APPLICATION FOR GRANTS UNDER THE

FY18 Professional Development 84.299B
CFDA # 84.299B
PR/Award # S299B180040
Grants.gov Tracking#: GRANT12685987

OMB No. 1810-0580, Expiration Date: 09/30/2018
Closing Date: Jul 30, 2018
**Table of Contents**

<table>
<thead>
<tr>
<th>Form</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Application for Federal Assistance SF-424</td>
<td>e3</td>
</tr>
<tr>
<td>2. Standard Budget Sheet (ED 524)</td>
<td>e6</td>
</tr>
<tr>
<td>3. Assurances Non-Construction Programs (SF 424B)</td>
<td>e8</td>
</tr>
<tr>
<td>4. Disclosure Of Lobbying Activities (SF-LLL)</td>
<td>e10</td>
</tr>
<tr>
<td>5. ED GEPA427 Form</td>
<td>e11</td>
</tr>
<tr>
<td></td>
<td>Attachment - 1 (GEPA_Statement1012694573)</td>
</tr>
<tr>
<td>6. Grants.gov Lobbying Form</td>
<td>e13</td>
</tr>
<tr>
<td>7. Dept of Education Supplemental Information for SF-424</td>
<td>e14</td>
</tr>
<tr>
<td>8. ED Abstract Narrative Form</td>
<td>e15</td>
</tr>
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<td>Attachment - 1 (Project_Abstract1012694572)</td>
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<td>9. Project Narrative Form</td>
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<td>10. Other Narrative Form</td>
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<td>Attachment - 1 (UI_Rate_Agreement1012694549)</td>
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<td>Attachment - 2 (Letters_of_Support_CPP_One1012694576)</td>
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<td>Attachment - 3 (Resumes1012694577)</td>
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<td>Attachment - 4 (STEM_CPP_Four1012694578)</td>
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<td>Attachment - 5 (Table_of_Contents1012694579)</td>
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<td>11. Budget Narrative Form</td>
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<td>Attachment - 1 (Budget_Narrative1012694574)</td>
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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**

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<th>2. Type of Application:</th>
<th>If Revision, select appropriate letter(s):</th>
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<td>Application</td>
<td>New</td>
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<td></td>
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<td>Revision</td>
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<th>5b. Federal Award Identifier:</th>
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**State Use Only:**

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<th>7. State Application Identifier:</th>
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**8. APPLICANT INFORMATION:**

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<thead>
<tr>
<th>a. Legal Name:</th>
<th>Regents of the University of Idaho</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Employer/Taxpayer Identification Number (EIN/TIN):</td>
<td>826000945</td>
</tr>
<tr>
<td>c. Organizational DUNS:</td>
<td>075746271</td>
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</table>

<table>
<thead>
<tr>
<th>d. Address:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Street1: 875 Perimeter Dr, MS 3020</td>
</tr>
<tr>
<td>Street2:</td>
</tr>
<tr>
<td>City: Moscow</td>
</tr>
<tr>
<td>County/Parish: Latah</td>
</tr>
<tr>
<td>State: ID: Idaho</td>
</tr>
<tr>
<td>Province: USA: UNITED STATES</td>
</tr>
<tr>
<td>Zip / Postal Code: 83844-3020</td>
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<table>
<thead>
<tr>
<th>e. Organizational Unit:</th>
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</thead>
<tbody>
<tr>
<td>Department Name:</td>
</tr>
<tr>
<td>Division Name:</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>f. Name and contact information of person to be contacted on matters involving this application:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prefix:</td>
</tr>
<tr>
<td>* First Name: Vanessa</td>
</tr>
<tr>
<td>Middle Name: E.</td>
</tr>
<tr>
<td>* Last Name: Anthony-Stevens</td>
</tr>
<tr>
<td>Suffix:</td>
</tr>
<tr>
<td>Title: Assistant Professor</td>
</tr>
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</table>

Organizational Affiliation:

Regents of the University of Idaho

<table>
<thead>
<tr>
<th>* Telephone Number:</th>
<th>Fax Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>208-885-0179</td>
<td></td>
</tr>
</tbody>
</table>

* Email: ustevens@uidaho.edu
**Application for Federal Assistance SF-424**

**9. Type of Applicant 1: Select Applicant Type:**
- [ ] H: Public/State Controlled Institution of Higher Education

**Type of Applicant 2: Select Applicant Type:**

**Type of Applicant 3: Select Applicant Type:**

* Other (specify):

**10. Name of Federal Agency:**
[ ] Department of Education

**11. Catalog of Federal Domestic Assistance Number:**
- 84.299

**CFDA Title:**
Indian Education -- Special Programs for Indian Children

**12. Funding Opportunity Number:**
- ED-GRANTS-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.):**

**15. Descriptive Title of Applicant’s Project:**
Indigenous Knowledge for Effective Education Program (IKEEP)

Attach supporting documents as specified in agency instructions.

**PR/Award # S239B180040**
Page 64
Application for Federal Assistance SF-424

16. Congressional Districts Of:
   * a. Applicant ID-001
   * b. Program/Project ID-001

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

Add Attachment  Delete Attachment  View Attachment

17. Proposed Project:
   * a. Start Date: 10/01/2018
   * b. End Date: 09/30/2023

18. Estimated Funding ($):
   * a. Federal 1,003,867.00
   * b. Applicant 0.00
   * c. State 0.00
   * d. Local 0.00
   * e. Other 0.00
   * f. Program Income 0.00
   * g. TOTAL 1,003,867.00

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.
   x 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  x 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)
   x ** 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: Deborah
Middle Name: N.
* Last Name: Shaver
Suffix: 

* Title: AVP, Research Admin and Director, OSP

* Telephone Number: 208 885-6651  Fax Number: 208 885-5752
* Email: osp@uidaho.edu

* Signature of Authorized Representative: Deborah Shaver  * Date Signed: 07/30/2018

PR/Award # S299B180040  
Page 35
**U.S. DEPARTMENT OF EDUCATION**

**BUDGET INFORMATION**

**NON-CONSTRUCTION PROGRAMS**

Name of Institution/Organization: Regents of the University of Idaho

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**

<table>
<thead>
<tr>
<th>Budget Categories</th>
<th>Project Year 1 (a)</th>
<th>Project Year 2 (b)</th>
<th>Project Year 3 (c)</th>
<th>Project Year 4 (d)</th>
<th>Project Year 5 (e)</th>
<th>Total (f)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Personnel</td>
<td>57,990.00</td>
<td>59,150.00</td>
<td>60,333.00</td>
<td>58,469.00</td>
<td>52,448.00</td>
<td>225,890.00</td>
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<tr>
<td>2. Fringe Benefits</td>
<td>18,139.00</td>
<td>19,502.00</td>
<td>9,872.00</td>
<td>5,206.00</td>
<td>5,206.00</td>
<td>65,827.00</td>
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<td>3. Travel</td>
<td>12,214.00</td>
<td>12,082.00</td>
<td>7,545.00</td>
<td>7,545.00</td>
<td>7,545.00</td>
<td>45,113.00</td>
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<tr>
<td>4. Equipment</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
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<tr>
<td>5. Supplies</td>
<td>4,300.00</td>
<td>3,320.00</td>
<td>3,320.00</td>
<td>0.00</td>
<td>0.00</td>
<td>11,609.00</td>
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<tr>
<td>6. Contractual</td>
<td>23,256.00</td>
<td>49,985.00</td>
<td>40,905.00</td>
<td>22,600.00</td>
<td>22,600.00</td>
<td>149,069.00</td>
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<td>7. Construction</td>
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<td>8. Other</td>
<td>6,694.00</td>
<td>6,694.00</td>
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<td>22,220.00</td>
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<tr>
<td>9. Total Direct Costs (lines 1-8)</td>
<td>124,247.00</td>
<td>139,478.00</td>
<td>136,501.00</td>
<td>61,389.00</td>
<td>63,095.00</td>
<td>524,719.00</td>
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<td>10. Indirect Costs*</td>
<td>9,900.00</td>
<td>10,158.00</td>
<td>9,820.00</td>
<td>4,911.00</td>
<td>4,911.00</td>
<td>41,977.00</td>
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<tr>
<td>11. Training Stipends</td>
<td>122,152.00</td>
<td>112,906.00</td>
<td>130,693.00</td>
<td>7,545.00</td>
<td>7,545.00</td>
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<td>12. Total Costs (lines 9-11)</td>
<td>256,339.00</td>
<td>352,384.00</td>
<td>267,320.00</td>
<td>69,516.00</td>
<td>76,894.00</td>
<td>1,063,877.00</td>
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*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: 07/01/2013 To: 06/30/2019 (mm/dd/yyyy)
   - Approving Federal agency: ED  
   - Other (please specify): HHS
   - The Indirect Cost Rate is 35.00%.

3. If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC?  
   - Yes  
   - No
   - If you select "No," 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 you select "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 § 75.580.

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?  
     - Yes  
     - No
   - Complies with 34 CFR 76.564(c)(2)?  
     - Yes  
     - No
   - The Restricted Indirect Cost Rate is 35.00%.
<table>
<thead>
<tr>
<th>Budget Categories</th>
<th>Project Year 1 (a)</th>
<th>Project Year 2 (b)</th>
<th>Project Year 3 (c)</th>
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<td>9. Total Direct Costs (lines 1-8)</td>
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<tr>
<td>10. Indirect Costs</td>
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<tr>
<td>12. Total Costs (lines 9-11)</td>
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</table>

**SECTION C - BUDGET NARRATIVE** (see instructions)
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 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 1685-1688), 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 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. 97-167), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§562 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.

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).


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.

**SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL**

Deborah N. Shaver

**TITe**

AVP, Research Admin and Director, OSP

**APPLICANT ORGANIZATION**

Regents of the University of Idaho

**DATE SUBMITTED**

07/30/2018
DISCLOSURE OF LOBBYING ACTIVITIES

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

1. **Type of Federal Action:**
   - [ ] a. contract
   - [ ] b. grant
   - [ ] c. cooperative agreement
   - [ ] d. loan
   - [ ] e. loan guarantee
   - [ ] f. loan insurance

2. **Status of Federal Action:**
   - [ ] a. bid/offer/application
   - [ ] b. initial award
   - [ ] c. post-award

3. **Report Type:**
   - [ ] a. initial filing
   - [ ] b. material change

4. **Name and Address of Reporting Entity:**
   - [ ] Prime  [ ] Subawardee
   - **Name:** Regents of the University of Idaho
   - **Street 1:** 675 Perimeter Drive, MS 3020
   - **City:** Moscow  
   - **State:** ID  
   - **Zip:** 83844-3020
   - **Congressional District, if known:** 1 Idaho

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

6. **Federal Department/Agency:**
   - Department of Education

7. **Federal Program Name/Description:**
   - Indian Education -- Special Programs for Indian Children

8. **Federal Action Number, if known:**

9. **Award Amount, if known:**

10. a. **Name and Address of Lobbying Registrant:**
    - **Prefix:**  
    - **First Name:**  
    - **Middle Name:**  
    - **Last Name:**  
    - **Street 1:**  
    - **City:**  
    - **State:**  
    - **Zip:**  

   b. **Individual Performing Services (including address if different from No. 10a):**
    - **Prefix:**  
    - **First Name:**  
    - **Middle Name:**  
    - **Last Name:**  
    - **Street 1:**  
    - **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:** Deborah N. Shaver

   **Name:**  
   - **Prefix:**  
   - **First Name:** Deborah  
   - **Middle Name:** N.  
   - **Last Name:** Shaver

   **Title:** AVP, Research Admin and Director, OSP  
   **Telephone No.:** 208-885-6651  
   **Date:** 07/30/2018

Federal Use Only:
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 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 concerns 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.
General Education Provision Act (GEPA) 427 Statement

University of Idaho (UI) is particularly interested in reaching Native American student who are interested in teaching. UI will encourage hiring staff that represent the targeted population being served. Special needs students and employees will be provided accommodations on an individual basis with the assistance of the Office of Human Rights, Access and Inclusion, and Disability Support Services (DSS). UI IKEEP is housed in a building that meets ADA regulations.

Statement of Equal Opportunity: The University of Idaho recognizes that previous discrimination in employment based upon race, color, national origin, religion, sex, age, disability, or status as a Vietnam-era veteran has foreclosed economic opportunity to a significant number of people in the United States. To correct this inequity and to afford everyone the opportunity to participate without discrimination, UI pledges to eliminate all vestiges of policy that tended, intentionally or otherwise, to discriminate on the grounds proscribed by federal and state laws and, in order to eliminate all traces of discrimination, to take affirmative action to recruit, employ, and promote qualified members of those groups formerly excluded.

(Ref: FSH 3060)

In conclusion, UI has policies and procedures in place that promote equal opportunity practices and has incorporated these policies in student enrollment, academics, athletics, and extracurricular activities. UI IKEEP will incorporate all above standards in its project.
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

Regents of the University of Idaho

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix:  
First Name: Deborah
Middle Name: Shaver
Last Name: Shaver
Title: AVP, Research Admin and Director, OSP

* SIGNATURE: Deborah N. Shaver  * DATE: 07/30/2018

PR/Award # S299B180040
Page e13
1. Project Director:
Prefix: 
First Name: Vanessa
Middle Name: E.
Last Name: Anthony-Stevens
Suffix: 

Address:
Street1: Curriculum and Instruction
Street2: 875 Perimeter Drive, MS 3080
City: Moscow
County: Latah
State: ID: Idaho
Zip Code: 83844-3080
Country: USA: UNITED STATES

Phone Number (give area code) Fax Number (give area code)
208-885-0178

Email Address:
vstevens@uidaho.edu

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

3. Human Subjects Research:
   a. Are any research activities involving human subjects planned at any time during the proposed Project Period?
      ☐ Yes ☑ No
   b. Are ALL the research activities proposed designated to be exempt from the regulations?
      ☐ Yes ☐ No
         Provide Exemption(s) #: 1 2 3 4 5 6
      ☐ Yes ☐ No
         Provide Assurance #, if available:
   c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.
      Add Attachment Delete Attachment View Attachment
Abstract

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

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

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

You may now Close the Form

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

* Attachment: Project_Abstract1012694572.pdf [Add Attachment] [Delete Attachment] [View Attachment]
ABSTRACT

The University of Idaho (UI), in conjunction with the 10 Memorandum of Understanding (MOU) Tribes—Idaho: the Nez Perce, Coeur d’Alene, Kootenai, Shoshone-Bannock, Shoshone-Paiute; Washington: Yakama, Kalispel, Colville, Spokane; and Oregon: Umatilla—seeks to implement a five year Professional Development Program in Moscow, Idaho, termed Indigenous Knowledge for Effective Education Program (IKEEP).

IKEEP meets Absolute Priority 1 by providing comprehensive support and training to eight Native American IKEEP Scholars to complete a pre-service education program with concentration in Indigenous culturally and linguistically responsive pedagogy that will qualify them to bring long-term educational improvements to the K-12 school experience of Native American youth. IKEEP will support scholars to meet the requirements for full state certification or licensure, and job placement in regional schools serving high proportions of Native American students. In partnership with the 10 MOU Tribes, IKEEP will recruit Native American students who have completed their general requirements for an IHE, and are eligible to enroll in degree-required coursework at the University of Idaho. Non-traditional applications and applicants who hold a bachelor’s degree in a STEM related field interested in pursuing a career change to the teaching will be targeted for recruitment. Scholars will be eligible for State certification or licensure in time to participate in two years of induction services within the five-year grant period. IKEEP will meet Competitive Preference 4 by infusing high-quality Indigenous focused STEM training across IKEEP coursework, workshops and applied field ensuring that all IKEEP scholars gain knowledge and skills to support Native American student achievement.

IKEEP participants will be provided financial support, academic advising and specialized mentorship that will enable them to successfully complete a teacher education program centered
on Indigenous culturally and linguistically responsive education. The following activities will be implemented to ensure student participants complete their program and their service payback obligations:

1) Monthly student support services, mentoring and academic advising to ensure degree completion, 2) Specialized courses and workshops informed by culturally responsive research with an emphasis on Indigenous pedagogies, 3) Professional development activities and workshops with an emphasis on Indigenous STEM expertise, 4) Teacher mentorship partnership for career preparation and performance, and 5) Two-year induction services including monthly in-service mentorship meetings and annual Induction Retreats to support effective teaching and the successful fulfillment of the required payback obligations.

Over the project funding period, IKEEP will build the capacity of Native American teachers through its structured opportunities to strengthen the current educational initiatives for improving Native American school achievement led by the Nez Perce and Coeur d’Alene tribes and their State Tribal Education Partnership Projects (STEP), and the Indian Education Department at the Idaho State Department of Education. IKEEP’s primary location for coursework will be the University of Idaho campus, with workshops and retreats held in partnership at Tribal communities and University of Idaho extension centers. Scholars will attend the American Indian Language Development Institute (AILDI) for summer coursework during year 1 and 2 of the project to strengthen their understanding of Indigenous culture-based education alongside other Indigenous teachers and leaders. IKEEP will be led by a faculty Director and staffed with one Program Coordinator. Teacher mentors, leading Indigenous scholars, and practicing educational leaders will guide and support job preparation with IKEEP Scholars. The grant is for a five-year period at a first-year funding level of $256,339.
Project Narrative File(s)

* Mandatory Project Narrative File Filename: Project_Narrative1012694575.pdf

Add Mandatory Project Narrative File | Delete Mandatory Project Narrative File | View Mandatory Project Narrative File

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

Add Optional Project Narrative File | Delete Optional Project Narrative File | View Optional Project Narrative File
(A) NEED FOR PROJECT

Since 2016, The University of Idaho Indigenous Knowledge for Effective Education Program (IKEEP) has been successful in increasing the number of qualified Indian teachers prepared to serve local education agencies (LEAs) with a high proportion of Indian students. IKEEP has successfully established a teacher education project inclusive of culturally responsive educational theory and practices indicative of Indigenous culture-based pedagogy. This record of performance has yielded demand on the part of regional tribal communities and tribally serving schools to continue recruiting and preparing American Indian/Alaskan Native (AI/AN) pre-service teachers to improve the state of Indigenous education through culturally responsive teaching. IKEEP seeks to continue successfully supporting and training eight AI/AN IKEEP Scholars.

Competitive Priority Preference One. The University of Idaho (UI), in conjunction with the 10 Memorandum of Understanding (MOU) Tribes (Letters of Support in Appendix D)—Idaho: the Nez Perce, Coeur d’Alene, Kootenai, Shoshone-Bannock, Shoshone-Paiute; Washington: Yakama, Kalispel, Colville, Spokane; and Oregon: Umatilla—seeks to implement a five year Professional Development Program, termed IKEEP. Competitive Priority Preference Four: IKEEP will uniquely combine its commitment to culturally and linguistically responsive pedagogies with high quality professional development and instructional strategies in areas of science, technology, engineering and math (STEM) to best meet the needs of AI/AN students. Absolute Priority One. Support and training will be provided to eight American Indian IKEEP Scholars to complete a pre-service education program grounded in culturally and linguistically responsive pedagogy that will qualify them to meet the requirements for full state certification or licensure as a teacher in a K-12 school setting. The project will target recruitment and placement within the reservation areas of the 10 MOU Tribes with qualifying AI/AN students who: 1) have
completed their general requirements with two-years of Institutional Higher Education (IHE) and are eligible to enroll education degree-required coursework at the University of Idaho; 2) are non-traditional students with a 4-year degree and are eligible to enroll in a graduate degree program in secondary education with certification at the University of Idaho. In each qualifying category, undergraduate K-12 certification or graduate secondary certification, STEM related teaching content areas will be given priority within the applicant pool. IKEEP Scholars will be eligible for State certification or licensure in time to participate in induction services within the five-year grant period.

In collaboration with the 10 MOU tribes and the Nez Perce Tribe and Coeur d’Alene STEP projects, IKEEP graduates will develop core pedagogical focus on culturally responsive theory and practices indicative of effective Indigenous language and culture-based pedagogy (Castagno & Brayboy, 2008; Lee, 2015). Upon degree completion, IKEEP graduates will be supported as they teach for a commitment of two years in regional schools with a high proportion of Indian students. See Appendix D for identified partner schools.

The Need

National academic achievement data indicate persistent disparities in opportunities and completion outcomes for American Indian/Alaska Native (AI/AN) students compared to non-Indigenous students (Brayboy & Maaka, 2015; McCarty, 2009). A recent U.S. Department of Education’s School Environment Listening Report (2015) found that AI/AN students experience a general disregard by teachers and staff for the cultural, linguistic, and historical knowledge they bring with them to schools. Practices such as low teacher expectations, inappropriate tracking into special education, and unfair disciplinary practices contribute to negative experiences of Indigenous students in K-12 schools, and limit opportunities for postsecondary education
(Brayboy & Maaka, 2015). The National Assessment of Educational Progress report on Indian Education indicates a continued need to increase the number of teachers with knowledge and to incorporate Indigenous cultural and linguistic knowledge into classrooms to support Native student success (Ninneman, Deaton, & Francis-Begay, 2017). The urgent need for more AI/AN teachers to serve AI/AN students is critical to curb individual and institutional barriers to healthy academic development.

Idaho’s American Indian student population reflects the same educational opportunity gaps seen in the National academic achievement data: AI/AN students are the lowest preforming ethnic category on the Idaho Standards Achievement Test (ISAT) (Dearien, 2016). The Idaho at a Glance reported that Idaho’s American Indian students are less likely to be college-ready upon finishing K-12 schooling than students from any other racial or ethnic group (Dearien, 2016).

The Idaho Indian Education Committee strategic plan has put forward goals to build statewide teacher capacity through the development of culturally relevant pedagogy. Goal 2, objective A of the plan is to: Increase integration of cultural relevancy into professional practice and objective B: increase knowledge of Idaho’s Native American tribes and federal policies (Dearien, 2016). Policy advocacy in Idaho is supported by research which finds culturally responsive teacher development among the most promising for improving the educational experiences of Native students in the K-12 system (McCarty & Lee, 2014; Lee, 2015). Additionally, because AI/AN teachers make-up less than 1% of the national teaching force (Gary & Bitterman, 2013), and non-Native teachers often lack the cultural competency training to connect with the cultural and linguistic needs of Native students (Vegh Williams, 2013), there is urgent need to expand the educational space for Indigenous teachers to lead the way in culturally responsive education for Indian students.
Two Idaho school districts with the highest percentage of Native American students—Lapwai and Plummer-Worley—are located within 50 miles of the University of Idaho campus in Moscow, Idaho. Lapwai is on the Nez Perce Reservation with an 85% Native American student population, and Plummer-Worley is on the Coeur d’Alene Reservation with a 38% AI/AN student population. Many of the other MOU tribes have either tribal or public schools with a high proportion of AI/AN students, and low proportion of qualified AI/AN teachers. Each of the MOU partners have expressed a strong need for AI/AN teachers who understand the unique needs and strengths of American Indian youth (Personal correspondence, 2018). In Washington, identified target schools are the Yakama Nation Tribal School, Cusick School District, Wellpinit School District, and Nespelem School District. In Oregon and Nevada, the identified schools are the Nixyaawii Community School and the Owyhee Combined School, respectively.

**Identified Gaps or Weaknesses in Services**

Based on the National, State, and local need to support American Indian academic achievement in K-12, the following five services areas have gaps or weaknesses that will be addressed by the project.

