

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

**APPLICATION FOR GRANTS**  
**UNDER THE**

**FY18 Professional Development 84.299B**

**CFDA # 84.299B**

**PR/Award # S299B180043**

**Grants.gov Tracking#: GRANT12686058**

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

Closing Date: Jul 30, 2018

PR/Award # S299B180043

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

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="07/30/2018"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
<b>State Use Only:</b>		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: <input type="text" value="University of Oregon"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="079289626"/>	* c. Organizational DUNS: <input type="text" value="0792896260000"/>	
<b>d. Address:</b>		
* Street1:	<input type="text" value="5219 University of Oregon"/>	
Street2:	<input type="text" value="c/o Sponsored Projects Office"/>	
* City:	<input type="text" value="Eugene"/>	
County/Parish:	<input type="text" value="Lane"/>	
* State:	<input type="text" value="OR: Oregon"/>	
Province:	<input type="text"/>	
* Country:	<input type="text" value="USA: UNITED STATES"/>	
* Zip / Postal Code:	<input type="text" value="97403-5219"/>	
<b>e. Organizational Unit:</b>		
Department Name: <input type="text" value="College of Education"/>	Division Name: <input type="text" value="OESL"/>	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="David"/>	
Middle Name: <input type="text" value="O."/>		
* Last Name: <input type="text" value="Conover"/>		
Suffix: <input type="text"/>		
Title: <input type="text" value="Vice President for Research and Innovation"/>		
Organizational Affiliation: <input type="text" value="University of Oregon"/>		
* Telephone Number: <input type="text" value="541-346-5131"/>	Fax Number: <input type="text" value="541-346-5138"/>	
* Email: <input type="text" value="sponsoredprojects@uoregon.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.):**

1239-Areas\_Affected\_by\_Proeject.pdf

Add Attachment

Delete Attachment

View Attachment

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

University of Oregon Sapsik'wala (teacher) Education Project: An Indigenous professional teaching prep program proposal.

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

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

* a. Federal	<input type="text" value="1,440,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="1,440,000.00"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

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

*The University of Oregon Sapsik<sup>™</sup>alá (Teacher) Education Project:  
An Indigenous Professional Teacher Preparation Program Proposal*

**AREAS AFFECTED BY PROJECT**

Our project has state-wide impact, as we recruit, train, and place teachers to meet the educational needs of American Indian/Alaska Native students.

This project is a collaboration between the University of Oregon's College of Education, located in Eugene, Oregon, Lane County, and the nine federally recognized tribes of Oregon: the Burns Paiute Tribe, the Confederated Tribes of the Umatilla Indian Reservation, the Confederated Tribes of Coos, Lower Umpqua and Siuslaw Indians, the Coquille Indian Tribe, the Cow Creek Band of Umpqua Indians, the Confederated Tribes of Grand Ronde, the Klamath Tribes, the Confederated Tribes of Siletz Indians, and the Confederated Tribes of the Warm Springs Reservation.

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

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

Name of Institution/Organization

University of Oregon

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	90,506.00	75,553.00	77,820.00	54,489.00	57,162.00	355,530.00
2. Fringe Benefits	64,423.00	62,617.00	65,489.00	43,919.00	43,524.00	279,972.00
3. Travel	17,593.00	18,187.00	18,772.00	1,823.00	3,646.00	60,021.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	948.00	966.00	1,147.00	847.00	975.00	4,883.00
6. Contractual	2,100.00	2,100.00	2,100.00	0.00	2,100.00	8,400.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other						
9. Total Direct Costs (lines 1-8)	175,570.00	159,423.00	165,328.00	101,078.00	107,407.00	708,806.00
10. Indirect Costs*	14,046.00	12,754.00	13,226.00	8,086.00	8,593.00	56,705.00
11. Training Stipends	210,384.00	227,823.00	221,446.00	10,836.00	4,000.00	674,489.00
12. Total Costs (lines 9-11)	400,000.00	400,000.00	400,000.00	120,000.00	120,000.00	1,440,000.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2017 To: 06/30/2019 (mm/dd/yyyy)

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

The Indirect Cost Rate is 46.00%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC?  Yes  No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
 Yes  No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00%.  
PR/Award # S299B180043

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

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

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Mara Fields</p>	<p>TITLE</p> <p>Sponsored Projects Administrator</p>
<p>APPLICANT ORGANIZATION</p> <p>University of Oregon</p>	<p>DATE SUBMITTED</p> <p>07/30/2018</p>

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

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
4040-0013

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

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

Prime     SubAwardee

\* Name: University of Oregon

\* Street 1: 5219 University of Oregon    \* Street 2: C/O Sponsored Projects

\* City: Eugene    \* State: OR: Oregon    \* Zip: 97403-5219

Congressional District, if known: OR-004

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

<b>6. * Federal Department/Agency:</b> DHHS	<b>7. * Federal Program Name/Description:</b> Indian Education -- Special Programs for Indian Children  CFDA Number, if applicable: 84.299
--	---

<b>8. Federal Action Number, if known:</b> [ ]	<b>9. Award Amount, if known:</b> \$ 1,400,000.00
---	--

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

Prefix [ ] \* First Name N/A Middle Name N/A

\* Last Name N/A Suffix [ ]

\* Street 1 N/A Street 2 [ ]

\* City N/A State [ ] Zip N/A

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

Prefix Dr. \* First Name Michelle Middle Name [ ]

\* Last Name Jacob Suffix [ ]

\* Street 1 146A Lokey Education Building Street 2 5277 University of Oregon

\* City Eugene State OR: Oregon Zip 97403-5277

**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: Mara Fields

\* Name: Prefix Dr. \* First Name David Middle Name O.  
 \* Last Name Connover Suffix [ ]

Title: Vice President for Research and Innovation Telephone No.: 541-346-5131 Date: 07/30/2018

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

**NOTICE TO ALL APPLICANTS**

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

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

**To Whom Does This Provision Apply?**

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

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

**What Does This Provision Require?**

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

**Estimated Burden Statement for GEPA Requirements**

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

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

1236-GEPA.pdf	Add Attachment	Delete Attachment	View Attachment
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## **Equal Access Statement**

The University of Oregon is an equal opportunity, affirmative action institution committed to cultural diversity and compliance with the Americans with Disabilities Act. Its policies and procedures have been approved by the U.S. Department of Education. The statement and policies are on file in Washington D.C. for inspection. After individuals from underrepresented groups (i.e. race, color, national origin, gender, sexuality, age, or handicapping condition) have been actively recruited and found to meet the minimum position criteria, they will receive selection preference through provision of a variety of supplemental strategies, for example:

(a) personal interviews, (b) direct contact with professional references, (c) extra opportunities to provide supplementary professional and personal information, and (d) extra assistance to participate in the selection procedures (e.g. provision of an interpreter, translator, advocate, and transportation assistance). If two candidates are comparable in all aspects except for representation in an under-represented group the candidate from the under-represented group will be given selection preference.

## **UO Commitment to Diversity Statement.**

As a federal contractor, the UO has affirmative action obligations and is specifically required to include language in its employment announcements indicating that the University is an equal opportunity employer. To meet that requirement, the UO adopted the following official statement that must be included in every position announcement and advertisement: "The University of Oregon is an affirmative action, equal opportunity institution committed to cultural diversity and compliance with the ADA" or for newspaper or journal ads the abbreviated statement "EO/AA/ADA institution committed to cultural diversity." In support of its commitment to affirmative action and equal opportunity, the UO includes a requirement in its Unclassified Appointments Process that position announcements include a statement about the University's

commitment to affirmative action and equal opportunity and the successful candidate's responsibility to work effectively with faculty, staff and students from diverse backgrounds. That statement can and should be tailored by the hiring unit to best reflect the needs of the position and the unit's approach to ensuring support of our increasingly diverse university community. Listed below are sample statements. Hiring units are welcome to use one of those statements, to modify one of those statements, or to develop their own statement reflecting the expectation of all employees to support our increasingly diverse community.

1. The successful candidate will have the ability to work effectively with faculty, staff and students from a variety of diverse backgrounds.
2. Candidates who promote and enhance diversity are strongly desired.
3. The University of Oregon is committed to creating a more inclusive and diverse institution and seeks candidates with demonstrated potential to contribute positively to its diverse community.
4. The successful candidate will support and enhance a diverse learning and working environment.
5. Candidates with experience serving the needs of diverse populations strongly desired.

### **UO Disability Services**

***Mission.*** The University of Oregon is dedicated to the principles of equal opportunity in education and an acceptance of diversity as an affirmation of individual identity within a welcoming community. Disability Services collaborates with students, faculty, staff and the community to create an educational environment that is useable, equitable, sustainable, and inclusive for all members of the university community.

***Approach.*** Disability Services at the University of Oregon is working to create physical, curricular and informational environments that are informed by and responsive to the diverse characteristics and experiences of students with disabilities and variations of ability. We promote Universal Design as a viable and necessary approach to making the university useable, equitable, sustainable and inclusive for all students. We continue to provide direct support and services to students who encounter barriers to access or participation in university classes, programs and offerings. We are also here to assist students, instructors, staff and community members through consultation, outreach, programming and referral.

***Support and Services for Students.*** The following supports and services are available through Disability Services to eligible students who encounter barriers to full access or participation in the physical, curricular or informational environments within the university: Academic Advising, Adaptive Technology, Classroom Relocation, Computer-based Notetaking, Exam Adjustments, Instructor Notification, Lab Assistance, Note taking, Referrals, Sign Language Interpreting, and Specialized Equipment Loan.

## 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.

<b>* APPLICANT'S ORGANIZATION</b> University of Oregon	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: Ms.	* First Name: Stephanie Middle Name:
* Last Name: Gray	Suffix:
* Title: Spponsored Projects Administrator	
<b>* SIGNATURE:</b> Mara Fields	<b>* DATE:</b> 07/30/2018

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

**1. Project Director:**

Prefix: Dr.	First Name: Michelle	Middle Name: M.	Last Name: Jacob	Suffix:
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Address:

Street1:	5277 University of Oregon
Street2:	146A Lokey Education Building
City:	Eugene
County:	
State:	OR: Oregon
Zip Code:	97403-5277
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
541-346-9572	

Email Address:  
mjacob@uoregon.edu

**2. Novice Applicant:**

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

**3. Human Subjects Research:**

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

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

No Provide Assurance #, if available:

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

	Add Attachment	Delete Attachment	View Attachment
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## Abstract

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

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

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

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## You may now Close the Form

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\* Attachment:

## ABSTRACT

The University of Oregon (UO) College of Education (COE) and the nine federally recognized tribes of Oregon—The Burns Paiute Tribe, The Confederated Tribes of the Coos, Lower Umpqua, and Siuslaw Indians, The Coquille Indian Tribe, The Cow Creek Band of Umpqua Indians, The Confederated Tribes of Grand Ronde, The Klamath Tribes, The Confederated Tribes of Siletz Indians of Oregon, The Confederated Tribes of the Umatilla Indian Reservation, and The Confederated Tribes of the Warm Springs Reservation—have formed a consortium for *The Sapsik'walá (Teacher) Education Project: An Indigenous Professional Teacher Preparation Program Proposal*. This is a comprehensive project for the recruitment, support, pre-service preparation, induction mentorship, and payback fulfillment of American Indian/Alaska Native (AIAN) teachers in schools with a high proportion of AIAN students.

The long-term purpose of the project is to work with consortium partners to recruit 15 participants who will attend our teacher preparation program at the UO. In our program, we prepare AIAN teachers whose knowledge, skills, and cultural responsiveness will bring about long-term, educational improvements in the school experiences of AIAN students, and provide contributions to science, technology, engineering, math, and computer science (STEM+CS) education across all fields of teaching. Our AIAN faculty-led project supports Tribal self-determination by training highly qualified AIAN teachers who serve AIAN students and communities. Short-term project outcomes include the recruitment, licensure, and graduation of 15 AIAN teachers over the term of the grant, all of whom take part in a year-long seminar to increase the capacity for STEM+CS education in AIAN communities. Additionally, the project will work with consortium members to assist all 15 students in finding placements in schools that serve a high proportion of AIAN students and provide two years of induction services that

will increase the likelihood of retention of these teachers in the profession, while continuing to support the professional development of new teachers in STEM+CS teaching practices and instructional strategies.

The project draws from the high quality of its nationally renowned teacher education program as well as its project-specific *Indigenous Consortium, Cohort, and Community of Practice* approach to AIAN teacher preparation. Through a *Consortium* that includes the University of Oregon's College of Education and each of the nine federally recognized Tribal Nations in Oregon, the Sapsik'wáá Program maintains an Indigenous cultural partnership that collaborates support for recruitment and placement of program participants as well as guidance for continuous program improvement efforts. By utilizing a *Cohort* model within the Master's program, as well as an *Indigenous cohort-within-a-cohort model*, the program provides AIAN preservice teachers the opportunity to meet weekly to develop collegial relationships based on the teaching profession, as well as shared cultural values and interests. Finally, this program features an *Indigenous Community of Practice*, an approach which draws from research demonstrating that professionals perform best when they are inducted into, and participate in, communities of practice.

This proposal is submitted under Absolute Priority 1: Pre-Service training for teachers, sections i.A., ii., and iii. A, B, C, & D, and under Competitive Priorities 1, 3, & 4. All coursework will take place at the UO Eugene campus. Student teacher placements will be made in Bureau of Indian Education or Title VI schools across the region when possible within the constraints of student family obligations. The project will provide job placement support through the identification of pay-back eligible schools in the region and securing written commitment from these schools to consider program participants for available positions. Moreover, program graduates are provided two years of induction services, supporting the professional development and retention of AIAN teachers in schools serving a high proportion of AIAN students.

## Project Narrative File(s)

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*The University of Oregon Sapsik™alá (Teacher) Education Project:  
An Indigenous Professional Teacher Preparation Program Proposal*

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## PROPOSAL NARRATIVE

**Application Overview.** Please consider our application for funding through the *U.S. Department of Education Indian Education Professional Development Program* for the *University of Oregon Sapsik'wala (Teacher) Education Project: An Indigenous Professional Teacher Preparation Program* (hereafter, the Sapsik'wala Project or Sapsik'wala). The Sapsik'wala Project is a comprehensive, high quality teacher education program that consists of recruitment, student support, pre-service preparation, and induction services for American Indian and Alaska Native (AIAN) teachers who will be serving AIAN students and communities. Project participants earn a Master's degree in Curriculum and Teaching from the University of Oregon's UOTeach program. UOTeach offers teaching licensure for the state of Oregon in the following areas: Elementary (including Kindergarten), Middle School Social Studies, Middle School English Language Arts, Middle School Math, Middle School Science, High School Social Studies, High School English Language Arts, High School Math, High School Science, and High School Foreign Language. Oregon Teacher licensure is reciprocated by 44 states nation-wide, consequently Sapsik'wala graduates are qualified to teach in most states across the nation. The overarching goal of the Sapsik'wala Project is in line with the purpose of the Indian Education Professional Development Grants Program. That goal is to prepare AIAN teachers whose knowledge, skills, and cultural responsiveness will bring about long-term, educational improvements in schools that serve a high proportion of AIAN students.

The Sapsik'wala Project is the longest continuously running teacher education program in the Pacific Northwest specifically focused on preparing teachers to serve AIAN students. Sapsik'wala has been in continuous operation for sixteen years, graduating 84 highly qualified educators who have gone on to teach in over twelve states. Funding for continuing this high-performing integrated pre-service

and in-service teacher education program that fosters an Indigenous community of teaching practice is requested through this grant application.

**Application Priorities Addressed.** We submit this application under Absolute Priority 1 and Competitive Preference Priority 1, 3, and 4 of the *U.S. Department of Education Indian Education Professional Development Program*. These priorities are fulfilled as follows:

- *Absolute Priority 1: (i. A.)* The Sapsik'wála Project provides support and training to AIAN individuals to complete the University of Oregon (hereafter UO) Master's Degree in Curriculum and Teaching leading to licensure. Project participants complete their licensure before the end of the grant award period and the degree enables the individuals to meet the requirements for full State licensure as a teacher; *(ii.)* The Sapsik'wála Project provides two year of induction services to participants after graduation, while they are completing their first two years of work as teachers in schools with a high proportion of AIAN students. Induction services will include: (a) incentives for intensive mentoring by senior teachers at their site; (b) training to applying knowledge and skills to support student achievement in science, technology, engineering, math, and computer science (STEM+CS); (c) workshops on the UO campus with leading Indigenous education scholars, also with a focus on student achievement in STEM+CS; (d) attendance at the Oregon Indian Education Association Conference, and/or (e) providing educational technology devices and curriculum materials; *(iii. A, B, & C.)* The Sapsik'wála Project will recruit and educate fifteen AIAN students over the term of the award. All students will graduate from the program within 12 months of enrollment, for a total of fifteen graduates. All 15 graduates will be provided support to assist them in finding qualifying jobs within twelve months of completion of the program.

- *Competitive Preference Priority 1:* The Sapsik'wala Project has undertaken an extensive survey of staffing needs at schools in the region that serve significant numbers of AIAN students (see pp. 9-12). Included with this application are letters from 10 schools or LEAs that have agreed to consider our program graduates for qualifying employment (see Letters of Support). We include letters of support from the Chemawa Indian School and the Yakama Nation Tribal School, which state that these Bureau of Indian Education (BIE)-funded schools agree to consider program graduates for qualifying jobs.
- *Competitive Preference Priority 3:* Since 2002, the nine federally recognized tribes in Oregon and the University of Oregon have built a consortium to support the Sapsik'wala Project (see Signed Consortium Agreements). This consortium consists of: the UO College of Education, the Burns Paiute Tribe, the Confederated Tribes of the Umatilla Indian Reservation, the Confederated Tribes of Coos, Lower Umpqua and Siuslaw Indians, the Coquille Indian Tribe, the Cow Creek Band of Umpqua Indians, the Confederated Tribes of Grand Ronde, the Klamath Tribes, the Confederated Tribes of Siletz Indians, and the Confederated Tribes of the Warm Springs Reservation. This consortium supports the recruitment and placement of program participants as well as continuous program improvement.
- *Competitive Preference Priority 4:* The Sapsik'wala Project is designed to increase the opportunities for high-quality preparation of, and professional development for, teachers in STEM+CS. UOTeach students seeking licensure in the elementary grades take a sequence of three courses over one academic year focused on STEM instruction. Secondary teachers specializing in STEM instruction take five sequenced courses over the academic year in STEM instruction. In addition to this STEM education coursework in the general curriculum, all Sapsik'wala students will take part in the year-long seminar that provides in-depth training in eight

instructional strategies and pedagogical practices to support student Indigenous student achievement in STEM+CS, described in the application (p. 25).

### **Need for the Project**

*Gaps or Weaknesses in Services, Infrastructure, or Opportunities.* The need for a comprehensive, high quality teacher education program that will recruit and provide student support, pre-service preparation, and induction services for AIAN teachers to teach in AIAN communities is great. According to the 2014 Native Youth Report, “The American Indian/Alaskan Native high school graduation rate is 67 percent, the lowest of any racial/ethnic demographic group across all schools... Department of Education data indicate that the Bureau of Indian Education (BIE) schools fare even worse, with a graduation rate of 53 percent, compared to a national average of 80 percent” (Office of the President, 2014, p.5). These figures are even more dire in the state of Oregon. Among U.S. states, Oregon has the tenth highest AI/AN population and tenth highest AI/AN student population. According to the Oregon Department of Education (ODE) (2018), the high school graduation rates in 2016-2017 for AIAN students in Oregon public schools was 59.1%, the lowest of any racial/ethnic group in the state. AIAN students were also more chronically absent than their non-Native peers (ECONorthwest, 2014), and nearly two times more likely to be disciplined than non-Native peers (ODE, 2017). Clearly, AIAN students in Oregon are not being served fairly or adequately.

One factor that contributes to this poor service to AIAN students in Oregon and the nation is the low number of highly qualified AIAN teachers in our schools. AIAN teachers make up less than one percent (.5%) of the teacher workforce in Oregon (ODE, 2017). Contemporary research has demonstrated that the performance of students of color on a variety of academic outcomes improves when they are taught by teachers of color (Boser, 2014; Chang & Rosiek, 2004;

Villegas & Lucas, 2004). As Richard Ingersoll and Henry May (2011) have argued, “minority students benefit from being taught by minority teachers, because minority teachers are likely to have ‘insider knowledge’ due to similar life experiences and cultural backgrounds.” (p. 16.) There is reason to believe this is especially true for AIAN students. Sharon Nelson-Barber and Elise Trumbull (2015) observe that AIAN communities have always considered learning about their own cultures, their land, and local environments as essential components of education. Teresa McCarty and Tiffany Lee (2014) observe that “education for American Indian/Alaska Native students is unique in that it implicates not only issues of language, ‘race’/ethnicity, and social class, and other forms of social difference, but also issues of tribal sovereignty; including the right to linguistic and cultural self-expression according to local languages and norms” (p. 101). AIAN teachers are more likely to possess an understanding of and life experiences that reflect these topics and values.

The magnitude of the need for increased numbers of teachers who understand and share the cultural values of Indigenous students is particularly large in Oregon (Chief Education Office, 2018). There are approximately 8,184 AIAN K-12 students in Oregon public schools, representing 1.4% of the total student population (Oregon Department of Education 2018). Only about 175 AIAN teachers of the total teacher population of 31,000 serve students statewide. To reach parity (1.5% or 465 teachers), another 290 AIAN teachers are still needed. This figure does not account for AIAN teachers’ retirement, relocation out-of-state, or leaving the profession in Oregon.<sup>1</sup>

Since the inception of this grant funded program in 2002 through 2017, we have successfully added 84 highly qualified AIAN Oregon-licensed teachers to the teaching ranks. This

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<sup>1</sup> Please note that the UO College of Education considers parity to be a meager goal. Our actual ambition is to see over representation of AI/AIN teachers in Oregon public schools. Over-representation is essential if we are to ensure that all AIAN students encounter an AIAN teacher at some point in their K-12 education. Additionally, both Indigenous and non-Indigenous students benefit from encountering AIAN teachers in a diverse teaching staff.

has made a significant impact on the number of AIAN teachers in Oregon. We request the proposed funding to continue this work in addressing the gap in the number of AIAN teachers serving in schools with a high proportion of AIAN students.

*Need for Teacher Retention Support.* An additional factor suppressing the number of AIAN teachers in the profession is the lack of support for new teachers in their first job. Once in the field, new teachers often feel overwhelmed and isolated in their struggles (Kearney & Lee, 2014; Labaree 2000; Slater & Trowbridge 2001). Once hired, teachers often work independently from other teachers. Committees, department meetings, and school site councils bring teachers together, but these organizational structures are small-scale and focus on school tasks rather than on collegiality, support, and professional development. Teachers' frustration with professional isolation is well-documented (Akin 2001; Rogers & Babinski 2002; Shoho, Katims, & Meza 1998; Richter, et al., 2013) and can be particularly severe for teachers working in AIAN communities (Achinstein, et al., 2010; Erickson, Terhune, & Ruff, 2008). As a consequence of these stressors, half of all teachers leave the profession in the first five years. On the other hand, research shows that teachers who persist for five years are likely to continue long-term in the profession (Borman & Dowling, 2008).

Research has shown that two factors have a significant impact on teacher retention. First, at a general level, quality mentoring and induction services can reduce teacher burnout and increase teacher retention (Bullough, 2012; Oakes, Lane, & Booker, 2013; Kearney & Lee, 2014). This factor appears to be even more important for teachers of color working in high-poverty schools. The retention of new teachers of color is significantly enhanced by "induction programs [specifically designed for] new teachers of color that offer comprehensive forms of support." (Achitein, Ogawa, Sexton, & Freitas, 2010, p. 98). Second, placement as a student teacher in schools that serve a high number of AIAN high-poverty students increases the retention of teachers employed at such

schools (Whipp & Geronime, 2015). Recent scholarship suggests that both of these factors are salient to efforts to retain AIAN teachers in schools that serve significant numbers of Indigenous students (Erickson, Tehune, & Ruff, 2008; Huffman, 2013).

The Sapsik'wala Project has robust support built into its design from the moment of enrollment through participants' first two years of teaching. The program offers three types of Indigenous community to combat professional and cultural isolation: *Consortium*, *Cohort*, and *Communities of Practice*. This model of practice, which we have offered continuously since 2002, has contributed to our overall success of 100% graduation rate with an education degree and 96.4% completion of licensure requirements at the time of graduation.

The Sapsik'wala Project is supported by a *consortium* consisting of the UO and the nine federally recognized tribes of Oregon (See Part 6: Attachments). Representatives of the nine tribes in Oregon comprise the majority of consortium participants and meet quarterly as the Sapsik'wala Tribal Advisory Council. Through this consortium Sapsik'wala maintains an Indigenous cultural partnership that collaborates to recruit AIAN individuals, particularly those who not be of traditional college age, into the teacher education program. The consortium supports students throughout their pre-service preparation into professional teaching and continued professional development. Where possible we work with our consortium members to place students in schools that serve large numbers of Oregon tribal members.

The UOTeach program educates pre-service teachers in *cohorts* so that they can learn and solve those problems that arise in the classroom together in a supportive, collegial environment. The Sapsik'wala Project employs an *Indigenous cohort-within-a-cohort* model in which AIAN pre-service teachers meet weekly to develop collegial relationships not only based on the teaching profession, but also on shared cultural values and interests.

The heart of this proposal is the development and maintenance of an *Indigenous Community of Practice*. There is a growing body of research demonstrating that professionals perform best when they are inducted into, and participate in, communities of practice (Kimble, Hildreth & Bourdon, 2008; Wenger, McDermott & Snyder 2002; Lave & Wenger 1991). These communities enable professionals to share problems of practice that arise in the workplace, learn from each other, build a professional identity, and find moral support, inspiration, and opportunities for career growth. Community is also central to AIAN cultures. Forming AIAN individuals into an Indigenous Community of Practice is a culturally responsive mechanism for recruiting, preparing, and retaining a critical mass of AIAN teachers, and has proven to be highly effective for Sapsik’walaá and UO’s COE. Additionally, our Indigenous Community of Practice is intentionally intergenerational. A newly (2017) appointed Distinguished Elder Educator position provides Elder guidance and cultural knowledge to program participants. Moreover, a newly (2018) established Sapsik’walaá Alumni Network extends the community of practice by connecting current program participants to Sapsik’walaá alumni beyond the formal induction support requirements.

A senior Indigenous Studies in Education faculty member, Dr. Michelle Jacob (Yakama), assumes responsibility for developing curriculum and activities for weekly Sapsik’walaá Project seminar meetings. She will be joined in this work by Assistant Professor in Indigenous Studies in Education, Dr. Leilani Sabzalian (Alutiiq). Our Indigenous Community of Practice is enhanced through professional development in a weekly seminar led by Drs. Jacob and Sabzalian, in collaboration with STEM+CS faculty in the COE, and addressing STEM+CS instructional strategies and teaching practices. The year-long seminar will bring together previous Sapsik’walaá graduates (including those in their induction years), thereby strengthening the network of Indigenous education professionals on which students can rely for support and advisement.

*Employment Opportunities in the Project's Service Area.* The U.S. Department of Education lists the following as teacher shortage areas for Oregon for 2018-2019: Bilingual/English Language Learner, Mathematics, School Nurse, Science, Spanish, and Special Education. The UOTeach program is the only Teacher Licensure program in the State of Oregon that requires all program students to earn an English for Speakers of Other Languages Endorsement as a condition for graduation. Therefore *all* Sapsik'wala Project graduates will have qualifications that satisfy a high need area in the State of Oregon. Additionally, the Sapsik'wala Project will prioritize admission of applicants in the high-need subject areas of Mathematics, Science, and Spanish. Given the program's commitment to STEM+CS, graduates will be well-prepared to meet these shortages.

This general analysis of teacher shortages provided by State and Federal education agencies, however, is inadequate to reflect the specific job market demand for which Sapsik'wala students are prepared and in which they will seek to fulfill their payback obligations. Therefore, we undertook a market analysis of selected schools that qualify for the payback provisions of the Indian Education Professional Development Program. We conducted the market analysis at six qualifying schools (50% or more AIAN students) in Oregon and Washington that would provide a wide representation of licensures for payback provisions. All six schools completed the survey. These schools were: the Chemawa Indian School, Chiloquin Elementary, Nixyaawii Community School, Siletz Valley Early College Academy (SVECA), Warm Springs K-8 Academy, and the Yakama Nation Tribal School (see Figure 1).

