

**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 # S299B180002**

**Grants.gov Tracking#: GRANT12684764**

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

Closing Date: Jul 30, 2018

PR/Award # S299B180002

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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="07/26/2018"/>	4. Applicant Identifier: <input type="text"/>
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5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
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**State Use Only:**

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
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**8. APPLICANT INFORMATION:**

* a. Legal Name: <input type="text" value="University of North Carolina at Pembroke"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="56-6000805"/>	* c. Organizational DUNS: <input type="text" value="0671893320000"/>

**d. Address:**

* Street1: <input type="text" value="One University Drive"/>
Street2: <input type="text"/>
* City: <input type="text" value="Pembroke"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="NC: North Carolina"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="28372-1510"/>

**e. Organizational Unit:**

Department Name: <input type="text" value="School of 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="Dr."/>	* First Name: <input type="text" value="Camille"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Goins"/>	
Suffix: <input type="text"/>	

Title: <input type="text"/>
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Organizational Affiliation: <input type="text"/>
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* Telephone Number: <input type="text" value="910-521-6000"/>	Fax Number: <input type="text"/>
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* Email: <input type="text" value="camille.goins@uncp.edu"/>
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**Application for Federal Assistance SF-424**

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

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

Department of Education

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

84.299

CFDA Title:

Indian Education -- Special Programs for Indian Children

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

ED-GRANTS-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:**

First Americans' Educational Leadership Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

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

* a. Federal	<input type="text" value="1,163,000.00"/>
* 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="1,163,000.00"/>

**\* 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

Add Attachment

Delete Attachment

View Attachment

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

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

**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 North Carolina at Pembroke

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	62,944.00	86,223.00	88,570.00	45,075.00	46,427.00	329,239.00
2. Fringe Benefits	21,696.00	30,413.00	31,088.00	18,841.00	19,230.00	121,268.00
3. Travel	4,476.00	4,476.00	4,476.00	1,893.00	1,893.00	17,214.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	4,189.00	2,000.00	2,000.00	2,000.00	2,000.00	12,189.00
6. Contractual	40,848.00	65,048.00	25,300.00	15,000.00	15,000.00	161,196.00
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)	134,153.00	188,160.00	151,434.00	82,809.00	84,550.00	641,106.00
10. Indirect Costs*	10,732.00	15,052.00	12,115.00	6,625.00	6,764.00	51,288.00
11. Training Stipends	130,074.00	190,291.00	128,180.00	16,271.00	5,790.00	470,606.00
12. Total Costs (lines 9-11)	274,959.00	393,503.00	291,729.00	105,705.00	97,104.00	1,163,000.00

**\*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: 07/01/2017 To: 06/30/2021 (mm/dd/yyyy)

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

The Indirect Cost Rate is 60.00%.

(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 # S299B180002

Name of Institution/Organization University of North Carolina at Pembroke	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>Lisa Hunt</p>	<p>TITLE</p> <p>AVC Research and Sponsored Research</p>
<p>APPLICANT ORGANIZATION</p> <p>University of North Carolina at Pembroke</p>	<p>DATE SUBMITTED</p> <p>07/26/2018</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

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

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

Prime     SubAwardee

\* Name:

\* Street 1:     Street 2:

\* City:     State:     Zip:

Congressional District, if known:

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

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

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

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

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1:     Street 2:

\* City:     State:     Zip:

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

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1:     Street 2:

\* City:     State:     Zip:

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

\* Signature:

\* Name: Prefix  \* First Name  Middle Name

\* Last Name  Suffix

Title:     Telephone No.:     Date:

**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.**

1239-GEPA Statement.pdf	Add Attachment	Delete Attachment	View Attachment
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### **Statement Regarding Section 427 of the General Education Provisions Act (GEPA)**

The University of North Carolina at Pembroke (UNCP), a state-supported institution of higher education, will ensure equitable access to and participation in the proposed project to be funded by the Indian Education Professional Development Grants Program (CFDA Number 84.299B). UNCP fully subscribes to the purposes and principles of Section 427 of GEPA, and adherence to the following statutory requirements specifically prohibits discrimination against any individual for reasons of gender, race, national origin, color, disability or age: Title IX of the Education Amendments of 1972 prohibits sex discrimination; Title I and Title II of the Americans with Disabilities Act (ADA) of 1990 provide equal employment opportunities and reasonable accommodation; and Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of disability in education programs and activities. Thus, UNCP extends equal access to all persons regarding employment opportunities, admissions, educational and professional development programs, and all other University activities.

As one of the most diverse institutions of higher education in the nation, UNCP personnel/project staff members are particularly sensitive to issues of equitable treatment and accessibility, and will take steps to address potential barriers to and ensure equity and participation in project activities. ADA requirements will be met for access to facilities in which project activities occur; project-related materials will be prepared and appropriately adapted so that each participant has materials in accessible formats; disseminated project information will be made available in suitable formats for participants with varying disabilities and learning needs; and Internet-based project information will be fully accessible.

## 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 North Carolina at Pembroke

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. \* First Name: Rebecca Middle Name:

\* Last Name: Bullard-Dillard Suffix:

\* Title: AVC Research and Sponsored Research

\* SIGNATURE: Lisa Hunt

\* DATE: 07/26/2018

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: Camille	Middle Name:	Last Name: Goins	Suffix:
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Address:

Street1:	One University Drive
Street2:	
City:	Pembroke
County:	
State:	NC: North Carolina
Zip Code:	28372
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
910-521-6000	

Email Address:  
camille.goins@uncp.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.]

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## You may now Close the Form

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

\* Attachment:

## Abstract

The University of North Carolina at Pembroke (UNCP) will implement the **First Americans' Educational Leadership (FAEL) pre-service administrator** project to recruit, retain and serve 20 participants enrolled in the Educational Leadership program, and is designed to improve the quality of preparation services and culturally responsive leadership offered to AI graduates. FAEL will support American Indian (AI) students to: (1) Attain a Master of School Administration degree (MSA) degree; or an Add-on in School Administration (2) Acquire Principal licensure; and (3) Complete two years of administration successfully with ongoing support and professional development through induction support. Payback sessions will be held with eligible participants to discuss in-depth the payback agreement.

- **Partners** - The Lumbee Tribe of North Carolina (LTNC), Public Schools of Robeson County (PSRC), Hoke County Schools and Scotland County Schools. As part of the induction services a collaboration with the LTNC will provide cultural enrichment activities, mentoring sessions and professional development activities to program participants that will begin immediately upon completion of the program.
- **Purpose** - Address the shortage of AI administrators in public school districts that have a significant AI student population by providing financial support to participants to obtain a school administration degree. Provide on-going professional development, mentoring support and induction services to participants that allows them to work in high needs schools to improve educational outcomes for AI students.
- **Outcomes** - The initial group of 10 FAEL Program participants will be enrolled in January 2019 and 10 additional students will be enrolled by January 2020 for a total enrollment of 20 students. We anticipate the 20 students will find qualifying jobs within twelve months of completion.

- **Geographic Barriers** - Robeson County continues to be economically depressed due to a decline in the agricultural economy and the loss of textile and tobacco industries, is comprised of 41.0% American Indians; 24.2% Blacks, 25.5% Whites, 8.6% and Hispanics/Latinos (*U.S. Census Bureau, 2017*). In 2016, Robeson County's poverty rate was 27.8% (*U.S. Census Bureau, 2017*). The consistently high unemployment and poverty rates that plague Robeson County make the pursuance of education a struggle.
- **Measurable Objectives** -Increase the number of highly qualified AI administrators in Robeson County and the surrounding region through enrollment in the FAEL Program, graduation of the MSA Program or completion of the MSA Add-on Licensure Program, completion of state licensure; and improve the two years of administrative experience of newly certified AI administrators through a comprehensive mentoring and induction plan.

The proposed FAEL Project is applying to compete under the following two Competitive reference Priorities: **Competitive Preference Priority #1** - An application that includes a letter of support signed by the authorized representative of an LEA or BIE-funded school that agrees to consider program graduates for qualifying jobs and that serves a high proportion of Indian students. **Competitive Preference Priority #3** A consortium application of eligible entities whose lead is non-Tribal that (i) Meets the requirements of 34 CFR 75.127 through 75.129 and includes an Indian Tribe (i.e. LTNC), Indian organization, or TCU; and (ii) Is not eligible to receive a preference under Competitive Preference Priority 2. **Competitive Preference Priority #4** - An application that is designed to increase the opportunities for high-quality preparation of, or professional development for, teachers or other educators of science, technology, engineering, math, or computer science.

## Project Narrative File(s)

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

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First Americans' Educational Leadership Program

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## **(A) NEED FOR PROJECT**

### ***(1) Nature and Magnitude of Gaps and Weaknesses in Services, Infrastructure, and opportunities, and Discussion of How the Project Will Address Them***

The FAEL project intends to provide financial support to assist in meeting the needs of students who enroll in UNCP's Educational Leadership - School Administration program to reduce financial barriers and increase enrollment and retention. As a Native American-Serving Non-Tribal Institution (NASNTI), the University of North Carolina at Pembroke (UNCP), a historically unique and ethnically diverse regional institution of higher education in southeastern North Carolina (*Nealy, 2008*), "was founded in 1887 as the State Normal School for Indians in response to a petition from tribal communities in the area to establish an institution to train American Indian teachers" (*Rochat, 2015, p. 3*). The racial/ethnic composition of UNCP's student population is: African American (34%), American Indian/Alaskan Native (15%); Asian/Pacific Islander (2%); Hispanic/Latino (5%); Multiracial (3%); White (39%); and Non-Resident Alien (>1%) (*University of North Carolina at Pembroke, 2018*). UNCP students continue to face substantial barriers as evidenced by education and economic indicators. The average total SAT score of freshmen who enrolled at UNCP in fall 2017 was 990 and 60.29% of our students are Pell Grant recipients.

For the 2017-2018 academic year, 97% of UNC-Pembroke students received some type of financial aid, and 85% received some type of need-based scholarship. However, slightly less than 60% of students' financial need was able to be met. UNCP has a substantial number of low-income students and both traditional and non-traditional students who juggle work and multiple family roles and responsibilities that challenge their coping capacities (*Engle & Tinto, 2008; Mehta, Newbold, & O'Rourke, 2011; National Commission on Higher Education Attainment,*

2013) and who "are in need of additional academic and student support services to increase attainment rates" (Rochat, 2015, p. 5). Therefore, employing student support systems in colleges such as increased communication, financial support and mentorship programs can help to increase retention and lead to academic success for non-traditional college students (Carlton, 2015; DeFreitas & Rinn, 2013, Gibbons & Woodside, 2014). The FAEL project intends to provide financial support to assist in meeting the needs of students who enroll in UNCP's Educational Leadership School Administration program to reduce the financial barriers and increase enrollment and retention.

Robeson County, located in southeastern North Carolina, continues to be economically depressed due to a decline in the agricultural economy and the loss of textile and tobacco industries. The county is comprised of 41.0% Native Americans; 24.2% Blacks, 25.5% Whites, 8.6% and Hispanics/Latinos and the poverty rate was 27.8% as compared to the state average of 15.4% in 2016 (U.S. Census Bureau, 2017). The county's unemployment rate is 7.9% (NC Dept. of Commerce, 2018). In 2016, Robeson County's median household income was \$31,298 as compared to the state median household income average of \$48,256 (U.S. Census Bureau, 2017). The consistently high unemployment and poverty rates that plague Robeson County make the pursuance of education a struggle with 75.4% of persons age 25 years+ hold a high school diploma and 12.6% of persons age 25+ hold a bachelor's degree, whereas the state is 29% (U.S. Census Bureau, 2017). According the National Center for Education Statistics (2017), the total fall enrollment in degree-granting postsecondary institutions, by race/ethnicity was 6,090 (1.1%) for American Indians in North Carolina. During the 2016-17 school year, PSRC's total number of pupils enrolled was 22,799, one of the largest enrollments in NC. Of this number 9,754 (41.9%) of the total district population were AI who mainly identify as members of the Lumbee

Tribe of North Carolina (LTNC) (*NC State Advisory Council on Indian Education, 2018*). The per pupil expenditure was \$9,406.89 (*NC Dept. of Public Instruction, 2017*). The Public Schools of Robeson County's (PSRC) participation in the Community Eligibility Provision (CEP) Program allows 100% of students to receive meals at no costs (*Public Schools of Robeson County, 2017*). As of the 2016-17 academic year, 15,777 students were enrolled in 18 school districts that received funding through Title VI Indian Education Act (IEA) of 1972 (*NC State Advisory Council on Indian Education, 2018*). The PSRC Title VI Indian Education Program serves approximately 11,300 American Indian students in grades K-12, which makes it one of the largest Title VI programs in the United States (*Public Schools of Robeson County, n.d.*). Robeson, Hoke, and Scotland counties receive Low Wealth Supplemental funding and are classified by the NC Department of Commerce (NCDC) as Tier 1, at the highest level of economic need. In 2016, the NCDC ranked Scotland County the most economically distressed county in the state. Project FAEL proposes to use grant funds to support students in paying for tuition, fees, dependent allowance, instructional supplies/textbooks, technology devices, stipends for room/board/personal living expenses, examination fees, funds to purchase membership in a professional school leadership association, mentoring services, classroom resource support, and professional development.

Administrators can improve the quality of a student's educational experience through the creation of positive learning environments. Although there is a majority of minority students in the educational system today, there continues to be a gap in student-teacher, teacher-administrator diversity (*Hrabowski & Sanders, 2015*), therefore making culturally responsiveness a difficult feat. "Qualitative research further suggests that students of color perceive teachers that share their cultural backgrounds as more accessible and caring, and their

instructional practices as more engaging” (*Hrabowski & Sanders, 2015, p. 102*). There is a growing need for American Indian Educators who will serve as a role model for American Indian students and lead in school improvement and student performance in highly populated American Indian Schools. Project FAEL proposes to address the need for more highly effective American Indian administrators to serve in high poverty, highly populated American Indian Schools. Of the 42 principals within PSRC, 18 (42.9%) are American Indian. During the 2016-17 school year, PSRC’s total number of pupils enrolled was 22,799, of which 9,754 (41.9%) of the total district population were AI (*NC State Advisory Council on Indian Education, 2018*).

PSRC has 23 elementary schools, 11 middle schools, six (6) high schools, and one (1) early college high school. In 2017, PSRC was identified as a low-performing district because more than 50% of the schools were identified as low-performing by receiving a School Performance Grade of 'D' or 'F' and a growth status of 'Met' or 'Not Met'. Academic achievement indicators in the NC Accountability Program reveal mixed results for AI students. To meet the North Carolina Grade Level Proficiency (GLP) standards, students must attain Level 3, Level 4, or Level 5 on the End-of-Grade (EOG) and End-of-Course (EOC) tests. Table 1 displays by racial/ethnic category the percentages of 3rd -8th grade students in the PSRC who met the proficiency standards [i.e., a GLP of Level 3 and Above is considered performance at grade level] on the EOG tests in Reading, Math, and Science and high school students who met achievement standards on the EOC tests in Math I, Biology, and English II) during the 2016-2017 school year (*NC School Report Card, 2017*). As illustrated in the Table 1, AI students in the PSRC lag substantially behind the state average in the majority of tested academic subject areas. The 4-Year Cohort Graduate Rate for AI students has increased (84.3%) yet remains slightly below the state average (86.5%). In the 2016-17 academic school year, there were a total

of 170 high school dropouts of which 87 (51%) were American Indian (*The NC Dept. of Public Instruction, 2018*).

*Table 1. Public Schools of Robeson County GLP Standards by Ethnicity*

Percentage of PSRC Students Who Met Grade-Level Proficiency (GLP) Standards on the End-of-Grade (EOG) Reading, Math, and Science Tests and the End-of-Course (EOC) Math I, Biology, and English II Tests (2016-2017)					
<b>EOG/EOC Test</b>	<b>American Indian</b>	<b>White</b>	<b>Black</b>	<b>Hispanic</b>	<b>State</b>
EOG Reading (3rd-8th Grade)	35.4%	53.3%	29.7%	34.3%	57.5%
EOG Math (3rd-8th Grade)	32.9%	48.5%	25.7%	39.3%	47.6%
EOG Science (5th and 8th Grade)	59.1%	75.8%	50.7%	67.2%	62.6%
EOC Math I (High School)	38.3%	44.7%	26.5%	48.2%	54.1%
EOC Biology (High School)	40.6%	57.5%	31.4%	55.2%	47.5%
EOC English II (High School)	41.5%	59%	35.4%	42.2%	50.1%

*Note:* Table adapted from North Carolina School Report Card (2017).

**(2) Explication of Job Market Analysis Information Pertaining to K-12 Administrators**

***Employment Opportunities that serve a high proportion of American Indian students in the Project's Service Area***

Project FAEL proposes to address the turnover rate and retention of American Indian administrators serving in high poverty American Indian schools. As proposed and designed, although the First Americans' Educational Leadership Program will prepare AI pre-service administrators for any school district with a significant population of AI students, it is anticipated that the majority of the graduates will seek employment with The Public Schools of Robeson County and surrounding counties (i.e. Hoke and Scotland). Most of the AI students enrolled in UNCP's School Administration program are members of the Lumbee tribe and possess a strong desire to remain in their home communities to work as teachers. Of the 115 school districts (LEAs) reported during the year 2017-18, there were 2,465 principals of which 25 (1%) are American Indian, and 2,869 assistant principals (AP) of which 23.5 (.8%) are American Indian.

Of the 25 principals in North Carolina 18 currently, work in PSRC. Table 2 displays the current principals by ethnicity in PSRC and surrounding counties for 2017-2018.

In NC, during the 2016-2017 school year, the statewide principal turnover (attrition) rate was 9%; the previous two years' NC statewide principal turnover rates (2015-2016, 2014-15) were 9% and 10%, respectively (*NC School Report Card, 2018*). In North Carolina, the annual projected job openings for school administrators is 270 with 9% growth over the next 10 years. (*CareerOneStop, n.d.*) We anticipate more than 40 principal vacancies in the next two years within UNCP's service region. As illustrated in Table 5, 33% of principals in PSRC have less than 3 years' experience with neighboring counties Hoke (57%) and Scotland (73%). Horng, Kalogrides, and Loeb (2009) found that schools that received an accountability grade of a D or F and "principals in schools with more low-income, non-white and/or low-performing students tend to have less total experience as principals overall and have served fewer years in their current school" (pg. 14-15). Therefore, Project FAEL proposes to provide individual assistance and support to participants to ensure success with coursework and degree completion. Principal preparation programs must adequately prepare students to becoming instructional leaders that focuses on improving teaching and learning in addition to the administrative competencies (Backor & Gordon, 2015). To address the high turnover rate and lack of experience among administrators, the project will provide pre-service training throughout the project to address instructional leadership, cultural responsive leadership, and assessment literacy/data analysis and reporting to participants and mentors to help build administrator capacity to meet the challenges of today's schools and lead in school improvement and student achievement.

Recruitment and retention of professional educators in rural districts, such as those located in UNCP's service region, is often challenging due to low-base salary supplements,

housing issues, limited resources to draw youthful professionals, and large numbers of disadvantaged and/or low performing students. The turnover rate for principals has been found to be much higher among principals in schools with a higher minority population, making it difficult to retain principals (*Gates, Ringel, Santibanez, Guarino, Ghosh-Dastidar, & Brown, 2006*). However, research suggest that hiring minority principals can improve stability across the school because teachers are more likely to stay at a school where the majority of ethnic backgrounds are similar to their own (*Gates et al, 2006*). To address these challenges, Project FAEL seeks funds to provide support for aspiring American Indian school leaders to obtain administrative licensure.