*Lack of recruitment:* Insufficient effort is focused on outreach to recruit American Indian students into pre-service teaching. The UI lacks a multicultural recruiter who has the knowledge, history, and experience to support and engage culturally responsively to communities, families, and Elders in the regional reservations. Non-traditional Native students, such as students seeking a second career path, and/or students who bring ample professional to the field of teaching are often overlooked in campus recruiting efforts. The IKEEP Director and Coordinator will conduct targeted outreach with the 10 MOU Tribes and will engage with currently enrolled UI AI/AN students who have career interests in teaching. IKEEP will fill the recruitment gap by building on
its strong relationship with American Indian community partners in order to identify and recruit qualified students from traditional and non-traditional backgrounds.

**Lack of individualized academic support:** AI/AN students are often not familiar with the multitude of services available to support academic success since advising and student services are decentralized on campus. This allows for students to become disengaged and lost within the system. Additionally, teacher education professional degrees have many high-stakes requirements that can be intimidating for AI/AN students to navigate. An increasing amount of literature has surfaced revolving around positive influences and support for AI/AN student retention, such as family support, structured support systems, supportive faculty and staff, self-efficacy, and connection to culture, community and home (Shotton, Lowe, & Waterman, 2013). The IKEEP program staff will act as a “one-stop shop” for its students, providing IKEEP Scholars with specific education degree services, connecting them to other campus resources, and providing critical follow-through to maximize students’ success. Individualized academic support is especially imperative for non-traditional students. A NASPA report on non-traditional students reported that within six years of beginning a postsecondary degree, only 20% of students, ages 24-29, had completed their degree and only 16% of students 30+ years of age had completed within the six-year timeframe (Hittepole, 2015). Furthermore, when nontraditional students are faced with financial and familial demands they take more time to complete their degree (Guillory, 2009). Individualized academic support for IKEEP scholars will be highly structured and reflective of family and community values.

**Lack of Culturally Responsive Pedagogies:** Access to culturally responsive theory and practice on teaching and learning with an emphasis on Indigenous pedagogies have proven integral to developing effective teachers who utilize Indigenous knowledge, languages and community as
building blocks for the successful education for Native youth (Brayboy & Castagno, 2009; Castagno, 2012). Research indicates culturally responsive pedagogies specific to Indigenous self-determination are at the base of current Indigenous academic achievement (McCarty & Lee, 2014). Despite the evidence, little to no professional development is regularly available or prioritized in these topics for teachers, both Native and non-Native (Jojola, Lee, Alacantara, Belgrade, Bird, Lopez & Singer, 2011; Lee, 2015).

In the states of Idaho, Washington and Oregon, new initiatives to build capacity of educators serving AI/AN students, such as Indian education summits, professional development sessions, and curricular materials are being created to support greater understanding of the cultural and linguistic wealth among AI/AN youth. Findings from previous Indian Education Professional Development Grants (IEPD) and research on grant cohorts indicate that without consistent exposure to Indigenous centered pedagogies, AI/AN teachers serving AI/AN students are socialized to leave their Native selves at the school house door during their teacher preparation coursework, limiting their abilities to strengthen the educational experience of Native youth (Carpulk & Leonard, 2017; Castagno, 2012). For these reasons, IKEEP will prioritize culturally and linguistically responsive pedagogies in teacher preparation. Building on its Indigenous centered teacher preparation model, IKEEP will develop professional development workshops in collaboration with teachers and tribal leaders in our partner institutions—Local Education Programs like the Shoshone-Bannock FIELDS program, the Coeur d’Alene STEP project, and the Nez Perce STEP project—and internationally recognized programs such as the American Indian Language Development Institute (AILDI). These partnership and training opportunities will provide Indigenous-centered culturally responsive teacher education as an intervention for high need schools.
Lack of Pre-Service/In-Service Mentoring in Indian Communities: Currently, there is not an institution-wide or statewide program that supports AI/AN pre-service teachers to gain the necessary knowledge and classroom skills to be successful with AI/AN students upon graduation, and during the initial years of job placement. Regional pre-service teacher programs offer general professional support, but lack induction support. No IHE provides specific support for AI/AN educators to meet the cultural, linguistic and academic needs of Indian children. Professional development activities and workshops, specifically those that utilize experts in the field of Indian education, will provide the necessary knowledge and skills to support individual participants in the critical early stages of their career. IKEEP will offer an innovative pre-service/in-service mentoring program that pairs pre-service AI/AN teachers with in-service AI/AN teaching for four years.

In addition to one-on-one mentorship, Indigenous teacher mentorship network will be expanded through strategic participation in regional and national Indigenous Education conferences, and through collaboration with the Idaho Indian Education Committee. IKEEP’s mentorship network will contribute to the needs of American Indian Education in the region, as the Northwest region is a leader in innovative policy mandates that require all teachers to have knowledge of state tribal histories, and skills to strengthen awareness of Indigenous cultures and history among Native youth and non-Native youth (McCradle & Berninger, 2015; Jacob et al., 2018; Carjuzaa, 2012).

Lack of opportunity for high quality culturally responsive STEM training: The demand for professionals in the fields of science, technology, engineering, and mathematics (STEM) has placed greater emphasis on STEM curricula in K-12 schooling. This trend marginalizes AI/AN students, as they have less access to quality STEM programs in their schools, and often have
limited access to technology in their homes/communities. STEM education is often culturally and linguistically marginalizing to Indigenous ways of knowing (Bitsői & Lowe, 2018). Rural regions and schools serving AI/AN students often lack teachers qualified to adequately apprentice students in STEM opportunities, and/or fill STEM teaching positions (Goodpaster, Adedokun, & Weaver, 2012). The combination of culturally responsive pedagogies with STEM education is highly needed to improve the success and opportunities offered to AI/AN students (Bang, Medi, Washinawatok & Chapman, 2010). IKEEP will offer high-quality professional development and instructional strategies to support the exposure and preparation of AI/AN teachers to culturally responsive experiential and inquiry-based STEM training. At least a quarter of the IKEEP Scholars recruited will seek teacher certification and endorsements in STEM fields. All IKEEP Scholars will participate in applied STEM professional opportunities with the University of Idaho’s leading STEM programs, such as the UI’s National Science Foundation opportunities, Helping Orient Indian Students and Teachers to the Math/Science (HOIST) and McCall Outdoor Science School (MOSS). IKEEP Scholars will also receive training through specialized summer institute courses and with internationally recognized scholars/practitioners to increase their culturally responsive knowledge and skills applying STEM connection across content areas.

**Employment Opportunities Existing in LEAs**

Qualified educators are leaving the profession at “alarming rates” (Martin Mulvihill, 2016). The “teacher shortage,” as it has come to be called, is predicated on two key variables: teacher recruitment and retention.

**Teacher Recruitment and Retention - Pipeline Issues:** According to the 2013 Workforce Issues Affecting Public School Teachers report, 1,375 new education positions (teachers and administrators) are anticipated to become available by 2020 in Idaho alone (Idaho Legislature,
2018 IKEEP Application

OPE Report 13-01). This breaks down to 540 new positions and 835 annual replacements. However, the teacher shortage can be seen first in the analysis of new teacher preparation numbers for the state of Idaho. Data in Table 1 shows that the number of new teachers enrolled in teacher preparation programs is declining in the state of Idaho (Title II Report, 2017). Although the percentage change in teacher preparation program has slightly risen in Oregon and Washington, tribal partners continue to report the severe underrepresentation of AI/AN teachers within American Indian serving schools and districts (Personal correspondence with Tribal education leaders, 2018).

<table>
<thead>
<tr>
<th>Target States</th>
<th>Percent change in enrollments 2013-2016</th>
<th>Percent change in program completers 2013-2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Idaho</td>
<td>-31.0%</td>
<td>+15.0%</td>
</tr>
<tr>
<td>Oregon</td>
<td>+13.8%</td>
<td>+3.0%</td>
</tr>
<tr>
<td>Washington</td>
<td>+3.6%</td>
<td>+17.8%</td>
</tr>
</tbody>
</table>

Furthermore, the US Department of Education shows that Idaho, along with Washington and Oregon, have experienced increases in the number of teacher shortage areas over the last 12 years, as shown in Table 2 (Teacher Shortage Areas Nationwide listing, 2016).

<table>
<thead>
<tr>
<th>State</th>
<th>Number of shortage areas in 2005</th>
<th>Number of shortage in 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Idaho</td>
<td>31</td>
<td>51</td>
</tr>
<tr>
<td>Oregon</td>
<td>0*</td>
<td>7</td>
</tr>
<tr>
<td>Washington</td>
<td>5**</td>
<td>17</td>
</tr>
</tbody>
</table>

* denotes no TSA proposal was submitted ** closest comparable 10 year bracket
This data demonstrates the anticipated need and availability of positions in the coming years. Moreover, 10 out of the 46 statewide academic disciplines or subject matter shortages in Idaho are STEM subject shortages (Teacher Shortage Area Nationwide listing, 2016). While future practices and strategies of individual states and districts are beyond the scope of this analysis, current aggregated strategies in addressing the teacher shortage reveal additional challenges in how states are working to place qualified teachers in classrooms. Some of these strategies include hiring long-term substitutes (Washington PESB, 2015), as well as hiring educators who are placed in the classroom through alternative or provisional means. As an example, the Idaho State Board of Education reported that in 2013-2014, 86% of reporting districts requested provisional authorization for new hire(s), while 83% requested an alternative authorization of three years for new hire(s). Only 53% of reporting districts reported working with educator preparation program(s) to hire student teachers. Unfortunately, 40% of responding districts reported cancelling classes and or programs due to unfilled positions.

A review of the available data indicates that while the need for teachers is increasing, the pipeline that prepares and certifies teachers is not delivering sufficient resources to meet expected demand. IKEEP targets MOU Idaho, Washington, and Oregon reservation communities where teacher turn-over rates and the demand for qualified teachers with a vested interest in American Indian populations are high (Personal correspondence with Tribal education leaders, 2018).

(B) QUALITY OF THE PROJECT DESIGN

Goals, Objectives, and Outcomes

The goal of IKEEP is to prepare eight Native American individuals to each complete an undergraduate or graduate teacher education degree with teaching certification credentials (Absolute Priority One). The five measurable objectives that will support successful student
outcomes are ambitious and attainable and are identified in the following table. Activities associated with each objective are described in the Quality of the Management Plan.

**Table 3 – IKEEP Objectives**

<table>
<thead>
<tr>
<th>Objective 1</th>
<th>Eight Native American students will be enrolled by the Spring of the project year.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ambitious:</strong></td>
<td>This is ambitious because current research, as demonstrated in the Need section, clearly outlines the lack of academic engagement due to low K-12 reading and math scores, negative K-12 experiences, and a lack of AI/AN teacher representation in the field.</td>
</tr>
<tr>
<td><strong>Attainable:</strong></td>
<td>The established MOU with the 10 Tribes of the region will provide support in recruiting eight pre-service IKEEP Scholars. The Tribal partners and their communities have the highest percentage of American Indian students in our region.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective 2</th>
<th>At least 83% of the IKEEP Scholars will complete each project year in good academic standing.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ambitious:</strong></td>
<td>The persistence target is consistent with the university but ambitious as the overall university retention rate is 82% and nationally at 81% of all 4 year institutions (NCES, May 2016). It is also ambitious given the barriers in education that AI/AN student encounter as identified in the Need section.</td>
</tr>
<tr>
<td><strong>Attainable:</strong></td>
<td>This objective is attainable given the past demonstrated experience with the IEPD and the research expertise to support the IKEEP Scholars in teacher preparation. Culturally responsive programming and instruction will allow scholars to develop academically, and capitalize on their abilities throughout the program.</td>
</tr>
</tbody>
</table>

| Objective 3 | 100% of the IKEEP Scholars will receive mentorship in theoretical and applied pedagogies as evidenced by best practices in Indigenous culturally-based education. |
Ambitious: This objective is ambitious given there are no current mentor programs in our region that guide and support Indigenous culturally-based education for aspiring AI/AN teachers.

Attainable: This is attainable as the program provides support and guidance through the implementation for culturally-based teacher education course work, partnerships and applied practicum experiences in Native serving LEAs.

**Objective 4** 100% of the IKEEP Scholars will receive theoretical and hands-on instructional strategies in areas of culturally relevant science, technology, engineering and math (STEM).

Ambitious: 100% target is ambitious as the general student population who are enrolled in teacher certification have limited requirements in STEM areas with no focus on culturally relevant STEM.

Attainable: This objective is attainable given that the University of Idaho is a leader in STEM research and community partnerships. All of the IKEEP Scholars will be attending multi-day workshops at the University of Idaho on experiential and inquiry-based learning facilitated by Indigenous STEM experts, as well as attending summer courses at the American Indian Language Development Institute with a focus on Indigenous STEM.

**Objective 5** 100% of the IKEEP Scholars who successfully complete their degree in teaching and fulfill the Idaho educator certification requirements will receive induction services and job placement by Year 3 of the IKEEP program.

Ambitious: This is ambitious due to the barriers that IKEEP Scholars face as AI/AN students in teacher education. As discussed in the needs section, AI/AN peoples are highly underrepresented in teacher education and the teaching force.

Attainable: This objective is attainable given that all IKEEP Scholars will receive specialized academic training and mentorship toward degree completion and job placement. IKEEP has the
Recruitment and Selection Process

**Outreach and Recruitment:** IKEEP-eligible students will be identified through outreach and recruitment at target reservations within the 10 MOU reservation areas with high Native American student populations. Building on previous effective IKEEP recruitment efforts, Project staff will work closely with partnering Tribal Education program coordinators and liaisons, and two-year colleges within the states of Idaho, Washington, and Oregon, as well as with the Northwest Indian College in Bellingham, WA and their satellite college on the Nez Perce Reservation to identify potential IKEEP Scholars.

**Selection:** During the initial recruitment phase, the Director and Coordinator will verify eligibility by ensuring that students who desire to complete pre-service education program: 1) have completed their general undergraduate requirements, or 2) are enrolled in, or eligible to be enrolled in, education coursework in pre-service teacher training (BS or MA certification tracks), and 3) be able to participate in the induction services within the five-year grant period.

The IKEEP Coordinator, in collaboration with a Tribal Education Counselor or advocate, will provide students who apply for IKEEP individualized assistance to: 1) complete the UI IKEEP application, 2) complete the UI Admissions application, 3) submit college transcripts, if needed, and 5) complete and submit the FAFSA. UI IKEEP staff will interview each IKEEP applicant to assess and rank their need for academic, financial and supporting services, and their ability to meet IKEEP requirements.
**Academic Activities:** The first year experience of IKEEP begins with a two-day orientation retreat prior to the beginning of the summer 2019 semester. This retreat is designed to build a supportive family dynamic among IKEEP Scholars. Scholars’ parents and/or families will be invited to join for day one of the orientation to encourage family engagement. Orientation will offer IKEEP scholars an overview of teacher education, specialized IKEEP requirements, and orientation to campus services for Native American Students, such as the UI Native American Student Center.

IKEEP Scholars will be required to meet with IKEEP staff twice a month, once for an individual meeting and once as a cohort. Individual monthly meetings will facilitate regular opportunity for other needs assessments to be administered to ensure program services meet each student’s needs and goals. Customized educational plans will be completed within three weeks of enrollment in collaboration with student college advisors. Monthly meetings with the IKEEP Coordinator will help address each scholars’ academic progress and monthly grades. Each semester, the IKEEP Coordinator will review course registration and academic plan, and maintain communication with student advisors regarding needs and advancement of each IKEEP Scholar. Records will be maintained in monthly meeting files.

IKEEP Scholars will receive referrals to on-campus services such as testing and counseling services, the Writing Center, financial aid, job and career opportunities, and/or other academic support services. As an academic program, IKEEP staff will set high expectations and offer intensive support for academic success. First semester IKEEP Scholars will be required to complete 10 hours of study table each week. Study table hours are monitored by IKEEP and Native American Student Center staff to ensure student academic success.

Throughout the program of study, IKEEP Scholars be offered specialized courses in education.
Scholars will register for IKEEP course sections of EDCI 301 Learning, Development and Assessment (Year 1-2); EDCI 498/598 Indigenous Teacher Mentorship (Year 2-3); EDCI 499/599 IKEEP Teacher Action Research (Year 3). IKEEP workshops offered during Year 1 will incorporate learning strategies, study skills, computer skills, research techniques, and financial management. During Year 2, Scholars will learn professional presentation and networking skills to apply for teaching positions. During Year 3, Scholars will be expected to meet twice a semester with their in-service mentor teacher, and conduct interviews with practicing AI/AN Teachers to discuss career opportunities in field (this requirement will be part of a one credit IKEEP internship course, EDCI 499). By the end of Year 3 all IKEEP Scholars will have created a digital career portfolio which includes: a resume, letters of recommendation, videos of their teaching and examples of their original culture-based planning and instruction.

**Supporting Services:** Based on prior experience, IKEEP staff have developed protocols and procedures to provide consistent and professional support for their scholars. The IKEEP office will be a learning community, a place of belonging—research demonstrates that such social integration shapes a student’s college experience (Brayboy, Fann, Castagno & Solyom, 2012). IKEEP will provide monthly integrated academic, social, and cultural activities throughout the Scholars’ three years of coursework and two years of induction services. Scholars will also be introduced to multicultural organizations on campus such as the UI NASA (Native American Student Association) and campus-based multicultural organizations.

Scholars will be provided fall and spring leadership retreats that will emphasize team building, conflict management, and leadership development with tribal partners and Indigenous faculty members. Leadership retreats will incorporate different central pillars of IKEEP such as experiential learning, STEM instructional strategies, culturally responsive pedagogies, leadership
in Indian education, and traditional, ecological knowledge.

To support the specialized culturally responsive goals of IKEEP, Scholars will be required to attend intensive summer courses in Indigenous Pedagogies and Indigenous STEM with the University of Arizona’s American Indian Language Development Institute (AILDI) at the end of Year 1 (Tucson, AZ) and Year 2 (Missoula, MT). AILDI, an intensive summer institute with 40 years’ experience training Indigenous educators, community language and culture advocates, and distinguished Indigenous scholars, has a history of collaborations with IEPD scholars (Indigenous Teacher Education Program, University of Arizona), and will offer courses which align with the vision and needs of IKEEP Scholars. Identified courses include: Teaching with Traditional Ecological Knowledge; Creating Digital Teaching Materials; Language and Culture Literacy Across the Content Areas; and Linguistics for Teachers; among others. Participation in AILDI will connect IKEEP Scholars to important Indigenous education networks nationally and internationally, as well as other IEPD participants.

IKEEP Scholars will receive support and apprenticeship through professional conference networks during each year of the program. In Year 2, scholars will attend regional conferences, the Idaho Indian Education Summit and the Washington State Indian Education Association Conference, to build professional networks. In Year 3, IKEEP Scholars and program faculty will present on their professional preparation at national/international conferences, Indigenous Education Research at the National Indian Education Association (NIEA) or the American Indian Research Association (AIRA). Scholars will also be required to present their teacher action research in their respective tribal communities. These presentations will support the academic and professional skill development among scholars.

*Assistance with Financial Aid:* IKEEP Scholars will receive up to $8500 dollars in IKEEP
Scholarship to be provided for their academic year to supplement the financial aid package towards the cost of fees, textbooks, course supplies, room, and board. IKEEP will ensure all Scholars renew their FAFSA on time for their second and third year of college. IKEEP will provide a monthly stipend of $500 for living expenses. IKEEP Scholars will be awarded funding in the form of an IKEEP Scholarship for their Academic Years 1-3 and for the American Indian Language Development Institute in Year 1 and Year 2. Out-of-state IKEEP Scholars will receive an institutional out-of-state waiver. The President’s Tribal Excellence Scholarship is also available for enrolled Native American students from the 10 MOU Tribes.

**Partnerships with Potential Employers**

As evidenced by the letters of support in Appendix D, IKEEP graduates will be highly valued teacher candidates. To support this aspect of the project, employers from schools that serve a high portion of Indian students will participate in Year 3 Teacher Mentorship summit. Teachers and school administrative personnel, as well as the Nez Perce STEP and Coeur d’Alene STEP projects, will participate. IKEEP Scholars will also prepare presentations and attend the Idaho Indian Education Summit and Washington State Indian Education where there are strong cadres of Indian educators who are seeking qualified Indian teachers. These activities allow for significant professional networking where Scholars will learn from and contribute to the initiatives occurring in tribal schools and departments of education.

IKEEP program personnel will work closely with Nez Perce STEP and Coeur d’Alene STEP teams to identify opportunities for collaboration that will benefit both STEP goals and IKEEP goals in preparing effective teachers. The STEP projects with the Nez Perce and Coeur d’Alene Tribes are funded by the U.S. Department of Education to promote collaboration between Tribal...
Education Agencies (TEA) and State Education Agencies (SEA) to meet the unique cultural and education needs of tribal students to improve academic achievement and graduation rates.

The IKEEP Teacher Mentor relationship will help prepare IKEEP scholars to meet the needs of collaborating LEAs, and allow local LEAs to “grow their own” teachers based on IKEEP’s culturally responsive pre-service teachers.

(C) QUALITY OF PROJECT SERVICES

Needed Skills for Successful Teaching

Research has found that effective AI/AN teacher programs center on cultural responsiveness by involving Native communities in curriculum design, offering teachers immersion opportunities in community contexts, and modeling student-centered, culturally responsive teaching practices (Belgrade, Mitchell & Moquino-Arquero, 2002; Lee, 2015). The strong institutional-tribal community network developed through the IKEEP program provides direct relationships and learning experiences with Indigenous student populations. The capabilities derived from the developed project services will guide IKEEP Scholars to become quality teachers once they enter the classroom.

Teaching Practices Specific for Indian Student Needs

K-12 teachers’ dispositions and conceptions influence P-12 students’ opportunities to learn (Milner, 2010). Teachers who lack the knowledge and dispositions to nurture AI/AN youth can have a greater negative impact on student learning than the social environment of the school itself (Chauncey, 2005). For these reasons, IKEEP will address improving AI/AN student school achievement through the preparation of culturally responsive Indigenous educators. The development of culturally responsive teachers to meet the unique needs of AI/AN students is urgent. AI/AN students benefit from access to teachers who understand and respect their cultural
and linguistic needs, and have the skills to build upon those cultural and linguistic strengths in the classroom (Castago & Brayboy, 2008; Nolan, 2013). The IKEEP program design specifically infuses current best-practices for Indigenous students into all aspects of teacher preparation and induction activities through its tribal partnerships, consultations and programmatic vision.

**Provision of Job Placement Activities**

A comprehensive study conducted by the Coeur d’Alene Tribe found that there was absence of culturally responsive curriculum and lack of teachers trained in cultural responsive pedagogy were major reasons for high student drop out in their K-12 schools. The Nez Perce Tribe has identified the need for Native and non-native teachers who can teach responsively and have defined their own Nez Perce Cultural Standards for instruction.

The Coeur d’Alene Tribal School (Grade K-8) and the Shoshone Bannock Jr/Sr High School (Grade 7-12), both funded by the Bureau of Indian Education, currently have multiple job positions available. The Coeur d’Alene Tribal School has multiple vacant teacher positions and the Shoshone Bannock Jr/Sr High School recently called for a Jr. High Math/Social Studies and a Special Education Teacher in June 2018. The Plummer-Worley District currently has three job openings and the Owyhee Combined School has four.

As demonstrated in the letters of support (Letters of Support Appendix D) from the Schools and Tribes who serve a high proportion of Indian students, there is high demand to have certified Native American teachers in their community. Effective targeted outreach to these communities with collaborative professional networking and placement is at the center of IKEEP.