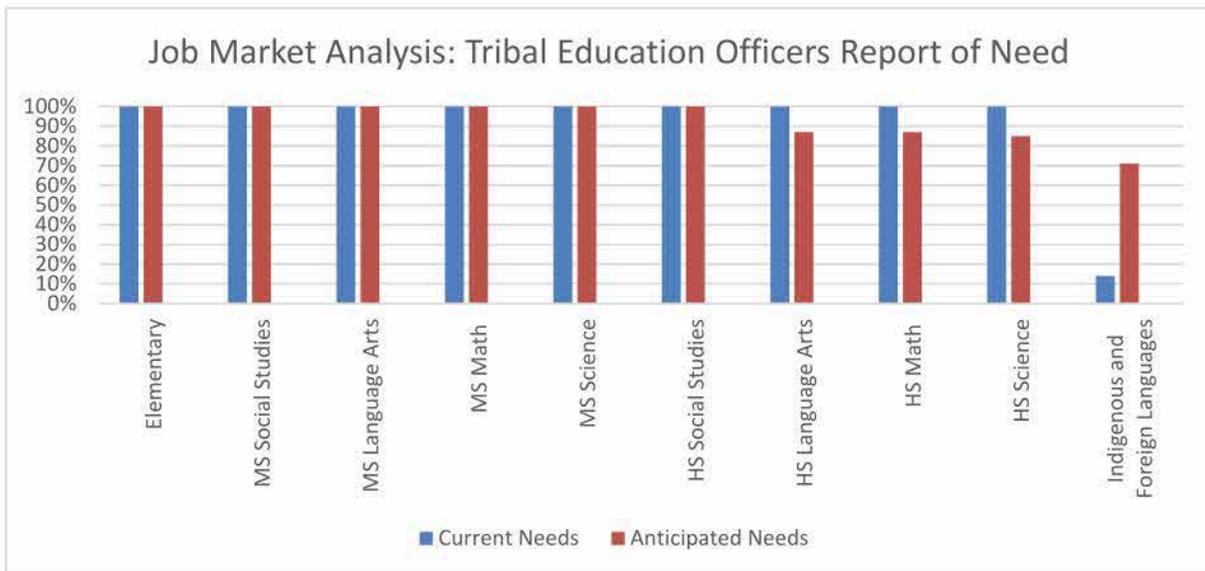
**FIGURE 1**

<b>Job Market Analysis: Teaching Area Needs Reported by Schools with a High Proportion of AIAN Students</b>	
Elementary	High School Social Studies
Middle School English Language Arts	High School Math
Middle School Social Studies	High School Science
High School English Language Arts	High School Language – Indigenous Language (Yakama)

Figure 1 shows the need for AIAN educators in 8 licensure areas—all areas in which UO offers licensure. The UO also can support students to earn their American Indian Language Teaching licenses, as we have a strong language education faculty, and a robust partnership with the UO Northwest Indian Language Institute. Two schools have needs for American Indian Language teaching, they are Siletz Dee-Ni and Yakama for the Indigenous/foreign language high school diploma requirement.

We similarly surveyed the Directors of Education for Oregon’s nine federally recognized tribes regarding current and anticipated needs in which UOTeach offers licensure (see Figure 2).

**FIGURE 2**



All nine Oregon Tribal Education Directors responded, reporting broad needs across all 10

licensure areas: Elementary (including Kindergarten), Middle School Social Studies, Middle School English Language Arts, Middle School Math, Middle School Science, High School Social Studies, High School English Language Arts, High School Mathematics, High School Science, and Indigenous and Foreign Languages.

Additionally, we contacted four school districts, which are located within Tribal service areas and have Tribal administrative offices that provide educational, health, social support and counseling services for qualified AIAN individuals and families. These school districts also have Title VI Indian Education programs and have a significant AIAN student population: Lincoln County School District (43% AIAN student population at the K-8 Siletz Valley School), Klamath County School District (43% AIAN student population at Chiloquin Jr./Sr. High School), Willamina School District (35% AIAN student population districtwide), and Pendleton School District (24% AIAN student population in Washington Elementary). Each district completed the survey on their current and future needs and reported the need for AIAN educators in all 10 licensure areas, with especially high need reported in the following areas: Elementary, Middle School Social Studies, Middle School English Language Arts, Middle School Math, High School Math and High School Science. The UO can also support students in earning their American Indian Language Teaching licenses, which meets the need from Willamina to provide Chinuk Wawa and Siletz Valley School (SVECA) to provide Siletz Dee-Ni Native language teachers in high school for the Indigenous/foreign language high school diploma requirement.

In summary, it is clear that there is extensive need for AIAN teachers in the qualifying schools across all areas in which we offer licensure and clear evidence that these schools have an interest in hiring our graduates, evident in the secured letters of commitment to consider our Sapsik'wala Project graduates for employment. We also have letters of commitment from

districts located in Tribal service areas, expressing enthusiastic interest in hiring Sapsik'walaá teachers (See Letters of Support). This is an addition to the high need in neighboring states, such as Washington, Idaho, and Nevada, for highly qualified AIAN teachers. This job market analysis demonstrates exceptional employment opportunities in schools that serve a high proportion of AIAN students.

### **Quality of Project Design**

The goals, objectives, and targeted outcomes of the Sapsik'walaá Project are both ambitious and attainable. As part of consortium agreement between the COE and the nine tribes in Oregon, the Sapsik'walaá Project is committed to the following four goals and supportive objectives:

*Goal 1.* Recruiting high quality applicants with a high likelihood of completing the program, including students who may not be of traditional college age. This goal will be achieved through the pursuit of the following objectives: (1.1) Engage in vigorous local and national outreach in collaboration with our Tribal Advisory Council, including recruitment trips to regional reservations, Tribal education meetings, select universities and conferences; (1.2) develop high quality advertising materials for distribution in local and national undergraduate programs serving large numbers of AIAN students; and (1.3) maintain high admissions standards for program admission.

*Goal 2.* Providing students with knowledge and skills that will enable them to better serve AIAN students. This goal will be achieved through the pursuit of the following objectives: (2.1) embedding curriculum on Indigenous education in the general UOTeach program; (2.2) providing students with a specialized 12 month seminar on Indigenous education that includes STEM+CS instructional strategies; (2.3) placing students in schools with significant Indigenous population for their student teaching placement, and (2.4) fostering an Indigenous Community of Practice that supports Sapsik'walaá student professional development as Indigenous teachers of

Indigenous students.

*Goal 3. Assisting students in securing employment that meets their payback requirements.*

This goal will be achieved through the pursuit of the following objectives: (3.1) conducting a job market analysis of areas of need in schools with a high proportion of AIAN enrollment; (3.2) prioritizing those content areas and grade-levels in our admissions process; (3.3) informing qualifying schools of our program and securing letters of assurance that they will consider Sapsik'walaá Project graduates for available positions; (3.4) establishing partnerships and relationships with BIE-funded schools and schools with a high proportion of AIAN enrollment and arranging for student teacher placement in those schools when possible; and (3.5) graduating exceptionally talented and well-prepared teachers that are in high demand at all schools.

*Goal 4. Supporting students with two years of induction services in order to increase the efficacy and retention of our graduates.* This goal will be achieved through the pursuit of the following objectives: (4.1) providing stipends for on-site mentors of graduates who will supervise and support the application of STEM+CS instructional strategies; (4.2) providing travel support for graduates' participation in ongoing Indigenous Community of Practice activities with UO faculty and Sapsik'walaá Project students; and (4.3) providing technological or curricular materials that support their efforts to educate AIAN students.

Figure 3 summarizes the measurable outcomes the program will deliver, providing an estimate of the number of participants expected to be recruited, to continue in the program each year, the number of participants expected to graduate each year, and the number of participants expected to find qualifying jobs within twelve months of completion.

**FIGURE 3: Project Goals for Absolute Priority 1**

<b>Year of Grant Activity</b>	<b>Students Recruited as Measured by Completed Applications</b>	<b>Students Admitted and Enrolled in Degree and Licensure Programs</b>	<b>Students to Graduate by June of the Following Year<sup>2</sup></b>	<b>Students to Find Qualifying Jobs Within 12 Months of Completion</b>
Year 1: 2018-19	10	6	6	6
Year 2: 2019-20	10	5	5	5
Year 3: 2020-21	10	4	4	4
Year 4: 2021-22	Induction year only			
Year 5: 2022-23	Induction year only			

*Institutional Resources.* The UO College of Education has the curriculum, faculty, and infrastructure to accomplish these goals, objectives, and outcomes. Our programs and curriculum are among the best in the nation. The U.S. News and World Report released its 2018 rankings and the UO COE continues to excel: ranking #13 among all colleges of education and #5 among public institutions overall. Our graduates are highly sought after, have high placement rates, and are prepared to work in increasingly diverse school contexts.

Our teacher education faculty are among the best in the nation and share a commitment to educating all of its students to better serve AIAN students and communities. Not only is our College host to the Sapsik’walaá Project, approximately 20% of the students in our Critical and Socio-Cultural Studies Ph.D. program identify as AIAN and plan to become specialists in Indigenous education, putting the UO COE on track to be a source of the highest number of Indigenous Ph.D. students in the region. These AIAN Ph.D. students serve as Graduate Teaching Fellows and student teaching supervisors in our program, providing another layer of culturally informed and competent support for our Sapsik’walaá students.

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<sup>2</sup> The UO Master’s Degree in Curriculum and Teacher Education is a 12-month (4 quarter) program that begins in June and ends in June of the subsequent year.

In addition to these general supports, the UO COE has recruited and hired a two Indigenous Studies in Education scholars, Dr. Michelle Jacob (Yakama) and Dr. Leilani Sabzalian (Alutiiq), to provide program leadership. We have also recently established a Distinguished Elder Educator position, currently held by Tuxámshish Dr. Virginia Beavert, who provides educational and cultural guidance to program participants in her elder in residence position. Our program infrastructure is exceptionally robust and more than adequate to achieve the program's ambitious goals. The UO has increased its commitment to the Sapsik'wala Project for this proposal by providing a variety of institutional supports that enable the project to do more with the funds provided by this grant. First, the UO Graduate School has provided two quarters of tuition waivers for each Sapsik'wala student. Additionally, the UO COE is providing additional support in the form of teaching course load reduction to support additional time on the project for Drs. Jacob and Sabzalian throughout the five years of the grant. This, in addition to the already robust programmatic infrastructure in our College, positions the COE to successfully provide consistent, high quality support to Sapsik'wala students and serve more students with the allotted funds.

Finally, the Sapsik'wala Project benefits from more than a decade of university-wide investment in its AIAN Initiatives, whose central goal is to make the university a regional and national center for AIAN education and scholarship. These initiatives include the conferral of in-state residency and tuition rates by aboriginal rights, investment in AIAN student recruitment and retention, academic support tailored to the needs of AIAN students through the Center for Multicultural Academic Excellence, a diversity scholarship program, and graduate fellowships designated for AIAN students. AIAN student organizations on campus include the Native American Student Union, the American Indians in Science and Engineering Society, the Native American Law Student Association, and the current Sapsik'wala Project. Academic departments

and initiatives across the university are actively engaged in research programs of interest to Native peoples. For example, the Northwest Indian Language Institute (NILI) supports preservation and revitalization efforts in languages such as Klamath, Northern Paiute, Tolowa, Chinuk Wawa, and Yakama Ichishkiin/Sahaptin. Several graduates of the NILI program have applied to the Sapsik'wala Project in past years. The Indigenous Traditional Ecological Knowledge Initiative is a campus-wide research and Tribal outreach initiative, established with funding from the Office of the Vice-President for Research and Innovation, and led by Dr. Jacob. The UO Many Nations Longhouse provides a physical home for the Native community and campus activities, such as our seminars and Tribal Advisory Council meetings. Further, the Native Strategies Committee, a coalition of over 30 faculty and staff who are teaching, conducting research, or providing academic support for AIANs, meet monthly to create academic, social, and cultural programming and networks of support for AIAN students on campus. Finally, the UO has solidified its commitment to AIAN students by appointing an Assistant Vice President and Advisor to the President on Sovereignty and Government-to-Government relations at the UO who facilitates relationships between the university and Tribal Nations in Oregon, and supports campus-wide Native American initiatives.

*Recruitment Plan.* The Sapsik'wala Project has been very successful in recruiting AIAN students into elementary and secondary teaching programs who go on to complete the program. Our recruitment plan has three key features ensuring this continuing success: 1) vigorous local and national outreach, 2) high quality advertising materials, and 3) high admissions standards.

Our outreach prioritizes candidates from the Pacific Northwest. Project staff and faculty work with Consortium partners to identify potential applicants, including students who may not be of traditional college age. In fact, the majority of Sapsik'wala students over the course of the project

have been non-traditional students. The Sapsik'w'alá Project's strong reputation for excellent curriculum and sustained support leading to students' successful completion of the degree is now widely known in the region. We take advantage of this reputation to recruit new highly qualified applicants from across the Pacific Northwest. Once a prospective candidate with a high likelihood for success is identified in the region, we invite them to campus, introduce them to current students and personally explain the program's features. If the student is unable to come to campus, we will send a program representative to meet them. Recruitment based on personal trust relationships, personal recommendations, and personal connection remains one of our most effective recruitment tools.

The program also recruits nationally. We focus on outreach at universities with strong reputations for recruiting and supporting AIAN students, such as (but not limited to) Haskell University, the University of Arizona, Arizona State University, the University of New Mexico, the University of Washington, Heritage University, Northwest Indian College, Washington State University, Penn State University, the University of Wisconsin, University of Oklahoma, University of California at Davis, and others. A similar approach is taken to universities in Oregon, specifically Southern Oregon University, Oregon State University, Portland State University, Western Oregon University, Eastern Oregon University, and Willamette University.

Our primary form of advertising is through the dissemination of high quality posters and brochures (see Other Supporting Documentation) at the aforementioned universities and at Tribal communities throughout Oregon and the Northwest. We mail and hand-deliver these to Tribal Education Departments, career centers, Indigenous Studies departments, and departments in subject areas for which there is an identified need for students. We also disseminate these advertising materials at the conferences and campuses we visit and at regional and national conferences such as

the annual meetings of the Oregon Indian Education Association and the National Indian Education Association. These advertising materials direct potential students to program phone numbers as well as a website ([education.uoregon.edu/program/sapsikwala-project](http://education.uoregon.edu/program/sapsikwala-project)) that provides additional information and recruitment content. We have developed a short recruitment video describing the value of the program, and plan to develop more that feature Sapsik'wala alumni describing the impact the program had on them and why they think being a teacher is important and satisfying work. These are linked to the program website and used in recruitment presentations.

Finally, the Sapsik'wala Project admits only students who are highly likely to complete the program successfully. This is accomplished in three primary ways. First, the program is a Master's degree licensure program, which means enrolled students have already demonstrated their ability to be successful college students by completing an undergraduate degree. Second, the UOTeach degree program maintains high admission standards. Not only must students meet all coursework standards in order to be admitted, they also are required to pass all state-mandated content knowledge tests that are required for licensure *prior* to admission to the program. Third, the UOTeach program provides tutoring and other forms of academic support for students who are identified as needing such support.

These multi-leveled recruitment strategies, combined with the generous tuition and stipend support provided by the grant, has enabled us to consistently attract a robust pool of high quality applicants to the Sapsik'wala Project. Through these multiple means, we consistently recruit cohorts of outstanding AIAN teacher education students who go on to successfully complete the licensure, degree, and grant payback requirements, upholding our mission of serving Indigenous students and communities by providing them access to highly qualified Indigenous educators.

*Plan to Develop and Share Effective Strategies for Teaching Indian Students and*

*Improving Indian Student Achievement.* The Sapsik’walaá Project has sixteen years of success in recruiting and teaching AIAN teacher education students. The program graduates AIAN teaching professionals with a wide range of essential general skills and competencies. Graduates are certified as core academic area instructors who have demonstrated competency in content knowledge, evidence-based and high impact teaching strategies, differentiated and direct instruction, inquiry-based lessons that teach higher level thinking skills, and accommodating the influence of culture, linguistic difference, and social inequality on learning processes. Students demonstrate effective teaching and student achievement through teacher performance assessments, student teaching/practicum experience, and passing standardized tests in basic skills and in multiple subjects. All UO student teachers earn an ESOL endorsement and are prepared to teach students whose first language is other than English, as well as AIAN students whose first language is English, but still qualify for ESOL services. UOTeach students who are in the Middle/Secondary Education Program also demonstrate expertise in their subject area by passing standardized tests in their area of content specialization. In all of these ways, the Sapsik’walaá Program prepares AIAN teachers to provide excellent service to AIAN K-12 students.

The Sapsik’walaá Project also prepares students to serve AIAN students specifically. It accomplishes this in four ways: 1) embedded curriculum on Indigenous education, 2) seminars on Indigenous education, 3) strategic student teaching placement, and 4) fostering an Indigenous Community of Practice.

Curriculum throughout the UOTeach Master’s Degree Program embeds attention to the needs of Indigenous students and communities. This has been the case since 2010-11, when faculty spent the year redesigning curriculum: identifying and discussing ways to appropriately include curriculum that explicitly addresses the needs of Indigenous students in every course.

Such content was already present in the required Cultural Foundations of Education course and in the Social Studies Methods course that cover history curriculum. After the curricular redesign process, courses on ESOL and bilingual education now include significant treatment of Native language revitalization programs. Courses on curriculum theory feature critical discussions of the way Indigenous communities and Indigenous ways of knowing are represented in K-12 curriculum. Case studies set in classrooms serving large numbers of Indigenous students are used in pedagogical methods courses to illustrate basic principles of learning and teaching. The UOTeach Master's program also resolved that all graduating students in the UOTeach degree program will be proficient in Indigenous studies knowledge, curriculum, and pedagogy so they are prepared to be leaders to enact the forthcoming curriculum mandated by the AI/AN State Plan and Senate Bill 13: Tribal History/Shared History, 2017 legislation that mandates curriculum on tribal history, sovereignty, and governance. Through coursework and curriculum on the Tribal Nations in Oregon, the recent history of federal termination policies, and core concepts such as sovereignty, self-determination, and tribal governance, the UOTeach program prepares teachers to implement "historically accurate, culturally embedded, place-based, contemporary, and developmentally appropriate AI/AN curriculum" as required by these important state mandates.

This embedded curriculum on Indigenous education is enhanced for Sapsik<sup>w</sup>alá students through weekly seminars on Indigenous education. The seminars address pressing issues of practice and policy that impact Indigenous students and communities, preparing program graduates to engage in critical cultural sustaining/revitalizing pedagogies (Paris & Alim, 2012; McCarty & Lee, 2014) that support and enrich AIAN students' academic, cultural, and linguistic skills and literacy. The seminars also feature reviews of exemplary programs and examine debates

about appropriate priorities for Indigenous educators. Moreover, through connections with local Title VI/Indian Education Directors and programs, Sapsik'wala students connect with local Indigenous educational initiatives, and the ongoing dynamic Indigenous students and families in the area face. Seminars will be led by Indigenous studies in education professors Dr. Michelle Jacob and Dr. Leilani Sabzalian. They will also feature guest presentations by Indigenous education practitioners and experts from our COE STEM+CS faculty.

Where possible, Sapsik'wala Project students are placed for their full-time student teaching practica in schools that serve a high proportion of AIAN students. The project makes an effort to make these placements either in schools near the students' Tribal community or in schools with highly developed Indigenous education curriculum. In past years, Sapsik'wala teachers have been placed in schools in the following districts: Holdenville HS, Oklahoma (Holdenville SD); Chiloquin HS, Oregon (Klamath County SD); Chiloquin Elementary, Oregon (Klamath County SD); Klamath Union HS, Oregon (Klamath Fall City SD); Pendleton HS, Oregon (Pendleton SD); Nixyaawii Community School, Oregon (Umatilla Charter School SD); Clear Creek MS, Oregon (Gresham Barlow SD); Siletz Valley Charter School, Oregon (Lincoln Co. SD); and Chemawa Indian School, Oregon. We also placed students in an elementary school in an Anchorage School District in Alaska and in elementary schools in South Dakota and Nevada.

The content provided in the general curriculum and in the Sapsik'wala seminars will be further discussed in the aforementioned *Indigenous Communities of Practice* fostered by the program. Students will work together and with program faculty to put the ideas they are learning into practice. They will be supported in developing professional opinions about key debates within the field of Indigenous education as well as a repertoire of lessons, curricula, and teaching practices tailored to the needs of Indigenous K-12 students.

*Plan to Incorporate the Needs of Potential Employers.* The Sapsik'walaá Project is designed to respond to the needs of schools in the region that serve a high proportion of AIAN students and thus can serve as employers which satisfy the grant program's payback requirements. We have done this in four primary ways: 1) by conducting a job market analysis of areas of need in these schools and prioritizing those areas in our admissions process; 2) by informing qualifying schools of our program and securing letters of assurance that they will consider Sapsik'walaá Project graduates for available positions, 3) by establishing partnerships and relationships with BIE-funded schools and schools with significant AIAN enrollment and arranging for student teacher placement in those schools when possible, and 4) by graduating exceptionally talented and well-prepared teachers that are in high demand at all schools.

Our job market analysis surveyed six qualifying schools (population of 50% or more AIAN students) and four school districts located within Tribal service areas that also have Title VI Indian Education programs. We asked these schools and districts what their current and anticipated employment needs were in teacher licensure areas. Survey results are captured in Figure 1 and the discussion (see pages 9-12). We also conducted a survey of educational needs identified by the Education Directors of Oregon's nine tribes. The Education Directors in turn surveyed the counties that are a part of their service area, providing an additional angle of analysis on the employment needs in schools that are serving significant numbers of AIAN students, capturing some of the needs of school districts that may not have responded to our direct requests for information. The results of that survey are captured in Figure 2 (see page 10).

Across the state and BIE-funded schools, districts reported a need for AIAN teachers in all 10 licensure areas: Elementary, Middle School Social Studies, Middle School Language Arts, Middle School Math, Middle School Science, High School Social Studies, High School

Language Arts, High School Mathematics, High School Science, and Indigenous and Foreign Languages. The Sapsik'wala Project, if funded, will prioritize recruiting, graduating, and placing teachers in the following areas: Elementary (including Kindergarten), and core subjects in Middle and High School. These are the highest need areas as identified by our job market analysis and among the areas of licensure offered by the UO Master's Degree in Curriculum and Teaching.

The Sapsik'wala Project has established partnerships with the Education Directors in Oregon's nine federally recognized tribes through its Consortium agreement and Tribal Advisory Council. The Consortium and Council, through their relationships with schools and districts, have been instrumental in placing Sapsik'wala graduates in regional schools that serve a high number of AIAN students. Additionally, we have secured letters of commitment to consider our Sapsik'wala Project graduates for employment from six qualifying school in Oregon and Washington and four school districts located in Tribal service areas who responded to our survey. They have all expressed enthusiastic interest in hiring Sapsik'wala teachers (See Letters of Support).

We will strengthen our partnership with the only BIE-funded school in Oregon, Chemawa Indian School, by proposing to our Tribal Advisory Council leadership that we recruit a Chemawa administrator to become a member on the Sapsik'wala Tribal Advisory Council. In this way, Chemawa leadership will become more familiar with the program and can keep the project informed of the evolving needs at their schools. Where possible, we seek to place Sapsik'wala students in the BIE-funded schools or in school districts with Title VI programs that serve a high proportion of AIAN students. Our experience has shown that student teaching placement at a site increases the likelihood that students will be hired at those schools or similar schools.

## **Quality of Project Services**

*Preparation that provides skills needed for successful teaching in schools with a high proportion of AIAN students.* Sapsik'wala Project students are enrolled in and take all coursework required by the UOTeach Master's Degree program leading to Teacher Licensure. The University of Oregon is a nationally-ranked College of Education. Our Master's Degree program is the most highly ranked teacher education program in Oregon. The UOTeach program is known for its emphasis on strong subject matter teaching, pedagogical problem solving, and understanding the social and cultural context of schooling. Through their coursework and supervised practica, UOTeach students acquire a variety of general teaching skills and knowledge necessary for teaching all students, including, but not limited to: subject-matter specific teaching strategies, differentiated and direct instruction techniques, facility with inquiry based lessons that teach higher level thinking skills, competency with a variety of assessment methods, strategies for culturally and linguistically responsive teaching, and an understanding of themselves as professionals responsible to think critically about curricular decisions and adapt their teaching to the needs of all their students.

UOTeach students benefit from a carefully designed teacher education curriculum that begins with a critical study of the historical, cultural, and philosophical foundations of contemporary schooling. Following this, students take courses on pedagogical content knowledge in core subject areas alongside instructional design and management courses to prepare them for student teaching (Kleickmann, et al, 2013). The program embeds the study of cultural and social influences on learning, as well as instruction on the use of contemporary instructional technology, throughout the curriculum. The UOTeach program requires a full complement of courses on teaching English language learners throughout the program leading to ESOL certification for all of its graduates. Students are subsequently placed in classrooms

with highly qualified cooperating teachers for their student teaching practica.

In addition to a robust program that provides the general skills and competencies needed to teach all students well, the UOTeach Master's Degree coursework includes attention to how teachers can specifically serve Indigenous students and families. These include, but are not limited to: 1) the study of the history of boarding schools and the problem with assimilationist curricula; 2) instruction on teaching about the history of colonialism at all grade levels in Social Studies Methods courses; 3) significant treatment of Native language revitalization programs in the ESOL and bilingual education courses; 4) critical discussions of how Indigenous communities and ways of knowing are represented in K-12 curriculum; and 5) illustrating basic principles of learning and teaching in pedagogical methods courses using examples set in classrooms serving large numbers of Indigenous students. This ambitious program of study consistently produces graduates that are highly sought after by schools across the state, region, and nation, including schools serving significant numbers of AIAN students.

The Sapsik'<sup>w</sup>alá Program enriches the already advanced UOTeach teacher education curricula with further education about how to serve AIAN students and communities. Sapsik'<sup>w</sup>alá students are required to attend a weekly evening seminar on education of AIAN students. In this seminar, students read and discuss contemporary Indigenous education literature and learn instructional strategies on STEM+CS that will be of service to AIAN communities. Seminar topics draw from COE's robust faculty expertise in STEM+CS education. In the year-long Sapsik'<sup>w</sup>alá seminar, students will learn eight instructional strategies and pedagogical practices to support student achievement in STEM+CS subjects. For example, Dr. Jenny Ruef, Assistant Professor of Math Education, will teach two seminar sessions on Indigenous math, using data from her collaborative research project with Dr. Virginia Beavert (Yakama), Distinguished Elder Educator for our

Sapsik<sup>w</sup>alá Program and UOTeach student, Keith Walker. This project applies Indigenous concepts, expressed in the Ichishkíin/Sahaptin Indigenous language, to teach students math concepts that can assist students in learning about fractions. Additional STEM+CS instructional strategies and pedagogical practices will include the following, all of which will be taught twice each year at the year-long mandatory seminar, and will include application of lessons to classroom teaching examples during pre-service teaching, as well as supporting students in their induction years: 1) computer science programming principles, as expressed through Indigenous beadworking (taught by Dr. Joanna Goode), 2) pedagogical practices for addressing common cognitive misconceptions in science education (taught by Dr. Jenefer Husman), 3) science education as a social justice issue (taught by Dr. Jerry Rosiek), 4) instructional strategies for teaching science in underresourced communities (taught by Dr. Kenneth Doxsee), 5) pedagogical practices for teaching about food justice in science curricula (taught by Dr. Sarah Stapleton), 6) pedagogical strategies that integrate mathematics and the sciences to explore topics such as climate change, population growth and evolution (taught by Dr. Jill Baxter), 7) instructional strategies for connecting Indigenous traditional ecological knowledge to STEM curricula (taught by Dr. Michelle Jacob), and 8) the aforementioned application of Indigenous math concepts (taught by Dr. Jenny Ruef).

Across all eight of these instructional strategies and teaching practices, the focus is on recognizing, respecting, and centering Indigenous ways of knowing in conversations about STEM+CS education. This professional development benefits not only the current cohort of students, but also our graduates, who will also attend the evening workshops in person or via Skype during their induction years. This will provide enriched discussion and engagement with the pedagogical practices and instructional strategies shared, as graduates who are fulfilling payback obligation can raise issues of problems of practice to be addressed during the STEM+CS

education seminars, and can immediately apply the eight strategies and practices in their classrooms. This also allows graduates to serve as role models to current cohort students.

Second, the Sapsik’wala Project establishes an *Indigenous cohort-within-a-cohort* in which AIAN pre-service teachers meet weekly with the PI/PD and Co-PI along with STEM+CS faculty to learn the aforementioned instructional strategies on STEM+CS that will be of service to AIAN communities, as well as collaboratively problem solve general pedagogical challenges they face in classes, including how to better serve AIAN students in their schools. In these conversations, Sapsik’wala students have the opportunity to put their cultural knowledge to work in their pedagogical planning in a supportive environment. As mentioned above, guest speakers will be brought to this seminar, and former Sapsik’wala students (both in the induction phase and beyond it) will be invited to attend. Thus, the Sapsik’wala Project creates an extended *Indigenous Community of Practice*. Research has demonstrated that professionals perform best when they are able to discuss problems of practice that arise in the workplace, learn from each other, find intellectual and emotional support, and direct one another to resources (Kimble, Hildreth & Bourdon, 2008; Wenger, McDermott & Snyder 2002; Lave & Wenger 1991). It also helps students build the professional networks that will help them secure jobs and organically develop mentor relationships to support their career growth and retain a critical mass of AIAN teachers in the region.

*Preparation that meets the breadth of Indian student needs.* In all the ways just inventoried, the Sapsik’wala Project prepares teachers who are prepared to meet the needs of Indian students. The program’s conception of these needs is robust and expansive. In other words, the education of Sapsik’wala students is not limited to preparation to teach core subject area content. Sapsik’wala students are also prepared to understand and use best practices for serving Indigenous students specifically (Cajete, 1994; Cleary & Peacock, 1998; Madden 2015; McCarty,

2012; National Congress of American Indians, 2015). This happens through the curriculum of the Sapsik'wala seminar that examines education programs focused on the continuation and revitalization of local cultural traditions, Indigenous ways of knowing, tribal traditions of governance, and sustainable relationships to the local environment. It also happens through students' introduction to language revitalization curriculum and programs with the help of the Northwest Indigenous Languages Institute.

