

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 # S299B180010

Grants.gov Tracking#: GRANT12685670

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

Closing Date: Jul 30, 2018

PR/Award # S299B180010

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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="07/27/2018"/>	4. Applicant Identifier: <input type="text"/>
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5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text" value="NA"/>
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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 Massachusetts Boston"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="043167352"/>	* c. Organizational DUNS: <input type="text" value="8080081220000"/>

d. Address:

* Street1: <input type="text" value="100 Morrissey Blvd"/>
Street2: <input type="text"/>
* City: <input type="text" value="Boston"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="MA: Massachusetts"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="02125-3393"/>

e. Organizational Unit:

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

Prefix: <input type="text"/>	* First Name: <input type="text" value="Liliana"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Teixeira-Davis"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Grant and Contract Administrator, II"/>
--

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

* Telephone Number: <input type="text" value="6172877472"/>	Fax Number: <input type="text"/>
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* Email: <input type="text" value="liliana.teixeira@umb.edu"/>
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Application for Federal Assistance SF-424

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.299

CFDA Title:

Indian Education -- Special Programs for Indian Children

*** 12. Funding Opportunity Number:**

ED-GRANTS-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:**

Native American Early Childhood Education Scholars Program (NAECES)

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="1,427,323.00"/>
* 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="1,427,323.00"/>

*** 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 Massachusetts Boston

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	122,324.00	80,763.00	106,584.00	61,259.00	60,791.00	431,721.00
2. Fringe Benefits	26,880.00	24,828.00	29,413.00	18,693.00	19,190.00	119,004.00
3. Travel	25,000.00	17,000.00	17,000.00	18,500.00	18,500.00	96,000.00
4. Equipment						
5. Supplies	2,400.00	2,400.00	2,400.00	1,400.00	1,400.00	10,000.00
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	176,604.00	124,991.00	155,397.00	99,852.00	99,881.00	656,725.00
10. Indirect Costs*	14,128.00	9,999.00	12,432.00	7,988.00	7,990.00	52,537.00
11. Training Stipends	202,393.00	263,177.00	230,109.00	11,191.00	11,191.00	718,061.00
12. Total Costs (lines 9-11)	393,125.00	398,167.00	397,938.00	119,031.00	119,062.00	1,427,323.00

***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): Department of Health and Human Services

The Indirect Cost Rate is %.

(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 # S299B180010

Name of Institution/Organization University of Massachusetts Boston	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>Liliana Teixeira-Davis</p>	<p>TITLE</p> <p>Assistant Director, ORSP</p>
<p>APPLICANT ORGANIZATION</p> <p>University of Massachusetts Boston</p>	<p>DATE SUBMITTED</p> <p>07/27/2018</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB

4040-0013

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

Prime SubAwardee

* Name: University of Massachusetts Boston

* Street 1: 100 Morrissey Boulevard Street 2: _____

* City: Boston State: MA: Massachusetts Zip: 02125-3393

Congressional District, if known: MA-008

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

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

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

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

Title: _____ Telephone No.: _____ Date: 07/27/2018

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

NOTICE TO ALL APPLICANTS

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

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

1238-GEPA427f_Douglass.pdf

Add Attachment

Delete Attachment

View Attachment

Native American Early Childhood Education Scholars Program (NAECES)

The Early Education and Care in Inclusive Settings (EECIS) program at University of Massachusetts Boston (UMB), in which all NAECES students are enrolled, is designed to specifically meet the needs of non-traditional students and stays true to the university's core values of inclusion and cultural responsiveness. Courses are available in person and online, allowing us to serve participants from multiple states, and we offer individualized mentoring and tutoring services. We further support the diverse learning needs of students through differentiated instruction and employing the principles of Universal Designs for Learning.

In addition, UMB offers a wide variety of services to accommodate the needs of students with diverse physical, psychological, and academic needs including exam accommodations, tutoring, assistive technology, and communication access (interpreting, captioning, transcription, etc.). We offer note-takers and recording for class lectures and our online course system uses Blackboard Ally for Accessibility. We make every effort to accommodate the needs of the students that we enroll in the program. We maintain a strong partnership with the UMB Ross Center, whose mission is to serve as a resource for our campus in order to ensure academic and housing access and inclusion for students and to support the use of universal design approaches throughout the university. We have a strong track record of serving students with disabilities.

In order to support our recruitment of a diverse cohort of Native American students for the NAECES program, we contact and visit tribal organizations throughout the mid-Atlantic with whom we already have significant relationships and reach out to previous graduates (who hail from 5 different tribes in New England). We are committed to recruiting a cohort of participants who represent the diversity among tribes in the mid-Atlantic region. To support students who may not be able to attend to classes because of their geographic location, we offer courses online

and significant outreach services via phone and web technology as well as in-person visits from key project personnel. Our NAECES program graduates, representing five different New England tribes, assist with outreach and engagement. All these graduates came to UMB and NAECES program as non-traditional students, and are eager to support and mentor members of their communities in applying to participate in future NAECES cohorts.

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 Massachusetts Boston

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

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Title:

*** SIGNATURE:**

*** DATE:**

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

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Anne	<input type="text"/>	Douglass	<input type="text"/>

Address:

Street1:	University of Massachusetts Boston
Street2:	100 Morrissey Boulevard
City:	Boston
County:	<input type="text"/>
State:	MA: Massachusetts
Zip Code:	02125-3393
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
<input type="text" value="6172877591"/>	<input type="text"/>

Email Address:

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.

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
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Abstract

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

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

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

You may now Close the Form

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

* Attachment:

Native American Early Childhood Education Scholars (NAECES) Program

The University of Massachusetts Boston (UMB) proposes to continue their Native American Early Childhood Education Scholars (NAECES) bachelor's degree cohort program in collaboration with tribes and Head Start facilities serving significant numbers of Native children to increase the number of highly qualified Native early childhood educators serving Native children. The purpose of this project is to address the need for more high quality Native early childhood educators through our research-based Early Education and Care in Inclusive Settings (EECIS) bachelor's degree program and its job placement and induction supports for transitioning into the field at LEAs and BIE-funded programs serving a high proportion of Indian children. Our proposal addresses Absolute Priority 1: Pre-service for Training Teachers focusing on the noted shortage area of early childhood education and early intervention. This grant will support the recruitment of Native American students, many of whom are not of traditional college age, into the EECIS bachelor's degree program, and support those students as they take courses online and in person, graduate, and are inducted into ECE programs that serve a majority of Indian students. Our NAECES goals are:

1. Recruit 10 Native American students into NAECES program resulting in a Bachelor's degree and ECE state credential.
2. Retain 10 Native American students to continue in the NAECES program each year.
3. 10 Native American students will graduate from the NAECES program with a Bachelor's degree and state ECE credential.
4. All NAECES graduates will find qualifying jobs within 12 months of completion.

New England is home to more than a dozen federally and state recognized Indian tribes as well as significant urban population centers around Providence (Rhode Island), York (Maine)

and Boston (Massachusetts). These tribes are diverse in terms of population size, rural versus urban, land holdings, and political status, but what unites many of these tribes is the priority they place on early childhood education. Through UMB's Institute for New England Native American Studies (INENAS), the only institute focused on university/tribal collaborations in the Northeast and mid-Atlantic, NAECES has developed relationships with tribes in a number of states throughout the mid-Atlantic region and have identified pathways for recruitment and induction of future students who can enter with an associates degree or comparable credits, and can therefore complete the B.A. degree within 3 years. Several tribes have contacted us about supporting the education of the Native American staff of ECE programs in their communities and our NAECES graduates have been in the community spreading the word about their experience with the program. We are confident that we can support the induction of 10 NAECES graduates into early education LEAs and BIE-funded programs serving a high proportion of Indian children. Successful induction into these programs will support our graduates' ability to meet the payback requirements.

Our proposal addresses Competitive Preference Priorities 1 and 4. We have included several letters of support from tribal organizations with whom we have relationships and will support the induction of NAECES graduates. Our research-based curriculum includes specialized intensive STEM education training with two full-semester 3-credit required courses, totaling one year of STEM-based instruction.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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Native American Early Childhood Education Scholars Program (NAECES)

Grant Proposal

Application for New Grants Under the Indian Professional Development Program

CFDA 84.299B

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Application Narrative

(a) Need for Project

(1) Proposed project will address specific gaps or weaknesses in services, infrastructure, or opportunities: With this application, the University of Massachusetts Boston (UMB) is requesting funding to continue its Native American Early Childhood Education Scholars (NAECES) Program. A second round of funding will enable us to build on our proven model and lessons learned for increasing the numbers of qualified early childhood education professionals from Native American communities, while also expanding the initiative beyond New England to include tribes throughout the Northeast and mid-Atlantic states.

The need to increase the capacity to deliver high-quality early childhood education in Native communities has been well-established. As is recognized by the National Indian Education Association (2017), the leading professional and advocacy agency for Indian education, children who attend quality early education programs are better prepared and perform better in school. Our project supports this perspective and will support early childhood education in the native communities it serves, thereby increasing high school graduation rates, narrowing the achievement gap between low and high income children, and making safer communities. A strategy specifically advocated for by NIEA is the encouragement of partnerships between tribally operated Head Start programs and colleges for teacher certification to ensure that adequate teacher training is available (National Indian Education Association, 2017). This program will help regional tribes meet this need.

As far back as 1969, the need for more Indian teachers as part of the solution for the educational disparities experienced by American Indians was identified in the watershed report “Indian Education: A National Tragedy—A National Challenge,” which clearly advocated

recruiting and training American Indian teachers as a priority strategy for improving Indian education (Senate Committee on Labor and Public Welfare, 1969). Additionally, high expectations for student achievement by Native faculty has been shown to contribute to the success of Native students in certain contexts (Hollowell & Jeffries, 2004).

The pilot of the NAECES Program confirmed the promise of the initiative's model for meeting the need for high quality Native early childhood educators and early intervention specialists, as well as for alternative paths for Native individuals to complete a bachelor's degree. The program not only afforded them credentials leading to greater employment opportunities, but new skills that, students noted, made "immediate positive results" in the early childhood settings in which they worked, helping them, for example, to organize their classroom space more effectively and improve their interactions with and observations of children. Participation in a national American Indian Early Childhood Education conference in New Mexico and a tour of the Plimoth Plantation, including a reading by Mohegan Medicine Woman Melissa Tantaquidgeon Zoebel of her book, *Wabanaki Blues*, enriched students' learning experience, placing it in the broader contexts of the Native early childhood field and Native history and culture. We also learned about the challenges of recruiting students who can complete a B.A. degree within the grant funding period, which required that they enter with an associates degree or 60 college credits. During this pilot cycle of our NAECES program, we developed our networks and outreach strategies to ensure we can successfully recruit students meeting these requirements in future NAECES cohorts.

With the completion of the pilot, the program is poised now to build on this success and reach out to a wider audience, with a goal of recruiting 10 new students. All our graduates, representing five different tribes, are eager to become ambassadors for our recruitment efforts.

We have already received interest from a number of sources. These include several potential students who learned about the program through word of mouth. A recently-launched Native Early Childhood Language Immersion Program run by the Mashpee Wampanoag tribe has expressed interest in partnering with NAECES to train some of their teachers—currently numbering four with plans to hire two more by academic year 2020-2021—as well as a corps of substitute teachers they will recruit and train. Maine’s Penobscot Indian Nation Early Childhood Education has also expressed interest in partnering with the program to help their teachers obtain ECE degrees. This interest, coupled with the planned expansion to serve tribes throughout the Northeast and Mid-Atlantic regions, bodes well for our ability to recruit a robust cohort of students for the program’s second iteration.

In terms of Native populations, early childhood education facilities, and low number of Indian early childhood teachers, a clear need exists for a program that would prepare Native Americans for careers in this field. For many of these communities, access to higher education is challenging, based on socio-economic status, another reason that the NAECES program speaks well to their needs. We would welcome the opportunity to build on the successful model developed in the program’s first cycle, and further help to build the capacity for tribes to provide high-quality, culturally appropriate early childhood education, delivered by highly-trained educators from Native American communities.

(2) Employment opportunities that exist in LEAs serve a high proportion of Indian

students in the project’s service area: New England is home to more than a dozen federally and state recognized Indian tribes as well as significant urban population centers around Providence (Rhode Island), York (Maine) and Boston (Massachusetts). These tribes are diverse

in terms of population size, rural versus urban, land holdings, and political status. The federally recognized tribes are as follows:

Table 1: Population of federally recognized tribes in New England

State	Tribe	Population
Maine	Penobscot	2,278
	Passamaquoddy	3,464 (both reservations)
	Maliseet	869
	Micmac	1,000
Connecticut	Mohegan	1,700
	Mashantucket Pequot	1,000
Rhode Island	Narragansett	2,615
Massachusetts	Mashpee Wampanoag	1,530
	Aquinnah Wampanoag	1,000

In addition to these tribes, two large urban Indian populations are serviced by the Rhode Island Indian Council in Providence, Rhode Island, and the North American Indian Center of Boston, in Boston, Massachusetts. There is also significant non-reservation population in Barnstable County, Massachusetts, home of the Mashpee Wampanoag Tribe.

What unites many of these tribes is the priority they place on early childhood education. Seven of the 9 federally recognized New England tribes have programs dedicated to early

childhood education, whether Head Start or other structured learning environment.

Additionally, there are two non-tribal Head Start programs in the region which have significant numbers of American Indian students with no American Indian staff, and another with significant American Indian students and 3 Indian staff. As such, there are numerous employment opportunities for American Indians trained in early childhood education in the region (see Table 2 in section C.3, p. 15). Most of the Native staff currently employed in these facilities do not possess bachelor's degrees. Attainment of degrees in these areas would make them eligible for lead teacher or director positions in these tribal or non-tribal facilities, as well as in new Head Start or early childhood education programs being discussed by both the Mashpee Wampanoag and Aquinnah Wampanoag Tribes of Massachusetts.

There are 305 Indian children in tribal facilities, with only 14 Native teachers employed, according to federal or tribal reports, making Native children who are exposed to Native early educators an extremely small minority. The figures are start in New England: in CT, RI, and ME combined, there are only 19 Native teachers/staff in Head Start facilities, with an additional 2 in tribally operated facilities, bringing the total to 21 in these three states.

The areas to which the program seeks to expand are home to tribes with similar need for qualified Native ECE professionals. In many cases, tribes have recently become eligible for funds that will enable them to open their own ECE programs, and they are eager to connect with a pipeline for Native early childhood professionals who can help them to provide high-quality education and care in culturally responsive environments. Through UMB's Institute for New England Native American Studies (INENAS), the only institute focused on university/tribal collaborations in the Northeast and mid-Atlantic, NAECEs has already begun to develop

relationships with tribes in a number of states outside our original service area where the program would be a welcome vehicle for increasing the Native American ECE workforce.

- Delaware has a growing Native American community, numbering 4,100 in the most recent census. Two recently designated state-recognized tribes, the Nanticoke (in Sussex County) and the Lenape (in Kent County), are eligible for tribal Head Start funds, and are interested in creating facilities and partnering with the NAECES initiative to help train staff.
- Maryland, where the 2010 Census shows close to 80,000 people reporting American Indian/ Alaska Native as all or part of their racial heritage, tribal communities include the recently state-recognized Piscataway Indian Nation and Piscataway Conoy Tribe (Walker, 2012). Large urban Indian populations in the Baltimore and greater Washington D.C. area, numbering 8,638 and 7,897 respectively, include many individuals who are Lumbee or members of other state-recognized southeastern tribes (Maryland Department of Health and Mental Hygiene, 2013). Because these urban Indian communities are highly concentrated, several mainstream Head Start and other ECE facilities serve significant Native populations and could benefit from qualified staff that reflect their Native students' background and culture.
- Virginia, with a Native population of 80,924 (United States Department of Commerce, 2010) is home to seven federally recognized tribes-- Chickahominy, Eastern Chickahominy, Monacan, Nansemond, Rappahannock, Upper Mattaponi, and Pamunkey—six of which received recognition in 2018 (Portnoy, 2018). Virginia's four state-recognized tribes are the Mattaponi, Patowomec, Cheroank, and Nottoway. As a legacy of the era of Jim Crow and Indian schools, tribes tend to live in concentrated areas, leading to high Native student enrollment in local Head Start and other ECE programs. Several tribes have expressed interest in starting their own Head Start or ECE initiatives and hope to hire Native teachers.

- In North Carolina, the Haliwa Saponi Indian Tribe operates a daycare program as well as a K-12 charter school. The tribe has 4,300 enrolled members, 2,700 of whom live within a tight knit community centered around Holister. Many utilize tribal child care or other Head Start and ECE facilities, and the need for a larger presence of Native teachers in these programs is great.

(b) Quality of the Project Design

1. Project goals, objectives, and outcomes are ambitious and attainable: This grant will recruit Native American students to the Early Education and Care in Inclusive Settings (EECIS) bachelor's degree program and will also upgrade the credentials of early childhood educators, many of whom are currently working in the field, by recruiting students from various partner tribes; providing academic advising and mentoring; providing a course of study in an accredited, research-based early childhood program; and funding the tuition, fees, and stipends of students working towards credentials in early childhood education and early intervention.

Specifically, the overarching goal of this project is for University of Massachusetts Boston (UMB) to recruit 10 Native American students who are interested in or who are already teaching in early childhood education (ECE) settings (birth to age 5), to earn a bachelor's degree with a state credential in infant/toddler education, preschool education or an Early Intervention (EI) Developmental Specialist certificate. The goals for this project are:

i: Recruit 10 NA students into NAECES program resulting in a bachelor's degree and ECE state credential.

i.1 By September 2019, program staff will recruit 10 Native American students to complete the EECIS B.A. degree program.

i.2 By the end of year 1, all recruited students will have started the program.

ii: Retain 10 NA students to continue in the NAECES program each year

ii.1 At the end of years 1 and 2, 100% of NAECES students will have registered for classes for the following academic year.

ii.2. During each semester in years 1-3, 100% of NAECES students will meet with their faculty advisor for advising, mentoring, and help with support services.

ii.3 At the end of years 1-3, 100% of NAECES students will meet with their advisor for advising and mentoring support to support their retention in the program and continued progress towards graduation.

iii: 10 NA students will graduate from the NAECES program with a bachelor's degree and state ECE credential

iii.1 At the end of year 3, 100% of NAECES students will successfully graduate with a bachelor's degree

iii.2 At the end of year 3, 100% of NAECES students will have completed the requirements for ECE teacher certification

iii.3 At the end of years 2 and 3, 100% of NAECES students will meet with their advisor to discuss necessary paperwork to achieve ECE credentials from their state of origin

iv: All NAECES graduates will find qualifying jobs within 12 months of completion

iv.1 Prior to completing year 3 of the program, 100% of NAECES students will receive support and guidance from their advisor and mentor to aid with job placement as ECE teachers in LEAs (including BIE-funded programs) serving a high percentage of Indian students.

iv.2 By the end of years 4 and 5, 90% of NAECES graduates will have participated in least 5 induction activities including professional learning and networking, site visits with program coordinator, and seminars on teaching and learning.

iv.3 By the end of Year 5 of the project, 100% of eligible program graduates will have bachelor's degrees and be working as ECE teachers in LEAs (including BIE-funded programs) serving a high percentage of Indian students.

iv.4 The percentage of program participants who complete their service requirements on schedule.