**Induction Services for Scholars**

Induction services will offer an integrated approach to job placement, community collaboration, and cultural responsiveness. The latest research demonstrates that new teachers can
benefit significantly from purposeful, coordinated support during their transition from preparation to profession, breaking the ineffective “sink or swim” treatment of novice teachers (Darling-Hammond, 2010). IKEEP provides thorough and sequenced pre-induction services to apprentice participants into job readiness through leadership workshops, teaching and research presentations and seminars, and one-on-one mentorship from in-service Native teachers. During induction, IKEEP will provide participants with monthly virtual meetings and summer induction retreats to support and maintain effective culturally responsive teaching.

Research on preparing teachers for diverse classrooms finds that teachers are most effective when they build relationships in the communities they serve, network with critical colleagues, and receive support from faculty and professionals who embrace culturally responsive tenets (Nieto, 2013). IKEEP’s induction services reflect research by providing the following: 1) Project Director, Coordinator, and Scholars will cultivate strong relationships with placement schools; 2) Project Director will visit each Scholar at their site during induction; and 3) Scholars will be supported through during induction years with monthly virtual meetings, continued Teacher Mentor support, and intensive summer induction retreats. Support from IKEEP networks will offer guidance during induction.

**Payback Requirement Assistance**

IKEEP Handbooks will be given to each Scholar during the application process for complete review. The handbook will include objectives, expectations, policies, and procedures for payment and induction services. Upon acceptance in the program, the IKEEP Coordinator will meet with each Scholar to obtain a signed payback agreement. At the start of each semester training costs and payback responsibilities will be thoroughly reviewed between the Coordinator and Scholar. The signed payback agreement will be sent to the Department within seven days and a record of
the meeting will be kept on file throughout the grant period. As indicated in the Needs section, IKEEP will conduct outreach to MOU Idaho, Washington, and Oregon reservation communities where there exists a need for Native teachers in order to pre-determine teacher placement in these communities. Pre-service teacher school visits will assist scholars in finding qualified employment in an LEA or BIE school that serves a high proportion of Indian students.

(D) QUALITY OF PROJECT PERSONNEL

The UI, and thereby IKEEP, is an Equal Opportunity/Affirmative Action employer. The IKEEP staff—Principal Investigator (Project Director), Co-Principal Investigator, Coordinator, Administrative Assistant and consultants—will demonstrate a strong commitment to the success of the IKEEP Scholars.

Project Director Qualification and Dedicated Time for Project

Dr. Anthony-Stevens will serve as the Primary Principal Investigator and Project Director. She holds a Ph.D. in Language, Reading, and Culture from the University of Arizona with a research emphasis in Indigenous education in both the US and Mexico. She has ample experience working with Indigenous communities on culturally responsive and Indigenous pedagogies. She is a former Native-serving classroom teacher, and has directed culturally/linguistically responsive professional development programs for U.S. and Mexican Indigenous educators. Currently she is an Assistant Professor in the Department of Curriculum & Instruction at the University of Idaho, working with teachers in preparation. She serves as a consultant with the Coeur d’Alene STEP grant, and is an active collaborative with the Idaho Indian Education Committee. As Project Director, Dr. Anthony-Stevens will serve at .25 FTE of the IKEEP program. This is a quarter-time appointment to facilitate coordination with other education programs in the College of Education, Health and Human Sciences. Dr. Anthony-Stevens will oversee the set-up and implementation of
the program, and serve actively as program faculty. She will offer IKEEP courses, co-facilitate workshops, and lead IKEEP research efforts. (Résumé in Appendix A).

Dr. Yolanda Bisbee will serve as the Co-Principal Investigator at .05 FTE. She is the current Executive Director of Tribal Relations and Chief Diversity Office, and a member of the Provost’s Council and President’s Cabinet. She previously served sixteen years as the College Assistance Migrant Program Director and has served as a Program Coordinator for Upward Bound, a TRIO project, which provided support service to the Nez Perce and Coeur d’Alene Reservations. She holds a Bachelor’s in Office Administration, a Master’s in Education Leadership, and Doctorate in Education. Dr. Bisbee has a rich Latino and Native American background and is an enrolled member of the Nez Perce Tribe. She was a first generation college student and an Upward Bound alumna; as such, she understands the barriers facing diverse students. (Résumé in Appendix A).

**Key Personnel Qualifications and Dedicated Time for Project**

Upon notice of funding, a search will begin for the IKEEP Coordinator at 1.0 FTE with employment starting October 2018 and ending December 2021. Applicants must demonstrate a 4-year degree in education or equivalent, and have a minimum of three years of experience in advising and designing academic programs. Experience in working with Native American populations will be critical as the Program Coordinator will need to know Tribal protocols when conducting outreach.

Preferred qualifications for the IKEEP Coordinator will be: 1) Master’s Degree required in science, counseling, higher education, student support or related areas; 2) Demonstrated commitment to project; 3) Working knowledge of academic requirements; administrative, managerial, and supervisory experience, especially with the target population; experience providing research opportunities, seminars, and similar activities; 4) Excellent communication
skills; 5) Knowledge and experience with educational opportunity programs; 6) Knowledge of program development and administration; 7) Program evaluation, report writing, budget development and monitoring; and 8) Understanding of the University’s academic climate.

In Year 4 and 5 and Administrative Assistant will be hired to support induction services under the guidance of the Project Director. The Administrative Assistant will be hired at .25 FTE and must demonstrate knowledge of office operations and budgetary management.

**Project Consultants’ Qualifications**

Five AI/AN Teacher mentors will be hired on a consultation basis for Years 2-5 of the project. Contracted teacher mentors will have five plus years of experience working in schools with high Native American student populations. They will have a firm understanding and practice of incorporating and integrating Indigenous Pedagogies within the classroom. A number of potential teachers have already been identified in the Nez Perce, Coeur d’Alene, and Spokane Tribal communities; however, official selection of mentor teachers will be influenced by the community affiliations of IKEEP Scholars, and mentor teacher application process.

One Clinical Instructor will be hired to teach the IKEEP cohort during years 2 and 3. The Clinical Instructor will teach a course within the IKEEP Scholars plan of study, and do so in a way that supports the infusion of Indigenous focused culturally responsive pedagogy. **Dr. David Aiken** has been identified as the Clinical instructor for Year 2 of the grant. Dr. Aiken has extensive experience as a teacher and educational leader in the Lapwai School District, and has taught the course EDCI 301 for IKEEP Scholars in a past cohort. Dr. Aiken holds a doctorate in Educational Leadership and is the current school superintendent in a district serving a 90% Native American population (Resume in Appendix A). The second clinical instructor will be identified and hired during year 3 to teach the Teacher Action Research course (EDCI 499/599).
**Dr. Megan Bang:** Dr. Bang holds a doctorate in Learning Sciences from Northwestern University. She is a Professor of Learning Sciences & Psychology at Northwestern University and Senior Vice President of the Spencer Foundation in Chicago. She is a former Director of the University of Washington’s Native American Education Certificate and faculty member at the University of Washington. Dr. Bang is a leading expert in the field of Indigenous STEM and place-based education. Her expertise will guide STEM workshops and induction services for culturally responsive Indigenous STEM education. Dr. Bang is a member of the Ojibway Tribe (Résumé in Appendix A).

**Dr. Taylor Raney:** Dr. Raney holds a doctorate in Educational Leadership from Northwest Nazarene. He is a Clinical Associate Professor and Associate Chair of Curriculum & Instruction, and serves as the Director of Teacher Education at the University of Idaho. Dr. Raney brings experience as the Director of Teacher Certification for the Idaho State Department of Education, and extensive knowledge of the university’s teacher certification requirements. His networks in regional educational leadership and teacher evaluation will serve to support and guide IKEEP Scholars toward state licensure and job placement success (Résumé in Appendix A).

**Dr. Philip Stevens:** Dr. Stevens holds a doctorate in Language, Reading, and Culture from the University of Arizona. He is Assistant Professor of Anthropology and Director of the American Indian Studies Program at the University of Idaho. Dr. Stevens specializes in Indigenous epistemologies and Indigenous mathematics and brings expertise working with Indigenous youth in college-readiness programs, tribal colleges, and culturally responsive mathematics. He is a former K-8 classroom teacher in Native-serving public schools, a first-generation college graduate and is a member of the San Carlos Apache Tribe in Arizona. (Résumé in Appendix A).
Other consultants, priority given to experts from partnering Tribal communities, will be hired throughout the project to present workshops to the IKEEP Scholars. External academics with experience in Indigenous education and Tribal sovereignty will be consulted for planning and improvement purposes throughout the duration of IKEEP. Identified universities with faculty experienced in these areas are: University of Arizona, Arizona State University, University of Oregon, and University of Washington.

(E) QUALITY OF MANAGEMENT PLAN

Costs and Anticipated Results and Benefits

Costs for IKEEP are reasonable given the communities in the target areas are widely dispersed which require significant travel, the number of Scholars served, and the expected outcomes. Rural schools cannot provide advanced curricula in math, science, and other classes needed for successful postsecondary education. Therefore, we budget for essential services and support that will help underprepared students achieve academic success in college.

The 5-year IKEEP program will provide a 3-year hybrid education experience to eight Native American students. Participating undergraduate Scholars will reside in the campus community. As participating graduate scholars’ required courses are predominately online, they will have the option to reside on or off campus. All Scholars will be required to participate in monthly meetings and workshops in person or virtually. Cost per student at the University of Idaho for 2018-2019 stands at $17,980 for in-state students and $35,616 for out-of-state students. The project budget is described in the budget narrative section. Besides Department of Education funding, the UI provides resources, equipment, and services such as office space; classrooms; tutoring rooms; internships and practicum placements; access to surplus properties throughout the state; and support in partnering with agencies and business organizations in the community and target areas.
Feedback and Continuous Improvement for Project

IKEEP will use the Continuous Improvement Management (CIM) Process Model, developed by the U.S. Department of Education for the 21st Century Community Learning Centers Program (Table 4). Implementation of the CIM self-evaluation process by the Project Director will ensure an effective and efficient project.

<table>
<thead>
<tr>
<th>Table 4: Principles Guiding Continuous Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Customer-Driven Services</td>
</tr>
<tr>
<td>(2) Core Activities</td>
</tr>
<tr>
<td>(3) Data-Driven Monitoring</td>
</tr>
<tr>
<td>(4) Inclusive Partnerships</td>
</tr>
<tr>
<td>(5) Continuous Improvement</td>
</tr>
</tbody>
</table>

The procedures for providing feedback are:

1. A comprehensive evaluation plan that will identify if activities are leading to the desired
results, and if they are not, provide for program modification.

2. Student evaluations of services provided by UI IKEEP, with opportunity for students to contribute to program development.

3. Staff meetings for input and feedback on program policy and performance.

4. Continuous input and feedback from a network of personnel from other programs serving students with similar needs.

5. Annual survey of students, staff, faculty, and other programs to identify avenues of improvement.

6. All feedback will be evaluated semi-annually unless it needs immediate attention.

The UI IKEEP is proposing the appointment of highly qualified personnel who are dedicated to providing the highest quality services to IKEEP Scholars. Based on past success, the IKEEP program has developed a sound management plan and project design that utilizes campus and community resources that benefit AI/AN students. This maximizes all resources available to Scholars and staff to meet the project objectives, as demonstrated throughout the management plan, project design, project services, and project personnel where in-service training, technical assistance, staff/student travel, and interagency coordination are evident (Table 5). The evaluation component of the project will ensure that the identified resources contribute to the outcomes and allow for on-going improvement.

Appropriate Key Personnel Time Commitments

<table>
<thead>
<tr>
<th>Table 5 – Key Personnel, Activities, and Time Commitments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 1</strong> Eight Native American students will be enrolled by the Spring of the project year.</td>
</tr>
<tr>
<td><strong>Staff Responsible</strong></td>
</tr>
<tr>
<td>-----------------------</td>
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<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td>Staff Responsible</td>
</tr>
<tr>
<td>--------------------</td>
</tr>
<tr>
<td>Coordinator</td>
</tr>
<tr>
<td>Director, Coordinator, Clinical Professors, Consultants</td>
</tr>
</tbody>
</table>

**Objective 2** At least 83% of the IKEEP Scholars will complete each project year in good academic standing.
Objective 3 100% of the IKEEP Scholars will receive mentorship in theoretical and applied pedagogies as evidenced by best practices in Indigenous Culturally based education.

<table>
<thead>
<tr>
<th>Staff Responsible</th>
<th>Activities</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Professor, Director</td>
<td>Specialized teacher education courses: EDCI 301, EDCI 498/598, EDCI 499/599; American Indian Language Development Institute; Semester workshops with Tribal STEP partners</td>
<td>Yr 1-3: June-Sept</td>
</tr>
<tr>
<td>Director, Coordinator</td>
<td>Mentor Teacher Summit; Attend and present at professional conferences on Indian Education (Idaho Indian Education Summit; Washington State Indian Education Association; National Indian Education Association or American Indian Research Association); McCall Outdoor Science School – Experiential learning workshop; Indigenous Knowledge and Inquiry Based Learning with Tribal Partners workshop</td>
<td>Yr 2-3: Oct-Sept</td>
</tr>
</tbody>
</table>

Objective 4 100% of the IKEEP Scholars will receive theoretical and applied instructional strategies in areas of culturally relevant science, technology, engineering and math (STEM).

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<th>Activities</th>
<th>Timeline</th>
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<tr>
<td>Clinical Professor, Director</td>
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<td>Yr 2-3: Oct-Sept</td>
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</tbody>
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Objective 5 100% of the IKEEP Scholars who successfully complete their degree in teaching and fulfill the Idaho educator certification requirements will receive induction services and job placement by Year 3 of the IKEEP program.

<table>
<thead>
<tr>
<th>Staff Responsible</th>
<th>Activities</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinator</td>
<td>Professional preparation workshops;</td>
<td>Yr 1-3:</td>
</tr>
<tr>
<td></td>
<td>Mentor Teacher partnerships; Collaboration with STEP program and LEA partners; Monitoring of degree advancement and certification requirements with Director of Teacher Education; Collaborate with tribal schools to secure job placements; Coordination of practicum and student teaching placements with tribally serving LEAs</td>
<td>Yr 1-3:</td>
</tr>
<tr>
<td>Director, Coordinator, Consultants</td>
<td>Induction retreats; Monthly meetings</td>
<td>Yr 4-5:</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>Provide project budgetary management and office operations</td>
<td>Yr 4-5:</td>
</tr>
</tbody>
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Other Attachment File(s)

* Mandatory Other Attachment Filename: lur_Rate_Agreement1012694549.pdf

Add Mandatory Other Attachment | Delete Mandatory Other Attachment | View Mandatory Other Attachment

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

Add Optional Other Attachment | Delete Optional Other Attachment | View Optional Other Attachment
COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 82-6000945
DATE: 05/07/2018
ORGANIZATION: University of Idaho
FILING REF.: The preceding agreement was dated 06/27/2017
Finance and Administration
P.O. Box 443168
Moscow, ID 83844-3168

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: INDIRECT COST RATES

<table>
<thead>
<tr>
<th>TYPE</th>
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<th>APPLICABLE TO</th>
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<tr>
<td>PRED.</td>
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<td>45.30</td>
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<td>Organized Research</td>
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<td>PRED.</td>
<td>07/01/2016</td>
<td>06/30/2017</td>
<td>46.00</td>
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<td>Organized Research</td>
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**BASE**

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

(1) Use same rates and conditions as those cited for fiscal year ending June 30, 2019.
SECTION I: FRINGE BENEFIT RATES**

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<th>TYPE</th>
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<td>Use same rates and conditions as those cited for fiscal year ending June 30, 2019.</td>
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** DESCRIPTION OF FRINGE BENEFITS RATE BASE:

Salaries and wages excluding IH Leave and Health Savings Accounts for all eligible employee classes, Vacation Payoff, Vacation Payout-Exempt from PRS, Vacation Payout-IH Termination, and Cell Phone Stipend.
SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are charged using the rate(s) listed in the Fringe Benefits Section of this Agreement. The fringe benefits included in the rate(s) are listed below.

TREATMENT OF PAID ABSENCES

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

DEFINITION OF OFF-CAMPUS

A project is considered off-campus if the activity is conducted at locations other than University owned or operated facilities and indirect costs associated with physical plant and library are not considered applicable to the project. Projects will not be subject to more than one indirect cost rate. If two-thirds or more of a project is performed off-campus, the off-campus rate will apply to the entire project.

The following fringe benefits are included in the fringe benefit rate(s): FICA, GROUP LIFE, HEALTH INSURANCE, MEDICARE, WORKERS COMPENSATION, RETIREMENT, OTHER POST EMPLOYMENT BENEFITS, UNEMPLOYMENT INSURANCE, DISABILITY INSURANCE, EMPLOYEE TUITION REMISSION, AND TERMINAL LEAVE.

NEXT PROPOSAL DUE DATE

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

This rate agreement updates the fringe benefits only.

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.
SECTION III: GENERAL

A. LIMITATIONS:
The rates in this Agreement are subject to any statutory or administrative limitations and apply 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 Idaho Finance and Administration

[Signature]
Linda C. Campos
Assistant Vice President Finance/Controller

[Date] 5/9/2018

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

[Agency]
Arif M. Karim -S

[Signature]
Arif Karim
Director, Cost Allocation Services

[TITLE]

[Date] 5/7/2018

[DATE] 7043

HHS REPRESENTATIVE:

Jeffrey Warren

Telephone: (415) 437-7820
July 24, 2018

Tara Ramsey, Acting Director
Office of Indian Education
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Ave. SW
Washington, DC 20202-6200

Dear Ms. Ramsey:

The University of Idaho is in full support of the goals and objectives of the grant proposal titled Indigenous Knowledge for Effective Education Program (IKEEP) to support Native American Students. IKEEP will continue to provide significant support services to the success of UI Native American students and is the vehicle by which the University can help them meet their individual academic and personal goals in higher education, and then contribute to educating the next generation of students. The University’s experience with our 2016 IKEEP grant has had a positive impact on our campus and regional schools.

The University of Idaho cooperates with 10 regional tribes. As part of the MOU agreement, any enrolled tribal member receives in-state tuition regardless of residency. Students are also eligible for additional academic and diversity-enhancing scholarships. I meet regularly with tribal leaders and, in particular, with education directors. These meetings have been very productive, resulting in a specific education initiative in our fisheries area.

The UI also has a staffed Native American Student Center where students are welcomed and provided a full range of campus services, such as advising, tutoring, Tribal networking, leadership and professional development opportunities. Additionally, we are proud to host the Tutxinmepu Pow Wow each year.

The University of Idaho will continue to provide appropriate facilities and assist with the College of Education and IKEEP to support the needs of prospective students of our university who may benefit from this program.

I have enjoyed the privilege of working directly with Dr. Yolanda Bisbee in her role as Tribal Relations Director and as Chief Diversity Officer. Our relationships with our tribal partners has been strengthened through our programs from the Office of Indian Education. I am confident that investing in this program will yield return.

Chuck Staben
President
Memorandum of Understanding  
University of Idaho  
President's Native American Advisory Council

THIS MEMORANDUM OF UNDERSTANDING is entered into by and between the UNIVERSITY OF IDAHO ("University") and the Native American tribal governments signatory below (the "Signatory Tribes").

WHEREAS, the University is a land-grant university whose mission encompasses efforts to reach out to deliver quality education to all citizens of the State of Idaho; and

WHEREAS, the University recognizes and affirms for itself established Federal policies under which Native American tribal governments are treated as distinct legal and political entities, with their own powers of self-governance and self-determination; and

WHEREAS, the University is fortunate to be situated geographically throughout Idaho and amidst many rich native cultures; and

WHEREAS, the University and the Signatory Tribes wish to strengthen the relationships between them, and to improve the quality of educational services and opportunities provided to Native American students at the University and enrich the overall learning environment for all students, faculty and staff;

NOW, THEREFORE, the parties agree as follows:

1. The parties hereto affirm the establishment of the President's Native American Advisory Council.

2. The Council shall be comprised of the following members:
   a. Designees of each signatory tribe; tribal chairperson or his/her designee;
   b. The President of the University, or his/her designee;
   c. The Provost of the University, or his/her designee; and
   d. The Native American Tribal Liaison of the University, as Staff

3. The Council's mission shall be to promote tribal leadership that fosters unity and cooperation among Native American students, Signatory Tribes, and the University of Idaho. The Council advises the President.

In carrying out its mission, the Council shall perform the following functions:

   a. Provide advice and counsel to strengthen the relationship between the University and the Signatory Tribes;
   b. Assist the University in seeking to strengthen the functions and services it is authorized to provide to Native American communities;
   c. Promote a campus climate conducive to cultural competence and meeting the cultural needs of the Native American community at the University;
   d. Assist the University in its efforts to recruit and retain Native American students and faculty; and
   e. Advise the University on teaching, research and outreach efforts to enrich the learning environment for all students.
4. The tribal members of the Council recognize and support the Native American Advisory Board ("Board"), a complimentary organization that provides feedback on development of curriculum, recruitment and retention of Native American students, support services and educational programs that serve the needs of area Native American tribes. The membership of the Board shall include tribal educational leaders, and as further set out in the attached Board Structure document, which may be updated from time to time. Any updates to the Board Structure document will be shared with the Council and appended hereto.

5. The Council shall meet at least twice a year, once at a University of Idaho site, and once rotating among the participating tribal sites.

6. Any signatory may invite other representatives of other tribal governments to the Council. Any such new Signatory party must agree to participate fully in the Council's work as outlined.

7. This Council and its membership and functions may be altered or dissolved at any time upon recommendation of the Council to the University's President.

8. This Memorandum sets out terms for mutual cooperation to improve the University’s efforts by providing educational services to Native American populations, and to promote better understanding of Native American issues. No portion of this Memorandum shall be construed to imply that any legal obligations exist among any of the signatories.

9. This Memorandum supersedes previous MOUs between the University of Idaho and the signatory tribes regarding the same subject matter.

(b)(6)

Chief Allan, Chairman  
Coeur d'Alene Tribe  
Date  

(b)(6)

Jennfer Porter, Chairperson  
Kootenai Tribe of Idaho  
Date  

(b)(6)

Michael Marchand, Chairman  
Confederated Tribes of the Colville Reservation  
Date  

(b)(6)

Samuel Penney, Chairman  
Nez Perce Tribe  
Date  

(b)(6)

Glen Nenema, Chairman  
Kalispel Tribe  
Date  

(b)(6)

Rick Sherwood, Chairman  
Spokane Tribe  
Date
Memorandum of Understanding  
University of Idaho President's  
Native American Advisory Council

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WHEREAS, the University is a land-grant university whose mission encompasses efforts to reach out to deliver quality education to all citizens of the State of Idaho; and

WHEREAS, the University recognizes and affirms for itself established Federal policies under which Native American tribal governments are treated as distinct legal and political entities, with their own powers of self-governance and self-determination; and

WHEREAS, the University is fortunate to be situated geographically throughout Idaho and amidst many rich native cultures;

WHEREAS, the University and the Signatory Tribes wish to strengthen the relationships between them, and to improve the quality of educational services and opportunities provided to Native American students at the University and enrich the overall learning environment for all students, faculty and staff;

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   d. The Native American Tribal Liaison of the University, as Staff

3. The Council's mission shall be to promote tribal leadership that fosters unity and cooperation among Native American students, Signatory Tribes, and the University of Idaho. The Council advises the President.

   In carrying out its mission, the Council shall perform the following functions:
   a. Provide advice and counsel to strengthen the relationship between the University and the Signatory Tribes;
   b. Assist the University in seeking to strengthen the functions and services it is authorized to provide to Native American communities;
   c. Promote a campus climate conducive to cultural competence and meeting the cultural needs of the Native American community at the University;
   d. Assist the University in its efforts to recruit and retain Native American students and faculty; and
   e. Advise the University on teaching, research and outreach efforts to enrich the learning environment for all students.
4. The tribal members of the Council recognize and support the Native American Advisory Board (Board), a complimentary organization that provides feedback on development of curriculum, recruitment and retention of Native American students, support services and educational programs that serve the needs of area Native American tribes. The membership of the Board shall include tribal educational leaders, and as further set out in the attached Board Structure document, which may be updated from time to time. Any updates to the Board Structure document will be shared with the Council and appended hereto.