*Job placement activities.* The Sapsik'wala Project provides job placement activities for students that reflect the findings of a job market analysis and needs of potential employers. As documented above, we have conducted a state-wide survey of the specific areas of need. Students will be directed to districts that are in need of their particular grade level and content area certification. Additionally, the program will bring in administrators from these schools for guest lectures, service on the Sapsik'wala Advisory Council, or Indigenous Community of Practice professional development activities. Finally, where possible, Sapsik'wala students will be placed in schools with a high proportion of AIAN students for their student teaching placement, helping to build student networks with qualified employers.

*Induction services that reflect the latest research on effective delivery of such services.* Recent research has indicated that placement as a student teacher in schools that serve a large number of AIAN high-poverty students increases the retention of teachers later employed at such schools (Whipp & Geronime, 2015). Once employed, research has demonstrated that induction services can increase teacher retention and long-term job satisfaction (Achitein, Ogawa, Sexton, & Freitas, 2010; Erickson, Tehune, & Ruff, 2008; Bullough, 2012; Oakes, Lane, & Booker, 2013; Kearney & Lee, 2014). In light of this research, the Sapsik'wala Project prioritizes placing student teachers in schools that a) have a high proportion of AIAN students, and b) have been identified

through our job market analysis to have a need for AIAN teachers in a candidate's area. While in these student teacher placements, Sapsik'wala students are supported by both the UOTeach program and the Sapsik'wala Indigenous Community of Practice so they have a positive and successful teaching experience, thus increasing the likelihood they will work long term in that school or a school with similar demographics.

Once in their first job placement, the Sapsik'wala Project provides a variety of induction services tailored to the needs of students in their particular placement. The primary means of induction is supporting graduates' continued participation in the Sapsik'wala Indigenous Community of Practice. This includes support for travel that enables participation in at least two Sapsik'wala seminars featuring guest scholars, as well as a weekly option to participate via web conference. These meetings include time for consultation with Sapsik'wala Project faculty as well as sustained conversations about how to better serve Indigenous K-12 students. These meetings help strengthen and extend graduates' professional networks. Once a year these seminars are held in conjunction with the annual Oregon Indian Education Association conference, thus providing additional opportunities for professional networking. The second primary mode of induction support is providing a stipend to a senior faculty member at the graduate's site of employment who will provide regular mentoring to the new teacher. In some instances, where travel to UO is not possible or if there are available funds, induction support will include funds for attending professional development workshops or local professional conferences focused on Indigenous education. Finally, when grant funds are available, induction support will take the form of providing Sapsik'wala graduates with funds to purchase curriculum and instructional materials for their classrooms.

*Assisting Participants in Meeting Service Obligation Requirements.* Support for Sapsik'wala students extends beyond the 12 months of training that leads to degree and licensure, and

the two years of induction services, as previously described. The combination of these elements—high quality faculty, intensive coursework, rigorous STEM+CS professional development, and extended induction services—all combine to ensure that Sapsik’wala students receive the highest possible quality preparation as teachers. This prepares our graduates to be successful as teachers in schools with a high proportion of AIAN students. We assist participants in meeting service obligation requirements in four ways: 1) we train students to log in and monitor their accounts on the payback system twice each quarter during their training, 2) we work with our consortium partners to identify job placements that qualify for service payback, 3) we work with participants to make sure they are empowered to communicate with their employer to follow all guidelines in order to meet the payback fulfillment requirements, 4) we remain in contact with participants during induction services to provide support and serve as a resource to answer any service obligation questions that may arise.

### **Quality of Project Personnel**

*Project Leadership.* Dr. Michelle Jacob will serve as Principal Investigator/Project Director (PD). She will have primary responsibility for fiscal management of the grant as well as reporting to funders, designing the seminar, designing and coordinating the STEM+CS trainings, lead recruiting, oversee the admissions process, lead payback requirement meetings with students, assist with student placements, assist with supporting job placements to fulfill payback, and coordinate the Tribal Advisory Council quarterly meetings. Dr. Jacob joined the faculty as a Professor of Indigenous Studies in Education in the University of Oregon’s Department of Education Studies in 2016. She received her Ph.D. from the University of California Santa Barbara. Dr. Jacob is a member of the Yakama Nation. Her research areas of interest include: Indigenous education, cultural revitalization, health, and decolonization. She is widely published

in academic journals and has two books published by the University of Arizona Press. Her research has been funded by numerous sources, including the American Philosophical Association; National Cancer Institute; Ford Foundation; Women's Sports Foundation. Dr. Jacob's FTE on the project is funded in part by the grant budget (ranging from .05 FTE to .25 FTE depending on the grant year and summer versus academic months), and further supported by course releases provided by the COE to provide adequate time for Dr. Jacob to successfully lead the project. This is in addition to courses she will teach to Sapsik'walaá students, in the form of a required year-long (12-month) seminar, a required course focused on the Cultural Context of Schools, as well as elective courses: Colonization and Genocide; Traditional Ecological Knowledge.

Dr. Leilani Sabzalian (Alutiiq) will be the Co-Principal Investigator and will be the main supervisor for induction services, assist in coordinating and supervising student placements, assist with supporting job placements to fulfill payback, and support the year-long seminar. She will also provide instructional support for the Sapsik'walaá seminar and support for the ongoing evaluation of grant activities. Dr. Sabzalian is an Assistant Professor of Indigenous Studies in Education. She received her PhD in Critical and Sociocultural Studies in Education from the University of Oregon. Her dissertation, which won two national awards, focused on the knowledge teachers need to effectively serve Indigenous students. Dr. Sabzalian has taught in a variety of K-12 Indigenous contexts, including a Native Hawaiian charter school and a school that served Indigenous students in Paraguay. She also collaborated with local Indigenous educators to create a Native Youth Center in the area as part of the local Title VI program. Dr. Sabzalian serves on the AI/AN State Advisory Panel, helped author Oregon's AI/AN State Plan, and was part of the educational coalition that helped successfully pass Senate Bill 13: Tribal History/Shared History mandating Indigenous studies curriculum in K-12 public schools in Oregon. Dr. Sabzalian's FTE will be supported in part

by the grant budget (ranging from .02 to .25 FTE depending on the grant year and summer versus academic months), and her time is further supported by course releases supported by the COE to provide adequate time for her leadership on the project. This is in addition to courses she will teach to Sapsik'walaá students, including the required year-long seminar, Social Sciences Methods, and Humanities Methods.

The full-time Project Coordinator will be hired upon grant approval. Duties will include day-to-day operations of the project by providing student support, co-leading recruitment, co-overseeing the admissions process, co-leading communication of payback requirement with students each quarter in collaboration with the PD, assisting with student job placements, leading communications with the Tribal Advisory Council, coordinating and organizing all project meetings, collecting and organizing data for annual reporting on the grant, preparing meeting materials in consultation with the PD, coordinating graduation ceremonies, processing paperwork and reporting all student expenses and reimbursements, coordinating program social media, coordinating production of recruitment materials, coordinating program and alumni listservs, and coordinating the Sapsik'walaá Project Alumni Network. In this proposal 100% of the Project Coordinator's FTE, or 40 hours per week, will be dedicated to serve as the Project Coordinator for the first three years of the grant. Years 4 and 5 will be at .50 FTE to serve as Project Coordinator, with all FTE solely dedicated to the Sapsik'walaá Project. (See attachment for full job description).

### **Quality of Management Plan**

*Reasonable Costs.* The design of the proposed project is highly cost efficient. The UO will supplement the funds provided by this grant in the form of cost share of two quarters of tuition for each student, as well as course releases for Drs. Jacob and Sabzalian. As a result, we

are able to propose educating, graduating, and providing job placement and induction services to 15 Master's degree students over the term of this grant. These students will receive support from highly qualified STEM+CS educational professionals throughout their time in the program, as well as the dedication of significant FTE from two Indigenous professors in the Department of Education Studies, as well as support from a full-time Project Coordinator. This is in addition to the excellent service they will already be receiving from the program faculty generally. Cost for other elements of the project such as induction support, travel and advertising for recruitment purposes, and travel costs for Tribal Advisory Council meetings for our Consortium have been set at the minimum level necessary for high quality execution of program operations. The project budget is supervised by the PD, in collaboration with the Project Coordinator and with support from the UO's Oregon Educational Science Laboratory (OESL), a Grant Management Unit in the College of Education dedicated to the discovery of new models, methods, and measures that substantially improve equity and inclusion in K-16 education. OESL supports the development, submission, and management of external research grants with a special focus on STEM+CS education involving inclusive and culturally responsive practices.

*Feedback Procedures.* The Sapsik'w'alá Program will use a collaborative (Oja & Smulyan, 1989; Fetterman, et al., 2014) and decision-oriented (Stufflebeam, 2001) evaluation approach to provide a thorough and feasible evaluation of the project. This approach emphasizes the importance of shared knowledge and encourages the involvement, input, and participation of project stakeholders in the evaluation decision-making process. The project leaders, Tribal Advisory Council, and project participants will play a central role in evaluation planning, collection of data, interpretation of results, and determining the relative achievement of its goals. The evaluation methodology combines formative and summative data collection and analytic

techniques. This allows the Project Director, Co-Principal Investigator, Project Coordinator, and Tribal Advisory Council to: (a) receive timely feedback to support on-going, data-based decision making; (b) engage in continual progress monitoring of the attainment of proposed project goals; and (c) draw summative conclusions about the project's overall effectiveness. The evaluation will use a variety of objective output measures that are aligned with the intended outcomes of the project. The evaluation methods—which combine qualitative and quantitative performance indicators and formative and summative evaluation data collection and analysis techniques—will enable the Project Director, Co-Principal Investigator, Project Coordinator, and Tribal Advisory Council to make data-based decisions necessary for monitoring outcomes, on-going project improvement, and increasing program effectiveness.

The Sapsik'walá Project employs three primary means of monitoring the operation of the program. First, the project leaders and key personnel will use regularly collected quantitative data to track progress in meeting program goals. This includes tracking the number of participants (i) recruited to the project each year; (ii) continuing in the project each year; (iii) graduating each year; and (iv) expected to find qualifying jobs within twelve months of completion. The Project Coordinator will compile relevant recruitment, program of study progress, graduation rates, and job placement data, all of which is shared with the Tribal Advisory Council and will inform continual improvement efforts.

Second, the project will make use of a qualitative internal evaluation procedure. Drs. Michelle Jacob and Leilani Sabzalian are part of a team of researchers at UO who are engaged in a longitudinal study of UO student experiences in a project about Indigenizing Education, which seeks to understand the significance, pathways, and barriers to Indigenous Education. The team analyzes written student reflections and conducts interviews with program participant volunteers, to track anticipated and

unanticipated challenges students are facing. They will share analyses of this data on an ongoing basis with the Tribal Advisory Council to inform discussions and decisions about the program.

These programmatic feedback procedures will provide the iterative data, analysis, and evaluative feedback necessary to ensure the program makes continuous improvements and meets its goals and objectives. The Tribal Advisory Council will provide feedback on the adequacy of program progress based on these inputs and will advise project leaders on how to best to improve recruitment, educational service to students, graduation rates, job placement services, induction services, and payback fulfillment.

### **Closing Statement**

In summary, the Sapsik'w'alá Project has a 16-year history of providing continuous support for AIAN teachers committed to teaching in communities that serve AIAN students. Our program has operated efficiently, graduating and placing 97% of the 84 students that have come through our program. Our project's AIAN students constitute 5-6% of UOTeach enrollment and over 10 times the current percentage of AIAN professionals in the Oregon Teacher workforce. The UO College of Education has steadily increased its investment in the Sapsik'w'alá Project, through providing cost share to support grant activities and through the hiring of AIAN faculty and staff with expertise in Indigenous studies in education. For these reasons, in addition to the high need for AI/AN teachers in our region, our successful Consortium, Cohort, and Indigenous Community of Practice project design, and the collaborative support of the nine federally recognized tribes in Oregon, we are well positioned to meet the goals of the Indian Education Professional Development Program.

## Other Attachment File(s)

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**The University of Oregon Sapsik'wafá (Teacher) Education Project**

**Resumes for Project Director and Key Personnel**

July 25, 2018

**Michelle M. Jacob, Ph.D.**

Work Contact:  
 Department of Education Studies  
 5277 University of Oregon  
 Eugene, OR 97403-5277  
 Email: [mjacob@uoregon.edu](mailto:mjacob@uoregon.edu)

Citizenship: United States  
 Tribal enrollment: Yakama Nation

**Academic Degrees**

- 2004**            **Ph.D. in Sociology** with an Emphasis in Human Development, Department of Sociology, University of California, Santa Barbara, CA. Areas of specialization: Race/Ethnicity, Native American Studies; Gender and Feminist Sociology; Medical Sociology. Dissertation title: *An Embodied Social Problem: Understanding the Diabetes Epidemic on an American Indian Reservation*. Co-Chairs: Beth Schneider and Kum-Kum Bhavnani
- 2001**            **M.A. in Sociological Practice**, Department of Sociology, California State University, San Marcos, CA. Thesis title: *"Queen of the Court:" The Gendered Sports Experiences of Yakama Females*. Chair: Sharon Elise
- 1998**            **B.A. in Liberal Studies**, Interdisciplinary Program, California State University, San Marcos, CA.

**Academic Positions**

- 2016 – Present**    **Professor, with Tenure**, Department of Education Studies, University of Oregon, Eugene, OR. Participating Faculty, Ethnic Studies. Participating Faculty, Environmental Studies.
- 2016 – Present**    **Director, Sapsik'wałá (Teacher) Education Program**, Department of Education Studies, University of Oregon, Eugene, OR.
- 2016**            **Professor, with Tenure**, Department of Ethnic Studies, University of San Diego, San Diego, CA.
- 2010 – 2016**      **Associate Professor, with Tenure**, Department of Ethnic Studies, University of San Diego, San Diego, CA. Affiliated Faculty, Sociology; Affiliated Faculty, Women's and Gender Studies.
- 2012 – 2015**      **Faculty Fellow and Founding Director**, Center for Native Health & Culture, Heritage University, Toppenish, WA, Yakama Reservation
- 2006 – 2010**      **Assistant Professor, Full-Time Tenure Track**, Department of Ethnic Studies, University of San Diego, San Diego, CA. Administrative Duties: Providing University Leadership of American Indian Education Initiatives; Initiating and Maintaining Service Learning Partnerships with American

Indian Communities, including the American Indian Recruitment Programs, San Diego Unified Schools, and the San Diego American Indian Health Center; Lead Faculty for the Early College Program to admit American Indian High School Students into USD Undergraduate Classes for College Credit; Leading and Facilitating Programming Efforts to Build Relationships with local Tribal communities.

**2004 – 2006**

**Sociology Instructor, Full-Time Tenure Track**, Department of Behavioral Sciences, MiraCosta College, Oceanside, CA.

## PUBLICATIONS

### Books

2. Jacob, M. M. (2016). *Indian Pilgrims: Indigenous Journeys of Activism and Healing with Saint Kateri Tekakwitha*. Tucson: University of Arizona Press, Critical Issues in Indigenous Studies Series.
1. Jacob, M. M. (2013). *Yakama Rising: Indigenous Cultural Revitalization, Activism, and Healing*. Tucson: University of Arizona Press, First Peoples: New Directions in Indigenous Studies Series. (Second printing, April 2014).

### Refereed Journal Articles

17. Gonzales, K. L., **Jacob, M. M.**, Mercier, A., Heater, H., Nall Goes Behind, L., Joseph, J. & Kuerschner, S. (2018). An indigenous framework of the cycle of fetal alcohol spectrum disorder risk and prevention across the generations: historical trauma, harm and healing. *Ethnicity & Health*, doi: 10.1080/13557858.2018.1495320.
16. Jacob, M. M., Blackhorn, H. (2018). Building an Indigenous Traditional Ecological Knowledge Initiative at a Research University: Decolonization Notes from the Field. *Journal of Sustainability Education*, 18.
15. Jacob, M. M., Sabzalian, S., Jansen, J., Tobin, T. T., Vincent, C. G., & LaChance, K. M. (2018). The Gift of Education: How Indigenous Knowledges Can Transform the Future of Public Education. *International Journal of Multicultural Education*, 20(1), 157-185.
14. Jacob, M. M. (2017). Indigenous Studies speaks to American Sociology: The need for individual and social transformations of Indigenous education in the USA. *Social Sciences*, 7(1), 1-10. doi:10.3390/socsci7010001.
13. Gonzales, K. L., Garcia, G. E., Jacob, M. M., Muller, C., Nelson, L., & Manson, S. M. (2017). Patient–provider relationship and perceived provider weight bias among American Indians and Alaska Natives. *Obesity Science & Practice*, doi: 10.1002/osp4.135.
12. Jacob M. M., Poole, M. J., Gonzales, K., Jim, H., Duncan, G. E., & Manson, S. M. (2015). Exploring an American Indian Participatory Medical Model. *Journal of Participatory Medicine*, 7.
11. Gonzales, K. L., Lambert, W. E., Fu, R., Jacob, M., & Harding, A. K. (2014). Perceived Racial Discrimination in Health Care, Completion of Standard Diabetes Services, and Diabetes Control Among a Sample of American Indian Women. *The Diabetes Educator*, 40(6), 747-755. doi:10.1177/0145721714551422.

10. Jacob, M. M., Augustine, S., Hodge, C., & James, M. (2014). Indigenous Methodology in Practice: Starting a Community-Based Research Center on the Yakama Reservation. *Societies Without Borders: Human Rights and the Social Sciences*, 9(2), 143-160.
9. Jacob, M. M., Gonzales, K. L., Calhoun, D., Beals, J., Muller, C. J., Goldberg, J., Nelson, L., Welty, T. K., & Howard, B. V. (2013). Psychological trauma symptoms and Type 2 diabetes prevalence, glucose control, and treatment modality among American Indians in the Strong Heart Family Study. *Journal of Diabetes and Its Complications*, 27(6), 553-557. doi: 10.1016/j.jdiacomp.2013.07.008.
8. Jacob, M. M. (2012). "We Really Listened": Partnership Building, Indigenous Language Revitalization and Civic Engagement. *Feminist Teacher*, 22(3), 181-196.
7. Jacob, M. M. (2012). "We wanted those people to see that Indians aren't stupid": Identity, Representation, and Resistance in the Cultural Tourism of the Wapato Indian Club. *American Indian Quarterly*, 36(4), 465-78.
6. Lum, B. C. & Jacob, M. M. (2012). University-Community Engagement, Axes of Difference & Dismantling Race, Gender and Class Oppression. *Race, Gender & Class*, 19(3-4), 309-24.
5. Jacob, M. M. & Peters, W. M. (2011). The Proper Way to Advance the Indian: Race and Gender Hierarchies in Early Yakima Newspapers. *Wicazo Sa Review*, 26(2), 39-55. ISSN: 0749-6427.
4. Falcón, S. M. & Jacob, M. M. (2011). Human Rights Pedagogies in the Classroom: Social Justice, US Indigenous Communities and CSL Projects. *Societies Without Borders: Human Rights and the Social Sciences*, 6(2), 23-50.
3. Jacob, M. M. (2010). Claiming Health and Culture as Human Rights: Yakama Feminism in Daily Practice. *International Feminist Journal of Politics*, 12(3), 361-380.
2. Jacob, M. M. (2006). When a Native 'Goes Researcher' Notes from the North American Indigenous Games. *American Behavioral Scientist*, 50(4), 450-461.
1. Rolison, G., Bates, K., Poole, M. J., & Jacob, M. (2002). Prisoners of war: African-American female incarceration at the end of the 80s. *Social Justice*, (Spring-Summer), 131-143.

### Refereed Book Chapters

6. Jacob, M. M. (2012). Violence, the sacred, and the global system: Using an indigenous identity framework to address problems of the world-system. In: T. E. Reifer (Ed.), *Global Crises & the Challenges of the 21<sup>st</sup> Century: Antisystemic Movements and the Transformation of the World-System* (pp. 65-76). Boulder: Paradigm Publishers.
5. Jacob, M. M. (2012). We Want a Lifelong Commitment, Not Just Sweet Words: Native Visions for Educational Healing. In: C. Kenny, & T. N. Fraser (Eds.), *Living Indigenous Leadership: Native Narratives on Building Strong Communities* (pp. 179-191). Vancouver: University of British Columbia Press.
4. Jacob, M. M. (2012). Native Women Maintaining Their Culture in the White Academy. In G. Gutierrez y Muhs, Y. F. Niemann, C. G. Gonzalez, & A. P. Harris (Eds.), *Presumed Incompetent: The Intersections of Race and Class for Women in Academia* (pp. 242-249). Logan: Utah State University Press.
3. Jacob, M. M. (2012). Making Sense of Genetics, Culture and History: A Case Study of a Native Youth Education Program. In K. Wailoo, C. Lee, & A. Nelson (Eds.), *Genetics and the*

*Unsettled Past: The Collision between DNA, Race, and History* (pp. 279-294). New Brunswick: Rutgers University Press.

2. Jacob, M. M. (2010). Ethnography, Memory, and Culture: Healing the Soul Wound of Technological Disaster. In: J. D. Rivera, & D. S. Miller (Eds.), *How Ethnically Marginalized Americans Cope with Catastrophic Disasters* (pp. 37-49). Lewiston: Edwin Mellen Press.

1. Jacob, M. M. (2008). This Path Will Heal Our People: Healing the Soul Wound of Diabetes. In: S. Crawford (Ed.), *Religion and Healing in Native America: Pathways for Renewal* (pp. 43-62). Westport: Praeger Press.

## OTHER PUBLICATIONS

### Editorships

1. Wilkes, R. & Jacob, M. M. (Eds.) (2006). Special Issue: Indigenous Peoples: Canadian and U.S. Perspectives, *American Behavioral Scientist*, 50(4).

### Reviews

6. Jacob, M. M. (2015). Coming Full Circle: Spirituality and Wellness among Native Communities in the Pacific Northwest. Book Review. *Oregon Historical Quarterly*, 116(1), 141-142.

5. Jacob, M. M. (2015). Children and the Politics of Cultural Belonging: Book Review. *Contemporary Sociology*, 44(1), 68-70.

4. Jacob, M. M. (2013). Reimagining Indian Country: Native American Migration and Identity in Twentieth-Century Los Angeles. Book Review. *Journal of San Diego History*, 59(1-2), 92-94.

3. Jacob, M. M. (2011). Forgotten Voices: Death Records of the Yakama, 1888-1964. Book Review. *Wicazo Sa Review*, 26(2), 97-98.

2. Jacob, M. M. (2011). Indigenous children's education as linguistic genocide and a crime against humanity? Book Review. *AlterNative*, 7(1), 70-71.

1. Jacob, M. M. (2008). California's Lost Tribes. Film Review. *Journal of San Diego History*, 54(2), 131-132.

### Publications: Under Review

Jacob, M. M., Beavert, V., Anderson, R. Sabzalian, L., Jansen, J. The Importance of Ichishkiin in Advancing Indigenous Feminist Education (Status: Accepted by *Feminist Studies* with revisions).

Jacob, M. M., Gonzales, K. L., Johnson, S. R. H., Finley, C. Native American Student Activism: Culturally-Based Indigenous Radical Resurgence as an Environmental Response.

### Publications: In Preparation

Edited Volume (with Stephany RunningHawk Johnson): *On Indian Ground: A Return to Indigenous Knowledge-Generating Hope, Leadership and Sovereignty through Education in the*

*Northwest* (Series Editors: Joely Proudfit and Linda Sue Warner; Northwest Volume Editors: Michelle M. Jacob and Stephany RunningHawk Johnson). Status: Proposal accepted by Information Age Publishing; Chapter abstracts accepted, peer-reviewed chapters currently being revised; Northwest Volume expected 2018.

## **PRESENTATIONS (Selected)**

### **International Peer-Reviewed Conferences**

8. Jacob, M. M. (2018). *Understanding Climate Change as a Threat to Indigenous Health: Perspectives from Wy-Kan-Ush-Pum Salmon People in the USA*, Presenter, European Society for Health and Medical Sociology, 17<sup>th</sup> Biennial Congress, Lisbon, Portugal.

7. Jacob, M. M. (2017). *Decolonizing the University Classroom*, Presenter, Association for Humanist Sociology Annual Meeting, Havana, Cuba.

6. Jacob, M. M. (2017). *Indigenous Environmental Education Lessons from Yakama Tribal Elders: Anaku Iwacha*. Presenter [conference cancelled due to hurricane damage], North American Association for Environmental Education Research Symposium, San Juan, Puerto Rico.

5. Jacob, M. M. (2017). *Individual and Social Transformations of Indigenous Education in Oregon, USA*, Presenter, Social Transformations: The Global and the Local, 9<sup>th</sup> Annual Slovenian Social Science Conference, Ljubljana, Slovenia.

4. Jacob, M. M. (2015). *Saint Kateri Tekakwitha and Reclaiming Indigenous Spirituality from the Margins*, Presenter, *Historians and the Margins: from North America to Former Empires/La marge et les historiens: de l'Amérique du Nord aux anciens empires*, Paris, France.

3. Jacob, M. M. (2014). *Feminist Transgressions: Critical Community Engagement in Feminist Classrooms*, Presenter, National Women's Studies Association Annual Meeting, San Juan, Puerto Rico.

2. Jacob, M. M. (2013). *Indians at the Vatican*, Presenter, Native American and Indigenous Studies Association Annual Meeting, Saskatoon, Saskatchewan, Canada.

1. Jacob, M. M. (2013). *Decolonization in Education Panel*, Chair, Native American and Indigenous Studies Association Annual Meeting, Saskatoon, Saskatchewan, Canada.

### **National**

30. Jacob, M. M. (2018, Forthcoming in August). *Barriers to Equity and Diversity*, Invited Presenter, Race and the Environment Conference, Section on Environmental Sociology and National Science Foundation Sociology Program, American Sociological Association Annual Meeting, Philadelphia, PA.

29. Jacob, M. M. (2018). *"If the Community Thrives, We All Thrive": Indigenous Visions of Curriculum and Survivance*, Presenter, American Educational Research Association Annual Meeting, New York, NY.

28. Jacob, M. M. (2017). *New Feminist Ethnographies*, Presenter, American Anthropological Association Annual Meeting, Washington, DC.
27. Jacob, M. M., Beavert, V., & Anderson, R. (2017). *Addressing the Violent Legacy of Western Education: The Importance of Ichishkiin*, Selected Presentation at the Violence and Indigenous Communities: Confronting the Past, Engaging the Present Symposium, Newberry Library, Chicago, IL.
26. Jacob, M. M. (2016). *Indigenous Studies in Education Speaks to Sociology*, Invited Presentation at the American Sociological Association Annual Meeting Minority Fellowship Program New Fellows Orientation, Seattle, WA.
25. Jacob, M. M. (2016). *Back to the Future: Yakama Environmental Visions from Anakú Iwachá*, Selected Presentation at the Native American and Indigenous Studies Association Annual Meeting, Honolulu, HI.
24. Jacob, M. M. (2015). *Our Native American Saint: Kateri Tekakwitha and the Gendered Complexities of Indigenous Catholicism*, Presenter, Native American and Indigenous Studies Association Annual Meeting, Washington, DC.
23. Jacob, M. M. (2014). *Ecstasy of Saint Kateri: Native Feminism in the Catholic Church*, Presenter, American Studies Association Annual Meeting, Los Angeles, CA.
22. Jacob, M. M. (2014). *Indigenous Peoples Panels I and II*, Organizer and Presider, American Sociological Association Annual Meeting, San Francisco, CA.
21. Jacob, M. M. (2014). *Plateau Vision of Healing*, Presenter, National Association for Ethnic Studies Annual Meeting, Oakland, CA.
20. Jacob, M. M. (2013). *Indigenous Women-Centered Religion*, Presenter, National Women's Studies Association Annual Meeting, Cincinnati, OH.
19. Jacob, M. M. (2013). *Planning for Diverse Faculty Success*, Invited Panelist, Ford Foundation Fellows Conference, Washington, DC.
18. Jacob, M. M. (2013). *What Helps American Indians Succeed in Health Interventions?*, Presenter, 13<sup>th</sup> Annual Diversity Challenge: Intersections of Race and Culture and Health and Mental Health at Boston College, Boston, MA.
17. Jacob, M. M. (2013). *Native Women Maintaining Their Culture in the White Academy*, Invited Panelist, Society of STEM Women of Color Conclave, Chantilly, VA.
16. Jacob, M. M. (2013). *Saint Kateri and Indigenous Catholicism*, Presenter, American Sociological Association Annual Meeting, New York, NY.
15. Jacob, M. M. (2012). *"Respect our sister the huckleberry:" Yakama feminist ecology as an epistemology of decolonization*, Presenter, National Women's Studies Association Annual Meeting, Oakland, CA.