2. Plan for recruitment and selection of participants: We will recruit 10 students, including those who may not be of traditional college age, who have an associate's degree or 60 college credits, so they are able to successfully complete the remaining 60 credits required for the BA degree by the end of year 3. Graduates from our current NAECES cohort, representing five different tribes and all non-traditional students, are eager ambassadors for recruiting new students who meet these entry requirements into the program. Several potential qualified students have already expressed interest, having learned about the NAECES program through word of mouth. A recently-launched Native Early Childhood Language Immersion Program run by the Mashpee Wampanoag tribe has expressed interest in partnering with NAECES to train some of their teachers—currently numbering four with plans to hire two more by academic year 2020-2021—as well as a corps of substitute teachers they will recruit and train. Maine's Penobscot Indian Nation Early Childhood Education program has also expressed interest in partnering with the program to help their teachers obtain ECE degrees. We anticipate that this interest, coupled with the planned expansion to serve tribes throughout the Northeast and Mid-Atlantic regions, bolsters our ability to recruit a robust cohort of qualified students for the program's second iteration.

3. Project incorporates the needs of potential employers: For many years, UMass Boston has cultivated relationships with early childhood education programs throughout New England,

including BIE-funded programs. The NAECES program was designed to specifically prepare providers that meet the needs of early education and early intervention programs. During this second iteration of the NAECES program, we are able to expand to areas where tribes have recently added their own ECE programs or who have expressed a need for qualified Native ECE professionals. Through the Institute for New England Native American Studies, NAECES has already begun to develop relationships with tribes in a number of states outside our original service area where the program would be a welcome vehicle for increasing the Native American ECE workforce.

The Early Education and Care in Inclusive Settings (EECIS) undergraduate major at UMass Boston was developed in 2009 to meet the criteria established by the National Association for the Education of Young Children (NAEYC) and the Council for Exceptional Children (CEC). These organizations set the professional standards for high quality research-based education of young children with and without disabilities. In addition, our program is accredited by the Massachusetts Department of Public Health and the Teacher Education Accreditation Council (TEAC). Our program is unique in the state and across the country as an undergraduate major that prepares students to be culturally competent educators in inclusive settings serving children from birth to age five with and without disabilities. The standards by which our program was created represent the gold-standard in Early Childhood Education and Early Intervention - and our graduates are well-poised to meet the needs of any employer in quality early learning settings.

(c) Quality of the Project Services

1. Likelihood proposed project will provide participants with learning experiences that develop needed skills for successful teaching in LEAs that serve a high proportion of

Indian students. The EECIS course of study implemented in the NAECES program is aligned with state professional certification requirements and the competencies and standards of the National Association for the Education of Young Children and the Division of Early Childhood of the Council for Exceptional Children. It is critical for EI/ECE professionals working in all settings to understand child development and learning, curriculum, assessment, working with families, social-emotional development, and policies and professionalism. The coursework emphasizes the need for differentiated instruction, culturally-responsive practice, and child-centered curriculum development, supporting the needs of all children and their families. The NAECES program prepares students to successfully teach in a variety of settings, including those that serve a high proportion of Indian students. Coursework includes the latest research in child development and learning styles and instructional strategies for the content areas of literacy, science, technology, engineering, mathematics, and the arts. The NAECES curriculum includes a focus on supporting multilingual learners in multicultural settings grounded in current research supporting the importance of helping children succeed in learning to read and write by third grade (National Institute of Child Health and Human Development, 2000). NAECES graduates are fully prepared for teaching in any high-quality EI/ECE setting.

Quality EI/ECE programs build on young children's natural curiosity by providing opportunities for STEM (science, technology, engineering, and mathematics) learning (Stone-MacDonald, Wendell, Douglass, & Love, 2015). The EECIS curriculum at UMB includes two full semester courses in teaching STEM learning, totaling a full year of STEM-related coursework. In our course ECHD 430, Technology for Young Children, NAECES students examine the learning outcomes, instructional methods, and materials used for teaching about and using technology in EI/ECE settings. Students learn how to apply the principles of Universal

Design for Learning to curriculum and strategies to support all children as they acquire technology skills and knowledge, including hands-on use of hardware and software to use with young children. Students review adaptations for children with special needs including how to integrate the use of Augmentative of Adaptive Communication systems across the curriculum and at home. In ECHD 441, Science and Mathematics Instruction for Young Children, NAECES students explore the developmental theory and research, best practices, curriculum design and materials, and activities appropriate for STEM learning with young children. Additionally, students learn how to implement math and science in developmentally appropriate ways for infants, toddlers, preschoolers, and primary children. After graduation, we continue to support students' use of STEM learning in the classroom through webinars, onsite networking opportunities with EECIS alumni, and continued mentoring from the Project Coordinator.

Early education experiences, including relationships with family and caregivers, influence the architecture of the brain by shaping neural connections (National Scientific Council on the Developing Child, 2005). Research demonstrates that supportive relationships contribute to children's healthy development, laying the groundwork for optimal cognitive and social emotional development for young children (Zeanah & Zeanah, 2001). NAECES students will study social emotional growth and development, particularly drawing on resources from the Center on the Social and Emotional Foundations for Early Learning (CSEFEL), preparing them to support children and families in developmentally appropriate and culturally responsive ways.

The EECIS program further prepares NAECES students for entering ECE/EI settings by supporting their professionalism. NAECES students will become familiar with laws such as IDEA and FERPA, as well as state early learning standards and policies. Students will learn and demonstrate best practices in professionalism based on the DEC Recommended Practices and the

NAEYC Code of Ethical Conduct (NAEYC, 2005; Sandall, Hemmeter, Smith, & McLean, 2005). All courses in the EECIS program at UMB have been reviewed, assessed and approved by the university as well as the state's Departments of Public Health and Higher Education, and have all been determined to proficiently use evidence-based practices. We model our own program based on these same principles of adaptation to meet student needs.

2. Extent to which proposed project prepares participants to adapt teaching practices to meet the breadth of Indian student needs: The NAECES program prepares students to adapt teaching practices to meet the full breadth of Indian students' needs. The coursework in the NAECES program emphasizes the importance of differentiated instruction as a benchmark of quality in early childhood education. Native American children demonstrate improved child outcomes in culturally sensitive classrooms where cultural topics are part of daily activities and teachers can help them connect to their identities (Demmert & Towner, 2003). With an emphasis on preparing all EECIS undergraduate students to work in inclusive settings, our curriculum supports students' ability to implement culturally appropriate practice, meet the diverse needs of children and families, develop individualized education plans for young children, and incorporate assistive technology into their teaching practice.

At UMB we place a special importance on culturally responsive practice in ECE. Included in the NAECES program is the anthropology course: Native Peoples in North America, taught by Project Manager Dr. Cedric Woods. This course supports students' understanding of Native American societies and cultures with an emphasis on a descriptive comparison of different Native American societies, their histories and problems in cross-cultural understanding; further preparing NAECES graduates to work with children and families within different tribal contexts.

The EECIS program at UMB was designed to specifically meet the needs of non-traditional students and stays true to the university's core values of inclusion and cultural responsiveness. Courses are available in person and online, allowing us to serve participants from multiple states, and we offer mentoring and tutoring services. The cohort design of the program fosters community and a network of support among students that continues long after graduation. The research-based EECIS curriculum emphasizes the professional core competencies for Early Intervention and Early Education and Care common to state and professional standards. It is critical that EI/ECE professionals working in all settings understand child development and learning, curriculum, assessment, partnering with families, social-emotional development, and policies and professionalism.

Understanding typical and atypical development is fundamental for all EI/ECE professionals (Bailey, Simeonsson, Yoder, and Huntington, 1990). NAECES students study how children learn; strategies for building and using relationships with children to promote academic growth; and how to examine risk factors, delays, and disabilities and understand their impact on the child's development, the family, and caregiver interactions, all within their cultural contexts. Family-centered and child-focused approaches to EI/ECE service delivery have been integral to meeting the needs of families and supporting their unique situations (Tomasello, Manning, & Dulmus, 2010). NAECES students will engage with family centered practices, including administering, interpreting, and communicating about assessments of children's learning and development in ways that incorporate families' perspective, culture, strengths and needs with children's strengths and needs.

3. Extent of job placement activities that reflect findings of a job market analysis and needs of potential employers that serve a high proportion of Indian student: Seven of the nine

federally recognized New England tribes have programs dedicated to ECE. There are also two non-tribal Head Start programs in the region which have significant numbers of American Indian students with no American Indian staff, and another with significant American Indian students and 3 Indian staff. As such, there are numerous employment opportunities for American Indians trained in early childhood education in the region (see Table 2 below). Most of the Native staff currently employed in these facilities do not possess bachelor’s degrees. Attainment of degrees in these areas would make them eligible for lead teacher or director positions in these tribal or non-tribal facilities, as well as in new HeadStart or ECE programs being discussed by some tribes.

Table 2: Employment opportunities for NAECES graduates based on job market analysis

Tribe	Facility Type	# of Indian Children	# of Employees	# of Positions Requiring BA	Current # of Native Employees
Mohegan Indian Tribe	ECE center	43	44	8	2
Mashantucket Pequot Tribal Nation	ECE center	96	30	7	Not available (N/A)
Narragansett Indian Tribe	ECE center	30	6	N/A	N/A

Tribe	Facility Type	# of Indian Children	# of Employees	# of Positions Requiring BA	Current # of Native Employees
Passamaquoddy Indian Tribe-Indian Township	Head Start in a school; 4 yr old program	11; 12	4; 2	2;1	1; 0
Micmac Indian Tribe	Head Start	20-25	4	2	N/A
Maliseet Indian Tribe	Head Start	20	3	2	0
Penobscot Indian Nation	ECE Center	20	3	0	N/A
Passamaquoddy Indian Tribe- Pleasant Point	Head Start	30	8	2	7
Indian Island School (Penobscot)	ECE Center	7	2	1	1
York County Community Action Corporation (ME)	Head Start	12	16	4	0

Tribe	Facility Type	# of Indian Children	# of Employees	# of Positions Requiring BA	Current # of Native Employees
Cape Cod Child Development, Inc.	Head Start	14-16	N/A	N/A	0
Children’s Friend and Service (RI)	Head Start	13	N/A	N/A	3
Sinnecock Early Childhood Center	ECE Program	24	9	1	N/A

In the areas identified in Table 2, there are 305 Indian children in these facilities, with only 14 Native teachers identified by either tribal or federal reports. By either measure, the number of Native children who are exposed to Native teachers is an extremely small minority. When examined on a statewide level, the figures are stark. In the four states, there are 7,657 Native children under five years of age (ME- 1,633; CT- 2,130; MA- 2,544; RI- 1,350). In CT, RI, and ME combined, there are only 19 Native teachers/staff in Head Start facilities, with an additional 2 in tribally operated facilities, bringing the total to 21 in these three states. As of 2011, in CT there were a reported 32 children enrolled in non-tribal ECE programs, 16 in a regional program in the greater Hartford area and 15 in the New Haven area, neither of which have a significant portion of the state’s population of Native children under 5 years old.

Tribes, many of whom have recently become eligible for funding to start their own ECE programs, are eager to hire Native ECE professionals who can help them to provide high-quality education and care in culturally responsive environments. NAECES has extensive relationships

with tribes in a number of states outside our original service area where the program would be a welcome vehicle for increasing the Native American ECE workforce. Graduates from the NAECES program will be well-positioned for employment in these tribally-operated ECE locations and our significant relationships with these tribes will support their ability to be hired.

4. Induction services reflect the latest research on effective delivery of such services: Our plan includes a two-year, research-based induction program to support the success and retention of our program graduates. Induction plays a critical role in supporting the retention and teaching effectiveness of new and early career teachers (Feiman-Nemser, Schwille, Carver, & Yusko, 1999). Research shows that attrition rates of early childhood educators are high (Jovanovic, 2013; Kelley, 2004). The leading causes of this "revolving door" of new teachers include feelings of isolation during the early years of teaching and a lack of supports for the challenges new teachers face (Fletcher, Strong, & Villar, 2008; McDonald & Klein, 2003). Induction programs have been shown to significantly reduce the attrition rates of new teachers during their first three years of teaching. We have built our induction program based on this research that points to five key components of successful induction programs: 1) ongoing orientation to workplace expectations and norms, 2) professional development on topics such as classroom management and challenging behaviors, 3) peer supports 4) regular access to qualified mentors, and 5) lasting more than one year. Therefore, our induction program, tested and refined in our first cycle of our NAECES project, includes all of these elements that we expect will support the retention and success of our graduates. Our two-year induction program will include membership and active participation in a support network, professional learning opportunities delivered through interactive webinars and face-to-face sessions, ongoing mentoring, site visits to

graduates' schools. We have developed a system for tracking the feedback from our students about the induction supports and use that feedback to inform improvements in our program.

5. Plan for assisting participants with payback: Upon entry into the program, before providing funds or services to participants, NAECES project personnel will meet with each NAECES student individually to explain the costs of training and payback responsibilities following the program. All NAECES participants will be required to complete and sign a payback agreement that includes the estimated total training costs, length of the training, and information documenting the meeting to discuss payback responsibilities to the Department of Education. The signed payback agreement will be submitted within seven days through the web-based Professional Development Program Data Collection System (PDPDCS). A record of the student meeting and copy of the student's signed payback agreement will be retained by project personnel.

Throughout the program, project personnel will report to the Department of Education all participant training and payback information. Prior to completing the program, all participants will meet with their faculty advisor, project personnel, and/or career services for support with job placement in early childhood education LEAs (including BIE-funded programs) after graduation. Emphasis will be placed on helping participants find qualified employment opportunities in programs that serve a high proportion of Indian students. Prior to completing the program, project personnel will remind NAECES graduates of their obligation to submit to the Secretary, within 30 days of completion, their training program, a notice of intent to complete a work-related or cash payback, or to continue in a degree program as a full-time student. Project personnel will follow-up with students regarding their payback after completing the program and

track students' job placement and retention. Our induction network of alumni will support our ability to stay connected to students and track their career path and employment after graduation.

(d) Quality of the Project Personnel

1. Project Directors

(a) Anne Douglass, Ph.D., Project Director, Principal Investigator, is Associate Professor of Early Childhood Education at UMB, and Director of the EECIS bachelor's degree program. As Project Director, she will oversee all aspects of the NAECES program, including project management and evaluation; personnel management; and student services including recruitment, advising, academic success, and induction supports, which she has been doing in our current cycle of NAECES. She also directs UMB's Institute for Early Education Leadership and Innovation, which supports the leadership development of early childhood educators and enhances educators' capacity to continually improve their teaching and achieve positive outcomes with all children and families they serve. Her research focuses on early childhood professional and workforce development, teaching quality improvement, cultural competence, trauma and resilience, and family engagement. She is an experienced researcher and program evaluator and has effectively managed over \$8 million in public and private funding for research and training projects. Her recent research includes evaluations of the MA ECE professional development system, Boston's Thrive in Five school readiness initiative, and a statewide leadership development program for early childhood educators. She earned a master's degree in education from Harvard University and her PhD in social policy at Brandeis University. She is former preschool teacher, ECE program director, and quality improvement consultant.

(b) J. Cedric Woods (Lumbee), Ph.D., Founding Director of the Institute for New England Native American Studies (INENAS) at UMB, will serve as Co-Principal Investigator and Project

Manager for the new NAECS program. As a resident of Boston, long term resident of New England (23 years), and over two decades of working for and with regional tribes, he is well connected across the New England states to help shape and promote a robust yet cost effective program to recruit and train in this project. Cedric has long standing cultural and community ties to all of the tribes in the mid-Atlantic region. His engagement in contracting and consulting work with tribes in our expanded recruitment area (including the Haliwa Saponi Indian Tribe and Chickahominy Indian Tribe) further support our ability to recruit and support students from these areas. Since its inception, the INENAS promotes educational opportunities and community partnerships with regional tribes. Some of these funded collaborative projects include the ANA funded Strengthening Families Initiative, Native Tribal Scholars pre-collegiate initiative, Discussions For and With Massachusetts Native Peoples, UMass President's Office funded Circles of Care, Circles of Support, and NAECES program. These partnerships allow for accessing university expertise and relationships to enhance program evaluation, and the inclusion of subject matter experts from across regional universities to engage with Native communities.

2. Key Project Personnel

Lynne Mendes, Project Coordinator, holds a bachelor's degree in Early Childhood Education and Special Education and has years of experience in early childhood education and special education in inclusive settings. She will continue in her current NAECES role as Project Coordinator, conducting outreach and recruitment, delivering ongoing monitoring and student support services, supporting educators in their teaching internships sites to improve their practice, and coordination induction services and job placement supports for all students. At UMB, she is also the Program Coordinator at the Institute for Early Education Leadership and Innovation. She serves as a training instructor for our ECE Small Business Innovation center

courses, working with child care business owners to strengthen their business practices and enhance the quality of their early learning programs. Lynne has long-standing partnerships with early childhood education settings in Massachusetts and New England.

Natalie Calixto, Administrative Assistant, has a bachelor's degree in Early Childhood Education and is working on her master's degree in the same discipline. She will assist in basic administration related to the project, such as packet assembly for courses or programs, all communications, event planning, copying, updating websites and other media to reflect upcoming events related to the program and Native students on campus.

Teaching Faculty: EECIS courses are taught by highly qualified, experienced UMB faculty who possess the specialized credentials, cultural competence, and expertise with non-traditional students to effectively teach their assigned courses in the B.A. program.

Academic Tutor: As an added element of support for the NAECES students that had a positive impact in our current NAECES cohort, especially for nontraditional students who may have been out of higher education for many years, we will engage a writing tutor from the university to provide academic support throughout the program. The tutor will have a master's degree in English and be paid hourly.

(e) Quality of the Project Management Plan

1. Costs are reasonable in relation to the number of persons to be served and anticipated results and benefits: The details presented in the budget narrative provide justification for allocation of resources over the project period. The model presented offers a strategy for supporting students from time of recruitment and enrollment to time of completion and through the induction years. The level of support sought, combined with the level of contribution made by the university, make this project reasonable in relation to the project design and related

elements. The NAECES Program will ensure that students have improved access to a B.A. degree, by retention in and completion of the program using our comprehensive support program including ongoing academic and career advising, academic tutoring, regular supportive check-ins with students, and mentoring. All courses are universally designed to ensure the greatest degree of access to, retention in, and completion of the program. By applying theory to practice through the linking of academic courses and student teaching hours students are more likely to complete an early education degree given more support, resources, and funding.