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8. This Memorandum sets out terms for mutual cooperation to improve the University’s efforts by providing educational services to Native American populations, and to promote better understanding of Native American issues. No portion of this Memorandum shall be construed to imply that any legal obligations exist among any of the signatories.

9. This Memorandum supersedes previous MOUs between the University of Idaho and the signatory tribes regarding the same subject matter.

[Signatures and dates]
July 11, 2018

Tara Ramsey, Acting Director
Office of Indian Education
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Ave. SW
Washington, DC 20202-6200

Dear Ms. Ramsey:

The University of Idaho, College of Education is submitting a Professional Development Grant. We are pleased to support the goals and objectives of the proposal. The Kalispel Tribe of Indians identifies and places Education as its top priority. We believe Education is the most important tool to achieving meaningful careers and successful families. Our children attend the local public school across the river from the reservation, and there are no Native teachers on staff. We believe that in teaching our children, it could be best carried out by our own Native teachers, who know and understand our cultures.

The Kalispel Tribe is committed to providing/supporting the following:
- Support recruitment efforts by identifying and encouraging tribal students in our areas.
- Assist, as needed, in providing necessary training and outreach.
- Provide services that will help the students achieve or succeed in required projects.
- Share information about IKEEP programs and events, with our communities and other organizations we work with.

Sincerely,

Anna Armstrong, Director
Date: July 18th, 2018

Tara Ramsey, Acting Director  
Office of Indian Education  
Office of Elementary and Secondary Education  
U.S. Department of Education  
400 Maryland Ave. SW  
Washington, DC 20202-6200

Dear Ms. Ramsey:

The University of Idaho, College of Education is submitting a Professional Development Grant. We are pleased to support the goals and objectives of the proposal. The Spokane Tribe of Indians seeks to provide services for our students that help them become successful in any field including Teacher Education. There is a need in our community for teachers trained in culturally responsive practices and educated in Indigenous pedagogies to be able to best serve our children and their needs. Which means referring our students who are interested in teacher education to programs that support and teach to this type of curriculum. Also an important need for our students is support services and mentoring while in college to help them become successful while away from their community.

The Spokane Tribe of Indians is committed to providing/supporting the following:

Support recruitment by assisting in identifying eligible applicants; mentor presentations; publicizing IKEEP programs, presentation and events; Providing tuition assistance, monthly stipends, and book reimbursements to Spokane Tribal members who are participants in the IKEEP program.

Sincerely,

Sasha Reuben  
Educational Outreach Coordinator  
Spokane Tribe of Indian  
sasha.reuben@spokanetribe.com  
Micaela Desk Phone: 509.458.8005  
Sasha Outreach Phone: 509.458.8009  
Fax: 509.458.8017 Attn: Higher Ed Sasha Reuben
July 20, 2018

Tara Ramsey, Acting Director
Office of Indian Education
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Ave. SW
Washington, DC 20202-6200

Dear Ms. Ramsey:

The University of Idaho, College of Education is submitting a Professional Development Grant. The Coeur d'Alene Tribe of Idaho and the Coeur d'Alene Tribe Department of Education fully support the project goals and objectives of growing our own Native Teachers. In fact, our Tribal Council has strongly requested the Department of Education increase the number of Native Teachers in our Tribal School and Public Schools.

In an effort to support the University of Idaho's work, the Department of Education staff are prepared to offer the following specific commitments:

- Market the program to our high school graduates and postsecondary students using social media, announcements in the Tribal Newspaper, and host informational meetings;
- Identify and assist in recruiting high school and postsecondary students;
- Provide financial assistance;
- Mentor participants;
- Present in college courses and events and
- Assist in school placements.

We are excited about partnering with the University of Idaho in developing and implementing a successful Professional Development Project.

Respectfully,

Christine Meyer, PhD
Director of Education
Coeur d'Alene Tribe of Idaho

PR/Award # S239B180040
Page e63
Tara Ramsey, Acting Director
Office of Indian Education
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Ave. SW
Washington, DC 20202-6200

Dear Mr. Cheek:

The Nez Perce Education Department supports the goals and objectives of the University of Idaho’s Indian Education Professional Development Grant called Indigenous Knowledge for Effective Education Program (IKEEP). We endorse UI’s effort to provide comprehensive support and training to I-KEEP Scholars to help them complete a pre-service education program with concentration in Indigenous culturally and linguistically responsive pedagogy. This effort is important to us because it will help bring long-term educational improvements to the K-12 school that serve Native American youth and families. We also value the effort to increase Native American scholars who can pass the requirements for full state certification or licensure and who can get job placement in schools serving high proportions of Native American students.

Two key Nez Perce education programs are related to your IKEEP goals. One is the Higher Education Scholarship program. We provide tribal scholarships to Nez Perce tribal members, so we are invested in advancing the education goals of our tribal members. The other project is the Nez Perce State Tribal Education Partnership (STEP) which aims to improve the academic achievement of tribal students by meeting their unique educational and cultural needs. Our project’s strategic framework addresses culturally-responsive curriculum, family engagement, instruction, school environment, and school leadership in our partner schools. We have previously discussed with UI staff the need to train pre-service teachers to use culturally-responsive classroom instruction strategies.

On behalf of the Nez Perce Education Department, I commit to assist IKEEP by providing:
- Recruitment services to identify eligible applicants
- Mentor presentations (provide tribal Education staff as mentors as needed)
- Publicity for IKEEP Programs
- Presentations and events (classroom presentations to IKEEP scholars)
- Scholarships to enrolled Nez Perce Tribal Members

We look forward to our continued partnership with UI and their proposed IKEEP project.

Sincerely,

Joyce McFarland
Education Manager
July 24, 2018

Tara Ramsey, Acting Director
Office of Indian Education
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Ave. SW
Washington, DC 20202-6200

Dear Ms. Ramsey:

It is my pleasure to write a letter of support for the Indigenous Knowledge for Effective Education Program (IKEEP) being submitted to the Indian Education Professional Development Grant by the University of Idaho (UI).

We recognize that the scholarship and support services that IKEEP will provide is crucial to the support and training of American Indian and Alaskan Native individuals to complete a pre-service education program that will qualify them to meet the requirements for full state certification or licensure as a teacher.

The Office of Indian Education (OIE) in the Idaho State Department of Education is committed to removing educational barriers, expanding culturally responsive pedagogy and practices in teacher preparation, and strengthening relationships with stakeholders through guidance, support, and research. In collaboration with the State Board of Education and the Idaho Indian Education Committee, an Idaho Indian education strategic plan was created and implemented in 2015. The collective targets within the plan are to improve academic achievement, escalate educational opportunities, increase indigenous pedagogical practices, and build partnerships to promote academic and career attainment.

The IKEEP program and students have been a highlight at the statewide Indian education summits. The impact of the coursework and the placement of the student teachers is a testimony to the success of the program. IKEEP is in alignment with several systemic changes that promote equity in education throughout Idaho. The new Idaho Core Teaching Standards to promote culturally responsive pedagogy and Indigenous knowledge. The Idaho Social Studies Content Standards now include tribal histories and federal policies. IKEEP helps further these and other statewide initiatives by preparing American Indian/Alaskan Native teachers to lead these important efforts in our communities and schools to increase equity and improve the education of all of Idaho’s students.
We will assist IKEEP through the following services:

Recruitment services
- Identification of eligible applicants
- Classroom presentations
- Program and event presentations

Communications and Marketing
- Publicizing IKEEP at statewide teacher recruitment events
- Provide access to statewide education stakeholder groups

Referral
- Recommendation of graduates of IKEEP to statewide education communities
- Referring program to statewide events

Facility support
- Facility usage for meetings
- Facility usage at the annual Indian Education Summit

We fully support the efforts of the UI IKEEP in addressing the extreme shortage of American Indian/Alaskan Native educators in the state. And we urge your close and full consideration to funding IKEEP to assist with this important initiative.

(b)(6)

Johanna J. Jones
Office of Indian Education
Dear Ms. Ramsey,

The College of Education at the University of Idaho enthusiastically supports the goals and objectives of the University of Idaho Indian Education Professional Development Grant, Indigenous Knowledge for Effective Education Program (IKEEP). The College's teacher preparation program has recently increased its effectiveness in preparing educators for Indigenous rich communities through the leadership of Drs. Yolanda Bisbee and Vanessa Anthony-Stevens, if funded, the IKEEP would continue to provide critical support in our efforts to support and train Native American individuals to complete our pre-service education program that qualifies students to meet degree requirements as well as full state certification or licensure as a teacher.

The University of Idaho (UI), in conjunction with the 10 Memorandum of Understanding (MOU) Tribes: the Nez Perce, Coeur d'Alene, Kootenai, Shoshone-Bannock, Shoshone-Paiute, Yakama, Kalispel, Colville, Umatilla, and Spokane, is in a unique and powerful partnership to implement a proposed Professional Development Program, Indigenous Knowledge for Effective Education Program (IKEEP). Project personnel have the experience and expertise to uniquely provide instruction, support and Indigenous culture-based pedagogical models. Specifically, this project proposes to provide support and training to twelve Native American individuals to complete a pre-service education degree program that will qualify them to meet the requirements for full state certification or licensure as a teacher within the four-year grant period.

In addition to providing financial support, specialized mentoring and academic advising, funding from this grant would also enable the sharing of culturally responsive research material on teaching and learning with participants. In addition, participants would be provided significant opportunity for the practice of Indigenous pedagogies. IKEEP then offers critical capacity building opportunities to strengthen the current educational initiatives for improving Native school achievement led by each partner tribe in their respective communities, and statewide.

Because the proposal details project staff, I will not repeat staff members' expertise and experience in this letter. However, suffice it say that these individuals are steeped in Indigenous knowledge and culture-based curriculum and instruction. Further, they have deep and trusting relationships with community members, and in some instances, are members of the respective community.
As the Dean for the College of Education at the University of Idaho, selected colleagues and I commit to assisting the IKEEP by providing:

Recruitment services
  - Identification of eligible applicants
  - Classroom presentations
  - Program and event presentations
  - College Fair access
  - Financial Aid presentations

Communications and Marketing
  - Publicizing IKEEP visits
  - Distributing IKEEP brochures to target population
  - Publicizing IKEEP through the College and University web-site

Referral
  - Referring students to IKEEP
  - Referring program to programming events

Monetary and/or facility support
  - Scholarships
  - Out-of-state Tuition waivers
  - Facility usage
  - Computer labs

Thanks in advance for your consideration of the IKEEP proposal. Having a long history of working with tribes and having been involved culturally-based curriculum and instruction for over three decades, I am extremely enthused and impressed with this proposal. Because this proposal blurs boundaries and crosses borders among research, teaching and outreach, it has the potential to make a significant difference both locally and globally.

Collegially,

[Redacted]

Alison Carr-Chellman, Ph.D.
Dean and Professor, College of Education, Health and Human Sciences
Dear Ms. Ramsey:

The Native American Student Center supports the goals and objectives of the University of Idaho Indian Education Professional Development Grant (IKEEP). We recognize that the scholarship and support services that IKEEP provides are critical to support and train Native American individuals to complete a pre-service education program that will qualify students to meet the requirements for full state certification or licensure as a teacher. We have had the pleasure of supporting the recruitment and advising of the current 2016 IKEEP cohort at UI. Our expertise coordinating support for Native American teacher education students with IKEEP will prove valuable future IKEEP cohorts.

The UI Native American Student Center’s goal is to empower Native American students by meeting their academic, social and cultural needs as they navigate the college experience. The collaboration with IKEEP would continue to provide mutually beneficial support in assisting Native American students on campus as well as providing activities and networking opportunities that will build the academic foundation and success of many Native American students on the University of Idaho campus.

As the Native American Student Center we commit to assisting IKEEP by providing:

Recruitment services
- Identification of eligible applicants
- Classroom presentations
- Program and event presentations
- College Fair access
- Financial Aid presentations

Communications and Marketing
- Publicizing UI IEPD visits
- Distributing UI IEPD brochures to target population

Referral
- Referring students to UI IEPD
- Referring program to programming events
- Monetary and/or facility support
- Scholarships
- Out-of-state Tuition waivers
- Facility usage
- Computer labs

NASC looks forward to working with IKEEP.

Sincerely,

Sydel Samuels, Native American Student Center Director
Dear Ms. Ramsey:

The University of Idaho, College of Education is submitting a Professional Development Grant. We are pleased to support the goals and objectives of the proposal. As a Tribally controlled school we focus primarily on our student’s cultural heritage, language development, and the need for future community teachers and leaders. Our primary goals as a Tribal School is to help our students develop a sense of self through understanding their history and culture by providing them opportunities for self-discovery. We help guide our students with an ability to see their place in the community and give them the tools to develop new opportunities for the future. Our approach to teaching cultural heritage and leadership skills is to allow our students the opportunity to choose their “path” to understanding through a multitude of teaching techniques. By involving our students in the process so that they feel better able to connect intimately with the material. Our students can then be able to use their critical thinking skills to identify, describe, and relate to their experiences and how it relates to their identity and their future.

The Coeur d’Alene Tribal School is seeking to recruit and empower a diverse and highly effective teaching staff regarding cultural understanding and implementation. Looking to focus on cultural, language development, and community involvement we hope to continually address these challenges with each individual student with the continued help of the IKEEP grant. With this much needed program, our school we will be able to provide job opportunities for highly qualified native teachers in the areas of cultural responsiveness, culturally responsive curriculum, and help in developing our language program. With the continuation of this program the Tribal School will expect to observe positive gains in student understanding and connectivity to their culture and community. The staff will be confident in their instructional knowledge and the alignment of the material, thus adding to the success of the students. In addition, we will see an increase in self-actualization and how students can contribute to their community and future of their tribe.
The Coeur d’Alene Tribal School is committed to providing opportunities for new teachers to help enhance student understanding and performance.

Sincerely,

Tina Strong
Superintendent/Principal
tstrong@tribalschool.org
Monday, July 16, 2018

Tara Ramsey, Acting Director
Office of Indian Education
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Ave. SW
Washington, DC 20202-6200

Dear Ms. Ramsey:

The University of Idaho, College of Education is submitting a Professional Development Grant. It is with the greatest pride and confidence we support the goals and objectives of the proposal. The Lapwai School District is located on the Nez Perce Indian Reservation with an 86% Native American student population. Preparing culturally competent educators is critical to our success. We continue to work closely with the University of Idaho and Indigenous Knowledge for Effective Education Program (IKEEP). This successful partnership has grown into a source of pride and a valued resource for our district.

The Lapwai School District is committed to supporting the proposal in any way requested. This support will include access to our facilities, classrooms, students, and staff with full consulting and planning assistance as needed.

As the superintendent, I have consistently supported IKEEP and proudly offer to continue this assistance. Our continued collaboration will include identifying eligible applicants; mentor presentations; publicizing IKEEP programs, presentation and events; identifying scholarships for Tribal IKEEP participants, schools placement, induction service support, etc. If I may provide additional information regarding this outstanding program, please do not hesitate to contact me at your convenience.

Qe’ciyew’yew’ - Thank You

Dr. David M. Aiken
Superintendent, Federal Programs Director
Lapwai School District # 341
208-843-2622 ext. 202
daiken@lapwai.org

Together, we ensure all students will reach their full potential.
Dear Ms. Ramsey:

The Plummer-Worley School District supports the goals and objectives of the University of Idaho Indian Education Professional Development Grant, Indigenous Knowledge for Effective Education Program (IKEEP). We recognize the scholarship and support services that IKEEP provides is critical to the support and training of Native American individuals to complete a pre-service education program that will qualify students to meet the requirements for full state certification or licensure as a teacher. The district currently works closely with the CDA Tribe Department of Education to incorporate tribal history into our curriculum, increase the number of students taking dual enrollment courses, advance student achievement and engagement, and promote post-secondary goals.

The Plummer-Worley School District is on the Coeur d'Alene Reservation in North Idaho. Our student population is 75 percent Native American. As a district, we work closely with the Coeur d'Alene Tribe Department of Education to provide and extend resources to all of our students. Our work together includes professional development to build culturally responsive knowledge and skills for teaching among our predominantly non-Native teaching staff. We are working hard to curb teacher turnover and recruit qualified native American teachers. IKEEP will offer us a unique opportunity to "grow our own" teachers to meet the unique needs of our students. Although we continue to experience teacher turnover, I can only recall one Native American applicant for a certificated position since 2004. We hired her.

The district will support recruitment through identification of eligible candidates, publication of IKEEP programs, and school placement if the candidate is qualified and the district is able to support it. We also commit to assisting IKEEP by providing pre-approved access to our classrooms so students may observe or present supervised lessons, allowing students to attend special presentations, financial aid seminars, college fairs, or professional development.
activities, and disseminating brochures to the target population. We would also work actively to refer students to the program and would be happy to promote the program during relevant events.

It is a pleasure for me to write this letter of support for IKEEP. As Superintendent of the Plummer-Worley School District, I appreciate the objectives of the program and I look forward to a partnership with IKEEP.

Sincerely,

Judi Sharrett
Superintendent of Schools
The University of Idaho, College of Education is submitting a Professional Development Grant. I am pleased to support the goals and objectives of the proposal.

I am a Principal Assistant for Wellpinit School District as well as a Spokane Tribal member. I have been an educator for 10+ years, an instructional coach for 2 years, and now am moving into administration on the Spokane Indian Reservation. My experience as an educator and tribal member will support this program. I will support recruitment by assisting in identifying eligible applicants; mentor presentations; publicizing IKEEP programs, presentation and events; Scholarships for Tribal IKEEP participants, schools placement, induction service support, etc.

Sincerely,

Laina Phillips
Principal Assistant K-12
District Assessment Coordinator
Wellpinit School District
(509) 258-4535
lphillips@wellpinit.org
July 13, 2018

Tara Ramsey
Indian Education Professional Development Program
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W207 Washington D.C. 20202-6200.

Dear Ms. Ramsey,

The American Indian Language Development Institute (AILDI) at the University of Arizona, enthusiastically supports the goals and objectives of the University of Idaho Indian Education Professional Development Grant, Indigenous Knowledge for Effective Education Program (IKEEP). The project proposes to provide support and training to eight Native American individuals to complete a pre-service education degree program that will qualify them to meet the requirements for full state certification or licensure as a teacher within the four-year grant period.

AILDI, is a project of the Teaching, Learning, and Sociocultural Studies Department in the College of Education at the University of Arizona. AILDI is committed to providing critical training to strengthen efforts to revitalize and promote the use of Indigenous languages across generations. AILDI is best known for its intensive summer institute that offers courses on linguistics, language revitalization and Indigenous cultural education pedagogy.

To support the specific culturally responsive goals of IKEEP, AILDI will work collaboratively with IKEEP to offer summer courses in Indigenous Pedagogies and Indigenous STEM that IKEEP scholars will attend at the end of year 1 and year 2. AILDI has 40 years’ experience training Indigenous educators, community language and culture advocates, and distinguished Indigenous scholars. AILDI also has a history of collaborations with IEPD scholars (ITEP, University of Arizona.) Identified courses include: Teaching with Traditional Ecological Knowledge; Creating Digital Teaching Materials; Language and Culture Literacy Across the Content Areas; and Linguistics for Teachers; among others (See http://aildi.arizona.edu/ for more information on the American Indian Language Development Institute). Participation in AILDI will connect IKEEP scholars to Indigenous educators beyond the region of the inland northwest, offering a wide-reaching support networks of likeminded culture-based educators.

Thank you for your consideration of the IKEEP proposal. AILDI looks forward to continued work with IEPD scholars.

Sincerely,

Ofelia Zepeda
AILDI Director and Regents’ Professor, Linguistics
July 24, 2018

Tara Ramsey, Acting Director
Office of Indian Education
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Ave. SW
Washington, DC 20202-6200

Dear Ms. Ramsey:

It is my pleasure to write a letter of support for the Indigenous Knowledge for Effective Education Program (IKEEP) being submitted to the Indian Education Professional Development Grant by the University of Idaho (UI).

We recognize that the scholarship and support services that IKEEP will provide is crucial to the support and training of American Indian and Alaskan Native individuals to complete a pre-service education program that will qualify them to meet the requirements for full state certification or licensure as a teacher.

The Shoshone-Bannock Tribes are committed to removing educational barriers, expanding best practices in teacher preparation, and strengthening relationships with stakeholders through guidance, support and research. In collaboration with the State Board of Education and the Idaho Indian Education Committee, we are working to improve academic achievement, escalate educational opportunities, increase indigenous pedagogical practices, and build partnerships to promote academic and career attainment among teachers and educational leaders in our region. Last week, our tribes hosted a Southeast Regional Idaho Indian Education Summit for teachers, administrators, counselors, and higher education staff to learn about our tribes and educational resources we have to offer. IKEEP helps further our efforts by preparing American Indian/Alaskan Native teachers to teach and lead important efforts in our community and schools.

We will assist IKEEP through the following services:
Recruitment services
- Identification of eligible applicants
- Classroom presentations
- Program and event presentations
Communications and Marketing
- Publicizing IKEEP at our local teacher recruitment events
- Provide access to tribal education stakeholder groups

Referral
- Recommendation of graduates of IKEEP to statewide education communities
- Referring program to statewide programming events

Placement Support
- Promote IKEEP graduates for hiring in schools serving our tribal members
- Share information about job postings, and school needs
- Support IKEEP graduates to maintain and practice culture-base pedagogies

We fully support the efforts of the UI IKEEP in addressing the extreme shortage of American Indian/Alaskan Native educators in the state. And we urge your close and full consideration to funding IKEEP to assist with this important initiative.

Jessica James, M.A.
Shoshone-Bannock Tribes
Tribal Youth Education Program Manager
NAME: Vanessa Anthony-Stevens
RANK OR TITLE: Assistant Professor of Social and Cultural Studies
DEPARTMENT: Curriculum & Instruction
OFFICE LOCATION AND CAMPUS ZIP:
ED 205, 875 Perimeter Drive MS 3080 Moscow, ID 83844-3080
OFFICE PHONE: 208. 885.0178
DATE: 4.21.18
EMAIL: vstevens@uidaho.edu
WEB:
FAX:
DATE OF FIRST EMPLOYMENT AT UI: 2015
DATE OF TENURE: 2020-2021
DATE OF PRESENT RANK OR TITLE: 2017
EDUCATION BEYOND HIGH SCHOOL:

Degrees:
Ph.D., Language, Reading & Culture
Department of Teaching, Learning & Sociocultural Studies
University of Arizona. College of Education.
Specialization: Education and Anthropology. Minor in Educational Linguistics

M.A., Language, Reading & Culture
Department of Teaching, Learning & Sociocultural Studies
University of Arizona. College of Education.
Specialization: Education and Anthropology

B.A., Sociology
Marquette University
Milwaukee, WI. 1999.

Certificates and Licenses:
American Indian Language Development Institute, University of Arizona, Tucson. 2008.


EXPERIENCE:

Teaching, Extension and Research Appointments: (List position titles and locations since receipt of Bachelor’s degree)

Assistant Professor of Social and Cultural Studies, 2015-present.
Department of Curriculum & Instruction
University of Idaho
Moscow, ID.

Assistant Professor of Practice. 2013-2014.
Department of Teaching, Learning and Sociocultural Studies
University of Arizona
Adjunct Instructor. 2013-2014.
Tohono O’odham Community College
Tucson, AZ.