*Table 2. Principal Demographics*

<b>LEA Name</b>	<b>American Indian</b>	<b>White</b>	<b>Black</b>	<b>Hispanic</b>	<b>Other</b>
Bladen	0%	54%	46%		0%
Columbus	11%	72%	17%		
Cumberland	0%	52%	47%		1%
Hoke	0%	57%	36%		7%
Robeson	42.9%	26%	21%		
Scotland	0%	67%	33%		
NC State Average	.5%	73%	24%		3%

*Table 3. Principal Turnover*

<b>LEA Name</b>	<b>Turnover 2012-13</b>	<b>Turnover 2013-14</b>	<b>Turnover 2014-15</b>	<b>Turnover 2015-16</b>	<b>Turnover 2016-17</b>
Bladen	23%	15%	15%	8%	15%
Columbus	17%	0%	11%	0%	0%
Cumberland	8%	6%	9%	8%	11%
Hoke	0%	8%	0%	0%	0%
Robeson	2%	7%	10%	5%	5%
Scotland	21%	21%	0%	33%	8%
NC State Average	10%	9%	10%	9%	9%

*Table 4. Principal Experience (2016-17)*

<b>LEA Name</b>	<b>0-3 Years</b>	<b>4-10 Years</b>	<b>10+ Years</b>
Bladen	62%	31%	8%
Columbus	33%	50%	17%

Cumberland	33%	49%	17%
Hoke	57%	36%	7%
Robeson	33%	57%	17%
Scotland	73%	18%	9%
NC State Average	43%	41%	16%

**(B) QUALITY OF THE PROJECT DESIGN**

**(1) Extent to Which the Proposed Project Goals, Objectives, and Proposed Outcomes Are Ambitious and Attainable and Address Specific Participant Outcome Variables**

The proposed FAEL Program is applying to compete under the following two

**Competitive Preference Priorities: Competitive Preference Priority #1** -Agreement by an authorized representative of a local educational agency (LEA) that agrees to consider Program graduates for qualifying employment (i.e., the PSRC, NC); and **Competitive Preference Priority #3** -A consortium of eligible entities whose lead is non-tribal that (a) meets the requirements of 34 CFR Sections 75.127 through 75.129 and includes an Indian tribe (i.e., the Lumbee Tribe of NC. Lumbee Elders Heritage Group), Indian organization, or Indian IHE and (b) is not eligible to receive a preference under Competitive Preference Priority #2. As proposed, the project will recruit and retain regional American Indian (AI) university students majoring in Educational Leadership - School Administration with the intent of becoming an administrator in their Native communities and **Competitive Preference Priority #4** - An application that is designed to increase the opportunities for high-quality preparation of, or professional development for, teachers or other educators of science, technology, engineering, math, or computer science. The FAEL Program goals and associated objectives, activities, performance measures that the Program staff will use to evaluate the outcomes (effectiveness) of the Program are listed below:

**GOAL 1: Increase the number of highly qualified American Indian administrators in Robeson County and surrounding counties through enrollment in the FAEL Program, graduation of the Masters of School Administration or completion of School Administration Add-on program, and completion of state (NC) licensure requirements.**

**Objective 1.1:** Enroll and graduate 20 highly qualified American Indians having completed all requirements for the Masters of School Administration degree or completion of School Administration Add-on program and NC licensure requirements from the FAEL Program (10 participants will be enrolled in January 2019 and 10 participants will be enrolled by January 2020).

**Activities:** Implement awareness and recruitment activities to identify and enroll eligible students; conduct individual and group advisement sessions; and review student academic progress and monitor completion of degree and/or licensure requirements

**Measures:** Enrollment data; Midterm/final grades; Feedback from advisors, mentors and instructors; Monthly PC advising and professional development sessions; Employment and licensure data from NCDPI and FAEL files; Administrator's Online Portfolio on instructional leadership, culturally responsive leadership, and assessment literacy/data analysis and reporting; MSA graduation rates

**Objective 1.2:** Facilitate FAEL participants' receipt of financial and academic support, and professional development relative to American Indian students prior to their completion date and during their first two years of administration.

**Activities:** Provide AI student-related professional development sessions; Conduct individual and group advisement sessions; conduct payback sessions with participants; Provide assistance to process allowable requests for student financial support

**Measures:** Attendance verification; Seminar evaluations; Student response data; mixed-methods research plan to collect data from participants for continuous improvement, data collected from virtual coaching and mentoring sessions; records of participant contacts with mentors, PD and PC; activity on the PDP Data Collection system.

**GOAL 2: Provide mentoring support for pre-service administrators engaged in Transformative School Leadership Academy and provide job placement assistance to ensure high-quality school leadership from the very first day as an administrator.**

**Objective 2.1** – Familiarize participants and their mentors through professional development workshops with a framework for designing culturally responsive systems of learning and innovation and STEM education, including research-based improvement science principles.

**Activities:** Assignment of mentors with participants; Provide professional development sessions utilizing a Transformative School Leader’s framework for capacity-building for continuous improvement; Provide professional development services on Culturally Responsive Leadership; STEM education and the STEM Community Engagement Process. Identification of problem of practice and co-create an authentic learning experience.

**Associated Measures:** Attendance verification; Seminar evaluations; Student response data; mixed-methods research plan to collect data from participants for continuous improvement, data collected from virtual coaching and mentoring sessions; Development of evidenced-based prototypes (solutions) and an action plan to implement; record of mentoring sessions; records of participant contacts with mentors, PD and PC; website development to assist participants with job placement. Virtual coaching session logs.

**GOAL 3: Improve the first two years administrative experience of newly licensed American Indian administrators through a comprehensive mentoring and induction plan.**

**Objective 3.1:** Familiarize novice administrators with policies, procedures, support services, and resources for school success through professional development workshops and mentor program.

**Activities:** Provide professional development sessions utilizing a Transformative School Leader's framework for capacity-building for continuous improvement; Provide professional development services on Culturally Responsive Leadership; Provide mentoring activities

**Associated Measures:** Number of induction plans developed; Frequency of PC meetings during the first two years as an administrator; Number and frequency of the first two years administrator action plans developed; Survey responses from participants; and participant discussion data through a virtual coaching and mentoring platform; completion of 360 Evaluation utilizing the NC Standards for School Executives and the Professional Standards for Educational Leaders; development of an Educational Leader Personal Development Plan (ELPDP)

**Objective 3.2:** Assist novice administrators during their first two years with instructional leadership, culturally responsive leadership development, and assessment/data analysis leadership through professional development workshops providing by consultation services and mentor program.

**Associated Activities:** Provide professional development sessions utilizing a Transformative School Leader's framework for capacity-building for continuous improvement; Provide professional development services on Culturally Responsive Leadership; Provide mentoring and induction activities

**Associated Measures:** Number of induction activities provided for the first two years for novice administrators and their mentors; Frequency of project coordinator meetings during the first two-years for administrators; Number of administrator action plans; student response data; and virtual

coaching and mentoring sessions participant feedback data; records of participant contacts with mentors, PD and PC; evaluation of ELPDP plan.

**Objective 3.3:** Familiarize administrators with legal, ethical, and professional issues and expectations through professional development workshops and mentor program.

**Associated Activities:** Provide professional development sessions for continuous improvement; Provide mentoring and induction activities

**Associated Measures:** Number of activities provided for novice and mentor administrators; Number and frequency of novice and mentor administrators in attendance at induction activities; Student response data; and participant discussion data through a virtual coaching and mentoring platform; records of participant contacts with mentors, PD and PC.

**Objective 3.4:** Familiarize pre-service and first/second year administrators with professional growth opportunities through professional development workshops and mentor programs.

**Associated Activities:** Provide professional development sessions; and Provide mentoring and induction activities

**Associated Measures:** Attendance at professional conferences; enrollment in professional organizations.

**Objective 3.5:** Assess effectiveness of FAEL induction program on administrator satisfaction and retention.

**Associated Activities:** Mixed-methods research plan to collect data from participants for continuous improvement on induction services; and analyze and interpret induction services-related data; collect feedback from employers on employee satisfaction of participant administrative performance; records of participant contacts with mentors, PD and PC.

**Associated Measures:** Induction service-based satisfaction surveys of induction services; Retention rates; employee satisfaction surveys; assess participant knowledge of instructional leadership, STEM education, culturally responsive leadership, and assessment literacy/data analysis and reporting

The initial group of 10 FAEL Program participants will be enrolled in January 2019 and 10 additional students will be enrolled by January 2020 for a total enrollment of 20 students. Students will matriculate at various stages. It is anticipated that the first graduating class of students will be in May 2020. Each year, there will be program graduates until all have completed degree and licensure requirements no later than May 2022. The FAEL Program will have the following four performance measures: (1) A total of 20 AI School Administration students will be enrolled in the FAEL Program; (2) A total of 20 AI School Administration students will receive financial and academic support for their successful matriculation toward earning a Master's Degree in School Administration or completion of the School Administration Add-on Licensure program; (3) A total of 20 AI School Administration students will receive financial and academic support for their successful completion of NC principal licensure; and (4) Given a successful induction program, 20 new first-year AI administrators will be employed within twelve months of completion in school districts that have a significant population of AI students.

***(2) Plan for Recruiting and Selecting Participants That Ensures Program Completion***

Once the PD has been notified by the U.S. Department of Education of the grant award, the PD and PC will implement awareness and recruitment activities to identify and enroll eligible students. Illustrative recruitment activities are as follows. An article will be printed in local newspapers, especially those circulated in communities with large numbers of AI residents, and

for the *UNCP Campus News* and Social Media Platforms. Announcement flyers will be posted on bulletin boards throughout the UNCP campus and distributed to all members of the Teacher Education Committee (TEC) and School of Education (SOE) faculty. The PD and/or the PC will make presentations during fall 2018 semester meetings of the TEC, the SOE, and departmental meetings in the College of Arts and Sciences (CAS) that house licensure programs. During October 2018, presentations will be made to the partner district leadership and/or a Board of Education meeting. Presentations will be made during a tribal council meeting and to staff at regional community colleges. Email announcements will be sent to the campus-wide student listserv, and an announcement will be placed on the SOE website.

A letter will be sent to participating districts in request of recommendations for American Indian Teacher Leaders within their district. We propose to recruit 20 participants throughout the project and do not anticipate students dropping from the project based on the recruitment and recommendation process. Recommended and interested students will be invited to attend one of three morning, afternoon, and evening information sessions. Participants must satisfy the UNCP graduate admissions process for the School Administration or School Administration Add-on program in addition to three recommendation letters from a current/former principal supervisor and/or administrative supervisor and an SOE/MSA faculty member as well as a personal interview with the PC to learn more of the participants leadership experience and desire to serve as an administrator. Once the PC has identified potential program participants, a thorough review of their matriculation records will ensue in collaboration with the Graduate Office and SOE Licensure Officer to identify the students who meet all program eligible requirements and with the Assistant Director for Financial Aid to ascertain financial eligibility. The PC will then contact the eligible students requesting documentation of AI ethnicity, and, as applicable,

employment and dependent care information. Participants must express a strong desire and commitment to becoming an administrator in a highly populated American Indian school. Once all eligibility requirements have been documented as met, qualifying students will be required to attend an in-depth orientation session conducted by the PD and PC to complete enrollment forms and to receive program information packets. Payback sessions will be held with eligible participants to discuss in-depth the payback agreement. At the end of each payback meeting, students will be required to review the agreement they signed upon entry into the project acknowledging that their continued participation is directly tied to satisfactory progress and that they understand the payback responsibilities following training or dropping out of the program. This rigorous recruitment process, networking opportunities along with the preservice training and support to develop highly qualified instructional leaders alleviates the chances of participants dropping or being dismissed from the program. Additionally, the program's combination of classroom, online, and field experiences provides flexibility in learning for non-traditional students.

***(3) How the Proposed Project Will Incorporate the Needs of Potential Employers by***

***Establishing Partnerships and Relationships with Appropriate Entities and Developing Programs to Meet Their Job Market Analysis-Based Employment Needs***

Throughout the participants enrollment in UNCP Educational Leadership program a strong emphasis will be placed on improving the quality of mentoring and internship experiences for participants. In addition to the support of the Educational Leadership Faculty, PD, and PC, participants will be assigned an active principal/administrative mentor throughout their coursework and Internship experience during the preservice training. This process will allow the participant to learn from an experienced administrator on successful instructional leadership

strategies to help in capacity building. Participants will learn more about the school culture and learning environment in collaboration with the mentor through data analysis sessions and professional development opportunities. The participant will learn how to engage students and enhance student learning through culturally responsive leadership to create a positive school climate and working conditions for teachers. Virtual coaching sessions will be held in addition to the Transformative Leadership Academy to build skills using the framework and research proven processes for continuous process for each participant. During the internship period participants and guided by their mentor will implement action plans. Virtual support will be designed for growth and reflection and to help them grow their practice in leading innovations and continuous improvement, as well as feel prepared for a transition to Principalship/administrative role.

Following successful completion of all requirements for a master's degree in School Administration or completion of School Administration Add-on licensure and securing NC state licensure, the PC will verify that the program graduates are pursuing employment in a school district that has a significant population of American Indian students. Once employed, the PC will verify that the graduates are working in an administrative capacity and are meeting state requirements for administrators. During regularly scheduled on-site school visits, the PD and PC will verify that the program graduates are attending all required school and district level meetings. The PC will verify that each graduate has been assigned a mentor as part of the induction service and in collaboration with the Lumbee Tribe (LTNC) and that the mentor is providing consistent support and induction services to the new administrator. Once the new administrative assignment has begun, the PC will schedule a joint conference with the program graduate, mentor, PD, and other school personnel as necessary, in order to discuss the progression of the graduate's first year as an administrator. Novice administrators will receive

ongoing support and professional development throughout a two-year induction period, meeting with their cohort group, mentor, PC, and PD. Also, the PC will verify that the graduates have submitted required employment information to the USDOE.

The FAEL Program PD and PC will foster partnerships and relationships with appropriate entities (e.g., organizations providing educational services to AI students and LEAs) and develop programs that meet their employment needs through professional networking at professional conferences and regional job fairs, as well as relevant postings of employment-related information on the TEP Blog, and communication via e-mail and other means.

Additionally, the Southeast American Indian Studies (SAIS) Program at UNCP offers a wide range of opportunities for Southeast American Indian peoples, communities, researchers, and scholars. The very existence of a program dedicated to these communities affirms their historical, political, social, cultural, and economic significance to tribal members, the region, scholars, and researchers, as well as government and non-government agencies.

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

#### ***(1) Likelihood That the Proposed Project Will Provide Participants with Learning Experiences that Develop Needed Skills for Successful Administrators in Schools with Significant American Indian Populations***

UNCP's MSA Program is designed to prepare individuals seeking exceptional opportunities for leadership development. The program's combination of classroom, online, and field experiences provides flexibility in learning for non-traditional students. The Master of School Administration is designed to prepare administrative leaders for executive leadership in a variety of settings including elementary, secondary schools, and district offices. The conceptual framework of the program is built around five domains to include: Strategic Leadership,

Instructional Leadership, Organizational Leadership, Political Leadership, and Managerial Leadership (*The University of North Carolina at Pembroke, 2018*). Pre-service training through Project FAEL will expand on this conceptual framework by providing professional development services in Culturally Responsive Leadership for working with Native American students to ensure each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success. Participants will have the opportunity to work hands-on throughout the program that builds on real world experiences. The opportunity to collaborate with mentors throughout the project will provide aspiring leaders with the opportunity to develop lasting relationships with exceptional educational leaders as well as extend the classroom theory to the applied experiences as an administrator. Additionally, Project FAEL will support participants to expand on their leadership abilities through attendance at professional educator’s conferences and membership in a professional association that provides access to the latest research and development in educational leadership.

The program of study for the program consist of 39 semester hours for the Masters of School and Administration and 24 semester hours for the School Administration Add-on that leads to a NC Principal licensure. The Masters of School Administration includes two (2) three-semester-hour guided elective courses that are recommended by the advisor, in consultation with the student, and approved by the MSA Program Director. The FAEL PD and PC will assist participants with enrollment in elective courses that focus on working with students of diversity and poverty along with its impact on education.

<b>Course Number</b>	<b>Course Name</b>	<b>Semester Hours</b>
EDN 5660	Applied Educational Research	3 hours
EDNL 5030	Engaging our Families, Schools, and Communities	3 hours
EDNL 5710	Analyzing Educational Issues	3 hours
EDNL 5730	School Based Management	3 hours
ENDL 5800	Supervision and Instructional Leadership	3 hours

EDNL 5850	Curriculum Leadership	3 hours
EDNL 5860	Legal Aspects of Educational Leadership	3 hours
EDNL 5880	Leading School Improvement and Organizational Change	3 hours
EDNL 5900/5950	Internship and Seminar in Educational Leadership I & II	6 hours
Additional Coursework	Guided Electives	6 Hours

To create a pool of highly qualified American Indian aspiring administrators, pre-service training during the Internship and Seminar, mentoring services as well as the induction plan will provide rigorous activities that are relevant to working in highly populated American Indian schools. Research suggests the importance of coordinating pre-service programs and training with in-service induction and support (*California County Superintendents Educational Services Association CCSESA, 2016*). Therefore, Project FAEL proposes to improve the quality of the internship and mentoring experience while in the educational leadership program to allow aspiring administrators to be exposed to real-world problems before becoming an administrator (*Gray, Fry, Bottoms, & O’Neill, 2007*) that builds leadership capacity to lead instructionally and transform schools. The Transformative School Leaders’ Academy provided through imaginED will allow participants to dive deeper into a framework for culturally responsive system design on improvement science and the steps necessary to lead innovation and short-cycle continuous improvement including practice applications of: data capture and reporting, data analysis, Smart Goal setting, action step development, short-cycle testing and adjusting, and managing change and communicating the plan. This process will allow participants to examine data from their own schools to identify trends as well as learning gaps and co-create in collaboration with their mentor an authentic learning experience. For the innovative design component of the training an emphasis will be placed on STEM education and the STEM Community Engagement Process (CVP) developed by the NC STEM Collaborative and the NC Department of Public Instruction, as part the statewide, ‘Career & College: Ready, Set, Go initiative. Participants will be exposed a

variety of model STEM Programs and evidence-based administrative practices. This model will cover the practice steps community engagement, community visioning, program design and business planning and implementation.

The development knowledge of cultural diversity must begin with understanding more of one's own culture (*Backor & Gordon, 2015*). The integration and work of culturally responsive leadership finds its foundational roots in the understanding and appreciation of American Indian culture in all aspects of the school environment. This understanding and appreciation often finds its barriers or its windows within administration. Research has shown that educators and administrators sense of cultural understanding plays a critical role in the implementation of culturally relevant pedagogy (*Powers, Potthoff, & Bearinger, 2003; Yurkovich, 2001; Yazzie-Mintz, 2007*). This sense of cultural understanding, particularly for American Indian administrators, begins with a secure foundational belief in their own culture as American Indian leaders. Students of lower-socioeconomic and minority groups are often viewed as not caring about education when it is the message that is being sent to the students that their culture has no value (*as cited by Glickman, Gordon, & Ross-Gordon, 2018*). Therefore, their behavior is a coping strategy for the schooling they receive to accept a dominant culture (*as cited by Glickman, et. al, 2018*). Embracing the American Indian culture through effective school leadership and teacher development will help to show value and care to Native students. Dr. Susan Faircloth, a leader in culturally responsive education, will assist the PD and PC with providing professional development services to participants throughout their pre-service training.

***(2) Extent to Which the Proposed Project Prepares Participants to Adapt Administrative practices to Meet the Breadth of American Indian Student Needs***

The proposed FAEL Program will reflect the Master of School Administration (MSA) conceptual framework (CF), vision, and mission. The CF states that the MSA is built around five domains that encompass strategic, instructional, organizational, political and managerial leadership (*University of North Carolina at Pembroke, 2018*). MSA faculty members have embraced a vision that requires sound judgments about the design and delivery of the education programs in an environment of mutual trust and common commitment to public school children and their families. The UNCP's Teacher Education Program (TEP) mission is to develop and nurture competent and caring communities of school professionals who dedicate themselves to the education and welfare of all students and whose understanding of the dynamic interrelationship among theory, practice, and reflection compels them to be active agents of positive change with sensitivity and integrity, which includes the importance of infusing AI culture into their classroom pedagogy (*Guillory & Williams, 2014; Swisher & Tippeconnic, 1999*). As Morgan (2009) noted: "In order to teach Native Americans in a way that reflects their culture, teachers must realize that Native American students are often taught differently at home than are mainstream students, [and] that Native American children can also differ greatly from each other...They may have difficulty with the traditional teaching styles of U.S. schools because teachers often teach according to mainstream values that do not correspond with the values of minority students. In order for Native American students to reach their potential in school, it is recommended that teachers understand those students' preferred ways of learning [which generally tends to be field-dependent, reflective, visual, and cooperative]." (*p. 12*) observed: "If ethnic minority groups such as Native Americans are going to have positive experiences in school, it is important for their culture to be included and portrayed in a fair way." Also, as Jacobs and Reyhner (2002) asserted, the goal of education is to produce educators who empower

AI students and "who prepare them to move comfortably among different cultures while valuing the unique cultural assumptions of their home, community, and heritage" (p. 5). As such, the FAEL Program AI students also will be exposed to the resources accessible through the University of North Carolina American Indian Center (AIC) and UNCP's The Southeast American Indian Studies (SAIS) Program. While the MSA CF allows FAEL AI students the opportunity to learn various aspects of school leadership, the FAEL program will provide critical supplemental cultural leadership training that will infuse AI culture into the work of future administrators in order ensure the success of AI students. The experience in the MSA classroom coupled with Project FAEL's preservice and induction services will prepare participants to adequately face the challenges they will encounter as an administrator

***(3) 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 American Indian Students***

As noted in the Need for Project section of this proposal, during the 2016-2017 school year, the statewide NC principal turnover (attrition) rate was 9% (*North Carolina School Report Card, 2018*). With 43% of principals having less than three years of experience. The PD, PC and mentor will provide training sessions for participants to assist with the development of CVs, applications, interviewing skills and "how to" techniques, in addition to networking opportunities at job fairs. We are fortunate to have the support of Hoke, Robeson, and Scotland in agreeing to offer our participants an administrative position upon completion of the FAEL program and based on the rigorous preservice training and induction services proposed, we believe participants will be sought out to fill vacancies in schools with a high American Indian Population.