14. Jacob, M. M. (2012). *Yakama Language Revitalization: Establishing Principles of a Community-University Partnership for Education and Social Change*, Presenter, American Sociological Association Annual Meeting, Denver, CO.
13. Jacob, M. M. (2011). *Yakama Women Elders Discuss Indigeneity & the Tensions of Teaching Indigenous Language and Cultural Practices*, Presenter, American Studies Association Annual Meeting, Baltimore, MD.
12. Jacob, M. M. (2011). *Culture, Identity and the Wapato Indian Club: An Emerging Theory of Indigenous Social Change*, Presenter, American Sociological Association Annual Meeting, Las Vegas, NV.
11. Jacob, M. M. (2011). *Native American Service to Science Academy*, Presenter and Participant, Substance Abuse and Mental Health Services Administration, Washington, DC.
10. Jacob, M. M. (2011). *Session on Indigeneity, Violence, and the State*, Chair, Native American and Indigenous Studies Association Annual Meeting, Sacramento, CA.
9. Jacob, M. M. (2010). *Junior Faculty Success*, Invited Panelist, Ford Foundation Fellows Conference, Irvine, CA.
8. Jacob, M. M. (2010). *The Relationship Between Post-Traumatic Stress Disorder and Diabetes Among American Indians in the Strong Heart Study*, Presenter, Resource Centers for Minority Aging Research Conference, Philadelphia, PA.
7. Jacob, M. M. (2010). *The Academic Job Market*, Invited Panelist, 2<sup>nd</sup> Annual Social Science Research Symposium, National Science Foundation, Santa Barbara, CA.
6. Jacob, M. M. (2009). *The Proper Way to Advance the Indian: Race and Gender Hierarchies in Early Yakima Newspapers*, Presenter, American Sociological Association Annual Meeting, San Francisco, CA.
5. Jacob, M. M. (2009). *You Are What You Eat: Colonization & Historical Boundaries of Yakama Culture in the Late 1800s*, Presenter, National Association of Ethnic Studies Annual Meeting, San Diego, CA.
4. Jacob, M. M. (2008). *Behavioral and Social Science Volunteer Training Program*, Selected Participant, Centers for Disease Control & American Psychological Association, New Orleans, LA.
3. Jacob, M. M. (2008). *"We Have Dinner Together:" Qualitatively Assessing a Pipeline Program for Native Students*, Presenter, Research Strand, National Indian Education Association Annual Meeting, Seattle, WA.
2. Jacob, M. M. (2008). *Native Youth Interpret the Meaning of DNA, Race and History*, Invited Speaker, Rutgers University Center for Race and Ethnicity's DNA, Race and History Symposium, New Brunswick, NJ.
1. Lomayesva, D., Jacob, M. M., & White Eyes, R. (2008). *Using a Partnership Approach in American Indian Education*, Co-Presenter, National Indian Education Association Annual Meeting, Seattle, WA.

**Regional**

41. Jacob, M. M. (2017). Advice for Current and Future AI/AN Educators: Pathways of Success from the UO Sapsik'wałá Program, Presenter, Oregon Indian Education Association, Ashland, OR.
40. Jacob, M. M. (2017). *Indian Pilgrims: Indigenous Journeys of Activism and Healing*. Author Meets Critics Session, Author, Pacific Sociological Association Annual Conference, Portland, OR.
39. Jacob, M. M. (2016). *Patience and Peacemaking: Can We Begin at Home?*, Faculty Research Seminar Panel, University of San Diego, Center for Catholic Thought and Culture, San Diego, CA.
38. Jacob, M. M. (2015). *Yakama Rising: Indigenous Cultural Revitalization, Activism, and Healing*, Invited Speaker, University of California, Riverside, Department of Ethnic Studies, Riverside, CA.
37. Jacob, M. M. (2015). *Indigenous Thanksgiving*, Invited Keynote, Portland State University, College of the Arts, Masterworks from the Columbia River Plateau, Portland, OR.
36. Jacob, M. M. (2015). *Silences, Agency, and Settler Colonialism: Indigenous Feminists Rethink Western History*, Chair, Western History Association Annual Conference, Portland, OR.
35. Jacob, M. M. (2014). *Saint Kateri and Mother Earth*, Presenter, Western History Association Annual Conference, Newport Beach, CA.
34. Jacob, M. M. (2014). *Partnerships to Support Language Revitalization and Healing*, Presenter, Alternative Sovereignties Conference at the University of Oregon, Eugene, OR.
33. Jacob, M. M. (2014). *Reflections on Race, Ethnicity, and Mentorship*, Presenter, Pacific Sociological Association Annual Meeting, Portland, OR.
32. Jacob, M. M. (2014). *Gender, Race, and Leadership in the Field*, Presenter, Pacific Sociological Association Annual Meeting, Portland, OR.
31. Jacob, M. M. (2014). *Author Meets Critics Session for "Yakama Rising: Indigenous Cultural Revitalization, Activism, and Healing"*, Panelist, Pacific Sociological Association Annual Meeting, Portland, OR.
30. Jacob, M. M. (2014). *Indigenous Language Education Activism at the Northwest Indian Language Institute*, Presenter and Summer Institute Faculty, University of Oregon, Eugene, OR.
29. Jacob, M. M. (2013). *Vision to Action Summit*, Invited Attendee, Indigenous Wellness Research Institute National Center of Excellence, Suquamish, WA.
28. Jacob, M. M., Augustine, S., & James, M. (2013). *Indigenous Methodology in Practice*, Co-Presenter, Pacific Sociological Association Annual Meeting, Reno, NV.

27. Jacob, M. M. (2013). *Mentoring Faculty of Color*, Panelist, Pacific Sociological Association Annual Meeting, Reno, NV.
26. Jacob, M. M. (2012). *The Fish Are Responsible for Us Being Here Today: Yakama Health Ecology Speaks to Feminism*, Presenter, Pacific Sociological Association Annual Meeting, San Diego, CA.
25. Jacob, M. M. (2012). *Decolonization at the Northwest Indian Language Institute*, Presenter and Summer Institute Faculty, University of Oregon, Eugene, OR.
24. Jacob, M. M. (2011). *Indigenous Language Education as a Human Right*, Northwest Indian Language Institute, Presenter and Summer Institute Faculty, University of Oregon, Eugene, OR.
23. Jacob, M. M. (2011). *New Directions in Feminism and Human Rights*, Invited Speaker, University of California, Santa Cruz, CA.
22. Jacob, M. M. (2011). *Indigenous Education & Intergenerational Healing*, Presenter, Pacific Sociological Association Annual Meeting, Seattle, WA.
21. Jacob, M. M. (2011). *Author Meets Reviewers Session on "Real Indians"*, Presenter, Pacific Sociological Association Annual Meeting, Seattle, WA.
20. Jacob, M. M. (2010). *"Since Time Immemorial" Tribal Sovereignty Curriculum Training*, Participant, Washington State Office of the Superintendent of Public Instruction, Toppenish, WA.
19. Jacob, M. M. (2009). *Violence, the sacred, and the global system: Using an indigenous identity framework to address problems of the world system*, Presenter, World-Systems Analysis & the Challenges of the 21<sup>st</sup> Century, San Diego, CA.
18. Jacob, M. M. (2009). *The social construction of the "lazy Indian" in early Yakima newspapers*, Presenter, Pacific Sociological Association Annual Meeting, San Diego, CA.
17. Jacob, M. M. (2009). *Demystifying Higher Education for Native American Students*, Presenter, Pacific Sociological Association Annual Meeting, San Diego, CA.
16. Jacob, M. M. (2008). *Ethnography as Tool for Change (or Co-optation?): Notes on the Methodology of Institutionalizing "Diversity"*, Presenter, Pacific Sociological Association Annual Meeting, Portland, OR.
15. Jacob, M. M. (2008). *American Indian Recruitment Programs: Best Practices*, Panelist, California Indian Education Conference, Redding, CA.
14. Jacob, M. M. (2008). *Importance of Ethnic Studies*, Invited Speaker, California State University, San Marcos Diversity Conference, San Marcos, CA.
13. Jacob, M. M. (2008). *The Complexities of Tribal Self-Determination: Focusing on Northwest Tribes*, Invited Presidential Session Organizer, Pacific Sociological Association, Annual Meeting, Portland, OR.

12. Jacob, M. M. (2007). *What Happened to Sisterhood? Feminist Reflections on Collective Struggle*, Session Organizer for the Committee on the Status of Women, Pacific Sociological Association Annual Meeting, Hollywood, CA.
11. Jacob, M. M. (2007). *Understanding the Sociology Diaspora: The Importance of Ethnic Studies*, Session Organizer, Pacific Sociological Association Annual Meeting, Oakland, CA.
10. Jacob, M. M. (2007). *Native Americans in the Sociological Discourse*, Session Co-Organizer, Pacific Sociological Association Annual Meeting, Oakland, CA.
9. Jacob, M. M. (2007). *Look at all those Indians! Actively working for diversity and inclusion in the academy*, Presenter, Pacific Sociological Association Annual Meeting, Oakland, CA.
8. Jacob, M. M. (2007). *Embracing Diversity: Does Your Institution Know How to Hug American Indians?*, Presenter, University of San Diego Power and Privilege Conference, San Diego, CA.
7. Jacob, M. M. (2007). *Making Waves: Using teaching for social change*, Panelist, Western Region Campus Compact Consortium's Tenth Annual Continuums of Service Conference, San Jose, CA.
6. Jacob, M. M. (2007). *Decolonizing Academia*, Invited Speaker, California State University San Marcos Educational Diversity and Equity Symposium on Academic Activism, Escondido, CA.
5. Jacob, M. M. (2007). *Our Journey to Wellness*, Invited Keynote Speaker, Yakama Nation 6<sup>th</sup> Annual Diabetes Conference, Toppenish, WA.
4. Jacob, M. M. (2006). *We are All Connected: Learning to Care for the Land and Each Other*, Presenter, Earth Charter Summit, MiraCosta College, Oceanside, CA.
3. Jacob, M. M. (2006). *Soul Wound and Healing in Indian Country*, Presenter, University of San Diego Ethnic Studies Faculty Lecture Series, San Diego, CA.
2. Jacob, M. M. (2006). *Understanding Diabetes as Soul Wound: Healing and the Power of the Heart*, Invited Speaker, Yakama Nation 5<sup>th</sup> Annual Diabetes Conference, Toppenish, WA.
1. Jacob, M. M. (2006). *Student Films on Diversity, Genocide, and Decolonization of the Mind*, Co-Organizer and Moderator, University of San Diego Associated Students Privilege and Identity Conference, San Diego, CA.

## EXTERNAL FUNDING

### Funded

*The University of Oregon Sapsik'walaá (Teacher) Education Project: An Indigenous Professional Teacher Preparation Program Proposal*. Co-Principal Investigator and Project Director, U.S. Department of Education Indian Education Professional Development Program. FY 2016-2020: \$1,199,837.

Description: The long-term purpose of the project is to prepare American Indian and Alaska Native teachers whose knowledge, skills, and cultural responsiveness will bring about long-

term, educational improvements in the school experiences of AIAN youth in both rural and urban settings.

*iNATURE: Indigenous iNtegration of Aquatic sciences and Traditional-Ecological-Knowledge for Undergraduate culturally Responsive Education.* Co-Principal Investigator, National Science Foundation. FY 2016-2019: \$298,305.

Description: The primary goal of i-NATURE is to develop a new, culturally-responsive, place-based model for Fisheries and Aquatic Science curriculum that can provide a seamless transition from high school to the STEM workforce for American Indian/Alaska Natives. i-NATURE seeks to create this model for STEM education by establishing a strong partnership between Heritage University, the Yakama Nation Fisheries, a primary employer for AI/AN fisheries graduates in South-Central Washington State, and Salish Kootenai College, a tribal college with a strong track record of incorporating Traditional Ecological Knowledge into STEM curriculum in the Pacific Northwest.

*Establishing the Center for Native Health & Culture,* Principal Investigator, Heritage University. FY 2012-2013: \$135,700.

Description: The purpose of this project is to establish a community-based research center on the Yakama Reservation at Heritage University. Drawing from community engagement and feedback conducted by the PI, the Mission of the Center is as follows: The Center for Native Health and Culture engages in research, curricular initiatives, and community outreach, building partnerships to promote healthy and culturally vibrant Native communities in the Pacific Northwest.

*Factors related to retention in the Yakama Healthy Heart Program,* Principal Investigator, National Institute of Aging & Native Elder Research Center. FY 2011-2013: \$10,000.

Description: The purpose of this project is to conduct original research in the area of Native elder health in collaboration with the Yakama Indian Health Service Clinic and the Yakama Healthy Heart Program, a demonstration project that is part of the nationally-funded Special Diabetes Programs for Indians.

*Ichishkiin Culture and Language as Protective Factors,* Proposal Co-Author and Consultant, Substance Abuse and Mental Health Services Administration, Native American Service to Science Project. FY 2012-2013: \$29,984.

Description: The purpose of this project is to conduct original research in the area of American Indian youth language and culture knowledge as protective factors from drug and alcohol abuse.

*Native Investigator Program,* Faculty Fellowship, National Institute of Aging & Native Elder Research Center. FY 2010-2011: \$75,885.

Description: The purpose of this project is to participate as a fellow in the nation's leading postdoctoral training program for American Indian and Alaska Native health researchers.

*Summer Leadership Institute,* Participant, Society for the Advancement of Chicanos and Native Americans in Science. FY 2010: \$5,000.

Description: The purpose of this project is to participate in SACNAS' national leadership training institute to foster leadership skills of minority scientists.

*Community Engagement in Conducting Minority Aging Research,* Conference Participant and Scholar, Resource Center for Minority Aging Research. FY 2010: \$5,000.

Description: The purpose of this project is to participate in the Resource Centers for Minority Aging Research Annual Meeting of Scholars.

*Cancer, Culture, and Literacy*, Conference Attendee and Grantee, National Cancer Institute/Mayo Clinic Spirit of EAGLES. FY 2008: \$4,000.

Description: The purpose of this project is to implement and evaluate to increase cancer awareness among Tribal Nations and organizations throughout the U.S.

*Young Native Filmmakers*, Principal Investigator and Project Director, National Cancer Institute/Mayo Clinic Spirit of EAGLES Community Partner Grant. FY 2007-2008: \$10,000.

Description: The purpose of this project is to increase community-based participatory research opportunities addressing culturally relevant education, training, and research for cancer awareness among American Indian youth in the San Diego-area.

*An Ethnohistorical Approach to Understand Food Changes among the Yakama: 1879-1903*, Principal Investigator, American Philosophical Society, Phillips Fund for Native American Research Award. FY 2007-2008: \$2,500.

Description: The purpose of this project was to critically analyze the ways in which dramatic social, historical, political, and economic changes affecting Yakama Indians were represented in one important form of popular culture, local newspapers. I examined the archives of the first newspapers in what is now the City of Yakima, the town bordering the Yakama Reservation in Washington State.

## **INTERNAL FUNDING**

*Indigenous Traditional Ecological Knowledge (ITEK): An Interdisciplinary Research Partnership at UO*. (PI: Jacob), University of Oregon Office of the Vice President for Research & Innovation, 2017 Interdisciplinary Award in the Humanities and Social Sciences. FY 2017-2019: \$24,900.

## **COURSES TAUGHT**

### **AY 2017-18 – Courses Taught (quarter credits)**

Summer Quarter:

EDST 605: Sapsik'walá Seminar (4)

NILI Summer Institute: Traditional Ecological Knowledge (1)

Spring Quarter:

EDST 605: Sapsik'walá Seminar (1)

Winter Quarter:

EDST 605: Sapsik'walá Seminar (1)

Fall Quarter:

EDST 456: Equal Opportunity: Colonization and Genocide (3)

EDST 458: Field Placement (1)

EDST 605: Sapsik'walá Seminar (1)

### **AY 2016-17 – Courses Taught (quarter credits)**

Summer Quarter:

EDST 605: Reading (4)

Spring Quarter:

EDST 610: Indigenous Methodologies (4)

EDST 605: Reading (3)

Winter Quarter:

EDST 605: Reading (2)

EDST 610: Research (2)

Fall Quarter:

EDST 456: Equal Opportunity: Colonization and Genocide (3)

EDST 458: Field Placement (1)

EDST 605: Reading (2)

**AY 2015-16 – Courses Taught (semester credits)**

Spring Semester:

ETHN 332: American Indian Health & Spirituality (3)

ETHN 100-01: Introduction to Ethnic Studies (3)

ETHN 100-02: Introduction to Ethnic Studies (3)

Fall Semester:

ETHN 331: Gender in Native America (3)

ETHN 100: Introduction to Ethnic Studies (3)

ETHN 230: Introduction to American Indian Studies (3)

**AY 2014-15 – Courses Taught (semester credits)**

Spring Semester:

ETHN 332: American Indian Health & Spirituality (3)

ETHN 100-01: Introduction to Ethnic Studies (3)

ETHN 100-02: Introduction to Ethnic Studies (3)

Fall Semester:

ETHN 331: Gender in Native America (3)

ETHN 100: Introduction to Ethnic Studies (3)

ETHN 230: Introduction to American Indian Studies (3)

**AY 2013-14 – Courses Taught (semester credits)**

Spring Semester:

ETHN 332: American Indian Health & Spirituality (3)

ETHN 230: Introduction to American Indian Studies (3)

ETHN 100: Introduction to Ethnic Studies (3)

Fall Semester:

ETHN 331: Gender in Native America (3)

ETHN 100-01: Introduction to Ethnic Studies (3)

ETHN 100-02: Introduction to Ethnic Studies (3)

**AY 2011-12 – Courses Taught (semester credits)**

Spring Semester:

ETHN 332: American Indian Health & Spirituality (3)

ETHN 100-01: Introduction to Ethnic Studies (3)

ETHN 100-02: Introduction to Ethnic Studies (3)

Fall Semester:

ETHN 110: Ethnic Identity in the U.S. (3)

ETHN 130: Introduction to American Indian Studies (3)

**COURSES TAUGHT (2006-2010)**

Courses Taught at University of San Diego (2006-2010; 9 credits per semester): Introduction to Ethnic Studies; Introduction to American Indian Studies; Ethnic Identity in the United States; Gender in Native America; Race and Education; Decolonization; Health, Policy, and Justice in American Indian Communities; Survey of American Indian Studies; American Indian Health and Spirituality; Contemporary Issues in American Indian Studies

**COURSES TAUGHT (2004-2006)**

Courses Taught at MiraCosta College (2004-2006; 15-16 credits per semester): Introduction to Sociology, Social Problems, Sociology of Culture, Social Psychology, Honors Seminar: Sociology of Native America, Service Learning Practicum: (Partnership with Oceanside Public School) Applying Theories of Social Psychology in an Elementary School Afterschool Enrichment Program.

**ADVISING****PhD Student Advising, Primary Advisor**

Regan Anderson 2017-present

**Graduate Student Research Advisor**

Deanna Belcher (2018-present)

Shayleen EagleSpeaker (2018-present)

Hobie Blackhorn (2017-present)

Stephany RunningHawk Johnson (2017-present)

**Comprehensive Exams****Fall 2018**

Kirsten Vinyeta (Sociology/Environmental Studies, Science and Policy)

**Fall 2017**

Deanna Belcher (Critical Socio-cultural Studies in Education)

Katie Fitch (Critical Socio-cultural Studies in Education)

Stephany RunningHawk Johnson (Critical Socio-cultural Studies in Education)

James Snyder (Critical Socio-cultural Studies in Education)

### **Dissertation Committee Member**

Deanna Belcher, Ph.D. in Critical Socio-cultural Studies in Education, University of Oregon (Prospectus in preparation). Co-Chair.

Stephany RunningHawk Johnson, Ph. D. in Critical Socio-cultural Studies in Education, University of Oregon (Prospectus in preparation).

James Snyder, Ph.D. in Critical Socio-cultural Studies in Education, University of Oregon (Prospectus in preparation).

Kelly M. LaChance, D.Ed. in Educational Leadership, University of Oregon (Prospectus Accepted July 2018).

Lauren Eichler, Ph.D. in Philosophy, University of Oregon (Prospectus Accepted January 2017).

Paul Guernsey, Ph.D. in Environmental Studies, Science, and Policy (Prospectus Accepted August 2017). Institutional Representative.

Lindsey Schneider, Ph.D. in Ethnic Studies, University of California, Riverside, 2016. "Dammed by the State: Indian Fishing and the Geographies of Settler Colonialism."

### **Master's Thesis Committee Member**

Sara Worl, M.A. in Environmental Studies, University of Oregon (Prospectus in preparation).

Christian Garcia, M.A. in Sociological Practice, California State University, San Marcos, 2011. "The sense of belonging of American Indian students at a predominantly white private university."

### **McNair Undergraduate Research Project Advisor**

Wynona Peters, University of San Diego, 2009-2011. "American Indian Health Crisis."

Roberta Garcia, University of San Diego, 2009-2011. "Historical Trauma and American Indian Boarding Schools."

Joseph Maningas, University of San Diego, 2008-2010. "The Social Construction of Identity among Filipino American Immigrants."

Christian Garcia, University of San Diego, 2007-2008. "Critical Pedagogy of the American Indian Recruitment Program: Educational Knowledge is Power."

### **AWARDS AND HONORS (Selected)**

2017                      Nominee, Andrew Carnegie Fellows Program, University of Oregon  
Senior Faculty Nominee

- 2016 – 2017 Recipient, University of San Diego College of Arts and Sciences Internal Knapp Chair Research Award (Declined, accepted faculty position at University of Oregon)
- 2016 Selected Participant, Catholic Diplomacy and Peacemaking Faculty Seminar in Rome and Assisi, Center for Catholic Thought and Culture, University of San Diego
- 2015 Grantee, Center for Inclusion and Diversity “Without Guarantees” Speaker Program, University of San Diego
- 2015 Grantee, Center for Catholic Thought and Culture Speaker Program, University of San Diego
- 2015 Grantee, Mulvaney Center Speaker Program, University of San Diego
- 2015 Nominee, Woman of Impact Award, University of San Diego
- 2015 Nominee, Innovation in Experiential Education Award, University of San Diego
- 2010 – 2015 Grantee, University of San Diego Faculty Research Grant Program for Faculty Scholarship
- 2014 Nominee, Association for Humanist Sociology Book Award, Association for Humanist Sociology
- 2014 Nominee, Gloria E. Anzaldúa Book Prize, National Women’s Studies Association
- 2014 Nominee, Lora Romero Prize, American Studies Association
- 2013 – 2014 Grantee, Keck Foundation Undergraduate Course Development Grant Program to Strengthen Undergraduate Research, University of San Diego
- 2013 Grantee, University of San Diego International Opportunity Grants for Faculty Research
- 2012 Recipient, Professor of the Game Award, University of San Diego Associated Students & College of Arts and Sciences Dean’s Office
- 2011 Grantee, Center for Educational Excellence Grant Program for Faculty Research, University of San Diego
- 2010 Recipient, Faculty Mentor of the Year, McNair Scholars Program, University of San Diego
- 2009 Recipient, Community Leader Award, American Indian Recruitment Program

2009 Grantee, Provost's Office Enhanced Student Faculty Interaction Fund, University of San Diego

2007 – 2009 Grantee, Teaching and Learning Grant Program, University of San Diego

2008 Grantee, Faculty Research Grant Program, University of San Diego

2007 Grantee, President's Advisory Board on Inclusion and Diversity Grant Program, University of San Diego

2007 Grantee, Information Technology Services Student Technology Assistant Program, University of San Diego

2007 Special Award Recipient for Research and Applied Work: American Indian issues in higher education, Committee on Inclusion and Diversity, University of San Diego

2007 Grantee, International Opportunity Research Grant Program, University of San Diego

2007 Grantee, Faculty Summer Research Program, University of San Diego

2007 Grantee, Provost's Office Enhanced Student Faculty Interaction Fund, University of San Diego

2007 Recipient, Woman of Impact, Campus-Wide Faculty Award, University of San Diego

2006 – 2007 Recipient, Community Service Learning Scholar Award, University of San Diego

2006 Grantee, Faculty Summer Research, University of San Diego

2006 Grantee, Provost's Office Enhanced Student Faculty Interaction Fund, University of San Diego

2004 Fellow, Ford Foundation Dissertation Award

2002 – 2004 Mentee, National Institute of Mental Health Mentorship Education Program

2001 – 2004 Fellow, Minority Fellowship Program, American Sociological Association & National Institute of Mental Health

2001 – 2004 Recipient, University of California Tuition Fellowship

2001 – 2004 Doctoral Scholars Fellow, University of California

1998 – 2004 Recipient, American Indian Graduate Center Graduate Fellowship

1998 – 2004 Graduate Fellow, Yakama Nation

1994 Yakama Nation Highest Scholar Award, Yakama Nation Higher Education Program

**PROFESSIONAL SERVICE (Selected)**

2018 External Program Reviewer, Chinuk Wawa Indigenous Language Program, Lane Community College

2018 Member, Eliminating Barriers to Teacher Licensure Workgroup, Teacher Standards and Practices Commission, State of Oregon

2018 Book Manuscript Reviewer, Duke University Press

2018 Book Manuscript Reviewer, University of Washington Press

2017 – 2019 National Advisory Board Member, Minority Fellowship Program-Minority Affairs Program, American Sociological Association

2016 Book Manuscript Reviewer, University of Washington Press

2016 Book Proposal Reviewer, University of Arizona Press

2015 – 2016 Book Manuscript Reviewer, Polity Press

2015 – 2016 Advisory Board Member, National Science Foundation Proposal on American Indian Educational Success, Portland State University

2006 – 2018 Manuscript Reviewer for the Following Journals: American Indian and Alaska Native Mental Health Research: The Journal of the National Center, Wicazo Sa Review, Ethnic Studies Review, Journal of Health Care for the Poor and Underserved, Societies Without Borders: Human Rights and the Social Sciences, Oregon Historical Quarterly, Contemporaneity: Historical Presence in Visual Culture, Feminist Formations

2015 Book Manuscript Reviewer, University of Washington Press

2015 Featured Health Scientist, Role Models and Words of Wisdom Poster Series Featuring Native American Health Scientists, University of Nebraska, Lincoln

2013 Proposal Reviewer, Annual Meeting Submissions, National Women's Studies Association

2013 Mentor, National Women's Studies Association Mentoring Program

2010 – 2013 Member, Yakama Reservation Community Coalition

2006 – 2013 Event Director, Yakama Healthy Heart and Yakama Nation Alcohol

	Program Family Track Meet Health Promotion Program
2012	Member, Program Committee, Pacific Sociological Association
2011	Member, Program Committee, Pacific Sociological Association
2008 – 2010	Southern Region Representative (Elected), Committee on Committees, Pacific Sociological Association
2008 – 2009	Member, Social Conscience Committee, Pacific Sociological Association
2008	Technical Assistance Volunteer, Behavioral and Social Science Volunteer Program, Centers for Disease Control & American Psychological Association
2008	Member, Program Committee, Pacific Sociological Association
2007	Member, Program Committee, Pacific Sociological Association
2006	Conference Evaluator, Yakama Healthy Heart Program Pathways to Health

## **UNIVERSITY SERVICE**

### **University of Oregon**

2018	Member, College of Education Dean's Consortium on the Improvement of Educator Preparation, University of Oregon
2017	Chair, Interdisciplinary Faculty Promotion Committee, Department of Education Studies, College of Education, University of Oregon
2017	Member, Interview Panel, UOTeach Admissions, Department of Education Studies, University of Oregon
2016 – 2017	Member, Scholarship Committee, College of Education, University of Oregon
2016 – Present	Member, Native American Studies Advisory Committee, University of Oregon
2016 – 2017	Member, Assistant Professor of Indigenous Studies Faculty Search Committee, College of Education, University of Oregon
2015 – 2017	Advisory Board Member, "The Role of Native Language and Culture in Decreasing Discipline Problems and Increasing Academic Achievement for American Indian/Alaska Native Students" Study, University of Oregon
2016	Presenter, Chemawa Indian School Visiting Day, University of Oregon

- 2016 Faculty Contributor, Native Student Resource Guide, Center for Multicultural Academic Excellence, University of Oregon
- 2016 Presenter, Sapsik'walá Report, President's Native American Advisory Council, University of Oregon

### **University of San Diego (Selected)**

- 2016 Participant, College of Arts and Sciences Faculty Workload Survey, University of San Diego
- 2015 – 2016 Member, Ethnic Studies in Catholic Higher Education Conference Committee, University of San Diego
- 2015 – 2016 Faculty Participant, Faculty Seminar on Peacemaking, Center for Catholic Thought and Culture, University of San Diego
- 2015 – 2016 Member, Mulvaney Center Advisory Board, University of San Diego
- 2015 – 2016 Member, Women's and Gender Studies Program Advisory Board, University of San Diego
- 2015 – 2016 Member, Diversity, Inclusion, and Social Justice, Core Curriculum Revision, University-Wide Academic Task Force, University of San Diego
- 2014 – 2016 Elected Member, University-Wide Academic Review Committee, University of San Diego
- 2014 – 2016 Member, Assessment Committee, Department of Ethnic Studies, University of San Diego
- 2006 – 2016 Mentor and Faculty Member, American Indian Recruitment Programs Community Service Learning Partnership, University of San Diego
- 2015 Faculty Panelist, Higher Education in Crisis, Center for Inclusion and Diversity, University of San Diego
- 2015 Chair, 13<sup>th</sup> Annual Labovitz-Perez Lecture Series Event Committee, Department of Ethnic Studies, University of San Diego
- 2015 Member and Speaker, Columbus Day/Day of Indigenous Resistance Event Committee, University of San Diego
- 2015 Coordinator, Interdisciplinary Class Discussion Activity with Ethnic Studies and Languages and Literatures Students, University of San Diego
- 2015 Keynote Speaker, *Yakama Rising* Symposium, University of San Diego
- 2015 Facilitator, Chair Evaluation Process, Department of Ethnic Studies, University of San Diego