Graduate Teaching Assistant. 2012.
Department of Teaching, Learning and Sociocultural Studies
University of Arizona
Tucson, AZ.

Program Director. 2011-2014.
Assistant Program Coordinator. 2010-2011.
Project SEED (Scholarships for Education and Economic Development – Strengthening Mexican Indigenous elementary school education for teachers and teacher-coaches)
Department of Teaching, Learning and Sociocultural Studies
University of Arizona
Tucson, AZ.

Classroom Teacher, Middle Grades Science. 2006-2010.
Ha:sañi Middle School, Ha:sañi Educational Services
Tucson, AZ.

Classroom Teacher, Fifth Grade. 2004-2006.
San Carlos Unified School District
San Carlos Apache Reservation, AZ

Non-Academic Employment including Armed Forces: (List title, brief description, date)
Asuncion, PY.

Jacksonville, FL and Baltimore, MD.

Consulting: (List company/institute name, title, brief description, date)
Education Consultant, Coeur d’Alene Tribal Department of Education State Tribal Education Partnership (STEP) grant. 2016-present.
Plummer, ID.

TEACHING ACCOMPLISHMENTS: (Academic and Extension teaching)

Areas of Specialization: Diversity & Equity in Teacher Preparation, Indigenous Education, Language and Culture in Education, Educational Ethnography, Anthropology of Education.

Courses Taught: (title, course number, date(s))

Undergraduate –
Introduction to Indigenous Pedagogies, EDCI 404/504, summer 2017
Advanced Teacher Research, EDCI 404, spring 2017
Teacher Research, EDCI 404, fall 2016
Race and Education, EDCI 404, summer 2016
Teaching Culturally Diverse Learners, EDCI 302, spring 2015, fall 2015, spring 2016, fall 2016, spring 2017
Social Studies Methods for Elementary Educators, EDCI 328, fall 2015, fall 2016
Language and Culture in Education: Inquiry into language research in education, EDCI 499, fall 2015
Language, Culture and Race in Education, LRC 204, spring 2013

Graduate –
Indigenous and Decolonizing Research Methodologies, ED 591, spring 2018
Ways of knowing module in interdisciplinary research, WR 506, fall 2016
Race and Education, EDCI 504, summer 2016
Introduction to Indigenous Thought, EDCI 504, summer 2015
Research on preparing teachers for diversity: Theory and practice for educational equity, EDCI 502, fall 2015
Language and Culture in Education, LRC 504, summer 2013 (University of Arizona)
Special topics in Language, Reading and Culture: Intercultural education – Perspectives in Indigenous Education throughout the Americas, LRC 595a, fall 2013 (University of Arizona)
Methods of Structured English Immersion, LRC 517, spring 2014 (University of Arizona)
Foundations of Social Theory (TA), LRC 796, Fall 2012 (University of Arizona)

Courses Developed:
Indigenous and Decolonizing Research Methodologies, spring 2018
Introduction to Indigenous Pedagogies, EDCI 404/504, summer 2017
Race and Education, EDCI 404/504, summer 2016

Non-credit Classes, Workshops, Seminars, Invited Lectures, etc.:
Anthony-Stevens, V. (March 21, 2018). Why decolonization matters to all of us. Invited Speaker, Circle of Scholars, North Idaho College, Coeur d’ Alene, ID.

Anthony-Stevens, V. & Stevens, P. (November 9, 2017). Cultivating alliances: Engaging the value of Indigenous knowledge. Presenter, University of Idaho Tribal Summit on Education: University and Tribal Partnerships, Moscow, ID.


Anthony-Stevens, V. (June 13-14, 2016). Culturally responsive teacher education. Idaho State Department of Indian Education Summit, Boise, ID.

Anthony-Stevens, V. (May 12, 2016). La cultura en el plan y programa de estudios. Escuela Primaria “Niños Héroes” de la comunidad de San Pedro Quiatoni. Tlacolula, Oaxaca, MX.

Anthony-Stevens, V. & Gonzalez, A. V. (April 20, 2016). How our identities influence our perception of the world: Conversations around bias and privilege. 2016 Cultural Literacy and Competency Symposium, Moscow, ID.

Anthony-Stevens, V. (June 10-11, 2015). Non-Native teachers working with Native students; (2) Strengthening multi-Cultural curriculum in the classroom. Idaho State Department of Education’s Indian Education Summit, Boise, ID.


Anthony-Stevens, V. (April 24, 2014). Cultivating both/and schooling opportunities for Indigenous Students: Research, projects and teaching paradigms of hope within constraining landscapes. Department of Curriculum & Instruction, University of Idaho. Moscow, ID.


Honors and Awards:

2018 Nominated for Andrew Carnegie Early Career Fellowship
2017 Recipient of Inspirational Mentor Award, Alumni Awards of Excellence, University of Idaho.
2006-2012 Recipient of Peace Corps Coverdell Fellowship, University of Arizona, Graduate College.
2009-2012 Recipient of Graduate College Fellowship, University of Arizona, Graduate College.
2007-2011 Recipient of Graduate Diversity Fellowship, University of Arizona, Graduate College.
2011 First place, Graduate & Professional Student Council Student Showcase, Education category, University of Arizona.
2010 Recipient of Erasmus Circle Scholar Award, University of Arizona, College of Education.
2010-2012 Recipient of Miller, Mary F & Maude Scholarship, University of Arizona, College of Education.
2008-2010 Recipient of F. Robert Paulson Scholarship, University of Arizona, College of Education.
2008-2009 Recipient of Rollah E Aston Scholarship-Education, University of Arizona, College of Education.
1998 Recipient of athletic scholarship, Marquette University, Women’s Soccer.

SCHOLARSHIP ACCOMPLISHMENTS: (Including scholarship of teaching and learning, artistic creativity, discovery, and application/integration)

Publications, Exhibitions, Performances, Recitals:

Refereed/Adjudicated: (i.e. books, book chaps., journals, proc., abstr., etc.; provide citations-author, date, title, publisher)


Peer Reviewed/Evaluated: (i.e journals, articles, proceedings, abstracts, etc.)


Anthony-Stevens, V. & Stevens, P. (2017). “A place for you to be who you are”: An


**Peer Reviewed/Evaluated (currently scheduled or submitted):**


Anthony-Stevens, V. (in progress). Mobility, closure, and better futures: What choices do Indigenous youth really have in the school reform landscape? In preparation for submission to *Equity & Excellence in Education*.


**Professional Meeting Papers, Workshops, Showings, Recitals:** (provide date and location)


Anthony-Stevens, V, Gelhkin, E., Jones, C., Day, S., & Gussenhoven, S. (Organizer & presenter) (2016, February 17-19), They say we are not interested: Pre-service teachers reflect on access to diversity in teacher preparation. Annual International
Globalization, Diversity, and Education Conference, Spokane, WA.

Anthony-Stevens, V. (Presenter) (2015, October 7-10). *En busqueda de oportunidades en contextos restringidos: Maestr@s indígenas, lenguas originarias y nuevas tecnologías* (In search of opportunities within containing contexts: Indigenous teachers, Native languages and new technologies). IV CONGRESO LATINOAMERICANO DE ANTROPOLOGÍA (IV Latin American Anthropology Conference), México City, México.


Tolbert, S., Gray, K., Griego-Jones, T., Anthony-Stevens, V., Jiame-Diaz, J., & Combs, M.C. (presenter) (2014, November 5-November 7). *“Becoming” and “being” a socially just department of teaching & learning: Encouraging a critical stance from inside the institution.* Annual Conference of National Association for Multicultural Education (NAME), Tucson, AZ.


Anthony-Stevens, V. (presenter) (2012, March 3). *Middle school students defining “learning a lot” while navigating access to educational opportunity.* Panel: Identity construction through time, space and place. The Arizona Anthropology and Education Exchange (ANEX), Arizona State University, Phoenix, AZ.


Anthony-Stevens, V. (presenter) (2011, April 30). *Constructing strength-based student identities: A teacher researcher’s
reflection on competing definitions of ‘successful’ and ‘failing’ school environments. The Arizona Anthropology and Education Exchange (ANEX), University of Arizona, Tucson, AZ.

Grants and Contracts Awarded: (provide principal and co investigators, title, sponsor, funding dates, amount)

Faculty sponsor for undergraduate research dissemination. Office of Undergraduate Research Student Travel Awards, 2017. $1,500.

Co-Principal Investigator (with PI R. Pilgram, co-PI R. Meuf and co-PI P. Stevens). Cross-Cultural Digital Story Telling. Faculty summer grants, College of Letters, Arts and Social Sciences and College of Education Collaborative Grant Projects. 2017. $5,000

Principal Investigator (with co-Principal Investigator Y. Bisbee). Indigenous Knowledge for Effective Education Program (IKEEP). Funded by the U.S. Department of Education. 2016-2020. $1,200,000.


Principal Investigator (with co-Principal Investigator Y. Bisbee). Developing intercultural competencies among pre-service teachers through meaningful collaborations with difference and diversity. College of Education Faculty Funding Award. University of Idaho. 2015-2016. $8,000.


Co-principal investigator (with PI R. Ruiz and co-PI N. Gonzalez.) Scholarship for Education and Economic Development— Strengthening Rural Primary Education for Indigenous Technical Supervisors in Mexico. Georgetown University’s Center for Intercultural Education and Development, funded by Mexico’s Secretary for Public Education. 2013 $187,261. 2014. $204,391.

SERVICE:

Major Committee Assignments: (National, State, District, County, University, College, Departmental and dates)

Idaho State Board of Education, Office of Indian Education, Indian Education Framework Committee, Member, 2016-present.

Idaho State Board of Education, Office of Indian Education, Consultant, 2015-present.

Idaho State Department of Education Review of Core Teacher Preparation Standards, Committee Member, November 10-11, 2016., Boise, ID

University of Idaho, Department of Sociology & Anthropology, American Indian Studies Program, Affiliate Faculty, 2016-present.

University of Idaho, Presidents Council on Diversity & Inclusion, Curricular and Co-Curricular Activities, Member, 2015-present.

University of Idaho, Office of Tribal Relations, Tribal Research Advisory Group (TRAG), Member, 2015-present.

College of Education, Graduate Review Program Committee, Member (GRPC), 2015-2018.


Professional and Scholarly Organizations (including memberships, committee assignments, editorial services, offices held and dates)

Anthropology & Education Quarterly, Reviewer, 2012-present

Diaspora, Indigenous, and Minority Education, Reviewer, 2017-present

Multicultural Education Review, Reviewer, 2015-present

American Educational Research Association - Division G, Reviewer, 2017

Idaho Indian Education Planning Committee, 2016-present.
Council for Education and Anthropology, Co-chair of sub-committee #7 (Indigenous Education), 2012-present.
American Educational Research Association (AERA), Member, 2009-present
American Anthropological Association (AAA), Member, 2011-present
Native American and Indigenous Studies Association (NAISA), Member, 2013-2015
National Association for Multicultural Education (NAME), Member, 2014-present

**Outreach Service:** (Including popular press, interview articles, newspaper articles, workshops-seminars-tours organized, Extension impact statements)

Impacts of *Cross-Cultural Digital Story Telling* grant funded project involving an interdisciplinary faculty team and the Coeur d’ Alene Tribal School 3rd and 4th grade classes, “A new lens through film”, College of Letters, Arts and Social Sciences, Fall 2017. [http://www.uidaho.edu/class/soc-anthro/students-and-alumni/new-lens](http://www.uidaho.edu/class/soc-anthro/students-and-alumni/new-lens)

Program prepares Native teachers for Native classrooms, Here We Have Idaho, University of Idaho Alumni Magazine, Moscow, ID. Fall 2017. [https://www.uidaho.edu/news/here-we-have-idaho-magazine/keep](https://www.uidaho.edu/news/here-we-have-idaho-magazine/keep)

Campus Conversations, Don’t Fail Idaho (invited speaker), Department of Student Involvement, University of Idaho, Moscow, ID. March 31, 2016.

Culturally responsive professional development for Indian Education, Coeur d’ Alene Tribal Department of Education STEP program, Plummer, ID. 2016-present.


YOLANDA J. BISBEE

EDUCATION:
Ed. D  May 2013  University of Idaho  Education emphasis: Indigenous Education
M. Ed.  May 2005  University of Idaho  Educational Leadership
B.S. May 1996  University of Idaho  Office Administration

HONORS:
Lawrence C. McBride Prize, 2014
Virginia Wolf Award Recipient, 2014
Executive Leadership Academy Fellow, 2013
Distinguished Native American Alumni, 2009
U of I Faculty/Staff International Development Award, Study Abroad in Costa Rica 2007
Hermana de Apoyo Award, Women’s Appreciation Recognition, Sigma Lambda Beta, 2006
Outstanding TRIO Alumni, 2001
Richard Gibb Award in Leadership and Service, University of Idaho, 1996
Outstanding Senior in Leadership and Service, University of Idaho, 1996

RELEVANT WORK EXPERIENCE:
Chief Diversity Officer  President’s Office, University of Idaho, Moscow, ID 83844-3157
(2015 to Present)
Executive Director of Tribal Relations  Provost Office, University of Idaho, Moscow, Idaho 83844-3160
(2014 to Present)
Principal Investigator  College Assistance Migrant Program, University of Idaho, Moscow, Idaho 83844-3030
(2015 to Present)
Program Director  College Assistance Migrant Program, University of Idaho, Moscow, Idaho 83844-3030 (1999 to 2015)
Program Coordinator  Upward Bound, University of Idaho, Moscow, Idaho 83844-3086
(1996 to 1999)
Lead Tutor/Counselor  Upward Bound, University of Idaho, Moscow, Idaho 83844-3086
(1991 to 1996)

Interim and Partial Time Appointments:
Chief Diversity Officer  University of Idaho, Partial time appointment, Moscow, ID 83844
(2015 - Present)
Indigenous Affair Officer  University of Idaho, Partial time appointment, Moscow, ID 83844
(2014)
Diversity Scholarship Development Chair  University of Idaho, Partial time appointment, Moscow, ID 83844
(2013)
Native American Recruiter and Center Director
University of Idaho, Partial appointment, Moscow, ID 83844
(2006-2007 & 2013)

MEMBERSHIPS:
Idaho Indian Education Committee--Chair
UI AGEP Advisory Board
U of I Provost Council
U of I President’s Diversity Council
U of I Financial Aid Committee
HEP/CAMP Association
U of I Native American Advisory Board
U of I Diversity Task Force
U of I Native American Administrators Group
University of Idaho Native American Student Association
Education Northwest Advisory Council for the Steve Nelson Scholarship
PAST MEMBERSHIPS:
University of Idaho Admissions Committee
University of Idaho Strategic Enrollment Management Committee
Selective Service Board of Idaho, Nez Perce County
University of Idaho Women in Higher Education Roundtable
Latah Community Foundation
American Indian Science and Engineering Society
Northwest Association of Special Programs Advisory Board Member
Northwest Association of Special Programs Native American Task Force on Indian Education
City of Moscow, Mayor’s Task Force on Human Rights, 1994
Honorary Summer Enrichment Program, Council of Energy Resource Tribes

TRAINING:
Stop the Hate Facilitator Training: University of Idaho.
Banner Training: University of Idaho, Modules: Finance,
Student Records, Human Resources, and Financial Aid
HEP/CAMP National Directors Training: U.S. Department of
Education: Eligibility, Evaluation, Budget, and Compliance
HEP/CAMP National Association: Recruitment, Eligibility,
Fund Raising, Team Building Techniques.
The National Migrant Education Conference: Interagency
Coordination, MEP regulations, Immigration Policy,
Migrant Education Resources
National Council of Educational Opportunity Association:
U.S. Department of Education 1991-1997: Assessment,
Financial Aid, Student Tracking, Accountability,
Regulations
Northwest Association of Special Programs: U.S. Department
Of Education 1991-1997: Assessment, Financial Aid,
Student Tracking, Accountability, Regulations, Grant
Writing, Retention
Idaho Selective Service 1992-1997: Application review
AmeriCorps 1992: Site Supervisor Training

COURSE INSTRUCTION:
Introduction to Indigenous Scholarship: Summer 2015
Freshman Transition Course: 2008-2015

GRANT WRITING & REVIEWING PARTICIPATION:
Indian Professional Development: IKEEP
NSF INCLUDES: From Gatekeeper to Gateway:
Transforming STEM Education for Underrepresented Communities
Violence Prevent Project
CAMP Project Site Evaluator
Grant Reader for Indian Professional Development Grant
Multicultural Scholars Grant: College of Agriculture
Bilingual Education, Career Ladder
Upward Bound
Educational Talent Search
Educational Opportunity Center
Ronald McNair
PRESENTATIONS:

National Association of State Directors of Migrant Education, Conference, San Antonio, Texas, 2009 Co-Presenter. Topic: Integrating Service Learning with CAMP retention goals

Stop the Hate: Fighting Bias and Hate Crimes on Campus. 2010 and 2011, University of Idaho. Topic: Bias and Hate Crime Issues.


Native American and Indigenous Studies Association Conference, Mohegan Sun Convention Center, Uncasville, CT, June 2012 Panel Presentation. Topic: Like Salmon Breaching Academic Dams: Creating an Inter-Institutional Native American Studies Program.


Vandal Challenge Motivational Presentation November 2013. Topic: Persistence in Education


Idaho Indian Education Summit June 2014 Lewis Clark State College, Lewiston, ID Co-Presentation: Indigenous Framework Methodology


Tribal Sovereignty/Policy Class March 2015 Coeur d'Alene Tribe/University of Idaho, Plummer, ID Presentation Topic: Historical Indian education policies effect on Tribes and their sovereignty

Idaho Indian Education Summit June 2015 Co-Presentation: Higher Education and Tribal Relations: Reflection on the Roles of Native Americans Serving in Liaison Roles within Universities


Yakama Tribal Student Conference: University of Idaho and Higher Education. August (2015)

National Indian Education Association: Developing Multi-Faceted Tribal/University Partnerships for Research, Education and Workforce Development

CURRICULUM VITAE
University of Idaho

NAME: Philip Stevens  DATE: 1.31.2018

RANK OR TITLE: Assistant Professor of Sociology and Anthropology; Director of American Indian Studies

DEPARTMENT: Sociology and Anthropology

OFFICE LOCATION AND CAMPUS ZIP: Phinney 115 OFFICE PHONE: (208) 885-1995

EMAIL: pstevens@uidaho.edu

DATE OF FIRST EMPLOYMENT AT UI: 2015

DATE OF TENURE: (Year or untenured) 2020-2021

DATE OF PRESENT RANK OR TITLE: 2015

EDUCATION BEYOND HIGH SCHOOL:

Degrees:

Ph.D., Language, Reading & Culture
Department of Teaching, Learning & Sociocultural Studies
University of Arizona. College of Education.
Tucson, AZ. 2015.
Specialization: Education and Anthropology, minor, Educational Linguistics

M.A., Language, Reading & Culture
Department of Teaching, Learning & Sociocultural Studies
University of Arizona. College of Education.
Specialization: Education and Anthropology

B.A. English Literature
Saint Anselm College
Manchester, NH. 1999

Certificates and Licenses:
American Indian Language Development Institute, University of Arizona, Tucson, 2008.

EXPERIENCE:

Teaching, Extension and Research Appointments:
Assistant Professor of Anthropology. 2015-present.
Department of Sociology and Anthropology
University of Idaho

Adjunct Professor. Summer 2018.
San Carlos Apache College
Graduate Teaching Assistant, 2012.
Department of Teaching, Learning and Sociocultural Studies
University of Arizona

Classroom Teacher, Middle Grades Mathematics, 2006-2010.
Ha:sañ Middle School, Ha:san Educational Services
Tucson, AZ

Classroom Teacher, Forth Grade, 2005-2006.
San Carlos Unified School District
San Carlos Apache Reservation, AZ

Academic Administrative Appointments:
Director of American Indian Studies, 2016-present
Department of Sociology and Anthropology
University of Idaho

Non-Academic Employment including Armed Forces:
Peace Corps Volunteer, Education sector.

Boys Hope Girls Hope, Residential Counselor (AmeriCorps).