The FAEL Program PD and PC, in conjunction with the UNCP University-School Partnerships office, will keep abreast of the needs of potential employers through regular communication with the superintendents and human resources department directors of the PSRC, other LEAs in UNCP's service region, and state and national educational agencies and authorities to provide job placement activities and information to FAEL Program participants. In addition, the formation of an advisory board, to be comprised of representatives from the SOE, PSRC, Hoke and Scotland County School Systems, LTNC and local retired AI educators, will be instrumental in helping address the needs of area employers. The Advisory Board will meet on a quarterly basis and will guide the further development and implementation of the project.

***(4) Extent to Which the Applicant Will Offer Induction Services That Reflect the Latest Research on Effective Delivery of Such Services***

Effective school leadership can have a positive impact on student outcomes. High-quality mentors can be a key to improved training and preparation for novice principals (*Gray et al, 2007*). To ensure program participants are provided with support and mentoring, induction services designed to assist administrators on how to improve schools and student performance will begin immediately upon completion of the school administration program through a partnership program with the university, public school system, and the Lumbee Tribe. Each participant will be assigned a mentor from a pool of retired American Indian Administrators in collaboration with the Lumbee Tribe (LTNC) that had proven success as an administrator. Working in collaboration with local school districts and the Lumbee Tribe, a focus will be on providing support and training to novice principals to perform at high levels and increase their ability to address school issues and solve problems from day one as an administrator.

Research indicates that successful induction programs share similar characteristics (CCSESA, 2016; Shelton, 2012). Aligned to this research and the findings of Darling-Hammond, LaPointe, Meyerson, Orr and Cohen (2007) and Gray et al (2007) suggestions for effective principal induction models, Project FAEL proposes an induction plan to include the following:

1. Participants will receive continuous knowledge and support from pre-service preparation to in-service training through induction from active and retired administrators with proven success in working in low-performing, highly populated American Indian schools and experience in mentoring new administrators.
2. Opportunities to development learning networks through a cohort structure with other principals and administrative staff to develop study groups, communities of support, and mentoring that provides ongoing support for successful principal development.
3. Effective leadership development and learning that links theory to practice with supervision and instructional leadership, data analysis that enhances the administrator's ability to improve teacher effectiveness, school climate, and school culture as well as building community relationships.

***(5) Extent to Which the Proposed Project Will Assist Participants in meeting the Service Obligation Requirements***

The PD and PC will conduct large group payback informational meetings with participants as well as individual meetings regarding payback obligations. At which time all payback agreements will be signed and submitted within seven days of signing to the data collection system. At the end of each payback meeting, participants will be required to review the agreement they signed upon entry into the project acknowledging that their continued participation is directly tied to satisfactory progress and that they understand the payback

responsibilities following training or dropping out of the program. The PD and PC will monitor the progress in the PDP Data Collection system to add and update participant records as needed (i.e. record entry status, program completion status and payback status). During the face-to-face monthly meetings, participants will be required to log in and review their status in the system. We believe the rigorous recruitment process, opportunities for networking with colleagues along with the preservice training and support to develop highly qualified instructional leaders will lessen the chances of participants dropping or being dismissed from the program.

#### **(D) QUALITY OF PROJECT PERSONNEL**

##### ***(1) Qualifications of the Project Director and the Amount of Time the Project Director Will Spend Directly Involved in the Project***

The proposed PD, Dr. Camille Locklear Goins, is an enrolled member of a state-recognized American Indian tribe, the LTNC. Dr. Goins is an Assistant Professor in the Educational Leadership and Counseling Department and Director of Middle Grades Programs for UNC-Pembroke. She is a North Carolina Licensed Professional School Administrator: Principal and Superintendent at the North Carolina Department of Public Instruction doctoral-level licensed. Dr. Goins' curriculum vita reflects a career dedicated to improving education in highly populated Native American and low-performing school districts, through teaching, administration, and providing professional development on teacher and administrator development at the local, state, and national levels. She has worked with numerous federal grant programs including the UNCP FATE Grant Project for Native American teachers, Carl D. Perkins Career and Technical Education (CTE), and Workforce Innovations, and Opportunities Act (WIOA). She has over 17 years in education including serving as a Career and Technical

Education Director where she led in STEM initiatives. Additionally, she has served on multiple educational committees at the local, state, and national levels.

Dr. Goins has recently begun a Teaching and Learning Shared Interest Group at UNC-Pembroke to promote cultural awareness and to develop a faculty development professional development program on Cultural Competency. She serves as a Mentor for the NASNTI Grant for Native American Students to increase academic achievement and a sense of belonging among American Indian students as they transition from secondary to post-secondary education. Additionally, she is an active member for the Southeast American Indian Studies Committee.

As PD for the proposed First Americans' Educational Leadership Program, Dr. Goins will serve as liaison between the Educational Leadership Department and will be responsible for providing administrative oversight to the program, including supervision of planning, staffing, directing, budgeting, and project annual reporting. Through multiple presentations and media publications, she will promote the program to the AI and UNCP service communities. Dr. Goins will provide contributions as follows: assist the PC in providing overall program implementation; guide students on the program of study, teach some of the program courses, prepare course syllabi, plan the leadership academy, participate in student information, advisement, professional development, mentoring, and induction sessions; communicate with constituent external partners; advise the Chancellor, Provost and Vice Chancellor for Academic Affairs, and Dean of the CAS on program progress; assist in the development of reports as required by the USDOE; approve the expenditure of all grant funds; conduct regularly scheduled staff meetings; attend Program Advisory Council for the program meetings; and assist, as needed, in the revision of program documents. She will commit to 25% of time to the project.

***(2) Qualifications of Key Project Personnel and Their Amount of Project-Dedicated Time***

In addition to the PD whose qualifications and time commitment to the proposed project are delineated above, the FAEL Program will employ a full-time PC. In the search for and hiring of a PC for the First Americans' Educational Leadership Program, the PD will endeavor to offer employment to a member of an American Indian who meets the qualifications for the PC position. The PC will be responsible for the day-to-day operation of the First Americans' Educational Leadership Program, including tasks relative to planning, staffing, directing, advising, budgeting, and reporting. The PC will also promote the program in AI and UNCP service communities. The responsibilities of the PC will include: overall program implementation; conducting and facilitating First Americans' Educational Leadership Program student information, advisement, professional development, mentoring, and induction sessions; communicating with constituent partners about the program; assisting the PD in the advisement of the Chancellor, Provost and Vice Chancellor for Academic Affairs, and Dean of the CAS on program progress; assisting the PD in the development of reports as required by the USDOE; participating in regularly scheduled staff meetings; scheduling and facilitating the FAEL Program Advisory Council meetings; assisting the PD, as needed, in the revision of all program documents; maintaining files on each First Americans' Educational Leadership Program participant; assisting the PD in the oversight of allowable program expenditures, including the maintenance of up-to-date budget reports; assisting the PD and evaluator in the collection and analysis of evaluative data; and other duties as assigned by the PD.

The Graduate Assistant for FAEL will be hired from one of the Master's-level programs offered through the UNCP School of Education and will provide data management and research assistance to the PD and PC with coordination of workshops, seminars, meetings, and conference participation.

### ***(3) Qualifications of Project Consultants and Subcontractors***

**Susan Faircloth, Ph.D.; Professor & Director School of Education, Colorado State University** - Effective July 16, 2018, Dr. Susan C. Faircloth (an enrolled member of the Coharie Tribe of North Carolina) will begin her tenure as Director of the School of Education at Colorado State University. Dr. Faircloth was previously appointed as a Professor in the Educational Leadership Department at the University of North Carolina Wilmington (UNCW). Prior to joining the faculty of UNCW, she was an Associate Professor in the Department of Leadership, Policy, and Adult and Higher Education at North Carolina State University and an Associate Professor and Director of the American Indian Leadership Program at the Pennsylvania State University. Dr. Faircloth's research interests include: Indigenous education, the education of culturally and linguistically diverse students with special educational needs, and the moral and ethical dimensions of school leadership. She has published widely in a variety of journals.

Dr. Faircloth is also actively involved in service-related activities as evidenced by her current appointment as senior associate editor of the *American Journal of Education and* member of the editorial board of the *Journal of American Indian Education*. In addition to editorial work, Dr. Faircloth is a member of the Bureau of Indian Education's Special Education Advisory Board; Vice Chair of the North Carolina State Advisory Council on Indian Education; and Chair of the technical review panel for the National Indian Education Study conducted by the National Center for Education Statistics, the Office of Indian Education, and the Educational Testing Service.

Dr. Faircloth is also a former Fulbright Senior Scholar to New Zealand, Ford Foundation Postdoctoral scholar with the Civil Rights Project/Proyecto Derechos Civiles at the University of California Los Angeles, research Fellow with the American Indian/Alaska Native Head Start

Research Center at the University of Colorado Denver, and a recent *William C. Friday Fellow for Human Relations*.

**Priscilla J. Maynor, Ed.D., Lead Principal of imaginED.** Dr. Maynor (a member of the Lumbee Tribe) is a systems-focused education strategist, generalist and collaborator who is recognized in national circles for her broad knowledge base in public education, her business acumen and forward-thinking leadership. Dr. Maynor has experience in varied roles and levels across the public education sector – including classroom, school, local district, state, national; working in government, academia and with tribes, nonprofits and for-profits across the country. Currently, she is the Lead Principal of an education management organization that specializes in school innovation and improvement, collaborative engagement and leadership development. In her professional career, Dr. Maynor has worked on numerous projects aimed at advancing student achievement – primarily developing the capacity of school leaders to implement new learning models and effective systems that are community-centered and grounded in cultural knowledge, rigorous standards and high-quality teaching, learning and management practices. She has an extensive background in relationship management such as supporting partner and learning networks and community collaboratives.

Prior to imaginED Partners, as the executive vice president of leadership development for a national consulting firm, the Center for Educational Leadership and Technology, Dr. Maynor was involved in supporting grantees funded by the Bill and Melinda Gates Foundation. Preceding this, she served on the executive leadership team at the state education agency in North Carolina. In this role, she was involved in designing and scaling statewide reform initiatives in early childhood, district and school transformation, communications and data management, and organizational process improvement. Notably, Dr. Maynor led the work of

creating a statewide regional model to support the state's lowest performing schools and a statewide governance structure for early childhood, which included family and community outreach activities with community partnerships for children. Her work with the State Advisory Council on Indian Education gained North Carolina recognition as a national model in improving Native student achievement. These initiatives included the launch of a web-based platform of culturally-responsive curriculum resources and professional development for teachers across the state and efforts to help families and communities better understand the reporting of achievement data specific to Native students. Dr. Maynor has a doctorate in Educational Leadership from the University of North Carolina at Chapel Hill.

Additional persons serving as seminar/workshop presenters, mentors, and consultants will possess the requisite skills, knowledge, and professional expertise to deliver proposed services. Regional master teachers and administrators with a minimum of 20 years teaching/administrative experience and at least a master's level degree will deliver timely and relevant professional development to the participants. Members of the SOE faculty and staff, with a minimum of 20 years teaching/administrative experience and at least a master's level degree, will also provide relevant professional development to the participants, predominantly at no cost to the grant.

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

##### ***(1) Reasonableness of Project Costs in Relation to the Number of Persons to Be Served by the Project and to Anticipated Project Results and Benefits***

As indicated in the Need for Project section of this proposal, UNCP proposes to implement a pre-service administrator training program-the FAEL Program -that will support AI university students to (1) Attain a Master of School Administration degree (MSA) degree; or an

Add-on in School Administration (2) Acquire Principal licensure; and (3) Complete two years of administration successfully with the provision of induction support. As noted in the recent report by the Center for Minority Institutions at the University of Pennsylvania, *Fostering Empowerment: Supporting Student Success at Native American Serving, Non-Tribal Institutions* securing a college degree and acquiring licensure provides AI students with the training and capability to "compete in the global marketplace and carry the hopes and dreams of their nations" and "the country as a whole, into prosperity" (Rochat, 2015, p. 8).

The rapidly changing student population in the United States of America is not being met with rapidly changing school administrator programs that are adequately altering their practices to support the diverse student population (Robertson & Guerra, 2016). "Aspiring principals leave these programs unprepared to lead school staff in serving the needs of diverse students from low-socioeconomic backgrounds" (Robertson & Guerra, 2016, p. 5). This lack of adequate administrator preparation particularly as it relates to working with low-socioeconomic and diverse student populations will be most impactful in rural and lower-income NC schools, such as those in the PSRC and surrounding counties. As such the FAEL Program seeks to (a) increase the number of AI school administrators enrolled at UNCP (b) provide well-trained and much-needed AI administrators to the PSRC and other school systems in our region and across NC while also (c) providing training, financial support, resources, and support that exposes administrators to successful instructional leadership skills, STEM education, culturally responsive leadership and curriculum that is imbedded in social justice education. The FAEL Program has set a goal of training and providing induction services to a total of 20 AI Masters of School Administration graduate students/Program graduates during the five-year project period. The FAEL Program has been designed so that the majority of the budget directly supports the 20

FAEL participants 10 per year) in becoming highly-effective administrators in Robeson and surrounding counties, and any district with a significant number of AI students. It is believed that the budgeted total five-year project costs of \$1,162,998 (i.e., \$58,149 per student) are reasonable in relation to the number of AI students to be served (20) and to the anticipated results and benefits for the AI students who are trained and graduate through the FAEL Program and the school districts in our region and the state that are looking forward to employing FAEL Program graduates.

***(2) Adequacy of Procedures for Ensuring Feedback and Continuous Improvement in the Operation of the Proposed Project***

The FAEL Program will employ a Continuous Improvement Management (CIM) process that is advocated by the U.S. Department of Education and educational evaluation professionals (*U.S. Department of Education, 1999; Varbel, 1998; Wagner, Fiester, Reisner, Murphy, & Golan, 1997*) and will guide the project, specifically to: (a) monitor project outcomes; (b) make data-driven, results-based decisions to determine what strategies work and why; (c) and adjust activities to reflect participant needs accurately and effectively achieve intended outcomes. Accordingly, monthly face-to-face or technology-based staff meetings related to each objective/activity of the FAEL Program will incorporate discussion focusing on: (1) project implementation activities and barriers to successful implementation; (2) project successes and benchmark indices of outcomes; and (3) the allocation of resources to support the project. The continuous monitoring by the PC of student progress toward compliance of all University, Masters of School Administration and FAEL Program requirements will provide feedback and ensure the continuous improvement of the participants to meet graduation and licensure requirements.

The primary evaluative data source will be from the FAEL Program student participants themselves. As they move through the school administration program and the FAEL-sponsored activities, the participants will critique their experiences through surveys and virtual discussions. Feedback on the program and sponsored activities will be provided to the PC at monthly advising sessions. Another set of evaluation tools will be the activity records, managed by the PC. These mixed-method data will include seminar/workshop rosters, seminar/workshop participant evaluations, mid-term and end-of-semester grades, and activity surveys. A third set of evaluation data will be collected during the induction years of the project, when mentor administrators will provide input on the mentoring process and its results with the use of induction and action plans. Seminar/workshop evaluations will be both quantitative, including rating the seminar/workshop on a variety of factors including relevancy, and qualitative, including areas to list suggestions for improving the seminar/workshop. Participant reflections and disposition surveys will also be used as a form of evaluation.

Finally, because the U.S. Department of Education has established the following Government Performance and Results Act of 1993 (GPRA) performance measures for the Indian Education Professional Development program that are relevant to the activities of the proposed FAEL program-(1) The percentage of participants in the program who become administrators in LEAs that serve American Indian and Alaska Native students; (2) The percentage of program participants who complete graduation and/or school administration licensure requirements; (3) The percentage of program participants who complete their service requirement on schedule; (4) The cost per individual who successfully completes a school administration program, takes a position in such a school district that benefits American Indian/Alaska Native enrollment, and completes the service requirement in such a district -the developers of this FAEL Program

proposal (a) have given careful consideration to these measures in conceptualizing the approach and evaluation for the proposed project and (b) will provide data about the FAEL Program's progress in meeting these GPRA performance measures in the project's annual performance reports and final report.

### ***(3) The Time Commitments of the Project Director and Other Key Project Personnel***

Recognizing the value of the FAEL Program, Dr. Camille Goins, the PD, will commit 25% FTE to achieve the FAEL Program objectives and support Program activities. The PD will have administrative responsibilities for the development, growth and maintenance of the FAEL Program. The PD will supervise support staff and work with American Indian school administration graduate students seeking NC principal licensure. Specific responsibilities of the PD will include: Responsible for supervision of Project Coordinator, and all staff assigned to the Project to ensure delivery of outcomes and goals; Responsible for overall quality and management of the project; Approval of grant expenditures; Communicate with University personnel and constituent partners; Leading regularly scheduled staff meetings; Recognize and solve potential problems and work with the internal program evaluator to assess and document project effectiveness; Network with local, regional, state and national agencies, other educational institutions, LEAs, and other interests for future project development; and Review progress reports prepared by project personnel and present program outcomes and deliverables to Chancellor and the Executive Committee.

The PC for the FAEL Program will be hired as a full-time staff member. The PC will commit 100% FTE (i.e., 40 hours per week) to achieve the Program objectives. The PC will provide overall program implementation and will be supported by a graduate assistant. The PC will work with FAEL students seeking NC school administration licensure. Specific

responsibilities of the PC will include: Establish and maintain effective project organizational and administrative structures; Student recruitment and enrollment in school administration program; Participate in FAEL Program student sessions; Develop and sustain appropriate communication and other linkages with officials; Coordinate workshops, seminars, meetings, and conference participation; Facilitate the involvement of the FAEL Advisory Council and the partnerships in the implementation of program methodologies; Coordinate and attend meetings convened by the Department Chair, Provost and Vice Chancellor for Academic Affairs and/or Chancellor of the University; Maintain files on FAEL participants, including educational advisement sessions and progress in their course of study; Work with the PD to ensure expenditures meet the requirements of the grant sponsor; Supervise the collection/analysis of data for evaluation concerning achievement of project/activity goals and objectives and work with the Program evaluator; write evaluation reports; and consult with pertinent staff and faculty members; Facilitate teacher induction activities and regularly schedule on-site visits to each graduate; Maintain participant confidential records and file; Maintain participant database to ensure follow-up and tracking; and Assist in the preparation of progress reports to university administration and the grant sponsor.

The Graduate Assistant for the FAEL Program, who will be hired from one of the graduate programs offered through the UNCP School of Education, will provide data management and research assistance to the PD and PC on a half-time basis (i.e., 0.5 FTE =20 hours per week) Research and assist with the preparation of policies and procedures; Prepare correspondence for participants, staff and other stakeholders; Assist with coordination of workshops, seminars, meetings, and conference participation; and Maintain grant-related electronic/hard-copy filing systems for the project.

## Other Attachment File(s)

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# Camille Locklear Goins

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## ACADEMIC HISTORY

- **Masters of Business Administration (MBA)**, University of North Carolina at Pembroke. (July 2017-Present)
- **Doctor of Education (Ed.D). Educational Leadership**, Liberty University, Lynchburg, VA. Dissertation: *A phenomenological study examining the experiences of high school graduates who participated in a Career and Technical Education Program of Study*. December 2015.
- **School Administration Internship with Scotland County Schools**, Liberty University, Lynchburg, VA. April 2015.
- **Educational Specialist (Ed.S.) Educational Leadership**, Liberty University, Lynchburg, VA. July 2012.
- **Completion of LIS 635-Media Production**, University of North Carolina at Greensboro, NC. April 2012.
- **NCDPI Career and Technical Education Administrative Internship**, Raleigh, NC. May 2010.
- **Masters of Public Administration**, University of North Carolina at Pembroke, Pembroke, NC. May 2008.
- **Completion of teacher certification in Business Education**, Fayetteville State University, Fayetteville, NC. December 2003.
- **Bachelor of Science: Business Administration with a Concentration in Management**, University of North Carolina at Pembroke, Pembroke, NC. December 2002.