This project will support 10 students during the grant period. The number of students supported reflects the fact that the cost per credit and related fees at UMB are lower than any of the many private universities in the Boston area. Finally, student support is substantial and is designed to ensure that students complete the program in the three-year timeframe and receive two years of induction services. Student supports can include academic tutoring, stipends, dependent care, technology costs, and program travel costs. Use of mentors and other built-in supports continually support students' efforts to complete all program requirements, graduate, and start working with two years of induction services to support their success throughout the 5-year period. Our advising staff specialize in advising early childhood education students and will serve the students in the NAECES cohort with an enhanced advising and student success model we developed during our current funding cycle for NAECES.

2. Adequacy of procedures for ensuring feedback and continuous improvement. We will continually assess how to best meet the needs of our students through ongoing evaluation of our program performance and student feedback. For the NAECES students, we will continue to use these continuous quality improvement techniques to support students' academic and student-support needs throughout the program. We use four key strategies to improve our practice and

the experience for the student: 1) the EECIS student survey on program satisfaction and needs; 2) course evaluations; 3) student teaching performance ratings and growth over time; and 4) formal and informal feedback from students through online forums and face-to-face meetings.

We conduct a student survey to learn more about students' academic, personal, and professional needs, as well as to determine how satisfied they are with the program, advising, student support, and broader university experiences. We analyze and use this information to improve our program and the type and intensity of services we offer. While we survey all students anonymously, we track particular groups, such as those utilizing a particular grant to check for any issues that population experiences and address those needs. All course instructors are required to administer end-of-course evaluations. The project personnel will review the course evaluations each semester to ensure quality and consistency across courses and work to ensure the quality of the instruction in each course. Student services and faculty advisors meet with all students at least once a semester. The program coordinator will also serve as a liaison to support students and help connect them to on-campus supports for academics, such as writing support or a tutor for a particular subject. As part of our department's continuous quality improvement protocols, we collect and review data about the teaching quality, and the growth in teaching quality, of our students in their two full semesters of teaching internship experience. We use these data to reflect on how well we are preparing and supporting our students' acquisition of high quality teaching practices, and to plan for ways to strengthen these supports.

Finally, NAECES students will meet as a group at least once a semester with the project director, project manager, and/or project coordinator. Meetings at partner tribe locations in Maine, Rhode Island, and Connecticut and any other relevant locations will be convened at least once a year and students and partners may participate electronically for these meetings, which

build camaraderie amongst the cohorts. We will also hold an annual symposium on campus each year for all participants and partners. The program coordinator will work with our partner tribes where students will be working as student teaching interns to gather data bi-annually for on their needs. With the project director, they will develop and implement trainings for the partner sites for in-service educators and our student interns.

Project staff will collect performance data to track all goals and objectives, such as the percentage of NAECES graduates who successfully complete their degree and become ECE teachers in LEAs that serve Native students, the percentage who complete their service requirement on schedule, as well as the cost per student (see (b) above for Goals and Objectives).

3. Time commitments of the project director, principal investigator, and key project personnel are appropriate and adequate to meet the objectives of the proposed project.

Anne Douglass, Project Director and PI, will work .33 FTE on this grant during year 1 to oversee all aspects of the project and ensure successful recruitment that enables us to achieve our objectives. Anne will work .10 FTE during years 2 and 4, .17 FTE during year 3 to provide additional effort in preparing for student degree completion and the beginning of job search and induction programming, and .08 FTE during year 5. As Program Director for the EECIS major, in which NAECES students will be enrolled, Anne has the authority and expertise to ensure that the NAECES students' academic needs are fully met and that any adaptations or improvements to the program will be made. Anne oversees program evaluation for the EECIS major and NAECES project and will collect and evaluate data specifically to identify how to continue to expand our successful EECIS program for Native students, including what aspects help them succeed. She is familiar with management of the student payback requirements, as well as induction and job placement supports. Cedric Woods, as Project Manager and Co-PI, will work

.20 FTE in year 1, .10 FTE in years 2 and 3, and .05 in years 4 and 5. He will focus his effort on outreach and recruitment, mentoring students, and partnerships with tribes for job placement. These time commitments of the Project Director and Project Manager are sufficient to enable effective project management and quality performance outcomes. In addition, some of the tasks they will be doing in the management plan, such as student mentoring and advising, community outreach, and program evaluation and continuous quality improvement are already part of their broader responsibilities and roles as faculty at UMB. This enables us to staff this project in an efficient and high-quality manner.

Lynne Mendes, the Project Coordinator, will work 0.5 FTE in years 1, 4, and 5, and .75 FTE in years 2-3, enabling her to support recruitment, manage and support students and their academic and job placement needs, assist with data collection for project performance monitoring, provide payback system supports, and coordinate induction years services. Natalie Calixto, Administrative Assistant, will work .10 FTE during years 1 and 3, .07 FTE in year 2, and .09 FTE in years 4-5. She will assist in basic administration related to the project, including preparation and dissemination of materials related to recruitment, courses, and induction. We will also engage a writing tutor to support students through the program, working 3-4 hours weekly during year 1, 300 hours total during year 2, and 375 hours total during year 3.

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EDUCATION

Brandeis University, Waltham, MA

The Heller School for Social Policy and Management

Ph.D., Social Policy, Concentration in Children, Youth and Families, 2009

Harvard University, Cambridge, MA

Graduate School of Education

Ed.M., Master of Education, 1992

Wellesley College, Wellesley, MA

B.A., Political Science, 1989

Honors: Magna cum laude, Phi Beta Kappa National Honor Society

ACADEMIC APPOINTMENTS

Associate Professor, University of Massachusetts Boston, 2015-Present

Assistant Professor, University of Massachusetts Boston, 2009-2015

Lecturer, Wheelock College, 2006-2009

HIGHER EDUCATION ADMINISTRATION

Founding Executive Director, Institute for Early Education Leadership and Innovation, University of Massachusetts, Boston, 2016-Present

Undergraduate Program Director, B.A. Degree in Early Education and Care in Inclusive Settings, University of Massachusetts Boston, 2009-Present

Graduate Program Director, Post Master's Certificate in Early Education Research, Policy, and Practice, University of Massachusetts Boston, 2012-Present

RESEARCH GRANTS AND SPONSORED PROJECTS

Principal Investigator. *Early Education and Care Small Business Innovation Center, Institute for Early Education Leadership & Innovation*. Sponsored by The Boston Foundation. (\$200,000). 2017-2019.

Co-Project Director, with Co-PD Dr. Tamara Halle and PI Dr. Kathryn Tout, Child Trends. *Culture of Continuous Learning Project: Breakthrough Series Collaborative for Improving Child Care and Head Start Quality*. Sponsored by the Office of Planning, Research, and Evaluation; Administration for Children and Families, U.S. Department of Health and Human Services. (\$3,100,000). 2016-2019.

Principal Investigator. Improving Teaching Quality Early Learning Projects Video Toolkit. Sponsor: MA Department of Higher Education. (109,586). 2018.

Principal Investigator. *Building Capacity for Instructional Leadership and Quality Improvement in Early Education*. Sponsor: United Way of Massachusetts Bay. (\$30,000). 2018.

Co-Principal Investigator, with Co-PIs Ann Bookman, Christa Kelleher, & Susan Crandall. *The Massachusetts Early Care and Education Workforce Study*. Sponsored by the Massachusetts Department of Early Education and Care. (\$100,000). 2018.

Executive Director/Principal Investigator. *Institute for Early Education Leadership and Innovation*. New Profit, Inc. (\$250,000). 2017-2018.

Principal Investigator. *Early Education Instructional Leadership Institute*. Sponsored by the Massachusetts Department of Early Education and Care. (\$162,847). 2017-2019.

Principal Investigator. *Preschool Expansion Sustainability Planning Grant*. Sponsored by the Boston Public Schools. (\$5,000). 2017.

Co-Principal Investigator, with Rachel Chazan Cohen, Co-Principal Investigator. *Rhode Island Early Head Start- Child Care Partnership Evaluation*. Sponsored by the Children's Friend/U.S. Department of Health and Human Services. (\$140,000). 2015-2018.

Principal Investigator, with Angi Stone- MacDonald, Co-Principal Investigator, & Cedric Woods, Co-PI. *Native American Early Childhood Education Scholars Program Grant: University of Massachusetts Boston*. Sponsored by the U.S. Department of Education, Office of Indian Education. (\$1,037,390). 2014-2018.

Principal Investigator. *Study of Trauma Informed Collaborations for Families with Young Children*. Sponsored by the Boston Public Health Commission/U.S. Department of Health and Human Services. (\$42,000). 2015-2017.

Principal Investigator. *Access to Higher Education for Early Education Professionals: University of Massachusetts Boston*. Sponsored by the Educator and Provider Support Program, Action for Boston Community Development, and MA Department of Early Education and Care. (\$357,870). 2010-2017.

Research and Evaluation Consultant. *Massachusetts Essentials for Childhood*. Sponsored by the Massachusetts Department of Public Health. (\$39,295). 2015-2016.

Co-Lead. *Implementation Study*. Co-PI with Monica Yudron. *Massachusetts Preschool Expansion Grant Longitudinal Evaluation*. Sponsored by the Abt Associates, Subcontract/MA Department of Early Education and Care. (\$187,425). 2015-2016.

Principal Investigator. *Study of Building Trauma- Informed Early Child Care Systems: The Breakthrough Series Collaborative Model for Quality Improvement*. Sponsored by the Boston Public Health Commission/U.S. Department of Justice. (\$81,000). 2013-2016.

Principal Investigator. *Post Masters Certificate Program Grant: Early Education Research, Policy, & Practice: University of Massachusetts Boston*. Sponsored by the MA Department of Early Education and Care/Race to the Top Early Learning Challenge Grant. (\$1,543,013). 2012-2016.

Co- Principal Investigator, with Barbara Lewis, Principal Investigator. *Child Development Associate (CDA) in Haiti Project*. Sponsored by the UMass Boston Office of Global Program- International Research/Education/Learning Initiative Seed Grants Program. (\$5,000). 2015-2016.

Co-Principal Investigator, with Angi- Stone Macdonald, Principal Investigator. *Early Intervention Scholars Grant*. Sponsored by the U.S. Department of Education, Office of Special Education Programs. (\$1,186,012). 2011-2016.

Research/Evaluation Team Member. *Thrive in Five Boston Evaluation: University of Massachusetts Boston*. Awarded to the Center for Social Policy, University of Massachusetts Boston. (\$520,230). 2010-2015.

Project Partner, Evaluation Consultant (\$1,000). *A Partnership with Boston Area Rape Crisis Center, Lead, and Pittsburgh Action against Rape: The Start Young Project*. Sponsored by the Vision of Hope Fund- National Sexual Violence Resource Center. (\$50,000). 2013-2014.

Principal Investigator, with Alice Carter, Co-Principal Investigator. *The Massachusetts Early Education and Care Professional Development Study 2012: University of Massachusetts Boston*. Sponsored by the MA Department of Early Education and Care. (\$61,000). 2012.

Program Evaluator/Principal Investigator. *Strengthening Families Illinois: Strengthening Families Learning Networks*. (\$13,800). 2011-2012.

Principal Investigator. *The Massachusetts Early Education and Care Professional Development System Study: University of Massachusetts Boston*. Sponsored by the Massachusetts Department of Early Education and Care. (\$100,000). 2010-2011.

Principal Investigator. *Online Professional Development Projects: University of Massachusetts Boston*. Sponsored by the Massachusetts Department of Early Education and Care. (\$106,077). 2010-2011.

Principal Investigator. *Early Education and Care S.T.E.M. Professional Development Project: University of Massachusetts Boston*. Sponsored by the Action for Boston Community Development and Child Care Resource Center. (\$40,000). 2011.

Dissertation Scholar. *Child Care Research Scholars Dissertation Research Grant*. Sponsored by the U.S. Department of Health and Human Services/Administration for Children and Families: Office of Planning, Research, and Evaluation. (\$30,000). 2008-2009.

Academic Fellowships

Spencer Foundation Fellowship in Educational Research at Brandeis University, 2007-2008

Spencer Foundation Graduate Research Grant in Education, 2006-2007

Carl and Ruth Shapiro Graduate Fellowship, Brandeis University, 2005-2007

Publications

Books

Douglass, A. (2017). *Leading for Change in Early Care and Education: Cultivating Leadership from Within*. New York: Teachers College Press.

Stone-MacDonald, A.; Wendell, K.; Douglass, A.; and Love, M. (2015). *Engaging young engineers: Teaching problem-solving skills through STEM*. Baltimore: Brookes Publishing Company.

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Daily, S., Tout, K., Douglass, A., Miranda, B., Halle, T., Agosti, J., Partika, A., & Doyle, S. (2018). *Culture of Continuous Learning Project: A literature review of the Breakthrough Series Collaborative (BSC)*, OPRE Report #2018-28, Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

Douglass, A., Benson, S., Hodges-Hunter, D., Wiles, D., Stardrum, R. (2015). *Successful Inclusion of Family Child Care Providers in Higher Education Degree Programs and Courses: A Research-to-Practice Guide*. [Retrieved from <http://https://earlyeducatorcentral.acf.hhs.gov/teaching-supports>].

Halle, T., Paulsell, D., Daily, S., Douglass, A., Moodie, S., & Metz, A. (2015). *Implementing parenting interventions in early care and education settings: A guidebook for implementation* (OPRE 2015-94). Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. Available at: http://www.acf.hhs.gov/sites/default/files/opre/parenting_implementation_guidebook_109_b5082.pdf

Taj, K., and Douglass, A. (2015). *Eating to Learn: Increasing Child and Adult Care Food Program Participation in Massachusetts Early Education and Care Settings*. Boston MA: The Bessie Tartt Wilson Initiative for Children.

Program Evaluation Reports

Douglass, A., Maroney, M., Chickerella, R., Lopes, A., Emerson, H. (2018). *Program evaluation final report: Trauma informed care for families with young children*. Submitted to the Boston Public Health Commission, February 5, 2018.

Checkoway, A., Goodson, B., Grindal, T., Hofer, K., Yudron, M., Douglass, A. (2016). *Year 1 Massachusetts Preschool Expansion Grant (PEG) Evaluation Report*. Cambridge: Abt Associates.

Douglass, A. (2016). *Improving trauma informed practice in ECE: the breakthrough series collaborative methodology for quality improvement, Evaluation Report Submitted to the Boston Public Health Commission Defending Childhood Initiative*. Boston: University of Massachusetts Boston.

Friedman, D.; Coonan, M.; Douglass, A.; Carter, A. (2016). *Fulfilling Boston's Promise To Its Children: Taking Stock*. Prepared for Thrive in 5. Boston: University of Massachusetts Boston.

Douglass, A. (2016). *Strengthening Leadership from the Field, For the Field: Key Research Findings*. Leadership Research Brief #3. Boston: University of Massachusetts Boston.

Douglass, A. (2016). *Co-Creating a Leadership Development Ecosystem in Early Care and Education*. Leadership Research Brief #4. Boston: University of Massachusetts Boston.

Douglass, A. (2016). *Impact of the Post Master's Certificate Program in Early Education Research, Policy, and Practice: 2015 Alumni Survey Results*. Leadership Research Brief #2. Boston: University of Massachusetts Boston.

Douglass, A. (2016). *Overview of The Post Master's Certificate in Early Education Research, Policy, And Practice*. Leadership Research Brief #1. University Of Massachusetts Boston.

Friedman, D.; Coonan, M.; Douglass, A.; Carter, A. (2016). *Boston Children Thrive In 5: Connecting Families, Building Community, Year 4 – Summative Evaluation Brief*. Prepared for Thrive in 5. Boston: University of Massachusetts Boston.

Douglass, A. and Dangler, L. (2015). Evaluation Report on Project Hope Informal Child Care Quality Initiative, Spring 2015. Submitted to Project Hope, Roxbury MA.

Friedman, D.; Coonan, M.; Douglass, A.; Gutierrez, O.; Carter, A. (2013). *Boston Children Thrive In 5: Connecting Families, Building Community Year 2 – Evaluation Brief*. Submitted to Thrive in Five, Boston, June 2013.

Douglass, A. (2012). *The Post Master's Certificate Program in Early Education Research, Policy, and Practice at the University of Massachusetts Boston: A Model for Advancing Leadership in the Field*. Report submitted to the Massachusetts Department of Early Education and Care, August 2012.

Douglass, A.; Carter, A.; Smith, F.; Nitharshan, B. (July 2012). *The Massachusetts Early Education and Care Professional Development Study 2012 Research Report*. Submitted to the Massachusetts Department of Early Education and Care, July 2012.

Douglass, A. (July 2012). *The Strengthening Families Illinois Learning Network Program Evaluation Report FY12*. Submitted to Strengthening Families Illinois July 2012.

Douglass, A., Heimer, L., Hagan, W. (2011). *The Massachusetts Early Education and Care Professional Development System Study Year 1 Research Report*. Boston, MA: Research Report Submitted to the Massachusetts Department of Early Education and Care. <http://www.mass.gov/edu/docs/eec/workforce-and-professional-development/resources-for-professional-development/20110827-umass-pds-rpt.pdf>

Friedman, D. H.; Coonan, M.; Douglass, A.; Gutierrez, O.; Carter, A. (September 2011). *Boston Children Thrive in 5: Connecting Families, Building Community Year 1 Evaluation Report*. Center for Social Policy: University of Massachusetts Boston.

Douglass, A. (July 2011). *The Strengthening Families Illinois Learning Network Program Evaluation Report FY11*. Submitted to Strengthening Families Illinois July 2011.

Douglass, A. (2009). *Early Care And Education Partnerships That Keep Families Safe: How Strengthening Families Illinois Influenced Change: A Research Brief*. Chicago: Strengthening Families Illinois.

Stone-Macdonald, A., Bartolini, V., Douglass, A., Love, M. (2011). *Focusing a New Lens: STEM Professional Development for Early Education and Care Educators and Programs*. Retrieved from.

Training Curriculum and Online Resources

Doyle, S., Rivers, S., Agosti, J., Douglass, A. (2016). *Early care and education Breakthrough Series Collaborative: A toolkit*. Boston, United States: Boston Public Health Commission.

Douglass, A. (2015). Developed four videos, produced by Reflection Films, showcasing the Post Master's Certificate Program in Early Education Research, Policy, and Practice Program Model, available at https://www.youtube.com/playlist?list=PLUFVjdQgDvCcX5u6VYM1L155btPkt_adN.

Douglass, A. (2009). *"She did WHAT? He said WHAT?" How to respond to the sexual behaviors of children: A manual for trainers*. Produced by The Boston Area Rape Crisis Center and the Enough Abuse Campaign.

