEd in K-12 Administration or Special Education Strategist, with a goal of obtaining employment as teachers or administrators in schools with >50% Native American enrollment. UMary will serve as the lead agency and will provide graduate level programs and two years of induction services for 19 MEd program participants. TMCC will provide BS in Education programs and two years of induction services for 14 BS program students. Additionally, a robust STEM education component will enrich the instructional capabilities of teachers from TMCC with newly-developed undergraduate coursework and seminars. Both schools will provide assistance in completing service payback obligations.

Applicable Priorities: UMary meets requirements for Absolute Priority 1: Pre-Service training for teachers and Absolute Priority 2: Pre-Service administrator training.

In addition, UMary seeks the following Competitive Preference Points (CPP):

CPP 1: This proposal includes letters of support signed by the authorized representatives of LEA and BIE funded schools that agree to consider program graduates for qualifying employment

University of Mary: Indian Education Professional Development Program

CPP 3: A consortium application of eligible entities whose lead is non-Tribal that meets the requirements and includes an Indian Tribe, Indian organization or TCU, and is not eligible to receive preference under CPP 2;

CPP 4: This project is designed to increase the opportunities for high-quality preparation of teachers or other educators of STEM or computer science through required participation in a year-long program course STEM or computer science subjects, followed by required job-embedded activities that support application of the knowledge and skills acquired.

Number of participants to be served: The undergraduate program at TMCC will support 14 candidates, and the graduate program at UMary will serve 19 candidates (33 total participants).

The number and location of proposed sites: There are two proposed project sites: University of Mary in Bismarck, ND, and Turtle Mountain Community College in Belcourt, ND.

How the project will conduct recruitment activities, induction services, and how will they assist participants with completing their service payback obligations. Candidates for this project's undergraduate programs will be recruited from a pool of individuals who have been completed 60 credits, including an introductory teaching course. Graduate students will be recruited at professional development conferences, including the ND Indian Education Summit. Extensive 2-year induction services will be provided to all program graduates, including mentoring, Trauma Sensitive Schools training, targeted professional development, and professional development conference participation. Based on the critical shortage experienced by tribal schools, as well as schools across the state, the opportunities for employment are strong. Graduate placement services available on both campuses will be enhanced through strategic partnerships of this consortium. Participants at TMCC and UMary will be provided with details of the payback requirements during their orientation.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

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Need for Project

(1) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses. This project will provide support for Native American (NA) undergraduate and graduate students of traditional and non-traditional age as they pursue a BS in Teacher Education (Elementary or Secondary Science) or a MEd. in K-12 Administration or Special Education (SPED) Strategist, with a goal of obtaining employment as a teacher or administrator in schools with >50% NA enrollment. This project will expand and strengthen the existing consortium established through the FY2016 Office of Indian Education Professional Development program, which includes the University of Mary (UMary), Turtle Mountain Community College (TMCC), Turtle Mountain Band of Chippewa Indians, and Turtle Mountain Community Schools. UMary will continue as the lead agency (IHE) and provider of graduate level programs and two years of induction services for all MEd. program completers. TMCC will continue to provide BS in Education programs and two years of induction services for BS program completers. A robust STEM education component will enrich the instructional capabilities of teachers from TMCC with newly-added undergraduate coursework and seminars. Our established and highly successful consortium is committed to working together to meet the goals of this five-year project.

Gaps and/or weaknesses. Research and literature relating to Indigenous leadership styles are limited, more work needs to be done to prepare school administrators to lead effectively in Indigenous schools. Grande (2004) espouses the need for continual engagement between Indigenous scholars, educators, and advocates of critical theory to produce educational interventions that address the needs of NA students. All education partners (IHE, LEA, TEA)

strive to support research-based educational strategies and experiential knowledge to provide effective methods for teaching and administration in schools that serve Native students.

This program will continue to emphasize a place-based focus in training future Native teachers and administrators to serve Native populations in rural, remote, geographical locations of North Dakota. The promise of recruiting Indigenous talent from the local community, who are invested in their home and people, has been a formula for success in teacher education supported by OIE. The current ND population of teachers and administrators approaching retirement coupled with increases in population has created a gap in qualified educational personnel. This program will address this gap by providing educational resources and induction services for Native scholars entering and advancing in the education profession.

Retention of NA scholars pursuing Bachelor's and Master's degrees is of key importance, as low or delayed graduation rates are prevalent for institutions that serve NA students. Additionally, NAs typically have lower graduation rates than other populations (TMCC Institutional Effectiveness and Assessment, 2011). Retention of teachers in their first years of their professional careers is also challenging. This program will address these gaps through intentional academic support of undergraduate participants through their studies and two years of induction services.

Infrastructure and opportunities. The ND tribal colleges at Turtle Mountain Reservation, Spirit Lake Reservation, Fort Berthold Reservation, and Ft. Yates serve as the first step toward the goal of replenishing the human resource needs of rural reservation K-12 schools. United Tribes Technical College, Bismarck, has trained Native teachers within the urban environment, as well as across Indian Country.

Turtle Mountain Community College (TMCC) is a tribally-controlled and accredited college founded in 1972 that primarily serves the educational needs of the 30,000 enrolled members of the Turtle Mountain Band of Chippewa Indians. Located on the Turtle Mountain Indian Reservation. TMCC was one of the six founding members of the American Indian Higher Education Consortium. In addition to a wide array of associate degrees and certificate programs, TMCC offers four-year degrees in Elementary Education and Secondary Science Education. TMCC currently has 969 full- and part-time students enrolled. The college seeks provide comprehensive higher education services in fields needed for true Indian self-determination.

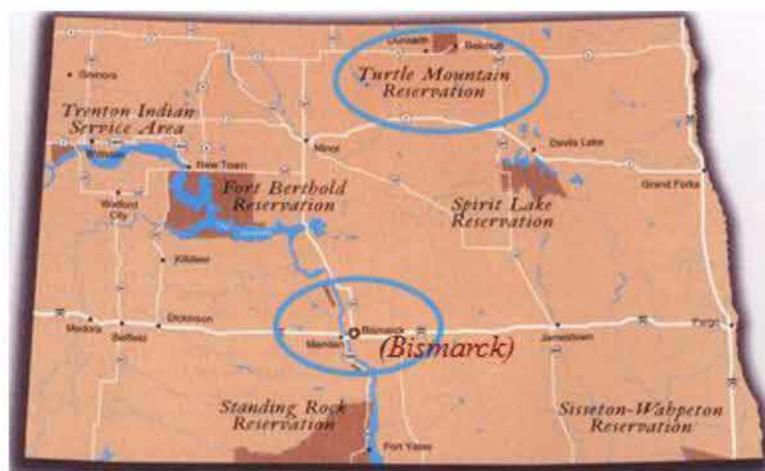
The University of Mary (UMary) is located 179 miles southwest of Turtle Mountain Indian Reservation in North Dakota's capital city of Bismarck, population 72,865 (ND Compass, 2017). Thirty-six of the 53 North Dakota counties are designated as Frontier (fewer than six persons per square mile), with a total state population less than 755,393. All but four counties in the state are designated as rural or semi-rural (2016 Population Estimates).

The University of Mary was founded to prepare servant leaders, primarily in the areas of education, health sciences, and liberal arts. UMary is distinctive in its education and formation of leaders with moral courage, global understanding, and commitment to the common good. Currently, UMary has over 3,200 degree candidates enrolled in baccalaureate, master's, and doctoral degree-granting programs at its multiple campuses in North Dakota, Arizona, Montana, Kansas, and Minnesota, its international campuses in Rome and Peru, and through its many vibrant online offerings. UMary is accredited by the North Central Association of the Higher Learning Commission.

At the graduate level, the potential candidates for this program are often employed by BIE, grant, mission, private, or public schools serving > 50% Native student enrollment. The

opportunity for graduate study is facilitated through a high-quality, online curriculum which UMary has successfully provided for many years. Graduate students do not have to leave their jobs, homes, or families to participate in graduate coursework. Also, Native graduate students engage as a cohort and thus matriculate through the program of study as a group, providing huge support, ultimately leading to professional program success (Lamb, 2009, 2010, 2013, 2016). This program is founded on the statement: “Our vision of a successful student is one who discovers a passion for learning and transforming their world, while maintaining the student’s unique tribal culture, identity and language” (BIE Strategic Plan, 2016-2021).

Target Population. This program will serve the NA population of the Turtle Mountain Indian Reservation, as well as NAs throughout the state of North Dakota. NAs are the largest minority population in ND. American Indian and Alaska Native populations alone comprise 5.5% of the state’s population (North Dakota QuickFacts Estimates, 2017). The American Indian population in North Dakota increased by 13% from 2010 to 2016, from 36,948 to 41,596 (ND Compass Data Highlight, May 2018). Numerous tribes are represented in the state, though the majority are either Chippewa or Sioux, which make up seventy-two percent of the NA population.



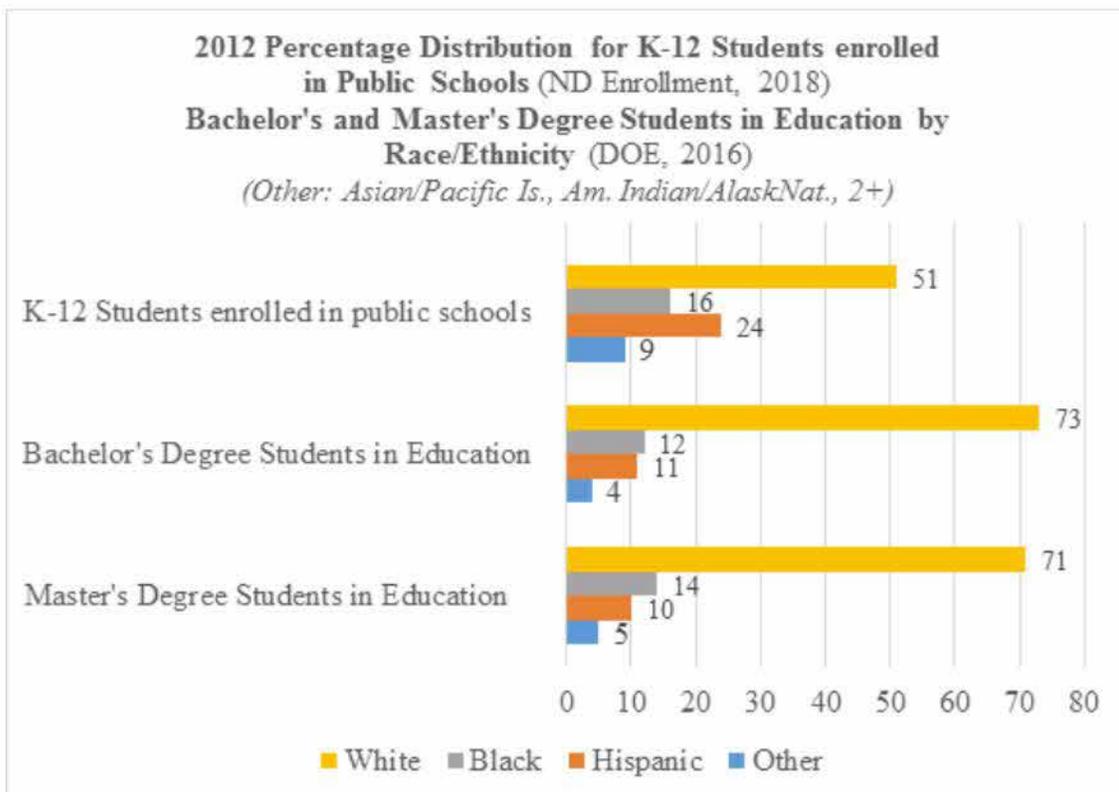
Map of ND Reservations, Retrieved from ND Indian Affairs Commission Website

The Turtle Mountain Indian Reservation has a total population of 9,303, of whom 96.1% are American Indian (ND Compass, 2012-2016). The median age on the reservation is 27.5, with over one-third of the population (36%) comprised of youths aged 17 and below. This compares to the median age of the state at 35. The large proportion of youth on reservations underscores the need for high quality educational opportunities. According to North Dakota Compass (2018), the state's 87.3% on-time graduation rate for the 2015-2016 school year breaks along racial lines, with White students' on-time graduation rate at 90.8%, and NA students' on-time graduation rate at 65.2%. ND Compass also indicates that 21.6% of adults on the Turtle Mountain Indian Reservation hold a bachelor's degree or higher, compared to 28.2% for the state of North Dakota and 30.3% for the United States.

Turtle Mountain Indian Reservation repeatedly has been reported as one of the poorest counties not only North Dakota but also in the United States, with 35% of the population living below the federal poverty level. The 2012-2016 proportion of Turtle Mountain Indian Reservation adults working was 53.3%, compared to 79.3% in the state of ND and 69.4% in the United States in 2016 (ND Compass, 2018). This is one of many reasons Turtle Mountain Indian Reservation was designated as a ten-year Promise Zone. Through the Promise Zone Initiative, the Federal government works strategically with local leaders to boost economic activity and job growth, improve educational opportunities, reduce crime, and leverage private investment to improve the quality of life in these vulnerable areas.

Current Human Resource Gaps. A recent Job Market Analysis was developed which shows a large unmet need for both teachers and administrators in North Dakota schools that serve NA students. This gap is especially significant in the state, where 8.8% of students are American Indian and Alaskan Native, compared to 1.0% nationally (North Dakota

Education Express Snapshot Dataset, 2015-2016). One of the policy recommendations from the National Caucus of NA State Legislators (2008) aimed at closing the achievement gap found among Native students was to “support incentives for teacher education programs at colleges and universities (including TCUs) that recruit and retain high-performing, diverse students to become teachers, as well as programs that focus on the unique needs of Native children”. Moreover, the U.S. Department of Education (2016) states its dedication “to increasing the diversity of our educator workforce, recognizing that teachers and leaders of color will play a critical role in ensuring equity in our education system”. Nationally, although the diversity of educators has increased over the years, school educators and administrators remain racially homogeneous. The 2016 DOE Report shows that 82% of public school elementary and secondary teachers identify as White, as do about 80% of public school principals. The following graph shows 2012 data regarding the diversity of ND teachers and students.



Greater diversity in the educator workforce is needed, as classrooms become more diverse. This goal is challenging because there are multiple points along the educator pipeline at which the proportion of teacher candidates of color decreases, including overall rates of minority postsecondary enrollment, enrollment in teacher education programs, retention of students through completion of postsecondary studies, entering the education workforce, and remaining in the field as teachers (Department of Education, 2016). ND Compass (2018) reports that from 2010 to 2016 the population of persons of color in North Dakota grew at a remarkably high pace (53% growth) as compared to 12.3% growth in the U.S. The Statewide 2016-17 Summary of ND Full-time Educational Personnel by Position and Race reflects that of the 9,761 full-time educational personnel, only 272 (2.8%) are American Indian or Alaskan Native (ND Department of Public Instruction, 2017).

The North Dakota Education Standards and Practices Board (ESPB) declared all teaching content areas except for physical education as critical shortages for 2018-2019 due to severe teacher shortages in all content/degree areas (ESPB, 2018). The North Dakota Council of Educational Leaders (NDCEL) lists 42 current teaching vacancies as of July 5, 2018 (EdjobsND.com). In addition to current shortages, the need for teachers and administrators will increase due to aging of the workforce, effect of retirements, and increases in population. As a result of energy and production expansion in ND over the past ten years, public school enrollment increased from 95,600 students in 2007 (Decker, 2007) to 111,719 in 2017-2018 (ND Insights, Total Enrollment by Year, 2018).

The North Dakota Teachers' Fund for Retirement (TFFR) projects that of 10,981 active TFFR members, 1,050 (9%) are currently eligible to retire (TFFR, 2018). The table below shows a 2016-2017 statewide summary of full-time educational personnel by position

and age, demonstrating that nearly 1,000 currently employed teachers and administrators in the state were then over the age of 60 and eligible to retire.

Statewide 2016-17 Summary of Full-time Educational Personnel in Public Schools by Position and Age (ND Dept of Public Instruction, 2017)							
Position	Count	20-29	30-39	40-49	50-59	60-69	70+
Elementary Principal	286	2	58	111	82	32	1
Secondary Principal	161	2	32	70	49	7	1
Superintendent	144	0	14	38	61	31	0
Counselor/Librarian	521	42	159	115	128	76	1
Elementary Teacher	5,967	1,159	1,739	1,332	1,213	505	19
Secondary Teacher - All Areas	2,499	409	699	570	552	254	15
Special Education	179	16	40	52	41	30	0
TOTALS (incomplete data)	9,761	1,630	2,743	2,289	2,127	935	37

(2) *The extent to which employment opportunities exist in LEAs [including BIE-funded schools] that serve a high proportion of Indian students in the project's service area, as demonstrated through a job market analysis.* The current job market analysis strongly supports the need for NA teachers and administrators to fulfill the positions available on Indian Reservations in ND. The following table shows July 2018 job openings listed on websites of

Tribal and other schools that serve >50% Native students. The vacancies indicate the ongoing difficulty ND reservation and adjacent schools have in maintaining full teaching capacity.

Job Availability in North Dakota Schools with > 50% Native student enrollment	
School/District	Job Vacancies
Circle of Nations Indian School	Principal, Superintendent
Dunseith Indian Day School	Special Education Teacher
Fort Yates Public School	Teachers: ELA, Culture/Language, Health/Physical Ed.
Four Winds Comm. School	High School Science Teacher
Mandaree Schools	Teachers: Art, Kindergarten, English (2 positions), Music, Physical Education, SPED; Elem. Principal
New Town Public Schools	Teachers: 2nd Grade, 4th Grade, English, Building Trades, SPED (K-5) and SPED (6-12)
Parshall School District	Teachers: Elementary School (1-6), Math (7-9) and (9-12), Life Science (7-12), Music (K-12), Physical Science (9-12), SPED (7-12)
Solen High School	Elementary Kindergarten Teacher
Standing Rock Community School	Teachers: Elementary, Elementary Computers, 7th and 8th, High School Social Studies, Business, Elementary Principal
Turtle Mountain Community Schools	Teachers: High School English, Middle School Food and Consumer Science, Ojibwa Indian School Teacher (3 positions), Preschool Teacher, Elementary (2 positions)
Twin Buttes School District	Teachers: Elementary (Kindergarten), Physical Education/Athletic Director, SPED, Principal (K-8)

b) Quality of the Project Design

*(1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are ambitious but also attainable-***FY 2016 PD Program Successes.** The partnership between TMCC and UMary has been supported by the FY2016 Professional Development program through OIE. The program recruited 12 Native graduate scholars, all of whom are still in the program (100% retention), and will graduate in April 2019. The UMary retention rate for the MEd. is 82% for the same start date. At the undergraduate level, in Year-1, seven students were conferred a BS degree in teacher education. Six of the seven attained contracts for the 2017-2018 academic school year and renewed for the 2018-2019 year. One student chose to continue to graduate school. In Year-2, eight more undergraduate students completed and were conferred. As of this writing, seven have received contracts for the 2018-2019 school year. In December 2018, one more graduate from TMCC will be conferred with a BS in Secondary Science Education. Of the 32 total undergraduates who enrolled in the program, 26 will be complete by May 2019 (retention of 81%) for the PD2016 existing program. This is in comparison to the overall retention rate of 77% for undergraduate teacher education programs at the UMary. These data compare to the 2014 six-year graduation rate of 51.5% for all majors from 4-year institutions in North Dakota and 59.7% nationally (ND Compass, 2018). TMCC's Institutional Effectiveness and Assessment Report shows that TMCC continues to lag behind the national average in its overall graduation rates (TMCC, 2011) however, support through the 2016PD grant, has impacted TMCC participant retention success.

(i) The number of participants expected to be recruited in the project each year. In Year-1 of the project, seven undergraduate Native scholars entering their junior year of study toward the BS degree in teacher education will be recruited into the program. Nineteen Native scholars

will be recruited into the graduate program in K-12 Admin. or SPED Strategist. In Year-2 another seven undergraduate candidates at junior academic standing will be admitted to the program. Year-2 will not admit additional graduate students, as it takes three years to complete MEd. degree coursework and research in K-12 Admin. or SPED Strategist. Year-3 will be ongoing support of 33 (14 undergraduate; 19 graduate) Native scholars. Seven of the Year-3 undergraduates will graduate with their BS in teacher education; thus, the initial programming for induction will begin for these graduates. A timeline (Appendix A) describes the participants and the support provided through this program.

(ii) The number of participants expected to continue in the project each year. Year-1 will close with 26 participants actively engaged in undergraduate (N=7) and graduate (N=19) studies. Year-2 will support 14 undergraduates (n=7 seniors and n=7 juniors) and 19 graduate students. In Year-2, the seven undergraduate seniors will graduate from TMCC in May 2019. In Year-3, seven undergraduate students will continue to graduation in May 2021 from TMCC, and 19 graduate students will complete their research/coursework and graduate with their MEd. in April 2021 from the UMary. Year-4 & 5 will be induction services for all 33 participants.

(iii) The number of participants expected to graduate. In total, 33 students are expected to graduate following completion of this PD program. These are ambitious goals, but both UMary and TMCC are confident these goals are achievable based on a) the quality of candidates, b) academic support through the curriculum, c) job placement, and induction into the profession, d) the quality and dedication of faculty at the undergraduate and graduate level, and e) the ongoing performance record of the FY2016 grantee. Should there be attrition early in the program (end of Year 1), alternates will be recruited to fill the

vacancies with support of the Project Director (UMary) and Site Coordinator (TMCC) to ensure student completion of their program of study within the term of the grant award.