## PROFESSIONAL LICENSES/CERTIFICATIONS

- 6-12 Business Education (760)
- Career and Technical Education Director (711)
- Career Development Coordinator (747)
- Handicapped/Disadvantaged-Special Populations (770)
- Microsoft Office Specialist
- School Administrator: Principal (012)
- School Administrator: Superintendent (011)

## PUBLICATIONS

- Goins, C. (2016). *A Phenomenological Study: Examining the experiences of high school graduates who participated in a Career and Technical Education program of study*. Deutschland, Germany. LAP LAMBERT Academic Publishing.
- Warren, J. M. & Goins, C. (Under Review). *An exploration of the relationships between high school course enrollment, achievement, and first semester college GPA*

## ADMINISTRATIVE/SUPERVISORY EXPERIENCE

- **July 2017-July 2018** Project Coordinator-First Americans' Teacher Education Program (FATE), School of Education, UNC – Pembroke, Pembroke NC
- **August 2013-July 2016**, District Administrator: Director of Career and Technical Education (CTE)/WIOA Director, Scotland County Schools

## GRANT FUNDED PROGRAMS EXPERIENCE

- First Americans' Teacher Education (FATE), University of North Carolina at Pembroke
- Workforce Innovations and Opportunity Act (WIOA)
- Career and Technical Education (Carl D. Perkins Act)

## COURSES TAUGHT

### University/College

EDNL 5710 – Analyzing Educational Issues  
EDNL 5800 – Supervision and Instructional Leadership  
EDNL 5880 – Leading School Improvement and Organizational Change  
EDNL 5900 – Educational Leadership I  
UNV 1000 – Freshman Seminar

## CONFERENCE PRESENTATIONS

- **Goins, C.** (March 2018). *Digging Deeper to Improve Student Performance* with emphasis on effectively using EVAAS, Presentation at the Connecting Communities of Education Stakeholders CCES Conference, Greensboro, NC.
- **Goins, C.** (March 2018). *Regardless of my limitations, I will be successful*, Special Guest Presenter at the Lumber River Council of Governments Youth Empowerment Summit, Hoke County, NC.
- **Goins, C.** (December 2017). *Preparing All Students to be College and Career Ready*, Presentation at the UNC-P SOAR Conference, Pembroke, NC
- **Goins, C.** (April 2017). *Digging Deeper to Improve Student Performance*, Presentation at the CDC/SPC Southwest Region Spring Conference, Salisbury, NC
- **Goins, C.** (October 2017). *Digging Deeper to Improve Student Performance*, Presentation at the CDC/SPC Fall Conference, New Bern, NC
- **Goins, C. & Horner, M.** (July 2013). *Going for the Gold*, Best Practices for administering the WorkKeys Assessment, Presentation at the CTE Summer Conference, Greensboro, NC
- **Goins, C.** (July 2013 & 2010). *Best Practices using Futures for Kids* with emphasis on the HSTW Teacher/Student Advisory Program, Presentation at the CTE Summer Conference, Greensboro, NC
- **Goins, C.** (July 2011), *Work-Based Learning Opportunities*, Presentation at the CTE Summer Conference for Futures for Kids (F4K), Greensboro, NC
- **Cole, D. & Goins, C.** (July 2009). *Extra, Extra Help for Low-Performing Schools*, Presentation at the National SREB/HSTW Conference in Atlanta, GA

## **COMMUNITY SERVICE/SCHOOL PARTNERSHIPS**

- Pembroke Middle School. (November 2017- present). Provides professional development to faculty/staff on research-based practices on data-driven instruction, data analysis, and differentiation to improve instructional practices and enhance student learning.
- SBSS NANSTI Mentor (November 2017 – Present). Serve as a mentor for Native American students at UNC-Pembroke.

## **PROFESSIONAL SERVICE AND COMMITTEES**

### **University**

- UNC-P Graduate School Council (2018-Present)
- UNC-P School of Education Scholarship Committee (2018-Present)
- UNC-P FATE Program Advisory Council (2017-Present)
- UNC-P Southeast American Indian Studies (SAIS) Campus Advisory Committee (2017-Present)
- UNC-P Teaching and Learning Center Shared Interest Group (2017-Present)
- UNC-P New Teacher Support Interview Committee Member (September 2017-December 2017)

### **Local/Regional**

- Scotland County Schools District Literacy Committee (2015-2017)
- Scotland County School Strategic Planning Committee (2014-2015)
- Lumber River Workforce Development Board Youth Council (2013 to 2017)
- Laurinburg/Chamber of Commerce Educational Committee (2013 to 2017)
- UNC-P Alumni Association (2002 to Present) and Liberty Alumni Association (2012 to present)
- Pembroke Middle School Advisory Council (2011-2013)
- All American Regional Literacy Council (2011-2012)
- BRAC Regional Task Force Educational Leadership Committee/Fort Bragg STEM Community Collaborative Strategic Planning Initiative (2010-2012)
- Robeson County CareerReady Marketing Committee Chair (2009-2011)
- SSMT Chair, CTE Department Chair, 504 Committee Chair, and High Schools that Work Coordinator, NTHS Advisor, Teacher/Student Advisory Committee Chair (2004-2010)

### **State**

- North Carolina Association for Career and Technical Education (2015-present)
- NCACTE Southwest Regional Freshman Representative-NCDPI (2015-16)
- Educational Leadership Team with Futures for Kids (2011-2014)
- SREB/HSTW Technical Assistance Team member for Red Springs High School (2008)

### **National**

- Association of Supervision and Curriculum Development (2015-present)
- National Business Education Association (2014-15)
- Southern Regional Education Board (SREB) High Schools That Work Summer Conference Planning Committee Member, Nashville, TN (2011)

### AWARDS AND HONORS

- Graduate of High Distinction – Liberty University (December 2015 and July 2012)
- NC Educator Partner of the Year Award with Futures for Kids (May 2012)
- Selected to serve as the North Carolina Representative for the SREB/HSTW Summer Conference Planning Committee member, Nashville, TN, (2011)
- Certificate of Appreciation for Outstanding Service to South Robeson High School (June 2009)
- Graduate with Honors – UNC-Pembroke (May 2008)
- National Scholars Honor Society and Pi Alpha Alpha Honor Society (May 2007)

### TELEVISION APPEARANCES

- WPDE Channel 15: Carolina and Company Live on the Road in Scotland County. 2017, November 9. *Project-Based Learning*. Retrieval at <https://www.symbaloo.com/home/mix/13ePLRWFYC>
- WPDE Channel 15: Carolina and Company Live on the Road in Scotland County. 2016, February 24 segment. *Career and Technical Education Program*. Retrieval at <https://www.youtube.com/watch?v=cinJSElzuNQ&feature=youtu.be>

### SPECIALIZED TRAINING/PROFESSIONAL DEVELOPMENT

- Canvas Learning Management System
- College and Career Readiness
- Curriculum Mapping
- Culturally Responsive Teaching
- Data Driven Instruction/Assessments (Formative/Summative)
- Enhanced Project-Based Learning
- EVAAS
- Facilitative Leadership
- Global Career Development Facilitator (CDF)
- Instructional Coaching
- Kegan Strategies, Learning Focus Lesson Planning
- MTSS/RTI
- NC Teacher and Principal Evaluation Instrument
- PowerSchool/Schoolnet
- STEM/Project-Based Learning

### ACADEMIC APPOINTMENTS

- **University of North Carolina at Pembroke**
  - August 2018-Present  
***Assistant Professor – Department of Educational Leadership and Counseling***  
Teach graduate level courses to school administration candidates. Develop/update course syllabus, preparation of lectures, projects, and student assignments utilizing the Canvas Learning Management System. Stay abreast of current educational research and trends to ensure candidates are well prepared for the workforce. Provide leadership and guidance, mentoring, and advisement to students within the program. Serve as a mentor and supervisor to MSA candidates enrolled in the Educational Leadership Internship.
  - August 2018-Present  
***Director, Middle Grades Programs; School of Education***

- Serve as an advisor and mentor to admitted students. Provide direction on program handbooks, design an appropriate evaluation process for degree candidates, conduct program-specific orientation meetings, review transfer requests. Responsible for developing and accessing academically rigorous programs.
- January 2018 – May 2018  
***Adjunct Instructor – Department of Educational Leadership and Counseling***  
 Teach Hybrid graduate level courses to school administration candidates. Develop/update course syllabus, preparation of lectures, projects, and student assignments utilizing the Canvas Learning Management System. Stay abreast of current educational research and trends to ensure candidates are well prepared for the workforce. Provide leadership and guidance, mentoring, and advisement to students within the program.

## EMPLOYMENT HISTORY

- **University of North Carolina at Pembroke, Pembroke, NC**
  - July 2017-July 2018  
***School of Education Project Coordinator-First Americans' Teacher Education Program (FATE)***  
 Supervise and serve as an instructional leader and coach/mentor for FATE Participants and staff. Recruit eligible teacher education students into the FATE Program. Provide professional development on research-based practices including Culturally Responsive Teaching to participants and participating school districts. Develop and coordinate meetings, workshops, seminars, and conferences for student participants. Collect and analyze evaluation data, and collect data to measure program goals and objectives. Provide oversight to the program budget and monitoring all expenditures. Write and submit quarterly and annual evaluation reports to the US Department of Education. Maintain matriculation files on student participants and monitor participant matriculation. Coordinate FATE Program Advisory Council. Work collaboratively with related UNCP personnel and external agency representatives to include local and state school district personnel and personnel from the US Department of Education. Attend regional, state and national conferences/Present at regional, state, and national conferences.
- **Scotland County Schools, Laurinburg, NC**
  - July 2016-June 2017  
***SCS District Office - District Coordinator for Career and Technical Education Middle Grades Programs***  
 Served as an instructional and technology coach/mentor for middle grades CTE Teachers. Developed and implemented a Comprehensive Career Development Program that provides students with essential College and Career Readiness skills to promote life-long learning. Built the new health science biotechnology programs and at each middle school and coordinated STEM Academy program. Worked with teachers on curriculum mapping and project-based learning to provide an integrated approach to learning. Developed course syllabi, pacing guides, assessments items, and assisted teachers with scope and sequence to align resources and linkage to the NC Standard Course of Study. Provided support, hands-on observations and feedback, intensive professional development and resources aligned to NC Standard Course of Study and district initiatives across the district. Provide academic and career counseling and teach the career development component to students to help with transition from elementary to middle to high school and beyond. Developed partnerships and coordinate the career development essentials into the curriculum by working with teachers, parents, post-secondary institutions, and businesses. Assisted and coordinated middle grades end-of-course assessments, CTSOs, and work-based learning events. Collaborated across the state of North Carolina on the NCDPI Moodle Curriculum site and provide professional development at regional and state level. Assist and coordinate with middle grades end-of-course and college and career readiness assessments, CTSOs, work-based learning events, and project-based learning. Assist and coordinate with middle grades end-of-course and college and career readiness assessments, CTSOs, work-based learning events, and project-based learning.

- August 2013-July 2016  
***SCS District Office District Administrator: Director of Career and Technical Education (CTE)/WIOA***  
 Supervised and served as an instructional leader for the CTE Faculty and Staff and the WIOA Staff. Wrote the Local Plan for the Federal Perkins CTE Grant each year and managed a \$2.5 million dollar budget to recruit and hire CTE personnel, ensure program improvement, and provide program support to increase the quality of the program. Wrote the RFP for the WIOA Grant (\$200,000) each year to employ a workforce development program for in-school and out of school youth. Led, guided, directed and provided support for CTE personnel to ensure students are provided with a curriculum that leads to high-wage, high-skilled careers. Led in the development and successful implementation of a STEM Academy including Project Lead the Way (PLTW) which is the nation's leading educational curricular program (STEM) education for middle and high school. Initiated and led a CTE/Gear-Up Summer Camp for 6-12 grade students with emphasis on STEM activities. Led in the process of creating and revising curriculum guides inclusive of pacing, scope and sequence, instructional strategies, assessments items, and align resources to the NCSCOS and CTE Essential Standards. Led in school and district-wide professional development with teachers and administrators on data-driven instruction, STEM project-based learning, academic/CTE integration, principal and teacher evaluation instrument, and differentiation. Developed and implemented programs of study and articulation agreements between secondary and postsecondary institutions that led to increased Career and College Promise enrollment. Prepared and submitted all necessary reports as required by the LEA, State Board of Education and collects and analyzes data to meet state and federal achievement benchmarks.
  
- July 2012-July 2013  
***Scotland High School - Career and Technical Education Coordinator***  
 Provided Academic and Career Counseling to students. Taught the career development component to middle and high school students. Assisted CTE Director with curriculum planning and successful implementation of NC CTE Essential Standards, Career Clusters, Programs of Study and College and Career Readiness Standards. Was instrumental in developing partnerships with Richmond Community College to increase Career and College Promise opportunities to students. Increased partnerships with area business/industry and post-secondary institutions that increased work-based learning opportunities for students. Developed career cluster guides, programs of study aligned to the National Career Clusters and high demand careers, led the district in training staff and coordinated the registration process. Coordinated and administered CTE Postassessments, Industry Credentialing Assessments, and the ACT WorkKeys Assessment. Collaborated across the state of North Carolina on the NCDPI Moodle Curriculum site and maintained the SCS CTE webpage and weekly bulletin.
  
- **Public Schools of Robeson, Lumberton, NC**
  - January 2012-July 2012  
***Pembroke Elementary-Media Specialist***  
 Taught grades PreK-5 literacy, information, and technology skills by incorporating information literacy into day-to-day instruction using media and technology. Led teachers, technology staff, and students in a collaborative process to select and evaluate resources that address curricular needs and learning goals of students and teachers in the information age. Implemented an ongoing collection, development and evaluation process, in collaboration with the Media and Technology Advisory Committee that focused on a variety of resources to meet diverse learning needs. Led in the promotion of instructional technology to enhance learning, advocating reading and life-long learning maintaining a conducive learning environment. Maintained school media/technology budget.

- October 2010-January 2012  
***PSRC District Office - District Career & Technical Education Coordinator***  
 Provided comprehensive professional development and support for Support Services personnel, Career Development and Special Populations Coordinators to incorporate a career exploration component within the middle and high school course curriculum. Initiated and implemented the first Microsoft Academy throughout Robeson County public high schools to include a pilot English I and MSIT course pairing to improve EOC and CTE Postassessment scores. Provided guidance and assisted teachers in preparing yearly plans of instruction, including lesson plans, pacing guides, to correlate with the adopted blueprints, and incorporating the appropriate performance-based activities to teach these competencies along with writing strategies (research-based) to improve CTE/EOG scores and promote industry credentialing. Organized the 1st Annual CareerReady Scholarship Golf Tournament to provide the first scholarship to CTE student interns.
  
- November 2004 – October 2010  
***South Robeson High School - Career Development/Special Populations and Business Education Teacher (Dual Role) Online Business Instructor***  
 Provided Academic and Career Counseling to students. Taught the career development component to middle and high school students. Served as the SREB/HSTW Coordinator and was instrumental in turning a around low-performing school to being recognized by US News Today (2009) as one of the Seventy-Five Best High Schools in America receiving the Bronze Award. Provided training and support to teachers on data-driven instruction that improved end-of-course CTE scores by 10%. Served as a resource to teachers in identifying, evaluating, and developing curriculum materials appropriate to competencies based on an individual student needs, maintaining records documenting access to, progress through, and successful completion of CTE programs. Trained and administered WorkKeys (CRC), ASSET, HSTW Assessment, and End of Course CTE Postassessments. Served as the NTHS Advisor, 504 Coordinator, Student Support Management Team Chair, HSTW Chair, SACS co-chair member, and SIT Team member.  
  
***Online Business Instructor:*** Prepared lesson plans, pacing guides to effectively deliver Marketing, Computer Applications II using Microsoft applications and Multimedia and Webpage Design Curriculum. Followed the NCDPI CTE Blueprints for Business and Marketing Education/ developed test using Moodle online learning platform. Effectively worked with PSRC Moodle and Blackboard online teaching program to teach a NCDPI approved Business and Education Technology course. Maintained grading records for students – inputted grades into the NCWISE grading system for each student. Maintained a line of communication between students, parents, and Online Director.
  
- January 2003 – October 2004  
***Carroll Middle School - Business and Information Technology Teacher***  
 Worked with Academic Teachers to incorporate technology into their classroom lessons. Served on SIT Team and assisted with AWARE Newsletter. Prepared lesson plans, pacing guides to effectively deliver Keyboarding, Word Processing, Spreadsheet, Database, and PowerPoint skills to create multimedia projects relative to classroom assignments or student narration. Taught Internet strategies including: the importance of telecommunications, search strategies, uses of search engines, learning to cite sources obtained from the Internet.

**Susan C. Faircloth, Ph.D.**

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**EDUCATION**

Ph.D., Educational Administration, concentration in Special Education,  
The Pennsylvania State University, University Park, PA

Graduate Fellowship, The American Indian Leadership Program

*Dissertation: A Survey of the Special Education Knowledge and Skills of Principals in Schools with High Concentrations of American Indian and Alaska Native Students*

M.Ed., Special Education, The Pennsylvania State University, University Park, PA

Recipient, Graduate Fellowship, The American Indian Special Education Teacher Training Program

Graduate coursework, Counselor Education, Campbell University, Buies Creek, NC

B.A., History, Minors in Anthropology and Political Science,  
Appalachian State University, Boone, NC

**ACADEMIC APPOINTMENTS**

July 2018 – present: **Professor & Director, School of Education**  
Colorado State University, Ft. Collins, CO

Fall 2016 – Summer 2018: **Professor, Department of Educational Leadership,**  
University of North Carolina Wilmington, Wilmington, NC

July 2015 – Fall 2016: **Professor & Chair, Department of Educational Leadership,**  
University of North Carolina Wilmington, Wilmington, NC

Spring 2016 – Fall 2016: Coordinator, Doctoral Program in Educational Leadership  
(concentrations in Educational Leadership, Curriculum & Instruction, and Higher Education)

Summer 2015 – present: **Adjunct Professor of Education, College of Education,**  
North Carolina State University, Raleigh, NC

*Faircloth CV - Updated July 2018*

August 2012 – June 2015: **Associate Professor of Education, Department of Leadership, Policy, and Adult and Higher Education**, North Carolina State University, Raleigh, NC

Fall 2014 – Spring 2015: **Coordinator, Educational Leadership Program**  
Fall 2013 – Summer 2014: **Co-coordinator, Educational Leadership Program**

July 2009 – June 2012: **Associate Professor of Education, Department of Education Policy Studies**, The Pennsylvania State University, University Park, PA

Summer 2010 – June 2012: **Director, American Indian Leadership Program and The Center for the Study of Leadership in American Indian Education**

Summer 2010 – June 2012: **Director, personnel preparation grant (“Principals for Student Success”)**, funded by the U.S. Department of Education, Office of Indian Education to prepare a cohort of eight (8) American Indian/Alaska Native students for roles as school administrators

Spring 2012: **Fulbright Senior Scholar**, Victoria University of Wellington, Wellington, New Zealand - Designed a community-based participatory research project to examine the experiences of Māori students with disabilities/special educational needs.

July 2006 – July 2009: **Assistant Professor of Education, Department of Education Policy Studies**, The Pennsylvania State University, University Park, PA

Summer 2008 – Summer 2010: **Co-director** (with John W. Tippeconnic, III), Personnel **Preparation** Grant (“Principals for Student Success”), funded by the U.S. Department of Education, Office of Indian Education to prepare a cohort of eight (8) American Indian/Alaska Native students for roles as school administrators

Spring 2007 – Summer 2010: **Co-director** (with John W. Tippeconnic, III), **The Center for the Study of Leadership in American Indian Education**

September 2007 – June 2008: **Ford Foundation, Postdoctoral Scholar**, Civil Rights Project/Proyecto Derechos Civiles, University of California Los Angeles  
Assisted in the planning of a regional conference to address the graduation/dropout crisis in the Pacific Northwest; and conducted research on the factors that place American Indian and Alaska Native children at risk for being identified as students with disabilities in the early grades.

August 2003 – July 2006: **Assistant Professor of Education, Department of Education Policy Studies and Department of Educational and School Psychology and Special Education**, The Pennsylvania State University, University Park, PA

## **OTHER APPOINTMENTS**

November 2001 – August 2003: **Director, Policy Analysis and Research**, American Indian Higher Education Consortium (AIHEC), Alexandria, VA

Primary responsibilities included: Developing and coordinating the collection, analysis, and dissemination of a comprehensive system of Tribal College and University related data for use by internal staff, affiliated organizations, including the American Indian College Fund, the *Tribal College Journal of American Indian Higher Education*, and the White House Initiative on Tribal Colleges and Universities, Congress, Federal agencies, and other external individuals and organizations; analyzing higher education policy at the local/tribal, state, and national levels; assisting in the writing of grants and other applications for funding to sustain and expand data collection and analysis within the Consortium and its member institutions; serving as the Consortium's representative to the Alliance for Equity in Higher Education, a working group representing tribal colleges, Hispanic Serving Institutions and Historically Black Colleges and Universities; and other duties as assigned.

January 2001 – April 2001: **Special Assistant to the Director, The American Indian Leadership Program**, The Pennsylvania State University, University Park, PA

Primary duties included developing a budget for the 30<sup>th</sup> anniversary of the American Indian Leadership Program, working with committee members to plan and organize the conference presentations and symposium, and working with public relations officers to advertise the conference and related events. Additional responsibilities included developing and presenting a proposal to the university's Commission on Racial and Ethnic Diversity to address the recruitment and retention of American Indian and Alaska Native graduate students on the University Park campus and collaborating with the Director of the leadership program to write a personnel preparation grant which was submitted to and funded by the U.S. Department of Education.

Summer 1998: **Intern, The North Carolina Department of Public Instruction, Office of the Special Assistant to the State Superintendent**, Raleigh, NC

Duties included assisting the North Carolina Advisory Council on Indian Education in developing an annual report on the status of Indian education; conducting a survey of states with Title IX, Indian Education Programs, to identify effective practices for decreasing dropout rates and improving the academic achievement of American Indian students; additional duties as assigned.

August 1996 – June 1997: **High School Special Education Teacher**, Chapel Hill-Carrboro City Schools, Chapel Hill, NC

Provided direct instruction in study skills and English to students in grades 9-12; assisted in the development and implementation of Individualized Education Programs; served on the district's Exceptional Children's Advisory Committee.

August 1995 – May 1996: **Clinician, Office for Disability Services**, The Pennsylvania State University, University Park, PA

Assisted college students with learning disabilities and/or head injuries in improving academic skills; primary focus on writing assignments.