Book Reviews

Douglass, A. (2016). Review of the Book: Parenting to a Degree. Teachers College Record. <http://www.tcrecord.org/Content.asp?ContentID=21648>

Douglass, A. (2015) Review of the book: Quality Rating and Improvement System for Early Care and Education: Development, Implementation, Evaluation and Learning, Teachers College Record, <http://www.tcrecord.org> ID Number: 18020.

Peer-Reviewed Conference Presentations

Douglass, A. & Goffin, S. (2018). *It's Time to Close the Leadership Gap in Early Childhood Education*. Presentation at the National Association for the Education of Young Children Professional Learning Institute, Austin, Texas, June 12, 2018.

Douglass, A. (2018). *"You Have a Status, You Are a Parent Leader": A Case Study of Parent Leadership*. Paper presented at the Annual Meeting of the American Educational Research Association, New York, April 16, 2018.

Tout, K., Douglass, A., & Boller, K. (2018). *New quality improvement strategies: A paradigm shift for ECE*. Annual Meeting of the Child Care & Early Education Policy Research Consortium, sponsored by the Office of Planning, Research and Evaluation (OPRE) in the Administration for Children and Families (ACF), U.S. Department of Health and Human Services. Arlington, Virginia, February 8, 2018.

Douglass, A. (2017). *Organizational change and quality improvement in urban child care centers: Perspectives from relational bureaucracy theory*. Annual Conference of the Relational Coordination Research Collaborative. Copenhagen, Denmark, October 19, 2017.

Douglass, A. (2017). *Organizational change in urban child care centers: Perspectives from relational bureaucracy theory*. Presented in an All Academy Symposium Session entitled: Coordinating Change at a Scale of the Whole: Relational Alliances from Whole Systems Perspectives. Academy of Management Annual Meeting, Atlanta Georgia, August 6, 2017.

Douglass, A. (2017). *Early educators as entrepreneurial leaders: Transforming leadership in ECE*. Annual Meeting of the American Educational Research Association, San Antonio Texas, April 30, 2017.

Douglass, A. (2017). *Advancing theory, practice, and research in quality improvement*. Annual Meeting of the Child Care and Early Education Policy Research Consortium, Washington, D.C., March 2, 2017.

Douglass, A. (2016). *Relational coordination and child care quality improvement*. 6th Annual Relational Coordination Research Collaborative Roundtable: Transforming Relationships for High Performance. Portland, Oregon. October 28, 2016.

Gittell, J.H., Uhl-Bien, M., Arena, M., Douglass, A., Gauthier, V., Hornstrup, C., Lichtenstein, B.B., & Stephens, J.P. (2016). *Relational coordination and complexity leadership: Enabling the dynamics of adaptive systems*. 2016 Academy of Management Conference, Anaheim, CA, August 9, 2016.

Douglass, A., & Doyle, S. (2016). *Innovations in quality improvement: A breakthrough series learning collaborative for trauma-informed early care and education*. The National Research Conference on Early Childhood, U. S. Department of Health and Human Services Administration for Children and Families. Washington, D.C., July 12, 2016.

Douglass, A. (2016). *Leading for change: Co-creating leadership pathways in early care and education*. Annual Meeting of the American Educational Research Association, Washington D.C. April 10, 2016.

Douglass, A. (2016). *Innovations in early educator professional development: Collaborative learning and improvement*. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, D.C., April 8, 2016.

Douglass, A. (2015). *Becoming trauma-informed: building organizational capacity for collaborative inquiry and improvement*. Annual Meeting of the Child Care Policy Research Consortium, sponsored by the Office of Planning, Research and Evaluation (OPRE) in the Administration for Children and Families (ACF), U.S. Department of Health and Human Services. Washington, D.C., December 3, 2015.

Douglass, A. (2015). *Lessons from an urban school readiness initiative: Including family, friend, and neighbor care*. Annual Meeting of the Child Care Policy Research Consortium, sponsored by the Office of Planning, Research and Evaluation (OPRE) in the Administration for Children and Families (ACF), U.S. Department of Health and Human Services. Washington, D.C., December 3, 2015.

Douglass, A. (2015). *Building capacity for organizational improvement in early care and education: The breakthrough series collaborative approach*. Annual Meeting of the Child Care Policy Research Consortium, sponsored by the Office of Planning, Research and Evaluation (OPRE) in the Administration for Children and Families (ACF), U.S. Department of Health and Human Services. Washington, D.C., December 2, 2015.

Douglass, A., & Halle, T. (2015). *A how-to guide for implementing parenting programs in the United States*. Global Implementation Conference, Dublin, Ireland, May 28, 2015.

Douglass, A., & Maroney, M. (2015). *Parent leadership in an urban school readiness initiative: A case study*. Annual Meeting of the American Educational Research Association, Chicago, April 19, 2015.

Douglass, A., & Chickerella, R. (2015). *Improving trauma informed practice in ECE: The breakthrough series collaborative methodology for quality improvement*. Annual Meeting of the American Educational Research Association, Chicago, April 19, 2015.

Douglass, A. (2014). *Learning in context: Urban early childhood educators earning a bachelor's degree*. Annual Meeting of the American Educational Research Association, Philadelphia, April 3, 2014.

Douglass, A. (2014). *Lessons from an urban school readiness initiative: Including family, friend, and neighbor care providers*. Annual Meeting of the American Educational Research Association, Philadelphia, April 6, 2014.

Douglass, A. (2014). *Breakthrough series collaborative to support trauma-informed practice in early care & education*. Conference on Research Innovations in Early Intervention, San Diego, California, February 20-22, 2014.

Douglass, A., & MacDonald, A. (2013). *Listening, learning, and improving: Data-driven practice with non-traditional students in an early childhood teacher education program*. Annual Meeting of the National Association of Early Childhood Teacher Educators, Washington D.C., November 20, 2013.

Douglass, A., & Love, M. (2013). *A new professional development leadership pathway: The post master's certificate in early education research, policy, and practice*. National Association for the Education of Young Children Professional Development Institute, San Francisco, June 11, 2013.

Douglass, A., & Carter, A. (2013). *Characteristics and professional development experiences of early educators: Advancing knowledge about the workforce*. Annual Meeting of the American Educational Research Association, San Francisco, April 30, 2013.

Douglass, A. (2013). *Resilience in change: Positive perspectives on the dynamics of early education systems change*. Annual Meeting of the American Educational Research Association, San Francisco, April 30, 2013.

Douglass, A., Howard, E., & Lipscomb, S. (2012). *Strengthening the workforce through professional development and quality improvement systems*. Annual Meeting of the Child Care Policy Research Consortium, Washington DC, October 24, 2012.

Gittell, J. H., & Douglass, A. (2012), Symposium Co-Chairs. *Relational leadership: New development in theory and practice*. Annual Meeting of the Academy of Management, Boston, MA, August 6, 2012.

Douglass, A., Heimer, L., & Hagan, W. (2012). *Building together: Implementing a new statewide professional development system for early education and care*. Annual Meeting of the American Educational Research Association, Vancouver, Canada, April 16, 2012.

Gittell, J. H., & Douglass, A. (2012). *Relational bureaucracy: On the boundary of relational and bureaucratic organizing*. Annual Meeting of the American Educational Research Association, Vancouver, Canada, April 14, 2012.

Douglass, A. (2011). *Integrating professional development with quality rating and improvement systems – A Massachusetts case study*. Annual Meeting of the Child Care Policy Research Consortium, Bethesda, MD, Nov. 15, 2011.

Douglass, A. (2011). *Teachers' experiences with children's sexual behaviors in early childhood programs: A call for professional development*. National Association for the Education of Young Children Professional Development Institute, National Association for the Education of Young Children, June 13, 2011.

Douglass, A. (2011). *Daring to care: Transforming the social architecture of early childhood programs in an era of accountability*. Paper presentation at the International 19th Annual Reconceptualizing Early Childhood Education Conference, London, UK. October 26, 2011.

Douglass, A. (2011). *Daring to care: Transforming professionalism in an era of accountability*. Annual Meeting of the American Educational Research Association, New Orleans, LA, April 2011.

Douglass, A. (2011). *Teachers' experiences with children's sexual behaviors in early childhood programs: An opportunity for professional development*. Annual Meeting of the American Educational Research Association, New Orleans, LA, April 2011.

Elvira, M., Leana, C., D'Aunno, T., Hoang, H., Douglass, A., Gittell, J.H., Maas, A., & Rousseau, D. (2010). *The occupational and organizational structure of direct care work in an international context*, Professional Development Workshop, Academy of Management Annual Meeting, Montreal, Canada.

Douglass, A. (2010). *Managing caring: Organizational context and its influence on family partnerships in formal child care settings*. Annual Meeting of the American Educational Research Association, Denver, Colorado, May 2010.

Douglass, A. (2010). *The strengthening families' initiative and child care quality improvement: Influencing change in child care programs*. Annual Meeting of the American Educational Research Association, Denver, Colorado, May 2010.

Douglass, A. (2010). *Transforming professionalism: relational bureaucracy and parent-teacher partnerships in child care centers*. International Labor Process Conference 2010, Rutgers University, New Brunswick, New Jersey, March 2010.

Douglass, A. (2009). *Strengthening families Illinois: How management and policy interventions influence the quality of professional-parent partnerships in child care*. Poster presentation at the 2009 Annual Meeting of the Child Care Policy Research Consortium, Washington D.C., October 2009.

Douglass, A., & Gillespie, L. (2007). *Making a difference: Your supportive relationships with families can reduce stress and help prevent child abuse/neglect*. Presentation at the 2007 Annual Conference of the National Association for the Education of Young Children, Chicago, Illinois, November 2007.

Douglass, A. (2007). *Understanding the sexual behaviors of young children: Strategies to prevent abuse and foster healthy development*. Presentation at the 2007 Annual Conference of the National Association for the Education of Young Children, Chicago, Illinois, November 2007.

Douglass, A., & Sanik, L. (2007). *Linking infants and toddlers who are homeless with Early Intervention programs*. Presented at the Vulnerable Populations Conference Call Series entitled Identifying and Serving Young Children and Their Families, sponsored by the National Early Childhood Technical Assistance Center and the U.S. Office of Special Education Programs Part C Identification Community of Practice, July 2007.

Douglass, A. (2007). *Understanding and responding to the sexual behaviors of young children: Helping teachers prevent sexual abuse and foster healthy development*. Presentation at the 16th National Institute for Early Childhood Professional Development of the National Association for the Education of Young Children, Pittsburgh, PA June 10, 2007.

Olson, M., Douglass, A., Peters, M., Barnea, M., McLaren, E., Booth-Miner, J., Mawson, K., Sobel, A., & Musler, M. (2007). *Supporting teachers and strengthening families: What it looks like at the national, state, community, and program levels*. Presentation at the 16th National Institute for Early Childhood Professional Development of the National Association for the Education of Young Children, Pittsburgh, PA June 10, 2007.

Douglass, A. (2006). *Linking infants and toddlers who are homeless with part c early intervention programs*. Presentation at the 134th Annual Meeting of the American Public Health Association in Boston, MA, November 6, 2006.

Douglass, A., Sanik, L., & Sears, G. (2006). *An early intervention-family shelter model for supporting the healthy development of young children who are homeless*. Presentation at the 27th Annual Conference of the Massachusetts Early Intervention Consortium in Marlborough, MA May 10, 2006.

Bernier, J., Douglass, A., & Freedman, M. (2005). *A public health approach to building grassroots collaboratives dedicated to preventing child sexual abuse*. Presentation at the U.S. Children's Bureau Office of Child Abuse and Neglect 15th National Conference in Boston, MA April 22, 2005.

Keynotes, Invited and Other Scholarly Presentations

Douglass, A. (2018). *Continuous Quality Improvement in Infant and Early Childhood Programs: The Breakthrough Series Collaborative*. Invited speakers at the 2018 National Research Conference on Early Childhood, sponsored by the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Research Planning and Evaluation. Arlington, VA, June 26, 2018.

Tout, K. & Douglass, A. (2018). Leadership and ECE Quality Improvement. Invited speakers at the 2018 National Research Conference on Early Childhood, sponsored by the U.S. Department of Health and Human

Services, Administration for Children and Families, Office of Research Planning and Evaluation. Arlington, VA, June 26, 2018.

Douglass, A. (2018). Lessons from an Urban School Readiness Initiative: Including Family, Friend, and Neighbor Providers. Invited speakers at the 2018 National Research Conference on Early Childhood, sponsored by the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Research Planning and Evaluation. Arlington, VA, June 26, 2018.

Douglass, A. (2018). Invited Panelist. Public Policy Forum, McCormick Institute for Early Childhood Leadership, Annual Leadership Connections Conference. Wheeling, IL, May 11, 2018.

Douglass, A. (2018). Keynote Speaker. *Leading for change in early care and education*. New York Early Childhood Professional Development Institute, City University of New York. (January 24, 2018).

Douglass, A. (2017). Invited Panelist. *Building a foundation for success: Boston's progress toward universal Pre-K*. The Boston Foundation. (November 15, 2017).

Douglass, A. (2017). Keynote/Plenary Address. *The power and possibilities of early educator leadership*, UMass Boston Leadership Forum on Early Education Research, Policy, and Practice, UMass Boston, Boston, (May 13, 2017).

Douglass, A. Invited Presenter. *Strengthening the workforce and strengthening the field*, Boston Education Funders Meeting, The Boston Foundation, Boston, (April 11, 2017).

Douglass, A. Invited Presenter. *Transforming early care and education quality in Boston with a bold new approach to supporting and strengthening the child care workforce*. Boston City Council Policy Briefing on Healthy Women, Families and Communities, Boston City Council, Boston, (March 28, 2017).

Douglass, A. (2017). Invited presenter. *The trauma-informed early care and education breakthrough series collaborative*. Invited presentation for the Build Initiative/QRIS National Learning Network Continuous Quality Improvement Community of Practice Webinar Session 2: What can we learn about CQI from the health and social service sectors? January 25, 2017.

Douglass, A. (2016). Plenary Keynote Speaker. *The art and science of leading change in family engagement and family centered care*. Brazelton Touchpoints National Forum, Providence, R.I., July 22, 2016.

Douglass, A. (2016). *Designing and implementing leadership pathways for early educators*. Panel presentation with: Deardorff, P., Douglass, A., Hodges-Hunter, D., Russell, S. (2016). Panel Title: Making higher education work for working family child care and center-based educators. Invited presentation, BUILD QRIS National Meeting, New Orleans, July 14, 2016.

Douglass, A. (2016). *Developing the leadership within for continuous quality improvement*, in session entitled: What works to improve quality? New approaches and lessons learned from recent evaluations. Invited presentation, BUILD QRIS National Meeting, New Orleans, July 13, 2016.

Douglass, A. (2016). Keynote Presentation - *Nurturing leadership from the field: A transformative model for change*. The Queensland Early Education and Care Conference, Brisbane, Australia, June 25, 2016.

Douglass, A. (2015). *Implementing trauma-informed practice in early care & education programs*. U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation, Child Care Policy Research Consortium, Implementation Science Workgroup Webinar Series, August 4, 2015.

Douglass, A. (2015). *Implementing trauma-informed practice in early Care & education programs*. U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation Expert Meeting: Refining Implementation of Professional Development Systems in Support of the Early Childhood Workforce. Bethesda, Maryland, June 25, 2015.

Douglass, A. (2015). *Improving the quality of family engagement in early care & education through policy relevant research*. Invited presentation at UMass Boston's 10th Chancellor's Annual Faculty Research Celebration Research in Action: Child Development, Community, and Policymakers Faculty Influencing the Present and the Future. Boston, May 5, 2015.

Gittell, J., & Douglass, A. (2015). *Relational bureaucracy: Restructuring reciprocal relationships into roles*. Distinguished Scholar Speaker Series, Center for Gender in Organizations, Simmons College of Management, January 29, 2015.

Gittell, J., & Douglass, A. (2015). *Relational bureaucracy: transforming relationships for high performance*. Webinar presentation for the national Partnerships in Employment Network Meeting, Institute for Community Inclusions, UMass Boston, February 4, 2015.

Douglass, A., & Chickerella, R. (2015). *A breakthrough series collaborative to support trauma-informed practice in early care & education programs*. Community Engaged Partnership Symposium Poster Presentation, UMass Boston, April 8, 2015.

Douglass, A. (2014). *Welcome and remarks on advancing early education quality through higher education*. 2014 Gubernatorial Candidates Forum on Early Education: Closing the Achievement and Opportunity Gaps. UMass Boston, June 7, 2014, Boston.

Douglass, A. (2014). *Educator preparation and effectiveness: The UMass Boston EECIS program*. Birth through Grade 3 Policy Forum: Developing Strategic Pathways to College And Career Success, May 16, 2014, Worcester, MA.

Douglass, A. (2014). Public Comment on *Quality Improvement and the ECE workforce* at the The Institute of Medicine's (IOM) Public Session of the Committee on the Science of Children Birth to Age 8: Deepening and Broadening the Foundation for Success, Friday February 28, 2014, National Academy of Sciences, Washington DC.

Douglass, A. (2013). *Educator quality: The post master's certificate in early education research, policy, and practice*. Massachusetts Departments of Early Education and Care Race to the Top Early Learning Challenge Leadership Summit Panel, Oct 23, 2013, Boston.

Douglass, A.; Hallam, R.; Tarrant, K. (2013). *Quality improvement interventions at different levels of the system - what do we need to know?* 2013 QRIS National Meeting, QRIS National Learning Network, BUILD Initiative, Washington D.C., July 31-August 2, 2013.

Douglass, A. (2013). *Using research to advance the practice and impact of early education and care: Early care and education professional development study findings*. Presentation to the Board of the Massachusetts Department of Early Education and Care (EEC), February 8, 2013, Boston, MA.

Douglass, A. (2012). *Higher education support for provider and educator quality*. Presentation for the Massachusetts Department of Early Education and Care at their Race to the Top Early Learning Challenge Grant site visit by the U.S. Departments of Education and Health and Human Services. September 11, 2012, Boston.

Douglass, A. (2011). *Early childhood teacher education program models*, Boston-Deqing Early Education Partnership Meeting, Education Department, Deqing, China, (May 2011).