TEACHING ACCOMPLISHMENTS:

Areas of Specialization:
Indigenous Education, Indigenous epistemology, Language and Culture in education systems, Indigenous mathematics systems, Qualitative Research Methods

Courses Taught:

University of Idaho
Contemporary Issues in Anthropology ANTH 521 Spring 2018
Tribal Elder Series AIST 204 Fall 2017 Spring 2018
Indigenous Epistemologies/Actions SOC 403 Fall 2017
Tribal Epistemology AIST 404 Fall 2016
Language and Culture ANTH 261 Spring 2017
Diversity and Education ANTH 404 Fall 2016
Power and Control in US Education ISEM 101 Fall-Spring 2016
NDN Education ANTH 502 Spring 2016
Peoples of the World ANTH 220 Spring 2016 Fall 2017
Language, Race and Culture in Education AIST 404 Fall 2015

University of Arizona
Teach AZ TTE 597a Summer 2014
Language, Race and Culture in Education LRC 204 Fall 2014
Teaching Teams Program LASC 197a-297a Fall 2010-Spring 2015
Courses Developed:
Tribal Epistemology AIST 404
Tribal Elder Series AIST 204
Language and Culture ANTH 261
Diversity and Education ANTH 404
Power and Control in US Education ISEM 101
NDN Education ANTH 502
Peoples of the World ANTH 220
Language, Race and Culture in Education AIST 404

Non-credit Classes, Workshops, Seminars, Invited Lectures, etc.:
Neelat Ni’ilk’e Oltag: Cultural intelligence and the continuance of colonization of thought
Guest Class Lecturer, Arizona State University, Tempe, AZ February, 2017

Oltag Nagodit’aa: Academic Raiding as Apache Agency and Praxis.
Guest Lecturer, Saint Anselm College, Goffstown, NH April. 2016

Interrupting the “Familiar” in Anthropology: Engaging in Decolonizing and Indigenous Methodologies.
Roundtable presentation at the Annual Meeting of the American Anthropological Association (AAA), Denver, CO Nov. 2015


Nohwillag: Academic Raiding as Apache Student Agency and Praxis. Annual Meeting of the American Educational Research Association (AERA), Chicago, IL, April 2015


Interculturality and Indigenous Education in the Americas: Engaging intercultural knowledge through reflections on practice and policy. Roundtable presentation at the Annual Meeting of the American Anthropology Association (AAA), Chicago, IL. Nov. 2013

“Apache Math” WBEZ’s Afternoon Shift, Chicago, IL

“Apache Math” Mitchell Museum, Evanston, IL

“Native American Educational Experiences: Culturally Relevant Pedagogy of a San Carlos Apache”
Guest Lecturer, Saint Anselm College, Goffstown, NH Nov. 2006

Honors and Awards:
2006-2015 Recipient of Peace Corps Coverdell Fellowship, University of Arizona, Graduate College.
2009-2015 Recipient of Graduate College Fellowship, University of Arizona, Graduate College.
2007-2015 Recipient of Graduate Diversity Fellowship, University of Arizona, Graduate College.
2008 Recipient of Erasmus Circle Scholar Award, University of Arizona, College of Education
2010-2012 Recipient of Miller, Mary F & Maude Scholarship, University of Arizona, College of Education.
2008-2010 Recipient of F. Robert Paulson Scholarship, University of Arizona, College of Education.
2008-2009 Recipient of Rollah E Aston Scholarship-Education, University of Arizona, College of Education.
2007 Recipient of Centennial Achievement Master’s Award Recipient, University of Arizona
SCHOLARSHIP ACCOMPLISHMENTS:
Publications, Exhibitions, Performances, Recitals:

Refereed/Adjudicated:


Peer Reviewed/Evaluated (currently scheduled or submitted):


Professional Meeting Papers, Workshops, Showings, Recitals:


Stevens, P. (Nov. 2015). Interrupting the “Familiar” in Anthropology: Engaging in Decolonizing and Indigenous Methodologies. Roundtable presentation at the Annual Meeting of the American Anthropological Association (AAA), Denver, CO


**Grants and Contracts Awarded:**
Co-Principal Investigatory (with R. Pilgeram, R. Meef and V. Anthony-Stevens). Cross-Cultural Digital Story Telling. Faculty Summer Grants, College of Letters, Arts and Social Sciences and College of Education Collaborative Grant Projects. 2017. $5,000

**SERVICE:**

**Major Committee Assignments:**
University of Idaho, Presidents Diversity Council on Faculty and Recruitment 2016-present
University of Idaho, Office of Tribal Relations, Tribal Research Advisory Group (TRAG), 2015-present.
University of Idaho, College of Letters, Arts and Social Sciences Curriculum Committee, 2017
University of Idaho, Indigenous Knowledge for Effective Education Program Advisory Committee, 2017

**Professional and Scholarly Organizations**
*Cognition and Instruction*, Reviewer, 2017-present
American Educational Research Association (AERA), Member, 2011-present
American Anthropological Association (AAA), Member, 2012-present
Native American and Indigenous Studies Association, Member, 2017-present
NAME: Taylor Raney

RANK OR TITLE: Director of Teacher Education, Associate Department Chair and Clinical Associate Professor of Curriculum and Instruction

DEPARTMENT: College of Education, Health and Human Sciences

OFFICE LOCATION AND CAMPUS ZIP: Education Building 507
Mail Stop 3080

DATE OF FIRST EMPLOYMENT AT UI: June 21, 2015

DATE OF PRESENT RANK OR TITLE: June 21, 2015

EDUCATION BEYOND HIGH SCHOOL:

Degrees:
- Ph.D. (2015) Northwest Nazarene University, Educational Leadership
- Ed.S. (2013) Northwest Nazarene University, Educational Administration - Superintendency
- M.Ed. (2012) Northwest Nazarene University, Curriculum and Instruction
- M.Ed. (2006) Northwest Nazarene University, Educational Administration – Principalship
- B.S.Ed. (2002) University of Idaho, Secondary Education

Certificates and Licenses:
- Idaho Standard Secondary Credential: English 6/12, French K/12, Psychology 6/12
- Idaho Standard Administrator: School Principal PreK/12, Superintendent

EXPERIENCE:
Teaching, Extension and Research Appointments:
- 2015–Present Clinical Associate Professor, Department of Curriculum and Instruction, University of Idaho, Moscow, ID

Academic Administrative Appointments:
- 2018–Present Associate Chair, Department of Curriculum and Instruction, College of Education, Health and Human Sciences, University of Idaho, Moscow, ID
- 2015–Present Director of Teacher Education, College of Education, Health and Human Sciences, University of Idaho, Moscow, ID
- 2015–Present Chief Certification Officer, College of Education, Health and Human Sciences, University of Idaho, Moscow, ID
- 2015–Present Elementary Program Coordinator, College of Education, Health and Human Sciences, Department of Curriculum and Instruction, University of Idaho, Moscow, ID
- 2015–Present Secondary Program Coordinator, College of Education, Health and Human Sciences, Department of Curriculum and Instruction, University of Idaho, Moscow, ID
- 2013–2015 Director of Teacher Certification, Idaho State Department of Education, Boise, ID
- 2008–2013 Elementary School Principal, Caldwell School District, Caldwell

PR/Award # S299B180040
Page e95
TEACHING ACCOMPLISHMENTS:

Areas of Specialization:
Curriculum and Instruction
Educational Leadership

Courses Taught:
Summer 2018 EDCI 599, Non-thesis Master’s Research
Spring 2018 EDCI 599, Non-thesis Master’s Research
Fall 2017 EDCI 201, Contexts of Education
Fall 2017 ISEM 301, Alcohol and Drug Prevention
Summer 2017 EDAD 595, Administration and Supervision of Personnel
Spring 2017 ISEM 301, Alcohol and Drug Prevention
Fall 2016 EDCI 301, Learning, Development, and Assessment
Fall 2016 ISEM 301, Alcohol and Drug Prevention
Summer 2016 EDAD 534, The Principalship
Summer 2016 EDAD 595, Administration and Supervision of Personnel
Spring 2016 ISEM 301, Alcohol and Drug Prevention
Fall 2015 EDCI 301, Learning, Development, and Assessment

Students Advised:
Undergraduates: Graduates:
Payton Allert Elizabeth Colket
Mikalynn Amos Haleigh Johnson
Mackenzie Baxter Emily Longdin
Kayla Bryant LaDonn Robbins
Andrew Evans
Rebecca Flick
Alisandro Garcia
Bonnie Gay
Manjuan He
Madeline Herrold
Klaree Hobart
Andrea Leja Meyer
Grace Libby
Dante Menard
Rebecca O’Daniel
Kaitlyn Pyle
Jaycee Rade
LaDonn Robbins
Kara Schmidt
Shelby Smith
Ashlee Traughber
Lauren Votava
Harper Wallen
Siqi Zong

SCHOLARSHIP ACCOMPLISHMENTS:

Technical/Professional Reports:


Refereed Presentations at International, National, Regional, State, and Local Conferences:


SERVICE:

Major Committee Assignments:

University Level, Campus-wide
Chair, Teacher Education Coordinating Committee, 2015-present
Member, University Curriculum Committee, 2016-present
Member, Academic Strategic Steering Committee, 2018-present
Member, Dismissal Hearings Committee, 2018-present

College Level, College of Education, Health and Human Sciences
Member, Leadership Team, 2015-present
Member, Search Committee, Dean of College, 2015-2016
Chair, Search Committee, Director of Student Services, 2015-2016
Chair, Teacher Education Academic Appeals Committee, 2015-present
Co-Chair, ad hoc faculty promotion bylaw committee, 2017
Member, College Coordinating Committee, 2015-present
Member, Teacher Career Fair Steering Committee, 2015-present

*Departmental Level, Curriculum and Instruction*
Committee Member, Clinical Faculty Third Year Review, 2015-2016
Member, Search Committee, Special Education Faculty, 2016
Chair, Core and Elementary/Secondary Program Revision Committee, 2015-2017
Member, IKEEP Advisory Board, 2016-present

*Professional and Scholarly Organizations:*
National Association of State Directors of Teacher Education and Certification, 2013-present
Idaho Association of School Administrators, 2008-present
Idaho School Superintendents’ Association, 2013-present

*Outreach Service:*
Council for the Accreditation of Educator Preparation Reviewer, 2016-present
Media Outreach Faculty Expert, Education Issues, University of Idaho, 2016-present
National Association of State Directors of Teacher Education and Certification Steering Committee, 2016-present
Professional Evaluation Review Committee (Idaho Department of Education), 2015
Idaho Equitable Access to Excellent Educators Committee (Idaho Department of Education), 2014-present
Idaho Coalition for Educator Preparation, Chair, 2013-present
Idaho Association of Colleges of Teacher Education, 2013-2015
Regions I and II Idaho School Superintendents’ Association University of Idaho Liaison, 2015-present
Idaho Rural Schools Collaborative, 2015-present
Idaho Professional Standards Commission, Elementary Principal Representative, 2011-2013
Idaho Professional Standards Commission, Higher Education Representative, 2016-present
Elementary Standards Review, Professional Standards Commission, January 2015
Core Standards Review, Professional Standards Commission, November 2016
CAEP Accreditation Team, Midwestern State University, 2017–2018

*Graduate Committees:*
*Northwest Nazarene University – Doctor of Philosophy*
Harris, Dana
Hicks, Serena
McMillan, Kendra
Zielert, Scott

*University of Idaho – Doctor of Philosophy*
Charbonneau, Krisha

*Community Service:*
Historical Preservation Commission of Moscow, 2016-2017

*Honors and Awards:*
PROFESSIONAL DEVELOPMENT:

Scholarship:
2015, October. *Northern Rocky Mountain Educational Research Association Conference*. Boise, ID.

Advising:
2015, September. *University of Idaho 12th Annual Advising Symposium*. Moscow, ID.

Administration/Management:
2014, January: *Network for Transforming Educator Preparation*. Atlanta, GA.
Minneapolis, MN.
2015, April: *Network for Transforming Educator Preparation*. Durham, NC.
2015, May: *State Consortium on Educator Effectiveness*. Atlanta, GA.
2015, June: *Annual Convention*. National Association of State Directors of Teacher Education and Certification. Atlanta, GA.
2015, November: *Idaho School Boards Association Annual Convention*. Coeur d’Alene, ID.
2016, October: *Council for the Accreditation of Educator Preparation Fall Conference*. Washington, D.C.
2017, September: *Council for the Accreditation of Educator Preparation Fall Conference*. Washington, D.C.
Objective: To contribute as a professional in education, using my leadership and administrative skills to benefit students, while working collaboratively to share my knowledge of curriculum, instruction, and educational leadership.

Recent Professional Experience:

**Lapwai School District**
Superintendent, Federal Programs Director
2010 to Present
Responsibilities: Personnel management, school board operations, educational program oversight, budget and finance, communication and public relations, facility planning and development, support services, strategic and school improvement planning, monitoring of school and district performance, policy revision and enforcement, Educational Summits with Nez Perce Tribe Executive Committee

**Northwest Indian College - Lapwai, Idaho Campus**
Instructor: Introduction to Teaching, Principles of Planning, Contemporary Tribal Economics, and Grant Management - December 2013 to Present

**University of Idaho - Moscow, Idaho Campus**
Instructor: EDCI 301: Learning, Development & Assessment - Fall 2017

**Lapwai Elementary School**
5th Grade Teacher
1999 to 2004
3rd Grade Teacher
2004 to 2010
Substitute / Acting Principal for Elementary and Middle-High School
2006-Present
Responsibilities: In addition to my teaching experience I have been active in curriculum alignment and development, data mapping and data driven decision making, accommodations for exceptional learners, assessment preparation, and classroom management training, and acted as a mentor teacher for interns from Lewis-Clark State College and the University of Idaho

**Lapwai Elementary School**
After School and Summer Program Coordinator
21st Century Community Learning Center Grant
1999 to the 2010
Responsibilities: Acting principal during extended-day and summer school instruction. Coordinate all academic activities for grades K-6, manage teaching staff and educational assistants, grant reporting and data collection, scheduling and event planning, provide in-service training, curriculum development, individual assessment of student needs, acting principal after school and during summer instruction
Other Professional Experience:
- Lewiston Morning Tribune - Customer Service Specialist - 1994 to 1999
- Tendercare Children’s Centers - Educational School Age Child Care Manager, Curriculum Coordinator, and Preschool Teacher - 1991-1994

Education:

University of Idaho
- Doctorate of Education
- Masters of Educational Leadership with Principal Certification
- Education Specialist with Superintendent Certification
- Top 5 Finalist, Thomas O. Bell Prize for Idaho’s Outstanding Teacher, 2009
- Chosen for University of Idaho Educational Leadership Distinguished Fellows Program in the College of Education
- Mentor/Cooperating Teacher for Student Teacher Interns 2002 to 2010
- Dissertation Focus: Cultural Leadership and Native American Education

Lewis-Clark State College
- Bachelor’s Degree in Elementary Education with K-8 Teacher Certification
- Psychology Minor
- Early Childhood Education
- Mentor/Cooperating Teacher for Student Teacher Interns 2002 to 2010

Boise State University
Assessment Literacy

College of Southern Idaho
Coursework on how to train paraprofessionals to work with students with exceptional needs - Certified Trainer - 2003: Certified to instruct courses for paraprofessionals in cooperation with the College of Southern Idaho

Professional Organizations:
- Idaho State Chair of the National Association of Federally Impacted Schools
- Idaho State Superintendent of Public Instruction, Sherri Ybarra’s Cabinet
- Idaho School Boards Association
- Idaho Leads Project - Studio District
- Idaho School Superintendents Association
- Idaho Rural Schools Association
- National Indian Impacted Schools Association

Professional References:
- Patsy Guglielmino, Blue Ribbon Education Consulting, Idaho Building Capacity Project
  3712 Northport Flat Creek Road, Kettle Falls, WA 99141
  (509) 690-7278

- Michael Halverson, Former Lapwai School District Principal
  1816 18th Avenue, Lewiston, ID 83501
  (208) 743-6573 ext. 214

- Candy Hoisington, Grants Coordinator / Program Director
  404 South Main Street, Lapwai, ID 83540
  (208) 791-7937
Megan Bang  
Associate Professor of Learning Sciences and Human Development  
University of Washington  
email: mbang3@uw.edu

EDUCATION

Northwestern University, Ph.D. 2009  
Specialization: Learning Sciences, certificate in Cognitive Science  
Advisors: Bruce Sherin (Chair), Carol Lee, and Douglas Medin  
Community Committee Members: Joseph Podlasek, Karen Washinawatok  
Doctoral Dissertation: “Understanding Students’ Epistemologies: Examining Practice and Meaning in Community Contexts”

Post-Doctoral Training – TERC, Cheche Konnen Center  
Advisors: Beth Warren and Ann Rosebery


PROFESSIONAL EXPERIENCE

<table>
<thead>
<tr>
<th>Date</th>
<th>Position and Institution</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/11-8/18</td>
<td>Director, Native American Education Certificate, University of Washington-Seattle</td>
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</tr>
<tr>
<td>9/15-8/17</td>
<td>Program Director, Learning Sciences and Human Development, University of Washington-Seattle</td>
<td></td>
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<tr>
<td>9/11-8/18</td>
<td>Faculty, Secondary Teacher Education Program, University of Washington-Seattle</td>
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</tr>
<tr>
<td>1/15-8/18</td>
<td>Adjunct Faculty, American Indian Studies, University of Washington-Seattle</td>
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</tr>
<tr>
<td>9/11-8/15</td>
<td>Assistant Professor, Educational Psychology, Learning Sciences &amp; Human Development, University of Washington-Seattle</td>
<td></td>
</tr>
<tr>
<td>6/99-8/11</td>
<td>Director of Education, American Indian Center, Chicago, IL</td>
<td></td>
</tr>
</tbody>
</table>
8/08 - 8/11 Research Associate, TERC, Chèche Konnen Center, Cambridge, MA
6/06 - 8/08 Post-Doctoral Fellow, TERC, Chèche Konnen Center, Cambridge, MA
9/09 - 6/10 Adjunct, Northwestern University
9/98 - 6/00 Workshop Leader, Chicago Children’s Museum, Chicago, IL.
7/00 - 8/02 GED Instructor and Student Services Coordinator, Institute for Native American Development, Truman College (City College of Chicago)
9/00 - 6/02 Instructor, Native American Education Services College, Chicago, IL
5/98 - 9/98 Science/Environmental Justice Teacher at The City School, Boston, MA
6/97 - 6/98 Preschool Teacher, Jamaica Plain Headstart via Jumpstart for Young Children, Inc., Boston, MA
1/96 - 6/96 Teacher at People's Primary School during semester abroad with Augsberg College, Windhoek, Namibia

ACADEMIC HONORS
- American Education Research Association, Division K, Teaching and Teacher Education, Early Career Award, 2015
- Outstanding Advising Award – University of Washington, 2013
- Spencer Foundation Dissertation Fellowship, 2004-05
- Spencer Foundation Training Fellowship, 2001-2003

JOURNAL ARTICLES
*Peer reviewed publications
+All or some co-authors were graduate students or practitioners in community organizations or schools.

*Bang, M. (accepted) Towards Science Education That Cultivates Just, Sustainable, and Culturally Thriving Communities. Race, Ethnicity, and Education


BOOKS


BOOK CHAPTERS


REPORTS, WHITE PAPERS, CURRICULA & BRIEFS

MANUSCRIPTS UNDER PEER REVIEW OR IN PREPARATION


FUNDED RESEARCH AND PROJECTS
Funded 7/1/2017-6/30/2021 ($2.9 million). NSF REC- 1720578
Project Role: PI, Co-PI: Carrie Tzou, Mary Margret Welch, Sharon Shiel
Preparation Responsibilities: Author
Community Partners: Seattle Public Schools, Tilth Alliance

Funded 9/1/2017-8/31/2021 ($1.9 million). NSF REC- 1713368
Project Role: PI, Co-PI: Douglas Medin
Preparation Responsibilities: Author
Community Partners: American Indian Center
Project Role: Co-Principal Investigator
PI: Stephanie Fryberg
Preparation Responsibilities: Co-Author

Project Role: Co-Principal Investigator, PI: Kristen French, WWU
Preparation Responsibilities: Co-Author
Partners: Western Washington University, 12 School Districts

Project Role: Principal Investigator
Preparation Responsibilities: Author
Partners: College of the Environment

Project Role: Co-Principal Investigator, PI: Bryan Brayboy, ASU
Preparation Responsibilities: Co-Author

Project Role: Co-Principal Investigator, PI: Carrie Tzou
Preparation Responsibilities: Co-Author
Community Partners: Seattle Public Schools, Seattle Public Libraries, Red Eagle Soaring

Project Role: Co-Principal Investigator
PI: Ann Ishammaru
Preparation Responsibilities: Co-Author

Project Role: Co-Principal Investigator
PI: Stephanie Fryberg
Preparation Responsibilities: Co-Author

Project Role: Co-Principal Investigator
PI: Elizabeth West
Preparation Responsibilities: Co-Author
Requested ($100,000).
Project Role: Principal Investigator
Preparation Responsibilities: Author

Funded 10/1/2013-4/1/2017 ($1.5 million). NSF REC-1348462
Project Role: Co-Principal Investigator, Other PIS: Beth Warren and Ann Rosebery
Preparation Responsibilities: Co-Author
Community Partners: Red Eagle Soaring Youth Theater Company, Broad Institute, Boston Arts Academy

Funded 2013-2014 ($100,000).
Project Role: Principal Investigator
Preparation Responsibilities: Author

Funded 2013-2015 ($14,000).
Project Role: Principal Investigator
Preparation Responsibilities: Author

PI: Elizabeth West
Preparation Responsibilities: Co-Author

PI: Elizabeth West
Preparation Responsibilities: Co-Author

Funded 9/1/11-8/31/14 ($1 million). NSF REC-1205758.
Project Role: Co-Principal Investigator, CO-PIS: Douglas Medin, Sandra Waxman
Preparation Responsibilities: Co-Author
Community Partners: American Indian Center of Chicago, Menominee Nation

Funded 9/1/11-8/31/14 ($1.5 million). NSF REC-1208209.
Project Role: Principal Investigator, CO-PIS: Douglas Medin, Karen Washinawatok
Preparation Responsibilities: Co-Author
Community Partners: American Indian Center of Chicago, Menominee Nation
Project Role: Co-Principal Investigator, CO-PIS: Douglas Medin
Preparation Responsibilities: Co-Author
Community Partners: American Indian Center of Chicago

Funded 9/1/08-8/30/11 ($1.2 million). NSF REC-0815112.
Project Role: Co-Principal Investigator, CO-PIS: Douglas Medin, Karen Washinawatok
Preparation Responsibilities: Co-Author
Community Partners: American Indian Center of Chicago, Menominee Nation, Tribal School

Funded 9/1/08-8/30/11 ($980K). REC-0814850
Project Role: Co-Principal Investigator, CO-PIS: Douglas Medin, Karen Washinawatok, Sandra Waxman
Preparation Responsibilities: Co-Author
Community Partners: American Indian Center of Chicago, Menominee Nation, Tribal School

Project Role: Co-Principal Investigator, CO-PIS: Douglas Medin, Karen Washinawatok, Sandra Waxman
Preparation Responsibilities: Co-Author
Community Partners: American Indian Center of Chicago, Menominee Nation

Project Role: Co-Principal Investigator, CO-PIS: Carol Wright
Preparation Responsibilities: Co-Author

Project Role: Principal Investigator
Preparation Responsibilities: Author
Community Partners: American Indian Center of Chicago, Harvard Project on American Indian Economic Development

Funded: 9/05-8/08 ($1.4 million). REC- 0750655.
Project Role: Co-Principal Investigator, CO-PIS: Douglas Medin, Karen Washinawatok,
Preparation Responsibilities: Co-Author

Project Role: CO-Principal Investigator, PI: Douglas Medin
Preparation Responsibilities: Co-Author

COURSES TAUGHT

University of Washington (overall most recent ratings on 5.0 scale)
- EDPSY 503: Culture, Learning, and Human Development (4.7)
- EDPSY 582B: Advanced Methods Seminar: Ethnography of Human Development and Learning (4.9)
- EDPSY 581C; Community Based Methods in Research (4.8)
- EDPSY 557: Teaching Science with Indigenous Students, Families and Communities (Hybrid on-line course) (4.6)
- EDPSY 580: Indigenous Pedagogies (4.5)
- EDPSY 581A: Place Based Education: Meanings of Land, Culture, and Race in the Natural World (4.8)
- EDTEP 560 Teaching for Learning 1 (Teacher Education Class) (5.1)
- EDTEP 561 Teaching for Learning 2 (Teacher Education Class) (4.7)
- EDC&I 581: Design Based Research Methods 1 (4.8)
- EDC&I 582: Design Based Research Methods 2 (4.9)

Other Institutions
- Northwestern University: Educational Research Methods (Teaching Assistant)
- Northwestern University: Learning and Understanding: A Cognitive Science Approach (Teaching Assistant)
- Northwestern University: Social Context of Teaching and Learning
- Northwestern University: Native American Education
- Native American Education Services College: Introduction to Culture, Cognition, and Human Development
- Native American Education Services College: Dynamics in Worldview and Philosophy

Guest Lectures @ UW
I have guest lectured in many courses/programs including:
- AIS 320 Introduction to American Indian Studies (Christopher Tueton)
- EDC&I 578 Qualitative Methods in Educational Research, 2012 (Mike Knapp)
- SMEA/FISH 581: Case Study Method: Living Marine Resource Management, 2013 (Kiki Jenkins)
- CHID 260 Rethinking Diversity, 2012 (Jeanette Bushnell)
- Elementary Education Program (ELTEP) Teacher Candidate Interest Conference, 2013
• Indigenous Wellness Research Institute, 2011, 2013, University of Washington
• Native Research Exchange, 2014, University of Washington
• WIRED (Women investigating race, ethnicity, and difference) Research Event 2013

PROFESSIONAL SERVICE

Positions by vote or appointment

2018-present Member, Board on Science Education, National Academies of Science
2016-present Executive Editor Cognition and Instruction
2011-present Editorial Board Journal of American Indian Education
2013-present Editorial Board Mind, Culture, and Activity
2014-present Editorial Board Curriculum Inquiry
2014-present Editorial Board Journal of the Learning Sciences
2012-2017 Native Faculty Leadership Council Representative, Native American Faculty and Staff Association of the University of Washington.
2012-2014 Secretary/Treasurer, Indigenous Peoples of the Americas SIG, AERA.