August 1992 – July 1994: **Academic Skills Coordinator, Student Support Services/Student Services**, Sampson Community College, Clinton, NC

Coordinated tutorial services for a federally funded program serving students from underrepresented groups (e.g., first generation college, students with disabilities); supervised tutors and sign language interpreters; presented workshops on tutoring, test-taking, and time management; coordinated services for students with disabilities.

August 1991 – June 1992: **Youth Program Development Specialist Assistant, Title IX, Indian Education Program**, Cumberland County Schools, Fayetteville, NC

Provided academic assistance to American Indian students in grades 7-12; supervised and developed culturally relevant programs and activities; and served as a liaison between students, parents, and educators.

## **COURSES TAUGHT**

### **University of North Carolina Wilmington**

#### **Graduate Level**

EDL 570/571 Principal Internship  
EDL 596 Culminating Project I (Higher Education)  
EDL 597 Culminating Project II (Higher Education)  
EDL 603 Doctoral Seminar  
EDL 691 Directed Independent Study  
EDL 698 Dissertation Research  
EDL 699 Dissertation Research

### **North Carolina State University**

#### **Graduate Level**

ED 730 Introduction to Qualitative Research Methods  
ELP 551 Contexts and Challenges of School Improvement  
ELP 891 Problems of Research Design in Education  
ELP 795C Human Relations: Communication, Culture and Change

### **The Pennsylvania State University**

#### **Graduate Level**

EDLDR 597 Leadership and Diversity  
EDLDR 597 Educational Leadership Doctoral Pro-seminar  
EDLDR 597 Leadership for Inclusive Education  
EDLDR 597 American Indian Education Seminar

### **Undergraduate Level**

EDUC 100S First-Year Seminar

SPLD 425 Orientation to Human Variation and Special Education Services

## **GRADUATE STUDENT ADVISING**

### **University of North Carolina Wilmington**

While serving as the coordinator of the doctoral program in Educational Leadership and Administration at the University of North Carolina Wilmington, I advised approximately 120 students (Spring 2016-Fall 2017). I have also served on master's student committees (culminating projects) in the Higher Education program, participated in portfolio defenses for students in the Master of School Administration program, supervised one (1) culminating project in Higher Education, and am currently chairing five (5) dissertation committees across the Department of Educational Leadership.

### **North Carolina State University**

While on faculty at North Carolina State University, I chaired three (3) doctoral committees, co-chaired five (5) doctoral committees, and served on 11 doctoral committees. I also chaired one (1) master's paper in Interdisciplinary Studies. In addition to committee work, I was responsible for advising students in the Master of School Administration program and the Ed.D. and Ph.D. programs in Educational Administration and Supervision and Educational Research and Policy Analysis/Educational Evaluation and Policy Analysis. I continue to serve on doctoral committees as an adjunct faculty member at NC State.

### **The Pennsylvania State University**

While on faculty at The Pennsylvania State University (Penn State), I served on approximately 20 doctoral committees in the fields of Educational Administration/Leadership and Special Education, eight (8) of which I chaired or co-chaired. I also served as the advisor or co-advisor for approximately 18 master's papers required for the Master of Education degree in the Educational Leadership program. I was also responsible for advising master's and doctoral students enrolled in the Educational Leadership program and the American Indian Leadership Program.

## **PUBLICATIONS**

### **BOOKS AND EDITED VOLUMES**

Faircloth, S. C., & Mackey, H. (Eds.). (In Preparation). *On Indian ground: The South – A return to Indigenous knowledge - Generating hope, leadership, and sovereignty through education*. Charlotte, NC: Information Age Publishing.

Guest Editor with Brayboy, B. M. J., Lee, T. S., Maaka, M. J., & Richardson, T. A. (2015, Spring). *Journal of American Indian Education*, 54(1).

Bass, L., & Faircloth, S. C. with Vargas, J. G., Wahnee, R., & Waukau, W. (2013). *Building bridges from high poverty communities, to schools, to productive citizenship: A holistic approach to addressing poverty through exceptional educational leadership*. NY: Peter Lang.

Guest Editor with Tippeconnic, III, J. W. (2013). Special issue. Leadership in American Indian education. *American Journal of Education*.

Co-Guest Editor with Bon, S. C., & Chapple, J. W. (2005, Summer). Special Issue. *American Secondary Education*.

Guest Editor. (2003). Special issue. Tribal colleges and universities: A tradition of innovation. Special issue. *Journal of American Indian Education*.

### **JOURNAL ARTICLES AND BOOK CHAPTERS**

Faircloth, S. C. (In progress). Educators speak out: Highlighting effective ways to teach about and with American Indians. *Teaching Tolerance*. Montgomery, AL: Southern Poverty Law Center.

Faircloth, S. C. (Forthcoming, 2020). Issues of Indigenous education. In R. Papa (Ed.), *Encyclopedia of educational administration*. New York, NY: Oxford University Press.

Faircloth, S. C. (Forthcoming, 2020). What's social justice got to do with it? Re-righting the education of American Indian children and youth. In R. Papa (Ed.), *Handbook on promoting social justice in education*. New York, NY: Springer.

Hynds, A., Webber, M., & Faircloth, S. C. (Under review). Exploring methodological and ethical challenges when researching with Indigenous youth on issues of identity and culture.

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Faircloth, S. C., & Pfeffer, R. (2008, March). Collaborating with tribal communities and families to improve the social, emotional, and linguistic competence of young Indigenous children. Newsletter of the American Speech Language Hearing Association (ASHA) Special Interest Division 14: *Perspectives on communication disorders and sciences in culturally and linguistically diverse populations*, 15(1).

Faircloth, S. C., Ritter, S. T., & Wilson, F. R. (2007, September). Administrative challenge or ethical dilemma? Responding justly when a student with a disability engages in a violent or disruptive act. *Journal of Cases in Educational Leadership*, 10(3-4), 21-31.

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Bon, S. C., Faircloth, S. C., & LeTendre, G. K. (2006, Winter). The school violence dilemma: Protecting the rights of students with disabilities while maintaining teachers' sense of safety in schools. *Journal of Disability Policy Studies*, 17(3), 148- 57.

Faircloth, S. C. (2006, Winter). Early childhood education among American Indian/Alaskan Native children with disabilities: Implications for research and practice. *Rural Special Education Quarterly*, 25(1), 25-31.

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Faircloth, S. (2004). Understanding the impact of U.S. federal education policies on the education of children and youth with disabilities. *International Studies in Educational Administration*, 32(2), 32-46.

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Faircloth, S. C. (2004). Turbulent policy demands and ethical dilemmas: The impact of federal education policies on special education programs and services. *Values and Ethics in Educational Administration*, 2(3), 1-8.

Gipp, G. E., & Faircloth, S. C. (2003). Tribal colleges and universities: A tradition of innovation. *Journal of American Indian Education*, 42(1), 2-5.

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Reis (Bon), S., & Faircloth, S. (2001). Educators speak out on school violence policies and their sense of security in the classroom. *National FORUM of Educational Administration and Supervision Journal*, 19(1), 93-105.\*

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Reis (Bon), S., & Faircloth, S. (2001). Violence policies: Educators speak out about their sense of security in the classroom. *National FORUM of Applied Educational Research Journal*, 15(1), 37- 49.

Faircloth, S., & Tippeconnic, III, J. W. (2000, December). *Issues in the education of American Indian and Alaska Native students with disabilities*. Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools. (ERIC Digest No. EDO-RC-00-3)

## **REPORTS**

Hynds, A., Meyer, L. H., Penetito, W., Averill, R., Hindle, R., Taiwhati, M., & Hodis, F., with Faircloth, S. (2014). Evaluation of He Kākano professional development for leaders in secondary schools. Final Report. Milestone Report 12. Wellington, New Zealand: New Zealand Ministry of Education.

Villegas, M., & Faircloth, S. C. (2011). Evaluation Report. Alaska Native Teacher Training Project, University of Alaska Fairbanks.

Villegas, M., & Faircloth, S. C. (2010). Evaluation Report. Alaska Native Teacher Training Project. University of Alaska Fairbanks.

Faircloth, S. C. (2008). Promising practices in early childhood education and care for American Indian and Alaska Native students. Office of Indian Education, U.S. Department of Education.

Guillory, R. M., Brayboy, B., & Faircloth, S. (2007). Report on the Educational Needs of American Indian/Alaska Native students. Office of Indian Education, U.S. Department of Education.

## **PRESENTATIONS**

Faircloth, S. (2018, April). Approaches of leaders building equity and inclusion. Annual Meeting of the American Educational Research Association, New York City.

*\*Discussant*

Faircloth, S. (2018, April). Dreams and possibilities for the future of the educational leadership professoriate: Diversifying and amplifying the voices of the academy. Annual Meeting of the American Educational Research Association, New York City.

*\*Discussant*

Faircloth, S. C. (2018, March). Equity in education: How do we achieve it? Invited Panel. Connecting Communities of Education Stakeholders (CCES) Conference. Greensboro, NC. Sponsored by the North Carolina Department of Public Instruction.

Alston, J. A., Eula, J., Faircloth, S. C., & Martinez, M. A. (2017, November). Yet she persisted: Women of color in the educational leadership professoriate. Symposium. Annual Convention of the University Council for Educational Administration. Denver, CO.

Faircloth, S., Mackey, H., & Pewewardy, C. (2017), November). (Up)rising as advocates for Indigenous leadership and (up)lifting student voices through transformational Indigenous praxis. Symposium. Annual Convention of the University Council for Educational Administration. Denver, CO.

*\*Facilitator*

Faircloth, S. (2017, November). To transform or be transformed? Reflections from American Indian graduates of educational leadership & administration doctoral programs. Paper to be presented at the Annual Convention of the University Council for Educational Administration. Denver, CO.

Faircloth, S., Pewewardy, C., Ruff, W., & Windchief, S. (2017, November). Indigenous scholars and scholarship SIG meeting. University Council for Educational Administration. Denver, CO.

*\*Facilitator*

Burt, J., Faircloth, S., & Martinez, M. A. (2017, November). #YetShePersisted: Women of color in the educational leadership professoriate. Critical conversation and networking session. University Council for Educational Administration. Denver, CO.

Alston, J., Faircloth, S., Lomotey, K., & Ovando, M. N. (2017, November). Jackson Scholars fireside chat: Are you ready to be a professor? Guidance, wisdom, and practical advice for graduate students and emerging scholars. Critical conversation and networking session. University Council for Educational Administration. Denver, CO.

Faircloth, S. C. (2017, April). Early & Mid-career mentoring for equity-focused faculty: Insights from senior scholars on navigating the pathways of academia. Invited Session. Annual Meeting of the American Educational Research Association, San Antonio, TX.

Faircloth, S. C. (2016, December). From risk to resiliency: The role of Native languages and cultures in promoting educational success among American Indian children and youth. Invited Presentation. S<sup>2</sup>OAR (Student Success through Opportunities and Access to Resources): A Conference on Regional PK-16 Student Success. University of North Carolina Pembroke. Pembroke, NC.

*\*Session was invited but not presented*

Faircloth, S. C. (2016, November). Dispelling myths and stereotypes: Teaching about Americans in the early grades. Advancing Equity Mini-Conference. University of North Carolina Wilmington. Wilmington, NC.

Faircloth, S. C. (2016, March). Guest Speaker/Leader. My leadership journey. LeaderShape Institute, Oak Island, NC.

Faircloth, S. C. (2016, February). Beyond feathers and festivals: Teaching about North Carolina's Indigenous Students. First Years of Teaching Support Program. Beginning Teacher Professional Development Day. Watson College of Education, University of North Carolina Wilmington. Wilmington, NC.

Faircloth, S. C. (2015, November). Playing Indian: Myths stereotypes, and misrepresentations of American Indians in schools. First Years of Teaching Support Program. Beginning Teacher Professional Development Day. Watson College of Education, University of North Carolina Wilmington. Wilmington, NC.

Faulkner, A., & Faircloth, S. C. (2015, October). What the data says: An examination of national and state performance data for American Indian students in North Carolina. American Indian Education Summit. Co-sponsored by the North Carolina State Advisory Council on Indian Education and the North Carolina Department of Public Instruction. Raleigh, NC.

Green, C., Helen, J., Hynds, A., & Faircloth, S. (2015, July). *Improving outcomes for D/deaf students through exploring identities /cultures: A NZ study looking at D/deaf Māori youth and their multiple identities and what this means to teachers who work with them.* 22<sup>nd</sup> International Congress on the Education of the Deaf. Athens, Greece.

*\*Paper was accepted but not presented*

Faircloth, S. C. (2014, December). Issues to consider when working with American Indian families and communities. Invited Presentation. Staff Development Team. Child Welfare Services, NC Department of Health and Human Services, Raleigh, NC.

Faircloth, S. C., & Lucio, R. (2014, December). Decreasing dropout rates for minority male youth with disabilities from culturally and ethnically diverse backgrounds. Webinar. Sponsored by the National Dropout Prevention Center for Students with Disabilities, Clemson University.

Hynds, A., Faircloth, S., Jacob, H., & Green, C. (2014, December). *Understanding the multiple identities of D/deaf Māori youth.* Paper presented at The Joint Australian Association for Research in Education and New Zealand Association for Research in Education Conference. Brisbane, Australia.

*\*Presented by Hynds*

Faircloth, S. C., Mackey, H., & Francis, L. (2014, November). Mobilizing Indigenous voices: Creating a welcoming and productive space for research and scholarship. Conversation Session at the Annual Convention of the University Council for Educational Administration. Washington, DC.

*\*Session Organizer*

Faircloth, S. C., & Matuszny, R. (2014, October). Responding to the graduation/dropout crisis among American Indian males with disabilities. Workshop session conducted at the Annual Conference of the National Indian Education Association. Anchorage, AK.

*\*Presented by Matuszny*

Faircloth, S. C. (2014, June). The power of expectations and dreams: The importance of talking with students about their aspirations. Invited Presentation. Rotary Club of Clinton, NC.

Faircloth, S. C., & Toldson, I. (2014, May). Addressing disproportionate dropout rates among male youth with disabilities from ethnically and culturally diverse backgrounds. Keynote Address. Capacity Building Institute. Sponsored by the National Dropout Prevention Center for Students with Disabilities, the National Secondary Transition Technical Assistance Center, and the National Post-School Outcomes Center. Charlotte, NC.

Faircloth, S. C., Green, C., Hynds, A. S., Jacob H., & Thompson, P. (2014, April). *Ko wai au? (Who am I?): Examining the multiple identities of Deaf and hearing impaired Indigenous Māori youth*. Paper presented at the Annual Meeting of the American Educational Research Association. Philadelphia, PA.

Hynds, A. S., Meyer, L. H., Averill, R., Hindle, R., Hodis, F. A., Penetito, W. T., & Faircloth, S. C. (2014, April). *The effectiveness of in-school professional learning opportunities for teachers within New Zealand secondary schools: Implications for the development of relational trust between teachers and Indigenous students*. Paper presented at the Annual Meeting of the American Educational Research Association. Philadelphia, PA.

Brown, B., & Faircloth, S. C. (2014, January). Professional development. Presentation to Associate Professors' Work Group. North Carolina State University. Raleigh, NC.

Faircloth, S. C. (2014, January). Playing Indian: The appropriateness of dressing up and pretending to be American Indian in schools. Sponsored by the Council on Multicultural Initiatives and Diversity (COMID). North Carolina State University. Raleigh, NC.

Faircloth, S. C., Hynds, A., Green, C., & Jacob, H. (2013, July). *Ko wai au?: Who am I? See our voices*. Paper presented at the Australia/New Zealand Conference of Educators of the Deaf. Brisbane, Australia.

Faircloth, S. C. (2012, November). American Indian education. Keynote Address. Annual Meeting of the National Association of Multicultural Education (NAME). Philadelphia, PA.

Faircloth, S. C. (2012, October). *Building capacity in Indigenous schools and communities in the U.S.: Honoring the ethical imperatives of respect, relevance, reciprocity, and responsibility*. Paper presented at the 17<sup>th</sup> Annual Values and Leadership Conference. Brisbane, Australia.

Faircloth, S. C., & Frankenberg, E. (2012, April). *School context, teacher characteristics and Indigenous students: Findings from the 2007-2008 Schools and Staffing Survey*. Paper presented at the Annual Meeting of the American Educational Research Association. Vancouver, British Columbia.

Slivka, K., & Faircloth, S. (2011, November). The ripple effects of assimilationist educational policies and practices for American Indian students: From the boarding school era to the present. Invited Presentation. Invited Presentation. Sponsored by the Interinstitutional Consortium for Indigenous Knowledge, ICIK Seminar Series, The Pennsylvania State University, University Park, PA.

Frick, W. C., Faircloth, S. C., & Little, K. S. (2011, November). *Responding to the collective and individual "best interests of students": Revisiting the tension between administrative practice and ethical imperatives in special education leadership*. Paper presented at the Annual Convention of the University Council for Educational Administration. Pittsburgh, PA.

*\*Presented by Frick & Little*

Bryant, A., Faircloth, S. C., Gipp, G., & Warner, L. S. (2011, November). Fireside Chat: Indigenizing the Association for the Study of Higher Education. Annual Meeting of the Association for the Study of Higher Education. Charlotte, NC.

Bryant, A., Faircloth, S. C., Gipp, G., & Warner, L. W. (2011, November). 400 Years of challenges and opportunities: American Indian higher education institutions and programs. Symposium. Annual Meeting of the Association for the Study of Higher Education. Charlotte, NC.

Faircloth, S. C. (2011, June). Graduation/dropout crisis among American Indian males with disabilities. Invited Presentation. Office of Special Education Programs and the National Center for Dropout Prevention for Students with Disabilities, Washington, DC.

Faircloth, S. C. (2010, June). Responding to a crisis in Indian education: Low graduation and high dropout rates place the future of American Indian peoples and communities at risk. Invited Presentation. The Dropout/Graduation Crisis Among American Indian Students, (Sponsored by Project CREATE), Baraboo, WI.

Faircloth, S. C. (2010, June). What's language and culture got to do with it? Invited Presentation. Penn State Alumni Institute, University Park, PA.

Faircloth, S. with Rahman, T., Braun, H. I., Ludlow, L. H., Freund, D. S., Huang, C., Nelson-Barber, S., Sexton, U. M., Giovannone, C., & Norris, D. (2010, April). A National Assessment of the Educational Progress of American Indian and Alaska Native Students: Academic achievement, educational experiences, and methodological challenges. Symposium. Annual Meeting of the American Educational Research Association. Denver, CO.

*\*Chair/Session Organizer*

Faircloth, S. with Shotton, H., Waterman, S. J., & Fann, A. J. (2010, April). Learning to go back, living to give back: Preparing American Indian/Alaska Native educational leaders. Symposium. Annual Meeting of the American Educational Research Association. Denver, CO.

*\*Presenter*

Faircloth, S. (2009, November). Leadership preparation: Teaching-learning issues and concerns. Annual Convention of the University Council for Educational Administration. Anaheim, CA.

*\*Chair and Discussant*

Faircloth, S. with Bowman, C., Dixon, B., Mackey, H., Harstad, J., & Noley, G. (2009, November). Learning to lead: Challenges and opportunities encountered in preparing American Indian and Alaska Native school leaders in mainstream colleges and universities. Conversation Session. Annual Convention of the University Council for Educational Administration. Anaheim, CA.

*\*Session Organizer and Chair*

Faircloth, S. C. (2009, May). Risk and resiliency: Understanding and responding to the overrepresentation of American Indian students in special education programs and services. Invited Presentation. University of Oregon.

Faircloth, S. C. (2009, April). Integrating Indigenous knowledge systems into educational research. Professional Development Session. Annual Meeting of the American Educational Research Association. San Diego, CA.

*\*Co-director, with B. Brayboy, T. Lee, M. Maaka, & T. Richardson*

Faircloth, S. C., & Tippeconnic, III, J. W. (2009, April). *Indigenous controlled colleges and universities utilizing Indigenous knowledges and ways of knowing to prepare future educators*. Paper presented at the Annual Meeting of the American Educational Research Association. San Diego, CA.

*\*Presented by Faircloth*

Faircloth, S. C., & Hibel, J. (2009, March). *What's Head Start got to do with it? Academic outcomes among American Indian/Alaska Native Head Start participants in the kindergarten cohort of the early childhood longitudinal study*. Poster Presentation. Biennial Meeting of the Society for Research in Child Development. Denver, CO.

*\*Presented by Faircloth*

Faircloth, S. C., & Hibel, J. (2008, October). *A comparison of the academic outcomes of American Indian and Alaska Native Head Start participants and non-participants in the kindergarten cohort of the Early Childhood Longitudinal Study*. Paper presented at the Annual Convention of the University Council for Educational Administration. Orlando, FL.

*\*Presented by Faircloth*

Faircloth, S. C. (2008, September). Risk and resiliency: Unpacking the disproportionate representation of American Indian/Alaska Native students in special education programs and services. Invited Presentation. 12<sup>th</sup> Annual Upper Peninsula Indian Education Conference. Northern Michigan University. Marquette, MI.