- 2015 Faculty Coordinator (with ETHN 332 Students), Ethnic Studies Water Walk, University of San Diego
- 2014 – 2015 Member, Assistant Professor Faculty Search Committee, Department of Ethnic Studies, University of San Diego
- 2014 – 2015 Member, All Nations Institute for Community Achievement, Office of the Tribal Liaison, University of San Diego
- 2009 – 2015 Lead Faculty Member, Early College Program for Native American Studies, University of San Diego
- 2013 – 2014 Member, Undergraduate Curriculum Committee, College of Arts & Sciences, University of San Diego
- 2013 – 2014 Member, University-Wide Committee on Innovation in Community Engagement, University of San Diego
- 2013 – 2014 Member, Professor of Practice and Tribal Liaison Search Committee, University of San Diego
- 2012 Faculty Spotlight, University of San Diego Parent Association Board
- 2012 Member, Visiting Assistant Professor Faculty Search Committee, Department of Ethnic Studies, University of San Diego
- 2012 Co-Author, Departmental Program Review Self-Study, Department of Ethnic Studies, University of San Diego
- 2008 – 2010 Preceptor, First Year Experience Preceptorial Program, University of San Diego
- 2007 – 2010 Member, Core Curriculum Committee, University of San Diego
- 2007 – 2010 Faculty Advisor, Native American Student Organization, University of San Diego
- 2006 – 2009 Planning Committee Member, Native American Heritage Month, University of San Diego
- 2008 Presenter, Core Curriculum Workshop. Designing a 'D' (Diversity) Course for the Core Curriculum, Faculty Professional Development Workshop, University of San Diego
- 2008 Member, Ethnic Studies Program Assessment Team, University of San Diego
- 2007 – 2008 Elected Member, Dean's Search Committee, College of Arts & Sciences, University of San Diego

- 2007 Workshop Organizer, Faculty and Curriculum Development Program, American Indian Educational Issues, University of San Diego
- 2007 Leader, San Diego Service Learning Roundtable, University of San Diego

### **Guest Lectures (Selected)**

- 2017 Guest Speaker, *Indigenous Traditional Ecological Knowledge*, UO Foundation Board of Trustees
- 2017 Guest Speaker, *Indigenous Qualitative Research*, Indigenous Integration of Aquatic Sciences and Traditional Ecological Knowledge for Undergraduate Culturally Responsive Education Workgroup Gathering, Columbia River Inter-tribal Fish Commission
- 2017 Guest Lecturer, *Decolonizing Environmental Studies: Lessons from Anakú Iwachá*, Environmental Studies Community Building and Diversity Committee Speaker Series, University of Oregon
- 2017 Guest Lecturer, *Indigenous Visions of Educational Leadership*, Educational Leadership 510: Leading for Equity, University of Oregon
- 2017 Guest Speaker, *Indigenous Identity Informing Indigenous Research*, Community for Multicultural Scholars Academic Residential Community, University of Oregon
- 2017 Guest Lecturer, *Indigenous Methodology: What? Why? How?*, Critical and Sociocultural Studies in Education Putting Methodology to Work Discussion Series, University of Oregon
- 2017 Guest Lecturer, *Indigenous Journeys of Activism and Healing on Turtle Island and Beyond*, Frances G. Harpst Center for Catholic Thought and Culture, University of San Diego
- 2016 Guest Lecturer, *An Indigenous Sociological Analysis of Saint Kateri: Insights on Social and Educational Change*, Sociology Department Research Colloquium, University of Oregon
- 2016 Guest Lecturer, *Indigenizing STEM Education*, Education Studies 623: Science Concepts, University of Oregon
- 2015 Guest Speaker, Native American Heritage Month Celebration, San Diego Unified Title VII Indian Education Program
- 2015 Guest Speaker, Critical Perspectives in Human Service Delivery Graduate Seminar, California State University San Marcos
- 2015 Guest Lecturer, Social Institutions Classes, Department of Sociology, University of San Diego

2012 Guest Lecturer, Qualitative Research Methods, Nursing Doctoral Program, University of New Mexico

2012 Guest Lecturer, Community-Based Participatory Research, Graduate Seminar in Public Health, Creighton University

**External Tenure and Promotion Reviews**

2018 External Reviewer, University of California, Riverside

2017 External Reviewer, University of New Mexico

2016 External Reviewer, University of Massachusetts, Amherst

2015 External Reviewer, The Sage Colleges

2012 External Reviewer, University of the Pacific

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## LEILANI SABZALIAN, PhD

### *Curriculum Vitae*

Assistant Professor of Indigenous Studies in Education  
Department of Education Studies, College of Education  
5277 University of Oregon, Eugene, OR 97403  
(541) 346-1535 // email: leilanis@uoregon.edu

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## PROFESSIONAL BACKGROUND

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### Education

- 2015      Doctor of Philosophy, Critical and Sociocultural Studies, University of Oregon  
Dissertation: *Beyond "Business as Usual": Using Counterstorytelling to Engage the Complexity of Urban Indigenous Education*
- 2003      Master of Education, Educational Leadership, University of Oregon
- 2002      Bachelor of Arts, Educational Studies, University of Oregon

### Areas of Interest and Expertise

Indigenous Education, Native/Indigenous Studies,  
Native Feminisms, Decolonization, Tribal/Critical Race Theory,  
Curriculum Studies, Teacher Education

### Professional Appointments

#### *Faculty*

- 2017–present    *Assistant Professor, Indigenous Studies in Education*, Department of Education Studies, College of Education, University of Oregon
- 2016–2017    *Postdoctoral Scholar of Indigenous Education*, UOTeach Curriculum and Teaching Master's Program, Department of Education Studies, College of Education, University of Oregon

### *K-12 Teaching Experience*

- 2013–2015    *Bridge of the Gods Summer Academy Instructor*, University of Oregon, Eugene, OR  
Taught Indigenous philosophy, college readiness, and critical media literacy courses in a two-week summer bridge program for Native high school students.
- 2006–2007    *Special Education Teacher/Project Teacher*, Kanu o ka 'Āina New Century Public Charter School, Kamuela, HI  
Taught multiple subjects in an Indigenous language- and culture-based school to students in grades K-12. Team-taught Native Hawaiian plants project through

- project-based learning and inquiry to students in grades 6-12.
- 2004–2006 *Teacher and Education Consultant*, Peace Corps, Paraguay.  
 P – 3rd grade reading teacher and coach and 6th – 8th grade health teacher.  
 Developed and led teacher-training and community workshops on bilingual education, reading, writing, math, environmental education, health and wellness, diversity, and HIV awareness. Organized additional projects including health fairs, dental programs, school gardens, women’s groups, summer camps, and grant writing to fund a school computer project.

***Related Professional Experience***

- 2013–2014 *Native American Retention Specialist and Academic Advisor*, Center for Multicultural Academic Excellence, University of Oregon  
 Supported Native students through strategic, intrusive, and culturally-responsive advising. Developed programming to support the recruitment, retention, and success of Native students. Engaged faculty and staff in professional development and raise awareness of issues facing Native students on campus.
- 2008–2009 *Curriculum Editor*, Pacific Institute of Research, Eugene, OR.  
 Reviewed, edited, and translated Spanish and English curriculum for the Early Learning in Mathematics Project.

**AWARDS AND HONORS**

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- 2017 *Curriculum Inquiry* Writing Institute Fellow, Ontario, CA
- 2017 Outstanding Dissertation Award, Narrative SIG, American Educational Research Association
- 2016 Outstanding Dissertation Award, Division B, American Educational Research Association
- 2016 Outstanding Dissertation Award Recognition, Qualitative Research Special Interest Group, American Educational Research Association
- 2015 Wayne Morse Dissertation Fellowship, Wayne Morse Center for Law and Politics (declined due to other accepted award)
- 2015 Graduate Research Forum Poster Award, University of Oregon
- 2014 National Academy of Education/Spencer Dissertation Fellowship
- 2013 Honorable Mention, Ford Foundation Dissertation Fellowship Program
- 2013 Center on Diversity and Community (CoDaC) Research Award, University of Oregon
- 2013 Graduate School Research Award, University of Oregon
- 2012 Silvy Kraus Presidential Fellowship recipient, University of Oregon
- 2011 Silvy Kraus Presidential Fellowship recipient, University of Oregon,
- 2010 Silvy Kraus Presidential Fellowship recipient, University of Oregon
- 2010 Diversity Building Scholar, University of Oregon
- 2009 Diversity Building Scholar, University of Oregon
- 2002 Graduated *summa cum laude*

## PUBLICATIONS

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### Books

**Sabzalian, L.** (Under contract. Manuscript revisions in process). *Urban Indigenous education in colonial contexts: Survivance stories of teaching and research.* (Indigenous and Decolonizing Studies in Education). New York, NY: Routledge Education.

Schmitke, A., **Sabzalian, L.**, & Edmundson, J. (Under contract). *Beyond Adventure: Challenging Dominant Narratives of Lewis and Clark in K-12 Teaching.* New York, NY: Teachers College Press.

### Peer-Reviewed Journal Articles

**Sabzalian, L.** (2018). Curricular standpoints and Native feminist theories: Why Native feminist theories should matter to curriculum studies. *Curriculum Inquiry*, 48(3), 1-24.

Shear, S., **Sabzalian, L.**, & Buchanan, L. (Accepted). Teaching Indigenous sovereignty in elementary civics education. *Social Studies and the Young Learner*.

Jacob, M.J., **Sabzalian, L.**, Jansen, J., Tobin, T.J., Vincent, C.G., & LaChance, K.M. (2018). The gift of education: How Indigenous knowledges can transform the future of publication. *International Journal of Multicultural Education*, 20(1), 157-185.

Jacob, M.M., Beavert, V., Anderson, R., **Sabzalian, L.**, & Jansen, J. (Accepted). The importance of Ichishkiin in advancing Indigenous feminist education. *Feminist Theory*

**Sabzalian, L.** (2016). Native feminisms in motion. *English Journal*, 106(1), 23 – 30.

### Book Chapters

**Sabzalian, L.**, & Shear, S. (2018). Confronting colonial blindness in civics education: Recognizing colonization, self-determination, and sovereignty as core knowledge for elementary social studies teacher education. In S. Shear, C.M. Tschida, E. Bellows, L.B. Buchanan, & E.E. Saylor (Eds.). *(Re)Imagining Elementary Social Studies: A Controversial Issues Reader* (153-176). Charlotte, NC: Information Age Press.

**Sabzalian, L.**, Malliett, D., & Helms, H. (Accepted. Expected 2018). Indigenous education on Indigenous terms: A collective effort to support Indigenous education in a public school district. In M. Jacob (Ed.). *On Indian ground*. Information Age Press.

### Public Intellectual Projects

**Sabzalian, L.**, & Garcia, S. (2017, May 18). Tribal history is our shared history (Guest Opinion). *OregonLive: The Oregonian*. Retrieved from

[http://www.oregonlive.com/opinion/index.ssf/2017/05/tribal\\_history\\_is\\_our\\_shared\\_h.html#comments](http://www.oregonlive.com/opinion/index.ssf/2017/05/tribal_history_is_our_shared_h.html#comments)

Brown, K., Klopotek, B., O'Neal, J., Pastos, M., **Sabzalian, L.**, & Pratt, S. (2015, October 13). An open letter to University of Oregon Athletics and Nike: Pioneer Uniforms celebrate violence and alienate tribes. *Native American Studies blog*. Retrieved from <https://nativestudies.uoregon.edu/2015/10/13/open-letter-to-university-of-oregon-athletics-and-nike-pioneer-uniforms-celebrate-violence-and-alienate-oregon-tribes/>

## **In Preparation**

**Sabzalian, L.** (In Preparation). Place, presence, political nationhood, perspective, and power: Five orientations for Indigenous studies curriculum. [Manuscript to be submitted to *Theory and Research in Social Education*.]

**Sabzalian, L.** (In Preparation). Survivance storytelling: An anticolonial approach to qualitative research. [Manuscript to be submitted to *Qualitative Inquiry*.]

Edmundson, J., **Sabzalian, L.**, & Schmitke, A. (In Preparation). *Beyond Adventure: Challenging dominant narratives of Lewis and Clark in K-12 teaching*. [Book manuscript to be submitted to *Teachers' College Press*]

## **CURRENT RESEARCH PROJECTS**

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- Principal Investigator, *Indigenous Case Studies and Teacher Knowledge*, Fall 2017 – Fall 2018. A qualitative research study to examine how Indigenous-themed case studies can support preservice teachers in teaching Indigenous students and Indigenous studies content.
- Co-Investigator, *Indigenizing Education: Describing and Applying Indigenous Methodologies for Teaching and Learning*, A qualitative research study that examines how Indigenous teaching methodologies, and in particular Indigenous elder pedagogies, impact students' experience and learning.

## **GRANTS**

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### **Awarded**

Co-investigator. *We Tell You Now: Stories Told on Indigenous Terms*, Grant awarded from Wayne Morse Center for Law and Politics series "Borders, Migration, and Belonging." \$6,000.

### **Applications in Process**

Co-Principal Investigator. *Strengthening Indigenous Educational Infrastructure: Developing, implementing, and measuring processes for Indigenous culturally-responsive teaching*. Letter of Intent submitted to the Spencer Foundation's Lyle Spencer Research Awards Program on 10-12-2017 (Requested budget: \$1 million. Project duration: 48 months)

## PRESENTATIONS

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### Invited Keynote Presentations

**Sabzalian, L.** (2016, June). *Graduation as survivance*. Commencement speech for the Chifin Native Youth Center graduation ceremony. Springfield, OR.

### National Refereed Presentations

**Sabzalian, L.** (2018, April). *Education That Serves Indigenous Publics. (Re)Mapping sovereign imaginaries: Reterritorializing strength in the education of Indigenous youth and communities*. AERA Symposium, Division G. New York, NY.

**Sabzalian, L.** (2017, November). Making Controversial Issues Relevant to Elementary Social Studies. Invited panelist for the College and University Faculty Assembly conference. San Francisco, CA.

**Sabzalian, L.** (2017, November). Indigenous and Anticolonial Perspectives for Social Studies. Paper presentation for the College and University Faculty Assembly conference. San Francisco, CA.

**Sabzalian, L., & Schmitke, A.** (2017, November). Beyond Adventure: Rethinking Lewis and Clark in Elementary Classrooms. Teacher workshop for the National Council for Social Studies conference. San Francisco, CA.

Pratt, S., & **Sabzalian, L.** (2017, July). *Vine Deloria Jr.: Persons, Place, Nations, and Decolonization*. Paper and workshop presentation at the University of Oregon Summer Institute for American Philosophy. Eugene, OR.

**Sabzalian, L.** (2017, April). *Connecting futures: Indigenous genealogies of action and knowledge production*. Invited panelist for Division B: Curriculum Studies panel at the annual American Educational Research Association conference. San Antonio, TX.

**Sabzalian, L.** (2017, April). *Survivance stories: Imagining urban Indigenous education against the grain of settler ideologies*. Paper presented at the annual American Educational Research Association conference. San Antonio, TX.

Shear, S., & **Sabzalian, L.** (2017, April). *Colonial blindness in civics education: Recognizing colonization, self-determination, and sovereignty as essential knowledge*. Paper presented at the annual American Educational Research Association conference. San Antonio, TX.

**Sabzalian, L.** (2015, April). *Beyond “business as usual”: Using counterstorytelling to engage the complexity of urban Indigenous education*. Invited poster presented at the “Promising Scholars” reception at the annual American Educational Research Association conference. Chicago, IL.

**Sabzalian, L.** (2015, March). *Beyond “business as usual”: Reaching for educational practices that interrupt colonization and promote healthy Indigenous identities and*

*communities*. Invited panel presentation at the National Academy of Education/Spencer Foundation Retreat. Washington, DC. National Academy of Education/Spencer Foundation Fellows Retreat. Washington, DC.

**Sabzalian, L.** (2014, June). *What's your sentence? Articulating your strengths, passion, and purpose*. Workshop presentation for Native youth at the National United National Indian Tribal Youth (UNITY) Conference. Portland, OR.

Pratt, S. & **Sabzalian, L.** (2013, April). *Poverty, Indigeneity, and education for agency: Beyond liberal multiculturalism to a respect for ontological difference and Beyond reflexivity and advocacy: Toward the ontological turn in social inquiry*. Papers presented at the annual American Educational Research Association conference. San Francisco, CA

**Sabzalian, L.** (2013, April). *Developing your scholar identity: Early career and graduate student fireside chat with Indigenous peoples of the Americas SIG mentors*. Discussant at a mentoring session for the annual American Educational Research Association conference. San Francisco, CA

Rosiek, J., Pratt, S., & **Sabzalian, L.** (2012, April). *Neither knowledge nor irony is enough: Agent ontology, Indigenous philosophy, and a new realism in qualitative research*. Paper presented at the annual American Educational Research Association conference. Vancouver, B.C.

**Sabzalian, L.** (2011, April). *Exploring cultural identity and cultural difference: A narrative reflection*. Paper presented at the annual American Educational Research Association conference. New Orleans, LA.

### **State/Regional Invited Presentations and Workshops**

**Sabzalian, L.** (2017, October). *Racism and Resistance*. Panel speaker at the Academy of Arts and Academics. Springfield, OR.

Schmitke, A., & **Sabzalian, L.** (2017, October). *Place, politics, perspectives, power, and the present: Recalibrating Lewis & Clark expedition in the elementary classroom*. Workshop presentation at the Northwest Teachers for Social Justice Conference. Seattle, WA.

Schmitke, A., & **Sabzalian, L.** (2017, October). *Secondary social studies: Rethinking Lewis & Clark with the Doctrine of Discovery*. Workshop presentation at the Northwest Teachers for Social Justice Conference. Seattle, WA.

Pratt, S., & **Sabzalian, L.** (2017, July). *Vine Deloria Jr.: Persons, Place, Nations, and Decolonization*. Paper presentation at the University of Oregon Summer Institute for American Philosophy. Eugene, OR.

Edmundson, J., **Sabzalian, L.**, & Schmitke, A. (2016, October). *Place, politics, perspectives, power, and the present: Recalibrating Lewis & Clark expedition in the elementary classroom*. Workshop presentation at the Northwest Teachers for Social Justice Conference. Portland, OR.

- Edmundson, J., **Sabzalian, L.**, & Schmitke, A. (2016, October). *Secondary social studies: Rethinking Lewis & Clark with the Doctrine of Discovery*. Workshop presentation at the Northwest Teachers for Social Justice Conference. Portland, OR.
- Sabzalian, L.** (2016, September). *From theory to practice: Indigenous studies curriculum in the classroom*. Contracted district-wide in-service training for 4<sup>th</sup> grade teachers in the Bethel School District. Eugene, OR.
- Yunker, J., Ball, A., & **Sabzalian, L.** (2016, May). *Why Indigenous Peoples' Day is important*. Presentation to the City Club of Eugene. Eugene, OR.
- Sabzalian, L.** (2016, May). *Native studies 101: Critical orientations to detect bias in curriculum*. Contracted district-wide in-service training for 4<sup>th</sup> grade teachers in the Bethel School District. Eugene, OR.
- Sabzalian, L.** (2016, May). *Decolonization is not a metaphor: Critical Indigenous philosophies of change*. Invited lecture for the Philosophy course Indigenous Philosophy at the University of Oregon. Eugene, OR.
- Sabzalian, L.**, & Ball, A. (2016, May). *From Columbus Day to Indigenous Peoples' Day: Writing for change*. Presentation to high school students at the Academy of Arts and Academics (A3). Springfield, OR.
- Sabzalian, L.** (2016, April). *Survivance storytelling as educational research*. Invited lecture for the course Equal Opportunity: Racism at University of Oregon. Eugene, OR.
- Sabzalian, L.** (2015, June). *Connecting curriculum to issues of sovereignty*. Professional development training for educators as part of the American Indian/Alaska Native Culturally Responsive Pedagogy Grant. Eugene, OR.
- Waite, J., & **Sabzalian, L.** (2015, May). *Transformative pedagogy: An Indigenous lens*. Professional development training for 4<sup>th</sup> grade educators as part of the American Indian/Alaska Native Culturally Responsive Pedagogy Grant. Springfield, OR.
- Malliett, D., & **Sabzalian, L.** (2015, January). *Native American art and culture: Critical issues and orientations*. Presentation to high school students at the Academy of Arts and Academics (A3). Springfield, OR.
- Malliett, D., & **Sabzalian, L.** (2014, October). *Native stereotypes 101*. Presentation to high school students at the Academy of Arts and Academics (A3). Springfield, OR.
- Malliett, D., & **Sabzalian, L.** (2014, September). *Title VII/Indian Education program overview*. Professional development training for elementary school administrators in the Springfield school district. Springfield, OR.
- Alex-Assensoh, Y., Acacio, E., Gutiérrez-Schmich, T., & **Sabzalian, L.** (2014, June). *Equity, inclusion and diversity as drivers of leadership excellence: Leadership series training*. Professional development training for the Oregon Alliance for Children's Programs. Salem, OR.
- Sabzalian, L.**, & Morrill, A. (2014, May). *Native student success at the UO: Current practices and future possibilities*. Poster presented at University of Oregon's Showcase Oregon sponsored by the Division of Equity and Inclusion. Eugene, OR.

**Sabzalian, L.** (2014, April). *Reaching for educational practices that interrupt colonization and promote healthy Indigenous identities and communities*. Paper presented at the University of Oregon Native Studies Research Colloquium. Eugene, OR.

## **TEACHING AND SUPERVISION**

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### **Courses Taught** (Course numbers $\geq$ 500 indicate graduate courses)

EDST 643	Pedagogy of the Humanities
EDST 420	Living in a Stratified Society
EDST 456/556	Equal Opportunity: Colonization and Genocide
EDST 616	Language, Power, and Education
EDST 342	Curriculum Studies I
EDST 343	Curriculum Studies II
EDST 331	Autobiography of Schools

### **Courses Assisted**

EDST 611	Scholarship of Teaching
EDST 614	Cultural Context of Education
EDST 616	Language, Power, and Education
EDST 613	Motivation and Management
EDST 332	Learning, Teaching, and Assessment I
EDST 333	Learning, Teaching, and Assessment II
EDST 111	Educational Issues and Problems

### **Preservice Teacher Supervision**

2016 Supervisor for UO Teach/Sapsik‘wala’ Teacher Education Project

### **Research Supervision**

2017 Graduate student supervision (GE) for research project Indigenous Case Studies and teacher knowledge  
2017 External Dissertation Committee member, Ashley Cordes, Journalism  
2017 Honor’s Thesis Committee member, Jordan Connell, Clarks Honor College

## **SERVICE**

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### **Community, State, and National Service**

2017–present Member, Indigenous Education Position Statement Writing Committee for the National Council for Social Studies  
2016–present Member, Senate Bill 13 Coalition  
2016–present Member, Oregon American Indian/Alaska Native Professional Learning Community  
2016–2017 Member, Indigenous Peoples’ Day of Springfield Planning Committee  
2015–2016 Member, Indigenous Peoples’ Day of Eugene Planning Committee  
2014–2015 Member, American Indian/Alaska Native Culturally Responsive Pedagogy Grant

Planning Committee  
2014–present Member, American Indian/Alaska Native State Advisory Panel  
2012–present Co-Chair, Title VII/Indian Education Parent Committee  
2012–2014 Springfield Native Youth Group Coordinator  
2010–2012 5<sup>th</sup> Grade Cultural Linguistics Classroom Volunteer

### **University of Oregon Service**

2017 Affiliated Faculty, Women of Color Project  
2014–present Member, Northwest Indian Language Institute Advisory Board  
2014 Member, Black Student Retention Specialist Search Committee  
2012–present Member, Native Strategies Planning Committee  
2011–2012 Member, Rehearsals for Life Theatre Troupe

### **College of Education Service**

2017 Faculty Mentor, UO Sapsik'walaá Program  
2017 Member, UO Sapsik'walaá Program Alternative Assessment Committee  
2017 Member, CEEDAR Workgroup  
2016 Coordinator, Decolonizing/Indigenous Education Spring Speaker Series  
2016 Member, UO Teach Application Review Committee  
2013–present Member, Sapsik'walaá Program Tribal Advisory Council  
2013–present Member, UO Sapsik'walaá Program Admission Committee

### **Departmental Service**

2017 Speaker, CSSE Doctoral Seminar on Preparing for Academic Jobs  
2017 Member, Lesson Plan Workgroup for CAEP accreditation

### **Professional Qualifications**

State of Oregon Preliminary Teaching License (ECE/ELEM/MIDLVL)  
Sheltered Instruction Observation Protocol Model (SIOP) Certification

### **Organizational Affiliations**

College and University Faculty Assembly (CUFA)  
National Council for Social Studies (NCSS)  
National Indian Education Association (NIEA)  
American Educational Research Association (AERA)  
Indigenous Peoples of the Americas Special Interest Group (IPA SIG)  
Oregon Indian Education Association (OIEA)

## Sapsik'wala Education Project Coordinator

### GENERAL DESCRIPTION OF CLASS

The Project Coordinator coordinates the planning and administration of the Sapsik'wala Teacher Education Program located in the Department of Education Studies and the College of Education.

### DISTINGUISHING FEATURES

This is a single classification and not currently part of a series of classes.

### DUTIES AND RESPONSIBILITIES

Positions in this class may perform some or all of the following duties and responsibilities and may perform other associated duties.

1. **Reviews** student payback obligations and updates the system on an ongoing basis. Assists students in logging in to the payback system twice each quarter. Assists students and employers with planning and carrying out service payback documentation.
2. **Assists** in the admissions process, is available full-time to assist in actively recruiting applicants, answer application questions and assist applicants as needed; prepares applications for review, ranking, and approval by the Tribal Advisory Council.
3. **Contacts** students, faculty, staff, Tribal representatives regarding program applications, recruitment and admissions. Contact takes place over email, by phone, and in person. This position requires some travel to Tribal education meetings and to Tribal Reservations and Education Offices around the region.
4. **Identifies** additional campus and professional resources for students to access.
5. **Assists** in continuing to build the Sapsik'wala alumni network.
6. **Represents** the Sapsik'wala Teacher Education program by attending various local, state, and regional meetings relevant to the program. This position is required to give professional presentations that communicate the importance and progress of the Sapsik'wala project.
7. **Monitors** and leads the day-to-day operations of the project, admissions, payback requirement, student placements, social media, program social media, and alumni network.
8. **Facilitates** Sapsik'wala program communication and collaboration with the UOTeach licensure and degree program.
9. **Assists** Education Studies faculty in building and maintaining a strong network with potential employers for program students.
10. **Assists** students in organizing and submitting job applications.
11. **Assists** students in preparing for job interviews.
12. **Assists** Project Director and Co-Principal Investigator in preparing all project reports, including annual reports, budget updates, and final performance report.

**13. Monitors** the budget status within the university system, provides updates on a quarterly basis to the Project Director.

**14. Assists** Project Director and Co-Principal Investigator with Indigenous research and evaluation projects that support the Sapsik<sup>ʷ</sup>alaá project.

## **RELATIONSHIPS WITH OTHERS**

Daily in-person and/or telephone and email contact with current and potential project participants to exchange information. Regular contact with workers from other agencies (Tribal, Federal, State, and local) and with all levels of internal staff to insure coordination and with the public, special interest groups, local communities, and private businesses to explain governing regulations and/or agency policies.

## **SUPERVISION RECEIVED**

Works under general supervision of Project Director and Co-Principal Investigator. Is responsible for knowing and carrying out all program related statutes, regulations, and other guidelines and interpretations. Consults with supervisor as necessary to obtain clarification of expected results, reports on progress toward completion of assignments, confirms interpretation of regulations and policies, or seek guidance in complicated or less clearly defined areas.

## **MINIMUM QUALIFICATIONS**

- Experience working with Tribal communities.
- Experience working in a higher education setting.
- Excellent written and oral communication.
- Experience in website development and maintenance.
- Experience in social media promotion.
- Experience in writing and publishing press releases.
- Three years of experience as an executive assistant, administrative analyst, researcher or administrative officer which included administrative duties, provision of technical assistance, or operations review. At least two years must have included administration or oversight of an on-going project or program.

A Bachelor's degree in Business Administration, Management, Public Administration or a closely-related field may be substituted for up to two years of the required experience. There is no substitution for the two years of administrative experience.

Preference may be given to individuals with experience in: Indigenous education, working with Indigenous students, experience managing federal grants, Indigenous cultural and language knowledge, working as a K-12 teacher, working with Indian Education programs, working with the Sapsik<sup>ʷ</sup>alaá Program.

**The University of Oregon Sapsik'wafá (Teacher) Education Project**

**Indirect Cost Rate Agreement**

**COLLEGES AND UNIVERSITIES RATE AGREEMENT**

EIN:  
 ORGANIZATION:  
 University of Oregon-Eugene, OR  
 1266 University of Oregon  
 203 Johnson Hall  
 Eugene, OR 97403-1266

DATE:04/24/2018  
 FILING REF.: The preceding  
 agreement was dated  
 06/14/2017

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.

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**SECTION I: INDIRECT COST RATES**

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

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2014	06/30/2016	45.00	On-Campus	Organized Res.
PRED.	07/01/2014	06/30/2016	26.00	Off-Campus	Organized Res.
PRED.	07/01/2014	06/30/2016	59.40	On-Campus	Instruction
PRED.	07/01/2014	06/30/2016	26.00	Off-Campus	Instruction
PRED.	07/01/2014	06/30/2016	30.70	On-Campus	Other Spon Act.
PRED.	07/01/2014	06/30/2016	24.30	Off-Campus	Other Spon Act.
PRED.	07/01/2016	06/30/2017	46.50	On-Campus	Organized Res.
PRED.	07/01/2016	06/30/2017	26.00	Off-Campus	Organized Res.
PRED.	07/01/2016	06/30/2017	46.00	On-Campus	Instruction
PRED.	07/01/2016	06/30/2017	26.00	Off-Campus	Instruction
PRED.	07/01/2016	06/30/2017	30.70	On-Campus	Other Spon Act.
PRED.	07/01/2016	06/30/2017	26.00	Off-Campus	Other Spon Act.
PRED.	07/01/2017	06/30/2019	47.50	On-Campus	Organized Res.
PRED.	07/01/2017	06/30/2019	26.00	Off-Campus	Organized Res.
PRED.	07/01/2017	06/30/2019	46.00	On-Campus	Instruction
PRED.	07/01/2017	06/30/2019	26.00	Off-Campus	Instruction
PRED.	07/01/2017	06/30/2019	30.70	On-Campus	Other Spon Act.
PRED.	07/01/2017	06/30/2019	26.00	Off-Campus	Other Spon Act.