(iv) The number of participants expected to find qualifying jobs within twelve months of completion. All 33 participants are expected to find employment in schools with >50% Native student enrollment within 12 months following their graduation. A detailed description of the job placement supports at TMCC and UMary is included on page 19.

(2) The extent to which the proposed project has a plan for recruiting and selecting participants, including students who may not be of traditional college age that ensures that program participants are likely to complete the program. **Recruitment.** UMary and TMCC have existing policies and procedures for recruiting and selecting participants to their Education programs which ensure that degree candidates are highly-qualified and motivated to complete their programs. Candidates for undergraduate programs are recruited from individuals who are enrolled/completing two years of study (60 credits) and taking an introduction to teaching course taught by TMCC education faculty. Also, high school juniors/seniors from Turtle Mountain Community High School and other high schools near the Turtle Mountain Indian Reservation with >80% Native student enrollment make a TMCC campus visit known as “Career Day.” Each TMCC department provides recruitment information, career related activities, and one-on-one communication about their programs to high school students. The teacher education faculty are involved in this campus-wide recruitment effort. In addition, KEYA 88.5 FM, the NPR station for the Turtle Mountain Indian Reservation, frequently invites faculty from TMCC’s teacher education program to speak about professional opportunities for individuals in education.

The interview(s), cover the application process, requirements, and start dates to enter the program.

UMary uses multiple venues for graduate student recruitment. Graduate admissions representatives attend numerous ‘table’ opportunities where potential graduate students are likely to be engaged in professional development conferences. Dr. Lamb presents at the North Dakota Indian Education Summit held at the state capital in July. Native teachers who work in K-12 schools serving >50% Native enrollment attend this event each year. Finally, UMary’s reputation in ND and nationally encourages student enrollment.

Admissions. TMCC admits candidates into its Bachelor’s degree program in the Education Department who have completed at least 60 credits successfully, with a cumulative GPA of 2.75 or higher. Applications include a written Philosophy of Education, three letters of recommendation from faculty, staff or administration, and a resume of the candidate’s work history and/or previous academic experience. Acceptance is based on GPA, the writing assessment and a committee interview. Undergraduate recruitment is ongoing throughout the academic year at TMCC. The quality of the program and accessibility to local Native talent has supported recruitment.

Admission to the MEd. program at UMary requires an official transcript documenting the successful completion of a Bachelor’s degree from an accredited institution of higher education, 3.0 GPA, a written mission paper and goal statement, and three letters of recommendation. Once admitted into graduate school, the student is assigned an advisor who mentors the plan of study to completion.

Non-traditional College Age. Integrated Postsecondary Education Data System (IPEDS) demographic data reflects that 95% of students enrolled at TMCC are American

Indian or Alaska Native, and 38% are 25 years of age and over (Institute of Education Sciences; National Center for Education Statistics, Fall 2016). Recruiting and retaining non-traditional-age students to this program is critical to meeting the needs of K-12 and the tribal community. TMCC offers “academic preparation for learning as a life-long process of discovery of knowledge embedded in the intellectual disciplines and traditions of the tribe” (TMCC Institutional Goals, 2018). With respect to the graduate program, those individuals who enter into advanced education are considered life-long learners, therefore this population of students fully represents non-traditional age and demographics.

(3) The extent to which the proposed project will incorporate the needs of potential employers, as identified by a job market analysis, by establishing partnerships and relationships with appropriate entities (e.g., LEAs, including BIE-funded schools, that serve a high proportion of Indian students) and developing programs that meet their employment needs. This program strives to support potential employers in their efforts to fill teaching and administration positions within their districts (see Page 9 for Job Market Analysis). LEA consortium partners are the Turtle Mountain Community Schools (K-12), St. John Public School, St. John, ND, and Dunseith Indian Day School-BIE, Dunseith, ND. All consortia partners actively recruit and employ TMCC teacher education graduates into their buildings (see required attachment).

c) Quality of Project Services

(1) The likelihood that the proposed project will provide participants with learning experiences that develop needed skills for successful teaching and/or administration in LEAs, including BIE-funded schools, that serve a high proportion of Indian students. The design of this project is based on empirical research and experiential knowledge of effective methods of teaching and

supporting NA scholars pursuing teaching and administrative degrees. The independent curricula for undergraduate and graduate curricula can be found in Appendix B. Faculty engaged with the undergraduate participants represent more than 100 years combined experience in the field of K-12 and higher education in the Turtle Mountain community. Dr. Delorme, TMCC site coordinator, has been a teacher, principal, and college professor. As site coordinator at TMCC, she leads with a vast knowledge of best practices in Native education. UMary deeply recognizes the valuable work TMCC has done in preparing K-12 teachers over the past 18 years through the culturally rich tribal college setting. Tribal colleges are recognized as sources of cultural revitalization across Indian Country and proponents of Indian self-determination. In an effort to enrich the current scope of educational opportunity for Native scholars, UMary will provide graduate-level training through a Master's in K-12 Administration or SPED Strategist.

Undergraduate Teaching & Learning Experiences. The curriculum (Appendix B) for teacher education at TMCC has been dynamic in its design and implementation. As needs and interests of children within the K-12 classroom evolve, so must teaching strategies of primary educators (classroom teachers). This proposal intends to include a STEM component (David Wibe, TMCC, and Loni Miller, UMary) which will enrich the instructional capabilities of initial licensure teachers from TMCC. Specifically, three classes (fall, spring and summer) and supplemental professional development (summer) in Astronomy, Engineering, and 21st Century Math and Science Instructional Methodology will be offered in Year-2 and 3. A full description of the courses is provided in required attachments. Briefly, in the Astronomy course, undergraduate participants will be instructed in the optics and scientific photo-imaging of celestial bodies as they track the night sky. TMCC already has specialized telescopes available for the course. The goal is to train undergraduate participants in this science and then offer 'star parties' for school-

aged youth in a summer camp-type setting on the TMCC campus. The cultural furtherance will include Native stories and dance to infuse the science content. The engineering course will engage undergraduate participants in STEM through the use of the LEGO-LAB. This hardware/software will instruct TMCC program participants in energy/environmental industrial design, physics, mechanics, and electricity. The goal will be to host the first Turtle Mountain Lego League Qualifier for the Turtle Mountain Reservation schools (and surrounding non-reservation schools with >50% Native enrollment). David Wibe, professor at TMCC, will teach these two courses. He was a facilitator of a science magnet program that specialized in science enrichment instruction in Arizona. The program was highly successful and included taking students on field trips to Hawaii's Marine Biology Lab, Johnson Space Center in Houston Texas, Raytheon in Los Angeles, Ice Core Laboratory in Denver, CO. The third course, in Math & Science 21st Century Instructional Methodology, will be taught by Loni Miller. Ms. Miller is a 2016 PAEMST awardee (Presidential Award on Excellence in Math and Science Teaching) through the National Science Foundation for the state of North Dakota. This course will provide rigorous instruction in the most current evidence-based methodologies recognized by the community of science teachers nationally on Problem Based Learning (Required Attachments).

Administration. Within the MEd. program in K-12 Admin. Native scholars will be provided instruction from award-winning professors at the University of Mary. The curriculum (Appendix B) includes coursework in Ethics, Education Administration, and Education Law. In addition, each candidate in the Masters program must complete an internship prior to graduating. Professional development further enriches the graduate candidates in human resource management, teacher evaluation methodology, and conflict management. All graduate students are provided a membership to the North Dakota Council of Education Leaders association and

support to attend the semi-annual meetings. Lastly, as an ongoing part of the graduate program and pre-induction services, all graduate participants are enrolled in the “Bootcamp for New Administrators” which is held in Bismarck prior to the start of the academic year.

Special Education Strategist. With respect to the Master’s in SPED, data from the most recent Comprehensive Needs Assessment/Title I Supplemental Report submitted by the Dunseith Day Indian School reports 20% of the K-8 students receive or are eligible to receive SPED services within the SPED classroom (Dunseith Indian Day School, 2016). Graduate students in this program of study engage in the following courses targeting a vast array of special needs in K-12: EDU 672 Advanced Assessment of Exceptional Students, EDU 670 Advanced Methods and Materials of Emotional Disorders, EDU 660 SPED Law, and EDU 609 Internship: Intellectual Disabilities, and EDU 576 Advanced Methods and Materials of Learning Disabilities. These courses complement the research methodology courses which all graduate students in the MED complete in order to meet the university requirements for conferral.

(2) The extent to which the proposed project prepares participants to adapt teaching and/or administrative practices to meet the breadth of Indian student needs. Martin, Manning, Steeves, Steeves & Reyner (2017) identified nuanced strategies to improve the educational performance of Native students. They concluded that building relationships and engaging in dialogue with students’ extended families, their communities, and school staff is essential in helping them understand the myriad policies, constraints, and goals so they can support students more fully. In addition to a standards-based approach to instruction, it is critical that the whole student is recognized, including the child’s physical, emotional, spiritual, and mental health needs. Pre-service teachers at TMCC are enrolled in a teacher education curriculum (Appendix B) which includes content, pedagogy, and education methods courses that include strategies for NA

student success. In addition, participants are required to complete two practicum field experiences of 40 hours each, a 10-12 week student teaching externship, and volunteer community outreach services. The students are members of a cohort model learning community which fosters student-student collaboration, student-faculty collaboration, increased academic involvement, interdisciplinary learning, knowledge constructivism, perspectivism, linking coursework to real life situations, cooperative learning, and culture (Lamb, 2013). Through this model of deep academic involvement and rigor, the teacher education students from TMCC emerge as true change agents in meeting the challenges of education in Indian Country.

At UMary, graduate programs are offered in a convenient, flexible program, designed for working professionals. Curricula blend theory and applied leadership opportunities to prepare candidates to lead in all school settings (public, private and BIE). The graduate education degrees are offered as an online program with mentored internship experiences. Graduate students are asked to study the work of prominent researchers such as Terry Huffman, Jon Reyner, Gregory Cajete, Donna Deyhle, and Paul Boyer, among others, to develop their own personal philosophy of what Indigenous leadership in K-12 schools serving >50% Native enrollment actually entails. This scholarship is brought into the UMary graduate curriculum at three specific points: EDU 531 Educational Ethics, EDU 567 Diversity in Education and EDU 692 Elementary Internship. The intention is to develop an advanced understanding of what it means to serve in leadership to Native children, parents and faculty and to pursue this vision with a passion.

(3) The extent to which the applicant will provide job placement activities that reflect the findings of a job market analysis and needs of potential employers that serve a high proportion of Indian students. In addition to the support provided by consortium partner Turtle Mountain

Community Schools (K-12) in placing teacher and administrator graduates, this project will benefit from job placement services that are available on both the TMCC and UMary campus.

Turtle Mountain Community College supports its teacher education graduates in finding jobs primarily through the Placement Center. Students are coached in interview techniques, resume building, and critical decision making regarding relocation, such as housing, childcare, and other community services available to new graduates seeking employment for the first time in the teaching profession.

Other supports for job placement are more directly tied to the community. These include: advertisements in the newspaper, *Turtle Mountain Star*; NPR Station KEYA, “The Voice of the Turtle Mountains”; position announcements from the human resources department at Turtle Mountain Community Schools; and, as is the norm in a tribal community, word of mouth. In addition, the TMCC teacher education department practices three separate interview exercises with the teacher education students during the two-year curriculum leading to a BS degree in education. During these interviews students are provided valuable feedback which helps them hone their public speaking and presentation skills.

Another tool used by the undergraduate students is the electronic portfolio designed through the free Weebly (<https://www.weebly.com/>) software package. Throughout their academic career at TMCC, this software is used to craft an electronic portfolio showcasing their best work and uniquely designed lesson plans, curriculum maps, classroom management plans, assessment tools, and instructional strategies necessary to bring forth academic success in the classroom.

UMary’s Career and Testing Services office helps students explore career options, secure a job, or move into graduate school. Each year, more than 100 employers actively recruit

UMary students by attending career fairs and information sessions, holding on-campus interviews, posting openings on the career services website, offering classroom presentations, and other events. An additional source of employment support for graduates from this program will be the new North Dakota website (www.edjobsnd.com/Edj/front/scripts/default.cfm) which was launched this spring as a statewide clearinghouse for all K-12 administrators to use for advertising their available positions. This site was developed by the North Dakota Council of Educational Leaders and has filled a huge need for all North Dakota principals and superintendents who are searching for qualified, licensed, teaching personnel. In addition, it is a powerful site for job seekers searching for positions matching their K-12 licensure credentials. Another source of job market information is the North Dakota Job Service site:

<http://www.jobsnd.com>. Although this site is more general, it offers a host of services available to individuals who are seeking employment in multiple areas, including K-12 education. Prior data (Page 9) in this narrative describes the number of positions now vacant within the reservation schools serving Native students in North Dakota. Based on the critical shortage experienced by tribal schools, as well as schools across the state, the opportunities for employment are strong. On April 12, 2018, the Education Standards and Practices Board (initial teacher licensure agency) declared *all content areas* except Physical Education as critical shortage areas in teaching in North Dakota (ESPB, 2018).

(4) The extent to which the applicant will offer induction services that reflect the latest research on effective delivery of such services. The importance of providing purposeful induction services to initial licensure teachers (first year) at the undergraduate level has been cited in numerous empirical studies (Kearney, 2014; Poom-Valickis, 2013; Bloomfield, 2010). Induction services at the graduate level in teacher education is a comparatively new strategy.

Kearney (2014) observes that a number of formal and informal experiences seem to be in practice to support first-year educators. The following definition of induction was offered by Ingersoll & Kralik(2004), Ingersoll & Smith (2004), and Ingersoll & Strong (2011) in the paper, *Understanding beginning teacher induction: A contextualized examination of best practices* (Kearney, 2014) "... a collective of programs involving orientation, support, and guidance for beginning teachers" (p. 5). Wong (2004), in Kearney, furthers this premise by adding, "A system-wide, coherent comprehensive training and support process that continues for two to three years and then seamlessly becomes part of the lifelong professional development program of the district ..." (p. 42).

Burke, Aubusson, Schuck, Buchanan, & Prescott (2015) quantify the relative value early career teachers (ECTs) place on various types of support in the form of affirmation, resources, collegial opportunities, mentoring, and professional development. ECTs with intentions to depart the profession place greater relative value on the sharing of resources, cooperative teaching and planning, offsite discussions about classroom management and programming with mentors, and having a greater professional voice. In contrast, those with intentions to remain place greater value on conversations with and observations about teaching from more experienced teachers at their school.

It takes a sense of collective responsibility for new teachers, and, thus, for the students in their classrooms, to change the trajectory for students being served (Yoshida, 2014). By taking action to make decisions that create supportive environments for novice teachers and the students in their classrooms, collaborative partnerships add vitality to sustain an environment of teaching for understanding. "Providing all students with a quality education can directly combat systemic inequities that have plagued our highest-need students, families, and communities for

generations” (New Teacher Center, 2018). Data quantifying the impact of instructional leadership on student achievement is shared by a recent NTC Ingersoll Report Practice Brief (2017), “Students in schools with the highest levels of reported instructional and teacher leadership perform up to 10 percentage points higher in both math and English language arts on nationally normed assessments of proficiency, compared with schools with lowest levels.” This study specifically took poverty ridden socio-economic factors into consideration.

In view of these research-based suggestions for educational administrator induction, UMary intends to provide the following first-year supports to graduates: 1) opportunity for shared mentorship among senior administrative personnel in the building and/or district; 2) peer coaching sessions with the Program Director of the project, graduate student advisor, and graduate students four times in the induction year; 3) professional development support to graduates to attend the North Dakota Council of Educational Leaders (NDCEL) annual conference held in Bismarck, ND; and 4) opportunity for professional networking within their professional association, NDCEL. Induction services will be assessed for participant satisfaction through quantitative survey and qualitative interview. Data will be analyzed for continued program improvement in future cohorts entering the program.

TMCC will provide recent Teacher Education graduates with in-depth induction level experiences and services such as those described by Burke, et al. (2015) as being effective to improve retention. This includes orientation with a mentor teacher for each candidate and an in-service session for the inductees and mentor teachers to engage in an in-depth exploration of effective practice. The North Dakota Education Standards and Practices Board (state licensing agency) provides added intensive first-year teacher support through its Mentoring Program offered by its North Dakota Teacher Support Services department (Appendix C). Through

guided state support, TMCC will partner with ESPB to provide induction services which include the following activities: one-on-one conferencing, recording lessons, continuing education via online courses through the ND Teacher Support System, targeted training/support of mentor teachers who support first-year teachers in the classroom and building, and training of administrators in the strategies necessary to provide encouragement and open communication between a first-year teacher and his/her administrator. (See Appendix C) for detail of the induction plan) TMCC has been engaged previously in this partnership between the state mentorship program and first-year teachers and, thus, has a history of successful outcomes that will inform the future of induction services in this program.

The induction plan is augmented by professional development trainings (Classroom Management Strategies, SPED Strategies for the Classroom, Differentiated Instruction and Science Methods for the Elementary Classroom) at the TMCC campus in the summer prior to the school year start for the Bachelor's degree graduates from TMCC (N=14). In addition, the previous grant cycle supported professional development for the two groups of Bachelor's program completers through conferences in Bismarck, such as North Dakota Council on Educational Leadership and North Dakota Indian Education Summit.

An estimated two in three children are exposed to traumatic experiences that have the potential to impact brain development, social functioning, and ability to learn and engage in school (McInerney & McKlindon, 2014). By understanding how trauma impacts students and adopting a trauma-informed approach, educators can play a crucial role in mitigating both the short-term and long-term effects of trauma, resulting in a positive impact for students' academic and life success. Therefore, Trauma Sensitive Schools (TSS) training (\$300/session for 3 sessions) will be offered in Year 5 for both graduate and undergraduate participants. The

Department of Public Instruction Trauma Sensitive Schools (TSS) training initiative began in 2015, through collaboration between Mid-Dakota Education Cooperative (MDEC), the North Dakota Department of Health, and the Department of Public Instruction to offer a number of services to help teachers and schools create well-balanced students. Over 6,600 North Dakota educators have trained in *A New Perspective on Student Behaviors and Learning*. Awareness of trauma and trauma-informed practice is the first step for schools and educators. TSS training is designed to motivate and guide schools to examine and transform their policies/practices, educational strategies, professional development, and community relationships. The result of this intentional strategic work should be an environment and community that is safe, caring, and respectful and where all children can learn to their capacity. There are five key modules, covered over three sessions, ranging from creating an awareness of trauma and its effects on learning to exploring trauma informed practices (Appendix C).

Paliokas & Killion (2013) advocated a need for comprehensive induction of principals in order to meet the increasing demands of: a) rigorous Common Core Standards in math, English language arts, and science; b) revised student assessments aligned to these standards; and c) teacher evaluation and support systems linked to student growth. The most effective strategies for administrative induction include multiple mentors, peer coaching, job embedded professional learning, and working within a collaborative organization (p. 13). Other strategies which have been documented (Cameron, M., Lovett, S., Baker, R. and Waiti, P., 2003) include 12 days of residential sessions and extensive networking opportunities. The North Dakota Council of Educational Leaders and the Department of Public Instruction have partnered to create a *Bootcamp* for emerging administrators which is designed to provide quality professional development, networking opportunities, and delivery of innovative best practices. The 3-day

Annual Administrator's Workshop *Bootcamp* focuses on specific levels of administrative experience (Appendix C). Superintendent, Principal, and SPED Director topics include: school and community relations, teacher evaluation, school budgets, specialized training by EduTech, and Question & Answer time (separate sessions for each group). Keynote speakers are selected to include Legislative Updates, AdvancEd, ESSA, and State-specific Reports. These workshops serve as an approved workshop to renew administrative credentials, and a certificate of attendance will be given at the conclusion of the workshops. Attendees may also elect to earn one unit of graduate credit from the University of Mary.

(5) The extent to which the applicant will assist participants in meeting the payback requirements. At the onset of the program, a detailed orientation is provided for participants both at the undergraduate (TMCC) and graduate (UMary) level. During this orientation, students are provided information regarding the goals of their program of study, the hours necessary to complete the curriculum, the professors who will be teaching the courses, and the details of the payback requirements for the 2018 Professional Development. The program director is responsible for the dissemination of all regulatory information regarding payback. The ramifications of not completing the program and obtaining a job in the profession (teacher or administrator) are fully disclosed. Participants are given a choice as to whether to sign up in the program. If the participant agrees to the program stipulations regarding payback, then the OMB Control Number Form: 1810-0698 will be disbursed to each participant for data entry and signatures. These forms will be submitted to OIE PDP DCC in a timely fashion. If a participant does not complete the academic program, the project director will notify OIE and record that information in the PDP DCC.

d) Quality of Project Personnel

(1) The qualifications, including relevant training, experience, and cultural competence, of the project director and the amount of time this individual will spend directly involved in the project. One of the strengths of this project is the qualifications, experience, and cultural competence of the Project Director (PD). Carmelita Lamb, PhD, is the Associate Dean for the Liffrig Family School of Education and Behavioral Sciences at UMary and Mellon Fellow through the American Indian College Fund. Dr. Lamb is of mixed heritage: Hispanic and an enrolled member of the Lipan Band of Apache. She served as the Chair of Teacher Education at TMCC and directed a 2.3M NSF sponsored program, “Native Ways of Knowing,” which trained 18 secondary science teachers. Dr. Lamb is national assessor for Presidential Award for Excellence in Math and Science Teaching (PAEMST) under NSF; national assessor for the Council for the Accreditation of Educator Preparation (CAEP); proposal reviewer for the Society for the Advancement of Chicanos and NAs in Science (SACNAS); and curriculum designer for Honoring Tribal Legacies (National Park Service, Lewis and Clark Trail). Dr. Lamb will serve as Project Director and will interact directly with the degree candidates. Year 1 there is no request for support and reduced Year 2 support to 30% since Dr. Lamb is being supported by another Indian Professional Development grant in these years. Year 3 will be at 40% and Induction years 4 & 5 will be at 25%.