Faircloth, S. C. (2008, May). Unpacking the dropout crisis among American Indian and Alaska Native students. Invited Presentation. The dropout crisis in the northwest – with special focus on American Indian and Alaska Native students. Invited Presentation. Conference sponsored by the UCLA Civil Rights Project/Proyecto Derechos Civiles. University of Washington. Seattle, WA.

Faircloth, S. C. with Brayboy, B. M. J. (Moderator), Martinez, J.F. (Moderator), Richardson, T., Lee, T. S., Smith, L. T., & Tuck, E. (2008, March). Symposium. Research and data collection and analysis among Indigenous peoples. Sponsored by the Social Justice Action Committee. Annual Meeting of the American Educational Research Association. New York, NY.

*\*Speaker*

Faircloth, S. C. (2008, February). Facilitating nondiscriminatory testing and assessment of students from diverse groups. Invited Workshop. Duluth School District. Duluth, MN.

Faircloth, S. C. (2008, February). Facilitating nondiscriminatory testing and assessment of American Indian and Alaska Native students. Invited Presentation. University of Minnesota-Duluth. Duluth, MN.

Faircloth, S. C. (2008, January). What's language and culture got to do with it? Issues and trends in the education of American Indian and Alaska Native students. Brown Bag presentation sponsored by the UCLA Civil Rights Project/Proyecto Derechos Civiles. Los Angeles, CA.

Faircloth, S. C. (2008, January). Unpacking the over-placement of American Indian and Alaska Native students in special education programs and services. Brown Bag Presentation. Sponsored by the UCLA American Indian Studies program. Los Angeles, CA.

Faircloth, S. C., Hibel, J., & Farkas, G. (2007, November). *School readiness: A determinant of special education placement among young American Indian and Alaska Native students*. Paper presented at the Annual Convention of the University Council for Educational Administration. Alexandria, VA.

*\*Presented by Faircloth*

Faircloth, S. C. (2007, October). What's the law got to do with it? Providing free appropriate public education to Native students with disabilities. Workshop. Annual Convention of the National Indian Education Association. Honolulu, HI.

Faircloth, S. C., Tibbetts, K., & Wheeler, L. (2007, October). Indigenous perspectives on educational accountability and assessment. Presentation. Annual Convention of the National Indian Education Association. Honolulu, HI.

Faircloth, S. C. (2007, August). Risk and Resiliency: Unpacking the over-placement of American Indian and Alaska Native students in special education programs and services in the early grades. Invited Presentation. Wisconsin Department of Public Instruction, Summer Institute 2007: Addressing Disproportionality - Sharing What We Have Learned. Green Bay, WI.

Faircloth, S. C. with Yazzie-Mintz, T., Thompson, N., Brayboy, B. M. J., Benham, M., Tippeconnic, J., Villegas, M., Venegas, K., & Bowman, N. (2007, April). "Mapping common ground" through interactive dialogue: Fostering cross-cultural research collaborations between Native educational researcher and the larger field of education. Symposium. Annual Conference of the American Educational Research Association. Chicago, IL.

*\*Discussant*

Faircloth, S. C. (*panel member*), with Brayboy, B. M. J., Battiste, M., Smith, G. H., Maaka, M. J., Manuelito, K. D., Tippeconnic, III, J. W., Benham, M. K. P., & McCarty, T. L. (2007, April). Indigenous research, knowledge, and collaborations: A conversation with Indigenous scholars. Symposium. Annual Conference of the American Educational Research Association. Chicago, IL.

Faircloth, S. C., & Bon, S. C. (2007, April). *Leadership for inclusive education: A case study of school leadership and special education in a tribally controlled school*. Round Table. Annual Meeting of the American Educational Research Association. Chicago, IL.

Faircloth, S. C., Ruhl, K., & Warcholak, N. (2006, November). *The role of educational leaders in the identification, selection and use of scientifically-based practices in special education*. Paper presented at the Annual Convention of the University Council for Educational Administration. San Antonio, TX.

*\*Presented by Faircloth*

Blood, N., Faircloth, S. C., Mackie, H., & Tippeconnic, III, J. W. (2006, October). Moral leadership in Indigenous communities. Keynote Address. 11<sup>th</sup> Annual Values and Leadership Conference. Victoria, British Columbia.

*\*Chaired Keynote Address*

Faircloth, S., & Zaretsky, L. (2005, November). *Principal talk: Cross-national perspectives on the administration and supervision of special education programs, services, and personnel in Canada and the United States*. Paper presented at the Annual Convention of the University Council for Educational Administration. Nashville, TN.

Faircloth, S., & Zaretsky, L. (2005, April). Voices from the field: A cross-national study of school leadership and special education. Paper presented at the Annual Conference of the American Educational Research Association. Montreal, Canada.

*\*Presented by Zaretsky*

Heeren, K., & Faircloth, S. (2005, April). Impact of NCLB on students with disabilities. Presented at the Annual Convention of the Council for Exceptional Children. Baltimore, MD.

Bon, S., Eckes, S., Faircloth, S., Gorman, K., Pauken, P., & Russo, C. (2004, November). The preparation of educational leaders for inclusive education. Conversation Session. Annual Convention of the University Council for Educational Administration. Kansas City, MO.

Tippeconnic, III, J. W., Faircloth, S., & Schafft, K. (2004, October). Building partnerships for rural education. Workshop. Annual Conference of the National Indian Education Association. Phoenix, AZ.

Faircloth, S., & Tippeconnic, III, J. W. (2004, September). Ethical conduct of research in American Indian education: Confronting issues of access, methodology, and use. Presentation. 9<sup>th</sup> Annual Values and Leadership Conference. Christ Church, Barbados, West Indies.

*\*Presented by Faircloth*

Bon, S., Chapple, J., & Faircloth, S. (2004, September). *Educating students with disabilities: Still separate and unequal?* Paper presented at the 2004 Patterson Research Conference, "Separate but Still Not Equal". Washington, DC.

Faircloth, S. (2004, June). Effective educational leadership strategies in the education of American Indians and Alaska Natives. Major Workshop. 17<sup>th</sup> Annual National Conference on Race and Ethnicity in American Higher Education. Miami, FL.

Bryant, A., & Faircloth, S. (2004, June). Opening doors: Ensuring educational access and success of American Indian students with disabilities in higher education. Session presented at the 17<sup>th</sup> Annual National Conference on Race and Ethnicity in American Higher Education. Miami, FL.

Faircloth, S. C. (2004, March). Providing culturally and linguistically appropriate services for American Indian students with disabilities. Invited Presentation. 29<sup>th</sup> Annual Conference of the United Tribes of North Carolina. Raleigh, NC.

Faircloth, S. (2003, March). Tribal Colleges and Universities. Invited Presentation. Meeting of the Diversity Committee of the National Association of Student Financial Aid Administrators. Washington, DC.

Faircloth, S. (2002, April). *Tribal college research*. Invited Presentation. 14<sup>th</sup> Annual Research Conference sponsored by the Indian Health Service. Albuquerque, NM.

Faircloth, S. (2002, April). Experiences with Institutional Review Boards (IRBs). Invited Presentation. Research in Indian Country: Setting our own agenda. Sponsored by the American Indian Higher Education Consortium; Haskell Indian Nations University; Indian Health Service; and the Office for Human Research Protections, U.S. Department of Health and Human Services. Lawrence, KS.

Faircloth, S., & Gipp, G. (2002, April). Indigenous issues in research: Issues and concerns of Tribal Colleges and Universities. Invited presentation given at the conference entitled Research in Indian Country: Setting our own agenda. Sponsored by the American Indian Higher Education Consortium; Haskell Indian Nations University; Indian Health Service; and the Office for Human Research Protections, U.S. Department of Health and Human Services. Lawrence, KS.

Faircloth, S. (2002, April). Overview of the American Indian Higher Education Consortium (AIHEC). Invited Presentation. Wisdom of the Story Teller: A Conference to Build Research Capacity in Indian Country. Sponsored by the American Indian Rehabilitation Research and Training Center, Northern Arizona University; U. S. Department of Education, Office of Special Education and Rehabilitative Services; and the National Institute on Disability and Rehabilitation Research. Washington, DC.

Faircloth, S., & Tippeconnic, III, J. W. (2000, November). *A survey of the special education knowledge and skills of principals in schools with high concentrations of American Indian and Alaska Native students*. Paper presented at the Annual Conference of the University Council for Educational Administration. Albuquerque, NM.

Faircloth, S. (2000, October). *A survey of the special education knowledge and skills of principals in schools with high concentrations of American Indian and Alaska Native students*. Paper presented at the Annual Conference of the National Indian Education Association, Sioux Falls, SD.

Faircloth, S. (2000, October). *A survey of the special education knowledge and skills of principals in schools with high concentrations of American Indian and Alaska Native Students*. Paper presented at the Council for Exceptional Children/Division for Culturally and Linguistically Diverse Exceptional Learners Symposium on Culturally and Linguistically Diverse Exceptional Learners. Albuquerque, NM.

Faircloth, S. (2000, August). A survey of the special education knowledge and skill of principals in Bureau of Indian Affairs and tribal schools, preliminary results. Invited Presentation. Bureau of Indian Affairs, Special Education Law Institute. Albuquerque, NM.

Faircloth, S. (2000, April). *A survey of the special education knowledge and skills of principals in schools with high numbers of American Indian/Alaska Native students*. Paper presented at the Annual Conference of the American Educational Research Association. New Orleans, LA.

Faircloth, S., Felix, A., & Gajar, A. (1998, November). What are the implications of IDEA '97 for American Indian students with disabilities? Presentation at the Council for Exceptional Children, Multicultural Symposium. Washington, DC.

## **SERVICE**

### **UNIVERSITY SERVICE**

#### **University of North Carolina Wilmington**

Policy Committee, Watson College of Education, 2017 – 2018

Diversity Committee, Watson College of Education, 2015 – 2018

Chancellor's Strategic Planning Workgroup ("Educate Well and Advance Research"),  
2015 – 2016

#### **North Carolina State University**

Member, Selection Committee, Chancellor's Faculty Excellence Program, 2014 2015

Faculty Chair-elect, College of Education, 2014 – 2015

Plenary Session Representative to the University Council for Educational  
Administration, 2014 – 2015

Program Coordinator, Educational Leadership program, Department of  
Leadership, Policy, and Adult and Higher Education, 2014 – 2015

Program Co-coordinator, Educational Leadership program, Department of Leadership,  
Policy, and Adult and Higher Education, 2013 – 2014

Member, Committee to review Retention, Promotion and Tenure criteria for the  
Department of Leadership, Policy, and Adult and Higher Education, 2013 – 2015

Member, Faculty Awards Committee, College of Education, 2013 – 2015

Member, Council on Multicultural Initiatives & Diversity, College of Education, 2013-  
2015

Member, University Budget Advisory Committee, 2013 – 2015

\*Appointed by the Office of the Provost

Member, University Diversity Advisory Committee, 2013 – 2015

Faculty Liaison, Office for Institutional Equity and Diversity, 2013 – 2015

\*Planned and coordinated a system-wide gathering of American Indian faculty, staff,  
and doctoral students, Fall 2013; assisted in the planning of a system-wide gathering of  
faculty and staff committed to the recruitment and retention of American Indian  
students

Member, American Indian Advisory Council, 2012 – 2015

Member, Doctoral Restructuring Committee, College of Education, 2012 – 2013

### **The Pennsylvania State University**

Member, National Board of Advisors, Goodling Institute for Research in Family Literacy, 2010 – 2012

Member, Advisory Committee, Marjorie Grant Whiting Endowment for the Advancement of Indigenous Knowledge, 2011 – 2012

Member, Review Panel, Research Initiation Grants, College of Education, 2010 – 2006

Member, Diversity and Community Enhancement Committee, College of Education, 2003 – 2005; 2009 – 2012

Plenary Session Representative, University Council for Educational Administration (UCEA), 2004 – 2011

*\*Represented the Educational Leadership Program at  
The Pennsylvania State University*

Chair, Policy and Politics Search Committee, Educational Leadership program, 2009 – 2010

Member, Commission on Racial and Ethnic Diversity (CORED), 2003 – 2009

*\*Served as CORED's representative to Faculty Senate Standing Committee on Educational Equity and Campus Environment, 2006 – 2007*

Member, Search Committee, Special Education/Children Youth and Families Consortium, Penn State, 2005 – 2006

Proposal Reviewer, Educational Opportunity Planning Commission (Penn State), Spring 2005

### **PROFESSIONAL AND COMMUNITY SERVICE**

Faculty, 2018 David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy, University Council for Educational Administration & Divisions A (Administration) & L (Educational Policy & Politics), American Educational Research Association, Spring 2018

Planning Committee, 2018 David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy, University Council for Educational Administration & Divisions A (Administration) & L (Educational Policy & Politics), American Educational Research Association, Spring 2018

External Reviewer, Department of Education, Graduate School of Education and Information Studies, University of California Los Angeles (UCLA), Spring 2018

Guardian ad Litem, District 5 (Pender and New Hanover Counties, North Carolina), 2017 – present

Reviewer, Applications for the 2018 David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy, University Council for Educational Administration & Divisions A (Administration) & L (Educational Policy & Politics), American Educational Research Association, Fall 2017

Peer Reviewer, Discipline (Educational Leadership/Administration) Committee, Fulbright Awards, 2017

Secretary, Division A (Administration), American Educational Research Association, 2017-2019

Reviewer, Division A (Administration), American Educational Research Association, 2018 Annual Meeting

Reviewer, Indigenous Peoples of the Americas, Special Interest Group, American Educational Research Association, 2018 Annual Meeting

External Examiner, Doctoral Thesis, University of Sydney, Australia, 2017

Reviewer, National Science Foundation, 2017

Reviewer, Health Resources and Services Administration, 2017

International Examiner, Doctoral Theses, Addis Ababa University, Ethiopia, Summer 2016  
\*Dissertation Proposal Advisor, Summer 2016 – present

External Examiner, Doctoral Thesis, University of Newcastle, Australia, Fall 2016

North Carolina State Advisory Council on Indian Education,  
Vice Chair, September 2017 – July 2018  
Member, October 2016 – July 2018  
\*Appointed by the University of North Carolina Board of Governors

Chair, Technical Review Panel, National Indian Education Study, U.S. Department of Education, Office of Indian Education and the National Center for Education Statistics, Washington, DC, 2016 – present; Member, 2007 - present

Member, Exceptional Children's Advisory Board, Bureau of Indian Education, Bureau of Indian Affairs, U.S. Department of the Interior, 2009 – 2016; reappointed to a 3-year term in Summer 2016 (2016-2019)

Member, Superintendent's Graduation Task Force, North Carolina Department of Public Instruction, Raleigh, NC, 2016

Member, Community Child Protection Team, New Hanover County Department of Social Services, Wilmington, NC, 2016 – 2017

Chair, Dissertation of the Year Award, Division A (Administration), American Educational Research Association, 2014 – 2015

External Examiner, Dissertation Committee, Lakehead University, Thunder Bay, Ontario, Canada, Fall 2014

Member, Advisory Committee, Court Improvement Program (CIP), North Carolina Administrative Office of the Courts, 2014 – present

Member, National Board of Advisors, Goodling Institute for Research in Family Literacy, The Pennsylvania State University, 2012 – present

Member, External Advisory Board, American Indian Center, University of North Carolina Chapel Hill, 2013 – present

Member, Advisory Group, Dropout Prevention Initiative, Bureau of Indian Education, U.S. Department of the Interior, in collaboration with the National Center for Dropout Prevention for Students with Disabilities, 2011 – 2014

Section Chair, Section 1 (Leadership), Program Committee, Division A (Administration) of the American Educational Research Association, 2014 Annual Meeting  
Proposal Reviewer, University Council for Educational Administration, 2004 – 2013

Faculty Mentor, 2013 AERA Jackson Scholars Workshop, April 2013

Chair, Indigenous Peoples of the Americas, Special Interest Group, American Educational Research Association, 2011 - 2013

External Reviewer for Tenure and Promotion to the Rank of Associate Professor

University of New Mexico, 2017

Montana State University - Bozeman, 2017

University of Minnesota – Duluth, 2016

University of Wisconsin – Green Bay, 2016

University of Hawaii at Manoa, 2013

Australian Catholic University (Australia), 2012

University of Memphis, 2012

University of Alaska – Fairbanks, 2012 Mississippi State University, 2011

Proposal Reviewer (Early Childhood Education and Care), American Indian College Fund, Summer 2011

Proposal Reviewer, Office of Special Education and Rehabilitative Services, U.S. Department of Education, Summer 2010

Chair-elect and Program Chair, Indigenous Peoples of the Americas, Special Interest Group, AERA, 2011 annual meeting

Chair, Selection Committee, Davis Award (best article in *Educational Administration Quarterly*, 2009), Spring 2010

Member, Division A (Administration), American Educational Research Association, Dissertation Award Committee, 2010

Facilitator, Southern California Tribal Education Summit. Sponsored by the Agua Caliente Band of Cahuilla Indians and the UCLA Tribal Learning Community and Educational Exchange (TLCEE). Rancho Mirage, CA, May 2008

Section Chair (School Communities and Contexts), Program Committee, Division A (Administration) of the American Educational Research Association, 2008 Annual Meeting

Member, Awards Committee, Indigenous Peoples of the Americas Special Interest Group, American Educational Research Association, 2006 – 2008

Proposal Reviewer, American Educational Research Association (Division A and Law and Education (Special Interest Group)), 2008 Annual Meeting

Proposal Reviewer, American Educational Research Association (Division A and Indigenous Peoples of the Americas (Special Interest Group)), 2007 Annual Meeting

Session Chair, Discussant, and Proposal Reviewer, Annual meeting of the University Council for Educational Administration, 2007

Proposal Reviewer, National Science Foundation, 2006, 2007

Participant, Council for Special Education Administration's validation of Knowledge and Skill Standards for Special Education Administrators, Fall 2006 (assisted by doctoral student/graduate assistant Sue Ritter)

Faculty Mentor, David L. Clark Graduate Student Research Seminar in Educational Administration and Policy, co-sponsored by the University Council for Educational Administration and Divisions A and L of the American Educational Research Association, 2006

Proposal Reviewer, American Educational Research Association (Division A), 2006 Annual Meeting

Member, Diversity and Social Justice Committee, University Council for Educational Administration, 2004 – 2005

Proposal Reviewer, American Educational Research Association (Division A and The Indigenous Peoples of the Americas (Special Interest Group)), 2005 Annual Meeting

Field Reviewer, U.S. Department of Education, Office of Indian Education (Discretionary Grants), Washington, DC, 2004

Program Review, National Institute on Disability and Rehabilitation Research, Washington, DC, July 2002

Reviewer, The Indigenous Peoples of the Americas (Special Interest Group), Annual Conference of the American Educational Research Association, 200

Proposal Reviewer, Administration for Children, Youth and Families, Early Learning Opportunities Grant Competition, Washington, DC, August 2001

Proposal Reviewer, Office of Educational Research and Improvement, American Indian and Alaska Native Education Research, Washington, DC, August 2001

Proposal Reviewer, Office of Indian Education, Discretionary Grant Competition, Arlington, VA, June 2001

Invited Participant, American Indian/Alaska Native Research Agenda Conference (Sponsored by the United States Department of Education), Albuquerque, New Mexico, April 2000

*\*Prepared issue paper (Addressing the Education of American Indian and Alaska Native Students in Special Education) in collaboration with Dr. John Tippeconnic and Jonathan Stout, doctoral candidate*

#### **EDITORIAL AND REVIEW SERVICE**

Member, Editorial Board, *Journal of American Indian Education* (Center for Indian Education, Arizona State University), 2003 – present

Senior Associate Editor, *American Journal of Education*, 2011– present; Contributing Editor, 2009 – 2011; Reviewer, 2005 – present

Occasional Reviewer, *Educational Research Theory and Practice*, 2016 –present

Occasional Reviewer, *Social Sciences*, 2017

Occasional Reviewer, *Educational Administration Quarterly*, 2017

Occasional Reviewer, *Review of Educational Research*, 2009 – present

Occasional Reviewer, *International Journal of Leadership in Education*, 2008 - present

Reviewer, *Journal of School Leadership*, 2009 – 2013, 2018

Member, Editorial Review Board, *American Secondary Education*, 2005 - 2017

Occasional Reviewer, *Infant Mental Health Journal*, 2017

Occasional Reviewer, *Tribal College Journal of American Indian Higher Education*, 2016 – present

Occasional Reviewer, *Multicultural Perspectives*, 2015, 2016

Occasional Reviewer, *Journal of Special Education Leadership*, 2005 – present

Associate Editor, *American Educational Research Journal – Social and Institutional Analysis*, 2013 - 2016

Member, Editorial Board, *Oxford Bibliographies Online*, 2012 – 2013

Member, Editorial Board, *American Educational Research Journal – Teaching, Learning and Human Development*, 2011 – 2013

Member, Editorial Board, *Educational Administration Quarterly*, 2008-2011

Reviewer, *Sociological Focus*, 2005

Reviewer, *Alberta Journal of Educational Research*, 2004

## **FUNDING PROPOSALS**

Mackey, H., Faircloth, S. C., & Byrne-Jiménez, M. (2017). Dismantling the status quo: Creating space for the intergenerational construction and sharing of diverse perspectives and knowledge in the field of educational leadership and administration. American Educational Research Association, Education Research Conferences. (\$35,000). Status: *Not funded*