Professional Affiliations and Service

Professional Affiliations

- American Educational Research Association
- Academy of Management
- National Association of Early Childhood Teacher Educators
- Relational Coordination Research Collaborative, Faculty Research Partner
- National Association for the Education of Young Children
- Child Care and Early Education Policy Research Consortium (sponsored by the Office of Planning, Research, and Evaluation at the Administration for Children and Families, US Department of Health and Human Services)

Professional Service and Leadership

Editorial Board Member, American Educational Research Journal, AERA (2018-Present)

Technical Expert Panel Member, National Survey of Early Care and Education, Office of Planning, Research and Evaluation (OPRE), Administration for Children and Families, U.S. Department of Health and Human Services. (2017-2022)

University of Massachusetts Early Childhood Education Segmental Leader, Massachusetts Department of Higher Education MASS Transfer Pathways Student Learning Outcomes Initiative. (2017-2018)

Reviewer, American Educational Research Association. Volume on early childhood education - Advancing Knowledge and Building Capacity for Early Childhood Research: Creating Synergies Among Segregated Scholarly Communities. (2017)

Co-Chair, Annual Meeting Program, AERA Early Education and Child Development SIG. (2016-2018)

Ad Hoc Reviewer, Academy of Management Review. (2017)

Ad Hoc Reviewer, International Journal of Child Care and Education Policy. (2016-2017)

Ad Hoc Reviewer, Journal of Early Childhood Teacher Education. (2017)

Mentor, Relational Coordination Research Network Mentoring Program. (2014-2015)

Manuscript, Ad Hoc, Journal of Early Childhood Research. (2014-2016)

Steering Committee Member, Child Care Policy Research Consortium, Washington DC. (2008-Present)

Manuscript Reviewer, Ad Hoc, Evaluation Review. (2014-2015)

Design Team Expert, Promoting Empathy as a Path to Health in Early Childhood, National Institute on Children's Healthcare Quality. (2015)

Manuscript Reviewer, Ad Hoc, Journal of Early Childhood Teacher Education. (2014)

Manuscript Reviewer, Ad Hoc, Early Education and Development Journal. (2014)

Co-Chair, Quality Improvement Research Work Group, INQUIRE, Office of Planning, Research, and Evaluation at the Administration for Children and Families, US Department of Health and Human Services. (2012-2013)

Member & Chair of the Articulation Subcommittee, Advisory Board to the MA Departments of Higher Education and Early Education, Early Education to Higher Education. (2012-2013)

Annual Meeting Proposal Reviewer, Early Childhood Development and Education Special Interest Group, American Educational Research Association. (2013)

Manuscript Reviewer, Ad Hoc, Early Childhood Research Quarterly. (2011-2013)

Program Co-Chair, 2011 AERA Annual Meeting, Division K (Teacher Education) Section 10 (Policy and Research) Program, American Educational Research Association. (2010-2011)

Div. K Reviewer, Reviewed conference paper proposals submitted for 2011 AERA Annual Meeting, American Educational Research Association. (2010)

Board Member, Massachusetts Association of Early Childhood Teacher Educators. (2009-2012)

Leadership Fellow, Supporting Teachers Strengthening Families National Leadership Program, National Association for the Education of Young Children, Washington DC. (2005)

Accreditation Validator (Eastern MA), National Association for the Education of Young Children. (1999-2004)

University, College, and Departmental Service and Leadership

Senate Chair, College of Education and Human Development, University of Massachusetts Boston (2018-Present)

Member, College Personnel Committee, UMass Boston College of Education & Human Development (2016 - 2018)

Member, Dean Search Committee, UMass Boston College of Education & Human Development (2016-2017)

Chair, Senate, UMass Boston College of Education & Human Development (2010-2015)

Program Co-Director, Ph.D. Program in Early Childhood Education and Care, UMass Boston (2015-2016)

Program Director, Post Master's Certificate Program in Early Education Research Policy, and Practice, UMass Boston (2012-Present)

Program Director, Early Education and Care in Inclusive Settings BA Degree Program, UMass Boston (2009-Present)

Member, Dean Search Committee, UMass Boston College of Education & Human Development (2013-2014)

Chair, Ph.D. Program Development Committee, Early Childhood Education and Care, UMass Boston (2013-2015)

Member, Early Childhood Lecturer Search Committee, UMass Boston (2014)

Member, Early Childhood Associate Professor Faculty Search Committee, UMass Boston (2013-2014)

Member, General Education Committee, UMass Boston (2011-Present)

Chair, JFK Award Nomination Committee, UMass Boston (2013)

Co-Chair, Early Childhood Faculty Search Committee, UMass Boston, (2012-2013)

Member, Dean's Council, UMass Boston College of Education & Human Development (2011-2012)

Member, Dean Search Committee, UMass Boston College of Education & Human Development (2011-2012)

Member, Early Childhood Faculty Search Committee, UMass Boston (2011-2012)

Member, Early Childhood Faculty Search Committee, UMass Boston (2009-2010)

Community Service

Board Member, Be Strong Families (2017-Present)

Board Member, Policy Committee Chair, Executive Committee Member, Bessie Tarrt Wilson Initiative for Children, Boston (2014-2016)

Advisory Board Member, Informal Child Care Advisory Board, Bessie Tarrt Wilson Initiative for Children, Boston (2014-2016)

Chair, Data and Evaluation Leadership Action Team, Leadership Team Member, Massachusetts Essentials for Childhood Leadership Team, Massachusetts Department of Public Health (2013-2016)

Advisory Member, Boston Early Childhood Data Center Senior Advisory Committee, Sponsored by Nurtury Inc., Barr Foundation, and Thrive in Five (2014-2015)

Advisory Board Member, Boston Mayor's Universal Pre-Kindergarten Advisory Committee (2014-2015)

Advisory Board Member, Child Quality Care Initiative, Project Hope, Dorchester (2013-2015)

Vice President, Advisory Board, Boston Alliance for Early Education (2009-2013)

Advisory Board Member, Urban College Tapping Academic Potential Project, Boston (2010-2011)

Member, Strengthening Families Illinois Policy, Research and Evaluation Work Group (2011-2012)

Courses Taught

BA Degree Program in Early Education and Care in Inclusive Settings

ECHD 201: Foundations of Early Education and Care

ECHD 317: Ethics in Early Education and Care

ECHD 441: Math and Science Instruction for All Young Children

ECHD 459: Administration and Supervision of Early Childhood Programs

ECHD 101G: Young Children, Play, and Early Childhood Policy

ECHD 250G: Teaching Superpowers: The Science of Building Resilience in Early Care and Education

Ph.D./Post Master's Certificate Program and Master's Degree Program

ECHD 701: Policy in Early Care and Education

ECHD 704: Leadership and Change in Early Care and Education

ECHD 641: Math and Science Instruction for All Young Children

ECHD 697: Instructional Leadership and Quality Improvement in Early Childhood Education

Wheelock College Undergraduate Courses Taught

Teaching and Collaboration in Diverse Early Childhood Settings

Early Childhood Practicum and Seminar Birth to 6

Parent-Teacher Communication

Expert Consultation

Expert Consultant, National Center on Parent, Family, and Community Engagement. Boston Children's Hospital/Brazelton Touchpoints Center and U.S. Department of Health and Human Services Office of Head Start. (2016-Present)

Expert Consultant, Erikson Institute. Consult on the project: *Planning a family child care support collaborative in Philadelphia*. (2017-18)

Other Past Professional Experience

Graduate Teaching Assistant (2007-2008)

The Heller School for Social Policy and Management, Brandeis University

Teaching assistant for doctoral course: Historical and Contemporary Developments in Social Welfare

National Trainer/Consultant (2007-2009)

Zero to Three: National Center for Infants, Toddlers and Families, Washington DC

Instructor/Adjunct (2008-2009)

Northeastern University, School of Professional and Continuing Studies, Boston

Graduate course entitled *Best Practices in Quality Early Childhood Education: NAEYC Accreditation Standards* offered to Boston Public School Teachers

Early Childhood Education Consultant (1998-2007)

Child Care Choices of Boston, Boston

Consultant (2008-2011)

Boston Area Rape Crisis Center/Enough Abuse Campaign, Boston

Consultant/Mentor for Quality Improvement/NAEYC Accreditation Support (1998-2009)

Boston Alliance for Early Education Mentor Accreditation Program

Consultant/Trainer (2004-2008)

Community Partnerships to Prevent Child Sexual Abuse, Newton, MA

Director (2002-2005)

Burr Cooperative Nursery School, Newton, MA

Owner (1998-2002)

Explorations Family Child Care

Director (1992-2000), Director of Child Care Quality, (2000-2002)

Project Hope Children's Center, Dorchester, MA

Lead Teacher (1991-1992)

Our Place Child Care Center for Homeless Children, Salvation Army, Cambridge, MA

Preschool Teacher (1989-1990)

Acorn Child Care Center, Boston, MA

James Cedric Woods, Ph.D.

Director, Institute for New England Native American Studies
UMass Boston
100 Morrissey Boulevard
Boston, MA 02190
Email: cedric.woods@umb.edu

PROFESSIONAL EXPERIENCE:

Director, Institute for New England Native American Studies 2009-present

University of Massachusetts-Boston: Boston, MA

Develop and implement programming, print publications, and budgets for Institute as well as outreach to regional tribes. Direct development activities on behalf of institute. Co-chaired Executive Host Committee of five regional institutions (UMass Boston, Harvard University, Yale University, Dartmouth College, UMass Amherst) for Native American and Indigenous Studies Association 2012 conference with over 850 participants and 168 concurrent sessions.

Deputy Chief Operating Officer 2003-2007

Mashantucket Pequot Tribal Nation (MPTN): Mashantucket, CT

Directed, coordinated and supervised the communication and activities of and between Tribal government entities and enterprises, and for ensuring appropriate follow through regarding Tribal Council directives and matters. Directed oversight of Public Safety, Mashantucket Pequot Museum and Research Center (MPMRC), Utilities, Public Works, Planning and Community Development, Building Management, and Tribal Security Functions.

Media Relations Manager/Tribal Government Spokesman 2001-2003

Mashantucket Pequot Tribal Nation (MPTN)

Assisted in the planning and implementation of the MPTN and all associated business enterprises media policy with all media contacts and the overall media relation's effort. Relayed positions of Tribal Council to media and public, as well as responded to inquiries for information on MPTN.

EDUCATION:

University of Connecticut, Storrs, CT; 2007

Degree: Ph.D.

Anthropology

PUBLICATIONS:

- Carole C. Upshur & Diedra M. Wrighting & Gonzalo Bacigalupe & Joan Becker & Laura Hayman & Barbara Lewis & Sylvia Mignon & Megan E. Rokop & Elizabeth Sweet & Marie Idali Torres & Paul Watanabe & Cedric Woods, The Health Equity Scholars Program: Innovation in the Leaky Pipeline. Received: 28 February 2017 /Revised: 18 April 2017 /Accepted: 2 May 2017. # W. Montague Cobb-NMA Health Institute 2017

- Blog: Discussions for and With Massachusetts Native Peoples (<http://blogs.umb.edu/inenas/>) 2015-2016.
- "Coming Home: A Booklet on Preventing Alcohol and Drug Use Among Native American Teens." (contributor), 2014.
- Book Review, Native Peoples of Southern New England, 1650-1775, *American Indian Culture and Research Journal*, Volume 34, Number 2, 2014.
- Promoting Cardiovascular Health and Reducing Disparities Among American Indians and Alaska Natives, *Journal of Cardiovascular Nursing*. 28(1):5-7, January/February 2013. (Jones, Emily J.; Woods, J. Cedric; Hayman, Laura L.).
- Grandparents Resource Guide, North American Indian Center of Boston (author); J. Cedric Woods, Sylvia Mignon, William Holmes (Contributors), July 2013.
- Native Tribal Scholars: Building an Academic Community, *The New England Journal of Higher Education*, January 23, 2012.
- Book Review, Native People of Southern New England, 1650-1775, *American Indian Culture and Research Journal*, Volume 34, Number 2
- A Different Path Forward, *The New England Journal of Higher Education*, Winter 2010, Volume XXIV, No. 3
- Book Review, Handbook of Critical and Indigenous Methodologies, *Collaborative Anthropologies*, Volume 2, 2009
- Book Review, In the Shadow of the Eagle: A Tribal Representative in Maine, *American Indian Culture and Research Journal*, Volume 32, Number 4
- Race: A Perspective from the Eastern Woodlands, *Cross Paths*, Summer 2008, Vol. 11, Issue 2
- Lumbee Origins: The Weyanoke-Kearsey Connection, *Southern Anthropologist*, Volume 30, Number 2. Winter 2004
- Federal Recognition in the Northeast, *Journal of the Indigenous Policy Network*, Winter, 2002

GRANT RELATED ACTIVITIES:

Yale Indian Papers Project
 Digital Archive of Native American Petitions in Massachusetts
 Funding agency: Council on Library and Information Resources
 Role: Native community scholar
 Status: Received 2016

North American Indian Center of Boston
 Circles of Support: Building Capacity to Address Violence Against Native Women
 Funding agency: Department of Justice, Office of Violence Against Women
 Funded amount to NAICOB: \$288,200 (two-year project)
 Role: Principal Investigator (PI) for UMass Boston (\$55,650)
 Status: Received 2016

Circles of Care and Native Crafts: A Culturally Focused Intervention Addressing Violence Against Native American Women
 Funding Agency: UMass President's Office
 Role: Principal Investigator
 Status: Received July 1, 2015
 Amount: \$35,000

Massachusetts Native Peoples and the Social Contract: A Reassessment for Our Times

Funding Agency: Mass Humanities

Role: Principal Investigator

Status: Received April 2015

Amount: \$10,000

Early Childhood Education Professional Development Grant

Funding Agency: Office of Indian Education

Role: Co-Investigator

Status: Received October 2014 by UMass Boston College of Education

Amount: \$1,037,391.

Strengthening Families/Grandparents Raising Grandchildren Grant

Funding Agency: Administration on Native Americans

Role: Principal Investigator for UMass Boston

Status: Received October 2011 by North American Indian Center of Boston

Amount: \$329,156

Community Services Block Grant

Funding Agency: Administration for Children and Families

Role: Co-author, written on behalf of Eastern Pequot Tribal Nation EPTN

Status: Received October 2014 by EPTN

Amount: \$13,009

Community Services Block Grant

Funding Agency: Administration for Children and Families

Role: Co-author, written on behalf of Nipmuc Nation

Status: Received October 2010 by Nipmuc Nation

Amount: \$6,700

Indian Education Demonstration Grant

Funding Agency: Office of Indian Education

Role: Co-author and co-Principal Investigator

Status: Received Oct. 2010 by Mashpee Wampanoag Tribe, UMass Boston sub-contractor for two years

Amount: \$1,196,000

Discretionary Community Service Block Grant

Funding Agency: MA Department of Housing and Community Development

Role: Author and Principal Investigator

Status: Received by institute in August 2010

Amount: \$5,600

Native Museum Planning Grant

Funding Agency: Institute for Museum and Library Services

Role: Author, written on behalf of Mashpee Wampanoag Tribe

Status: Mashpee Wampanoag Tribe received grant in Sept. 2010

Amount: \$41,000

Administration for Native Americans
Grant Reviewer 2010

CONFERENCES/PRESENTATIONS:

- The Institute for New England Native American Studies after 7 years: are we heading in the right direction?"; Massachusetts Center for Native American Awareness Annual Anniversary Celebration. Randolph, MA 2016.
- Native American Activism and Resistance, 1900-2000; Primary Source Teacher Training Workshop. Watertown, MA 2015.
- Plimoth Plantation Master Interpretive Plan Conference Co-Chair; funded by National Endowment for the Humanities. Plymouth, MA. October 22-25, 2014.
- New Social Theory Forum; UMass Boston, "The 'Vieques Taino Show' in a Global Indigenous Context," April, 2013.
- American Studies and Trotter Center Symposium; UMass Boston, "The Bering Strait, the Middle Passage, and IndiVisible: Multiple Perspectives on African American/Native American Interaction," April, 2013.
- Harvard University (Nation Building Symposium):Moderator: Universities Expanding into Nation Building, May, 2013.
- 83rd Annual Meeting of the Eastern Sociological Society, "Native American Grandparents Raising Grandchildren in New England," with Sylvia Mignon and William Holmes. Paper presented by S. Mignon. Boston, MA, March 23, 2013.
- Native American and Indigenous Studies Association Annual Conference, Moderator: "Research Ethics and Research with Indigenous Peoples," Saskatoon, CA, June 2013.
- 36th Annual Meeting of the Association for Humanist Sociology. "Native American Grandparents Raising Grandchildren: Preliminary Findings," With Sylvia Mignon and William Holmes. Presentation by S. Mignon, Nashville, TN, November 2012.
- Boston College, AHANA student programs. "Current Policy Challenges for New England Native Peoples", October, 2012.
- Harvard University (Extension Government and Legal Studies Program's Native American Culture, Law, Education, and Appropriation Interdisciplinary Panel Discussion), "Contemporary Issues of New England Native Peoples," October, 2012.
- Fourth Annual Native American and Indigenous Studies Association Conference, "Latino or Native American? Changing Patterns of Collective Identification Among the Maya K'iche in the United States," Uncasville, CT. June 4, 2012
- Ninth Annual Social Theory Forum, "Latino or Native American? Changing Patterns of Collective Identification Among the Maya K'iche in the United States," Boston, MA. April 18, 2012
- Primary Source, "Native Americans: the Collective Rights of Sovereigns and the Individual Rights of Citizens," Woburn, MA. July 12, 2010
- Virginia Indian Nations Summit on Higher Education, keynote address, "Higher Education's Role in Contemporary Tribal Self-determination: Academic Knowledge and the Responsibilities it Creates," March 27, 2010
- Sovereignty and Indigenous Rights, Panelist, Mashantucket Pequot Museum and Research Center, February 27, 2010
- Primary Source, "Indians in the South: From the End of the Colonial Period to the Civil War," Somerville, MA. October 20, 2009

- University of Massachusetts-Boston, “A Demographic Profile of Massachusetts Indians,” Enrollment Services Division Retreat. Hull, MA. July 31, 2009
- Native New England Now, Panelist, Harvard University, December 12, 2005
- Eighteenth Century Native Communities of Southern New England in the Colonial Context, Discussant, Mashantucket Pequot Museum and Research Center, 2002

PROFESSIONAL ORGANIZATIONS/AFFILIATIONS:

Pforzheimer House, Harvard University: Native American House Fellow, 2016-2017

Native American and Indigenous Studies Association: Treasurer, 2015-2018 term

Plimoth Plantation: Board of Trustees

Lynne Mendes

(b)(6)

Summary

Lynne is an astute, adaptive and flexible mentor with experience in public schools, center based, for and non-profit centers. She specializes in engaging mentees in fostering a positive learning atmosphere. Lynne's extensive experiences as a special education teacher, lead teacher and director enhance her accommodating, captivating and dynamic coaching style. Her unique multi-cultural, anti-bias techniques inspire individuals to strive to create change in themselves and their programs. She emphasizes interpersonal skills, leadership, and personal growth with all her clients.

Professional Experience

Mentoring

- Coach urban women to develop as future child care leaders.
- Work with individuals to build and support excellence in leadership and management skills.
- Consults with individuals and groups to develop skills and improve team effectiveness
- Coach individuals for behavior change and personal growth.
- Work with center based and public schools to improve the quality of their early care and education programs.

Training/Facilitation

- Facilitate curriculum specific to each classroom and individual.
- Lead adapted developmental curriculum classrooms utilizing an individual education plan.
- Promote service excellence through parent skills and special education awareness trainings.
- Provide high quality learning experiences that are rich in content, color, humor, activity and growth opportunities.