(2) The qualifications, including relevant training, experience, and cultural competence, of key project personnel and the amount of time to be spent on the project and direct interactions with participants. David Wibe graduated from New Mexico State University with a Bachelor of Science in Secondary Science Education in 1999. He was hired by the Las Cruces Public School District to teach middle school science in 2000. His area of specialty was science

enrichment. In 2018, Mr. Wibe accepted a teaching position with Turtle Mountain Community College to develop the secondary science teacher education program. In April, he initiated a new STEM opportunity at the college for local schools with the LEGO EV3 system and a robotics competition. His goal is to continue to provide more STEM enrichment opportunities in the Turtle Mountain community in the coming years. Mr. Wibe will develop two STEM courses (3 credits @ 45 hours per course; total of 90 hours in Years 2 & 3).

Loni Miller, Assistant Professor at the University of Mary, is the program director for Elementary Education. In addition, she works in the Masters program in science methods, reading, and capstone portfolio. Loni was awarded the PAEMST (Presidential Award for Excellence in Math and Science Teaching) under President Obama. Loni has been trained extensively in 21st Century Math and Science skills utilizing Problem Based Learning Strategies. She will design and teach a unique STEM course through the University of Mary (3 credits, 45 hours of direct instruction in Years 2 & 3) for all undergraduates in the program.

(3) The qualifications, including relevant training, experience, and cultural competence (as necessary), of project consultants or subcontractors, if any. Dr. Teresa Delorme is the Teacher Education Program Director at TMCC. A member of the Turtle Mountain Band of Chippewa Indians, Dr. Delorme has intimate knowledge of the NA school system, because she attended elementary and high school on the Turtle Mountain Indian Reservation, and she has been a Principal at one of the Reservation's elementary schools. Dr. Delorme will commit .5 FTE to management of the program at TMCC. There is no request for support in Years 1 and 2 since Dr. Delorme is supported by another Indian Education Professional Development Grant. Years 3 and 4, she will be at 50%; in Year 5 will be at 40%.

e) Quality of Management Plan

(1) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits. Approximately 28% of the costs of this project will cover personnel to manage program objectives. Minimal costs are being allocated to ancillary expenses, such as travel and program supplies. The bulk of the funding request (approximately 70%) provides direct support for the participants. Support expenses and materials for the STEM education component adds enrichment. The budget allows for professional development opportunities for the candidates, mentors for graduates, licensure fees, federal background checks, and student insurance fees necessary to enter into the BIE school systems during the practicum field experiences, which supports the potential for candidate success in the teaching environment following student teaching as well as provide administrators critical insight into the talents of our candidates for future employment.

(2) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project. All partners in this project are committed to planning for continuous quality improvement in all activities. Key staff from UMary and TMCC will communicate on a monthly basis. The budget supports travel to the Turtle Mountain Reservation two times each academic semester. This travel will allow the key partners to make adjustments to the project if needed, and also will give the Project Director an opportunity to interact with the teacher candidates enrolled in the TMCC program and to support their efforts to graduate and obtain employment. The relationship between all students in the program, graduate and undergraduate, is pivotal to the success of the Professional Development program. Appendix D offers qualitative feedback from participants on their experiences thus far in the PD16 program, as well as a photograph of the

2018 TMCC graduates. These components provide ongoing evidence of a high-quality, existing program and the efforts to continue this level of programming in future years.

(3) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project. Together, UMary and TMCC have designated a substantial percentage of time and effort to key personnel to manage this grant project: .4 FTE from UMary and .5 FTE from TMCC, independent of budget allocations requested. Although this is the amount of time and effort spent, we are not requesting this level of funding.

This grant is running concurrently with another award and an assistant is needed to support the amount of time needed for these grant activities. Administrative support (Yr 1-3) for the project also has been budgeted (at .3 FTE) to support the functions of data collection (especially the detailed records surrounding each candidate's payback agreement), student registration, and graduate admissions processing. In addition, grant funds have been allocated for travel, training, and meetings to ensure that project staff are supported in the goals and objectives.

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Key Personnel

University of Mary

Dr. Carmelita Lamb, Associate Dean, Project Director

Dr. Brenda Tufte, Chair, Graduate Studies

Kim Marman, Chair, Department of Education, M.Ed. Special Education Strategist (SES)
Program Co-Coordinator

Loni Miller, Elementary Education Program Director, M.Ed. Reading Program Coordinator

Dr. Marijke Leibel, Assistant Coordinator, North Dakota Teacher Support System (NDTSS),
Education Standards & Practices Board (ESPB)

Turtle Mountain Community College

Dr. Teresa Delorme, Chair, Teacher Education, Co-Project Director

Kristi Dionne, Teacher Education Faculty

Kathy Thorfinnson-Henry, Teacher Education Faculty

David A. Wibe, M.A., Secondary Science Instructor, Teacher Education Faculty

Carmelita Lamb



Professional Preparation

Ph.D.	North Dakota State University	2009	Institutional Analysis/Adult Occupational Education
M.S.	North Dakota State University	1995	Animal Science-Equine Physiology
B.S.	Texas A & M University	1979	Animal Science (Science Emphasis)

Appointments

2016-present	Associate Dean, Liffrig Family School of Education and Behavioral Sciences, University of Mary, Bismarck, ND
2016-present	Principal Investigator for Professional Development Program, Native American Educational Leadership Program (NAELP), U.S. Department of Indian Education, 987K
2015-present	National CAEP assessor
2014-2016	Department Chair-Graduate and Distance Education, University of Mary, Bismarck, ND
2013-2014	Project Director for Professional Development of Elementary Education (U.S. Department of Indian Education 1.2m)
2012-present	NCATE science content expert for program review
2010-2014	Teacher Education Department Chair, Turtle Mountain Community College, Belcourt, ND
2010-2014	Praxis Testing Supervisor, Turtle Mountain Community College
2010-2014	Title III Coop Education Program (U.S. Department of Indian Education 2.3m)
2010-2011	Supervisor for Professional Development Elementary Education sponsored program (U. S. Department of Indian Education 1.7m)
2008-2009	Mellon Foundation Doctoral Fellow-American Indian College Fund
2006-2012	Native Ways of Knowing (NSF sponsored secondary science teacher education program 1.8m)
2004-2007	Instructor for Equine Science Certificate Program (USDA equity grant) Turtle Mountain Community College
2000-2006	Secondary Science Teacher, Dunseith Public High School, Dunseith, ND
1990-2000	USDA Extension Service state 4-H youth horsemanship coordinator, NDSU, Fargo, ND

Selected Relevant Publications/Presentations

Lamb, C. (2018) **In Press** Review of book: *Honoring our Teachers* Eds. Reyhner, J., Martine, J., Lockard, L. Gilbert, W.S. Flagstaff, AZ: Northern Arizona University Press.

- Lamb, C. (2016). Struggle and Success: The state of teacher education at tribal colleges and universities. *Tribal College Journal* 27(3).
- Lamb, C. (2016). Teacher Education at Tribal Colleges and Universities: A Talking Circle of department chairs and education warriors. In: E. Petchauer Editor, *Teacher Education at Minority Serving Institutions: Programs, Policies, and Social Justice*. Brunswick, NJ: Rutgers University Press.
- Lamb, C. (2015, May 2). Tribal college governance. [Review of the book *Success Academy: How Native American students prepare for college (and how colleges can prepare for them)*, by M. Benton Lee]. *Tribal College Journal*, 26(4).
- Lamb, C. (2014). Growing our own: A sustainable approach to teacher education at Turtle Mountain Community College. *Tribal College Journal*, 26(2).
- Lamb, C. (2013, October 31). Tribal and behavioral health. [Review of the book *American Indian Educators in Reservation Schools* by T. Huffman]. *Tribal College Journal*, 25(2).
- Lamb, C. (2013). Cohort model learning communities: The tribal college perspective of best practices in teacher education. In Yazzie-Mintz, E. (Ed.), *Mellon Tribal College Research Journal* (pp. 28-76). Denver, CO: American Indian College Fund Press.
- Lamb, C. (2012). TMCC takes multicultural education on the road. *Tribal College Journal*, 23(4).
- Lamb, C. (2010). Turtle Mountain teachers train change agents. *Tribal College Journal*, 22(2).
- Lamb, C. (2010). *Native Ways of Knowing: The Student Perspective of Teacher Education in Tribal Colleges*. Paper presented at Native American Indigenous Studies Association (NAISA) conference, Tucson, AZ.
- Lamb, C. (2009) *Cohort model learning communities: The tribal college perspective of best practices in teacher education*. Paper presented at Native American Indigenous Studies Association (NAISA) Conference, Minneapolis, MN.
- Marin, T. & Lamb, C. (2008). From Turtle Mountain to the Badlands: Learning to teach native ways of knowing. *The Tribal College Journal*, 19(4).
- Marin, T. & Lamb, C. (2007). Using NASA research to teach in the Native Ways of Knowing secondary science teacher education project. *The Earth Observer*, 19(2).
- Lamb, C. (2007), August) *Native Ways of Knowing-secondary science teacher education project*, sponsored by the National Science Foundation. Poster presented at the Joint Annual Meeting, Washington, DC.

Lamb, C. (2006, May). *The phenomenon of stopping-out in American Indian post-secondary education*. Paper presented at the Higher Education Resources Organization Meeting, Bismarck, ND.

Synergistic Activities

- Advisory Board for North Dakota State University Doctoral Program in Education
- Dakota College at Bottineau Foundation Board member
- Succeed 20-20 North Dakota Education and Work Force Initiative
- Northwest Regional STEM Community (Partnership between state colleges, universities, and tribal colleges to promote STEM transitional programs from high school to college)
- American Association for the Advancement of Science
- Society for the Advancement of Chicanos and Native Americans in Science (SACNAS)
- Native American and Indigenous Studies Association (NAISA) Member of North Dakota Association of Colleges of Teacher Education
- Content expert in secondary science for ND-CAEP accreditation
- ND-CAEP Program Evaluation/Accreditation review team
- Turtle Mountain Community College Higher Learning Commission Steering Committee
- Turtle Mountain Community College Financial Aid Committee
- North Dakota Education Association student advisor
- Reviewer for Army Research Laboratory Programs for Historically Black Colleges and Universities and Minority Institutions (June 2014)
- ND LEAD Board of Directors October (2014-present)
- Curriculum Designer for U.S. National Park Service Lewis and Clark Honoring Tribal Legacies project (2012-present)
- 2016 Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST) National Selection Committee-National Science Foundation
- 2018-2020 Title IX Level I investigator

Selected Grants

- Native American Education Leadership Program (NAELP) Principal Investigator under the U.S. Department of Indian Education, discretionary grant (2016-2020)
- Native Ways of Knowing-Secondary Science Teacher Education-NSF (2006-2011)
- Title III Coop Grant-U.S. Department of Education (2008-2014)
- Professional Development for Elementary Education-U.S. Department of Indian Education (2008-2010)
- Professional Development for Elementary Teacher Education-U.S. Department of Indian Education (2013-2017)
- Pending sponsored programs: National Endowment of the Humanities-Literacy/Literature Advancement in Minority Serving Institutions; NSF-Implementing Informal Science Learning Opportunities in Socially Disadvantaged Communities.

Collaborators and Other Affiliations:

Collaborators

Dr. Stephanie Wood, University of Oregon

Dr. Eleanor Abrams, University of New Hampshire (UNH)

Dr. Michael Middleton, University of New Hampshire (UNH)
Dr. Steve Hale, University of New Hampshire (UNH)
Robert Old Rock (Cankdeska Cikina Community College)
Dr. McDonald (United Tribes Community College)
Dr. Clarice Baker Big Back (Lame Deer, MT)
Dr. Margo Tamez (University of British Columbia-Canada)
Dr. Eloisa G. Tamez (University of Texas-Brownsville)
Dr. Carol Davis (Former Coordinator for North Dakota State University-EPSCoR)
Dr. Becky Pitkin (ND CAEP Director, Bismarck, ND)

Personal Information

- Widowed
- Children: Dr. Lauren Dean Lamb, Diplomat American College Veterinary Surgeons, Edmond, OK; Felicia Marie Haseleu, Superintendent/Principal, Twin Buttes Elementary, Ft. Berthold Indian Reservation, Halliday, ND; Bianca Irene Johnson, MD, Mayo Clinic, Rochester, MN.

Brenda M. Tufte



Education

Ph.D., Major: Curriculum and Instruction

Emphasis: Administration, 1995

University of North Dakota, Grand Forks, ND

- Dissertation: “Experiences and Perspectives of 9th Grade Students Participating in an Experiential Health Education Program.”

M.S., Emphasis: Exercise Science and Master Teaching, 1989

Fort Hays State University, Hays, KS

- Thesis: “A Study to Determine the Effect of an Interdisciplinary Vocabulary Program on the Fitness Knowledge of Fourth Grade Students.”

B.S., Double Major: English Education and Health Education, 1988

Minot State University, Minot, ND

ND Teaching License May 1989 - Present
ND Administrator Credential May 2016 - Present

Professional Experience

- **Associate Professor, Chair, Graduate Education, 2012-Present**
University of Mary, Bismarck, ND

- **Doctorate Courses:** Differentiated Instructional & Leadership,
• Issues and Trends in Education, Brain-Based Learning.
- **Master’s Courses:** Differentiated Instruction, Teaching Reading
• in the Content Areas, Portfolio Presentation, Thesis Research,
• English Methods, Student-Centered PBL and Instructional Coaching.
- **Undergraduate Courses:** Curriculum, Instruction, and Assessment,
• Instructional Strategies in the Technological Classroom, Educational
• Psychology, Strategies for Diverse Learners.

University Committees

- Faculty Peer Instructional Coach 2013-15
- Strategic Planning Committee 2014-15
- NCATE Accreditation Team, 2015
- Academic Freedom Task Force, 2015
- UMTIFO Scholarship Committee, 2013-15
- English/Theology/Math Search Committees, 2014, 2015.

- Policies, Procedures, & Protocols Committee, 2013-15
- Academic Excellence Committee, 2013-15
- Learning Management System Task Force, 2014
- Content Expert Reviewer for Education Standards and Practices Board, 2012, 2014

Thesis Committees:

Ripplinger, Kirstin. Thesis Chair, University of Mary, Bismarck, ND
 Johnson, Katie, Cain, Carmen. *Factors Affecting College Persistence*.
 University of Mary, Bismarck, ND

Salveson, Nora. *Stories from Rural One Room School Houses of McLean County, North Dakota*, University of Mary, Bismarck, ND

Mueller, Sarah. *Recreational Reading as a Predictor for Academic Success*.
 Thesis Chair, University of Mary, Bismarck, ND

Sharp, Meagan. *An Investigation of the Effect of Book Clubs in the English Classroom*. Thesis Chair, University of Mary, Bismarck, ND

Espisito, Traci. *The Effect of Music Integration on Student Achievement*. University of Mary, Bismarck, ND

Naslund, Brent. *"Identifying Factors that Prevent Kenyan AIDS Orphans from Achieving Academic Success."* University of Mary, Bismarck, ND

- **English Teacher, 2001-2012**

Bismarck High School, Bismarck, ND

- Taught AP and English composition and literature courses, grades 10-12
- Advisor, Young Writer's Club and Literary Magazine
- Technology Integration Mentor, Bismarck High School August 1996 – May 2001
- District Curriculum Mapping Coordinator for Language Arts, Writing Assessment Evaluator for district writing tests.
- Served on a variety of district and school committees including the District Secondary Literacy Committee, District Essential Mapping Team, English Curriculum Writing Team, District Communication Internal Committee, KAPLAN Curriculum Committee, School Improvement Team, and NCA Accreditation Core Team.

- **Technology Integration Mentor, 1996-2001**

Bismarck High School, Bismarck, ND

- **Online Instructor and Methods Course Coordinator, 2009-Present**
University of Mary, Bismarck, ND
 - Courses taught include: Secondary English Methods and Secondary Practicum. Assist instructors with technology and online course development
 - Place and supervise practicum students
 - Serve as a cooperating teacher for student teachers in English Language Arts

- **Adjunct Assistant Professor of Education, 2006-2010**
Dickinson State University Extended Campus, Bismarck, ND
 - Courses taught include Reading in the Content Areas and English Methods
 - Teacher Candidate Portfolio Review Committee
 - Bush Foundation Grant for Improving Education Committee

- **English Teacher, Department Chair, 2006-2010**
Moorhead Senior High, Moorhead, MN
 - Taught 12th grade literature and composition courses.
 - Served on a number of school committees and projects including Curriculum and Instruction Committee (Chair), Graduation Standards Review Panel, integrated curriculum and team teaching, implementation of basic standards and profiles of learning, alternative scheduling, school within a school, new faculty mentorship program, and service learning.
 - Served as Chair of the English Department which has 13 faculty members.
 - Department Chair duties include planning, organizing, and conducting department meetings, coordinating NCA review, preparing and administering department budget, coordinating with the principal on class size course requirements, teacher assignments and instructional space, overseeing the implementation of graduation rule and district policies, serving as a liaison with counselors, administrators, and other departments, and coordinating textbook selection.

- **Part-Time Assistant Professor, 1996-2001**
Concordia College, Moorhead, MN
 - Taught part time as needed in the Department of Education and supervised clinical teachers. Courses taught include *English Methods* and *Issues and Trends in Education*.

- **Part-Time Instructor, 2000-2001**
Minnesota State University Moorhead, Moorhead, MN
 - Taught two sections of *Field Experiences in Secondary Education* while a professor was on leave.

- **Teacher, 1993-1996**
Norman County West High School, Halstad, MN
 - Taught English and Health to students in grades 7-12.
 - Served on a number of school committees and projects including the student mentor program, Junior High Advisor/Advisee, New Faculty Mentor Program, Integrated Curriculum Development, Team Teaching, Development of Standards of Performance for Courses and Graduation and mentoring at-risk students.
- **Lecturer, 1992-1993**
University of North Dakota, Grand Forks, ND
 - Taught two Education Methods classes while pursuing doctoral degree at UND.
- **Assistant Director of Physical Education and Athletics, 1989-1992**
Head Women's Volleyball and Basketball Coach
and Sports Information Director
Bismarck State College, Bismarck, ND
 - Head coaching responsibilities for the Women's Intercollegiate Basketball and Volleyball Programs included coaching, recruiting, counseling, scheduling, fund raising, and directing summer youth athletic camps.
 - Taught summer and evening classes through Bismarck State College Community Services to students ranging from pre-school age to adult.
 - Assisted Director with the management of the Physical Education and Athletic Department, as well as the development of department budgets.
 - Served as Sports Information Director writing press releases for all sports programs and fund raising projects in the athletic department.

Professional Organizations

- North Dakota Department of Public Instruction Leadership Taskforce
- National Council of Teachers of English
- Journalism Education Association
- National Scholastic Press Association
- North Dakota Education Association
- North Dakota Association of Colleges of Teacher Education
- Association of Supervision and Curriculum Development (ASCD)

Community Organizations

Catechist at the Church of the Ascension, Team Leader for American Cancer Society's Relay for Life, Eucharistic Minister, Cook for "The Banquet" at Trinity Lutheran, Funeral Server at Ascension Church, RCIA Sponsor, Safe Prom Community Volunteer, Bismarck State College Board of Directors, Pink Night Community Coordinator, Volunteer for ND Big Sisters/Little Sisters, North Dakota Special Olympics, American Heart Association, and Board of Directors, Bismarck State College.