Sterrett, W., Faircloth, S. C., & Lewis, S. (2016). Project PLEDGE (Preparing Leaders in Education for Diversity, Growth, and Excellence. North Carolina Alliance for School Leadership Development (NCASLD). (\$966, 769). Status: *Not funded*

Bass, L. R., & Faircloth, S. C. (2016). A study of the leadership practices and preparation of exemplary principals. Spencer Small Grants. Spencer Foundation. (\$50,000). Status: *Not funded*

Bass, L. R., & Faircloth, S. C. (2015). A study of the leadership practices and preparation of exemplary principals. Spencer Small Grants. Spencer Foundation. (\$50,000). Status: *Not funded*

Faircloth, S. C. (2015). International Travel Grant. Office of International Programs. University of North Carolina Wilmington. (\$1,000). Status: *Funded*

Faircloth, S. C. (2014). A day of service at the Eastern Carolina Indian School. Proposal submitted to University Diversity Mini Grant competition, North Carolina State University (\$3,000). Status: *Funded*

Faircloth, S. C., Bitting, P., & Hicks, G. (2014 – 2015). iLead: Indigenous and Latino(a) Educators Addressing Diversity. Graduate School Recruiting Funds, North Carolina State University (approx. \$3400 – including matching funds from the Department of Leadership, Policy, and Adult and Higher Education). Status: *Funded*

Faircloth, S. C. (2013 – 2014). “This was our school”: Oral histories of former students and teachers of the East(ern) Carolina Indian School. North Carolina State University, Faculty Research Development Program. (\$5600). Status: *Funded*

Tippeconnic, III, J. W., & Faircloth, S. C. (2008 – 2012). “Principals for Student Success.” U.S. Department of Education, Office of Indian Education. (Approximately \$1 million). Status: *Funded*

Tippeconnic, III, J. W., & Faircloth, S. C. (2007, Spring). “American Indian Leadership Program: Master’s in Educational Leadership to Prepare School Principals.” U.S. Department of Education, Office of Indian Education. Status: *Not funded*

Faircloth, S. C. (Fall 2006 - Spring 2010). Research Fellowship. American Indian/Alaska Native Head Start Research Center, University of Colorado Denver. (Approximately \$40,000 to support research and an additional 30% buyout for each of two academic years). Status: *Funded*

*\*The University of Colorado Denver and Health Sciences Center recently changed its name to the University of Colorado Denver*

Wolfe, P., & Faircloth, S. C. (2006, Fall). “A Collaborative Leadership Model for Preparing Personnel in Special Education and Educational Leadership Services for American Indian and Alaska Native Students with Disabilities (CLM).” Office of Special Education and Rehabilitative Services. Status: *Not funded*

Faircloth, S. C. (2006, Summer). “Using large scale data sets to uncover risk and protective factors in the identification of American Indian and Alaska Native students with disabilities.” American Educational Research Association Grants Program. Status: *Not funded*

Faircloth, S. C., & Stout, J. (2006, Spring). “Preparing Rural American Indian Special Educators (PRAISE): A Collaborative Leadership Model.” Office of Indian Education, Personnel Preparation Grants. Developed in collaboration with doctoral student, Rosemarie Dugi. Status: *Not funded*

Tippeconnic, III, J. W., & Faircloth, S. C. (2006, Spring). "American Indian Leadership Program: Master's in Educational Leadership to prepare school principals." Office of Indian Education, Personnel Preparation Grants. Status: *Not funded*

Faircloth, S. (in collaboration with Susan Banks, George Farkas, Kai Schafft, and Jacob Hibel). (2005 – 2006). "Identification and prevention of early childhood factors contributing to the disproportionate representation of American Indian and Alaskan Native students in special education." Level I, Children, Youth, and Families Consortium, The Pennsylvania State University. (\$5,000). Status: *Funded*

Smith, S. M., Maretzki, A. N., McLaughlin, D., Kaplan, M., Semali, L., Faircloth, S., Loomis, F., & Williams, S. (2005, February). "Enhancing Multi-Institutional Graduate Study in Indigenous Knowledge by Students Majoring in Food and Agricultural Sciences." U.S. Department of Agriculture- Higher Education Challenge Grants Program. (\$400,000). Status: *Not funded*

Tippeconnic, III, J. W., & Faircloth, S. C. (2004, August – 2007, August). "American Indian Leadership Program: Master's in Educational Administration to Prepare School Principals." U.S. Department of Education, Office of Indian Education (\$1,015,231). Status: *Funded*

Faircloth, S. (2004, Spring – 2005, Fall). "Voices from the Field: The Role of the Principal in the Administration and Supervision of Special Education Programs and Services in Schools with High Concentrations of American Indian/Alaskan Native Students." Research Initiation Grant, College of Education, The Pennsylvania State University (\$7,800). Status: *Funded*

## **CONSULTANCIES**

Member, Technical Working Group, Regional Education Laboratory Central, Centennial, CO, 2012 – present

Member, Technical Work Group (TWG), Study of the U.S. Department of Education's Title III Native American Indian and Alaska Native Children in School (NAM) Program in conjunction with the American Institutes for Research, 2016 – present

Manuscript Reviewer, University of Massachusetts Press, Fall 2015

Expert Witness (on behalf of the Quinault Indian Nation), Quinault Indian Nation v. Lake Quinault School District, Mary M. Knight School District, North River School District, Wishkah Valley School District et al., Spring 2015

International Researcher, He Kākano Professional Development Project (National Initiative on Culturally Proficient School Leadership) in collaboration with Victoria University of Wellington, Wellington, New Zealand, 2010 – 2013

External Evaluator (with Malia Villegas), Alaska Native Teacher Training Project, University of Alaska-Fairbanks, 2009 – 2012

Member, Partnerships for Promising Practices in Indian Education, Kauffman and Associates, Spokane, WA, 2007 - 2012

*\*Primary responsibility for conducting review of literature and beginning to identify promising practices in early childhood care and education*

Evaluator, Resiliency and Adaptation Program (funded by the National Science Foundation), University of Alaska Fairbanks, Spring 2010

Evaluator, National Comprehensive Technical Assistance Centers, Institute of Education Sciences (with Branch Associates, Inc., Decision Information Resources, Inc. and Policy Studies, Associates), 2008 – 2010

Parent Trainer, National Native American Families Together Parent Training Center, Moscow, ID, 2005 – 2007

Consultant in the development of a toolkit outlining culturally appropriate practices for teaching American Indian and Alaska Native students, Kauffman and Associates, Spokane, WA, 2006 –2007

Data Analysis (with John Tippeconnic), Bill and Melinda Gates Foundation, Seattle, WA, 2005 – 2007

*\*Analyzed American Indian and Alaska Native data from the Gates Millennium Scholars program*

Consultant, American Indian Higher Education Consortium (AIHEC), Alexandria, VA, 2006

*\*Developed a Tribal College monograph (with John W. Tippeconnic, III) detailing procedures for the establishment of a tribally controlled college or university*

Consultant, Urban Indian Research Center, Indian Community School, Milwaukee, WI, February 2001 – April 2001

Data Analysis, Effective Schools Survey, “Creating Sacred Places for Children” (an Effective Schools Project), National Indian School Boards Association, Polson, MT, 2000 – 2003

## **HONORS AND AWARDS**

Graduating Student Recognition Award (recognized by a member of UNCW’s graduating class as a teacher who made a difference in students’ lives), Fall 2016, Fall 2017

William C. Friday Fellowship for Human Relations, 2014 – 2016

Nominee, Chancellor’s Creating Community Award, North Carolina State University, 2014

Fulbright Senior Scholar Award, Victoria University of Wellington, Wellington, New Zealand, 2012

Research Fellowship, American Indian/Alaska Native Head Start Research Center, University of Colorado Denver (formerly The University of Colorado Denver and Health Sciences Center), Fall 2006 – Spring 2010

Nominee, Bobby Wright Early Career Award, Indigenous Peoples of the Americas Special Interest Group, the American Educational Research Association, 2010

Ford Foundation Postdoctoral Fellowship, 2007 – 2008  
Mentored by Dr. Gary Orfield, Civil Rights Project/Proyecto Derechos Civiles, University of California Los Angeles

Distinguished Service to Indian Education, United Tribes of North Carolina, March 2004

Drexel Award (Outstanding Graduate Student), The Pennsylvania State University, Spring 2000

Pi Lambda Theta, International Honor Society and Professional Association in Education, 1997 – 2000

University Graduate Fellowship, The Pennsylvania State University, 1997

American Indian Leadership Training in Special Education/ Educational Administration Fellowship, The Pennsylvania State University, 1997 – 2000

American Indian Special Education Teacher Training Fellowship, The Pennsylvania State University, 1994 – 1996

### **INTERVIEWS AND MEDIA MENTIONS**

Clarren, R. (2017, July). How America is failing Native American students. *The Nation*.

Interview (with Dr. Marilyn Johnson), Native American Calling, American Indian Students with Disabilities and the Dropout Crisis, 2013

### **SPECIALIZED TRAINING/PROFESSIONAL DEVELOPMENT**

Indian Child Welfare Act (ICWA) Symposium, Sponsored by the NC Juvenile Court Improvement Program, North Carolina Commission of Indian Affairs, and the National Indian Child Welfare Association, Wilmington, NC, January 2018

Guard ad Litem Training (30-hours), District 5 Court (Pender and New Hanover Counties, North Carolina), November 2017, Wilmington, NC

Leadership Academy for Department Chairs, American Council on Education (ACE), Washington, DC, July 2016

Equal Employment Opportunity Institute, University of North Carolina Wilmington,  
March 2016

Academic Chairpersons Conference, Charleston, SC, February 2016

BRIDGES 2013, Academic Leadership for Women: The Personal and Professional Journey of  
Transformation Leadership, The University of North Carolina, Fall 2013

Leadership for a Diverse Campus, North Carolina State University, Spring 2013

Database Training Seminar sponsored by the National Center for Education Statistics  
(NCES) to train researchers in the use of large-scale data sets to study the education of  
American Indian and Alaska Native students, September 2006

### **CURRENT PROFESSIONAL MEMBERSHIPS**

American Educational Research Association (AERA)

National Indian Education Association (NIEA)

**Priscilla J. Maynor, Ed.D.**  
308 Elam Street  
Holly Springs, NC 27540

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Alt 919 215 5809  
priscilla@imaginEDpartners.com

## **VITAE:**

### **EXECUTIVE PROFILE**

Priscilla is a systems-focused education strategist, generalist and collaborator recognized in many circles for her broad knowledge in public education, and her business acumen and forward-thinking leadership. Priscilla's experience spans across the K-12 public education sector – from the classroom, school, district, regional, state and national levels. Her unique set of perspectives on culture, learning, equity and the power of the community fuels her passion to catalyze leadership and innovation in schools serving diverse communities. Priscilla is the founder and lead principal of imaginED Partners, a K-12 leadership professional services practice that engages with educators, communities and various organizations to advance culturally responsive models for leading, teaching and learning.

As the executive vice president of leadership development for a national consulting firm, the Center for Educational Leadership and Technology, Priscilla led projects aimed at building leadership capacity for grantees of the Bill and Melinda Gates Foundation. Prior to this, she held various executive leadership roles at the NC State Department of Public Instruction and led statewide initiatives in early childhood, district and school transformation, curriculum development, data management, and organizational process improvement. During her tenure at the state-level, she led a number of policy initiatives supporting indigenous education. Notably, Priscilla launched the first statewide web-based platform of culturally-responsive curriculum resources and professional learning specific to teaching American Indians, established a regional model of school improvement supporting school leaders, as well as, recently opening a K-8 public charter school in her local community.

### **PROFESSIONAL CAREER PROGRESSION**

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#### **LEADERSHIP AND ADMINISTRATION**

FOUNDER AND LEAD PRINCIPAL. imaginED Partners, LLC, March 2014- Present

EXECUTIVE VICE PRESIDENT. SHARED LEARNING SYSTEMS & LEADERSHIP DEVELOPMENT. Center for Educational Leadership & Technology, August 2011-March 2014

REGIONAL LEAD DIRECTOR. North Carolina Department of Public Instruction, October 2008-August 2011

STATE LEAD, STATE ADVISORY COUNCIL FOR INDIAN EDUCATION. North Carolina State Board of Education, July 1998-October 2010

EXECUTIVE DIRECTOR. Agency Operations and Information Management, North Carolina Department of Public Instruction. October 2003-October 2008

SENIOR ADVISOR TO THE STATE SUPERINTENDENT. Office of the State Superintendent. July 1998-October 2003

EDUCATION CONSULTANT. North Carolina Department of Public Instruction, Exceptional Children Division. January 1995-July 1998

**UNIVERSITY TEACHING**

ADJUNCT FACULTY. University of North Carolina at Chapel Hill, School of Education, Educational Leadership, January 2014-May 2017: Courses: Curriculum Leadership and The Social Context of Public Education.

ADJUNCT FACULTY. University of North Carolina at Pembroke, School of Education, Special Education, May 2001-December 2005: Course: Introduction to Special Education

**EXPERIENCE AS A PRACTITIONER**

DISTRICT ADMINISTRATOR. Public Schools of Robeson County, Supervisor for Special Education Services

PRINCIPAL/DIRECTOR. Bryan Learning Center and Preschool Program for Children with Disabilities, Public Schools of Robeson County

TEACHER. Pembroke Elementary School, Public Schools of Robeson County

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**EDUCATION**

University of North Carolina at Chapel Hill, Chapel Hill, NC  
Doctorate of Education: Educational Leadership (2011)

University of North Carolina at Pembroke, Pembroke, NC  
Masters of Arts Certification: Educational Administration and Supervision (1994)

Fayetteville State University, Fayetteville, NC  
Masters of Arts: Special Education (1989)

Pembroke State University, Pembroke, NC  
Bachelor of Science: Special Education (1985)

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**CERTIFICATIONS**

North Carolina: Superintendentcy, School Administrator (Grades K-12), Exceptional Children Program Administrator (K-12), Mentally Handicapped (K-12), Specific Learning Disabilities (K-12), Preschool Handicapped and Teacher Mentor

**CURRENT BOARDS AND COMMUNITY SERVICE**

Board Member, UNC Board of Visitors  
Board Member, UNC American Indian Center  
Board Member, UNC Advisory Committee on Racial and Ethnic Diversity  
Founding Board Chair, Pine Springs Preparatory Academy Public Charter School  
Advisory Board Member, NC State Employees' Credit Union, Holly Springs Branch  
Alpha Pi Omega, Alpha Pi Chapter, Vice Chair

**FELLOWSHIPS AND HONORS**

Barbara Jackson Scholar, University Council for Education Administration, 2007-10  
William C. Friday Fellow, Wildacres Leadership Initiative, Class of 2001-03  
President's Honoree for Leadership, National Indian Education Association, 2003  
Education Policy Fellow, Institute for Educational Leadership, 1998-99  
Young Executive Fellow, NC Citizens for Business and Industry, 1999-2003

**PUBLICATIONS**

Brownyn, F., Maynor, P., White, N., English, F., and Ehrich, L. (2013). International Handbook of Educa-

tional Leadership and Social [In]justice, Volume II., *Living with the legacy of conquest and culture: Social justice leadership for the Indigenous peoples of Australia and America*, Chapter 33, Springer Publishing.

Maynor, P. (2011). *Bourdieu's Habitus and the Educational Achievement of North Carolina's American Indian Students: An Empirical Investigation*. Doctoral Dissertation, University of North Carolina at Chapel Hill.

#### **RECENT PRESENTATIONS**

"Resilience thru Action: partnering to strengthen native identity & persistence through policy, practice, and advocacy." World Indigenous Peoples Conference on Education. Toronto CA. July 2017

#### **PRESENT AND PAST AFFILIATIONS**

- National Indian Education Association (NIEA)
- International Association for K-12 Online Learning (iNACOL)
- University Council for Education Administration (UCEA)
- American Educational Research Association (AERA)
- State Advisory Council on Indian Education (SACIE)
- NC Interagency Council for Early Intervention, Member
- Education Committee; NC Commission of Indian Affairs, Member
- Bill and Melinda Gates Foundation Technology Partnerships Network, Member
- Data Quality Campaign (DQC), Advisory Board Member,
- Emerging Issues Forum; Higher Education Taskforce, Member
- Education Information Management Advisory Consortium, CCSSO, State Lead
- Decision Support Architecture Consortium (DSAC), CCSSO, State Lead
- National Indian Education Association Convention, NIEA 2003 Planning Committee
- Executive Committee for GEARUP NC; UNC General Administration, Member
- Governor's Council on Hispanic and Latino Affairs, Member
- NC Leadership Council for Healthy Schools, Member
- Governor's Crime Commission, Member
- State Advisory Council on Juvenile Justice and Delinquency Prevention, Member

**Position Description**  
**PROJECT COORDINATOR**  
**First Americans' Educational Leadership Program**

**PRIMARY DUTIES AND RESPONSIBILITIES:** Administrative responsibilities for the development, growth and maintenance of the First Americans' Educational Leadership (FAEL) Program. Position will supervise support staff and work with American Indian Educational Leadership – School Administration candidates seeking NC licensure. Specific responsibilities include:

- Establish and maintain effective project organizational and administrative structures;
- Student recruitment and enrollment in Educational Leadership School Administration program;
- Develop and sustain appropriate communication and other linkages with officials;
- Coordinate workshops, seminars, meetings, and conference participation;
- Facilitate the involvement of the FAEL Advisory Council and the partnerships in the implementation of program methodologies;
- Coordinate and attend meetings convened by the Department Chair, Provost and Vice Chancellor for Academic Affairs and/or Chancellor of the University;
- Maintain files on FAEL participants, including educational advisement sessions and progress in their course of study;
- Work with the program director to ensure expenditures meet the requirements of the grant sponsor;
- Supervise the collection/analysis of data for evaluation concerning achievement of project/activity goals and objectives; write evaluation reports; and consult with pertinent staff and faculty members;

- Assist in the preparation of progress reports to university administration and the grant sponsor.

**REQUISITE EDUCATION AND EXPERIENCE:** A Master's degree in Educational Leadership and a minimum of three years public school experience/administrative experience. Experience working with grant programs.

**SALARY:** Commensurate with education and experience.

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 1566000805A1

DATE:12/08/2016

ORGANIZATION:

FILING REF.: The preceding agreement was dated 08/15/2013

University of North Carolina at Pembroke
One University Drive
PO Box 1510
Pembroke, NC 28372-1510

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

Table with 5 columns: TYPE, FROM, TO, RATE(%) LOCATION, APPLICABLE TO. Rows include PRED. 07/01/2017 06/30/2021 60.00 On-Campus All Programs, PRED. 07/01/2017 06/30/2021 20.00 Off-Campus All Programs, PROV. 07/01/2021 Until Amended Use same rates and conditions as those cited for fiscal year ending June 30, 2021.

\*BASE

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

## Part 6: Application Requirements

- 3. Describe how the project will recruit qualified Indian individuals, such as students who may not be of traditional college age, to become teachers, principals, or school leaders. Applicants may address this requirement in their project narrative, for example, under selection criterion Quality of Project Design, subcriterion (2).**

Plans for recruiting participants is addressed in under selection criterion **(B) Quality of the Project Design** Subcriterion (2) on pages 13-15.

- 4. Describe how the project will use funds made available under the grant to support recruitment, preparation, and professional development of Indian teachers or principals in local education agencies (including BIE-funded schools) that have a high proportion of Indian students. Applicants may address these requirements in their project narrative responses to selection criterion Quality of Project Design, subcriterion (3), and Quality of Project Services, subcriteria (1) and (3).**

The plans for how the project will use funds made available under the grant to support recruitment, preparation, and professional development of Indian teachers or principals in local education agencies (including BIE-funded schools) that have a high proportion of Indian students is addressed in the project narrative responses to selection criterion **(B)**

**Quality of the Project Design** Subcriterion (3) on pages 15-17 and **(C) Quality of Project Services**, subcriteria (1) pages 17-20 and subcriteria (3) pages 22-23.

- 5. Describe how the project will assist participants in meeting the payback requirements. Applicants may address this requirement in their project narrative responses to Quality of Project Services, subcriterion (5).**

The plans for how the project will assist participants in meeting the payback requirements are address in the project narrative responses to selection criterion **(C) Quality of Project Services**, subcriterion (5) on pages 24-25.

- 6. Describe how the application meets either Absolute Priority 1 or 2. The description of the two years of induction services could be addressed in the project narrative, Quality of Project Services, subcriterion (4). The numeric participant goals could be addressed under Quality of Project Design, subcriterion (1).**

An explanation of how the application meets Absolute Priority 2 – Pre-service Administrator Training including a description of the two years of induction services in addressed in the project narrative (C) Quality of Project Services, subcriterion (4) on pages 23-24. The numeric participant goals are addressed under (B) Quality of Project Design, subcriterion (1) on pages 8-13.