Education

Bridgewater State College

BA Early Childhood Education K-3

BA Moderate Special Needs N-8

Trained in CLASS and ECERS

Workshops Special Needs, Sensory Integration, Woodworking, Inclusion, Connecting Children to Nature, Art Curriculum, Classroom Environments

Employment History

University of Massachusetts Boston, Boston, MA

2012-

- Program Manager, Early Educator Leadership Development Program
- Program Assistant/Outreach Coordinator, Native American Early Childhood Education Scholars Program
- Instructor, Small Business Innovation Center, Institute for Early Education Leadership & Innovation
- Co-Instructor, Leadership in Early Education & Care

Boston Alliance for Early Education, Boston, MA	2005-2011
<ul style="list-style-type: none"> • Coordinator/Mentor, Accreditation Support Program 	
Early Childhood Consultant & Mentor, Boston, MA	2000-2005
Inner City Network of Early Childcare Professionals, Boston, MA	2000-2001
<ul style="list-style-type: none"> • Career Advancement Coach 	
Child Care Resource Center, Cambridge, MA	1994-1999
<ul style="list-style-type: none"> • <i>Early Childhood Moderate Special Needs Teacher</i> 	
Boston Public School, Boston, MA	1991-1994
<ul style="list-style-type: none"> • <i>Teacher, Kindergarten</i> • <i>Transitional Kindergarten Teacher</i> 	 1993-1994 1991-1993
Brookline/Newton Early Childhood Collaborative, Newton, MA	1991-1992
<ul style="list-style-type: none"> • <i>Director</i> 	
Bigelow Cooperative Day Care Center, Cambridge, MA	1988-1991
<ul style="list-style-type: none"> • <i>Child Care Careers Program</i> • <i>Faculty</i> 	
Wheelock College, Boston, MA	1989-1990
<ul style="list-style-type: none"> • <i>Infant Toddler Teacher</i> 	
Child Care Resource Center, Cambridge, MA	1988-1989
<ul style="list-style-type: none"> • <i>Interim Training Project Manager</i> 	
Jose Vasconsuelos, San Miguel de Allende, Mexico	1987-1988
<ul style="list-style-type: none"> • <i>Third Grade Educator</i> 	
Log School Education Center, Dorchester, MA	1985-1987
<ul style="list-style-type: none"> • <i>Director/Head Teacher</i> 	

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 1043167352B4

DATE:09/22/2017

ORGANIZATION:

University of Massachusetts - Boston
 100 Morrissey Boulevard
 Boston, MA 02125-3393

FILING REF.: The preceding
 agreement was dated
 09/23/2014

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

SECTION I: Facilities And Administrative Cost Rates

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

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(\$)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2017	06/30/2021	52.50	On-Campus	Research
PRED.	07/01/2017	06/30/2021	26.00	Off-Campus	Research
PRED.	07/01/2017	06/30/2021	46.00	On-Campus	Instruction
PRED.	07/01/2017	06/30/2021	26.00	Off-Campus	Instruction
PRED.	07/01/2017	06/30/2021	36.40	On-Campus	Other Sponsored Programs
PRED.	07/01/2017	06/30/2021	26.00	Off-Campus	Other Sponsored Programs
PROV.	07/01/2021	Until Amended			Use same rates and conditions as those cited for fiscal year ending June 30, 2021.

*BASE

ORGANIZATION: University of Massachusetts - Boston

AGREEMENT DATE: 9/22/2017

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

ORGANIZATION: University of Massachusetts - Boston

AGREEMENT DATE: 9/22/2017

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

Fringe benefits are claimed using approved rates contained in the Massachusetts State-Wide Cost Allocation Plan. For the period 7/01/17 through 06/30/21, the following additional fringe benefit charges are approved for the University:

(a) Worker's Compensation Insurance - .26% (S&W)

(b) Health & Welfare* - \$16.50 per week, 1/1/17 Until amended

* The State negotiated rate with collective bargaining units.

Treatment of Paid Absences: Vacation, holiday, sick leave pay and other absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims for the costs of these paid absences are not made. An exception to this policy has been approved for the Center For Survey Research. Due to the variability of grant effort performed by the employees of the Center For Survey Research, a paid leave rate is used to claim costs at the Center. The rate to be applied to direct salaries and wages is calculated and revised annually by the University. The University maintains the documentation to support the calculation of the rate for charges to grants and contracts and for audit purposes.

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

Equipment means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or \$5,000.

ORGANIZATION: University of Massachusetts - Boston

AGREEMENT DATE: 9/22/2017

SECTION III: GENERAL

A. LIMITATIONS:

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

B. ACCOUNTING CHANGES:

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

C. FIXED RATES:

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

D. USE BY OTHER FEDERAL AGENCIES:

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

E. OTHER:

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

BY THE INSTITUTION:

University of Massachusetts - Boston

(INSTITUTION)

(b)(6)

(SIGNATURE)

Kathleen Kiriels

(NAME)

Vice Chancellor, Administration and Finance

(TITLE)

9/29/2017

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

Darryl W. Mayes - S

Digitally signed by Darryl W. Mayes - S
DN: cn=Darryl W. Mayes - S, o=HHS, ou=PHS, email=Darryl.W.Mayes-S@hhs.gov, c=US

(SIGNATURE)

Darryl W. Mayes

(NAME)

Deputy Director, Cost Allocation Services

(TITLE)

9/22/2017

(DATE) 7068

HHS REPRESENTATIVE: Jeffrey Warren

Telephone: (212) 264-2069

Native American Early Childhood Education Scholars Program

Description of proposed recruitment activities

This information is located in the application narrative, section b, Quality of the Project Design, subcriterion 2, which begins on page 9.

Plan for recruitment and selection of participants: We will recruit 10 students, including those who may not be of traditional college age, who have an associate's degree or 60 college credits, so they are able to successfully complete the remaining 60 credits required for the BA degree by the end of year 3. Graduates from our current NAECES cohort, representing five different tribes and all non-traditional students, are eager ambassadors for recruiting new students who meet these entry requirements into the program. Several potential qualified students have already expressed interest, having learned about the NAECES program through word of mouth. A recently-launched Native Early Childhood Language Immersion Program run by the Mashpee Wampanoag tribe has expressed interest in partnering with NAECES to train some of their teachers—currently numbering four with plans to hire two more by academic year 2020-2021—as well as a corps of substitute teachers they will recruit and train. Maine's Penobscot Indian Nation Early Childhood Education program has also expressed interest in partnering with the program to help their teachers obtain ECE degrees. We anticipate that this interest, coupled with the planned expansion to serve tribes throughout the Northeast and Mid-Atlantic regions, bolsters our ability to recruit a robust cohort of qualified students for the program's second iteration.

Native American Early Childhood Education Scholars Program

Description of use of funds to support recruitment, preparation, and professional development.

This information is located in the application narrative in section b, Quality of the Project Design, subcriterion 2 which begins on page 9. Further information describing how we meet these requirements is located in the project narrative section c, Quality of Project Services, subcriterion 1 (beginning on page 10) and subcriterion 3, which begins on page 15.

Our budget narrative also details how we will use funds for travel to visit tribal locations for both recruitment and induction support before, during, and after the NAECES program. As we are expecting to serve students located throughout the mid-Atlantic region, some travel is expected and necessary to help us meet our goals.

Native American Early Childhood Education Scholars Program

Description of payback support: This information is located in the application narrative in section c, Quality of Project Services, subcriterion 5, which begins on page 19.

Upon entry into the program, before providing funds or services to participants, NAECES project personnel will meet with each NAECES student individually to explain the costs of training and payback responsibilities following the program. All NAECES participants will be required to complete and sign a payback agreement that includes the estimated total training costs, length of the training, and information documenting the meeting to discuss payback responsibilities to the Department of Education. The signed payback agreement will be submitted within seven days through the web-based Professional Development Program Data Collection System (PDPDCS). A record of the student meeting and copy of the student's signed payback agreement will be retained by project personnel.

Throughout the program, project personnel will report to the Department of Education all participant training and payback information. Prior to completing the program, all participants will meet with their faculty advisor, project personnel, and/or career services for support with job placement in early childhood education LEAs (including BIE-funded programs) after graduation. Emphasis will be placed on helping participants find qualified employment opportunities in programs that serve a high proportion of Indian students. Prior to completing the program, project personnel will remind NAECES graduates of their obligation to submit to the Secretary, within 30 days of completion, their training program, a notice of intent to complete a work-related or cash payback, or to continue in a degree program as a full-time student. Project personnel will follow-up with students regarding their payback after completing the program and track students' job placement and retention. Our induction network of alumni will support our ability to stay connected to students and track their career path and employment after graduation.

Native American Early Childhood Education Scholars Program (NAECES)

Absolute Priority One: Pre-service Training for Teachers

The University of Massachusetts Boston (UMB) will use the funding from this grant to recruit and train Native American students in the Early Education and Care in Inclusive Settings (EECIS) bachelor's degree program. Not only will this provide students with a necessary degree, it will also upgrade the credentials of early intervention/early childhood educators, many of whom are currently working in the field as assistant teachers. We will recruit students from various partner tribes, provide academic advising and mentoring, provide a course of study in our accredited, research-based early childhood education program; fund the tuition, fees, and stipends of students working towards credentials in early childhood education and early intervention; and provide job placement and induction supports.

The overarching goal of this project is for UMB to recruit 10 Native American students who are interested in or who are already teaching in early childhood education (ECE) settings (birth to age 5), to earn a bachelor's degree with a state credential in infant/toddler education, preschool education or an Early Intervention (EI) Developmental Specialist certificate. Graduates from the Native American Early Childhood Education Scholars Program (NAECES) will receive two years of induction services, supporting their transition into the workplace. We plan to recruit students who have an associate's degree or equivalent, and may already be working as assistant teachers in early education/LEAs (including BIE-funded programs) that serve a high proportion of Indian students. We will support their completion of the BA degree, and then we will support their transition as they acclimate to their new teaching positions in the workplace and take on new teaching roles and responsibilities within these organizations. Our goals for the NAECES program are as follows:

Native American Early Childhood Education Scholars Program (NAECES)

i: Recruit 10 NA students into NAECES program resulting in a bachelor's degree and ECE state credential.

i.1 By September 2019, program staff will recruit 10 Native American students to complete the EECIS B.A. degree program.

i.2 By the end of year 1, all recruited students will have started the program.

ii: Retain 10 NA students to continue in the NAECES program each year

ii.1 At the end of years 1 and 2, 100% of NAECES students will have registered for classes for the following academic year.

ii.2. During each semester in years 1-3, 100% of NAECES students will meet with their faculty advisor for advising, mentoring, and help with support services.

ii.3 At the end of years 1-3, 100% of NAECES students will meet with their advisor for advising and mentoring support to support their retention in the program and continued progress towards graduation.

iii: 10 NA students will graduate from the NAECES program with a bachelor's degree and state ECE credential

iii.1 At the end of year 3, 100% of NAECES students will successfully graduate with a bachelor's degree

iii.2 At the end of year 3, 100% of NAECES students will have completed the requirements for ECE teacher certification

iii.3 At the end of years 2 and 3, 100% of NAECES students will meet with their advisor to discuss necessary paperwork to achieve ECE credentials from their state of origin

iv: All NAECES graduates will find qualifying jobs within 12 months of completion

Native American Early Childhood Education Scholars Program (NAECES)

iv.1 Prior to completing year 3 of the program, 100% of NAECES students will receive support and guidance from their advisor and mentor to aid with job placement as ECE teachers in LEAs (including BIE-funded programs) serving a high percentage of Indian students.

iv.2 By the end of years 4 and 5, 90% of NAECES graduates will have participated in least 5 induction activities including professional learning and networking, site visits with program coordinator, and seminars on teaching and learning.

iv.3 By the end of Year 5 of the project, 100% of eligible program graduates will have bachelor's degrees and be working as ECE teachers in LEAs (including BIE-funded programs) serving a high percentage of Indian students.

iv.4 The percentage of program participants who complete their service requirements on schedule.

Native American Early Childhood Education Scholars Program (NAECES)

Letters of Support

Chickahominy Indian Tribe
Eagleview Bright Horizons
Houlton Band of Maliseet Indians
Mashantucket Pequot Child Development Center
Narragansett Indian Tribe
Penobscot Indian Nation
Tribal Council Unkechaug Indian Nation
Wôpanâak Language Reclamation Project
UMass Boston College of Education and Human Development
Massachusetts Department of Higher Education



Chickahominy Tribe

8200 Lott Cary Road, Providence Forge, Virginia 23140
Ph: (804) 829-2027

Tribal Council

July 23, 2018

*Stephen R. Adkins,
Chief*

Ms. Tara Ramsey, Acting Director
Office of Indian Education
Washington, D. C.

*Reggie Stewart,
2nd Asst. Chief*

Dear Ms. Ramsey:

*Rhonda G. Canaday,
Treasurer*

The Chickahominy Indian Tribe fully endorses the application by UMass Boston for your professional development grant. As a tribe committed to the education of their youth, and believing Indian teachers to be a critical part of this process, we support the awarding of a grant to enable UMass Boston to train a new cohort of Native teachers.

Adam L. Adkins

Camille D. Adkins

We make this endorsement based on UMass Boston's previous successful recruitment and training of a cohort of Native teachers from 5 different Northeastern tribes (Penobscot, Shinnecock, Narragansett, Aquinnah Wampanoag and Passamaquoddy). We commit to working with UMass Boston to recruit potential students for this program, as it is structured in a manner that we believe will increase the likelihood of interest and success for our non-traditional students and community members already working in the field of Early Childhood Education.

Heath W. Adkins

Troy L. Adkins

Ross A. Stewart

Donovan L. Wynn

We look forward to working with Drs. Douglass and Woods on this project and anticipate being collaborators in increasing the number of Native teachers for our Eastern Native communities.

Sincerely

(b)(6)

Chief Stephen R. Adkins



July 23, 2018

Dear Office of Indian Education:

I am writing to unequivocally endorse the application by UMass Boston for your professional development grant. As a tribe committed to the education of their youth, and Indian teachers to be a critical part of this process, we support the awarding of a grant to enable UMass Boston to train a new cohort of Native teachers.

We make this endorsement based not on what they assert they will do, but based on what they have already done, the successful recruitment and training of a cohort of Native teachers from 5 different Northeastern tribes (Penobscot, Shinnecock, Narragansett, Aquinnah Wampanoag, and Passamaquoddy). We commit to working with them to recruit potential students for this program, as it is structured in a manner that will increase the likelihood of interest and success for our non-traditional students and community members already working in the field of Early Childhood Education.

We look forward to working with Drs. Douglass and Woods on this project, and anticipate being collaborators in the expansion of Native teachers for our Eastern Native communities.

Jennifer Roy

Regional Manager

Bright Horizons

Jennifer.roy@brighthorizons.com

860-837-1276

HOULTON BAND OF MALISEET INDIANS EDUCATION DEPARTMENT

88 BELL ROAD
LITTLETON, MAINE 04730
TELEPHONE: (207) 532-4273
1-800-564-8524 In State • 1-800-545-8524 Out of State
FAX #: (207) 532-2660

July 26, 2018

Dear Office of Indian Education:

I am writing to unequivocally endorse the application by UMass Boston for your professional development grant. As a small rural tribe committed to the early education of our youth, and believe Indian teachers to be a critical part of this process, we support the awarding of a grant to enable UMass Boston to train a new cohort of Native American teachers.

It is evident that they have demonstrated the need based not on what they assert they will do, but based on what they have already done. It is a true testament to the successful recruitment and training of a cohort of Native teachers from 5 different Northeastern tribes (Penobscot, Shinnecock, Narragansett, Aquinnah Wampanoag, and Passamaquoddy). We continue our commitment and support to working with them to further recruit prospective students for this program, as it is well structured in a manner that will increase the likelihood of interest and success from our non-traditional students and community members already working in the field of Early Childhood Education.

We look forward to working with Drs. Douglass and Woods on this project, and anticipate being collaborators in the expansion of Native teachers for our Eastern Native communities.

Respectfully,

(b)(6)

Amber R. Wire
Education Director

July 23, 2018

Office of Indian Education

Dear Office of Indian Education,

Please accept this as an endorsement from the Mashantucket Pequot Child Development Center; for the University of Massachusetts, Boston application for the Office of Indian Education Professional Development Grant.

New England is home to many tribes, most of which operate early childhood education Centers. We also have several early childhood education programs in each state in New England with a significant number of Indian children. Recently, we have had the opportunity to employ a recent graduate from the Mass, Boston Indian Education Professional Development Program, who completed his Bachelors Degree. Through out the year the Native American Grant Program provided him and his classroom with relevant educational materials. I was encouraged by the extensive support by educators connected with the program who took the time to visit our school in an effort to provide additional support. This program has been a tremendous resource for this employee and the Child Development Center; as he has utilized the services provided by this grant through out the school year.

As an Education Manager, I can clearly express the need for additional Native teachers to help educate, motivate and elevate our Native youth to become productive students. We are often struggling to find passionate Native educators to meet our needs. With that being said, I feel If funded this program will continue to be a great contribution towards achieving that goal.

If we are offered the opportunity, we will encourage our community members to participate with this program, as it will provide a quality education for our educators in a field that is a priority for our community. We look forward to having some of its graduates involved in the education of our youth.

Sincerely,

Corine Northun

(b)(6)



Office of the Chief and Council

Kirk E. Francis
Chief

Mark Sockbeson
Vice-Chief

Maulian Dana
Tribal Ambassador



Penobscot Nation
12 Wabanaki Way
Indian Island, Maine 04468
(207) 817-7349

FAX (207) 827-6042

Letter of Support

July 16, 2018

Dear Office of Indian Education:

I am writing to unequivocally endorse the application by UMass Boston for your professional development grant. As a tribe committed to the education of their youth, and Indian teachers to be a critical part of this process, we support the awarding of a grant to enable UMass Boston to train a new cohort of Native teachers.

We make this endorsement based not on what they assert they will do, but based on what they have already done, the successful recruitment and training of a cohort of Native teachers from 5 different Northeastern tribes (Penobscot, Shinnecock, Narragansett, Aquinnah Wampanoag, and Passamaquoddy). We commit to working with them to recruit potential students for this program, as it is structured in a manner that will increase the likelihood of interest and success for our non-traditional students and community members already working in the field of Early Childhood Education.

We look forward to working with Drs. Douglass and Woods on this project, and anticipate being collaborators in the expansion of Native teachers for our Eastern Native communities.

Thank you for your attention to this letter of support and if you should have any questions please do not hesitate to contact me.