Publications/Conference Presentations

- *We Know Because We're Curious*, TEDX, University of Mary, Bismarck, ND, 2018
- *Brain-Based Learning Research* – ND Center for Distance Education, Fargo, ND, 2018
- Tufte, B.M. (2018) *Curiosity Skilled the Cat. 360 Review*, 4.
- *Engaging College Students with Brain-Based Learning Strategies*, Turtle Mountain Community College, Belcourt, ND, 2018
- *21st Century Learning* – Harvey School District PD, 2018
- *Collaborative Inquiry Through Faculty Learning Communities*, 2018
- *Preparing 21st Century Learners* – Apple Creek Schools, 2018
- *Differentiated Instruction and Personalized Learning* – Parshall School District, 2018
- *Brain-Based Learning and 21st Century Schools* – Sitting Bull College, 2018
- *21 Century Schools*, South Dakota Superintendent's State Conference, 2017
- **Tufte, B.M.** (2017). *Where the Boys Are: Alarming Trends in Male College Outcomes. 360 Review. 1.3*
- Peer Manuscript Reviewer "*The Rewired Brain.*" Dr. David Sousa, 2016
- **Tufte, B.M.** (2016). *Educating Students in Poverty. 360 Review. 1.2* 90-99.
- *Brain-Based Learning & Differentiated Instruction* –Tioga Public Schools- 2017
- *Differentiated Instruction* – University of Mary Teaching Faculty Workshop - 2017
- *Deeper Reading and Critical Thinking* – Bishop Ryan School District, 2017
- *Meeting Students Where They Are: Personalizing Learning Through DI*, Watford City School District PD, 2017
- *Formative Assessment: Assessment FOR Learning* – Shiloh Schools PD, 2016
- *Differentiated Instructional Strategies for Success* – ND Fall Instructional Conference, Bismarck, ND, 2016
- *Differentiated Instruction* – Bishop Ryan School District, 2016
- Presenter, *Creating Formative and Summative Assessments*, Bourgade Catholic Presentations School District, Phoenix, AZ, 2016
- Presenter SCENA – Teaching Partner Conference, New Orleans, 2015
- Presenter, *Differentiated Strategies in the Secondary Classroom*, St. Mary's Catholic Schools, 2015.
- **Werner, B.M.** (2015). *College and Career Readiness in the Global World. 360 Review. 1. 37-*
- Presenter, *It's a Great Day to be a Titan: The Privilege of Teaching in Private Schools*, Dickinson Catholic Schools Faculty & Staff Development, 2015
- Presenter, *Differentiation—Not Optional for Effective Instruction*, Dickinson Catholic Schools Faculty & Staff Development, 2015
- Presenter, *Who's in the Driver's Seat? Take Control of Learning*, Mercer County Schools, 2015
- Presenter, *Strengthening Critical Reading Skills for College Readiness*, Shiloh Christian School, 2015
- Faculty Inservice, Bismarck, ND, 2015
- Presenter, *Using Formative Instruction to Improve Learning*, Shiloh Cristian School 2015

- Keynote Presenter, *Differentiated Instruction in the College Classroom*, University of Mary Teaching Faculty Fall Inservice, 2015
- Peer Manuscript Reviewer "Engaging the Rewired Brain" David Sousa, 2015
- Presenter, *Brain-Based Learning*, Bismarck Public Schools, 2014, 2015
- Presenter: *Differentiated Instruction and UBD*, North Star School District, 2014
- Delegate – NEA Foundation Global Learning Conference, Washington, D.C., 2014
- **Werner, B.M.** et al. (October, 2013). Lessons from China's Top Schools. *United Voices*, 1(2), 18-19
- Peer Manuscript Reviewer "*Identifying Critical Content.*" Robert Marzano, 2014
- Presenter: *K-12 Differentiated Instruction*, South Heart School District, 2013
- Contributor: *Letters to a New School Teacher: Advice from America's Best Educators 2011-2012 Teachers of the Year*. J. Devlin (Ed.). Burbank, CA: Road Runner Press.
- **Werner, B.M.** (May, 2012) Through the Hands of Teachers. *North Dakota Education News*, 46, 10-11.
- Contributor: Werner, B.M. (2012). *Five Things I've Learned: Chronicle of Personal Lessons Learned from Real-World Experience, Sharing Proven Practice and Wisdom about Learning, Teaching, and Helping Others*. Pearson Foundation: <http://www.pearsonfoundation.org/>.
- Presenter, Technology and Teaching Conference, Bismarck, ND, 2012 *Learning in the Cloud: Netbooks, Moodle, Google Docs & Noodle Tools*
- Panel Participant – Education Commission of the States, National Forum on Educational Policy, Atlanta GA
- Video Contributor – STOY Program/Pearson Mobile Video Institute, NY
- Presenter, Curriculum Share Panel Discussion, ND Council of 2012, Teachers of English, Mandan, ND
- General Assembly Speaker, NDEA Conference, Bismarck, ND 2012
- Commencement Speaker, Bismarck High School Graduation Ceremony 2012
- Presenter, St. Mary's High School Teacher Inservice 2011, *Curricular Planning for the Common Core Standards*
- Presenter: North Dakota Education Association Conference, Bismarck, ND, 2011
- Presenter, Staff Development Inservice for Bismarck Public Schools, 2010, *Deeper Reading in the Content Areas*
- Co-taught *In-Design Technology* Session, National Scholastic Press, 2010, Association National Conference, Portland, OR
- Designed and taught several study groups for Bismarck Public Schools 2005-2007 including *Curriculum Mapping, Departmental Curriculum Articulation, and Instructional Strategies for Cooperative Learning*.
- Developed Student Teaching Handbook, Bismarck High School, 2007
- Served on NCA Evaluation Team for 2007 Accreditation Bismarck High School Academic Leadership Team
- Presenter *Strategies for Differentiated Instruction*, BHS Faculty Inservice, 2006\
- Technology Trainer for Moodle Integration, InDesign and PhotoShop, BPS, 2006-12

- Led the Literacy Team Planning sessions at the National Secondary Literacy Conference in Chicago, IL, 2006
- **Werner, B. M.** (2005) “Admission” (Poetry) *River’s Edge: 16*, 6. 2005
- Presenter, *Promoting Literacy Across the Curriculum*, BHS, 2005
- Directed the District Language Arts grade level meetings for curriculum mapping for English 12, 2006
- Designed web sites to communicate with students, parents, and cooperating teachers
- Presenter, Moorhead School District Summer Academy, *Developing Experiential Learning Activities*, 2001
- Developed student teaching manual for the Moorhead Public Schools, 2000
- Faculty Representative *Moorhead Senior High School*, 2000
- Appointed to the *Minnesota Graduation Standards Review Panel*, 1998-2001
- Served on the Curriculum and Instruction Committee, Moorhead Schools, 1998-2000

Awards / Honors

- State Board Member to the North Dakota Educational Standards Board, Appointed by Governor Doug Bergum (2017 – Present)
- Crystal Apple Award for Outstanding Educator in Post-Secondary Education, 2017
- Global Fellowship Recipient (Education Fellowship to China), 2014
- NEA Foundation Award for Teaching Excellence, 2014
- Bismarck State College Alumna of the Year, 2013
- North Dakota Teacher of the Year, Council of Chief State School Officers, 2012
- Student publication PenSoul awarded 4th in the Nation, “Best of Show” 2011 & 2010, National Scholastic Press Association
- “Excellent” rating for Literary Magazine, National Council of Teachers of English, 2009
- 4th in the Nation, “Best of Show” category, National Scholastic Press, 2008
- Awarded Two Bismarck Public School Foundation Grants for publication, Literary Magazine, PenSoul, 2006 and 2007
- Recipient of a Milken Foundation grant for writing, 2005
- Inducted into the Minot State University Athletic Hall of Fame, 2003
- Named Golden Apple Teacher of the Month, Moorhead Senior High School, 1997
- Recipient of five Service Learning Grants, Moorhead Public Schools K-12, 1997, 1998 & 2000
- Recipient of four Graduation Standards Curriculum Writing Grants for developing and implementing Minnesota Graduation Standards, Moorhead Public Schools, 1998, 1999 & 2000

Educational Conferences

3-Day Training National Buck Institute on PBL, Bismarck, ND	2017
Attendee - ND Council of Educational Leaders State Conference	2016
Attendee - Carol Tomlinson DI Training, U of Virginia Charlottesville, VA	2015
Delegate - NEA Foundation Global Learning Conference, Washington, DC	2014
Attendee - Leadercast Conference, Bismarck, ND	2014
Attendee- NDACTE State Conference, Bismarck, ND	2013
Attendee - Smart Technologies Pilot Program Training, Dallas, TX	2012
Attendee - Education Testing Service Next Steps Conference, Princeton, NJ	2012
Panel Participant - Education Commission of the States, National Forum on Educational Policy, Atlanta,	2012
Video Contributor - STOY Program/Pearson Mobile Video Institute, NY	2012
Delegate - NDEA Instructional Conference, Fargo, ND	2012
Attendee - National Conference on Education, Dallas TX	2012
Attendee - Washington Celebration of Teachers, Washington, DC	2012
Presenter: North Dakota Education Association Conference, Bismarck, ND	2011
Attendee: National Journalism Education Conference, Minneapolis, MN	2011
Facilitator: National Scholastic Press Association Conference, Portland, OR	2010
Attendee: North Dakota Journalism Education Conference, Bismarck, ND	2009

Kimberly Marman

(b)(6)

Education

P-12 Special Education Leadership
Capella University, Minneapolis, MN
Anticipated November 2018

Masters of Education: Learning Disabilities
University of Mary, Bismarck, ND
August 2011

Bachelor of Science in Elementary Education
Bachelor of Science in Special Education
University of Mary, Bismarck, ND
May 2003

Professional Experience

University of Mary, Bismarck, ND
August 2013-current

**Assistant Professor of Education, Chair, Department of Education
Special Education Program Director (2013-2015)**

- Course development and implementation of academic skill development lessons in relationship to reading, studying, note-taking, and test taking
- Prepare and model strategies to increase vocabulary development within college reading and comprehension skills when reading textbooks in the content areas
- Monitor students' academic skill level and adjust lessons according to students' needs in the area of reading
- Course development and implementation of cognitive strategy instruction lessons for advanced methods of Learning Disabilities and Intellectual Disabilities
- Monitor and submit grades and change course lessons as needed to meet the needs of students at the college level
- Courses taught at the undergraduate and graduate level include: Exceptional Child; Advanced Methods/Materials of Learning Disabilities; Educational Psychology; Internship: Learning Disabilities; Internship: Special Education Administration; Internship: Intellectual Disabilities; Reading in the Content Area; Introduction to Mild/Moderate Disabilities; Methods of Moderate/Severe Disabilities; Community/Family/Parent Relations

Mandan Public Schools, Mandan, ND
August 2004-May 2013

Specific Learning Disabilities Teacher

- Plan and implement cognitive strategy instruction for 20-25 students with Specific Learning Disabilities, students that are at-risk for dropping out of high school, and students with 504 plans
- Write and prepare goals, objectives, behavior plans, organize data for objectives, and give recommendations for continued success at students' Individual Education Plan meetings
- Manage one instructional assistant
- Contact parents/guardians of students to regularly communicate students' current progress in relationship to individual education goals
- Evaluate students' progress in the classroom by keeping data for the students' goals and objectives and communicate with general education teachers
- Administer Formal and Informal Assessments for finding students' educational progress and achievement abilities when compared to same age or grade level peers
- Monitor student progress and collaborate weekly with the Teacher Assistance Team to implement data driven instruction to meet the needs of students who are struggling in the content areas

Rapid City School District, Rapid City, SD
August 2003-May 2004

Specific Learning Disabilities Teacher

- Planned and implemented lessons for 23 students with Specific Learning Disabilities
- Managed two instructional assistants
- Prepared activities involving technology for Reading, Math, Language Arts, and Social Studies projects
- Guided hands on investigations through the Connected Math program
- Developed creative and critical thinking skills for writing activities
- Evaluated students' progress in the classroom by keeping data each day for the students' objectives and communicated with general education teachers
- Administered Formal and Informal Assessments for finding students' progress and achievement abilities
- Prepared and Implemented Functional Behavior Assessments and Behavior Intervention Plans

Educational Leadership

Member of Mandan Mayors Community Crisis Coalition

Mandan, ND

July 2007-current

- Research data about suicide rates and provide information to local communities in community wide presentations for suicide prevention as a Certified Question, Persuade, and Refer Instructor

Secretary of Delta Kappa Gamma

August 2015-August 2017

- Completed meeting minutes for the Delta Kappa Gamma Sigma Chapter
- Organized membership and maintained a list of attendees for the meetings

Member of Mandan Public Schools At-Risk Committee

Mandan Public Schools, Mandan, ND

January 2010-December 2012

- Gathered data and assisted with the development of an alternative school program to meet the needs of students at-risk for dropping out of high school
- Collaborated with teachers, administrators, parents, and community members to develop an at-risk program to meet the needs to students struggling in school

Member of Mandan Public Schools Curriculum Committee

Mandan Public Schools, Mandan, ND

August 2009-May 2012

- Developed curriculum for the Learning Center program with the main focus being transitioning student with learning disabilities to college or work
- Collaborated with teachers, administrators, parents, and community members to review and approve curriculum materials for each content area in the Mandan Public School District

Professional Memberships

Delta Kappa Gamma

Council for Exceptional Children

Loni R. Miller



EDUCATION

University of New England, Portland, ME

ED.D. in Educational Leadership

TBD

Dissertation:

Bemidji State University, Bemidji, MN

M. Ed in Special Education

2009

University of Mary, Bismarck, ND

B.S. in Elementary Education

2006

AWARDS

**Presidential Award of Excellence for Math and Science
Teaching North Dakota**

2014

TEACHING EXPERIENCE

University of Mary, Bismarck, ND

Assistant Professor, Elementary Education Program Director

2015-Present

- Advised students on courses
- Supervise Practicum Students in the community
- Prepare pre-service teachers in Science, Math and Language Arts

North Dakota Education Standards and Practices Board

Teacher Representative Board Member

2013-2015

- Ensured that all educators in ND are appropriately qualified
- Continually renew and refine standards to reflect current research and knowledge.
- Uphold educational licensure laws of ND

Bismarck Public Schools, Bismarck, ND

3rd Grade Classroom Teacher

2012-2015

- Teach and assess state curriculum in a classroom setting.
- Attended district trainings: Daily 5 (reading and math), Math Tools in Action, Project Based Learning, Facilitating Professional Learning Communities with Steve Barkley, Non-Fiction Writing with Kelly Boswell, piloted Benchmark Literacy reading series
- Professional Committees: School Leadership Team, Math Balanced Score Card Chairperson

Sweetwater School District #1, Rock Springs, WY

2nd Grade Classroom Teacher

2007-2012

- Taught and assessed state curriculum in a classroom setting.
- Attended district trainings: Add+Vantage Math, Write Source, 95% Group, Kagen, Jill Jackson Reading, Dreambox Math, PLC, and Foss Science
- Professional Committees: RtI, School Improvement, NCA Committee, Grade Level Collaboration Group, Curriculum Mapping, Standards Based Report Card Social Studies Curriculum Representative.

RELATED EXPERIENCE

Mickelson Exxon Mobile Teaching Academy, Jersey City, N.J.

July 2013

- One of 200 selected nation-wide accepted to discover ways to deepen my understanding of: mathematics and science content, facilitating student learning through problem solving and inquiry, and interconnect mathematics and science to support and enhance student learning.

TRAININGS

Implementing the Next Generation Science Standards

Spring 2017

Presented to Miller Elementary teachers on how to implement NGSS

Mandan Braves Engage

Fall 2016

Faculty presentation on integrating science in an engaging way

Pathways to Teaching

Spring 2016

Presented to local high school students on what it means to be an elementary teacher.

Reading: Making the Most of Your Reading Block

Spring 2016

Presented to local teachers on reading strategies

COMMITTEES

University of Mary

Math/Math Education Advisory Board

May 2018

Math Hiring Committee (Stats Professor)

Spring 2018

Academic Affairs Committee

2016-Present

Mission Integration Committee

2016-Present

Liffrig Family School of Education and Behavioral Science

Assessment Committee

2018

Awards Committee

2017-2018

MEMBERSHIPS

National Science Teachers Association

International Reading Association

National Council of Mathematic Teachers

Marijke Leibel, Ed.D



EDUCATION

**Doctorate in Educational Leadership
University of Mary**

April 2018
Bismarck, ND

Dissertation: Supporting LGBTQ students in North Dakota schools.

Licensed: State of North Dakota (2017),
TESOL certification

**Master of Arts (Elementary Education)
University of New Mexico**

May 2005
Albuquerque, NM

Thesis: Mathematical Literacy.
Cumulative GPA: 4.07

Licensed: State of New Mexico (2004), TESOL
certification

**Bachelor of Arts (Religion and Pre-Medicine)
Baylor University**

May 2002
Waco, TX

EXPERIENCE

**Assistant Coordinator
North Dakota Teacher Support System**

July 2018 to present
Bismarck, ND

**Graduate Assistant
University of Mary**

August 2015 to April 2018
Bismarck, ND

Educational leadership and teaching:

- EDU 301 Classroom Management (Spring 2016)
- EDU 318 Social Studies Methods (Fall 2017/Spring 2018)
- EDU 339 EL & Language Development (Co-instructor) (Spring 2018)
- Master’s Thesis committee member (Spring/Summer 2017)
- Student Assessment Day panel member (Fall 2017/Spring 2018)

Community collaboration:

SEND Trunk with North Dakota National Historical Society/Heritage Center (Fall 2017)
Enrich and promote community resource usage with Bismarck Public Library (Fall 2017)
Marketplace for Kids capstone project with Dr. Michael Taylor (Spring 2018)
Project Based Learning STEAM Carnival at Highland Acres Elementary with
Ms. Loni Miller (Spring 2018)

Researcher/Presenter:

Diocese of Crookston Professional Development Workshop (August 2017)

- o Formative and summative assessment
- o Project-based learning

Data collection with Dr. Michael Taylor- Dakota Access Pipeline (Fall 2016- April 2018)
EDU 367 and EDU 390- dissertation research (Fall 2016- April 2018)
EDU 267- dissertation research and gender issues (Spring 2018)

Committee participation:

Welder Library Committee (Spring 2016- April 2018)
Master's Thesis committee member (Spring/Summer 2017)

Administrative duties:

Substitute instructor as needed, support for course preparation and instruction, assisted with student degree auditing, grading, and student teacher evaluation as requested (Dr. Brenda Tufte, Dr. Michael Taylor, Dr. Carmelita Lamb, Ms. Loni Miller, Mrs. Kim Marman, and Mrs. Janet Bassingthwaite).

**First Grade Teacher—Level II License
Painted Sky Elementary**

August 2006-May 2012
Albuquerque Public Schools

- Grade Level Chairperson at one of the largest elementary schools in the Southwest (9 section school with over 1,100 students) serving a highly diverse student body
- Teacher of English to Speakers of Other Languages (TESOL) endorsement
- Student Assistance Team facilitator
- Math Goal Team member
- Provided training and implementation of Classroom Continuous Improvement and Everyday Mathematics curriculum
- Recipient of staff award for contribution to Math Goal Team
- Co-facilitated professional development of Everyday Mathematics curriculum
- Developer of differentiated guided reading program meeting the diverse needs of school/grade level
- Collaborated with colleagues to create interdisciplinary project and problem-based learning experiences
- Appointed as mentor teacher through the Career Development Program at the University of New Mexico

- Collaborated with Junior Achievement of New Mexico to teach social studies units
- Implemented culturally responsive pedagogy, including ESL and sheltered instruction
- Supervision of student teachers
- Utilization of Guided Language Acquisition Design (GLAD) in all content areas
- Provided Response to Intervention (RTI) instruction
- Summer school instructor (K-6)
- Reading and math tutor for Albuquerque Public Schools

Second Grade Teacher-Level I License

August 2004- May 2006
Albuquerque Public
Schools

Manzano Mesa Elementary

Grade Level Chairperson

Student Assistance team member

Created first and second grade inquiry group providing enrichment intervention to SAT identified students

Assisted in Homework Club

Led professional development on Mathematical Literacy

Summer school instructor (K-6)

Community Activities

- Officer in Highland Acres Elementary School Parent Advisory Committee and frequent volunteer for special events including Ice Cream Social, Scholastic Book Fair, Family Movie Night, Popcorn Fridays, Bingo Night/Screenless Week and Breakfast with Buddies
- Teacher Appreciation Week organizer for Highland Acres Elementary School
- Member of the Highland Acres Fundraising Committee
- STEAM Carnival developer and coordinator (2017 present)
- Bible Study Group founder and leader at McCabe Methodist Church (2013-2015)
- Neighborhood Alliance member (2017)
 - Bell-ringer for the Salvation Army (2017)

Teresa Delorme

(b)(6)

Education

Ed.D., Education Administration, 1984

University of North Dakota, Grand Forks, ND

M.A., EDAD, 1980

University of South Dakota, Vermillion, SD

B.S., Elementary Education, 1977

Mayville State University, Mayville, ND

A.A., General Studies, 1975

NDSU-Bottineau, Bottineau, ND

High School Diploma, 1967

Belcourt High School, Belcourt, ND

Experience

Director of Teacher Education, 2014-Present

Turtle Mountain Community College, Belcourt, ND

Principal, 1992-2014

Bismarck Public Schools, Bismarck, ND

Race/Equity Coordinator, 1991-1992

Department of Public Instruction, Bismarck, ND

Principal, 1990-1991

Kearns Canyon Boarding School, Kearns Canyon, AZ

Principal, 1986-1990

Turtle Mountain Elementary School, Belcourt, ND

Principal, 1983-1986

Ojibwa Indian School, Belcourt, ND

Teacher, 1977-1981

Central High School, Devils Lake, ND

Teacher, 1976-1977

Turtle Mountain Elementary School, Belcourt, ND

Certifications and Licensures

- North Dakota Educator's Professional Certificate (K-8)
- North Dakota Elementary Principal's Certificate (Level 1)