# HOKE COUNTY BOARD OF EDUCATION

IRISH PICKETT, Chairman  
BARBARA BUIE, Vice-Chair  
HANK RICHARDS  
DELLA MAYNOR  
ROSA MCALLISTER-MCRAE

Freddie Williamson, Superintendent  
RAEFORD, NORTH CAROLINA 28376

POST OFFICE BOX 370  
310 WOOLEY STREET  
TELEPHONE  
(910) 875-4106  
FACSIMILE  
(910) 875-3362

July 23, 2018

Camille Goins, Ed.D., Principal Investigator  
First Americans' Educational Leadership Program  
School of Education  
The University of North Carolina at Pembroke  
One University Drive  
Pembroke, NC 28372

Dear Dr. Goins:

This letter of support is written regarding the application by The University of North Carolina at Pembroke (UNCP) seeking funding for the First Americans' Educational Leadership (FAEL) Program. Given that the primary focus of this initiative would be to increase the production of highly qualified American Indian administrators for public schools that have a significant enrollment of American Indian students, it is without hesitation that I extend my support in this regard.

The Hoke County Schools serves a very diverse population of more than 8,250 students. Of these, ten percent are American Indian. However, only approximately five percent of the 581 teachers and six percent of the 32 school administrators (i.e. assistant principals and principals) in the district are American Indian. It is my belief, as well as the belief of the administrative team and other school leaders, that all students must "see" themselves reflected in the teachers, principals and other administrative staff in order to have meaningful role models and enhanced self-esteem. One of the primary goals for the district adopted by the Board of Education is to honor the diverse backgrounds and needs of the students who are served. As an initiative to train and produce American Indian administrators who will work in schools and districts that have a significant population of American Indian students, without question, the FAEL Program would provide invaluable support to this goal.

Additionally, the Hoke County Schools would embrace the opportunity to partner with the FAEL Program in the placement of its participants throughout the district in early field placements and administrative internships; and, to hire qualified participants who complete the school administration program and attain principal licensure. Likewise, the Program's induction and mentoring initiatives would be greatly enhanced through our collaboration in addressing such issues increased retention, training and support of new administrators as they enter the profession.

The Hoke County Schools has enjoyed a long, successful history of cooperation and collaboration with UNC Pembroke, especially with the School of Education. The district

remains committed to our mutual goals on behalf of students.

Sincerely,

A handwritten signature in black ink, appearing to read "Freddie Williamson". The signature is fluid and cursive, with a long horizontal stroke at the end.

Freddie Williamson, Ed.D.  
Superintendent

HARVEY GODWIN JR.  
TRIBAL CHAIRMAN



6984 HIGHWAY 711 W.  
POST OFFICE BOX 2709  
PEMBROKE, NC 28372  
910.521.7861

**OFFICE OF THE TRIBAL CHAIRMAN  
LUMBEE TRIBE OF NORTH CAROLINA**

July 25, 2018

Camille Goins, Ed.D., Principal Investigator  
First Americans' Educational Leadership Program  
School of Education  
The University of North Carolina at Pembroke  
One University Drive  
Pembroke, NC 28372

Dear Dr. Goins:

This letter of support is written regarding the application by The University of North Carolina at Pembroke (UNCP) seeking funding for the **First Americans' Educational Leadership Program**. Given that the primary focus of this initiative would be to increase the production of highly qualified American Indian principals and administrators for tribal region that have a significant enrollment of American Indian students, it is without hesitation that I extend my support in this regard.

The Lumbee Tribe of North Carolina is committed to work with UNCP to improve education in our region and will support the University's effort to expand the numbers of educational professions, specifically, administrators, who can have a positive impact on many of our young American Indian students. Like many tribal populations, we have a need for more educated members to serve in leadership roles in our in governments, schools and community. The **FAEL** Project will help address these needs by providing participants leadership training, professional development opportunities related to educating indigenous populations along with mentoring support and induction services to improve educational outcomes for American Indian students.

We pledge our support to collaborate with the **FAEL** program to pair American Indian retired educators with novice administrators to ensure they receive the peer support and trusted instruction needed to be successful administrators. As part of the induction services, the LTNC will make available cultural enrichment activities to participants. The mentors will assist new administrator's entry into an executive leadership role and support them during their first two years by serving as guides, advisors and role models.

The LTNC has enjoyed a long, successful history of collaboration with UNCP and we look forward to supporting the **FAEL** Program.

(b)(6)

Harvey Godwin, Jr.

July 11, 2018

Camille Goins, Ed.D., Principal Investigator  
First Americans' Educational Leadership Program  
School of Education  
The University of North Carolina at Pembroke  
One University Drive  
Pembroke, NC 28372

Dear Dr. Goins:

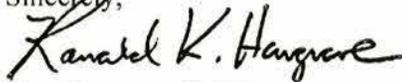
This letter of support is written regarding the application by The University of North Carolina at Pembroke (UNCP) seeking funding for the First Americans' Educational Leadership (FAEL) Program. Given that the primary focus of this initiative would be to increase the production of highly qualified American Indian administrators for public schools that have a significant enrollment of American Indian students, it is without hesitation that I extend my support in this regard.

The Scotland County Schools serves a very diverse population of more than 5,953 students. Of these, sixteen percent are American Indian. However, only approximately six percent of the 404 teachers and 12.5% of the 16 school administrators (i.e. assistant principals and principals) in the district are American Indian. It is my belief, as well as the belief of the administrative team and other school leaders, that all students must "see" themselves reflected in the teachers, principals and other administrative staff in order to have meaningful role models and enhanced self-esteem. One of the primary goals for the district adopted by the Board of Education is to honor the diverse backgrounds and needs of the students who are served. As an initiative to train and produce American Indian administrators who will work in schools and districts that have a significant population of American Indian students, without question, the FAEL Program would provide invaluable support to this goal.

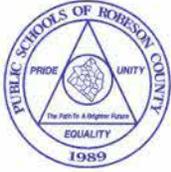
Additionally, the Scotland County Schools would embrace the opportunity to partner with the FAEL Program in the placement of its participants throughout the district in early field placements and administrative internships; and, after an interview process, if there are positions available, they meet the qualifications, and are the best candidate for the job, hire participants who complete the school administration program and attain principal licensure. Likewise, the Program's induction and mentoring initiatives would be greatly enhanced through our collaboration in addressing such issues increased retention, training and support of new administrators as they enter the profession.

The Scotland County Schools has enjoyed a long, successful history of cooperation and collaboration with UNC Pembroke, especially with the School of Education. The district remains committed to our mutual goals on behalf of students.

Sincerely,



Ron Hargrave, Ed.D.  
Superintendent



## Public Schools of Robeson County

Post Office Drawer 2909  
Lumberton, North Carolina 28359  
(910) 671-6000

Office of the Superintendent

July 11, 2018

Camille Goins, Ed.D., Principal Investigator  
First Americans' Educational Leadership Program  
School of Education  
The University of North Carolina at Pembroke  
One University Drive  
Pembroke, NC 28372

Dear Dr. Goins:

This letter of support is written regarding the application by The University of North Carolina at Pembroke (UNCP) seeking funding for the First Americans' Educational Leadership (FAEL) Program. Given that the primary focus of this initiative would be to increase the production of highly qualified American Indian administrators for public schools that have a significant enrollment of American Indian students, it is without hesitation that I extend my support in this regard.

The Public Schools of Robeson County (PSRC) serves a very diverse population of more than 24,000 students. Of these, forty-three percent are American Indian. However, only approximately twenty-eight percent of the 1,523 teachers and forty-one percent of the 73 school administrators (i.e. assistant principals and principals) in the district are American Indian. It is my belief, as well as the belief of the administrative team and other school leaders, that all students must "see" themselves reflected in the teachers, principals and other administrative staff in order to have meaningful role models and enhanced self-esteem. One of the primary goals for the district adopted by the Board of Education is to honor the diverse backgrounds and needs of the students who are served. As an initiative to train and produce American Indian administrators who will work in schools and districts that have a significant population of American Indian students, without question, the FAEL Program would provide invaluable support to this goal.

Additionally, the PSRC would embrace the opportunity to partner with the FAEL Program in the placement of its participants throughout the district in early field placements and administrative internships; and, to hire qualified participants who complete the school administration program and attain principal licensure. Likewise, the Program's induction and mentoring initiatives would be greatly enhanced through our collaboration in addressing such issues increased retention, training and support of new administrators as they enter the profession.

PSRC has enjoyed a long, successful history of cooperation and collaboration with UNCP, specifically with the School of Education, and we look forward to supporting the FAEL Program.

Sincerely,

Shanita W. Wooten, Ed.D.  
Superintendent

## **STEM Supporting Narrative (CPP4)**

Goal - Provide mentoring support for pre-service administrators engaged in Transformative School Leadership Academy and provide job placement assistance to ensure high-quality school leadership from the very first day as an administrator.

Objective – Familiarize participants and their mentors through professional development workshops with a framework for designing culturally responsive systems of learning and innovation and STEM education, including research-based improvement science principles.

Activities: Assignment of mentors with participants; Provide professional development sessions utilizing a Transformative School Leader’s framework for capacity-building for continuous improvement; Provide professional development services on Culturally Responsive Leadership; STEM education and the STEM Community Engagement Process. Identification of problem of practice and co-create an authentic learning experience.

Associated Measures: Attendance verification; Seminar evaluations; Student response data; mixed-methods research plan to collect data from participants for continuous improvement, data collected from virtual coaching and mentoring sessions; Development of evidenced-based prototypes (solutions) and an action plan to implement; record of mentoring sessions; records of participant contacts with mentors, PD and PC; website development to assist participants with job placement. Virtual coaching session logs.

The Transformative School Leaders’ Academy provided through imaginED will allow participants to dive deeper into a framework for culturally responsive system design on improvement science and the steps necessary to lead innovation and short-cycle continuous improvement including practice applications of: data capture and reporting, data analysis, Smart Goal setting, action step development, short-cycle testing and adjusting, and managing change

and communicating the plan. This process will allow participants to examine data from their own schools to identify trends as well as learning gaps and co-create in collaboration with their mentor an authentic learning experience. For the innovative design component of the training an emphasis will be placed on STEM education and the STEM Community Engagement Process (CVP) developed by the NC STEM Collaborative and the NC Department of Public Instruction, as part the statewide, 'Career & College: Ready, Set, Go initiative. Participants will be exposed a variety of model STEM Programs and evidence-based administrative practices. This model will cover the practice steps community engagement, community visioning, program design and business planning and implementation.

## References

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## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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

## BUDGET JUSTIFICATION

### Personnel (Total: \$329,239)

1. Project Director (PD): Dr. Camille Goins, an Assistant Professor in the Educational Leadership and Counseling Department and Director of Middle Grades Programs for UNC Pembroke, will contribute 25% time and effort during the academic year, in Years 1 - 3, to the planning and implementation of the project. She will provide 10% in-kind time and effort to the project in Years 4 and 5. Dr. Goins will devote 1.0 summer month time to the project in Years 1 - 3. Dr. Goins will supervise program staff and have oversight and responsibility for overall quality and management of the project. The proposed amount of the PD salary for the project period is: Year 1 \$13,694, Year 2 \$21,573, Year 3 \$22,220, Years 4 and 5 \$0. The total proposed amount is \$57,487.

2. Project Coordinator (PC): The Project Coordinator (TBD) will commit 100% time and effort to the planning and implementation of the project in Year 1 – 3. The time commit will reduce to 75% in Years 4 and 5. The proposed amount for the Project Coordinator salary for Year 1 is \$55,000 (this calculation includes a standard annual increase of 3%). The Project Coordinator will provide overall program implementation; including, but not limited to: student recruitment and enrollment in school administration program, develop and sustain appropriate communication and linkages with program participants and other project stakeholders, and work with the Project Director to ensure the project goals and objectives are achieved. The salary for the PC in Year 1 is pro-rated to reflect the anticipated time to advertise and hire for the position. The proposed amount of the PC salary for the project period is: \$41,250, Year 2 \$56,650, Year 3 \$58,350, Year 4 \$45,075 and Year 5 \$46,427. The total proposed amount is \$247,752.

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3. Graduate Assistant: A graduate assistant will commit 20 hours per week per semester (16 weeks/\$8,000 per year) to the project in Years 1 – 3. The GA will assist with the PC with data collection and management. The total amount requested for Years 1-3 is \$24,000.

**Fringe Benefits (Total: \$121,268)**

Fringe benefits for project staff are calculated according to each individual's benefits package as follows: Project Coordinator, 22.5% (includes 17.13%/TSERS) or 13.03 % /optional) retirement, 7.65% FICA, 1.0% unemployment, and 1.0% worker's compensation); and Graduate Assistant 9.65% (includes 7.65% FICA, 1.0% unemployment, and 1.0% worker's compensation). The requested amount for each year is: Year 1: \$21,696, Year 2 \$30,413, Year 3 \$31,088, Year 4 \$18,841 and Year 5 \$19,230. The total amount requested is \$121,268.

**Travel (Total: \$17,214)**

1. Conferences and Conventions: In Years 1 through 5 of the project, the PD, and the PC will attend the annual “UNCP Southeast Indian Studies Conference.” This conference provides a forum for discussion of the culture, history, art, health, and contemporary issues of Native Americans living in the southeastern United States. There will be no cost for UNCP faculty and staff to attend. In Years 1 through 5 of the project, the PD, or the PC, will attend the annual “NC Indian Unity Conference.” This conference presents an agenda that unites Indians and non-Indians on issues such as educational opportunities in Native communities and the development of a corrective action plan(s). Conference registration, lodging, travel, and per diem will be \$480 per year - \$2,400 total for Years 1-5. Travel support in the amount of \$663 per year - \$3,315 total for Years 1-5, is requested for the PD to attend the annual project directors’ meetings in Washington, DC. The amount includes per diem, lodging, and travel. The amount of \$750 per year - \$3,750 total for Years 1-5, is requested for project-related regional and state PD and PC

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travel. Travel support in the amount of \$1,458 - \$4,374 total for Years 1-3 for the PD, or the PC, to attend the national Model Schools Conference. The total amount includes registration, lodging, travel, and per diem. Travel support in the amount of \$550 per year - \$1,665 total for Years 1-3, is requested for the PD, or PC, to attend the annual Connecting Communities of Education Stakeholders Conference. The amount includes per diem, lodging, and travel. Travel support in the amount of \$570 per year - \$1,710 total for Years 1-3, is requested for the PD to attend the annual Bridging the Gap STEM Conference. The amount includes per diem, lodging, and travel.

**Equipment (\$0)**

The proposed project does not require funding for equipment costs.

**Supplies (Total: \$12,189)**

1. Computer and Office Telephone: The amount of \$2,189 is requested in Year 1 to purchase computers and a telephones for project staff.
2. Project-related Office Supplies and Printing: The amount of \$2,000 per year is requested to purchase consumable office supplies and printing needs. The total amount of \$10,000 is requested for Years 1 - 5.

**Contractual (\$161,196)**

1. Retired American Indian Mentors:

Project staff will recruit Native American retired educators to serve as mentors to the first-year administrators. The mentors will make at least one monthly on-site visit to each beginning teacher. The amount of \$15,000 per year is requested. The requested amount will provide a stipend and travel for 5 retired educators/mentors.

2. Local Educational Agency (LEA) Mentors

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A per diem will be provided to veteran American Indian administrators who will serve as mentors for participants during their pre-service phase. Five administrators will serve as mentors and will receive a \$1,030 stipend per year. In Year 1 the proposed costs is \$5,150/5 participants, \$20,600/20 participants and \$10,300/10 participants. The total amount for Years 1 – 3 is \$36,050. The project will offer a pre-service summer academy for the participants. The academy will provide 10 mentors in Years 1 and 2, a \$515 stipend. The total amount for both Years 1 and 2 is \$10,300.

3. *Transformative School Leaders' Academy*

The project will provide professional development activities to its participants. Among those activities are workshops held by Dr. Priscilla J. Maynor, a well-known regional leader who specializes in school improvement, collaborate engagement and leadership development. The requested costs for Dr. Maynor's services are \$24,548 per year in Years 1 and 2. The total requested amount is \$49,096.

4. *Consultant*

The proposed project activities are designed to prepare American Indians to become competent, strong leaders in schools that serve many low-income students in rural southeastern North Carolina. The project staff will collaborate with Dr. Susan Faircloth, an American Indian educator who has done extensive research in indigenous education and ethical dimensions of school leadership. The requested costs for Dr. Faircloth's services are \$6,000 in Year 1 and \$7,250 in Year 2. The total requested amount is \$13,250.

**Construction (\$0)**

The proposed project does not require funding for construction costs.

**Other (\$0)**

**Total Direct Costs (\$641,106)**

**Indirect Costs (\$51,288)**

The University of North Carolina at Pembroke maintains a federally negotiated indirect cost recovery rate of 60 percent of salaries and wages. To comply with the program requirements, the proposed indirect costs are calculated at 8% of MTDC. Year1: \$10,732, Year 2: \$14,452, Year 3: \$10,914, Year 4: \$5,424 and Year 5: \$5,563.

**Training Costs (\$470,606)**

In Years 1 and 2, 12 students each year, a total of 20 new students will be admitted into the program.

1. Tuition and Fees: During the first three years of the project, each participant will be allowed \$5,000 each year for graduate tuition and fees (Years 1 & 3 10 participants/\$5,000 = \$50,000/Year 2 20 participants/\$5,000 = \$75,000 = \$175,000). During the first two summers, on an as-need basis, each student will be allotted \$300/hour per credit hour (\$300 hour/10 participants/6 credit hour = \$18,000/2 = \$36,000) for tuition and fees not to exceed 6 semester hours.
2. Textbooks/School Supplies: During the first three years of the project, each student will be allotted \$1,000 per semester for textbooks. The amount requested is \$10,000 per years for Years 1 and 3. The amount requested in Year 2 is \$20,000. The total requested amount is \$40,000.
3. Misc. Fees: Each student will be allotted funding for the following: parking permit (\$100 per student/per year/Years 1 - 3/10 students - \$3,000), graduation fee (\$90 per student/Year 1 5 students \$450, Years 2 and 3/10 students = \$2,250, and licensure application fee (\$55 per student/Year 1/5 students and Years 2 and 3 /10 students = \$1,375).

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4. Dependent Allowance: As needed, full-time students will receive a \$300 per month dependent allowance. It is projected that funds will be needed to support 6 dependents per year/\$300 per month/8 academic months = \$14,000 in Years 1 – 3 = \$43,200.
5. Participant Stipends: During Years One through Three, it is anticipated that two full-time students will be full-time and will be allotted a stipend of \$1,800 per month, not to exceed 8 months, for support of room, board, and living expenses. The amount requested each year is Year 1 \$14,400 (prorated to reflect program start date)/2 participants and Years 2 and 3 \$28,800/2 participants. The total amount requested per year for stipends is \$72,000.
6. Summer Academy Stipend: In Years 1 and 2, the project will provide students a summer academy. Participants will receive a daily stipend for their participation. The proposed costs is \$100 stipend per day/4 days/10 participants = \$4,000/ Years 1 and 2 = \$8,000.
7. Laptops and software: Participants will receive a laptop or Ipad for their educational use. Funds will also be available for the purchase of needed software. The proposed costs are 10 participants in Years 1 and 2/\$1,000 per participant = \$20,000.
8. Membership: The project will allow participants to join regional or national education associations. Each participant will be allotted \$200 per participant/per year in Years 1 – 5 of the project. The estimated total costs for membership fees is \$18,000.
9. Classroom resource support: The project will provide participants \$500 each 20 participants/\$500 = \$10,000 for classroom supplies.
10. Travel: In Years 1 through 5 of the project, participants will attend the annual “UNCP Southeast Indian Studies Conference.” This conference provides a forum for discussion of the culture, history, art, health, and contemporary issues of Native Americans living in the southeastern United States. There will be no cost for UNCP students to attend. In Years 1

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through 5 of the project, up to 4 participants will attend the annual “NC Indian Unity Conference.” This conference presents an agenda that unites Indians and non-Indians on issues such as educational opportunities in Native communities and the development of a corrective action plan(s). Conference registration, lodging, travel, and per diem will be \$1,790 per year - \$8,948 total for Years 1-5. Travel support in the amount of \$16,776, \$5,592 in Years 2, 3, and 4, for up to 4 participants to attend the national Model Schools Conference. The total amount includes registration, lodging, travel, and per diem. Travel support in the amount of \$2,389 in Years 3 and 4, \$4,779 total, is requested for up to 4 participants to attend the North Carolina Principal and Assistant Principals Conference. The total amount includes registration, lodging, travel, and per diem. The total amount includes registration, lodging, travel, and per diem. Travel support in the amount of \$1,909 in Years 1 - 3, \$5,729 total, is requested for up to 4 participants to attend the Bridging the Gap STEM Conference. The total amount includes registration, lodging, travel, and per diem. The total amount includes registration, lodging, travel, and per diem. Travel support in the amount of \$1,849 in Years 1 - 3, \$5,549 total, is requested for up to 4 participants to attend the Connecting Communities of Education Stakeholders Conference. The total amount includes registration, lodging, travel, and per diem.

**Year 1: \$274,959, Year 2: \$393,503, Year 3: \$291,729, Year 4: \$105,705 and Year 5: \$97,104.**

**Total project costs are \$1,163,000**