Sincerely,

(b)(6)

Kirk E. Francis, Chief
Penobscot Nation



Narragansett Indian Tribe

1-401-364-1100 1-800-287-4225

Fax (401) 364-1104

Chief Sachem's Office

July 16, 2018

Ms. Tara Ramsey, Acting Director
Office of Indian Education
U.S. Department of Education
400 Maryland Avenue SW, LBJ Bldg, 3W203
Washington, DC 20202-6335

Dear Ms. Tara Ramsey:

I am writing to unequivocally endorse the application by UMass Boston for your professional development grant. As a tribe committed to the education of their youth, and Indian teachers to be a critical part of this process, we support the awarding of a grant to enable UMass Boston to train a new cohort of Native teachers.

We make this endorsement based not on what they assert they will do, but based on what they have already done, the successful recruitment and training of a cohort of Native teachers from 5 different Northeastern tribes (Penobscot, Shinnecock, Narragansett, Aquinnah Wampanoag, and Passamaquoddy). We commit to working with them to recruit potential students for this program, as it is structured in a manner that will increase the likelihood of interest and success for our non-traditional students and community members already working in the field of Early Childhood Education.

We look forward to working with Drs. Douglass and Woods on this project, and anticipate being collaborators in the expansion of Native teachers for our Eastern Native communities.

Respectfully,

(b)(6)

Chief Sachem Anthony Dean Stanton

ADS/lek

TRIBAL COUNCIL UNKECHAUG INDIAN NATION

P.O. BOX 86
UNKECHAUG INDIAN TERRITORY
MASTIC, NY 11950
(631) 281-6464

July 26, 2018

To whom it may concern:

This letter is written on behalf of the Unkechaug Nation to support the application of Cedric Woods and his organization to the Office of Indian Education for Educational Opportunity Programs. We believe the Unkechaug Nation will be able to provide participants to the program which will help our students advance to higher levels of educational achievement. We also believe that Mr. Woods will seek the active support of other Native communities that have been heretofore, underserved. For these reasons we support his application.

Thank you for your consideration.

(b)(6)

Harry B. Wallace, Chief
Unkechaug Indian Nation





PO Box 2241
Mashpee, MA 02649
info@wlrp.org
www.wlrp.org

July 16, 2018

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

Dear Office of Indian Education:

We are writing to unequivocally endorse the application by UMass Boston for the professional development grant offered by your agency. The Wôpanâak Language Reclamation Project is a 501c3 non-profit organization committed to language- and culture-based education for citizens from four Wampanoag communities — Mashpee, Aquinnah, Herring Pond and Assonet. Our mission is to restore the Wôpanâak language as the primary means of expression among Wampanoag tribal citizens. Ensuring a well-training and well-prepared Native teacher pipeline is a critical component to our success and long term sustainability. To that end, we wholeheartedly support the awarding of a grant to enable UMass Boston to train a new cohort of Native teachers.

We make this endorsement based not on what they assert they will do, but based on what they have already done: the successful recruitment and training of a cohort of Native teachers from five different Northeastern tribes, including members of the Wampanoag Tribe.

Furthermore, as part of our support, we commit to working with UMass Boston to help recruit potential students for this program. Indeed, it is our expectation that individuals who successfully complete this Teacher Training Program will be strong candidates to support the Wôpanâak Language Reclamation Project and our early childhood language immersion nest, *Mukayuhsak Weekuw*: The Children's House.

We look forward to working with Drs. Douglass and Woods on this project, and anticipate being collaborators in the expansion of Native teachers for our Eastern Native communities.

Kutâputush (Thank you) for your consideration of this important project.

Sincerely,

(b)(6)

Jennifer Weston (jweston@wlrp.org)
Mukayuhsak Weekuw Project Director

(b)(6)

Judi Urquhart (judi@wlrp.org)
Treasurer, Board of Directors



UNIVERSITY OF MASSACHUSETTS BOSTON

July 23, 2018

100 Morrissey Boulevard
Boston, MA 02125-3393
P: 617.287.5000
www.umb.edu

Office of Indian Education
Office of Elementary and Secondary Education
400 Maryland Avenue SW
Washington, DC 20202

To Whom It May Concern:

I am pleased to support the University of Massachusetts Boston Personnel Preparation Grant Proposal for the Native American Early Childhood Education Scholars Program (NAECES). Through the Early Education and Care in Inclusive Settings (EECIS) Bachelor's Degree Program, this grant will assist us to increase the number of highly qualified graduates who will be hired to work in Native American Early Education Programs. The primary purpose of the NAECES program application is to increase the number of early childhood educators and early intervention (EI) development specialists working with Native American children and to ensure that those providers receive a high-quality education. I fully endorse this goal to increase the number of well-trained providers.

Our college faculty with expertise in early education and care and early intervention will design, deliver, and support the NAECES program by incorporating the latest evidence-based practices into coursework and recruiting diverse students to the program. Through our existing network of community partnerships, these students will complete a rigorous internship of 600 hours over two semesters working directly with Native American children and families. Our college's mission and the quality of our early childhood education program makes UMass Boston, a minority-serving institution of higher education, uniquely positioned to successfully recruit and prepare students for careers in Early Childhood Education and Early Intervention.

The College of Education and Human Development fully supports this grant proposal to prepare early childhood educators and EI developmental specialists ensuring they receive a high-quality education. This NAECES program would be the only one of its kind in New England and is ideally aligned with our mission and commitment to inclusive excellence. If funded, this program will further our capacity to serve young Native American children and their families at a critical stage of educational development.

Thank you.

Sincerely,

(b)(6)

Joseph B. Berger
Dean and Professor
College of Education and Human Development



Massachusetts Department of Higher Education

MAIN OFFICE
One Ashburton Place, Room 1401
Boston, MA 02108
TEL (617) 994-6950
WEB www.mass.edu

OFFICE of STUDENT FINANCIAL ASSISTANCE
75 Pleasant Street
Malden, MA 02148
TEL (617) 391-6070
WEB www.mass.edu/osfa

Carlos E. Santiago
Commissioner
Chris Gabrieli
Board Chairman

July 24, 2018

Office of Indian Education
Office of Elementary and Secondary Education
400 Maryland Avenue SW
Washington, DC 20202

To Whom It May Concern:

I am pleased to support the University of Massachusetts Boston Personnel Preparation Grant Proposal for the Native American Early Childhood Scholars Program (NAECS). Through the Early Education and Care in Inclusive Settings (EECIS) Bachelor's Degree Program, this grant will assist UMass Boston to continue its program to increase the number of highly qualified graduates who will be hired to work in Native American Early Education Programs. The primary purpose of the NAECS program application is to increase the number of early childhood educators and early intervention (EI) development specialist to work with Native American children and to ensure that those educators receive a high-quality education. I fully endorse this goal to increase the number of well-trained educators.

The Department of Higher Education (DHE) is very familiar with the Early Education and Early Intervention program at UMass Boston and recognizes its high level of quality preparing bachelor's degree students. The focus and goal of the undergraduate UMass Boston program is to address a significant area of need in early childhood and early intervention systems serving Native American children and families. UMass Boston faculty and our staff have worked collaboratively in a number of efforts to support a skilled workforce in Massachusetts early childhood systems. As a minority-serving institution of higher education, UMass Boston is uniquely positioned to successfully recruit and prepare Native American students for careers in Early Childhood Education and Early Intervention.

The DHE fully supports this grant proposal to prepare early childhood educators and EI developmental specialists ensuring they receive a high-quality education. This NAECS program is the only one of its kind in New England. If funded, this program will further the capacity to serve young Native American children and their families at a critical stage of educational development.

Sincerely,

(b)(6)

Carlos E. Santiago
Commissioner
Department of Higher Education

Native American Early Childhood Education Scholars Program (NAECES)

Competitive Preference Priority 4

The University of Massachusetts Boston (UMB) will use the funding from this grant to recruit Native American students to the Early Education and Care in Inclusive Settings (EECIS) Bachelor's degree program. A key component of preparing pre-service early educators is the emphasis on science, technology, engineering, and mathematics (STEM) learning. Early childhood educators teach all subjects, and early STEM learning sets the foundation for later academic learning and success. Early childhood STEM training is an area of faculty expertise at UMB. The UMB program is unique in that it offers students a full year of coursework (2 3-credit courses taken sequentially) that addresses STEM learning for young children in diverse cultural contexts.

In our course ECHD 430, Technology for Young Children, students examine the learning outcomes, instructional methods, and materials used for technology education and instructional technology. Students learn how to apply the principles of Universal Design for Learning to curriculum, instruction and assessment to support all children. Students experience hands-on use of software to use with young children as well as different forms of hardware (printer, scanner, digital camera) and how they can enhance a learning environment. Students review adaptations for children with special needs including how to integrate the use of Augmentative of Adaptive Communication (AAC) systems across the curriculum and at home. Students will also learn how to increase family participation and support families' use of technology with their children.

In our course ECHD 441, Science and Mathematics Instruction for Young Children, students explore the developmental theory and research in each of the curriculum areas; best practices in early STEM learning; foundations for selection and design of curriculum and

Native American Early Childhood Education Scholars Program (NAECES)

materials, and activities appropriate for diverse children birth through primary grades. Students learn fundamental concepts and skills for young children as well as optimum, hands-on pedagogical methods. Students learn how to implement math and science in developmentally and culturally appropriate ways for infants, toddlers, preschoolers, and primary children.

After graduation, we will continue to support student's use of STEM learning in the classroom through webinars, professional development, and onsite networking opportunities as part of our induction supports and our Network of Inclusive Childhood Educators (NICE). NICE is a network of graduates from the EECIS programs at UMB, including both novice and more seasoned early educators. As graduates from an EECIS program at UMB, NAECES students join NICE and are encouraged to take full advantage of the support it offers. As one key element of our induction program, we offer on-site activities to support graduates in the field as well as online events such as webinars or live online sharing sessions as a way for early educators to connect and share ideas for STEM curriculum, pedagogical practices, or support.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

University of Massachusetts-Boston
Year 1 Budget Period: 10/1/2018 to 9/30/2019

Personnel

Anne Douglass, PhD—Project Director (.33 FTE, \$66,589) Dr. Anne Douglass is the Director of Bachelor’s Degree Program in Early Education and Care in Inclusive Settings and an Associate Professor of Early Childhood Education in the Department of Curriculum and Instruction, University of Massachusetts-Boston. She will serve as the Project Director. She will oversee the entire project including, but not limited to, overall grant management, supervision of staff and outreach and recruitment activities, assisting with admissions processes, and ensuring strong partnerships for recruitment, practicum sites, and eventually job placement in Maine, Connecticut, Rhode Island, Massachusetts, as well as the mid-Atlantic states. She will also oversee project evaluation, continuous quality improvement, and write project reports and any other paperwork necessary for grant administration. Her additional effort in Year 1 will allow for an emphasis on outreach and recruitment of students.

J. Cedric Woods, PhD—Project Manager (.20 FTE; \$20,600) Dr. Woods will be responsible for student recruitment, including reaching out to tribal communities not serving as practicum sites as well as state recognized tribes and urban Indian communities. He will also assist in connecting students, once admitted, with Boston area resources for the Native community, such as the Indian Health Services program, local urban Indian community organizations, and UMass Boston’s Native American Student Society. This will require extensive travel over Northeast and Mid-Atlantic area. His additional effort in Year 1 enables a strong, focused effort on outreach and recruitment for students.

Lynne Mendes—Project Coordinator (.50 FTE; \$27,494) Lynne Mendes will support the project by serving as mentor to the students admitted in the program, assisting in enrollment of classes, , connecting them with necessary Academic and other Support Services programs, and ensuring their smooth transition into the academic program and social environment. She will dedicate a large portion of her effort in Year 1 to outreach and recruitment, including travel to tribal partners to successfully ensure the enrollment of 10 students by the end of Year 1. She will also plan the annual education symposia.

Natalie Calixto—Administrative Assistant (.10 FTE; \$4,391) Natalie Calixto will assist in basic administration related to the project, such as communications, packet assembly for courses or programs, event planning, copying, updating websites and other media to reflect upcoming events related to outreach and recruitment, the program and Native students on campus.

Academic Tutor (3-4 hrs/week at \$26/hr from 1/1/2019 to 9/30/2019 [40 weeks]; \$3,250) An academic tutor will be hired to assist in students attaining academic success.

All sums for personnel are directly linked to the internal calculations guide utilized by the university, ensuring that the time commitments directly reflect the amount budgeted.

Total Personnel Requested: \$122,324

Fringe Benefits

Fringe Benefits are calculated for above listed personnel at the Commonwealth of Massachusetts approved rates. The breakdown for these is as follows:

-Fringe Benefit Rate (Including Health Insurance, pension and terminal leave)	34.89% of regular (benefitted) employee compensation
-Payroll Tax Rate (Including Unemployment, Universal Health and Medical Tax): Applies to faculty and staff, but not Student employees	1.73% of compensation for regular and contracted employees

-Health and Welfare	\$33/bi-weekly per FTE
-Worker Compensation	0.26%

However, for student workers, no benefits are calculated.

Total Fringe Benefit Requested: \$26,880

Travel

This project covers New England and Mid-Atlantic states, with outreach and a practicum site in each state which will need to be assessed, as well as additional tribal communities who will need to be educated about this project and the opportunities for participation with the project. Both project director and project manager will need to participate in these visits to provide the greatest opportunity for successful engagement and recruitment. This also includes budgeted funds for the mandatory meeting of the Project Director with the Office of Indian Education in Washington, D.C.

<i>Practicum site visits and recruitment visits</i>	<i>Round trip Mileage/Car Rental/Airfare</i>	<i>Per diem</i>	<i>Hotel</i>	<i>Total</i>
Boston to Littleton, ME	\$500 (airfare) \$240 (car rental) \$150 (gas)	\$51 x 3= \$153	\$100 x 2= \$200	\$1,243.00 (3) = \$3,729.00
Boston to Providence, RI	96 x \$0.545= \$52.32	\$51 x1= \$51	n/a	\$103.32 (3) = \$206.64
Boston to Charlestown, RI	174 x \$0.545= \$94.83	\$51 x 2= \$102	\$100 x 2= \$200	\$396.83 (3) = \$793.66
Boston to Hyannis, MA and Mashpee, MA	136 x \$0.545= \$74.12	\$64 x 2= \$128	\$150 x 1= \$150	\$352.12 (3) = \$704.24
Boston to Uncasville, CT and Mashantucket, CT	220 x \$0.545= \$119.90	\$51 x 2= \$102	\$100 x 2= \$200	\$421.90 (3) = \$843.80
Boston to Wilmington, DE	\$500 (airfare) \$180 (car rental) \$100 (gas)	\$54 x 2= \$108	\$127 x 2= \$254	\$1,142.00 (3) = \$3,426.00
Boston to Baltimore, MD	\$500 (airfare) \$180 (car rental) \$100 (gas)	\$69 x 2= \$138	\$160 x 2= \$320	\$1,238.00 (3) = \$3,714.00
Boston to Charlottesville, VA	\$500 (airfare) \$240 (car rental) \$150 (gas)	\$69 x 3= \$207	\$128 x3= \$256	\$1,481.00 (3) = \$4,443.00
Boston to Raleigh, NC	\$500 (airfare) \$240 (car rental) \$150 (gas)	\$59 x 3= \$177	\$115 x 3= \$345	\$1,412.00 (3) = \$4,236.00
Boston to Project Director Meeting Washington, D.C.	\$500 (airfare)	\$69 x 3= \$207	\$175 x 2= \$350	\$1,057.00

Tolls, parking, taxis				\$573.00
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Total Travel Requested: \$25,000

Equipment: None Requested

Supplies

Specific supplies will be requested including photocopying materials and stationery. This will include printing information sheets and brochures regarding the program, student handbooks, marketing and recruitment materials, and webinar conferencing software (\$2,400).

Contractual: None Requested

Construction: Not applicable.

Other: None Requested

TOTAL DIRECT COST REQUESTED: \$176,604

Indirect Cost

The current allowable indirect rate is 8% MTDC. Total indirect support requested is \$14,128. No indirect cost is considered for any student support funds (i.e. tuition, stipends).

Student Training Costs

Costs for students are calculated to cover their tuition and fees for two regular semesters as well as on-line summer courses. Differential tuition rates for on-line versus on-campus courses are accounted for, as well as annual fees, some of which are paid only at the beginning of student academic career and others which re-occur. Stipends are also included for those students who will be participating in the residential cohort. Stipends are not included for our on-line cohort, although travel is included for them to attend and participate in an annual Native American Early Childhood Scholars gathering and project activities. This is specifically included to connect all the diverse participants in the program and build a sense of group cohesion.

Tuition & Fees	Residential cohort (out-of-state, Summer 2019 entry)—\$15,581 (2 summer online and 3 fall on-campus 3-credit courses)	Online cohort 1 (Spring 2019 entry)—\$9,948 (3 spring, 2 summer, and 3 fall 3-credit courses) (4)	Online cohort 2 (Summer 2019 entry)—\$6,258 (2 summer and 3 fall 3-credit courses) (3)
Health insurance	\$1,254 (3)	n/a	n/a
e-portfolio fee	\$120 (3)	\$120 (4)	\$120 (3)
New student fees	\$894 (3)	\$894 (4)	\$894 (3)
books	\$500 (3)	\$800 (4)	\$500 (3)
Tablet PCs	\$800 (3)	\$800 (4)	\$800 (3)

Stipends (food, housing)	\$14,400 (3)	n/a	n/a
Travel for cohort activities at UMass Boston—2x year		400 mileage; \$150 x 5 for hotel; \$69 per diem x 5 = \$1,313 (4) (2x, i.e., \$2,626)	400 mileage; \$150 x 5 for hotel; \$69 per diem x 5 = \$1,313 (3) (2x, i.e., \$2,626)
Costs per student	\$33,549 (3)	\$15,188 (4)	\$11,198 (3)
Subtotal for students	\$100,647	\$60,752	\$33,594
Dependent care for up to 6 students	\$900 (6) = \$5,400		
Student Symposium Costs	An annual Native American Early Childhood Scholars Symposium will be held in May for the students and our collaborative tribal partners. We estimate that printing, supplies, and materials for the symposium will cost \$1,000 and food for the event will cost; Total Student Symposium Costs Requested: \$2,000		
Total	\$202,393		

Total Student Training Costs Requested: \$202,393

TOTAL YEAR 1 REQUESTED: \$393,125

Year 2 Budget Period: 10/1/2019 to 9/30/2020

Personnel

Anne Douglass, PhD—Project Director (.10 FTE; \$16,709) Dr. Douglass will serve as the Project Director. She will oversee the entire project including, but not limited to, overall grant management, supervision of staff and outreach and recruitment activities, assisting with admissions processes, and ensuring strong partnerships for recruitment, practicum sites, and eventually job placement in Maine, Connecticut, Rhode Island, Massachusetts, as well as the mid-Atlantic states. She will also oversee project evaluation, continuous quality improvement, and write project reports and any other paperwork necessary for grant administration.

J. Cedric Woods, PhD—Project Manager (.10 FTE; \$10,609) Dr. Woods will be responsible for student recruitment, including reaching out to tribal communities not serving as practicum sites as well as state recognized tribes and urban Indian communities. He will also assist in connecting students, once admitted, with Boston area resources for the Native community, such as the Indian Health Services program, local urban Indian community organizations, and UMass Boston’s Native American Student Society.