Professional Organizations

- North Dakota Council of School Administrators
- National Association of Elementary School Administrators
- Mid-Continent Research for Education and Learning (McREL) – Board Member, 1992-2002
- University of Mary Harold Schafer Emerging Leaders Academy Advisory Board, 2002-2013

AdvancED Visiting Team Member, 2008-Present

- Circle of Nations Visiting Team Member, Wahpeton, ND, Spring 2014 and Spring 2009
- Tate Topa Tribal School Visiting Team Member, Fort Totten, ND Spring 2010
- Consultant work, previous to 2008
 - Multicultural Education
 - Mentoring/Coaching
 - Leadership Assessment
 - Curriculum Development
 - Diversity Training
 - Poverty Training
 - Program Improvement (K-12)

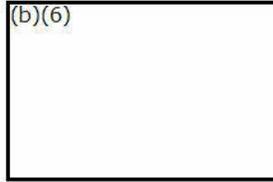
Awards

- Golden Apple Service Award for Multicultural Education, 2014 and 2000
- Golden Apple Service to Children Award, 2014
- Bell Ringer Award for Multicultural Education, 1997
- Indian Educator of the Year, 1997
- Outstanding Administrator, University of North Dakota Center for Teaching and Learning NDAESP, 1989

Grants

- Co-Project Director, Professional Development Program, Native American Educational Leadership Program (NAELP), U.S. Department of Indian Education

Kristie R Dionne



Education

Middle School Endorsement, (2007)

Minot State University, Minot, ND

M.S., Elementary Education – Cognate in Reading, 2002

University of North Dakota, Grand Forks, ND

B.S., Elementary Education (K-8), 1984

Reading and Math Credential

Minot State University, Minot, ND

Experience

Elementary Education Instructor, 2008-Present

Turtle Mountain Community College, Belcourt, ND

Elementary Education Teacher, 1984-2008

Rolette Public School, Rolette, ND

School Wide Title Coordinator, 2006

Rolette Public School, Rolette, ND

Professional Organizations

- International Literacy Association (ILA)
- ND Reading Association (NDRA)
- Chautauqua Reading Council – Secretary/Treasurer
- National Writing Project
- Red River Valley Writing Project

Grant Involvement

- Professional Development Program, Native American Educational Leadership Program (NAELP), U.S. Department of Indian Education

Kathy Jo Thorfinnson Henry

(b)(6)

Education

M.S., Education, 2005

University of North Dakota, Grand Forks, ND

B.S., Elementary Education, 1987

University of North Dakota, Grand Forks, ND

High School Diploma, 1972

Turtle Mountain Community High School, Belcourt, ND

Experience

Teacher Education Faculty, 2008-Present

Turtle Mountain Community College, Belcourt, ND

Career and Technical Education Faculty, Early Childhood Instructor, 2004-2008

Turtle Mountain Community College, Belcourt ND

Instructional Coordinator, 1999-2004

Ojibwa Indian School, Belcourt, ND

Bilingual/Gifted Talented Director (K-8), 1998-1999

Dunseith Public School, Dunseith, ND

Bilingual Instructor, Kindergarten Cognitive Movement Teacher, 1995-1998

Turtle Mountain Community Elementary School, Belcourt, ND

Elementary Teacher, 1988-1995

Ojibwa Indian School, Belcourt, ND

Professional Organizations

- National Association for Education of Young Children
- North Dakota Association for Education of Young Children
- North Dakota TESOL

Grant Involvement

- Professional Development Program, Native American Educational Leadership Program (NAELP), U.S. Department of Indian Education

Community Organizations

- Belcourt Ladies Auxiliary VFW 415, Senior Vice President

David A. Wibe, M.A.

(b)(6)

Education

M.A., Teaching Secondary Science, 2008

New Mexico State University, Las Cruces, NM

Bachelor of Science, Secondary Education, 1999

New Mexico State University, Las Cruces, NM

Associate of Arts, General Studies, 1995

Trinity Bible College, Ellendale, ND

Experience

Secondary Science Education Instructor, 2017 – Current

Turtle Mountain Community College, Belcourt, ND

Advisor: Knowledge Bowl, Science Bowl, First Lego League, Best Robot, MESA, SEMMA, Innoventure, and others, 2005-Current

Sierra Science Magnet, Las Cruces, NM

Certified Teacher

Deming High School, Deming, NM

Substitute Teaching, Spring 2000

Las Cruces Public Schools, Las Cruces, NM

Football Coach, Innoventure Coordinator, Math, Engineering Science Achievement Advisor, Fall 1999, Fall 2000

Camino Real Middle School, Las Cruces, NM

Activities and Interests

- High School Sports Officiating (NM activities association) – 16 years
- Director for Christian Baseball League of Las Cruces, NM (7 years)
- Summer Church Camp Director at Sand Hill Lake Youth Camp
- Fundraising and Sports Booster committees at Deming High School
- Prom and Homecoming advisor at Deming High School
- FLL Robotics Event Director

Key Skills

Proficient or familiar with a vast array of teaching skills and knowledge including:

- Laptop usage
- Smartboards
- Science Lab Facilitator
- Elmo Clickers and Response Systems
- Pasco GLX
- Gizmo Online Simulations
- Ordering Inventory
- Online Gradebooks
- Network Fundamentals
- Standard Lab Equipment

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN:

DATE:12/02/2016

ORGANIZATION:

FILING REF.: The preceding agreement was dated 03/03/2011

University of Mary
7500 University Drive
Bismarck, ND 58504-962

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>
FINAL	07/01/2014	06/30/2016	30.00	All	All Programs
PRED.	07/01/2016	06/30/2019	40.00	All	All Programs
PROV.	07/01/2019	Until Amended	40.00	All	All Programs

*BASE

Direct salaries and wages including vacation, holiday, sick pay and other paid absences but excluding all other fringe benefits.

ORGANIZATION: University of Mary

AGREEMENT DATE: 12/2/2016

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.

DEFINITION OF EQUIPMENT

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

The following fringe benefits are treated as direct costs:

SOCIAL SECURITY, HEALTH/LIFE INSURANCE, DISABILITY INSURANCE, MEDICAL & CHILD CARE FLEXIBLE PLANS, EMPLOYEE/FAMILY TUITION DISCOUNT, AND RETIREMENT PLAN.

NEXT PROPOSAL DUE DATE

A proposal based on actual costs for fiscal year ending 06/30/18, will be due no later than 12/31/18.

ORGANIZATION: University of Mary

AGREEMENT DATE: 12/2/2016

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 Mary

(INSTITUTION)

(b)(6)

(SIGNATURE)

Jody Davison

(NAME)

Controller

(TITLE)

12-12-16

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

Arif M. Karim -A

Digitally signed by Arif M. Karim -A
DN: c=US, o=U.S. Government, ou=HHS,
ou=PSC, ou=People, cn=Arif M. Karim -A,
0.9.2342.19200300.100.1.1=2000212895
Date: 2016.12.08 14:25:00 -0500

(SIGNATURE)

Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

12/2/2016

(DATE) 9335

HHS REPRESENTATIVE:

Ernest Willard

Telephone:

(415) 437-7820

Part 6: Other Attachments

Item 1. Individual Resumes for Project Directors and Key Personnel. Attached.

Item 2. Indirect Cost Rate Agreement. Attached.

Item 3. Description of how the project will recruit qualified Indian individuals: Please See Quality of Project Design, Subcriterion (2), Page 12.

Item 4. Description of plan to support recruitment, preparation, and professional development of Indian teachers or principals in local education agencies with a high proportion of Indian students: Please see Quality of Project Services, Subcriteria 1 (Page 14) and (3), Page 18.

Item 5. Description of how project will assist participants in meeting the payback requirements: Please see Quality of Project Services, Subcriterion 5 (Page 25).

Item 6. Describe how the application meets either Absolute Priority One or Two.

This project addresses **Absolute Priority 1** through the partnership between Turtle Mountain Community College (TMCC), Belcourt, ND, and the University of Mary (UMary), Bismarck, ND. TMCC is directly responsible for preparing undergraduate students to become teachers in schools serving >50% Native enrollment. **Absolute Priority Two** is met by UMary's Master in Education (K-12 Administration and Special Education Strategist) The University of Mary will provide all programming at the graduate level for participants in this program.

In addition, UMary seeks the following Competitive Preference Points (CPP):

CPP 1: This proposal includes letters of support signed by the authorized representatives of LEA and BIE funded schools that agree to consider program graduates for qualifying employment

CPP 3: A consortium application of eligible entities whose lead is non-Tribal that meets the requirements and includes an Indian Tribe, Indian organization or TCU, and is not eligible to receive preference under CPP 2;

CPP 4: This project is designed to increase the opportunities for high-quality preparation of teachers or other educators of STEM or computer science through required participation in a year-long program course STEM or computer science subjects, followed by required job-embedded activities that support application of the knowledge and skills acquired.

Description of induction services: please see Quality of Project Services, Subcriterion 4 (Page 20) and in Appendix C.

Numeric description of participants: please see Quality of Project Design, Subcriterion 1 (Page 10) and in Appendix A (Timeline).

Item 7. Documentation of Indian Organization. Attached.

Item 8. Letters of Support. Attached.

Item 9. Consortium Agreement. Attached.

Item 11. STEM Supporting Narrative. Please see Quality of Project Services Subcriterion 1 (Pages 14-16) and Attachment.

0 1

RESOLUTION NUMBER 878-11-72 OF THE DULY ELECTED AND INSTALLED
GOVERNING BODY OF THE TURTLE MOUNTAIN BAND OF CHIPPEWA INDIANS

- WHEREAS, the Turtle Mountain Band of Chippewa Indians hereinafter referred to as the Tribe, is an unincorporated Band of Chippewa Indians acting under revised constitution and Bylaws approved by the Secretary of the Interior on June 16, 1959, and Amendments thereto approved April 26, 1962, and
- WHEREAS, under Article IX - Powers of the Tribal Council Sec. 11 of the Constitution authorizes the Tribal Council of the Turtle Mountain Band of Chippewa Indians to engage in any business that will further the economic well-being of the members of the Tribe, or to undertake any program or projects designed for the economic advancement of the people.
- WHEREAS, the Turtle Mountain Band of Chippewa Indians supports the Community College concept for the Turtle Mountain Band of Chippewa Indians, and
- WHEREAS, the elected Representatives of the Turtle Mountain Band of Chippewa Indians recognizes the need to develop its most valuable resource-- the Indian people, and
- WHEREAS, the Turtle Mountain Community College can provide the machinery necessary in the development of our most valuable resource, and
- WHEREAS, the Indian people of the Turtle Mountain Band of Chippewa Indians have participated in the current program and have shown their desire for its continuation and development.
- NOW THEREFORE BE IT RESOLVED THAT the Turtle Mountain Band of Chippewa Indians go on record in support of the Turtle Mountain Community College.
- BE IT FURTHER RESOLVED THAT the Turtle Mountain Community College will operate under the authorization of a Tribal Charter which is issued this date.

CERTIFICATION

I, the undersigned Secretary-Treasurer of the Turtle Mountain Band of Chippewa Indians, hereby certify that the Tribal Council is composed of nine (9) members of whom Six (6) constituting a quorum were present at a meeting duly called, convened, and held on the 9th day of November, 1972, that the foregoing resolution was adopted by an affirmative vote of five (5) with the Chairman not voting.

(b)(6)

[Redacted signature box]

Edwin J. Henry
Chairman

(b)(6)

(b)(6)

[Redacted signature box]

Janice A. [Redacted]
Secretary-Treasurer

RECEIVED

NOV 1972

TURTLE MOUNTAIN AGENCY
COURT, NORTH DAKOTA

2018 Turtle Mountain Community College

Mission, Leadership, Board of Directors, and Board of Trustees

Institutional Mission Statement

Turtle Mountain Community College is committed to functioning as an autonomous Indian controlled college on the Turtle Mountain Chippewa Reservation focusing on general studies, undergraduate education, Career & Technical Education, scholarly research, and continuous improvement of student learning. By creating an academic environment in which the cultural and social heritage of the Turtle Mountain Band of Chippewa is brought to bear throughout the curriculum, the college establishes an administration, staff, faculty, and student body exerting leadership in the community and providing service to it.

Leadership

TMCC's tribal charter established a two tier governance structure. The Tribal Council appoints a six-member Board of Trustees selected to represent specific sectors of the community, including businesses, schools, health, etc. These six members of the Board of Trustees have lifetime appointments. The Board of Trustees has four ad hoc members, two from the Tribal Council and two from the Student Senate.

The Trustees select a five-member Board of Directors charged with setting institutional policy. The members of both boards are broadly representative of the community and are enrolled members of the Tribe. The Board establishes board policy and direction.

Board of Directors:

Chairperson - Duane Poitra, Business Manager, TMCS, Turtle Mountain Chippewa

Tyler Parisien, Teacher, TMCES, Turtle Mountain Chippewa

Dr. Lana DeCoteau TMCS Superintendent, Turtle Mountain Chippewa

JoAnne DeCoteau, TMCHS Diversified Occupations, Instructor, CTE, Turtle Mountain Chippewa

Cynthia Allery, Diabetes Coordinator, TMBCI, Turtle Mountain Chippewa

Board of Trustees:

James Lindgren, Retired BIA Facility Manager, Turtle Mountain Chippewa

Yvonne St. Claire, Principal, Dunseith Day School, Turtle Mountain Chippewa

David "Doc" Brien. Director of Development, St. Ann's Indian Mission, Tribal Chairperson
07/08, Turtle Mountain Chippewa

Theresa Rivard, Retired, Turtle Mountain Chippewa

Dwight "Ike" Trottier, Retired, Turtle Mountain Community School, Turtle Mountain Chippewa

Ray Parisien Sr., Retired, Turtle Mountain Community College, Turtle Mountain Chippewa

Tribal Council Representatives:

Alice Lunday

Roman Marcellais

Letters of Support

Dr. Teresa Delorme, Director, Teacher Education Programs, Turtle Mountain Community College

Dr. Jim Davis, President, Turtle Mountain Community College

Dr. Lana DeCoteau, Superintendent, Turtle Mountain Community Schools

Eva Azure, Program Director, Turtle Mountain Band of Chippewa Indians Tribal Higher Education Scholarship Program

Paul Frydenlund, Superintendent, St. John School District #3

Michelle Thomas, Principal, Dunseith Indian Day School



Turtle Mountain Community College

P.O. Box 340
Belcourt, North Dakota 58316-340
Telephone: (701) 477-7862
Fax: (701) 477-7807

July 10, 2018

Dr. Carmelita Lamb-Associate Dean
Liffrig Family School of Education and Behavioral Science
University of Mary
7500 University Drive
Bismarck, ND 58503

Dear Dr. Lamb:

As the Teacher Education Program Director at Turtle Mountain Community College (TMCC), I am pleased to collaborate with the University of Mary on this proposal to the Office of Indian Education, Indian Professional Development Program. I am prepared to continue my commitment of 50% of my time and effort engaged in the management of the program's operations on this campus. The teacher education faculty and I will work collaboratively to:

- (1) provide undergraduate curriculum instruction for K-12 teacher education students,
- (2) advise candidates during the program of study leading to a Bachelor of Science degree in education at the Turtle Mountain campus,
- (3) provide academic preparation for state licensure exams,
- (4) provide multiple opportunities for professional development experiences for candidates, and
- (5) provide coursework in STEM enrichment for all candidates in this program.

The final year of the grant cycle requires two years of in-depth induction level experiences and services. Faculty at TMCC will facilitate:

- (1) an orientation session with mentor teachers,
- (2) monthly observations with debriefing sessions involving the director,
- (3) a mentor teacher for each candidate, and
- (4) STEM instruction in-service sessions for the inductees and mentor teachers to engage in an in-depth exploration of effective practice.

I look forward to the opportunity to serve our community and our students in this partnership.

(b)(6)

Teresa Delorme, Director for Teacher Education Programs
Turtle Mountain Community College
P.O. Box 340
10145 BIA Road 7
Belcourt, ND 58316

SEE OUR WEB PAGE AT: <http://www.tm.edu>

Accredited by North Central Association of Colleges and Schools Commission on Institutions of Higher Education
30 North LaSalle, Suite 2400, Chicago IL 60602

Turtle Mountain Community College is an Equal Opportunity Employer.

PR/Award # S299B180001



Turtle Mountain Community College

10145 BIA Road 7
P.O Box 340
Belcourt, ND 58316
Phone 701-477-7862
Fax 701-477-7892
www.tm.edu

7-10-2018

Dr. Carmelita Lamb-Associate Dean
Liffrig Family School of Education and Behavioral Science
University of Mary
7500 University Drive
Bismarck, ND 58503

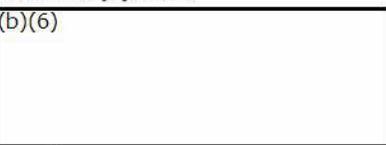
Dear Dr. Lamb:

Thank you for the opportunity to participate in a partnership between our teacher education program at Turtle Mountain Community College (TMCC) in Belcourt, North Dakota, and the Liffrig School of Education and Behavioral Sciences, University of Mary, Bismarck, North Dakota. This partnership will result in a funding proposal submission to the Office of Indian Education, Indian Education Professional Development Program. The submission includes (1) undergraduate teacher education preparation at TMCC including specialized enrichment training in STEM education and (2) Master's level preparation in Special Education or K-12 Administration at the University of Mary.

I am fully committed to our continued partnership in advancing the Bachelor's degree in teacher education at TMCC. Through the support of our faculty, staff and the Office of Indian Education TMCC has witnessed remarkable success in this professional program. The added value of the partnership is the opportunity for TMCC graduates of teacher education to pursue advanced education in Administration or Special Education. The University of Mary has an established history of successful graduate education programs for K-12 educators. Together I feel TMCC and the University of Mary can make a difference in the effectiveness of our schools in meeting the needs of all students in our community. In addition, this partnership will help to develop our human resource capital in educational leadership on our reservation. I look forward to working with you again in this collaboration.

Sincerely yours,

(b)(6)



Dr. Jim Davis-President
Turtle Mountain Community College
P.O. Box 340
BIA # 7
Belcourt, ND 58316

Creating A World of Opportunities

Accredited by the Higher Learning
Commission 230 South LaSalle Street, Suite 7-
500, Chicago IL 60604 R/Award # S299B180001



Turtle Mountain Community School

Belcourt School District No. 7

PO BOX 440
BELCOURT, ND 58316-440
PHONE: (701) 477-6471
FAX: (701) 477-6470

We Are An Equal Opportunity Employer

July 16, 2018

Dr. Carmelita Lamb
Liffrig Family School of Education and Behavioral Science
Chair, Graduate and Distance Education
University of Mary
7500 University Drive
Bismarck, ND 58503

Dear Dr. Lamb:

Thank you for coming to my office on Friday afternoon to discuss the Office of Indian Education grant proposal for Professional Development in teacher education. Within our Turtle Mountain Community School system we have over 1500 students enrolled in our K-12 classes. Each year we seek high quality teachers and administrative personnel to provide for all of our students' educational needs on a daily basis. At this time many of our employees in administration and advanced teaching degrees such as Special Education are nearing retirement. Thus it will be vital to develop new sources of expertise to fill the impending vacancies. This grant will offer a much needed opportunity for our K-12 education personnel to engage in graduate school online while still remaining in their classrooms. As a University of Mary alumni, I know the mission of the university well. Turtle Mountain Community Schools shares the same vision of ensuring excellence in education and respect for local culture. I fully support this grant proposal and look forward to working together with you Dr. Lamb in meeting the needs of our schools here on the Turtle Mountain Indian Reservation.

Sincerely yours,

Dr. Lana DeCoteau-Superintendent
Turtle Mountain Community Schools
P.O. Box 440
Belcourt, ND 58316



TURTLE MOUNTAIN BAND OF CHIPPEWA INDIANS

-- SCHOLARSHIP PROGRAM --

P.O. BOX 900
BELCOURT, NORTH DAKOTA 58316

(701) 477-8102
FAX: (701) 477-8053

July 10, 2018

Dr. Carmelita Lamb-Associate Dean
Liffrig Family School of Education and Behavioral Sciences
University of Mary
7500 University Drive
Bismarck, ND 58501

Dear Dr. Lamb

This letter is in support of your grant application to the Office of Indian Education Professional Development Program in education. The Turtle Mountain Band of Chippewa Indians Tribal Higher Education Scholarship Program has been a long-time advocate for American Indian self-determination through advancement in higher education. I look forward to continuing our work together Dr. Lamb and wish you the best of luck in your efforts to find support for our Native scholars here on the Turtle Mountain Indian Reservation.