National & International

2017-2018 Member, National Academies Research Counsel Study, Designing Citizen Science to Support of Science Learning
2016-present Advisory Board Member, Equity pathways, NSF funded project. PIs: Angela Calabrese Barton, Louise Archer, Lynn Dierking, Emily Dawson
2016-present Advisory Board Member, State Science Supervisors Partnership, NSF funded project. PIs Bill Penuel, Phil Bell
2016-present Board Member, Grassroots Indigenous Multimedia
2016-present Board Member, Na’ah Illahee Fund
2015-2017 Technical Advisor, National Institute of Health, Tribal Advisory Committee
2016-2017 National Science Foundation Committee, Combating Sample WEIRDNESS
2014-present COOAST Advisory Board, International NSF Funded Citizen Science Project
2014-2015 Editor Special Issue of Cognition & Instruction, Co-Editor Shirin Vossoughi.
2012-2015 Advisory Board Member, Science Teacher Education Program, Salish Kootenai College.
2010-2016 Learning Scientist, Pacific Climate Education Partnership (NSF Funded project PI: Sharon Nelson Barber).
2012-2015 Advisory Board Member, E2Textiles, NSF funded project. PIs: Yasmin Kafai and Bryan Brayboy.
2011-2015 Advisory Board Member, American Migrations, NSF funded project, PI: Josh Radinsky
2012-2015 Advisory Board Member, ArtScience, NSF funded project, PI: Beth Waren and Ann Rosebury.
2010-2012  Inquiry Group Member for CAISE (Center for the Advancement of Informal Science Education), PI: Kevin Crowley.
2009-2011  Advisory Board Member, American Institute of Research Study of URM serving institutions commissioned by NSF, PI: Carlos Rodriguez.
2012  Synthesizer, STEM Smart: Lessons Learned from Successful Schools, National Science Foundation.
2012  Panelist, National Academies of Education invited conference.
2012-2013  Co-editor Special Issue of Human Development, Editor Nailah Nasir.
2010-2012  Mentor scholar, Fisher folk in the Philippines, NSF funded research project.
2009-2011  Committee Member, Minority Dissertation Award AERA.
2008-2010  Chair, Exemplary Dissertation Award AERA.

State
2015-2017  WA Department of Early Childhood Leadership Ad Hoc Committee for State Wide Professional Development.
2015  Lead facilitator Thrive by Five Early Childhood Teacher Preparation Council Retreat
2015  Keynote and workshop provider at Wenatchee Early Achievers Institute organized by the National Center on Quality Teaching and Learning.
2013-present  Provided professional development presentations at multiple OSPI convenings of district directors of science education and the roll out of the Next Generation Science Standards.
2014-2016  Leadership team: NOAA Advancing Climate Literacy through Investment in In-service and Pre-service Science Educators (ACLIPSE), with Lawrence Hall of Science, Western Washington University, and Rutgers University.
2012-2014  Provided professional development at local community organizations in-kind including: United Tribes of All Indians, Taholah Schools, Quinault Nation, Western Washington Indian Education Association
2013-2014  Co-organized workshops with OSPI Director of Science Education and Office of Indian Education for rolling out NGSS in Washington state. Involved in developing the state roll out strategy for schools serving Native students.
2013-2014  Presented and facilitated at the Washington Education Association Future Native Teachers initiative.

University/College
2016-present  TEP Council Member
2016-2017  Member, EDPOL Search Committee for Equity, Leadership, and Learning Position, University of Washington.
2015-2017  Program Director, Learning Sciences and Human Development, UW
2015-2016  Chair, Diversity Committee, Faculty Governance, College of Education, University of Washington.
2013-2014  Member, Search Committee for New Technologies for Equitable Teaching and Learning, University of Washington.
2013-2014 Diversity Committee, Faculty Governance, College of Education, University of Washington.
2012-2013 Member, Search committee for Instructional Excellence faculty position, University of Washington.
2013-present Advisory Board Member, Seattle Teacher Residency Program.
2013-present Steering Committee, Doris Duke Conservation Scholars Program at the University of Washington (DDCSP@UW), in the College of the Environment.
2012-present Advisory Board Member, IWRI Center for Excellence, NIH funded project, PI: Karina Walters.
2011-present Advisory Board Member, COAAST, NSF funded project, PI: Julia Parish.

PEER REVIEWER FOR

Journals
- American Educational Research Journal (reviewed multiple manuscripts)
- American Journal of Education
- Child Development (reviewed multiple manuscripts)
- Cognition (reviewed multiple manuscripts)
- Cognition and Instruction (reviewed multiple manuscripts)
- Cultural Psychology (reviewed multiple manuscripts)
- Curriculum Inquiry
- Educational Researcher (reviewed multiple manuscripts)
- International Journal of Science Education (reviewed multiple manuscripts)
- Journal of American Indian Education (reviewed multiple manuscripts)
- Journal of Geoscience Education
- Journal of the Learning Sciences (reviewed multiple manuscripts)
- Journal of Research in Science Teaching (reviewed multiple manuscripts)
- Mind, Culture, and Activity (reviewed multiple manuscripts)
- Review of Education Research (reviewed multiple manuscripts)
- Review of Research in Education (reviewed multiple manuscripts)
- Science Education (reviewed multiple manuscripts)

Conferences
- American Educational Research Association (AERA) conference
- International Society of the Learning Sciences conference
- Society for Research in Science Teaching Conference

Funding Agencies
- National Science Foundation (served on multiple panels)
- National Endowment for the Arts

INVITED KEYNOTES
Bang, M. (2107, November). STEAM education towards socio-ecological justice. Teachers of Color and Allies Summit at the University of Colorado Boulder


**INVITED TALKS**


**PEER-REVIEWD CONFERENCE PRESENTATIONS & PAPERS (last 10 years)**


PROFESSIONAL MEMBERSHIPS

- American Education Research Association: Various SIG memberships
- National Association of Research in Science Teaching
- National Indian Education Association
- American Association for the Advancement of Science
- International Society of the Learning Sciences
- Cognitive Science Society
- Society for Research in Child Development
  - Native Children’s Research Exchange
- American Indian Science and Engineering Society

ADDRESSES

Learning Sciences & Human Development
312 Miller Hall, Box 353600
College of Education
University of Washington
Seattle, WA 98195

The LIFE Center
1100 NE 45th Street, Suite 200
Seattle, WA 98105
STEM Supporting Narrative (CPP 4)

IKEEP will uniquely combine its commitment to culturally and linguistically responsive pedagogies with high quality professional development and instructional strategies in areas of science, technology, engineering and math (STEM) to best meet the needs of AI/AN students. All IKEEP participants will participate in multiple opportunities to learn inquiry-based and experiential learning strategies adaptable to all content areas in K-12. Additionally, IKEEP will recruit and prepare 1/3 of its candidates for teaching endorsements in STEM related teaching content areas to fill critical needs in Native American serving schools and districts.

IKEEP understands the demand for professionals in the fields of science, technology, engineering, and mathematics (STEM) has placed greater emphasis on STEM curricula in K-12 schooling. IKEEP will incorporate high-quality STEM training to address three areas of need: 1) Rural regions and schools serving AI/AN students often lack teachers qualified to adequately apprentice students in STEM opportunities, and/or fill STEM teaching positions (Goodpaster, Adedokun, & Weaver, 2012); 2) STEM education is often culturally and linguistically marginalizing to Indigenous ways of knowing (Bitsöi & Lowe, 2018); and 3) STEM opportunities are often limited to school-based technologies and resources.

IKEEP’s approach to infusing STEM professional development and instructional strategies through workshops, courses and applied field experiences is informed by research which indicates a lack of opportunity for high quality culturally responsive STEM training among pre-service teachers. The combination of culturally responsive pedagogies with STEM education is highly needed to improve the success and opportunities offered to AI/AN students (Bang, Medi, Washinawatok & Chapman, 2010). For these reasons, IKEEP will offer high-quality professional development and instructional strategies to support the exposure and preparation of AI/AN
teachers to culturally responsive experiential and inquiry-based STEM training. The University of Idaho is uniquely positioned to provide STEM training for teachers as it features a number of innovative STEM initiatives, and is a member of the Idaho EPSCoR, an initiative to advance multidisciplinary research and innovation in programs of the National Science Foundation and other relevant agencies (U.S. Department of Agriculture, National Institute of Health, NASA, and the Department of Energy. See Idaho EPSCoR for more information https://www.idahoepscor.org/). The University of Idaho also partners on a number of Native American focused STEM projects such as Helping Orient Indian Students and Teachers into STEM (HOIST), Program supporting Native American STEM identity through remote sensing technology (ITEST), and the McCall Outdoor Science School (MOSS).

100% of IKEEP Scholars will participate in applied STEM professional opportunities throughout their training. STEM Leadership retreats will be offered in Years 2 and 3 and will incorporate central pillars of IKEEP such as experiential learning, STEM instructional strategies, culturally responsive pedagogies, leadership in Indian education, and traditional, ecological knowledge. STEM Leadership Retreats will be multi-day and hosted at the University of Idaho’s McCall Outdoor Science School. Each retreat will feature STEM capacity builders, applied pedagogical activities, and guest speakers from Tribal entities. Year 2 Leadership Retreat will have the theme of *Experiential Learning and Place-Based Education*, and Year 3 Leadership Retreat will have the theme of *Traditional Ecological Knowledge in the Classroom*. During summer session courses at the American Indian Language Development Institute IKEEP Scholars will also enroll in a 3-credit course focused on use of technology in culture-based teaching, and Traditional Ecological Knowledge teaching. In Year 3 each IKEEP scholar will shadow one applied STEM program (such as HOIST, ITEST, or other) to receive training in STEM applications in K-12
settings.

The primary goal of IKEEP is to offer its scholars access and resources from leading scholars/practitioners to increase their culturally responsive knowledge and skills applying STEM connection across content areas.

This data demonstrates the anticipated need and availability of positions in the coming years. Moreover, 10 out of the 46 statewide academic disciplines or subject matter shortages in Idaho are STEM subject shortages (Teacher Shortage Area Nationwide listing, 2016).

Competitive Preference 4 is attainable given that the University of Idaho is a leader in STEM research and tribal community partnerships. All of the IKEEP Scholars will be attending multi-day workshops at the University of Idaho on experiential and inquiry-based learning facilitated by Indigenous STEM experts, as well as attending summer courses at the American Indian Language Development Institute with a focus on Indigenous STEM.

**Key Consultants:** IKEEP will work under the guidance of key consultants with expertise in STEM education and Indigenous ways of knowing. Included in the project application are Dr. Megan Bang and Dr. Philip Stevens. IKEEP will also draw on other STEM education experts at the University of Idaho, such as Dr. Brant Miller (Associate Professor, Department of Curriculum & Instruction), Dr. Karla Eital (Associate Research Professor and Director of Education at McCall Outdoor Science School), and Sammy Matsaw (Graduate student, Water Resources).

**Dr. Megan Bang:** Dr. Bang holds a doctorate in Learning Sciences from Northwestern University. She is a Professor of Learning Sciences & Psychology at Northwestern University and Senior Vice President of the Spencer Foundation in Chicago. She is a former Director of the University of Washington’s Native American Education Certificate and faculty member at the University of Washington. Dr. Bang is a leading expert in the field of Indigenous STEM and place-
based education. Her expertise will guide STEM workshops and induction services for culturally responsive Indigenous STEM education. Dr. Bang is a member of the Ojibway Tribe (Résumé in Appendix A).

**Dr. Philip Stevens:** Dr. Stevens holds a doctorate in Language, Reading, and Culture from the University of Arizona. He is an Assistant Professor of Anthropology and Director of the American Indian Studies Program at the University of Idaho. Dr. Stevens specializes in Indigenous epistemologies and Indigenous mathematics and brings expertise working with Indigenous youth in college-readiness programs, tribal colleges, and culturally responsive mathematics. He is a former K-8 classroom teacher in Native-serving public schools, a first-generation college graduate and is a member of the San Carlos Apache Tribe in Arizona. (Résumé in Appendix A).

**TIMELINE for STEM Trainings:**

Year 1
- June: AILDI

Year 2
- Oct: Leadership Retreat at MOSS
- June: AILDI

Year 3
- April: Leadership Retreat at MOSS
  - May-June: Shadow Applied K-12 Program
Table of Contents

(A) Need for Project .................................................................................................................................. 1

Identified Gaps or Weaknesses in Services ............................................................................................. 4

Employment Opportunities Existing in LEAs ......................................................................................... 8

(B) Quality of the Project Design ...................................................................................................... 10

Goals, Objectives, and Outcomes ........................................................................................................... 10

Recruitment and Selection Process ......................................................................................................... 13

Partnerships with Potential Employers ..................................................................................................... 17

(C) Quality of Project Services ...................................................................................................... 18

Needed Skills for Successful Teaching ...................................................................................................... 18

Teaching Practices Specific for Indian Student Needs ............................................................................... 18

Provision of Job Placement Activities .................................................................................................... 19

Induction Services for Scholars ................................................................................................................ 19

Payback Requirement Assistance ............................................................................................................. 20

(D) Quality of Project Personnel .................................................................................................. 21

Project Director Qualifications and Dedicated Time for Project .............................................................. 21

Key Personnel Qualifications and Dedicated Time for Project ............................................................... 22

Project Consultants’ Qualifications ........................................................................................................... 23

(E) Quality of Management Plan .................................................................................................. 25

Costs and Anticipated Results and Benefits .............................................................................................. 25

Feedback and Continuous Improvement for Project ................................................................................. 26

Appropriate Key Personnel Time Commitments ....................................................................................... 28
Budget Narrative File(s)

* Mandatory Budget Narrative Filename: Budget_Narrative1012684574.pdf

Add Mandatory Budget Narrative  Delete Mandatory Budget Narrative  View Mandatory Budget Narrative

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

Add Optional Budget Narrative  Delete Optional Budget Narrative  View Optional Budget Narrative
BUDGET NARRATIVE AND JUSTIFICATION: 2018-2023

The budget proposed for University of Idaho Indigenous Knowledge for Effective Education Program (IKEEP) is adequate to support the defined goals, objectives and activities, and the costs are reasonable, allowable, and allocable. The proposed Year 1 operating cost of $256,339 will provide academic, support, and financial services for 8 eligible Native American Pre-Service Teaching students.

1. PERSONNEL

The University of Idaho (UI) has budgeted the following positions to implement the IKEEP Project as described in the application narrative. The allocations for human capital have been made based on our 30 years of experience and level of effort to accomplish the proposed objectives. The responsibilities of key personnel are presented in first Year salaries for the Project Director and Project Coordinator have been calculated based on the approved salary scale by the University Regents. The salaries for key personnel are based on the Universities Annual Salary Guidelines that outline compensation for job classification and length of contract. Key personnel salaries reflect the increase of 2% cost of living for all 5 years (Details are included in Table 1). The project personnel include:

Principal Investigators: There will be two Co-Principal Investigators to provide oversight to the IKEEP Project. Dr. Bisbee will serve as Co-Principal Investigator for the IKEEP project. Dr. Bisbee is currently the Executive Director of Tribal Relations and Interim Chief Diversity Officer for the University of Idaho. She has her Ed.D. in Education with an emphasis in Indigenous Research Frameworks. She will provide guidance in program regulation and evaluation to ensure that project is meeting all project goals and objectives. No funds are requested for this 2% Co-
Principal Investigator. Dr. Vanessa Anthony-Stevens will serve in the capacity of the Project Director, with funds outlined below.

Primary Co-Principal Investigator & Project Director (.25 FTE effort for 9-month appointment): Dr. Anthony-Stevens will serve as Project Director. She is an Assistant Professor in the Department of Curriculum & Instruction at the University of Idaho, working with teachers in preparation. As Project Director, Dr. Anthony-Stevens will use her expertise to oversee the set-up and implementation of the program, provide the leadership and vision for the program, and serve actively as program faculty. She will offer courses within the IKEEP program, and be responsible in seeing that IKEEP goals, objectives, and relevant federal and state rules are followed. The salary for the Project Director for Year 1 will be $15,990.

Project Coordinator (1.0 FTE): Coordinator of IKEEP is budgeted for 11 months for Years 1-3. The Coordinator will manage the daily implementation of the IKEEP Project and will maintain records that the goals, objectives, and contractual obligations are met, with attention to relevant federal and state rules. The Coordinator will supervise any additional IKEEP staff, maintain budget records, compile data, and support the Project Director to submit all required federal and state reports. The Coordinator will lead recruitment and outreach activities. The Coordinator will co-develop and maintain the IKEEP recruitment plan. This will include initiating and maintaining critical linkages with constituents who will provide access to eligible Native America students. The Coordinator will work with all applicants to ensure eligibility and acceptance into the University and the IKEEP Project. The Coordinator will develop, implement, and coordinate campus orientation and on-going professional development activities that allow IKEEP Scholars access to University and college of Education, Health and Human Services applications and resources. The Coordinator will work the Director to facilitate academic, supportive, and financial
service activities. The Coordinator will also be responsible for assessing each student’s academic needs and working with the student to develop an individual academic plan. The Coordinator will provide academic, financial, and personal guidance to ensure students successfully complete and graduate with their Teacher Certification credentials. The salary for the Coordinator for Year 1 will be $42,000.

**Administrative Assistant (.25 FTE):** An administrative assistant will be hired to support budgetary and office managerial needs during Year 4 and 5, salaried at $7,000 for Year 4.

### 2. FRINGE BENEFITS

Fringe benefits for all personnel are based on the College and University’s Agreement Rate. This rate is a Consolidated Fringe Benefit Rate of 33.1% for all Exempt and Classified employees, 26.5% for Faculty and 8.7% for Temporary Help.

### 3. TRAVEL

**Director Meeting:** Travel cost details are in Table 1. Travel funds are needed for the Project Director to travel to the mandatory Annual Director’s Conference in DC for Years 1 through 5; cost includes lodging, per diem, and ground transportation to and from the airport. Travel for the Project Director to the New Director’s Training will occur in Year 1 and includes airfare, lodging, per diem, and ground transportation to and from the airport.

**Recruitment:** Travel costs are requested for the Director and Coordinator to conduct four—recruitment and outreach trips in Year 1. Funds will cover vehicle rental, gas, per diem, and lodging. The mileage reimbursement rate is calculated by the State of Idaho at 54 cents per mile. Transportation in the amount of $1,500 will be used to provide transportation for prospective
IKEEP Scholars for a campus visit. The target areas are approximately 3 to 10 hours driving distance from the project location and are within the states of Idaho, Washington, and Oregon.

**AILDI Travel** costs are required for Director to attend the American Indian Language Development Institute with students for summer course work in Year 1 and 2. Director will be provided airfare, lodging for duration of institute, and meal per diem.

**Conference/Leadership Retreat Travel**: Two IKEEP staff members will travel with IKEEP students to the Idaho Indian Education Summit in Years 2-3 and one staff member in years 4-5 will be supported with airfare, lodging, per diem, and ground transportation to and from the airport. Two IKEEP staff members will travel with IKEEP students to the Washington State Indian Education Association Conference in Year 2, where conference presentations will be combined with the IKEEP Leadership Summit. IKEEP students in Year 3 will be supported with airfare, lodging, per diem, and ground transportation to and from the airport to a conference related to their work to attend and/or present at a National Conference of their choice. Travel funds are needed for Leadership Retreats at McCall Outdoor Science School Year 2 and 3. Funds for travel include lodging and mileage for Director and Coordinator to accompany participants during workshops and summits. Travel will benefit the project by providing professional development and networking for staff and participants, as well as research support to visit Tribal communities for IKEEP Scholars, helping them keep up to date about best practices.

**Pre-service Teacher Community Visits**: IKEEP will provide transportation for the Coordinator to accompany IKEEP Scholars to complete Pre-Service Teacher Community visits will occur in Years 2 and 3; IKEEP Scholars will get first-hand experience in schools with high Native American student populations. The two staff will be provided per diem and lodging for 2 days and 2 nights. They will travel in student transportation with the 8 IKEEP Scholars.
Mentor Teacher Summit: Five teacher mentors will be participant in an IKEEP-sponsored Teacher Mentor Summit in Year 2 and 3. Two IKEEP staff will attend the Summit with eight scholars. The Teacher Mentors will be provided reimbursement for mileage, 2 days per diem, and lodging for one night. The Teacher mentor summit will be held in the Spring of Year 2 and 3.

Induction follow-up: Travels funds are needed for Induction follow-up. The cost for Years 4 through 5 includes lodging, per diem, and mileage for Director to visit participants in their placement schools to develop induction service sites and to support mentorship in job placements. Travel funds are needed for IKEEP participants will attend the Induction Retreats and will be provided reimbursement for mileage, four days per diem, and lodging for three nights.

4. EQUIPMENT: No funds for equipment are requested.

5. SUPPLIES

Detailed supplies and cost estimates for project support and operations are provided in Table 1. Supplies will be utilized and maintained by the IKEEP project. The supplies will directly benefit the IKEEP and are all necessary for achieving the goal of the project. To minimize costs, supplies will be purchased in bulk whenever possible. These include: career portfolios; computer and tech support; recruitment and outreach supplies; and participant name tags for professional presentation. Consumable goods such as software, toner cartridges, and other essential program materials will be utilized for the daily operations to meet project objectives and student support.

Academic Supplies: Career Portfolios for the IKEEP Orientation will be purchased in Year 1 for eight Scholars, at a cost of $40.00/portfolio. Professional nametags for Scholar presentations are estimated to be $15/nametag.
**Computer:** Computer for staff and student use and computer supplies for the project will be purchased for student use in the computer labs for study table sessions. **IKEEP** will purchase one desktop computer at an estimated cost of $1200 and one tablet at an estimated cost of $500. ITS support is estimated at $500 for Year 1. The tablet will be available for student support during required study tables and after hours when other campus computers are not readily available. One laptop computer will be purchased in Years 2 and 3 to be used for travel and additional student support.

**Office:** In Years 1-3 it is estimated that $120/mo for 11 months will be spent on project supplies.

**Recruitment and Outreach:** The cost for Recruitment and Outreach supplies purchased in Year 1 are estimated at $1,000. These supplies will be utilized to assist in marketing the program for recruitment and community outreach.

**6. CONTRACTUAL**

UI **IKEEP** will follow the procedures for procurement defined in the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR part 200. These standards ensure that materials and services are obtained in an effective manner and in compliance with the provisions of applicable Federal statutes and executive orders.

**Mentor Teachers:** **IKEEP** will contract Five Teacher Mentors from the Tribal communities with high Native American student populations. These Teacher Mentors will have 5+ years of teaching experience and teach in a school that has a high proportion of Native American students. The Teacher Mentors will be paid $3,000 for Year 2 and 3 of the project years and be assigned an IKEEP Scholar to mentor and support throughout the IKEEP project. Travel for Mentor Teachers
will also be covered in Year 2-3 to attend Teacher Mentor Summit. Mentor teachers will be paid $2,000 for continued professional support during Year 4 and 5 of Induction Services.

**Clinical Professor:** The IKEEP Project will contract with a qualified Clinical Professor for $7,500 to develop and teach a required program course for Years 1 – 3.

**Consultants:** Other Consultants will be contracted for $15,750 through years 1 – 3 to provide expertise in workshops and academic activities such as the McCall Outdoor Science School STEM Workshops, Leadership Retreats and the Teacher Mentor Summit. Guest speakers and consultants will be contracted for $12,000 years 4 and 5 to support Induction Workshops and Induction Retreats. These calculations include fees for development and delivery of workshops, travel, and lodging.

7. **CONSTRUCTION:** No funds are requested for construction.

8. **OTHER:** Details related to “Other” costs are presented in Table 1.

Postage, communication, and printing costs have been calculated based on past project costs. These expenditures are necessary as they contribute communication of the program benefits, outreach, and recruitment activities.

**Postage:** Postage for Years 1 – 3 will cover correspondence to students, parents, schools, and agencies for soliciting new applicants and informing them about the project.

**Communication:** Year 1 – 5 communication costs include a set annual telephone and voice mail. This cost is estimated at $100 per month.

**Printing:** Costs for printing are higher during Year 1 due to the initial volume based; the estimate is based on past project expenditures for new applications, brochures, posters, and display boards.
The costs in Year 2 - 3 have been decreased to $500 and $200 respectively, to less recruitment and outreach during the final project year.