Lynne Mendes—Project Coordinator (.75 FTE; \$42,479) Lynne Mendes will support the project by serving as mentor to the students admitted in the program, assisting in enrollment of classes, finding appropriate living quarters for the residential cohort, connecting them with necessary, Academic Support Services programs, and ensuring their smooth transition into the academic program and social environment. She will also plan the annual education symposia.

Natalie Calixto—Administrative Assistant (.07 FTE; \$3,166) Natalie Calixto will assist in basic administration related to the project, such as packet assembly for courses or programs, event planning, copying, updating websites and other media to reflect upcoming events related to the program and Native students on campus.

Academic Tutor (300 hrs at \$26/hr during the academic year [39 weeks] and during summer [13 weeks]; \$7,800) An academic tutor will be hired to assist in students attaining academic success.

All sums for personnel are directly linked to the internal calculations guide utilized by the university, ensuring that the time commitments directly reflect the amount budgeted.

Total Personnel Requested: \$80,763

Fringe Benefits

Fringe Benefits are calculated for above listed personnel at the Commonwealth of Massachusetts approved rates. The breakdown is provided above in year 1.No benefits are calculated for student workers.

Total Fringe Benefits Requested: \$24,828

Travel

This project covers multiple states, with a practicum site in each state which will need to be assessed, as well as additional tribal communities who will need to be educated about this project and the opportunities for participation with the project. Both project director and project manager will need to participate in these visits to provide the greatest opportunity for successful engagement and recruitment. This also includes budgeted funds for the mandatory meeting with the Office of Indian Education in Washington, D.C. Calculations are as estimated for year 1, except for the visits being 2x year rather than 3.

<i>Practicum site visits and recruitment visits</i>	<i>Round trip Mileage/Car Rental/Airfare</i>	<i>Per diem</i>	<i>Hotel</i>	<i>Total</i>
Boston to Littleton, ME	\$500 (airfare) \$240 (car rental) \$150 (gas)	\$51 x 3= \$153	\$100 x 2= \$200	\$1243.00 (2) = \$2486.00
Boston to Providence, RI	96 x \$0.545= \$52.32	\$51 x1= \$51	n/a	\$103.32 (2) = \$206.64
Boston to Charlestown, RI	174 x \$0.545= \$94.83	\$51 x 2= \$102	\$100 x 2= \$200	\$396.83 (2) = \$793.66
Boston to Hyannis, MA and Mashpee, MA	136 x \$0.545= \$74.12	\$64 x 2= \$128	\$150 x 1= \$150	\$352.12 (2) = \$704.24
Boston to Uncasville, CT and Mashantucket, CT	220 x \$0.545= \$119.90	\$51 x 2= \$102	\$100 x 2= \$200	\$421.90 (2) = \$843.80
Boston to Wilmington, DE	\$500 (airfare) \$180 (car rental) \$100 (gas)	\$54 x 2= \$108	\$127 x 2= \$254	\$1,142.00 (2) = \$3,426.00

Boston to Baltimore, MD	\$500 (airfare) \$180 (car rental) \$100 (gas)	\$69 x 2= \$138	\$160 x 2= \$320	\$1,238.00 (2) = \$3,714.00
Boston to Charlottesville, VA	\$500 (airfare) \$240 (car rental) \$150 (gas)	\$69 x 3= \$207	\$128 x3= \$256	\$1,481.00 (2) = \$4,443.00
Boston to Raleigh, NC	\$500 (airfare) \$240 (car rental) \$150 (gas)	\$59 x 3= \$177	\$115 x 3= \$345	\$1,412.00 (2) = \$4,236.00
Boston to Washington, D.C.	\$500 (airfare)	\$69 x 3= \$207	\$175 x 2= \$350	\$1,057.00
Tolls, parking, taxis				\$120.00

Total Travel Requested: \$17,000

Equipment: None Requested

Supplies

Specific supplies will be requested including photocopying materials and stationery. This will include printing information sheets and brochures regarding the program, student handbooks, marketing and recruitment materials, and webinar conferencing software (\$2,400).

Contractual: None Requested

Construction: Not applicable.

Other: None Requested

TOTAL DIRECT COST REQUESTED: \$124,991

Indirect Cost

The current allowable indirect rate is 8% MTDC total indirect support requested is **\$9,999**. No indirect cost is considered for any student support funds (i.e. tuition, stipends).

Student Training Costs

Costs for students are calculated to cover their tuition and fees for two regular semesters as well as on-line summer courses. Differential tuition rates for on-line versus on-campus courses are accounted for, as well as annual fees, some of which are paid only at the beginning of student academic career and others which re-occur. For year 2, anticipated increases in tuition, fees, and health fee are also anticipated.

Stipends are also included for those students who will be participating in the residential cohort. Stipends are not included for our on-line cohort, although travel is included for them to attend and participate in an annual Native American Early Childhood Scholars gathering and project activities. This is specifically included to connect all the diverse participants in the program and build a sense of group cohesion.

Tuition & Fees	Residential cohort—\$29,168 (3 spring, 2 summer online, and 3 fall 3-credit courses)	Online cohorts 1 and 2—\$10,245 (3 spring, 2 summer, and 3 fall 3-credit courses) (7)
Health insurance	\$1,292 (3)	n/a
books	\$800 (3)	\$800 (7)
Stipends (food, housing)	\$21,600 (3)	n/a
ICWA level background checks and fingerprinting for practicum	\$150 (3)	\$150 (7)
Travel for cohort activities at UMass Boston—2x year	n/a	400 mileage; \$150 x 5 for hotel; \$69 per diem x 5= \$1,313 (7) (2x, i.e., \$2,626)
Costs per student	\$53,010 (3)	\$13,821 (7)
Subtotal for students	\$159,030	\$96,747
Dependent care for up to 6 students	\$900 (6) = \$5,400	
Student Symposium Costs	An annual Native American Early Childhood Scholars Symposium will be held in May for the students. We estimate that printing, supplies, and materials for the symposium will cost \$1,000 and food for the event will cost \$1,000. Total Student Symposium Costs Requested: \$2,000	
Total	\$263,177	

Total Student Training Costs Requested: \$263,177

TOTAL YEAR 2 REQUESTED: \$398,167

Year 3 Budget Period: 10/1/2020 to 9/30/2021

Personnel

Anne Douglass, PhD—Project Director (.17 FTE; \$37,495) Dr. Douglass will serve as the Project Director. She will oversee the entire project including, but not limited to, overall grant management, supervision of staff and activities, assisting with admissions process to UMB for students, and assessing practicum

sites in Maine, Connecticut, Rhode Island, and Massachusetts. She will also write project reports and any other paperwork necessary for grant administration.

J. Cedric Woods, PhD—Project Manager (.10 FTE; \$10,927) Dr. Woods will be responsible for student recruitment, including reaching out to tribal communities not serving as practicum sites as well as state recognized tribes and urban Indian communities. He will also assist in connecting students, once admitted, with Boston area resources for the Native community, such as the Indian Health Services program, local urban Indian community organizations, and UMass Boston’s Native American Student Society. This will require extensive travel.

Lynne Mendes—Project Coordinator (.75 FTE; \$43,753) Lynne Mendes will support the project by serving as mentor to the students admitted in the program, assisting in enrollment of classes, finding appropriate living quarters for the residential cohort, connecting them with necessary, Academic Support Services programs, and ensuring their smooth transition into the academic program and social environment. They will also plan the annual education symposia.

Natalie Calixto—Administrative Assistant (.10 FTE; \$4,659) Natalie Calixto will assist in basic administration related to the project, such as packet assembly for courses or programs, event planning, copying, updating websites and other media to reflect upcoming events related to the program and Native students on campus.

Academic Tutor (375 hrs at \$26/hr [52 weeks]; \$9750) An academic tutor will be hired to assist in students attaining academic success.

All sums for personnel are directly linked to the internal calculations guide utilized by the university, ensuring that the time commitments directly reflect the amount budgeted.

Total Personnel Requested: \$106,584

Fringe Benefits

Fringe Benefits are calculated for above listed personnel at the Commonwealth of Massachusetts approved rates. The breakdown for these is as provided in year 1. No benefits are calculated for student workers.

Total Fringe Benefit Requested: \$29,413

Travel

This project covers multiple states, with practicum sites in these states which need to be assessed and coordinated and beginning to develop job placement and induction supports that will require travel. Both project director and project manager will need to participate in these visits to provide the greatest opportunity for successful engagement and recruitment. This also includes budgeted funds for the mandatory meeting with the Office of Indian Education in Washington, D.C. Calculations are as estimated for year 2 (i.e., most trips are 2x year). See travel table under Year 2 above.

Total Travel Requested: \$17,000

Equipment: None Requested

Supplies

Specific supplies will be requested including photocopying materials and stationery. This will include printing information sheets and brochures regarding the program, student handbooks, marketing and recruitment materials, and webinar conferencing software (\$2,400).

Contractual: None Requested

Construction: Not applicable.

Other: None Requested

TOTAL DIRECT COST REQUESTED: \$155,397

Indirect Cost

The current allowable indirect rate is 8% MTDC total indirect support requested is **\$12,432**. No indirect cost is considered for any student support funds (i.e. tuition, stipends).

Student Training Costs

Costs for students are calculated to cover their tuition and fees for two regular semesters as well as on-line summer courses. Differential tuition rates for on-line versus on-campus courses are accounted for, as well as annual fees, some of which are paid only at the beginning of student academic career and others which re-occur. For year 3, anticipated increases in tuition, fees, and health fee are also anticipated.

Stipends are also included for those students who will be participating in the residential cohort. Stipends are not included for our on-line cohort, although travel is included for them to attend and participate in an annual Native American Early Childhood Scholars gathering and project activities. This is specifically included to connect all the diverse participants in the program and build a sense of group cohesion.

Tuition & Fees	Residential cohort—\$25,405 (3 spring, 2 summer online, and 2 fall on-campus 3-credit courses)	Online cohort 1— \$5,220 (3 spring and 1 summer, 3-credit online courses) (4)	Online cohort 2 (Summer 2019 entry)—\$9,213 (3 spring, 2 summer, and 2 fall 3-credit online courses) (3)
Health insurance	\$1,331 (3)	n/a	n/a
books	\$700 (3)	\$400 (4)	\$700 (3)
Stipends (food, housing)	\$21,600 (3)	n/a	n/a
Travel for cohort activities at UMass Boston—2x year	n/a	400 mileage; \$150 x 5 for hotel; \$69 per diem x 5= \$1,313 (4) (2x, i.e., \$2,626)	400 mileage; \$150 x 5 for hotel; \$69 per diem x 5 = \$1,313 (3) (2x, i.e., \$2,626)
Online field supervision video software system	\$500 (3)	\$500 (4)	\$500 (3)
Costs per student	\$49,536 (3)	\$8,746 (4)	\$13,039 (3)
Subtotal for students	\$148,608	\$34,984	\$39,117

Dependent care for up to 6 students	\$900 (6) = \$5,400
Student Symposium Costs	An annual Native American Early Childhood Scholars Symposium will be held in May for the students. We estimate that printing, supplies, and materials for the symposium will cost \$1,000 and food for the event will cost \$1,000. Total Student Symposium Costs Requested: \$2,000

Total Student Training Costs Requested: \$230,109

TOTAL YEAR 3 REQUESTED: \$397,938

Year 4 Budget Period: 10/1/2021 to 9/30/2022

Personnel

Anne Douglass, PhD—Project Director (.10 FTE; \$21,269) Dr. Douglass will serve as the Project Director. She will oversee the entire project including, but not limited to, overall grant management and supervision of staff and activities. She will also write project reports and any other paperwork necessary for grant administration. This will require travel. She will dedicate most of Year 4 to overseeing induction services and job placement for the graduates and generation of program evaluation and annual reports.

J. Cedric Woods, PhD—Project Manager (.05 FTE; \$5,628) Dr. Woods will be responsible for reaching out to tribal communities as well as state recognized tribes and urban Indian communities. He will also assist in mentoring, partnerships, and job placement. This will require extensive travel. He will also assist in Year 4 with job search activities.

Lynne Mendes—Project Coordinator (.50 FTE; \$30,044) Lynne Mendes will support the project by serving as mentor to the students, and will coordinate and deliver induction supports, including visits to students' sites and assisting with job placement and local partnerships. In the 4th year of the grant, the project assistant will assist in ongoing data collection and monitoring of induction services and participation.

Natalie Calixto—Administrative Assistant (.09 FTE; \$4319) Natalie Calixto will assist in basic administration related to the project, such as communications, packet assembly for courses or programs, event planning, copying, updating websites and other media to reflect upcoming events related to the program and Native students on campus.

All sums for personnel are directly linked to the internal calculations guide utilized by the university, ensuring that the time commitments directly reflect the amount budgeted.

Total Personnel Requested: \$61,259

Fringe Benefits

Fringe Benefits are calculated for above listed personnel at the Commonwealth of Massachusetts approved rates. The breakdown for these is as provided in year 1. No benefits are calculated for student workers.

Total Fringe Benefits Requested: \$18,693

Travel

This project covers multiple states, and travel for partnerships, job placement supports, and induction year service delivery. Both project director and project manager will need to participate in these visits to provide the greatest opportunity for successful engagement and. This also includes budgeted funds for the mandatory meeting with the Office of Indian Education in Washington, D.C. In the 4th year of the grant, an extra trip to Maine, the location of most of the early childhood education facilities in the region has also been budgeted for the Project Director, which led to a \$1,500 increase in estimated budget to that provided in year 2. See travel table under year 2 above.

Total Travel Requested: \$18,500

Equipment: None Requested

Supplies

Specific supplies will be requested including photocopying materials, stationery, and webinar conferencing software. This will include printing for final reports, presentation material to showcase the work accomplished during the project, and archiving of project records (\$1,400).

Contractual: None Requested

Construction: Not applicable.

Other: None Requested

TOTAL DIRECT COSTS REQUESTED: \$99,852

Indirect Cost

The current allowable indirect rate is 8% MTDC total indirect support requested is **\$7,988**. No indirect cost is considered for any student support funds (i.e. tuition, stipends).

Student Training Costs

Travel support for the online cohort is included for them to attend and participate in an annual Native American Early Childhood Scholars gathering and project activities. This is specifically included to connect all the diverse participants in the program and build a sense of group cohesion.

Travel for cohort activities at UMass Boston	400 mileage; \$150 x 5 for hotel; \$69 per diem x 5 = \$1,313 (7)
Student Symposium Costs	An annual Native American Early Childhood Scholars Symposium will be held in May for the students. We estimate that printing, supplies (including induction program supplies for students), and materials for the symposium will cost \$1,000 and food for the event will cost \$1,000. Total Student Symposium Costs Requested: \$2,000
Total	\$11,191

TOTAL YEAR 4 REQUESTED: \$119,031

Year 5 Budget Period: 10/1/2022 to 9/30/2023

Personnel

Anne Douglass, PhD—Project Director (.08 FTE; \$19,602) Dr. Douglass will serve as the Project Director. She will oversee the entire project including, but not limited to, overall grant management and supervision of staff and activities. She will also write project reports and any other paperwork necessary for grant administration. This will require extensive travel over the four-state area. She will dedicate most of Year 5 to assisting with job placement for the graduates and generation of final reports.

J. Cedric Woods, PhD—Project Manager (.05 FTE; \$5,796) Dr. Woods will be responsible for student recruitment, including reaching out to tribal communities not serving as practicum sites as well as state recognized tribes and urban Indian communities. He will also assist in connecting students, once admitted, with Boston area resources for the Native community, such as the Indian Health Services program, local urban Indian community organizations, and UMass Boston's Native American Student Society. This will require extensive travel over the four-state area. He will also assist in Year 5 with job search activities.

Lynne Mendes—Project Coordinator (.50 FTE; \$30,945) Lynne Mendes will support the project by serving as mentor to the students and coordinating the ongoing and final induction year supports, ensuring students successfully have completed the program, are employed in an appropriate setting, and actively participating in induction services. In the final year of the grant, she will assist in close out reports and assisting students with any outstanding projects as well as job placement.

Natalie Calixto—Administrative Assistant (.09 FTE; \$4,448) Natalie Calixto will assist in basic administration related to the project, such as packet assembly for courses or programs, event planning, copying, updating websites and other media to reflect upcoming events related to the program and Native students on campus.

All sums for personnel are directly linked to the internal calculations guide utilized by the university, ensuring that the time commitments directly reflect the amount budgeted.

Total Personnel Requested: \$60,791

Fringe Benefits

Fringe Benefits are calculated for above listed personnel at the Commonwealth of Massachusetts approved rates. The breakdown for these is as provided in year 1. No benefits are calculated for student workers.

Total Fringe Benefits Requested: \$19,190

Travel

This project covers multiple states, and travel for partnerships, job placement, and induction supports. Both project director and project manager will need to participate in these visits to provide the greatest opportunity for successful engagement. This also includes budgeted funds for the mandatory meeting with the Office of Indian Education in Washington, D.C. As with year 4, an extra trip to Maine has also been budgeted.

Total Travel Requested: \$18,500

Equipment: None Requested

Supplies

Specific supplies will be requested including photocopying materials, stationery, and webinar conferencing software. This will include printing for final reports, presentation material to showcase the work accomplished during the project, and archiving of project records (\$1,400).

Contractual: None Requested

Construction: Not applicable.

Other: None Requested

TOTAL DIRECT COSTS REQUESTED: \$111,072

Indirect Cost

The current allowable indirect rate is 8% MTDC total indirect support requested is **\$7990**. No indirect cost is considered for any student support funds (i.e. tuition, stipends).

Student Training Costs

Travel support for the online cohort is included for them to attend and participate in an annual Native American Early Childhood Scholars gathering and project activities. This is specifically included to connect all the diverse participants in the program and build a sense of group cohesion.

Travel for cohort activities at UMass Boston	400 mileage; \$150 x 5 for hotel; \$69 per diem x 5 = \$1,313 (7)
Student Symposium Costs	An annual Native American Early Childhood Scholars Symposium will be held in May for the students. We estimate that printing, supplies, and materials for the symposium will include induction program supplies for students at a cost of \$1,000 and food for the event will cost \$1,000. Total Student Symposium Costs Requested: \$2,000
Total	\$11,191

TOTAL YEAR 5 REQUESTED: \$119,062

Sum Total Costs by Year

	Modified Total Direct Costs	Indirect Costs	Student Costs
Year 1	\$176,604	\$14,128	\$202,393
Year 2	\$124,991	\$9,999	\$263,177
Year 3	\$155,397	\$12,432	\$230,109
Year 4	\$99,852	\$7,988	\$11,191
Year 5	\$111,072	\$7,990	\$11,191
TOTAL	\$667,916	\$52,538	\$718,061