Sincerely,

(b)(6)

Eva Azure-Program Director
Turtle Mountain Band of Chippewa Indians Tribal Higher Education Scholarship
P.O. Box 900
Belcourt, ND 58316

ST. JOHN SCHOOL DISTRICT NO. 3

HOME OF THE WOODCHUCKS

School Board Members

Bernie Belgarde-President
Russell Cain, Vice-President
Amy Gourneau
Alan Berginski
Roxanne Allery
Kaye Stewart, Business Manager
Mary Vandal, Business Manager

PO BOX 200
400 FOUSSARD AVENUE
ST. JOHN, NORTH DAKOTA
58369
701-477-5651-phone
www3.stjohn.k12.nd.us
Paul J. Frydenlund, Superintendent

High School Principal
Mr. Charles Anderson

Elementary Principal
Dr. Sherry Manning

July 10, 2018

Dr. Carmelita Lamb-Associate Dean
Liffrig Family School of Education and Behavioral Sciences
University of Mary
7500 University Dr.
Bismarck, ND 58501

Dear Dr. Lamb:

It is with great pride that I offer this letter of support for your efforts in acquiring a grant award through the Office of Indian Education-Professional Development Program. Over the years, I have recruited several teachers from Turtle Mountain Community College for St. John Public School K-12 classrooms. From my perspective as an administrator I have been known to say, "TMCC is a hidden goldmine!" referring to the quality of educators who graduate from the teacher education programs at this tribal college. In addition, I have been fortunate to have a continued relationship with you Dr. Lamb in your efforts to bring in critical cultural competency and relevance to instructional methodology of the TMCC undergraduate curriculum. Your recent visit to our elementary was a valued opportunity for TMCC student teachers, St. John veteran elementary teachers, and of course, our fifth and second grade students! Good luck in this competition, please know you have my heartfelt support.

Sincerely,



Paul Frydenlund-Superintendent
St. John Public School
400 Foussard
St. John, ND 58329

DUNSEITH INDIAN DAY SCHOOL

2994 99th Street NE

Dunseith, ND 58329

Provide a quality education that will challenge and inspire the children of our community.

July 13, 2018

Dr. Carmelita Lamb-Associate Dean
Liffrig Family School of Education and Behavioral Sciences
University of Mary
7500 University Dr.
Bismarck, ND 58501

Dear Dr. Lamb:

The Dunseith Indian Day School has long been a supporter of the teacher education program at Turtle Mountain Community College. We have several faculty on staff who have received their training through the K-8 programs offered at the tribal college. In addition to this, the Dunseith Indian Day School has faculty and administrators who have completed advanced degree programs at the University of Mary. The grant you are now actively pursuing represents a strong partnership between two vitally important institutions of higher education in our Turtle Mountain community. I am proud to offer this letter of support for your efforts in seeking support for Native scholars in post-secondary and graduate education. May your proposal be successful!

Sincerely,

(b)(6)

Dr. Michelle Thomas-Principal
Dunseith Indian Day School
P.O. Box 759
2994 99th St. NE
Dunseith, ND 58239

**U.S. Department of Education Office of Indian Education
Professional Development Program
Consortium Agreement**

I. General Agreement

This agreement is between the following eligible entities: University of Mary (IHE) Bismarck, ND; Turtle Mountain Community College (TCU) Belcourt, ND; Turtle Mountain Band of Chippewa Indians Scholarship Program (Indian Tribe), Belcourt, ND; and Turtle Mountain Community Schools (BIE-funded school), Belcourt, ND.

All parties are applying in consortium for the Professional Development Program Grant in Fiscal Year (FY) 18 in accordance with 34 CFR § 75.127 through 75.129.

II. Designated Lead Applicant

University of Mary agrees to act on behalf of all parties as the designated lead applicant (as required by 34 CFR § 75.128(a)(1)).

III. Legal Responsibilities

All consortium parties acknowledge that they are legally responsible to do the following if they are selected to receive the grant:

- A) Carry out the activities in Section IV below; and
- B) Use the funds that it receives under the agreement in accordance with 34 CFR § 263 and all other Federal requirements that apply to the grant.

University of Mary acknowledges that, if the consortium is awarded funds, as the designated lead applicant it is legally responsible for the following:

- A) The use of all grant funds;
- B) Ensuring that the program is carried out by the group in accordance with Federal requirements; and
- C) Ensuring that indirect cost funds are determined as required under 34 CFR § 75.564(e)

IV. Activities

As required under 20 USC § 7442(d), grant funds must be used for activities that provide support and training for Indian individuals in a manner consistent with the purpose of the Professional Development Program. Below are the activities the consortium parties have agreed to perform:

A) University of Mary agrees to:

- 1) Recruit potential students to enter into the Professional Development Program;
- 2) Provide administrator and SPED training that will lead to a master's degree in education before the end of the award period, and that enables the individuals to meet the requirements for full State; certification or licensure as a SPED teacher or as an administrator; and
- 3) Train SPED teachers and administrators in specialized teaching areas including STEM;
- 4) Ensure that all students in the program are aware of and understand the pay-back requirements and conditions of participating in the Professional Development Program.
- 5) Provide two years of induction services to all program graduates;
- 6) Have regular face-to-face and/or phone meetings with Turtle Mountain Community College as needed;
- 7) Cooperate with other consortium members in developing and implementing the project.

B) Turtle Mountain Community College agrees to:

- 1) Recruit potential students to enter into the Professional Development Program;
- 2) Provide teacher training that will lead to a bachelor's degree in education before the end of the award period, and that enables the individuals to meet the requirements for full State certification or licensure as a teacher;
- 3) Train teachers in specialized teaching areas including STEM;
- 4) Ensure that all students in the program are aware of and understand the pay-back requirements and conditions of participating in the Professional Development Program;
- 5) Provide two years of induction services to all program graduates;
- 6) Assist students with job placement in local education agencies (including BIE-funded schools) that serve a high proportion of Indian students;
- 7) Have regular face-to-face and/or phone meetings with University of Mary as needed; and
- 8) Cooperate with other consortium members in developing and implementing the project.

C) Turtle Mountain Band of Chippewa Scholarships Program agrees to:

- 1) Recognize the selection criteria needed to participate in the Professional Development Program, including GPA, Praxis Examinations, and enrollment status within the higher education institution;
- 2) Support students who enter into the Professional Development Program;

- 3) Consult with University of Mary and Turtle Mountain Community College to ensure that students are maintaining enrollment in the program; and
- 4) Act as the liaison between the institutions of higher education, the Tribe and students.

V. Modification

This agreement may be amended only by written agreement signed by each of the parties involved, and in consultation with the U.S. Department of Education.

VI. Applicable Period

The consortium agreement will remain valid for the life of the grant, including the initial project period and any approved no-cost extension.

Signed by the following authorized representatives of the consortium member institutions.

Monsignor James P Shea, President
University of Mary, Bismarck, ND

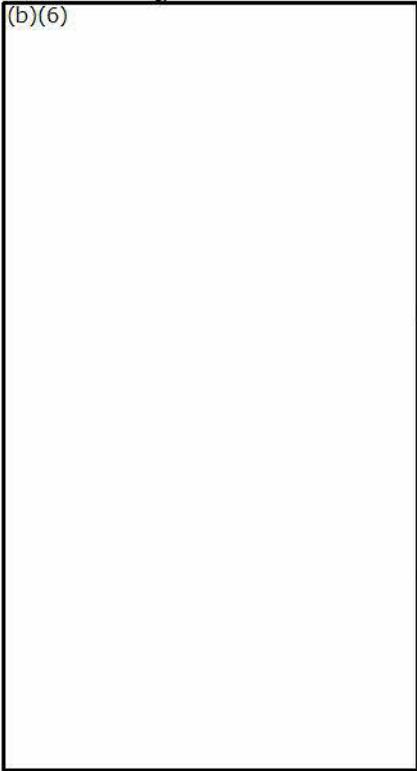
Dr. Jim Davis, President
Turtle Mountain Community College
Belcourt, ND

Dr. Carmelita Lamb, Associate Dean
Liffrig Family School of Education
and Behavioral Sciences
University of Mary, Bismarck, ND

Dr. Teresa Delorme, Chair
Teacher Education Department
Turtle Mountain Community College
Belcourt, ND

Ms. Eva Azure
Turtle Mountain Band of Chippewa Indians
Scholarship Program, Belcourt, ND

Dr. Lana Decoteau, Superintendent
Turtle Mountain Community Schools
Belcourt, ND



7/5/18

7/10/18

7-5-2018

7/9/18

7-10-2018

Mr. Karen McGehee 7-16-18

STEM Course Descriptions

TMCC Course Creation #1

Astronomy 300 Astro-imaging (3 cr)- Students will be involved in studying optical and scientific photographing equipment in detail for the use of imaging, exploring, and displaying images of the celestial. Emphasis will be on the technical aspects of photographing objects that are moving across the sky without seeing aberrations and light trails, as well as how the amount of light affects the details in the imagery. Other emphasis will be on the different types of telescopes and looking at the mathematics of focal lengths, apertures, and lensing. Students will present and display photographs they have taken in the science department with descriptions of the objects in order to share in the collective knowledge of the student body.

TMCC Course Creation #2

Engineering 350 Teaching STEM with a LEGO LAB (3 cr)- Students will have the opportunity to use LEGO EDUCATION hardware and software to learn concepts ranging from green energy/environmental industrial design to physics concepts in mechanics, to electricity and magnetism. The LEGO LAB will become a place for beginning teachers both in elementary and secondary to spend some time on developing better content understanding as well as pedagogy for teaching hard science concepts. Creativity will be emphasized as well as problem-based learning, constructivist theory, inquiry-based learning, and engineering skills. Students are expected to use the LEGO LAB as a tool to understand experimental methodology and reporting of resultant data.

UMARY Course Creation #3

Education 400 21st Century Skills in Math and Science Instruction (3 cr) This course will provide an interdisciplinary approach to integrating STEM into practice during math and science instruction. The course will involve the participation in problem-based and project-based learning activities, mathematics and science inquiries learning tasks, and using technology to gain and display information. Students will develop and implement a STEM focused learning activity.

Appendices

Appendix A: Timeline

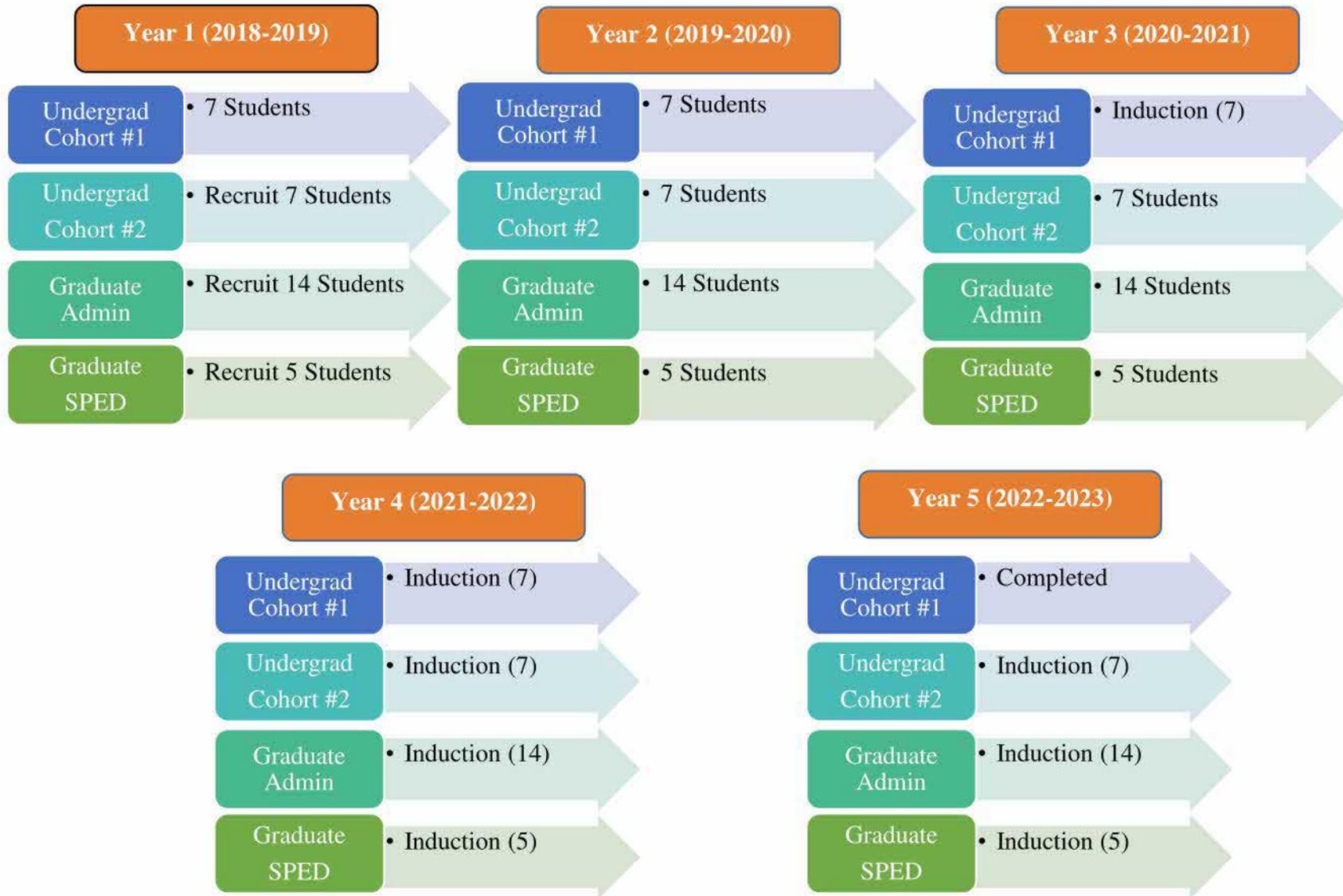
Appendix B: Program Curricula

Appendix C: Mentoring and Induction Plan

Appendix D: FY 2016 Qualitative Data

Appendix E: References

Appendix A Grant Timeline



Appendix B Curricula

University of Mary

Elementary Administration, M.Ed.

Secondary Administration, M.Ed.

Special Education Strategist, M.Ed.

Turtle Mountain Community College

Elementary Education, B.S.

Secondary Science Education, B.S.

UNIVERSITY OF MARY
DEGREE PLAN
MASTER OF EDUCATION (M.ED.)
PROGRAM OF STUDY: ELEMENTARY ADMINISTRATION

NAME _____ DATE _____
 ADDRESS _____ TELEPHONE # _____
 STUDENT ID# _____ ADVISOR _____
 EMAIL ADDRESS _____

	<u>TRANSFER CREDITS</u>		<u>RESIDENT CREDITS</u>	
INSTIT & COURSE	HOURS	GRADE	YEAR	HOURS GRADE
Core Courses: 15-16 credit hours (It is strongly suggested that EDU 551 be taken prior to EDU 565)				
EDU 531 Ethics for Educators (2)				
EDU 551 Critique/Design/Res (2)				
EDU 565 Statistics (3)				
EDU 567 Diversity in Culture & Human Relationships (2)				
EDU 665 School Culture & Organizational Behavior (3)				
HUM 799 04 Graduate Assessment (0)				
Thesis Option				
EDU 700 Research Seminar I (1)				
EDU 701 Research Seminar II (1)				
EDU 704 Research Presentation (3)				
Portfolio Option				
EDU 705 Portfolio Preparation (2)				
EDU 706 Portfolio Presentation (2)				
Apply for Diploma				

Emphasis Area Requirements: 19 credit hours (Edu 545 is pre-requisite to all other emphasis area coursework)				
EDU 527 Mgmt Theory/Personnel (3)				
EDU 545 School Admin (2)				
EDU 566 Sch Curr K-12 (3)				
EDU 570 Differentiated Instruction (3)				
EDU 620 Integrating Tech in Edu (2)				
EDU 632 School Law (2)				
EDU 634 School Finance (2)				
EDU 692 Internship: Elem Adm (2)				
Electives: Electives must be graduate level courses and should be selected from areas to enhance elementary administration degree plan in which there are electives.				

TOTAL REQUIRED: 35-36 CREDIT HOURS
 TRANSFER HOURS _____ RESIDENT HOURS _____
 TOTAL HOURS _____

Graduate credit carrying a letter grade of "B" or better earned through LEAD Center may be accepted as elective coursework for this degree. Completion of a Master's of Education in Elementary Administration meets the requirements for the Level I Elementary Principal Credential. If seeking a North Dakota Elementary Administration credential, an individual must:

- Hold a valid North Dakota teaching license based on a bachelor's degree with a major (or other appropriate endorsement) in elementary education.
- Have three years of successful teaching and/or administrative experience in elementary schools.
- Have a Master's Degree. PR/Award # S299B180001

UNIVERSITY OF MARY
DEGREE PLAN
MASTER OF EDUCATION (M.ED.)
PROGRAM OF STUDY: SECONDARY ADMINISTRATION

NAME _____ DATE _____
 ADDRESS _____ TELEPHONE # _____
 STUDENT ID# _____ ADVISOR _____
 EMAIL ADDRESS _____

TRANSFER CREDITS RESIDENT CREDITS
 INSTIT & COURSE HOURS GRADE YEAR HOURS GRADE

Core Courses: 15-16 credit hours (It is strongly suggested that EDU 551 be taken prior to EDU 565)						
EDU 531 Ethics for Educators (2)						
EDU 551 Critique/Design/Res (2)						
EDU 565 Statistics (3)						
EDU 567 Diversity in Culture & Human Relationships (2)						
EDU665 School Culture & Organizational Behavior (2)						
HUM 799 04 Graduate Assessment (0)						
Thesis Option						
EDU 700 Research Seminar I (1)						
EDU 701 Research Seminar II (1)						
EDU 704 Research Presentation (3)						
Portfolio Option						
EDU 705 Portfolio Preparation (2)						
EDU 706 Portfolio Presentation (2)						
Apply for Diploma						

Emphasis Area Requirements: 19 credit hours (Edu 545 is pre-requisite to all other emphasis area coursework)						
EDU 527 Mgmt Theory/Personnel (3)						
EDU 545 School Admin (2)						
EDU 566 Sch Curr K-12 (3)						
EDU 570 Differentiated Instruction (3)						
EDU 620 Integrating Tech in Edu (2)						
EDU 632 School Law (2)						
EDU 634 School Finance (2)						
EDU 693 Internship: Sec Adm (2)						
Electives: Electives must be graduate level courses and should be selected from areas to enhance secondary administration degree plan in which there are electives.						

TOTAL REQUIRED: 34-35 CREDIT HOURS
 TRANSFER HOURS _____ RESIDENT HOURS _____
 TOTAL HOURS _____

Graduate credit carrying a letter grade of "B" or better earned through LEAD Center may be accepted as elective coursework for this degree. Completion of a Master's of Education in Secondary Administration meets the requirements for the Level I Secondary Principal Credential. If seeking a North Dakota Secondary Administration credential, an individual must:

- Hold a valid North Dakota teaching license based on a bachelor's degree with a major (or other appropriate endorsement) in secondary education.
- Have three years of successful teaching and/or administrative experience in secondary schools.
- Have a Master's Degree. PR/Award # S299B180001

**UNIVERSITY OF MARY
DEGREE PLAN
MASTER OF EDUCATION (M.ED.)
PROGRAM OF STUDY: SPECIAL EDUCATION STRATEGIST**

NAME _____ DATE _____
 ADDRESS _____ TELEPHONE # _____
 STUDENT ID# _____ ADVISOR _____
 EMAIL ADDRESS _____

TRANSFER CREDITS RESIDENT CREDITS
INSTIT & COURSE HOURS GRADE YEAR HOURS GRADE

Core Courses: 15-16 credit hours (It is strongly suggested that EDU 551 be taken prior to EDU 565)						
EDU 531 Ethics for Educators (2)						
EDU 551 Critique/Design/Res (2)						
EDU 565 Statistics (3)						
EDU 567 Diversity in Culture & Human Relationships (2)						
EDU 608 Foundations in Edu (2)						
HUM 799 04 Graduate Assessment (0)						
Thesis Option						
EDU 700 Research Seminar I (1)						
EDU 701 Research Seminar II (1)						
EDU 704 Research Presentation (3)						
Portfolio Option						
EDU 705 Portfolio Preparation (2)						
EDU 706 Portfolio Presentation (2)						
Apply for Diploma						

Emphasis Area Requirements: 17-31 credit hours						
EDU 576 Advanced Methods & Materials of Learning Disabilities (2)						
EDU 588 Advanced Methods & Materials: Intellectual Disabilities(2)						
EDU 609 Internship: Intellectual Disabilities (2)						
EDU 672 Advanced Assess of Except Students (3)						
EDU 660 Special Education Law (2)						
EDU 670 Advanced Methods & Materials of Emotional Disorders (2)						
EDU 690 Internship: ED (2)						
EDU 691 Internship in Lrng Dis (2)						

Endorsement Courses:						
EDU 507 Sp Ed: Mild Disabilities(3) OR EDU 383 Intro to Learners w/Disabilities (3)						
EDU 592 Sp Ed Transitions (2) OR EDU 392Trans Issues/Lrners w/ Disabilities (3)						
EDU 595 Behavior Mgmt (3) OR EDU 412 Cognitive Behavior Strategies (2)						
EDU 611 Reading Diagnostics & Correction (2)						
EDU 617 Reading Clinic (2)						
EDU 645 School Family (2) OR EDU 413Community/Parent/Teacher/Child(2)						

TOTAL REQUIRED: 32-47 CREDIT HOURS

TRANSFER HOURS _____ **RESIDENT HOURS** _____ **TOTAL HOURS**

Students who have not taken an assistive technology course take EDU 429 Assistive Technology (2) and EDU 505: Exceptional Child (3) as pre/co-requisites.

****If the candidate's licensure is at the secondary level, Elementary Math Methods and Elementary Reading Methods are North Dakota Special Education Strategist requirements.**

University of Mary is not responsible for invalidation of coursework due to future changes in the North Dakota Endorsement Guidelines.