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ORGANIZATION: University of Oregon-Eugene, OR

AGREEMENT DATE: 4/24/2018

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<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PROV.	07/01/2019	Until Amended		(A)	

\*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.

(A) Use same rates and conditions as those cited for fiscal year ending June 30, 2019.

ORGANIZATION: University of Oregon-Eugene, OR

AGREEMENT DATE: 4/24/2018

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**SECTION II: SPECIAL REMARKS**

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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

The costs of vacation, holiday, sick leave pay and other paid absences are included in the organization's fringe benefit rate and are not included in the direct cost of salaries and wages. Claims for direct salaries and wages must exclude those amounts paid or accrued to employees for periods when they are on vacation, holiday, sick leave or are otherwise absent from work.

DEFINITION OF OFF-CAMPUS

An off-campus rate is applicable to those projects conducted in facilities not owned or operated by the University, which include charges for facility rental as a direct expenditure and for which more than 50% of the project salaries and wages are for effort conducted in the rental facility.

DEFINITION OF EQUIPMENT

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 \$5,000.

The following fringe benefits are included in the fringe benefit rates: HEALTH INSURANCE, OTHER, PAYROLL TAX, RETIREMENT, UNEMPLOYMENT, WORKER'S COMPENSATION-SAIF, and LEAVE.

NEXT PROPOSAL DUE DATE

An indirect cost and fringe benefit proposal based on actual costs for fiscal year ending 06/30/18, will be due no later than 12/31/2018.

This rate agreement updates the fringe benefits only.

ORGANIZATION: University of Oregon-Eugene, OR

AGREEMENT DATE: 4/24/2018

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**SECTION I: FRINGE BENEFIT RATES\*\***

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<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
FIXED	7/1/2018	6/30/2019	75.30	All	Faculty/Staff A
FIXED	7/1/2018	6/30/2019	50.80	All	Faculty/Staff B
FIXED	7/1/2018	6/30/2019	30.40	All	Faculty/Staff C
FIXED	7/1/2018	6/30/2019	111.90	All	Classified SVCS
FIXED	7/1/2018	6/30/2019	94.70	All	Classified Skilled/Cleric al
FIXED	7/1/2018	6/30/2019	79.80	All	Classified Technical
FIXED	7/1/2018	6/30/2019	28.90	All	Retirees/Temps
FIXED	7/1/2018	6/30/2019	3.00	All	Students
PROV.	7/1/2019	6/30/2021		(B)	

**\*\* DESCRIPTION OF FRINGE BENEFITS RATE BASE:**

Salaries and wages excluding vacation, holiday, sick leave pay and other paid absences.

(B) Use same rates and conditions as those cited for fiscal year ending June 30, 2019.

ORGANIZATION: University of Oregon-Eugene, OR

AGREEMENT DATE: 4/24/2018

**SECTION III: GENERAL**

**A. LIMITATIONS:**

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

**B. ACCOUNTING CHANGES:**

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

**C. FIXED RATES:**

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

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

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

**E. OTHER:**

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

BY THE INSTITUTION:

University of Oregon-Eugene, OR

(INSTITUTION)

(b)(6)

(SIGNATURE)

Jamie Mottitt

(NAME)

VP for Finance + Admin + CFO

(TITLE)

5/2/18

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

Darryl W. Mayes -S

Darryl W. Mayes -S  
DR # 0510-10-0000-0000-0000-0000  
DR # People 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100

(SIGNATURE)

for Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

4/24/2018

(DATE) 7122

HHS REPRESENTATIVE: Cora Coleman

Telephone: (415) 437-7820

# The University of Oregon Sapsik'wafá (Teacher) Education Project

## References

## References

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[http://www.cpre.org/sites/default/files/researchreport/1221\\_minorityteachershortagerepor 6/12/16.](http://www.cpre.org/sites/default/files/researchreport/1221_minorityteachershortagerepor<trr69septfinal.pdf)
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**The University of Oregon Sapsik'walaá (Teacher) Education Project**

**Description of proposed recruitment**

**Description of use of funds to support recruitment**

**Description of payback support**

**Description of meeting absolute priority 1**

Part 6: Other Attachments

Description of proposed recruitment activities: Please see discussion on pp.16-18.

Description of use of funds to support recruitment, preparation, and professional development:  
Please see discussion on pp. 12-21 and pp. 24-29.

Description of payback support: Please see discussion on pp. 28-30.

Describe how the application meets **Absolute Priority One**: Please see summary on p.2 of the project narrative, Figure 3 on p.14, and discussion of induction services on pp. 28-29.

Request for **Competitive Preference Priority 1**: Please see letters of support, signed by authorized representatives, from two BIE-funded schools (Chemawa Indian School; Yakama Nation Tribal School) and qualified LEAs.

**The University of Oregon Sapsik'wafá (Teacher) Education Project**

**Letters of support**

Date 7/13/18

**To:** The University of Oregon Sapsik'wafá (Teacher) Education Project

**Re:** Needs for Sapsik'wafá Program Teacher Graduates

I write on behalf of Confederated Tribes of Coos, Lower Umpqua and Siuslaw Indians in the State of Oregon. Students in our Tribe primarily attend the following schools: Elementary, Middle and High Schools located in the cities of Coos Bay and North Bend, Oregon. In addition, our 5 County Service area also has the need for highly qualified teachers in the following grade levels and subject areas:

- Kindergarten Teachers
- Early Elementary Teachers (grades 1-2)
- Later Elementary Teachers (grades 3-5)
- Middle School Social Studies and Language Arts Teachers (grades 6-8)
- Middle School Math and Science Teachers (grades 6-8)
- High School Social Studies Teachers (grades 9-12)
- High School Language Arts Teachers (grades 9-12)
- High School Math Teachers (grades 9-12)
- High School Science Teachers (grades 9-12)
- Elementary music teachers
- Elementary arts teachers
- Middle-High music teachers
- Middle-High arts teachers
- Special Education Teachers (grades K-8<sup>th</sup>)

In the coming 4-5 years we anticipate that Coos Bay and North Bend and the rest of the five county service area is likely to have a need for highly qualified teachers in the following grade levels and subject areas:

- Kindergarten Teachers
- Early Elementary Teachers (grades 1-2)
- Later Elementary Teachers (grades 3-5)
- Middle School Social Studies and Language Arts Teachers (grades 6-8)
- Middle School Math and Science Teachers (grades 6-8)
- High School Social Studies Teachers (grades 9-12)

- High School Language Arts Teachers (grades 9-12)
- High School Math Teachers (grades 9-12)
- High School Science Teachers (grades 9-12)
- Elementary music teachers
- Elementary arts teachers
- Middle-High music teachers
- Middle-High arts teachers
- Special Education Teachers k-12

In general, the Confederated Tribes of Coos, Lower Umpqua and Siuslaw Indians, places a high value on culturally diverse and culturally competent faculty whose identities reflect that of the communities we serve. Our students would benefit from having more highly qualified indigenous teachers on staff in our Coos Bay and North Bend School Districts and in our 5 County Service Area, which includes Coos, Curry, Douglas, Lane and Lincoln Counties.

We understand that the University of Oregon has a highly ranked College of Education and that its Sapsik'wala Graduate Teacher Education Program has consistently graduated 1) highly qualified licensed teachers with Masters degrees, who 2) identify as Native-American, and 3) who have been prepared to work with Native American students and communities. We look forward to continue working with the Sapsik'wala Teacher Education Program.

Sincerely,

(b)(6)

Angela Bowen  
CTCLUSI Director of Education

Confederated Tribes of Coos, Lower Umpqua and Siuslaw Indians



# COQUILLE INDIAN TRIBE

3050 Tremont Street North Bend, OR 97459  
Phone: (541) 756-0904 Fax: (541) 756-0847  
[www.coquilletribe.org](http://www.coquilletribe.org)

July 25, 2018

**To:** The University of Oregon Sapsikʷatá (Teacher) Education Project

**Re:** Needs for Sapsikʷatá Program Teacher graduates

I write on behalf of the Coquille Indian Tribe in the State of Oregon. Students in our Tribe primarily attend schools located in Coos County and other rural counties in Oregon. Southern Oregon has needs for highly qualified teachers in the following grade levels and subject areas:

- Kindergarten Teachers
- Early Elementary Teachers (grades 1-2)
- Later Elementary Teachers (grades 3-5)
- Middle School Social Studies and Language Arts Teachers (grades 6-8)
- Middle School Math and Science Teachers (grades 6-8)
- High School Social Studies Teachers (grades 9-12)
- High School Language Arts Teachers (grades 9-12)
- High School Math Teachers (grades 9-12)
- High School Science Teachers (grades 9-12)
- High School Foreign Language Teachers (grades 9-12)
- Elementary music teachers
- Elementary arts teachers
- Middle-High music teachers
- Middle-High arts teachers
- Special Education Teachers

In the coming 4-5 years we anticipate that Southern Oregon is likely to have a need for highly qualified teachers in all of those areas and more.

In general, The Coquille Indian Tribe places a high value on culturally diverse and culturally competent faculty whose identities reflect that of the communities we serve. Our students would benefit from having more highly qualified indigenous teachers on staff in all of our schools.

We understand that the University of Oregon has a highly ranked College of Education and that its Sapsikʷafá Graduate Teacher Education Program has consistently graduated 1) highly qualified licensed teachers with Masters degrees, who 2) identify as Native-American, and 3) who have been prepared to work with Native American students and communities. We look forward to continue working with the Sapsikʷafá Teacher Education Program.

Sincerely,

(b)(6)



Mark Johnston  
Executive Director



## The Confederated Tribes of the Grand Ronde Community of Oregon

Education Department  
Phone (503) 879-2275 or 1-800 422-0232  
Fax (503) 879-2286

9615 Grand Ronde Rd.  
Grand Ronde, OR 97347

---

7/13/18

**To:** The University of Oregon Sapsik'wafá (Teacher) Education Project

**Re:** Needs for Sapsik'wafá Program Teacher graduates

To whom it may concern,

I write on behalf of the Education Department of the Confederated Tribes of Grand Ronde in the State of Oregon. Our Tribal students primarily attend the following schools: Willamina Elementary, Middle and High Schools, located in Willamina Oregon. Our other local school district is Sheridan, in which there is Faulconer- Chapman Elementary and Middle Schools and Sheridan High School. There is also the Sheridan Japanese School. Moreover, we have Tribal members who go to school in every corner of Oregon, the United States and elsewhere. However, the Confederated Tribes of Oregon predominantly provides services to the following counties: Polk, Marion, Yamhill, Clackamas, Washington, Multnomah and Tillamook. These schools and our Tribal county service areas have a need for highly qualified teachers in the following grade levels and subject areas:

- Kindergarten Teachers
- Early Elementary Teachers (grades 1-2)
- Later Elementary Teachers (grades 3-5)
- Middle School Social Studies and Language Arts Teachers (grades 6-8)
- Middle School Math and Science Teachers (grades 6-8)
- High School Social Studies Teachers (grades 9-12)
- High School Language Arts Teachers (grades 9-12)
- High School Math Teachers (grades 9-12)
- High School Science Teachers (grades 9-12)
- High School Foreign (indigenous or first) Language Teachers (grades 9-12) [Chink Wawa]
- Elementary music teachers
- Elementary arts teachers
- Middle-High music teachers
- Middle-High arts teachers
- Special Education Teachers [K-12]

If the past 5 years have indicated anything it is that in the coming 4-5 years we anticipate that the above schools and service areas listed are likely to have a need for highly qualified teachers in the following grade levels and subject areas:

- Kindergarten Teachers
- Early Elementary Teachers (grades 1-2)
- Later Elementary Teachers (grades 3-5)
- Middle School Social Studies and Language Arts Teachers (grades 6-8)
- Middle School Math and Science Teachers (grades 6-8)
- High School Social Studies Teachers (grades 9-12)
- High School Language Arts Teachers (grades 9-12)
- High School Math Teachers (grades 9-12)
- High School Science Teachers (grades 9-12)
- High School Foreign (indigenous or first) Language Teachers (grades 9-12) [Chinuk Wawa]
- Elementary music teachers
- Elementary arts teachers
- Middle-High music teachers
- Middle-High arts teachers
- Special Education Teachers [K-12]

In general, the Grand Ronde Tribe places a high value on culturally diverse and culturally competent faculty whose identities reflect that of the communities we serve. Our students would benefit from having more highly qualified indigenous teachers on staff in all of the areas listed above.

We understand that the University of Oregon has a highly ranked College of Education and that its Sapsikʷaʔa Graduate Teacher Education Program has consistently graduated 1) highly qualified licensed teachers with Masters degrees, who 2) identify as Native-American, and 3) who have been prepared to work with Native American students and communities. We look forward to continue working with the Sapsikʷaʔa Teacher Education Program.

Sincerely,

(b)(6)

Leslie Riggs, Education Department Manager

The Confederated Tribes of Grand Ronde



# *Burns Paiute Tribe*

100 PASIGO STREET  
BURNS, OREGON 97720  
PHONE (541) 573-2088  
FAX (541) 573-2323

July 12, 2018

**To:** The University of Oregon Sapsik'walá (Teacher) Education Project

**Re:** Needs for Sapsik'walá Program Teacher graduates

I write on behalf of the Burns Paiute Tribe in the State of Oregon. Students in our Tribe primarily attend the following schools: Tu wakii Nobi, Henry Salter Grade School, Crane Elementary, Burns High School, Hines Middle School, Silvies River Charter School, Diamond Elementary Diamond School District No. 7, Double O School, Drewsey School District No 13, Harney County School District No 3, Suntex School District No. 10, Fields School, and Frenchglen Schools located in the towns of Burns, Crane, Hines, Frenchglen, Diamond, Oregon or Harney County. Tu wakii Nobi, Henry Salter Grade School, Crane Elementary, Burns High School, Hines Middle School, Silvies River Charter School, Diamond Elementary Diamond School District No. 7, Double O School, Drewsey School District No 13, Harney County School District No 3, Suntex School District No. 10, Fields School, and Frenchglen Schools] or Our Tribal county service area of Harney county have needs for highly qualified teachers in the following grade levels and subject areas:

- Kindergarten Teachers
- Early Elementary Teachers (grades 1-2)
- Later Elementary Teachers (grades 3-5)
- Middle School Social Studies and Language Arts Teachers (grades 6-8)
- Middle School Math and Science Teachers (grades 6-8)
- High School Social Studies Teachers (grades 9-12)
- High School Language Arts Teachers (grades 9-12)
- High School Math Teachers (grades 9-12)
- High School Science Teachers (grades 9-12)
- High School Foreign Language Teachers (grades 9-12) [The option of Paiute Language]
- Elementary music teachers
- Elementary arts teachers
- Middle-High music teachers
- Middle-High arts teachers
- Special Education Teachers K-12
- Other [Specify]

In the coming 4-5 years we anticipate that Tu wakii Nobi, Henry Salter Grade School, Crane Elementary, Burns High School, Hines Middle School, Silvies River Charter School, Diamond Elementary Diamond School District No. 7, Double O School, Drewsey School District No 13,

PR/Award # S299B180043

Harney County School District No 3, Suntex School District No. 10, Fields School, and Frenchglen Schools or Tribal county service area of Harney County is likely to have a need for highly qualified teachers in the following grade levels and subject areas:

(Include as many of the following in your list as are applicable.)

- Kindergarten Teachers
- Early Elementary Teachers (grades 1-2)
- Later Elementary Teachers (grades 3-5)
- Middle School Social Studies and Language Arts Teachers (grades 6-8)
- Middle School Math and Science Teachers (grades 6-8)
- High School Social Studies Teachers (grades 9-12)
- High School Language Arts Teachers (grades 9-12)
- High School Math Teachers (grades 9-12)
- High School Science Teachers (grades 9-12)
- High School Foreign Language Teachers (grades 9-12) [The option of Paiute Language]
- Elementary music teachers
- Elementary arts teachers
- Middle-High music teachers
- Middle-High arts teachers
- Special Education Teachers K-12
- Other [Specify]

In general, Burns Paiute Tribe, places a high value on culturally diverse and culturally competent faculty whose identities reflect that of the communities we serve. Our students would benefit from having more highly qualified indigenous teachers on staff in our Tu wakii Nobii, Henry Salter Grade School, Crane Elementary, Burns High School, Hines Middle School, Silvies River Charter School, Diamond Elementary Diamond School District No. 7, Double O School, Drewsey School District No 13, Harney County School District No 3, Suntex School District No. 10, Fields School, and Frenchglen Schools or Tribal county service area of Harney County. We understand that the University of Oregon has a highly ranked College of Education and that its Sapsik'wala Graduate Teacher Education Program has consistently graduated 1) highly qualified licensed teachers with Masters degrees, who 2) identify as Native-American, and 3) who have been prepared to work with Native American students and communities. We look forward to continue working with the Sapsik'wala Teacher Education Program.

Sincerely,

(b)(6)

Eric Hawley  
Tribal Chairman  
Burns Paiute Tribe

7-12-2018

Date



## **Confederated Tribes of Siletz Indians**

P.O. Box 549

Siletz, Oregon 97380

(541) 444-2532 • 1-800-922-1399 • FAX: (541) 444-2307

**Date:** July 5, 2018

**To:** The University of Oregon Sapsik'wafá (Teacher) Education Project

**Re:** Need for Sapsik'wafá Program Teacher Graduates

I write on behalf of the Confederated Tribes Siletz Indians in the State of Oregon. Students in our Tribe primarily attend the following schools in our 11-county Service Area:

Tillamook, Washington, Multnomah, Clackamas, Yamhill, Polk, Marion, Lincoln, Benton, Linn, and Lane counties. Students in our area have a need for highly qualified teachers in the following grade levels and subject areas:

- Kindergarten Teachers
- Early Elementary Teachers (grades 1-2)
- Later Elementary Teachers (grades 3-5)
- Middle School Social Studies and Language Arts Teachers (grades 6-8)
- Middle School Math and Science Teachers (grades 6-8)
- High School Social Studies Teachers (grades 9-12)
- High School Language Arts Teachers (grades 9-12)
- High School Math Teachers (grades 9-12)
- High School Science Teachers (grades 9-12)
- Special Education Teachers, K - 3

In the coming 4-5 years we anticipate that students in our 11-County Service Area are likely to have a need for highly qualified teachers in the following grade levels and subject areas:

- Kindergarten Teachers
- Early Elementary Teachers (grades 1-2)
- Later Elementary Teachers (grades 3-5)
- Middle School Social Studies and Language Arts Teachers (grades 6-8)
- Middle School Math and Science Teachers (grades 6-8)
- High School Social Studies Teachers (grades 9-12)
- High School Language Arts Teachers (grades 9-12)

- High School Math Teachers (grades 9-12)
- High School Science Teachers (grades 9-12)
- Special Education Teachers, K – 3.

In general, the Confederated Tribes of Siletz Indians places a high value on culturally diverse and culturally competent faculty whose identities reflect that of the communities we serve. Our students would benefit from having more highly qualified indigenous teachers on staff in our 11-County Service Area.

We understand that the University of Oregon has a highly ranked College of Education and that its Sapsik'wafá Graduate Teacher Education Program has consistently graduated 1) highly qualified licensed teachers with Masters degrees, who 2) identify as Native American, and 3) who have been prepared to work with Native American students and communities. We look forward to continue working with the Sapsik'wafá Teacher Education Program.

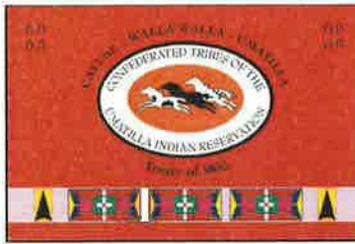
Sincerely,

(b)(6)

Brenda Bremner  
General Manager

**Confederated Tribes *of the*  
Umatilla Indian Reservation**

Board of Trustees & General Council



46411 Timine Way • Pendleton, OR 97801  
(541) 429-7030 • fax (541) 276-3095  
info@ctuir.org • www.umatilla.nsn.us

July 12, 2018

To: The University of Oregon Sapsik'wafá (Teacher) Education Project  
Re: Needs for Sapsik'wafá Program Teacher graduates

This letter is on behalf of the Confederated Tribes of the Umatilla Indian Reservation (CTUIR) in the State of Oregon. The CTUIR is located in northeast Oregon and includes four school districts in its current service area. The students we serve primarily attend the following school districts: Athena-Weston, Pendleton, Helix and Pilot-Rock. The Pendleton School District (PSD) is the largest district served and is composed of 172 certified teachers and 123 classified staff. In this district; there are currently 4 teachers and 2 classified staff that are of Native American / Alaska Native descent. This composes approximately 2% of the staff in the Pendleton School District. The PSD currently has an AI/AN student enrollment of approximately 23% within the district and would benefit from an increase in AI/AN certified and classified staff that are competent in culturally responsive pedagogy.

- Kindergarten Teachers
- Early Elementary Teachers (grades 1-2)
- Later Elementary Teachers (grades 3-5)
- Middle School Social Studies and Language Arts Teachers (grades 6-8)
- Middle School Math and Science Teachers (grades 6-8)
- High School Social Studies Teachers (grades 9-12)
- High School Language Arts Teachers (grades 9-12)
- High School Math Teachers (grades 9-12)
- High School Science Teachers (grades 9-12)
- High School Foreign Language Teachers (grades 9-12)
- Elementary music Teachers
- Elementary arts Teachers
- Middle-High music Teachers
- Middle-High arts Teachers
- Special Education Teachers
- Other

In the coming 4-5 years we anticipate that Students in our Tribes primarily attend the following school districts: Athena-Weston, Pendleton, Helix and Pilot-Rock have a need for highly qualified teachers in the following grade levels and subject areas:

- Kindergarten Teachers
- Early Elementary Teachers (grades 1-2)
- Later Elementary Teachers (grades 3-5)
- Middle School Social Studies and Language Arts Teachers (grades 6-8)
- Middle School Math and Science Teachers (grades 6-8)
- High School Social Studies Teachers (grades 9-12)
- High School Foreign Language Teachers (grades 9-12)

- Elementary music Teachers
- Elementary arts Teachers
- Middle-High music Teachers
- Middle-High arts Teachers
- Special Education Teachers
- Other

In general, CTUIR, places a high value on culturally diverse and culturally competent faculty whose identities reflect that of the communities we serve. Our students would benefit from having more highly qualified indigenous teachers on staff in our students at the following school districts: Athena-Weston, Pendleton, Helix and Pilot-Rock

We understand that the University of Oregon has a highly ranked College of Education and that its Sapsik'wala Graduate Teacher Education Program has consistently graduated 1) highly qualified licensed teachers with Masters degrees, who 2) identify as Native-American, and 3) who have been prepared to work with Native American students and communities. We look forward to continue working with the Sapsik'wala Teacher Education Program.

Sincerely,

(b)(6)

Gary Burke  
CHAIRMAN, BOARD OF TRUSTEES  
CONFEDERATED TRIBES OF THE UMATILLA INDIAN RESERVATION

# THE CONFEDERATED TRIBES OF THE WARM SPRINGS RESERVATION OF OREGON



July 13, 2018

**To:** The University of Oregon Sapsik<sup>w</sup>atá (Teacher) Education Project

**Re:** Needs for Sapsik<sup>w</sup>atá Program Teacher graduates

I write on behalf of the Confederated Tribes of Warm Springs Reservation of Oregon Education Department in the State of Oregon. Students in our Tribe primarily attend the following schools: Jefferson County and Wasco County School Districts located in the cities of Madras and Maupin, Oregon. These schools have needs for highly qualified teachers in the following grade levels and subject areas:

Kindergarten Teachers	High School Language Arts Teachers (9-12)
Early Elementary Teachers (grades 1-2)	High School Math Teachers (9-12)
Later Elementary Teachers (3-5)	High School Science Teachers (9-12)
Middle School Social Studies and Language Arts Teachers (6-8)	Heritage languages of Warm Springs Reservation of Oregon]
Middle School Math and Science Teachers (6-8)	Middle-High music teachers
High School Social Studies Teachers (grades 9-12)	Middle-High arts teachers

In the coming 4-5 years we anticipate that Madras and Maupin are likely to have a need for highly qualified teachers in the following grade levels and subject areas:

Kindergarten Teachers	High School Language Arts Teachers (9-12)
Early Elementary Teachers (grades 1-2)	High School Math Teachers (9-12)
Later Elementary Teachers (3-5)	High School Science Teachers (9-12)
Middle School Social Studies and Language Arts Teachers (6-8)	Heritage languages of Warm Springs Reservation of Oregon
Middle School Math and Science Teachers (6-8)	Middle-High music teachers
High School Social Studies Teachers (9-12)	Middle-High arts teachers

In general, [the Confederated Tribes of Warm Springs Reservation of Oregon Education Department places a high value on culturally diverse and culturally competent faculty whose identities reflect that of the communities we serve. Our students would benefit from having more highly qualified indigenous teachers on staff in our Madras and Maupin schools.

## THE CONFEDERATED TRIBES OF THE WARM SPRINGS RESERVATION OF OREGON

We understand that the University of Oregon has a highly ranked College of Education and that its Sapsik<sup>w</sup>alá Graduate Teacher Education Program has consistently graduated 1) highly qualified licensed teachers with Masters degrees, who 2) identify as Native-American, and 3) who have been prepared to work with Native American students and communities. We look forward to continue working with the Sapsik<sup>w</sup>alá Teacher Education Program.

Sincerely,

(b)(6)

Valerie Switzler  
The Confederated Tribes of Warm Springs  
Education, Culture and Heritage Department  
PO Box C  
Warm Springs, OR 97761  
541-553-3290



## **Cow Creek Band of Umpqua Tribe of Indians**

July 13, 2018

**To: The University of Oregon Sapsikʷalá (Teacher) Education Project**

**Re: Needs for Sapsikʷalá Program Teacher graduates**

I write on behalf of the Cow Creek Band of Umpqua Tribe of Indians in the State of Oregon. Students in our Tribe primarily attend the schools in the Douglas County Tribal service area. Our Tribal service area have needs for highly qualified teachers in the following grade levels and subject areas:

- Kindergarten Teachers
- Early Elementary Teachers (grades 1-2)
- Later Elementary Teachers (grades 3-5)
- Middle School Teachers (grades 6-8)
- High School Teachers (grades 9-12)
- Special Education Teachers

In the coming 4-5 years we anticipate that Douglas County service area is likely to have a need for highly qualified teachers in the following grade levels and subject areas:

- Kindergarten Teachers
- Early Elementary Teachers (grades 1-2)
- Later Elementary Teachers (grades 3-5)
- Middle School Teachers (grades 6-8)
- High School Teachers (grades 9-12)
- Special Education Teachers

In general, Cow Creek Band of Umpqua Tribe of Indians, places a high value on culturally diverse and culturally competent faculty whose identities reflect that of the communities we serve. Our students would benefit from having more highly qualified indigenous teachers on staff in our Douglas County service area.

We understand that the University of Oregon has a highly ranked College of Education and that its Sapsikʷalá Graduate Teacher Education Program has consistently graduated 1) highly qualified licensed teachers with Masters degrees, who 2) identify as Native-American, and 3) who have been prepared to



## Cow Creek Band of Umpqua Tribe of Indians

work with Native American students and communities. We look forward to continue working with the Sapsik'walá Teacher Education Program.

(b)(6)

Tammie Hunt, Education Director  
Cow Creek Band of Umpqua Tribe of Indians



# The Klamath Tribes Tribal Council

27 June, 2018

**To:** The University of Oregon Sapsik'wala Teacher Education Program

**Re:** Needs for Sapsik'wala Program Teacher graduates

I write on behalf of the Klamath Tribes in the State of Oregon. Students in our Tribe primarily attend schools within the Klamath County School District and the Klamath Falls City School District. Our Tribal Community and service delivery area have needs for highly qualified teachers in the following grade levels and subject areas:

- Kindergarten Teachers
- Early Elementary Teachers (grades 1-2)
- Later Elementary Teachers (grades 3-5)
- Middle School Social Studies and Language Arts Teachers (grades 6-8)
- Middle School Math and Science Teachers (grades 6-8)
- High School Social Studies Teachers (grades 9-12)
- High School Language Arts Teachers (grades 9-12)
- High School Math Teachers (grades 9-12)
- High School Science Teachers (grades 9-12)
- Special Education Teachers

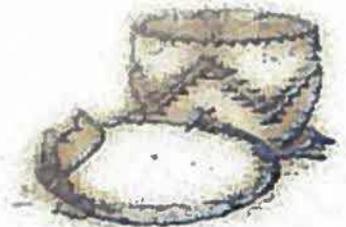
In the coming 4-5 years we anticipate that the Klamath County School District and the Klamath Falls City School are likely to have a need for highly qualified teachers in the following grade levels and subject areas:

- Kindergarten Teachers
- Early Elementary Teachers (grades 1-2)
- Later Elementary Teachers (grades 3-5)

501 Chiloquin Blvd. - P.O. Box 436 - Chiloquin, Oregon 97624

(541) 783-2219 - Fax (541) 783-2029

PR/Award # S299B180043



- Middle School Social Studies and Language Arts Teachers (grades 6-8)
- Middle School Math and Science Teachers (grades 6-8)
- High School Social Studies Teachers (grades 9-12)
- High School Language Arts Teachers (grades 9-12)
- High School Math Teachers (grades 9-12)
- High School Science Teachers (grades 9-12)
- High School Foreign Language Teachers (grades 9-12)
- Elementary music teachers
- Elementary arts teachers
- Middle-High music teachers
- Middle-High arts teachers
- Special Education Teachers

In general, The Klamath Tribes place a high value on culturally diverse and culturally competent faculty whose identities reflect that of the communities we serve. Our students would benefit from having more highly qualified indigenous teachers on staff in our schools within Klamath County and the Klamath Tribes service area.