**Web Development:** Cost for Web development include start-up cost in Year 1 for a web-based database that will allow for more efficient application process and tracking of student applicants.

**Required Fees:** WSIEA registration fee for 1 staff ($175), ISIE registration fee for 2 staff Year 2-3 ($150 per staff member per year), and 1 staff Year 4-5 ($150 per year) are calculated.

**IKEEP Recognition Ceremony:** Recognition ceremonies will be held at the completion of Year 3 and Year 5. Recognition Ceremonies will encourage IKEEP's community atmosphere, and bring families and program collaborators together to celebrate scholar achievements. Funding is requested for rental of space, parking accommodations, recognition certificates for families, scholars and mentors (total participants estimated at 75 people, $15 per person).

**Academic and Cultural Events:** Students will participate in an Orientation retreat to gain valuable team building skills with each other and the IKEEP staff. All Scholars are required to attend 3 IKEEP Leadership Retreats where they will have guest presenters who are Native American in the field to support motivation and act as role models in target area such as inquiry based learning and educational leadership. Supplies for Academic and Cultural Activities and Retreats total $3000 per Year Year 1-3 and $1500 for Year 4 and 5.

**9. TOTAL DIRECT COST**

Total direct costs for Year 1 are $124,247.

**10. INDIRECT COSTS** (Include participant cost).
The Indirect Cost Rate Agreement has been approved by The Department of Health and Human Services from 07-01-2019 – Until Amended. The Department of Education restricts the Indirect Cost rate to 8% of modified total direct costs.

Participant costs will include expenses for Academic events for student participation and appropriate professional engagement. Costs have been calculated based on similar projects.

11. TRAINING STIPENDS

Training Stipend: The IKEEP Scholars will receive a training stipend of $4250 in Year 1 and $8500 in Year 2 and 3 to supplement the cost of attendance of fees, room and board, books, and health insurance. In addition, $500 will be disbursed monthly for 10 months to cover living expenses. The total amount of training stipend per student for the Academic Year will be $13,200 per participant for Years 2 and 3. The training stipend will reduce the financial burden on the students, supporting their retention and success.

Summer Training Stipend: IKEEP Scholars will be required to participate in summer course work at the American Indian Language Development Institute (AILDI) as part of their training in the summer of Year 1 and 2. AILDI, based at the University of Arizona, will host courses for graduate and undergraduate credits in Tucson, Arizona (Year 1) and Missoula, Montana (Year 2). Participant cost will include tuition for summer courses (calculated $2,943.75 per participant). These costs will allow participants to ground their teacher preparation in Indigenous language and culture-based pedagogies for AN/AI students, and begin their integration of STEM and Indigenous knowledge.

Laptops: 8 laptops will be purchased for Year 1 to be utilized for IKEEP scholars. Estimated at $2,000 per student.
**Student Health Allowance:** IKEEP provides a small fund for student emergencies, such as replacement glasses, emergency travel home, etc. The amount of $600 a Year is based on previous program experience.

**Student Assessment Allowance:** Additional funds of $500 are requested to support unexpected participant assessment expenses learning disability assessment or counseling that may need to be conducted or provided.

**Continuing Education Units:** IKEEP participants will receive Continuing Education Units (CEU) for required training offered during Induction Retreats. 2 CEU credits of will be offered for 8 participants in Year 4 and 5 at $150 per credit.

**Induction Retreats:** Participants are required to participate in a four day, three night Induction Retreat during Year 4 and Year 5. Funds are requested to provide travel, lodging and board for 8 IKEEP Scholars during Induction retreats.

**Scholar Travel stipends are requested for** IKEEP Scholars to participate in required training activities such as orientation, summer training, professional conferences and leadership activities during the grant cycle.

**Orientation:** To encourage parent/family involvement, IKEEP will cover the cost of one night stay for participant and one family member during the orientation, which will occur prior to summer session course in Year 1. The cost for lodging will be $100/room per night for 8 rooms. Participants will be provided stipend to cover per diem and travel cost for the 2 day orientation.

**AILDI Travel:** Funds are required for 8 participants to attend required courses offered by the American Indian Language Development Institute. Funds are requested to cover participant airfare, per diem and lodging for the duration of required summer course work in Year 1 and 2.
Idaho State Indian Education Summit: Participants will attend the Idaho Indian Education Summit in Years 2-3 and 5. This Summit is targeted toward Idaho Teachers to provide valuable information on current Indian education issues such as culturally responsive curriculum development. In Year 2 of the Summit, Scholars will participate and engage with Idaho Teachers and Tribal educators to gain more valuable education experience. In Year 3 of the Summit, the all IKEEP Scholars are required to present their Indigenous Education Research at the Idaho Indian Education Summit, contributing the vision and mission of the summit as well as networking and seeking job placement. Registration, transportation, per diem, and lodging will be provided to attend the Idaho Indian Education Summit Years 2-3 and 5.

Washington State Indian Education Association Conference: Scholars are required to attend the Washington State Indian Education Association Annual Conference (WSIEA) in Year 2 as part of their training. IKEEP will organize a one-day of pre-conference leadership training in partnership with Washington Indian Education leaders during Year 2. Registration, transportation, per diem, and lodging will be provided the WSIEA Conference.

National Conference: All IKEEP scholars are required to attend and present at one national conference in areas of Indigenous Education, Indigenous STEM during Year 3. Selecting from options provided by IKEEP coordinator, participants will gain valuable current Indian Education information and present their current Indigenous Education Portfolio and Research, as part of their professional training.

McCall Outdoor Science School: All IKEEP scholars will be required to participate in and attend leadership summits related to STEM training in Year 2 and 3. These summits will be held at the University of Idaho’s McCall Outdoor Science School (MOSS), a premier school for inquiry-based and place-based education. MOSS is located within proximity to the Shoshone-Bannock Tribe and
the Nez Perce Tribe, making it prime locate for STEM learning and collaboration with Tribal partners. Funds are requested to cover lodging and meals for 2 night and 3 days in Year 2 and Year 3 of training.

**Pre-Service Teacher School Visits:** IKEEP Scholars will visit schools in Tribal communities twice each year during Years 2-3. Two vans will be rented to transport the 8 IKEEP Scholars (detailed in Staff travel section), and visits will facilitate pre-placement job networking. Per diem and lodging will be provided for these required training trips. IKEEP scholars will be lodged in pairs to reduce room costs during visits.

**Total Training Stipends for Year 1 $122,152**
### University of Idaho

**IKEEP**

**2018-2023 Budget**

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<tr>
<th>1. PERSONNEL (Salaries) Cost of Living increase of 2% Years 2-5</th>
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<td><strong>Administrative Assistant (AA): .25 FTE, 11 mos. Base = $7,000 for 10hrs/week</strong></td>
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### 3. TRAVEL

#### Annual Director’s Meeting

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#### American Indian Language Development Institute (AILDI), (1 Staff)

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<td>Meals @ $59/day x 26 days x 1 person</td>
<td>$1,534</td>
<td>$1,534</td>
<td></td>
<td></td>
<td>$3,068</td>
<td></td>
</tr>
<tr>
<td>Idaho State Indian Education Summit, (ISIE) (2 Staff Yr2 - Yr 3/ 1 Staff Yr4 - Yr5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Airfare @ $300 x 2 Yr2-3. @ $300 x 1 Yr4-5</td>
<td>$600</td>
<td>$600</td>
<td>$300</td>
<td>$300</td>
<td>$1,800</td>
<td></td>
</tr>
<tr>
<td>Per Diem @ $45/day x 4 days x 2 Yr1-3. @ $45/day x 4 days x 1 Yr 4-5</td>
<td>$360</td>
<td>$360</td>
<td>$180</td>
<td>$180</td>
<td>$1,080</td>
<td></td>
</tr>
<tr>
<td>Lodging @ $113/night x 2 rooms x 3 nights Yr 1-3. @ $113/night x 1 room x 3 nights Yr4-5</td>
<td>$678</td>
<td>$678</td>
<td>$339</td>
<td>$339</td>
<td>$2,034</td>
<td></td>
</tr>
<tr>
<td>Ground Transportation/Rental@ $50per day x 2 vehicles x 3 days Yr 1-3. @ $35 per day x 1 vehicle x 3 days Yr 4-5</td>
<td>$300</td>
<td>$300</td>
<td>$105</td>
<td>$105</td>
<td>$810</td>
<td></td>
</tr>
<tr>
<td>Gas for Rental</td>
<td>$80</td>
<td>$80</td>
<td>$40</td>
<td>$40</td>
<td>$240</td>
<td></td>
</tr>
<tr>
<td>Washington State Indian Education Association Conference (WSIEA), (2 Staff)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Airfare @ $300 x 2 people</td>
<td>$600</td>
<td></td>
<td></td>
<td></td>
<td>$600</td>
<td></td>
</tr>
<tr>
<td>Lodging @ 113/night x 3 nights x 2 rooms</td>
<td>$678</td>
<td></td>
<td></td>
<td></td>
<td>$678</td>
<td></td>
</tr>
<tr>
<td>Per diem @ $51/day x 4 days x 2 people</td>
<td>$408</td>
<td></td>
<td></td>
<td></td>
<td>$408</td>
<td></td>
</tr>
<tr>
<td>Ground Transportation @ $100 roundtrip x 2 vehicles</td>
<td>$200</td>
<td></td>
<td></td>
<td></td>
<td>$200</td>
<td></td>
</tr>
</tbody>
</table>
### McCall Outdoor Science School, (2 Staff)

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost 1</th>
<th>Cost 2</th>
<th>Cost 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rental Vehicle @ $54 per day x 2 vehicles x 3 days</td>
<td>$324</td>
<td>$324</td>
<td>$648</td>
</tr>
<tr>
<td>Rental Vehicle Gas for 2 vehicles</td>
<td>$200</td>
<td>$200</td>
<td>$400</td>
</tr>
<tr>
<td>Lodging @ $60/night x 2 nights x 1 Cabin Unit.</td>
<td>$120</td>
<td>$120</td>
<td>$240</td>
</tr>
<tr>
<td>Meals @ $28/day x 3 days x 2 people</td>
<td>$168</td>
<td>$168</td>
<td>$336</td>
</tr>
</tbody>
</table>

### Pre-Service Teacher School Visits 2x a Year for Yr 2-3, (2 Staff)

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost 1</th>
<th>Cost 2</th>
<th>Cost 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rental Vehicle @ $54 per day x 2 vehicles x 2 days x 2 trips per year</td>
<td>$432</td>
<td>$432</td>
<td>$864</td>
</tr>
<tr>
<td>Rental Vehicle Gas for 2 vehicles x 2 trips per year</td>
<td>$200</td>
<td>$200</td>
<td>$400</td>
</tr>
<tr>
<td>Lodging @ 113/night x 1 night x 2 rooms x 2 trips per year</td>
<td>$452</td>
<td>$452</td>
<td>$904</td>
</tr>
<tr>
<td>Per diem @ $51/day x 2 days x 2 people x 2 trips per year</td>
<td>$408</td>
<td>$408</td>
<td>$816</td>
</tr>
</tbody>
</table>

### Teacher Mentor Summit (2 Staff)

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost 1</th>
<th>Cost 2</th>
<th>Cost 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transportation @ 300 miles x .54/mile</td>
<td>$162</td>
<td>$162</td>
<td>$324</td>
</tr>
<tr>
<td>Per Diem @ $45/day x 2 days x 2 staff</td>
<td>$180</td>
<td>$180</td>
<td>$360</td>
</tr>
<tr>
<td>Lodging @ $99/day x 1 nights x 2 staff at Summit location</td>
<td>$198</td>
<td>$198</td>
<td>$396</td>
</tr>
</tbody>
</table>
### Induction Follow-up (In-state and Out-of-state)

<table>
<thead>
<tr>
<th>Description</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 4-5</th>
<th>Year 5</th>
<th>Year 4-5 Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mileage 54 cents/mile × 1200 x 4 trips</td>
<td>$2,592</td>
<td>$2,592</td>
<td>$5,184</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 4-5: Per Diem @ $45/day × 4 days × 2 trips</td>
<td>$360</td>
<td>$360</td>
<td>$720</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 4-5: Per Diem @ $51/day × 4 days × 2 trips</td>
<td>$408</td>
<td>$408</td>
<td>$816</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Years 4-5 Lodging @ $113/night × 3 nights × 4 trips</td>
<td>$1,356</td>
<td>$1,356</td>
<td>$2,712</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Travel Subtotal</strong></td>
<td>$11,214</td>
<td>$12,082</td>
<td>$6,727</td>
<td>$7,545</td>
<td>$45,113</td>
</tr>
</tbody>
</table>

### 5. SUPPLIES

<table>
<thead>
<tr>
<th>Description</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 4-5 Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic: Portfolios for Career Job Placement. Year 1: $40 X 8 scholars; Professional name tags for presentations: $15 x 8 scholars</td>
<td>$440</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer: Computers participant support, records management, tech support</td>
<td>$2,200</td>
<td>$2,000</td>
<td>$2,000</td>
<td></td>
<td></td>
<td>$6,200</td>
</tr>
<tr>
<td>Office: Consumable Goods, $120 x 11 mos. = $1440 (e.g., paper, envelopes, markers, pens, pencils, paperclips, toner cartridges)</td>
<td>$1,320</td>
<td>$1,320</td>
<td>$1,320</td>
<td></td>
<td></td>
<td>$3,960</td>
</tr>
<tr>
<td>Recruitment and Outreach: IKEEP pens, pencils, lapel pins (Year 1 ) = $500; Backpacks $25 x 8 scholars; IKEEP shirts $12 x 25</td>
<td>$1,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$1,000</td>
</tr>
<tr>
<td>Supplies Subtotal</td>
<td>$4,960</td>
<td>$3,320</td>
<td>$3,320</td>
<td>$0</td>
<td>$0</td>
<td>$11,600</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>----</td>
<td>----</td>
<td>---------</td>
</tr>
</tbody>
</table>

6. CONTRACTUAL

<table>
<thead>
<tr>
<th>5 Teacher Mentors @$3000 for Yr 2-3. @$2000 for yr 4-5</th>
<th>$15,000</th>
<th>$15,000</th>
<th>$10,000</th>
<th>$10,000</th>
<th>$50,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel for Teacher Mentor Summit. Transportation @600 miles x .54/mile x 5 people. $54 per diem for 2 days. Lodging at @ $99/day for 1 night to summit location.</td>
<td>$2,655</td>
<td>$2,655</td>
<td></td>
<td></td>
<td>$5,310</td>
</tr>
<tr>
<td>Contract for visiting professor, academic consultants and guest speakers</td>
<td>$23,250</td>
<td>$23,250</td>
<td>$23,250</td>
<td>$12,000</td>
<td>$12,000</td>
</tr>
<tr>
<td>Contractual Subtotal</td>
<td>$23,250</td>
<td>$40,905</td>
<td>$40,905</td>
<td>$22,000</td>
<td>$22,000</td>
</tr>
</tbody>
</table>

8. OTHER

<table>
<thead>
<tr>
<th>Postage (correspondence to scholars, parents, schools etc.)</th>
<th>$500</th>
<th>$500</th>
<th>$500</th>
<th></th>
<th>$1,500</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication (Telephone, fax, and T-1 line) essential for communication to Tribal communities</td>
<td>$1,194</td>
<td>$1,194</td>
<td>$1,194</td>
<td>$1,194</td>
<td>$5,970</td>
</tr>
<tr>
<td>Printing (applications, brochures, evaluations, etc.)</td>
<td>$2,000</td>
<td>$500</td>
<td>$200</td>
<td></td>
<td>$2,700</td>
</tr>
<tr>
<td><strong>Web Development: applications and database</strong></td>
<td>$2,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Required Fees: WSIEA Registration Fee (1 Staff)</strong></td>
<td>$175</td>
<td>$175</td>
<td></td>
<td>$350</td>
<td></td>
</tr>
<tr>
<td><strong>Required Fees: ISIE Registration Fee (2 Staff Yr 2-3, 1 Staff Yr 4-5)</strong></td>
<td>$150</td>
<td>$150</td>
<td>$75</td>
<td>$450</td>
<td></td>
</tr>
<tr>
<td><strong>IKEEP Recognition Ceremony for scholars &amp; parents ($15/person x 75 people)</strong></td>
<td></td>
<td></td>
<td>$1,125</td>
<td>$2,250</td>
<td></td>
</tr>
<tr>
<td><strong>Academic and cultural activities coordinated by IKEEP (Orientation Activities, IKEEP Leadership Retreat, Induction Retreat)</strong></td>
<td>$3,000</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$12,000</td>
<td></td>
</tr>
<tr>
<td><strong>Other Subtotal</strong></td>
<td>$8,694</td>
<td>$5,519</td>
<td>$6,344</td>
<td>$3,894</td>
<td>$27,220</td>
</tr>
</tbody>
</table>

9. **TOTAL DIRECT COST (Categories 1-8)**

|  | $124,247 | $139,478 | $136,501 | $61,388 | $63,095 | $524,710 |

10. **INDIRECT COSTS (Includes Participant Cost: Subject to Indirect Cost)**

| Indirect Cost (8% of Total Direct Costs) | $9,940 | $11,158 | $10,920 | $4,911 | $5,048 | $41,977 |

11. **TRAINING STIPENDS**

**Participant Cost: NOT Subject to Indirect Cost**
<table>
<thead>
<tr>
<th>Description</th>
<th>Yr 1</th>
<th>Yr 2-3</th>
<th>Yr 4-5</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Stipend to supplement financial aid towards, fee, books, insurance, room and board: $8500 x 8 Scholars</td>
<td>$34,000</td>
<td>$68,000</td>
<td>$68,000</td>
<td>$170,000</td>
</tr>
<tr>
<td>Training Stipend AILDI, (8 Students for Yr 1 &amp; 2)</td>
<td>$23,550</td>
<td>$23,550</td>
<td></td>
<td>$47,100</td>
</tr>
<tr>
<td>Student Stipend ($500/month x 5 months x 8 Scholars for Yr 1) ($500/month x 10 months x 8 Scholars for Yr 2-3)</td>
<td>$20,000</td>
<td>$40,000</td>
<td>$40,000</td>
<td>$100,000</td>
</tr>
<tr>
<td>Laptops for 8 IKEEP Scholars</td>
<td></td>
<td></td>
<td></td>
<td>$16,000</td>
</tr>
<tr>
<td>Student Health Allowance (unexpected participant health expense, i.e. Glasses, medications)</td>
<td>$600</td>
<td>$600</td>
<td>$600</td>
<td>$1,800</td>
</tr>
<tr>
<td>Student Assessment cost: i.e. disability services, counseling svc</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
<td>$1,500</td>
</tr>
<tr>
<td>Continuing Education Units for 8 scholars @ $150/credit for 2 credits per Yr 4-5</td>
<td></td>
<td></td>
<td></td>
<td>$2,400</td>
</tr>
<tr>
<td>Stipend for Induction Retreats (Yr 4-5) per diem @51 for 4 days</td>
<td></td>
<td></td>
<td>$816</td>
<td>$1,632</td>
</tr>
</tbody>
</table>

**Scholar Travel**

**IKEEP Orientation, (8 Students)**

<table>
<thead>
<tr>
<th>Description</th>
<th>Yr 1</th>
<th>Yr 2-3</th>
<th>Yr 4-5</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stipend for Transportaion</td>
<td></td>
<td></td>
<td></td>
<td>$1,200</td>
</tr>
<tr>
<td>Lodging @ $100/night for 1 nights x 8 rooms</td>
<td></td>
<td></td>
<td>$800</td>
<td>$800</td>
</tr>
<tr>
<td>Description</td>
<td>Cost 1</td>
<td>Cost 2</td>
<td>Cost 3</td>
<td>Cost 4</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>Per Diem @ $45/day x 2 days x 8 people</td>
<td>$720</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian Language Development Institute (AILDI), (8 Students)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Airfare @ $450 x 8</td>
<td>$3,600</td>
<td>$3,600</td>
<td>$3,600</td>
<td>$7,200</td>
</tr>
<tr>
<td>Lodging @ $1485/month x 6 double rooms</td>
<td>$8,910</td>
<td>$8,910</td>
<td></td>
<td>$17,820</td>
</tr>
<tr>
<td>Meals @ $59/day x 26 days x 8 people</td>
<td>$12,272</td>
<td>$12,272</td>
<td></td>
<td>$24,544</td>
</tr>
<tr>
<td>Idaho State Indian Education Summit (ISIE) (8 Students)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Registration @ $75 x 8 students</td>
<td>$600</td>
<td>$600</td>
<td>$600</td>
<td>$1,800</td>
</tr>
<tr>
<td>Airfare @ $300 x 8</td>
<td>$2,400</td>
<td>$2,400</td>
<td>$2,400</td>
<td>$7,200</td>
</tr>
<tr>
<td>Per Diem @ $45/day x 4 days x 8</td>
<td>$1,440</td>
<td>$1,440</td>
<td>$1,440</td>
<td>$4,320</td>
</tr>
<tr>
<td>Lodging @ $113/night x 5 rooms x 3 nights</td>
<td>$1,695</td>
<td>$1,695</td>
<td>$1,695</td>
<td>$5,085</td>
</tr>
<tr>
<td>Washington State Indian Education Association Conference (WSIEA), (8 Students)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Registration @ $75 x 8 people</td>
<td>$600</td>
<td></td>
<td></td>
<td>$600</td>
</tr>
<tr>
<td>Airfare @ $300 x 8</td>
<td>$2,400</td>
<td></td>
<td></td>
<td>$2,400</td>
</tr>
<tr>
<td>Lodging @ $113/night x 3 nights x 5 rooms</td>
<td>$1,695</td>
<td>$1,695</td>
<td>$1,695</td>
<td>$5,085</td>
</tr>
<tr>
<td>Per diem @ $51/day x 4 days x 8 people</td>
<td>$1,632</td>
<td>$1,632</td>
<td></td>
<td>$1,632</td>
</tr>
<tr>
<td>National Conference, (8 students)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td></td>
</tr>
<tr>
<td>Registration @ $200 x 8 people</td>
<td>$1,600</td>
<td>$1,600</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Airfare @ $800 x 8 people</td>
<td>$6,400</td>
<td>$6,400</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lodging @ $120/night x 2 nights x 8 rooms</td>
<td>$1,920</td>
<td>$1,920</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Per diem @ $51/day x 3 days x 8 people</td>
<td>$1,224</td>
<td>$1,224</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ground Transportation @ $40 x 2 routes x 8 vehicles</td>
<td>$640</td>
<td>$640</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>McCall Outdoor Science School, (8 Students)</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lodging @ $60/night x 2 nights x 2 Cabin Units</td>
<td>$240</td>
<td>$240</td>
<td>$480</td>
</tr>
<tr>
<td>Meals @ $28/day x 3 days x 8 people</td>
<td>$672</td>
<td>$672</td>
<td>$1,344</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pre-Service Teacher School Visits 2x a Year for Yr 2-3, (8 Students)</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lodging @ 113/night x 1 night x 5 rooms x 2 trips per year</td>
<td>$1,130</td>
<td>$1,130</td>
<td>$2,260</td>
</tr>
<tr>
<td>Per diem @ $51/day x 2 days x 8 people x 2 trips per year</td>
<td>$1,632</td>
<td>$1,632</td>
<td>$3,264</td>
</tr>
</tbody>
</table>

| Training Stipends Subtotal | $122,152 | $172,968 | $130,093 | $3,216 | $8,751 | $437,180 |


| 12. TOTAL COSTS | $256,339 | $323,604 | $277,514 | $69,515 | $76,894 | $1,003,866 |