Student:
Date Updated: 4-2018



General Education Requirements					
PRE	NO	COURSE TITLE	DATE	GR	CR
		English			
ENGL	110	College Composition			3
ENGL	120	College Composition			3
ENGL	238	Children Literature			3
		Math			
MATH	111	College Algebra I			3
MATH	112	College Algebra II or			3
MATH	103	College Algebra			4
		Science			
ASTR					4
		Earth Science			
GEOL	105	Geology with Lab			4
		Life Science (BIOL)			
BIOL					4
		Physical Science			
CHEM					4
PHYS					

General Education Requirements					
PRE	NO	COURSE TITLE	DATE	GR	CR
		Phys. Ed.			
HPER	210	First Aid/CPR			2
		Social Science			
PSYC	111	Intro to Psychology			3
HIST		US and or Western Civ			3
HIST		NATIVE			3
		Arts & Humanities			
HUMM	202	Fine Arts & Aesthetics			3
LANG		NATIVE			3
LANG		NATIVE			3
		Communications			
COMM	110	Fund of Public Speaking			3
		Geography			
GEOG	121	Physical Geography			4
		Teacher Education			
PSYC	353	Child and Adolescent			3
MATH	277	Math for Teachers			3
SOCI	105	First Yr Experience			2
SOCI	120	Grad & Beyond			1

Teacher Education Credits					DATE			Advisement Meeting Notes:	
PRE	NO	COURSE TITLE		GR	CR				
EDUC	235	Prep for Praxis I			1				
EDUC	236	Prep for Praxis II			1				
EDUC	300	Educational Tech			2				
EDUC	310	Intro to Except. Children			3				
EDUC	320	Native Issues in Educ.			3				
EDUC	321	Multicultural Ed/Human Div			3				
EDUC	326	Writing for Teachers			2				
EDUC	329	Curric Planning & Eval			3				
EDUC	330	Foundations of Ed			3				
EDUC	331	Learning Environments			3				
EDUC	350	Practicum 1			1				
EDUC	360	Practicum 2			1				
EDUC	402	Found Rdng and Rdng Diag			4				course must be repeated due to low grade
EDUC	403	Soc Stud Methods/Materials			3				course needs to be accomplished
EDUC	404	Music Methods			2				course has been accomplished
EDUC	405	Math Methods			3				means course is in progress
EDUC	406	Sci Methods/Materials			2				course is questionable, e.g. substitution request
EDUC	407	Creative Arts Methods/Materials			3				
EDUC	408	Health & PE Methods/Materials			2				
EDUC	409	Lang Arts Mtds/Materials			3				
EDUC	410	Educational Assessment			3				
EDUC	414	Student Teaching			12				
EDUC	415	Student Teaching Seminar			1				
					Total Gen. Ed Credits		61		
					Total EE Credits		68		
					Total Credits for BS Degree		129		

Turtle Mountain Community College
Teacher Education Department
BS in Secondary Science Education
Program of Study for Biology

Student Name: _____
Revised: _____
Cohort: _____



Fall 1st Year					
PRE	NO	COURSE TITLE	DATE	CR	GR
ENGL	110	Comp I		3	C
MATH	103	University Algebra		4	C
BIOL	150	Gen. Biol. I /Lab		4	B
HUMM	202	Fine Arts/Humm		3	C
SOC	105	First Year Experience		2	C
Total				16	
Fall 2nd Year					
COMM	110	Public Speaking		3	
HIST		History Elective		3	
CHEM	121	Gen. Chem II/Lab		4	
BIOL	220	Anat & Phys/Lab		4	
GEOL	105	Physical Geol/Lab		4	
LANG		NATIVE		3	
Total				21	

Spring 1st Year					
PRE	NO	COURSE TITLE	DATE	CR	GR
ENGL	120	Comp II		3	A
MATH	105	Trigonometry OR		3	
MATH	107	Pre-Calc		3	
BIOL	151	Gen. Biol. II/Lab		4	
ASTR	110	Intro to Astronomy		4	
PSYC		111 or Higher		3	
Total				17	
Spring 2nd Year					
EDUC	235	Praxis I-req for TED		1	
LANG		NATIVE		3	
CHEM	122	Gen. Chem II/Lab		4	
BIOL	221	Anat & Phys/Lab		4	
CSCI	101	Intro to Computers		3	
HIST		NATIVE		3	
Total				18	

Turtle Mountain Community College
Teacher Education Department
BS in Secondary Science Education
Program of Study for Chemistry

Student Name: _____
Revised: _____
Cohort: _____



Fall 1st Year					
PRE	NO	COURSE TITLE	DATE	CR	GR
ENGL	110	Comp I		3	C
MATH	103	University Algebra		4	C
BIOL	150	Gen. Biol. I /Lab		4	B
HUMM	202	Fine Arts/Humm		3	C
SOC	105	First Year Experience		2	C
Total				16	
Fall 2nd Year					
COMM	110	Public Speaking		3	
HIST		History Elective		3	
CHEM	121	Gen. Chem II/Lab		4	
BIOL	220	Anat & Phys/Lab		4	
GEOL	105	Physical Geol/Lab		4	
LANG		NATIVE		3	
Total				21	

Spring 1st Year					
PRE	NO	COURSE TITLE	DATE	CR	GR
ENGL	120	Comp II		3	A
MATH	105	Trigonometry OR		3	
MATH	107	Pre-Calc		3	
BIOL	151	Gen. Biol. II/Lab		4	
ASTR	110	Intro to Astronomy		4	
PSYC		111 or Higher		3	
Total				17	
Spring 2nd Year					
EDUC	235	Praxis I-req for TED		1	
LANG		NATIVE		3	
CHEM	122	Gen. Chem II/Lab		4	
BIOL	221	Anat & Phys/Lab		4	
CSCI	101	Intro to Computers		3	
HIST		NATIVE		3	
Total				18	

**Appendix C Mentoring and
Induction Plan**

Undergraduate Mentoring Program

UMary/TMCC Induction Plan Descriptive Narrative

Undergraduate Trauma Sensitive Schools (TSS) Training (Year 5)

Graduate Boot Camp for First Year Administrators (NDCEL)



Mentoring Program

2018-19

Here's What We Do!

First-year Teacher

- *One-on-one conferencing
Minimum of 30 hours (15 each semester, two of which can be made up of shorter meetings)
- *Be observed by your mentor
6 times per year (September, October, November, January, March, April)
- *Record your teaching, watch and discuss with mentor
2 times per year (October and February)
- *Observe other teachers
Minimum of 360 minutes fall, 180 minutes spring
- *Meet with principal and mentor fall and winter

An OPTIONAL online course is offered (2 credits per semester) to support and enhance the first-year teacher

Mentor

- *Complete Teacher Support System training requirements (varies by level of mentoring experience)
- *One-on-one conferencing
Minimum of 30 hours (half by Jan.15) (2 per semester can be made up of shorter meetings)
- *Observe first-year teacher and provide feedback during one-on-one conferencing
6 times per year (September, October, November, January, March, April)
- *Watch recording of new teacher and discuss during one-on-one conferencing
2 times per year (October and February)
- *Meet with principal and first-year teacher fall and winter
- *Mentors will be paid a stipend each semester

Principal

- *Select mentors
- *Enroll participants into Teacher Support Program
- *Participate in online principal training
- *Support mentor and first-year teacher
- *Meet with mentor and first-year teacher fall and winter
- *Verify completion of Program activities

District

- *Provide a maximum of 5 days of substitute coverage for mentors and first-year teachers to share for observation purposes and mentor participation in Seminar plus 2 day training if necessary
- *Provide access to technology equipment and support needed for Program requirements
- *Support first-year teachers, mentors and principals

MENTORING REQUIREMENTS



NEW MENTORS

- Attend a two day mentor training
- Attend a half-day seminar in October
- Participate in the online course
Observing and Conferencing
- Participate in two triad meetings with
administrator and first-year teacher

WITH FIRST-YEAR TEACHER

- One-on-one Conferencing
 - Minimum of 15 hours per semester
- Observe first-year teacher
 - 3 times per semester (minimum of 15 minutes per observation)
- Watch recording of first-year teacher
 - 1 time per semester

REPEAT MENTORS

If you have mentored recently, the materials will be mailed to your school and you will not need to attend a training

Repeat mentors who have **not** mentored in the program in the last 4 years, will need to attend a two day mentor training

Attend a half-day seminar in October

Participate in an online course to work toward Advanced Mentor status

Participate in two triad meetings with administrator and first-year teacher

WITH FIRST-YEAR TEACHER

- One-on-one Conferencing
 - Minimum of 15 hours per semester
- Observe first-year teacher
 - 3 times per semester (minimum of 15 minutes per observation)
- Watch recording of first-year teacher
 - 1 time per semester



North Dakota
Teacher
Support
System

Mentors earn up to \$800 a semester for completion of program requirements.

University of Mary & Turtle Mountain Community College (TMCC) Induction Plan

Year 1

The Field Experience Supervisor or Teacher Education Director contacts local administrators of schools that have hired first year teachers that have graduated from the TMCC teacher education program. The administrators are asked to identify, assign and support experienced and successful teachers to mentor the first year teachers. Administrative support may come in the form of allowing mentors and first year teachers to observe other classrooms, allow the mentor to participate in relevant mentor trainings, and allow for the use of technology equipment such as a video camera, Swivl, computer, etc.

The mentor teacher is expected to meet with the administrator and first year teacher in the fall and winter. The outcome of the fall meeting will be a developed plan and mentoring schedule that is suitable to the school system. The mentoring plan should focus on effective classroom teaching and behavior management; the mentoring schedule should include times for six observations, two video reviews of the first year teacher and one-on-one conferencing. The winter meeting is to inform the administrator of observation and conferencing outcomes. If allowable, the mentor teacher will be provided with a stipend.

The first year teacher will record teaching, watch recording, discuss the recording with the mentor during one-on-one conferencing. The first year teacher will be observed by the mentor and results will be discussed during conferencing. The mentor teacher will set up times throughout the year in which the first year teacher can observe other teachers.

The field experience supervisor will provide local administrators with the induction plan in August of each year. Administrators will be asked to provide the names of selected mentors and their assigned first year teachers prior to the beginning of the calendar school year. The field experience supervisor will set up meetings with the mentors and first year teachers within the first two weeks of the calendar school year. The purpose of the meeting will be to discuss the duties and responsibilities of the mentors and the requirements for the first year teachers per the induction plan. The field experience supervisor will meet periodically throughout the school year with the mentors and their assigned teachers to discuss strengths, weaknesses, concerns and to identify means of support that can be provided by Turtle Mountain Community College's Teacher Education Department as well as the local school. The Director of the Teacher Education Department and the school administrator will be provided with meeting details via email. The field experience supervisor will also keep the administrator, mentor, and first year teacher informed of relatable trainings, seminars, and other professional development opportunities throughout the school year.

Year 2

The administrators are asked to identify, assign and support experienced and successful teachers to mentor the second year teachers. Administrative support may come in the form of allowing mentors and second year teachers to observe other classrooms, allow the mentor to participate in relevant mentor trainings, and allow for the use of technology equipment such as a video camera, Swivl, computer, etc.

The mentor teacher is expected to meet with the administrator and second year teacher in the fall and winter. The outcome of the fall meeting will be a developed plan and mentoring schedule that is suitable to the school system and the second year teacher. The mentoring plan should focus on effective classroom teaching and behavior management; the mentoring schedule should include times for three observations, one video review of the second year teacher and one-on-one conferencing. The winter meeting is to inform the administrator of observation and conferencing outcomes. If allowable, the mentor teacher will be provided with a stipend.

The second year teacher will record teaching, watch recording, discuss the recording with the mentor during one-on-one conferencing. The second year teacher will be observed by the mentor and results will be discussed during conferencing.

The field experience supervisor will provide local administrators with the induction plan in August of each year. Administrators will be asked to provide the names of selected mentors and their assigned second year teachers prior to the beginning of the calendar school year. The field experience supervisor will set up meetings with the mentors and second year teachers within the first two weeks of the calendar school year. The purpose of the meeting will be to discuss the duties and responsibilities of the mentors and the requirements for the second year teachers per the induction plan. The field experience supervisor will meet periodically throughout the school year with the mentors and their assigned teachers to discuss strengths, weaknesses, concerns and to identify means of support that can be provided by Turtle Mountain Community College's Teacher Education Department as well as the local school. The Director of the Teacher Education Department and the school administrator will be provided with meeting details via email. The field experience supervisor will also keep the administrator, mentor, and first year teacher informed of relatable trainings, seminars, and other professional development opportunities throughout the school year.

Year 3 & Year 4

Enhanced partnership with NDTSS (ESPB) to customize program further based on outcomes of Year 1 & 2 Assessment. Specifically added in Special Education & Science/Math (STEM) components. *See Grant Narrative.*

Year 5

Undergraduate - Trauma Sensitive Schools Training (MDEC/DPI) partnership with NDDoH weaving in public health elements impacting student academic success. *See Grant Narrative and Appendix G.*

Other available programs include Behavior Triage to Enhance Resilience (BeTTER Program); Non-Violent Crisis Intervention (CPI) Training which exists to improve student success by assisting schools in building behavior supports while increasing student, faculty, and school staff capacity for serving at risk student populations with a focus on prevention. This training equips staff with proven strategies for safely diffusing anxious, hostile or violent behaviors at the earliest possible stage. CPI is offered in both an 8-hour Foundations course and 4-hour Refresher course.

Graduate - Enhanced partnership with NDCEL/DPI to customize administrators *Bootcamp* program.

See Grant Narrative

Trauma Sensitive Schools

A New Perspective on Student Behaviors and Learning

The Department of Public Instruction [Trauma Sensitive Schools \(TSS\)](#) training initiative began in 2015. The TSS training was made possible through collaboration with Mid-Dakota Education Cooperative (MDEC) and was developed by Heather Simonich, MA, LPC.

Educators play a crucial role in mitigating both the short and long term effects of trauma. Over 6,600 North Dakota educators have trained in, *A New Perspective on Student Behaviors and Learning*. Awareness of trauma and trauma informed practice is the first step for our schools and educators. TSS training should motivate and guide schools to examine and transform their policy/practice, educational strategies, professional development, and community relationships. The result of this intentional strategic work should be an environment and community that is safe, caring, and respectful and where all children can learn to their capacity.

There are five key modules, which range from creating an awareness of trauma and its effects on learning to exploring trauma informed practices. The modules are as follows:

Module 1: Introduction to Childhood Trauma

Designed to provide overview of the effects of childhood trauma and its impacts on student behavior and learning

Module 2: Neurobiology of Trauma and Resilience

Provides basic overview of how trauma impacts brain development and learning highlighting the ACE Study

Module 3: Trauma Sensitive Strategies Part 1

Provides insight into how to increase psychological safety, rationale for trauma screening, and focusing on strengths

Module 4: Trauma Sensitive Strategies Part 2

Highlights enhancing coping skills, engaging families and making mental health referrals

Module 5: Taking Care of You and the Flexible Framework

Provides an understanding of secondary traumatic stress and strategies for supporting staff

TRAINING

Trauma Sensitive School (TSS) training is designed to be provided over three, 2-hour professional development sessions. However, they can be tailored to fit the varying duration of professional development sessions. For example, it is possible to deliver this curriculum in two, 3-hour professional development sessions, or six, 1-hour sessions. It is often necessary to extend the team to allow for dialogue among staff while they discuss the many topics.

A short video and training information can be [found here](#) or contact your Regional Education Association to schedule Trauma Sensitive Schools training for staff in your school.

[Brochure](#)

RESOURCES

[Understanding Childhood Trauma](#)

[Helping Traumatized Children Learn Volume 1](#)

[Trauma Sensitive Schools Checklist](#)

[Trauma Sensitive Schools Training Package](#) - Nat Center on Safe & Supportive Learning

[Child Trauma Toolkit for Educators - The National Child Traumatic Stress Network](#)

[Why Schools Need to be Trauma Informed Article](#)

[Trauma-Informed Classrooms](#)

Source: Retrieved from

<https://www.nd.gov/dpi/SchoolStaff/SafeHealthy/TraumaSensitiveSchools/>

BACKGROUND

What is child traumatic stress (CTS)?

Child traumatic stress may develop after a child feels intensely threatened by an event he or she is involved in or witnesses (e.g., car accident, witnessing violence, child abuse). If left unrecognized, CTS may have devastating consequences in mental and physical health, school performance, and relationships.

Why trauma-informed schools?

One in four children have been exposed to a traumatic event that may have a lasting impact on the well-being and functioning of students and their families. By understanding how trauma impacts students and adopting a trauma informed approach, educators can play a crucial role in mitigating both the short and long term effects of trauma. This interactive workshop will leave you with a renewed commitment to reach some of the most vulnerable students and their families.

Why now?

In January of 2015, the ND Department of Public Instruction, in collaboration with the Mid-Dakota Education Cooperative, funded the development of the Trauma Sensitive School professional development curriculum for educators in North Dakota. This curriculum provides an overview of childhood trauma and how it manifests in the classroom. Additionally, the curriculum provides practical strategies to support students exposed to trauma, and has been pilot tested in several ND schools. The initial response has been overwhelmingly positive. We hope you will consider sharing it with your staff.

GET THE FACTS

Fact: One out of every four children attending school has been exposed to a traumatic event.

FACT: Trauma can impact school performance

- Lower GPA
- Higher rate of school absences
- Increased drop-out
- More suspensions and expulsions

FACT: Trauma can impair a multitude of competencies that impact learning and engagement.

- Concentration and attention
- Managing behavior
- Negotiating relationships
- Regulating emotions
- Executive functioning

FACT: Trauma is not a new phenomenon but today we know much more about its profound effects than we did ten years ago.

FACT: Educators can help a child experiencing traumatic stress.

- Learn about traumatic stress and how it manifests in the classroom.
- Enhance children's sense of psychological safety
- Be sensitive to trauma reminders
- Recognize that behavior problems may be related to traumatic experiences

OVERVIEW OF CURRICULUM

Module 1: Introduction to Childhood

Trauma

Designed to provide overview of the effects of childhood trauma and its impacts on student behavior and learning

Mental Health Indicator A, B

Module 2: Neurobiology of Trauma & Resilience

Provides basic overview of how trauma impacts brain development and learning highlighting the ACE Study

*Mental Health Indicator A, B
Suicide Prevention Indicator A*

Module 3: Trauma-Sensitive Strategies—Part I

Provides insight into how to increase psychological safety, rationale for trauma screening, and focusing on strengths

Mental Health Indicator C

Module 4: Trauma-Sensitive Strategies—Part II

Highlights enhancing coping skills, engaging families and making mental health referrals

Mental Health Indicator C

Module 5: Taking Care of You

Provides an understanding of secondary traumatic stress and strategies for supporting staff

Mental Health Indicator C

Appendix H

North Dakota Council of Educational Leaders Bootcamp / Department of Public Instruction



Annual Administrators' Workshop

July 31, August 1-2, 2018

Ramkota Hotel, 800 S 3rd, Bismarck, ND

The Annual School Administrators' Workshop will be held in Bismarck, July 31, August 1-2, 2018 and has been designed to provide quality professional development, networking opportunities, innovative best practices and much more!

All administrators are welcome to attend the full three-day workshop. So you can plan accordingly, the agenda will focus on specific levels of administrative experience: Ramkota Hotel, 800 S 3rd, Bismarck, ND. This workshop is open to all administrators and has been approved for graduate credit.

Day 1 (Tuesday *all day*) **conducted by NDCEL** - Boot Camp for Superintendents, Principals, and Special Education Directors. Topics include: school and community relations, teacher evaluation, school budgets, specialized training by EduTech, and Q & A time (separate sessions for each group).

Day 2 (Wednesday *all day*) **conducted by DPI** - Keynote Speaker, David Ross; Legislative Update, AdvancEd, ESSA, State Reports.

Day 3 (Thursday *all day*) **conducted by DPI** - Topics include ESSA and State Reports.

The joint workshops are sponsored by the Department of Public Instruction and the North Dakota Council of Educational Leaders. These workshops will serve as an approved workshop to renew administrative credentials; a certificate of attendance will be given at the conclusion of the workshops. Attendees may also elect to earn one unit of graduate credit from the University of Mary. **If you intend to register for graduate credit, you must register for BOTH workshops (all three days--July 31, August 1, 2). You must check in at the registration desk all three days!!**

Each workshop participant will be responsible for arranging his/her own lodging accommodations. A block of rooms has been reserved at the Ramkota Hotel. Ask for the NDCEL bootcamp/DPI conference when registering.