We understand that the University of Oregon has a highly ranked College of Education and that its Sapsik'wala Graduate Teacher Education Program has consistently graduated 1) highly qualified licensed teachers with Masters degrees, who 2) identify as Native-American, and 3) who have been prepared to work with Native American students and communities. We look forward to continue working with the Sapsik'wala Teacher Education Program.

Sincerely,

(b)(6)

Donald C. Gentry, Chairman

The Klamath Tribes of Oregon

PC: George Lopez, Administration General Manager  
Julie Bettles, Education & Employment Director  
Klamath Tribal Council



**United States Department of the Interior**  
**BUREAU OF INDIAN EDUCATION**  
**CHEMAWA INDIAN SCHOOL**

3700 Chemawa Road, NE  
Salem, Oregon 97305-1199  
Phone: 505-399-5721 Fax: 503-399-5870



July 2, 2018

**To:** The University of Oregon Sapsik'wala (Teacher) Education Project  
**Re:** Willingness to Consider Sapsik'wala Program Graduates for Employment

I write on behalf of the Chemawa Indian School located in Salem, Oregon. Chemawa Indian School is a Bureau of Indian Education funded school that was established with the express purpose of serving indigenous students the United States. The school currently has a total enrolment of 375 Native American students, from over 20 states, and 80 tribes.

Our school currently has a need for highly qualified teachers in the following grade levels and subject areas:

- High School Vocational and Technical Teachers (grades 9-12)

In the coming 4-5 years we anticipate that our school is likely to have a need for highly qualified teachers in the following grade levels and subject areas:

- High School Social Studies Teachers (grades 9-12)
- High School Language Arts Teachers (grades 9-12)
- High School Math Teachers (grades 9-12)
- High School Science Teachers (grades 9-12)
- Special Education Teachers (grades 9-12)

In general, Chemawa Indian School places a high value on hiring culturally diverse and culturally competent faculty whose identities reflect that of the communities we serve. Our students would benefit from having more highly qualified indigenous teachers on staff.

We understand that the University of Oregon has a highly ranked College of Education and that its Sapsik'wala Graduate Teacher Education Program has consistently graduated 1) highly qualified licensed teachers with Masters degrees, who 2) identify as Native-American, and 3) who have been prepared to work with Native American students and communities. We would be very eager to consider applications to our teaching positions from graduates of the Sapsik'wala Program and look forward to receiving such applications from that program's graduates in the near future.

Sincerely,

Lora Braucher  
School Superintendent



July 23, 2018

To: The University of Oregon Sapsik'wa'á (Teacher) Education Project

Re: Willingness to Consider Sapsik'wa'á Program Graduates for Employment

I am writing on behalf of the Klamath County School District located in Klamath Falls, Oregon. The District currently has a total enrollment of 6,511 students. Of these, 6% identify as Native American or Native Alaskan as their primary race. Chiloquin Jr./Sr. High and Chiloquin Elementary schools are public schools that qualify for Title VII funding. Chiloquin Jr./Sr. High School currently has a total enrollment of 124 students. Of these, 43% identify as Native American or Native Alaskan as their primary race. Chiloquin Elementary School currently has a total enrollment of 172 students. Of these, 52% identify as Native American or Native Alaskan as their primary race.

Our schools currently have a need for highly qualified teachers in the following grade levels and subject areas:

- We have a demand in all areas, elementary, secondary, and special education. It is not uncommon for the District to post a position in the Chiloquin schools and get few or no applicants. Specifically, little to no Native American applicants.

In the coming 4-5 years we anticipate that our schools are likely to have a need for highly qualified teachers in the following grade levels and subject areas:

- All areas.

In general, The Klamath County School District places a high value on hiring culturally diverse and culturally competent faculty whose identities reflect that of the communities we serve. Our students would benefit from having more highly qualified indigenous teachers on staff.

We understand that the University of Oregon has a highly ranked College of Education and that its Sapsik'wa'á Graduate Teacher Education Program has consistently graduated 1) highly qualified licensed teachers with Masters degrees, who 2) identify as American Indian/Alaska Native, and 3) who have been prepared to work with American Indian/Alaska Native students and communities. We would be very eager to consider applications to our teaching positions from graduates of the Sapsik'wa'á Program and look forward to receiving such applications from that program's graduates in the near future.

Sincerely,

(b)(6)

Mark Greif, Director of Human Resources

Klamath County School District



**Nixyaawii Community School**  
73300 July Grounds Lane  
Pendleton, OR 97801  
Phone (541) 966-2680  
Fax (541) 966-2671  
Ryan Heinrich, Principal  
[ryan.heinrich@pendleton.k12.or.us](mailto:ryan.heinrich@pendleton.k12.or.us)  
Carrie Phinney, Admin. Asst.  
[cphinney@pendleton.k12.or.us](mailto:cphinney@pendleton.k12.or.us)

**NCS School Board Members**  
*Randall Melton, Chair*  
*Corinne Sams, Vice-Chair*  
*Sally Cosey, Member*  
*Briana Spencer, Member*  
*Syreeta Azure, Member*  
*Candice Cowapoo, Member*  
*Andi Scott, Member*

Date 7/17/18

**To:** The University of Oregon Sapsik'wala (Teacher) Education Project  
**Re:** Willingness to Consider Sapsik'wala Program Graduates for Employment

I write on behalf of the Nixyaawii Community School located in Pendleton, Oregon on the Confederated Tribes of the Umatilla Indian Reservation. Nixyaawii Community School is a public school district that qualifies for Title VII funding. The school currently has a total enrolment of 75 students. Of these, 85% identify as Native American or Native Alaskan.

Beginning fall of 2019 we will be moving into a newly constructed education facility and we expect our enrollment to increase from 75 to 110-140 students. With that said, in the coming 1-2 years we anticipate that our school is likely to have a need for highly qualified teachers in the following grade levels and subject areas:

- High School Social Studies Teachers (grades 9-12)
- High School Language Arts Teachers (grades 9-12)
- High School Math Teachers (grades 9-12)
- High School Science Teachers (grades 9-12)
- High school art and music teachers
- Special Education Teachers [9-12]

In general, Pendleton School District places a high value on hiring culturally diverse and culturally competent faculty whose identities reflect that of the communities we serve. Our students would benefit from having more highly qualified indigenous teachers on staff. We understand that the University of Oregon has a highly ranked College of Education and that its Sapsik'wala Graduate Teacher Education Program has consistently graduated 1) highly qualified licensed teachers with Masters degrees, who 2) identify as American Indian/Alaska Native, and 3) who have been prepared to work with American Indian/Alaska Native students and communities. We would be very eager to consider applications to our teaching positions from graduates of the Sapsik'wala Program and look forward to receiving such applications from that program's graduates in the near future.

(b)(6)

Ryan Heinrich  
Principal Nixyaawii Community School  
Pendleton School District



## Siletz Valley Schools

245 JAMES FRANK AVE  
SILETZ, OR 97380  
(541) 444-1100 PHONE  
(541) 444-2368 FAX

Date: July 17, 2018

**To:** The University of Oregon Sapsik'wafá (Teacher) Education Project

**Re:** Willingness to Consider Sapsik'wafá Program Graduates for Employment

I write on behalf of the Siletz valley Schools (SVS and SVECA) located in Siletz, Oregon. The schools are public charter schools that qualifies for Title VII funding. The school currently has a total enrolment of **198** students. Of the K-8 (SVS) **43%** identify as Native American or Native Alaskan. And at the high school (SVECA, 70% identified as Native American or Native Alaskan.

Our school currently has a need for highly qualified teachers in the following grade levels and subject areas:

- Kindergarten Teachers
- Elementary Teachers (grades K-5)
- Middle School Social Studies and Language Arts Teachers (grades 6-8)
- Middle School Math and Science Teachers (grades 6-8)
- High School Social Studies Teachers (grades 9-12)
- High School Language Arts Teachers (grades 9-12)
- High School Math Teachers (grades 9-12)
- High School Science Teachers (grades 9-12)
- High School Foreign Language Teachers (grades 9-12) (Spanish, French, Dee Ni Siletz Tribal, and ASL)
- Elementary music and arts teachers
- Middle-High music and arts teachers
- CTE teachers (media, technology, woodwork, mechanical, metals/welding, agricultural, etc.)

In general, SVS places a high value on hiring culturally diverse and culturally competent faculty whose identities reflect that of the communities we serve. Our students would benefit from having more highly qualified indigenous teachers on staff.

We understand that the University of Oregon has a highly ranked College of Education and that its Sapsik'wafá Graduate Teacher Education Program has consistently graduated 1) highly qualified licensed teachers with Masters degrees, who 2) identify as American Indian/Alaska Native, and 3) who have been prepared to work with American Indian/Alaska Native students and communities. We would be very eager to consider applications to our teaching positions from graduates of the Sapsik'wafá Program and look forward to receiving such applications from that program's graduates in the near future.

Sincerely,



Samuel Tupou, Superintendent/Principal  
Siletz Valley Schools  
Lincoln County School District  
Siletz, Oregon



**Office of the Superintendent**

445 SE Buff Street  
Madras, OR 97741

TEL: (541) 475-6192  
FAX: (541) 475-6856

[www.jcsd.k12.or.us](http://www.jcsd.k12.or.us)

**Ken Parshall**  
Superintendent

Martha Bewley  
Chief Financial Officer

Melinda Boyle  
Curriculum & Instruction Director

Barbara Garland  
Special Programs Director

Randall H. Bryant  
Human Resources & Operation Director

July 17, 2018

**To:** The University of Oregon Sapsikʷatá (Teacher) Education Project

**Re:** Willingness to Consider Sapsikʷatá Program Graduates for Employment

I am writing on behalf of the Warm Springs K8 Academy in the Jefferson County School District that qualifies for Title VI funding. The school currently has a total enrolment of 680 students. Of these, 98% identify as Native American or Native Alaskan.

Our school currently has a need for highly qualified teachers in the following grade levels and subject areas:

- Kindergarten Teachers
- Early Elementary Teachers (grades 1-2)
- Later Elementary Teachers (grades 3-5)
- Elementary arts teachers
- Middle-High music teachers
- Special Education Teachers

In the coming 4-5 years we anticipate that our school is likely to have a need for highly qualified teachers in the following grade levels and subject areas:

- Kindergarten Teachers
- Early Elementary Teachers (grades 1-2)
- Later Elementary Teachers (grades 3-5)
- Middle School Social Studies and Language Arts Teachers (grades 6-8)
- Special Education Teachers

In general, Jefferson County School District 509-J places a high value on hiring culturally diverse and culturally competent faculty whose identities reflect that of the communities we serve. Our students would benefit from having more highly qualified indigenous teachers on staff.

We understand that the University of Oregon has a highly ranked College of Education and that its Sapsikʷatá Graduate Teacher Education Program has consistently graduated 1) highly qualified licensed teachers with Masters degrees, who 2) identify as American Indian/Alaska Native, and 3) who have been prepared to work with American Indian/Alaska Native students and communities. We would be very eager to consider applications to our teaching positions from graduates of the Sapsikʷatá Program and look forward to receiving such applications from that program's graduates in the near future.

Sincerely,

Ken Parshall  
Superintendent



# YAKAMA NATION TRIBAL SCHOOL

Mailing Address: P.O. Box 151 Toppenish, WA 98948  
Physical Address: 601 Linden Street Toppenish, WA 98948  
Phone: 509-865-4778 Web Site: [www.yakama.org](http://www.yakama.org)

July 16, 2018

**To:** The University of Oregon Sapsik<sup>w</sup>afá (Teacher) Education Project

**Re:** Willingness to Consider Sapsik<sup>w</sup>afá Program Graduates for Employment

I write on behalf of the Yakama Nation Tribal School located in Toppenish, WA. The Yakama Nation Tribal School is a Bureau of Indian Education funded school that was established with the express purpose of serving indigenous students in Washington and the Northwest region. The school currently has a total enrolment of 120 students. Of these 100% identify as Native American or Native Alaskan.

Our school currently has a need for highly qualified teachers in the following grade levels and subject areas:

- High School Social Studies Teachers (grades 9-12)
- High School Math Teachers (grades 9-12)
- High School Science Teachers (grades 9-12)
- High School Foreign Language Teachers (grades 9-12) **[Yakama Language]**
- Special Education Teachers [Grades 8-12]
- Other [School Counselor, Psychologist]

In the coming 4-5 years we anticipate that our school is likely to have a need for highly qualified teachers in the following grade levels and subject areas:

- High School Social Studies Teachers (grades 9-12)
- High School Language Arts Teachers (grades 9-12)
- High School Math Teachers (grades 9-12)
- High School Science Teachers (grades 9-12)
- High School Foreign Language Teachers (grades 9-12) **[Yakama Language]**
- Middle-High music teachers
- Middle-High arts teachers
- Special Education Teachers [grades 9-12]

In general, Yakama Nation Tribal School, places a high value on hiring culturally diverse and culturally competent faculty whose identities reflect that of the communities we serve. Our students would benefit from having more highly qualified indigenous teachers on staff.

We understand that the University of Oregon has a highly ranked College of Education and that its Sapsik<sup>w</sup>afá Graduate Teacher Education Program has consistently graduated 1) highly qualified licensed



# YAKAMA NATION TRIBAL SCHOOL

Mailing Address: P.O. Box 151 Toppenish, WA 98948  
Physical Address: 601 Linden Street Toppenish, WA 98948  
Phone: 509-865-4778 Web Site: [www.yakama.org](http://www.yakama.org)

teachers with Masters degrees, who 2) identify as Native American, and 3) who have been prepared to work with Native American students and communities. We would be very eager to consider applications to our teaching positions from graduates of the Sapsik'wáá Progam and look forward to receiving such applications from that program's graduates in the near future.

Sincerely,

*Adam Strom*

Adam Strom,  
YNTS Principal,  
Yakama Nation Tribal School  
Yakama Nation  
Washington



**District Office**  
P.O. Box 1110  
Newport, OR 97365  
(541) 265-9211  
Fax (541) 574-7620  
[www.lincoln.k12.or.us](http://www.lincoln.k12.or.us)

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July 12, 2018

To: The University of Oregon Sapsik'wałá (Teacher) Education Project  
Re: Willingness to Consider Sapsik'wałá Program Graduates for Employment

I write on behalf of Lincoln County School District located in Lincoln County, Oregon. Our schools encompass four rural coastal communities among four main cities – Newport, Lincoln City, Toledo and Waldport. Our district is a public, K-12 school district that qualifies for Title VII funding. The district currently has approximately 5,000 students. Of these, approximately 8% identify as Native American or Native Alaskan.

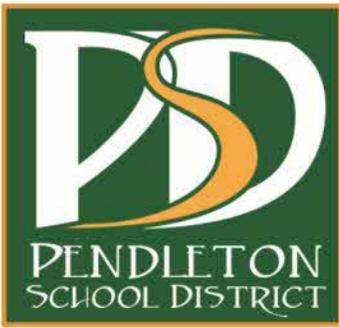
Our school currently has a need for highly qualified teachers in all grade levels and subject areas. Each year, recruitment for highly qualified teachers is a challenge. Being a rural community makes recruitment extremely difficult, especially to choose from a diverse selection that allows us to reflect the demographics of our students.

In general, Lincoln County School District places a high value on hiring culturally diverse and culturally competent staff whose identities reflect that of the communities we serve. Our students would benefit from having more highly qualified indigenous teachers on staff.

We understand that the University of Oregon has a highly ranked College of Education and that its Sapsik'wałá Graduate Teacher Education Program has consistently graduated 1) highly qualified licensed teachers with Masters degrees, who 2) identify as American Indian/Alaska Native, and 3) who have been prepared to work with American Indian/Alaska Native students and communities. We would be very eager to consider applications to our teaching positions from graduates of the Sapsik'wałá Program and look forward to receiving such applications from that program's graduates in the near future.

Sincerely,

Dr. Karen Gray  
Superintendent  
Lincoln County School District  
Newport, Oregon



107 N.W. 10<sup>th</sup> Street  
Pendleton, OR 97801

Ph: 541-276-6711

Fax: 541-278-3208

www.pendleton.k12.or.us

**Chris Fritsch**  
Superintendent

**Michelle Jones**  
Director of Business Services

**Julie Smith**  
Director of Special Programs

**Matt Yoshioka**  
Director of Curriculum Instruction  
& Assessment

**Melissa Sandven**  
Principal  
Pendleton High School

**Dave Williams**  
Principal  
Sunridge Middle School

**Lorena Woods**  
Principal  
McKay Creek Elementary

**Lori Hale**  
Principal  
Pendleton Early Learning Center

**Ronda Smith**  
Principal  
Sherwood Heights Elementary

**Aimee VanNice**  
Principal  
Washington Elementary

**Board of Education**  
Dale Freeman, Chair  
Gary George, Vice Chair  
Dave Krumbein  
Lynn Lieuallen  
Debbie McBee  
Michelle Monkman  
Steve Umbarger

July 16, 2018

**To:** The University of Oregon Sapsik<sup>w</sup>afá (Teacher) Education Project

**Re:** Willingness to Consider Sapsik<sup>w</sup>afá Program Graduates for Employment

I write on behalf of the Pendleton School District located in Pendleton, Oregon. The Pendleton School District is a public school district that qualifies for Title VI funding. The school district currently has a total enrolment of 2,973 students. Of these approximately 18-20% identify as Native American or Native Alaskan.

In the coming 4-5 years we anticipate our district is likely to have a need for highly qualified teachers in the following grade levels and subject areas:

- Kindergarten Teachers
- Early Elementary Teachers (grades 1-2)
- Later Elementary Teachers (grades 3-5)
- Middle School Social Studies and Language Arts Teachers (grades 6-8)
- Middle School Math and Science Teachers (grades 6-8)
- High School Social Studies Teachers (grades 9-12)
- High School Language Arts Teachers (grades 9-12)
- High School Math Teachers (grades 9-12)
- High School Science Teachers (grades 9-12)
- Special Education Teachers

The Pendleton School District places a high value on hiring culturally diverse and culturally competent faculty whose identities reflect that of the communities we serve. Our students would benefit from having more highly qualified indigenous teachers on staff.

The University of Oregon has a highly ranked College of Education and that its Sapsik<sup>w</sup>afá Graduate Teacher Education Program has consistently graduated highly qualified licensed teachers with Masters degrees who identify as American Indian/Alaska Native and who have been prepared to work with American Indian/Alaska Native students and communities. We would be very eager to consider applications to our teaching positions from graduates of the Sapsik<sup>w</sup>afá Program and look forward to receiving such applications from that program's graduates in the near future.

Sincerely,

(b)(6)

Matt Yoshioka  
Director of Curriculum, Instruction and Assessment  
Pendleton School District  
Oregon

PR/Award # S299B180043

# WILLAMINA SCHOOL DISTRICT 30-44-63J

1100 NE Oaken Hills Drive, Willamina, Oregon 97396

Phone: 503-876-1500 / Fax: 503-876-3610

Carrie Zimbrick, Superintendent

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July 10, 2018

**To:** The University of Oregon Sapsikʷaʔá (Teacher) Education Project

**Re:** Willingness to Consider Sapsikʷaʔá Program Graduates for Employment

I write on behalf of the Willamina School District located in Willamina, Oregon. The Willamina School District is a public school district that qualifies for Title VI funding. The district currently has a total enrolment of 887 students. Of these, 35 % are identify as Native American or Native Alaskan.

In the coming 2-3 years we anticipate that our school is likely to have a need for highly qualified teachers in the following grade levels and subject areas:

- Later Elementary Teachers (grades 3-5)
- Middle School Language Arts Teachers (grades 6-8)
- Middle School Math Teachers (grades 6-8)
- High School Language Arts Teachers (grades 9-12)
- High School Math Teachers (grades 9-12)
- High School Foreign Language Teachers (grades 9-12) **Chinuk, Spanish, Sign Language.**
- Elementary music teachers
- Special Education Teachers [All Levels]

In general, Willamina places a high value on hiring culturally diverse and culturally competent faculty whose identities reflect that of the communities we serve. Our students would benefit from having more highly qualified indigenous teachers on staff.

We understand that the University of Oregon has a highly ranked College of Education and that its Sapsikʷaʔá Graduate Teacher Education Program has consistently graduated 1) highly qualified licensed teachers with Masters degrees, who 2) identify as American Indian/Alaska Native, and 3) who have been prepared to work with American Indian/Alaska Native students and communities. We would be very eager to consider applications to our teaching positions from graduates of the Sapsikʷaʔá Program and look forward to receiving such applications from that program's graduates in the near future.

Sincerely,

Carrie Zimbrick, Superintendent  
Willamina School District

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Willamina Elementary School - 1100 Oaken Hills Dr., Willamina, OR 97396 – Phone: 503-876-2374 / Sarah Norwood, Principal  
Willamina JR/SR. High School – 1100 Oaken Hills Dr., Willamina, OR 97396 – Phone: 503-876-2545 / Tim France, Principal



July 18, 2018

**Re:** Willingness to Recruit and Consider Sapsik'wafá Program Graduates for Employment

**To:** The University of Oregon Sapsik'wafá (Teacher) Education Project,

I write on behalf of Bethel School District located in Eugene, OR. Bethel is a public school district that qualifies for Title VII funding. The District currently has a total enrolment of 5,600 students. Of these, 3% identify as Native American or Native Alaskan.

Our District currently has a need for highly qualified teachers in the following grade levels and subject areas:

- Later Elementary Teachers (grades 3-5)
- Middle School Social Studies and Language Arts Teachers (grades 6-8)
- Middle School Math and Science Teachers (grades 6-8)
- Elementary Music Teachers
- Special Education Teachers (Elementary – High)
- CTE Teachers (grades 9-12)
- School Counselors (Elementary – High)

In the coming 4-5 years we anticipate our District will likely have a need for highly qualified teachers in the following grade levels and subject areas:

- Kindergarten Teachers
- Early Elementary Teachers (grades 1-2)
- Later Elementary Teachers (grades 3-5)
- Middle School Social Studies and Language Arts Teachers (grades 6-8)
- Middle School Math and Science Teachers (grades 6-8)
- High School Math Teachers (grades 9-12)
- High School Science Teachers (grades 9-12)
- Elementary Music Teachers
- Middle-High Music Teachers
- Special Education Teachers (Elementary – High)

- CTE Teachers (grades 9-12)
- School Counselors (Elementary – High)

In general, Bethel School District places a high value on hiring culturally diverse and culturally competent faculty whose identities reflect that of the communities we serve. Our students benefit from having more highly qualified indigenous teachers on staff who bring diverse perspectives, knowledge and backgrounds.

We understand that the University of Oregon has a highly ranked College of Education and that its Sapsikʷaʷaʷa Graduate Teacher Education Program has consistently graduated highly qualified licensed teachers with Masters degrees, who identify as American Indian/Alaska Native, and who have been prepared to work with American Indian/Alaska Native students and communities. We are very eager to consider applications to our teaching positions from graduates of the Sapsikʷaʷaʷa Program and look forward to receiving such applications from that program's graduates in the near future.

Bethel School District fully supports the work of the University of Oregon Sapsikʷaʷaʷa (Teacher) Education Project. Please do not hesitate to contact me at (541) 607-1454, if you need additional information.

Sincerely,

(b)(6)

Remie Calalang  
Human Resources Director  
Bethel School District  
Eugene, OR

July 17, 2018

To: U.S. Department of Education, Office of Elementary and Secondary  
Education, Office of Indian Education

From: Sara D. Hodges  
Interim Vice-Provost and Dean of the Graduate School  
University of Oregon

Subject: University of Oregon College of Education Application for Funding Under the Indian  
Education Professional Development Program

This memo is submitted in support of the University of Oregon College of Education's application for funding under the Indian Education Professional Development Program sponsored by the U.S. Department of Education. If funded, this grant will enable continuance of support for the Sapsik'walaá Teacher Education Program, which has been funded by this grant program for well over a decade. Over this period of time, the Sapsik'walaá Teacher Education Program has become an integral part of the College of Education's identity and functioning, made a significant contribution to graduate education, and has served as an important part of the University's continuing efforts to develop and sustain strong relations with Oregon's nine federally recognized tribal communities, and tribal partners throughout our region.

**The Graduate School will provide full two quarters of full tuition support during the regular school year (Fall to Spring) for up to 6 Sapsik'walaá Teacher Education Program students a year and up to a total of 15 students over the three year period of the grant.**

(Should unexpected and drastic cuts to the Graduate School's funding sources be made, we may not be able to honor this support, but will try our absolute best to do so.) This support helps demonstrate campus-wide investment in the success of the next three cohorts of Sapsik'walaá students, all of whom engage in a rigorous 12-month plan of study while earning their master's degrees in education programs. Students are admitted to begin in June of each year and graduate the following June. These next three cohorts will be admitted in Years 1, 2, and 3 of the grant (2019-2021), and graduating in Years 2, 3, and 4 of the grant (2020-2022). Please note that the source of funding for this tuition support cannot be used with students who are Graduate Employees (GEs).

We look forward to continuing our partnership with the Sapsik'walaá Program and to celebrating the success of the highly-qualified American Indian/Alaska Native teachers who will serve in schools and districts with a high proportion of American Indian/Alaska Native students.

Cc: Lisa Howard, Director of Finance and Administration, Graduate School  
Janet Woodruff-Borden, incoming Vice Provost and Dean of the Graduate School



July 27, 2018

To: U.S. Department of Education, Office of Elementary and Secondary Education, Office of Indian Education

From: Office of the Dean, College of Education, University of Oregon

Re: The University of Oregon College of Education Application for Funding Under the Indian Education Professional Development Program

This letter is submitted in support of the College of Education’s Application under the Indian Education Professional Development Program sponsored by the U.S. Department of Education. Over the past sixteen years the Sapsik’wałá Project has become a central part of the College of Education’s identity. It has also become a central part of the University’s service and relationship to Oregon’s nine federally recognized Tribal communities. Our Sapsik’wałá Project is a partnership with the nine Tribes of Oregon, as we operate as a consortium to support the recruitment, training, job placement, and induction support of all project participants. I meet with Tribal consortium partners and in each of my meetings, our Tribal partners are impressed with the dedication we have to supporting American Indian/Alaska Native teachers, and our partners see the results of our work in their Tribal communities. We are proud of our excellent track- record in serving as a leader in Indigenous education, and our 84 Sapsik’wałá alumni who are serving Tribal communities as teachers and education leaders.

This proposal has the full support of the College of Education at the University of Oregon, as evidenced by the College’s institutional support for the Sapsik’wałá Project in the form of course reductions for the PI/PD Dr. Michelle Jacob and Co-PI Dr. Leilani Sabzalian, who serve as key personnel on the project and are our College’s faculty experts in Indigenous studies in education. The course reductions allow Drs. Jacob and Sabzalian to engage in significant time leading the project. Supporting Indigenous education has been a proud achievement of mine as Dean of the University of Oregon’s College of Education, including the recruitment and hiring of both Drs. Jacob and Sabzalian, both of whom serve as strong role models for our students and excellent collaborators with Tribal community partners. I look forward to our continued success in leading Indigenous education in our region and the nation.

(b)(6)

R. W. Kamphaus, Ph.D.,  
Professor and Dean  
College of Education

Office of the Dean  
1215 University of Oregon, Eugene OR 97403-1215  
541-346-3405 | FAX 541-346-5818 <http://education.uoregon.edu>



UNIVERSITY OF OREGON

College of Education

**To:** Randy Kamphaus, Dean, College of Education, University of Oregon

**From:** Edward M. Olivos, Department Head, Department of Education Studies

**Re:** Letter of support for the **Sapsik<sup>w</sup>alá Project** at the University of Oregon

**Date:** July 25, 2018

The following communication is a letter of support for the Sapsik<sup>w</sup>alá Project here at the University of Oregon under the direction of Dr. Michelle Jacob. The Sapsik<sup>w</sup>alá Project is of fundamental importance in terms of the intellectual and cultural contributions American Indian and Alaskan Native (AIAN) students make to this department in particular and this college in general. Equally important (if not more) is the vitally essential societal need the Sapsik<sup>w</sup>alá Project provides in preparing AIAN students to become teachers in schools that serve a high proportion of AIAN students.