The Benefits of North Dakota Council of Educational Leaders (NDCEL) Membership

1. Legal Assistance
2. Conferences
3. Legislative Representation
4. Publications
5. State-Level Liaison
6. Coalitions for Education
7. Special Discounts
8. Consultant/Research Services
9. Peer Contact
10. Strength in Numbers

Source: North Dakota Council of Educational Leaders (NDCEL) (2018). [Website]. Retrieved from <https://www.ndcel.us/>

Appendix D: FY 2016 PD Qualitative Data

“My experience in grad school has been a mixed bag of emotions and feelings. So many times I feel overwhelmed, but I'm extremely lucky to have the support of such great instructors, support staff, and my cohort family. We have helped each other stay focused, on task, and help to re-energize each other when we're struggling, as well as praise each other for a job well done. At times the feelings are of extreme confidence in knowing I passed Jonas' test, or got a good review from you on a critique. Excited to know that I'm one step closer to finishing my Master's degree. TIRED, because of the workload with school, work and home. I can't say enough about how "humbling" it is to work for such a highly qualified group of instructors. As a grad student, you'd expect to be working with and for some very intelligent people, but the UMARY education department is on another level of qualified, decorated, esteemed, astonishing instructors. Thank you for this opportunity. Sorry I got so long winded, just had to express my gratitude.”~~ Brady Parisien, MEd in Administration

“The Native American Educational Leadership Program has given me the opportunity to continue my educational goals while not having the financial burden. I feel very fortunate to have been given this opportunity. I cannot wait to take my knowledge and advocate for Native American children within education.”~~Samantha Gourd, Med in Administration

“I wanted to let you know my experience in graduate school has been such a blessing. I have to tell you that I was hesitant to apply because I wasn't confident about my online skills and going back to school after eighteen years that I was going to succeed. With several people in my corner to encourage me to go through with it I felt as though I had won the lottery when I was accepted into the program with an NAELP Scholarship. There was no turning back now. Through trials and tribulations I have surpassed any doubts I had because of our strong supportive team of instructors, advisors, and cohort members. The NAELP Scholarship has been the support I needed to accomplish my dream of being in a higher position to advocate the success of student's education. Thank you for being there to ensure the success of our education.”~~Tanya Houle, MEd in Administration

“Being in graduate school has allowed me to grow as an educator, increasing the positive impact I will have on my students and community. Although challenging, I have been supported all along this journey and am very appreciative of the incredible opportunity I have been granted.”~~Lisa St. Germaine, MEd in Administration

“I have learned that leaders cannot be advocates for change to their fullest potential without the constant evolution of their own education.”~~Levi Gourneau, MEd in Administration

I am student teacher so life is busy for me. With the help of this program I was able to cut back on my working hours so that I could concentrate on finished my bachelor's degree. In August I was starting the first semester of my final year and now I am looking at my degree in two short months.

I am now halfway through my student teaching at Turtle Mountain Elementary School. I

have passed both my praxis tests. I passed both of my praxis II exams, and started student teaching in January 2017. I have learned a lot since August.

"I have entered my second semester in the teaching program at Turtle Mountain Community College. I successfully passed my first semester with all A's. I have gained confidence into the rest of my undergraduate. The grant is a big stress relief.~~Jen Wilke, TMCC BS graduate

"I hope to be a great teacher. I hope to be as open and kind as my instructors."~~Annmarie Decoteau, TMCC BS graduate

"I hope to be the greatest version of myself when I become a teacher. I hope to encourage the student to love to learn and be the best they can be."~~Stacy Parisien, TMCC senior in Secondary Education

"It has been a privilege to be a part of an opportunity for Native American scholars to further their education, but it is an even greater privilege to study strategies that better assist and advocate for a population of students that were once under-recognized. "~~Myranda Robinson, SPED, Pine Ridge Indian Reservation

Turtle Mountain Community College Graduates - 2018

(b)(6)



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Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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Indian Education Professional Development Program: Budget Justification—University of Mary

Description	Year 1	Year 2	Year 3	Year 4	Year 5	Total
1. Personnel	13,108	48,926	62,322	30,943	31,872	187,171

Dr. Carmelita Lamb, PD, Associate Dean of Liffrig Family School of Education and Behavioral Sciences: Dr. Lamb will serve as the project director. Year 1 there is no request for support and reduced Year 2 support to 30% since she is being supported by another Indian Professional Development grant in these years. Year 3 will be 40% and Induction years 4 & 5 will be at 25%. PD will be responsible for: 1) assuring compliance with all Professional Development program budget draw-downs; 2) the planning and design of all graduate programming, recruitment, retention, and graduate student research advising; 3) collaboration and support of the Turtle Mountain Community College (TMCC) sub-contract partners, which include personnel, undergraduate students, TMCC teacher education faculty, and staff; 4) maintaining the data base to monitor program services and performance; 5) maintaining financial records for the funding agency (Office of Indian Education); 6) preparing reports necessary for federal, university and tribal college compliance in project management; 7) overseeing induction services at the undergraduate and graduate levels; 8) overseeing student performance data at tribal college and university levels; 9) monitoring student performance in attaining necessary teacher licensure; 10) overseeing job placement of undergraduate and graduate program completers.

The shift in support in years 3 reflect an increased load in time and effort for the University of Mary PD. It is particularly important that during the third year graduate students will all be engaged in their research studies. The development of their thesis statements, IRB approvals, methodology, data collection and analysis, and finally, the reporting of their findings is extremely time consuming for the graduate primary advisor. During this program all of these tasks come to fruition and require countless hours of reading and critical student feedback by the university PD in order to complete the Master’s thesis. In year 1 the bulk of the time and effort is devoted to program start up and active recruitment (graduate students) and successful engagement (graduate and undergraduate) of all participants in the program. This grant is running concurrently with another award and an assistant is needed to support the amount of time needed for these grant activities.

- *Cost calculation: Base salary @ \$116,668 x 0.3 = \$35,000. Cost of living increase each year 3%. Year 3 @ 40% = 48,068. Year 4 @ 25% = 30,943. Year 5 @ 25% = 31,872.*

Administrative Assistant: Years 1-3 s/he will serve as a 30% personnel. The administrative assistant will serve in the project in the following capacities: a) graduate student recruitment; b) graduate student advising; research assistant to the PD in the data collection and analysis associated with student satisfaction inventories necessary for peer review; coordination of graduate field experience internships and subsequent induction services related to mentor-mentee partnerships.

- *Cost calculation: Base salary @ \$35,360 x 0.3 = \$10,608 for Year 1. Cost of living increase each year 3%. Year 2 @ 10,926 and Year 3 @ 11,254.*

Adjunct instructor: needed for the development of the STEM Course in year 1 and teaching of the course in year 2 and 3. Loni Miller will be contracted to design and instruct the course: *21st Century Skills in Math and Science Instruction* (3 cr). This course will be available to all undergraduate participants in the program as well as tenured teachers in the Turtle Mountain community who wish to add math and science enrichment (K-12) to their existing curricula. Ms. Miller is a PAEMST (Presidential Award for Excellence in Math and Science Teaching) award winner under President Obama’s second term.

- *Cost calculation: Year 1: development of the STEM course \$2,500, Years 2 and 3: teaching of the STEM course \$3,000 each year.*

2. Fringe Benefits	3,277	12,232	15,580	7,736	7,968	46,793
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Fringe benefits includes Health insurance, Life insurance, Disability insurance, Retirement benefits, Social Security and Medicare.

- *Cost calculation: 25% of personnel salaries – Year 1: \$13,108 x 0.25 = \$3,277. Cost of living increase each year 3%. Year 2: \$48,926 x 0.25 = \$12,232. Year 3: \$62,322 x 0.25 = \$15,580. Year 4: \$30,943 x 0.25 = \$7,736. Year 5: \$31,872 x 0.25 = 7,968.*

3. Travel	3,036	3,036	3,036	7,536	7,536	24,180
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- The PD will travel to Washington, DC, to attend the annual meeting of Program grantees.
 - *Cost calculation: Airfare @ \$1,500; Lodging @ \$500; Meals @ \$50 x 2 days = \$100; Taxi @ \$100. Total travel cost = \$2,200 per year.*
- Site Visits will be expended to coordinate efforts with schools, including scheduling and assessment activities as well as monitoring students during placements for induction project activities during year 4 and 5 for graduate students.
 - *Cost calculations: 19 students estimated mileage 400 miles round trip x 54.5 cents = \$4,500 in Year 4 and 5. Mileage Federal reimbursement rate as of 1/1/2018 is 54.5 cents per mile.*
- Between consortium partners on the Turtle Mountain Indian Reservation: 2 site visits per year / 1 per academic semester, (Fall and Spring terms):
 - *Cost calculations: 2 x 400 miles round trip x 545 cents Federal reimbursement rate as of 1/1/2018: Years 1 – 5: mileage \$436; hotel \$300; meals \$100.*

4. Equipment	-	-	-	-	-	-
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N/A

5. Supplies	-	-	-	-	-	-
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N/A

6. Contractual	41,838	36,603	92,290	67,691	64,437	302,859
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- Turtle Mountain sub grant budget narrative attached below (pages 6-8).
 - *Cost calculations: Year 1 @ \$27,862; Year 2 @ \$24,903; Year 3 @ 72,890; Year 4 @ \$59,891; Year 5 @ 49,744.*

- Mentor fees are paid to veteran teachers serving as mentors for newly hired teachers (induction services). Mentors are expected to serve as a technical resource at multiple levels including handling a specific classroom incident, critiquing lesson plans and classroom materials, providing an audience for a ‘dress rehearsal’ of a complex lesson, and guiding the new teacher through the school’s systems for assessment, grading, and attendance and parent-teacher conferences. Mentors will also provide feedback to the teacher education department on quality improvement and identifying areas where the TMCC site coordinator can provide or arrange additional skill building through targeted professional development. In addition, the ND Education Standards and Practices Board (licensing agency) will compliment these induction services with state induction programming for first year teachers, thus the PD program will incur minimal expenses for undergraduate students in Year 5. Graduate students will be in their induction phase of support during Year 4 and 5.
 - *Cost calculations: mentor teachers are calculated in Year 3 @ 7 undergraduate students x \$500 = \$3,500; Year 4 @ 7 undergraduate students x \$300 = \$2,100; Year 4 @ 19 graduate students x \$300 = \$5,700; total Year 4 = \$7,800.*

- Supervision of Student Teachers are paid to K-12 teachers who agree to take the student teacher into their classroom for a period of 12 weeks. This is a ND stipulation for teacher licensure through the ND Education Standards and Practices Board, the state licensing agency. Undergraduate students will be in their student teaching during Year 2 and 3 (see Timeline Appendix A for detail on participant migration through the 5-Year PD program).
 - *Cost calculations: Supervision of student teachers are calculated in Years 2 and 3 @ 7 undergraduate students x \$550 = \$3,850 each year.*

- Professional Development: The project anticipates using short term contracts for leading at least 75% of the seminars. The project will hire seminar facilitators: 1) when the area of student need indicates a higher level of expertise will better accomplish student grasp of the material; 2) the focus is outside the expertise of the director and education faculty; or 3) when the seminar is used to expose students to emerging trends such as expanding the role of technology in the classroom. Compensation will follow institutional practice including level of expertise and length of time for the seminar. It is anticipated that the project will be able to fund nine seminars across three cohorts - two in K-12 education and one in graduate education. Year 5 induction programming will be concentrated in developing strategies for working in Trauma Sensitive Schools (see narrative for detail of this programming). The state of North Dakota Education Standards and Practices Board, under the direction of Dr. Becky Pitkin, provides one year of induction support programming for undergraduate first year teachers, thus this sponsored program will provide collaborative induction services for undergraduates through ESPB and Boot Camp [4100] through NDCEL for Administrators. In Year 5, PD will provide induction services the 7 undergraduate first year teachers and 19 graduate administrators or SPED teachers.
 - *Cost calculations for Professional Development:*
 - *Professional Development Fees: Year 1: \$11,926; Year 2: \$7,850; Year 3: \$10,000; Year 5: \$14,693.*

○ <i>Travel, Lodging, Meals for outside facilitators: Years 1 and 3: \$2,050 each year</i>						
7. Construction	-	-	-	-	-	-
N/A						
8. Other	-	-	-	-	-	-
N/A						
9. Total Direct Costs (1-8)	61,259	100,797	173,228	113,906	111,813	561,003
10. Indirect Costs	1,111	4,653	5,992	3,094	3,187	18,037
8% based on Salaries and Fringes (line item 1 and 2) x 0.08						
11. Training Stipends	337,630	294,550	220,780	3,000	5,000	860,960
<ul style="list-style-type: none"> • Undergraduate Tuition/Books/Fees: costs are provided in Years 1, 2 and 3 @ \$1,125 per semester and 2 semesters per year x 7 students in years 1 and 3 = \$15,750 annual cost. 14 students in Year 2 @ \$1,125 per semester and 2 semesters per year x 14 students = \$31,500. • Participant support stipends are intended to support student unmet needs for living. The stipends will enable undergraduate students to fully engage in their college studies without requiring a source of part-time employment to support their families. Full time enrollment in teacher education programs requires a minimum of six hours in class per day in addition to another three to six hours of at-home study. The GPA necessary to become a licensed teacher in North Dakota requires students to exercise diligence in their daily study habits. Working in addition to full time enrollment will ultimately hinder the success of students in meeting their academic and professional goals. Thus stipends are an integral component of this project. <ul style="list-style-type: none"> ○ <i>Cost calculations: Undergraduate 7 students Year 1 @ \$1,200 x 9 months = \$75,600; 14 students Year 2 @ \$1,000 x 9 months = \$126,000; 7 students Year 3 @ \$1,050 x 9 months = \$66,150.</i> • Graduate Tuition (\$665 per credit hour) 14 students (Administration) taking 18 credits year 1, 10 credits year 2, and 8 credits year 3. Year 1: \$665 x 18 credits x 14 students = \$167,580. Year 2: \$665 x 10 credits x 14 students = \$93,100. Year 3: \$665 x 8 credits x 14 students = \$74,480. <ul style="list-style-type: none"> ○ During the Year 2 summer semester graduate students are engaged in the active pursuit of their research endeavor. Chapters 1-3 are necessary in order to complete their study during this summer term. Included in this work is the IRB approval from the University of Mary as well as the same approval from associated research sites (i.e., tribal colleges, BIE K-12 school systems, Indian Day Schools, Indian Mission Schools). Graduate students will NOT be carrying a full time load over the summer, but rather 2-4 credits to cover their research experiences. Courses would include, but are not limited to, EDU 701 Research Seminar I (1 cr), or EDU 705 Portfolio (2 cr). 						

- In Year 3 graduate students will be completing their advanced administration courses such as School Law, Special Education Law, Education Finance, and School Culture and Organization Behavior. The MEd program of study allows for electives in order to better prepare administrators for their field of practice in K-12.
- Graduate Tuition (\$665 per credit hour) 5 students (SPED) taking 20 credits year 1, 10 credits year 2, and 16 credits year 3. Year 1: \$665 x 20 credits x 5 students = \$66,500. Year 2: \$665 x 10 credits x 5 students = \$33,250. Year 3: \$665 x 16 credits x 5 students = \$53,200.
 - During the Year 2 summer semester graduate students are engaged in the active pursuit of their research endeavor and administration Internships. Graduate students will be carrying a full time load over the summer. Courses would include, but are not limited to, EDU 701 Research Seminar I (1 cr), or EDU 705 Portfolio (2 cr), EDU 692-Elementary Administration Internship (2 cr) and EDU 693-Secondary Administration Internship (2 cr).
 - In Year 3 graduate students will be completing their advanced administration courses such as School Law, Special Education Law, and Education Finance. The MEd program of study also allows for electives in order to better prepare administrators for their field of practice in K-12. In addition, in Year 3, graduate students will be either defending their thesis or presenting their Capstone Portfolio prior to graduation commencement ceremonies.
- Graduate Books and Fees for 19 students for 3 years based on the number of classes each year. Year 1 = \$7,200; Year 2 = \$5,700; Year 3 = \$6,200.
- Student Travel and Lodging for Professional Development training: Year 1 – 3: \$5,000 each year; Year 4 = \$3,000; Year 5 = \$5,000.

12. Total Cost (9-11)	400,000	400,000	400,000	120,000	120,000	1,440,000
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Indian Education Professional Development Program: Budget Justification—Turtle Mountain

Description	Year 1	Year 2	Year 3	Year 4	Year 5	Total
1. Personnel	5,000	6,000	46,470	41,684	34,347	133,501
<p>Dr. Teresa Delorme – Teacher Education Programs Director: Dr. Delorme will serve as a 50% employee and will work collaboratively to: (1) provide undergraduate curriculum instruction for K-12 teacher education students, (2) advise candidates during the program of study leading to a Bachelor of Science degree in education at the Turtle Mountain campus, (3) provide academic preparation for the state licensure exams, and (4) provide multiple opportunities for professional development experiences for candidates. Years 1 and 2 there is no request for support since she is already being supported by another Indian Professional Development grant in these years.</p> <ul style="list-style-type: none"> o <i>Cost calculation: Base salary @ \$80,939 x 0.5 = \$40,470. Cost of living increase each year 3%. Year 3 @ 0.5 = 40,470; Year 4 @ 0.5 = 41,684; Year 5 @ 0.40 = 34,347.</i> <p>Adjunct instructor: needed for the development of the STEM Course in year 1 and teaching of the course in year 2 and 3. Mr. David Wibe (TMCC) will be responsible for designing two STEM courses:</p> <ul style="list-style-type: none"> o <i>Cost calculation: Year 1: development of the STEM course \$5,000, Years 2 and 3: teaching of the STEM course \$6,000 each year.</i> 						
2. Fringe Benefits	2,100	2,520	19,517	17,507	14,426	56,070
<p>Fringe benefits include Health insurance, Dental Insurance, Life insurance, Retirement benefits, Social Security, Medicare, Unemployment, and Worker’s Compensation.</p> <ul style="list-style-type: none"> o <i>Cost calculation: 42% of personnel salaries – Year 1: \$5,000 x 0.42 = \$2,100. Cost of living increase each year 3%. Year 2: \$6,000 x 0.42 = \$2,520. Year 3: \$46,470 x 0.42 = \$19,517. Year 4: \$41,684 x 0.42 = \$17,507. Year 5: \$34,347 x 0.42 = 14,426.</i> 						
3. Travel	-	-	-	-	-	-
N/A						
4. Equipment	-	-	-	-	-	-
N/A						
5. Supplies	-	-	-	-	-	-
N/A						
6. Contractual	3,850	4,900	1,050	-	-	9,800
<p>Background checks on undergraduate students are required of the candidates before they will be allowed to work with students in the classrooms in most of the schools in the area. Year 1 @ \$400 per student x 7 = \$2,800 and Year 2 @ \$400 per student x 7 = 2,800.</p> <p>NDU Insurance covers candidates while they are working with students in the classrooms in schools throughout the area. At \$150 per student each year. Years 1 and 3 \$150 x 7 = \$1,050 and Year 2 \$150 x 14 = \$2,100.</p>						
7. Construction	-	-	-	-	-	-
NA						
8. Other	16,912	11,483	5,853	700	971	35,919

- Office Supplies include consumable items such as printing, printer supplies, postage, paper, pens, file supplies items necessary for providing project record keeping and administration. At the undergraduate level, this line item will provide support for transfer of student records, stipend disbursements, dependent support disbursements, and other miscellaneous correspondence between consortium partners.
 - *Cost calculations: Year 1 – 3 = \$1,000 each year; Year 4 = \$700; Year 5 = \$971.*
- Supplies for the Development of the STEM Courses (Yr 1) and replacements/updates (Yr 2 & 3): Year 1 = \$9,000; Year 2 = \$1,359; Year 3 = \$974. This expense is related to maintaining the integrity of the science materials due to routine handling by children during the STEM instruction in K-12 classrooms. It is to be expected that certain pieces may break, or become lost in the course of regular use. In addition, technology frequently updates with new software/hardware which provide greater options for Native K-12 student STEM exploration. This program seeks to ensure the best opportunities for K-12 Native children to experience STEM in a meaningful way.
- Supplies for the graduating students to take to the classroom to use and replacements/updates: Year 1 = \$4,000 and Year 3 = \$967. TMCC will provide STEM kits for TMCC graduates to check out for implementation of STEM lessons designed from the parent college courses into their K-12 classrooms. This will ensure that STEM lessons with all associated materials will be available to Native children in K-12 classrooms in the Turtle Mountain community.
- Praxis I and II are the licensure examinations required for teacher licensure in North Dakota. Students are required to take three of these tests, one prior to entering the student teacher period (Praxis Core), and the remaining two exams (Praxis Principles of Teaching and Learning and Praxis Curriculum Instruction and Assessment) either during student teaching or immediately afterward.
 - *Cost calculations: Praxis I fee per student is \$150. Year 1 at 7 students x \$150 = \$1,050. Year 2 at 14 students x \$150 = \$2,100. Year 3 at 7 students x \$150 = \$1,050. Praxis II fees per student are \$266. Year 1 at 7 students x \$266 = \$1,862; Year 2 at 14 students x \$266 = \$3,724; Year 3 at 7 students x \$266 = \$1,862.*
- NorthStar is a software package which provides technical and content area support for teacher education students preparing for the Praxis exams. Students are able to log into the program from their computers with a password and participate in tutorials and practice tests. The program provides valuable feedback to students in specific content and pedagogy knowledge areas in order to ensure success on the exams. Turtle Mountain Community College has seen exemplary success of its teacher education students in the past six years on the Praxis exams through the implementation of this targeted program into the curriculum. The NorthStar license is valid for two years, thus there would be expenditures from the budget for this program to accommodate both groups coming into the program at Year 2 for \$3,300.

9. Total Direct Costs (1-8)	27,862	24,903	72,890	59,891	49,744	235,290
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10. Indirect Costs	-	-	-	-	-	
NA						
11. Training Stipends	-	-	-	-	-	
NA						
12. Total Cost (9-11)	27,862	24,903	72,890	59,891	49,744	235,290