The Sapsik<sup>w</sup>alá Project can continue to count on the support of the Department of Education Studies (EDST). As a department, we are committed to serving AIAN populations as demonstrated by our developing articulation of curriculum which centers the Native experiences. For example, this Department offers courses at the undergraduate, master's, and PhD level around the AIAN experience in education and society. The project will be under the direction of two AIAN faculty members from our Department: Dr. Michelle Jacob, Professor of Indigenous Studies in Education, and Dr. Leilani Sabzalian, assistant professor of Indigenous Studies in Education. In accordance with the College of Education (COE) faculty workload policy Dr. Jacob is eligible for a course reduction for writing the grant and an additional course reduction as principal investigator. Similarly, Dr. Sabzalian will be eligible for course reduction as co-principal investigator. These reduced teaching duties will allow them to provide significant time on the project and to work directly with students over the five-year term of the grant. The project is fully supported by the entire EDST faculty.

There is an urgent need both in Oregon and nationally for preparing teachers who are ready and willing to work in schools that serve a high proportion of AIAN students. In particular, there is a need for qualified AIAN identified teachers to work in these schools. Our department has been successful in pursuing these goals over the last sixteen years and we have recently intensified our commitment to both of these goals. Funding this proposal will enable us to continue this important work.

cc: Michelle M. Jacob, Director, Sapsik<sup>w</sup>alá Project

**EDUCATION STUDIES**

5277 University of Oregon, Eugene OR 97403-5277 T 541-346-3404 F 541-346-3556 [education.uoregon.edu/edst](http://education.uoregon.edu/edst)

*An equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act*

PR/Award # S299B180043

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# **The University of Oregon Sapsik'wafá (Teacher) Education Project**

## **Consortium Agreements**

# Consortium Agreement

This Consortium Agreement is entered into between the University of Oregon (UO) College of Education and the **Burns Paiute Tribe**.

WHEREAS, there are an insufficient number of Native American teachers in the state of Oregon and this disparity has a direct impact on the performance of Native American students with specific cultural and educational needs; and

WHEREAS, UO, through the College of Education, offers a range of teacher education programs leading to recommendation for Oregon Initial Teacher Licensure and a master's degree and;

WHEREAS, the **Burns Paiute Tribe** has established the education of its youth as a high priority,

WHEREAS, We the **Burns Paiute Tribe** are participating in the development and inception of the UO Sapsik'w'alá Program and are partners with specific responsibilities and tasks that will be honored by each of the partners;

NOW THEREFORE, we the undersigned agree as follows:

1. We have joined forces as a consortium to offer a comprehensive program for the recruitment, advanced graduate training, and placement of Native teachers serving Native Americans.
2. We will appoint a tribal representative to sit on the Sapsik'w'alá Tribal Advisory Council to ensure the needs of our tribal people are met through the process of tribal consultation.
3. Funding for the training component of this program is being requested through application for a U.S. Department of Education, Indian Professional Development Grant for FY 2018-2023 (CFDA No. 84.299B). In the event the application is funded by the U.S Dept of Education, roles for each of the parties with respect to the program are as follows:
  - 3.1 UO will perform recruitment efforts in joint with the **Burns Paiute Tribe**; provide culturally competent teacher preparation training and graduate coursework leading to the award of the master's degree and recommendation for teacher licensure of program participants; provide an intensive advising and support program for program participants to become highly successful graduates; act as the fiscal agent; perform day-to-day administration and oversight; and participate in the governance of the program.
  - 3.2 The **Burns Paiute Tribe**, through a designated representative, will identify, recruit and select potential candidates in joint with UO; support the educational mission of the program through site visits, official communication and participation in the Tribal Advisory Council; lend expertise to the development of culturally competent coursework specializing in the education of Native American students; and work with cooperating school districts to appropriately place program graduates.

This Consortium Agreement is agreed to and authorized by the officials named below.

UNIVERSITY OF OREGON

**Burns Paiute Tribe**

(b)(6)

By: \_\_\_\_\_  
Dean

Eric Hawley, Tribal Chairman

Date: 17 July 2018

Date: 7-12-2018

## Consortium Agreement

This Consortium Agreement is entered into between the University of Oregon (UO) College of Education and the **Confederated Tribes of Coos, Lower Umpqua & Siuslaw**.

WHEREAS, there are an insufficient number of Native American teachers in the state of Oregon and this disparity has a direct impact on the performance of Native American students with specific cultural and educational needs; and

WHEREAS, UO, through the College of Education, offers a range of teacher education programs leading to recommendation for Oregon Initial Teacher Licensure and a master's degree and;

WHEREAS, the **Confederated Tribes of Coos, Lower Umpqua & Siuslaw** has established the education of its youth as a high priority,

WHEREAS, We the **Confederated Tribes of Coos, Lower Umpqua & Siuslaw** are participating in the development and inception of the UO Sapsik'wala Program and are partners with specific responsibilities and tasks that will be honored by each of the partners;

NOW THEREFORE, we the undersigned agree as follows:

1. We have joined forces as a consortium to offer a comprehensive program for the recruitment, advanced graduate training, and placement of Native teachers serving Native Americans.
2. We will appoint a tribal representative to sit on the Sapsik'wala Tribal Advisory Council to ensure the needs of our tribal people are met through the process to tribal consultation.
3. Funding for the training component of this program is being requested through application for a U.S. Department of Education, Indian Professional Development Grant for FY **2018-2023** (CFDA No. 84.299B). In the event the application is funded by the U.S Dept of Education, roles for each of the parties with respect to the program are as follows:
  - 3.1 UO will perform recruitment efforts in joint with the **Confederated Tribes of Coos, Lower Umpqua & Siuslaw**; provide culturally competent teacher preparation training and graduate coursework leading to the award of the master's degree and recommendation for teacher licensure of program participants; provide an intensive advising and support program for program participants to become highly successful graduates; act as the fiscal agent; perform day-to-day administration and oversight; and participate in the governance of the program.
  - 3.2 The **Confederated Tribes of Coos, Lower Umpqua & Siuslaw**, through a designated representative, will identify, recruit and select potential candidates in joint with UO; support the educational mission of the program through site visits, official communication and participation in the Tribal Advisory Council; lend expertise to the development of culturally competent coursework specializing in the education of Native American students; and work with cooperating school districts to appropriately place program graduates.

This Consortium Agreement is agreed to and authorized by the officials named below.

UNIVERSITY OF OREGON

By: (b)(6)  
R. W. Kamphaus, Dean  
Date: 20 July 2018

**Confederated Tribes of Coos, Lower Umpqua & Siuslaw**

(b)(6)  
Alexis Barry  
Chief Executive Officer  
Date: 7/19/18

## Consortium Agreement

This Consortium Agreement is entered into between the University of Oregon (UO) College of Education and the Cow Creek Band of Umpqua Tribe of Indians.

WHEREAS, there are an insufficient number of Native American teachers in the state of Oregon and this disparity has a direct impact on the performance of Native American students with specific cultural and educational needs; and

WHEREAS, UO, through the College of Education, offers a range of teacher education programs leading to recommendation for Oregon Initial Teacher Licensure and a master's degree and;

WHEREAS, the Cow Creek Band of Umpqua Tribe of Indians has established the education of its youth as a high priority,

WHEREAS, We the Cow Creek Band of Umpqua Tribe of Indians are participating in the development and inception of the UO Sapsik'w'alá Program and are partners with specific responsibilities and tasks that will be honored by each of the partners;

NOW THEREFORE, we the undersigned agree as follows:

1. We have joined forces as a consortium to offer a comprehensive program for the recruitment, advanced graduate training, and placement of Native teachers serving Native Americans.
2. We will appoint a tribal representative to sit on the Sapsik'w'alá Tribal Advisory Council to ensure the needs of our tribal people are met through the process to tribal consultation.
3. Funding for the training component of this program is being requested through application for a U.S. Department of Education, Indian Professional Development Grant for FY 2018-2023 (CFDA No. 84.299B). In the event the application is funded by the U.S Dept of Education, roles for each of the parties with respect to the program are as follows:
  - 3.1 UO will perform recruitment efforts in joint with the Cow Creek Band of Umpqua Tribe of Indians; provide culturally competent teacher preparation training and graduate coursework leading to the award of the master's degree and recommendation for teacher licensure of program participants; provide an intensive advising and support program for program participants to become highly successful graduates; act as the fiscal agent; perform day-to-day administration and oversight; and participate in the governance of the program.
  - 3.2 The Cow Creek Band of Umpqua Tribe of Indians, through a designated representative, will identify, recruit and select potential candidates in joint with UO; support the educational mission of the program through site visits, official communication and participation in the Tribal Advisory Council; lend expertise to the development of culturally competent coursework specializing in the education of Native American students; and work with cooperating school districts to appropriately place program graduates.

This Consortium Agreement is agreed to and authorized by the officials named below.

UNIVERSITY OF OREGON

(b)(6)  
By: 

Date: 17 July 2018

Cow Creek Band of Umpqua Tribe of Indians

(b)(6)  
By: 

Date: 7/16/18



## The Confederated Tribes of the Grand Ronde Community of Oregon

Education Department  
Phone (503) 879-2275 or 1-800 422-0232  
Fax (503) 879-2286

9615 Grand Ronde Rd.  
Grand Ronde, OR 97347

### Consortium Agreement

This Consortium Agreement ("Agreement") is entered into between the University of Oregon College of Education ("UO") and the Confederated Tribes of Grand Ronde Community of Oregon ("Tribe").

WHEREAS, there are an insufficient number of Native American teachers in the state of Oregon and this disparity has a direct impact on the performance of Native American students with specific cultural and educational needs; and

WHEREAS, UO, through the College of Education, offers a range of teacher education programs leading to recommendation for Oregon Initial Teacher Licensure and a master's degree; and

WHEREAS, the Tribe has established the education of its youth as a high priority; and

WHEREAS, the Tribe is participating in the development and inception of the UO Sapsik'w'alá Program; and

WHEREAS, we have joined forces as a consortium to offer a comprehensive program for the recruitment, advanced graduate training, and placement of Native teachers serving Native Americans; and

WHEREAS, the Tribe and UO are partners with specific responsibilities and tasks that will be honored by each of the partners;

NOW THEREFORE, we the undersigned agree as follows:

1. The Tribe will appoint a tribal representative to sit on the Sapsik'w'alá Tribal Advisory Council to ensure the needs of our people are met.
2. Funding for the training component of this program is being requested by UO through application for a U.S. Department of Education, Indian Professional Development Grant for FY 2018-2023. In the event the application is funded by the U.S Dept of Education, roles for each of the parties with respect to the program are as follows:
  - 2.1 UO will perform recruitment efforts jointly with the Tribe; provide culturally competent teacher preparation training and graduate coursework leading to the award of the master's degree and recommendation for teacher licensure of program participants; provide an intensive advising and support program for program participants to become highly successful graduates; act as the fiscal agent; perform day-to-day administration and oversight; and participate in the governance of the program.
  - 2.2 The Tribe, through a designated representative, will identify, recruit and select potential candidates jointly with UO; support the educational mission of the program through site visits, official communication and participation in the Tribal Advisory Council; lend expertise to the development of culturally competent coursework specializing in the education of Native American students; and work with cooperating school districts to appropriately place program graduates.

*Umpqua Molalla Rogue River Kalapuya Chasta*

PR/Award # S299B180043

Page e145

This Agreement is effective upon signature of the authorized officials and will terminate on October 1, 2023. The term can be extended only by written agreement. If either party wishes to terminate the Agreement, written notice shall be given to the other party thirty (30) days in advance of the termination.

**UNIVERSITY OF OREGON**

(b)(6)  
[Redacted Signature Box]

By: R.W. Kamphaus, Professor and Dean  
College of Education  
University of Oregon

Date: 12 July 2018

**THE CONFEDERATED TRIBES OF GRAND RONDE COMMUNITY OF OREGON**

(b)(6)  
[Redacted Signature Box]

By: \_\_\_\_\_  
Date: 7-17-18



# The Klamath Tribes Tribal Council

## Consortium Agreement

This Consortium Agreement is entered into between the University of Oregon (UO) College of Education and the Klamath Tribes.

WHEREAS, there are an insufficient number of Native American teachers in the state of Oregon and this disparity has a direct impact on the performance of Native American students with specific cultural and educational needs; and

WHEREAS, UO, through the College of Education, offers a range of teacher education programs leading to recommendation for Oregon Initial Teacher Licensure and a master's degree; and

WHEREAS, The Klamath Tribes has established the education of its youth as a high priority; and

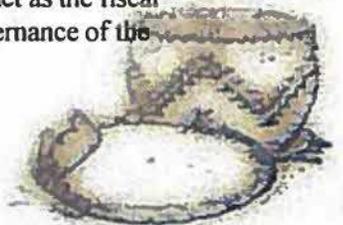
WHEREAS, The Klamath Tribes are participating in the development and inception of the UO Sapsik'wala Program and are partners with specific responsibilities and tasks that will be honored by each of the partners; and

NOW THEREFORE, we the undersigned agree as follows:

1. We have joined forces as a consortium to offer a comprehensive program for the recruitment, advanced graduate training, and placement of Native teachers serving Native Americans.
2. We will appoint a tribal representative to sit on the Sapsik'wala Tribal Advisory Council to ensure the needs of our tribal people are met through the process to tribal consultation.
3. Funding for the training component of this program is being requested through application for a U.S. Department of Education, Indian Professional Development Grant for FY 2018-2023 (CF DA No. 84.299B). In the event the application is funded by the U.S Dept of Education, roles for each of the parties with respect to the program are as follows:
  - 3.1 UO will perform recruitment efforts in joint with the Klamath Tribes; provide culturally competent teacher preparation training and graduate coursework leading to the award of the master's degree and recommendation for teacher licensure of program participants; provide an intensive advising and support program for program participants to become highly successful graduates; act as the fiscal agent; perform day-to-day administration and oversight; and participate in the governance of the program.

501 Chiloquin Blvd. – P.O. Box 436 – Chiloquin, Oregon 97624  
(541) 783-2219 – Fax (541) 783-2029

PR/Award # S299B180043



3.2 **The Klamath Tribes**, through a designated representative, will identify, recruit and select potential candidates in joint with UO; support the educational mission of the program through site visits, official communication and participation in the Tribal Advisory Council; lend expertise to the development of culturally competent coursework specializing in the education of Native American students; and work with cooperating school districts to appropriately place program graduates.

This Consortium Agreement is agreed to and authorized by the officials named below.

UNIVERSITY OF OREGON

(b)(6)

By:

Randy Karphaus, Dean

Date:

7/13/18

THE KLAMATH TRIBES

(b)(6)

By:

Donald C. Gentry, Tribal Chairman

Date:

6/27/18

## Consortium Agreement

This Consortium Agreement is entered into between the University of Oregon (UO) College of Education and the **Confederated Tribes of Siletz Indians**.

WHEREAS, there are an insufficient number of Native American teachers in the state of Oregon and this disparity has a direct impact on the performance of Native American students with specific cultural and educational needs; and

WHEREAS, UO, through the College of Education, offers a range of teacher education programs leading to recommendation for Oregon Initial Teacher Licensure and a master's degree and;

WHEREAS, the **Confederated Tribes of Siletz Indians** has established the education of its youth as a high priority,

WHEREAS, We the **Confederated Tribes of Siletz Indians** are participating in the development and inception of the UO Sapsik'wála Program and are partners with specific responsibilities and tasks that will be honored by each of the partners;

NOW THEREFORE, we the undersigned agree as follows:

1. We have joined forces as a consortium to offer a comprehensive program for the recruitment, advanced graduate training, and placement of Native teachers serving Native Americans.
2. We will appoint a tribal representative to sit on the Sapsik'wála Tribal Advisory Council to ensure the needs of our tribal people are met through the process to tribal consultation.
3. Funding for the training component of this program is being requested through application for a U.S. Department of Education, Indian Professional Development Grant for FY 2018 - 2023 (CFDA No. 84.299B). In the event the application is funded by the U.S Dept of Education, roles for each of the parties with respect to the program are as follows:
  - 3.1 UO will perform recruitment efforts in joint with the **Confederated Tribes of Siletz Indians**; provide culturally competent teacher preparation training and graduate coursework leading to the award of the master's degree and recommendation for teacher licensure of program participants; provide an intensive advising and support program for program participants to become highly successful graduates; act as the fiscal agent; perform day-to-day administration and oversight, and participate in the governance of the program.
  - 3.2 The **Confederated Tribes of Siletz Indians**, through a designated representative, will identify, recruit and select potential candidates in joint with UO; support the educational mission of the program through site visits, official communication and participation in the Tribal Advisory Council; lend expertise to the development of culturally competent coursework specializing in the education of Native American students; and work with cooperating school districts to appropriately place program graduates.

This Consortium Agreement is agreed to and authorized by the officials named below.

UNIVERSITY OF OREGON

Confederated Tribes of Siletz Indians

(b)(6)

By

Dean

Date:

17 July 2018

Date:

7/2/18

## Consortium Agreement

This Consortium Agreement is entered into between the University of Oregon (UO) College of Education and the **Confederated Tribes of the Umatilla Indian Reservation**.

WHEREAS, there are an insufficient number of Native American teachers in the state of Oregon and this disparity has a direct impact on the performance of Native American students with specific cultural and educational needs; and

WHEREAS, UO, through the College of Education, offers a range of teacher education programs leading to recommendation for Oregon Initial Teacher Licensure and a master's degree and;

WHEREAS, the **Confederated Tribes of the Umatilla Indian Reservation** has established the education of its youth as a high priority,

WHEREAS, We the **Confederated Tribes of the Umatilla Indian Reservation** are participating in the development and inception of the UO Sapsik'wala Program and are partners with specific responsibilities and tasks that will be honored by each of the partners;

NOW THEREFORE, we the undersigned agree as follows:

1. We have joined forces as a consortium to offer a comprehensive program for the recruitment, advanced graduate training, and placement of Native teachers serving Native Americans.
2. We will appoint a tribal representative to sit on the Sapsik'wala Tribal Advisory Council to ensure the needs of our tribal people are met through the process to tribal consultation.
3. Funding for the training component of this program is being requested through application for a U.S. Department of Education, Indian Professional Development Grant for FY 2018-2023 (CFDA No. 84.29913). In the event the application is funded by the U.S Dept of Education, roles for each of the parties with respect to the program are as follows:
  - 3.1 UO will perform recruitment efforts in joint with the **Confederated Tribes of the Umatilla Indian Reservation**; provide culturally competent teacher preparation training and graduate coursework leading to the award of the master's degree and recommendation for teacher licensure of program participants; provide an intensive advising and support program for program participants to become highly successful graduates; act as the fiscal agent; perform day-to-day administration and oversight; and participate in the governance of the program.
  - 3.2 The **Confederated Tribes of the Umatilla Indian Reservation**, through a designated representative, will identify, recruit and select potential candidates in joint with UO; support the educational mission of the program through site visits, official communication and participation in the Tribal Advisory Council; lend expertise to the development of culturally competent coursework specializing in the education of Native American students; and work with cooperating school districts to appropriately place program graduates.

This Consortium Agreement is agreed to and authorized by the officials named below.

UNIVERSITY OF OREGON

(b)(6)

E

Randy Kaufmann, Dean

Date:

17 July 2018

**Confederated Tribes of the Umatilla Indian Reservation**

(b)(6)

E

Eric Quampts, Interim Executive Director

Date:

7/19/18

## Consortium Agreement

This Consortium Agreement is entered into between the University of Oregon (UO) College of Education and the Confederated Tribes of Warm Springs Reservation of Oregon Education Department.

WHEREAS, there are an insufficient number of Native American teachers in the state of Oregon and this disparity has a direct impact on the performance of Native American students with specific cultural and educational needs; and

WHEREAS, UO, through the College of Education, offers a range of teacher education programs leading to recommendation for Oregon Initial Teacher Licensure and a master's degree and;

WHEREAS, the Confederated Tribes of Warm Springs Reservation of Oregon Tribal Council has established the education of its youth as a high priority,

WHEREAS, We the Confederated Tribes of Warm Springs Reservation of Oregon Education Department are participating in the development and inception of the UO Sapsik<sup>w</sup>alá Program and are partners with specific responsibilities and tasks that will be honored by each of the partners;

NOW THEREFORE, we the undersigned agree as follows:

1. We have joined forces as a consortium to offer a comprehensive program for the recruitment, advanced graduate training, and placement of Native teachers serving Native Americans.
2. We will appoint a tribal representative to sit on the Sapsik<sup>w</sup>alá Tribal Advisory Council to ensure the needs of our tribal people are met through the process to tribal consultation.
3. Funding for the training component of this program is being requested through application for a U.S. Department of Education, Indian Professional Development Grant for FY 2018-2023 (CFDA No. 84.299B). In the event the application is funded by the U.S Dept of Education, roles for each of the parties with respect to the program are as follows:
  - 3.1 UO will perform recruitment efforts in joint with the Confederated Tribes of Warm Springs Reservation of Oregon Education Department; provide culturally competent teacher preparation training and graduate coursework leading to the award of the master's degree and recommendation for teacher licensure of program participants; provide an intensive advising and support program for program participants to become highly successful graduates; act as the fiscal agent; perform day-to-day administration and oversight; and participate in the governance of the program.
  - 3.2 The Confederated Tribes of Warm Springs Reservation of Oregon Education Department, through a designated representative, will identify, recruit and select potential candidates in joint with UO; support the educational mission of the program through site visits, official communication and participation in the Tribal Advisory Council; lend expertise to the development of culturally competent coursework specializing in the education of Native American students; and work with cooperating school districts to appropriately place program graduates.

This Consortium Agreement is agreed to and authorized by the officials named below.

UNIVERSITY OF OREGON

(b)(6)

Dean

Date:

*17 July 2018*

Confederated Tribes of Warm Springs Reservation of  
Education Department

(b)(6)

By:

Education, Culture and Heritage Manager

Date:

# **The University of Oregon Sapsik'wafá (Teacher) Education Project**

## **STEM Supporting Narrative**

Part 6: Other Attachments

Competitive **Preference Priority 4**: Please see summary on pp. 3-4 and discussion on p. 7 and on pp.25-27.

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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

## Budget Narrative

**Key Personnel:** The personnel needs for this project have been analyzed carefully on the basis of personnel needs in prior and current grants. To ensure adequate faculty and staff support for program participants, the UO is providing significant support with faculty course release time and two quarters of tuition waivers for each of the 15 students who will participate. Please see the letters of support from the Dean of the College of Education, Department Head of the Department of Education Studies, and the Dean of the Graduate School. Significant FTE support for two AIAN UO faculty, the PI/PD and Co-PI, is provided in this budget. Through this combination of grant support and institutional support, the staffing described is sufficient to perform the work outlined in the proposal. Care has been taken to allocate the necessary staff to the various positions. All FTEs were calculated by listing the various tasks comprising the positions with the numbers of hours per year to perform each task. These hours were converted to FTEs. Salaries also include an annual cost of living increase (COLA) of 1.3% in years 2, 3, 4 and 5.

**Michelle Jacob, Principal Investigator/Project Director** (Academic FTE is .09 yr. 1, .05 yr. 2, .08 yr. 3, .10 yr. 4, .05 yr. 5. Summer FTE is .25 yr. 1, .15 yr. 2, .06 yr. 3, .05 yr. 4, .20 yr. 5). Dr. Jacob will be responsible for oversight of the project, communications with UO and external administrative personnel, fiscal management and quarterly reporting. The PI/PD is responsible for assuring that all project activities are in compliance with policies, procedures, and regulations of the UO Office of Research Services and Administration, the Human Subjects Internal Review Board, and the Office of Indian Education. The PI will co-teach the year-long project seminar, lead the STEM+CS professional development component of the project, co-coordinate recruitment and retention services, as well as co-coordinate communication with consortium partners and assist with job placement and induction support.

**Dr. Leilani Sabzalian, Co-PI** (Academic FTE is .04 yr. 1, .03 yr. 2, .03 yr. 3, .02 yr. 4, .03 yr. 5. Summer FTE is .15 yr. 1, .05 yr. 2, .05 yr. 3, .05 yr. 4, .05 yr. 5). Dr. Sabzalian will co-teach the year-long project seminar, assist with the STEM+CS professional development component of the project, co-coordinate recruitment and retention services, as well as co-coordinate communication with consortium partners and assist with job placement, and will be the project leader on assessing and planning induction support.

**Project Coordinator, To be named** (1.0 FTE in yrs 1-3, .5 FTE in yrs 4-5) Project Coordinator position is included in this budget to provide day-to-day coordination of the project, assist PI/PD and Co-PI in leading the project, and to be available at all times to students and consortium members. A full job description is attached. Summary of duties:

- 1. Reviews** student payback obligations and updates the system on an ongoing basis. Assists students in logging in to the payback system twice each quarter. Assists students and employers with planning and carrying out service payback documentation.
- 2. Assists** in the admissions process, is available full-time to assist in actively recruiting applicants, answer application questions and assist applicants as needed; prepares applications for review, ranking, and approval by the Tribal Advisory Council.
- 3. Contacts** students, faculty, staff, Tribal representatives regarding program applications, recruitment and admissions. Contact takes place over email, by phone, and in person. This

position requires some travel to Tribal education meetings and to Tribal Reservations and Education Offices around the region.

4. **Identifies** additional campus and professional resources for students to access.
5. **Assists** in continuing to build the Sapsik'walaá alumni network.
6. **Represents** the Sapsik'walaá Teacher Education program by attending various local, state, and regional meetings relevant to the program. This position is required to give professional presentations that communicate the importance and progress of the Sapsik'walaá project.
7. **Monitors** and leads the day-to-day operations of the project, admissions, payback requirement, student placements, social media, program social media, and alumni network.
8. **Facilitates** Sapsik'walaá program communication and collaboration with the UOTeach licensure and degree program.
9. **Assists** Education Studies faculty in building and maintaining a strong network with potential employers for program students.
10. **Assists** students in organizing and submitting job applications.
11. **Assists** students in preparing for job interviews.
12. **Assists** Project Director and Co-Principal Investigator in preparing all project reports, including annual reports, budget updates, and final performance report.
13. **Monitors** the budget status within the university system, provides updates on a quarterly basis to the Project Director.
14. **Assists** Project Director and Co-Principal Investigator with Indigenous research and evaluation projects that support the Sapsik'walaá project.

#### **Total Salary for all Project Key Personnel**

Year 1 salary: \$90,506

Year 2 salary: \$75,553

Year 3 salary: \$77,820

Year 4 salary: \$54,489

Year 5 salary: \$57,162

#### **Total Benefits for all Project Key Personnel**

Fringe Benefits will be based on actual costs; percentages used in calculations here are approximations. Fringe Benefits include medical, dental and other health insurance, unemployment insurance, social security (FICA), retirement (PERS), and worker's compensation insurance.

Year 1 fringe benefits: \$64,423

Year 2 fringe benefits: \$62,617

Year 3 fringe benefits: \$65,489

Year 4 fringe benefits: \$43,919

Year 5 fringe benefits: \$43,524

#### **Project Supplies**

Project supplies include items such as notebooks and portfolios for recruiting; journals, books and materials for seminars; and thumb drives, paper, and printer toner cartridges for meeting and classroom presentations. This also includes supplies for the quarterly consortium meetings and

outreach to payback qualifying schools and districts and parking permits for our consortium partners. These include: paper, folders, poster paper flip charts to be used in planning and discussion activities. All of these supplies support communication with project participants during their training, placements, and induction years. Supplies are also used in training and induction year workshops and seminar activities. Parking permits will be purchased as supplies for Consortium meetings and alumni attendance at seminars to continue their STEM+CS training during induction. All above named supplies will be used specifically for this project and only this project. Our supplies budget is:

Year 1 \$948  
Year 2 \$966  
Year 3 \$1147  
Year 4 \$847  
Year 5 \$975

### **Travel**

Funds are budgeted for the Project Director and Co-Director to attend the Project Directors' meeting in Washington D.C.; both will attend in Years 1-3 and Year 5. This travel budget is based on University of Oregon reimbursement rates for a "high" city and include; airfare, lodging, meals, and miscellaneous expenses - taxi, phone, baggage fees, etc. Total cost per person for trip is \$1,823.

Funds are also budgeted to support recruitment travel for recruitment activities at regional Tribal reservations and education offices, universities, and Indigenous education meetings during Years 1-3. The PI/PD, Co-PI, and Project Coordinator will all engage in recruitment. This travel budget is based on University of Oregon reimbursement rates for a "low" city: airfare: \$900, lodging: \$207/night for 3 nights, meals: \$68/day for 3 days, miscellaneous expenses - taxi, phone, etc.: \$150.

Mileage reimbursement will be provided to students who have completed the program during grant Years 1-3 to attend two meetings on campus in the induction year. The state reimbursement rate is currently \$.545 per mile and the distance the students will travel to reach campus is estimated as follows: 4 students from a site within 100 miles round trip, 5 from 150 miles, and 5 from 200 miles. Actual distances will depend on where the students take jobs after program completion. Mileage reimbursement is also provided to Consortium partners who drive to quarterly meetings for our project.

### **Other**

Mentor Honorarium is budgeted for 12 mentors at \$700 each (3 each in Years 1, 2, 3, and 5). Mentors provide culturally responsive and culturally sustaining support for participants during their training and induction. Special emphases are on providing training and professional development for teaching strategies and pedagogical approaches to meet the diverse needs of AIAN students.

## **Student Support**

The student support needs of this project have been analyzed carefully on the basis of support needs in prior and current grants. We believe the student support line items are described sufficiently to adequately support the students as outlined in the proposal.

Students will each complete 4 terms, and will enter the program in 3 cohorts on the following schedule: 6 students entering the program Summer Term, 2019; 5 students entering Summer 2020; and 4 students entering Summer 2021. The graduate school has agreed to provide 2 quarters of tuition for each of the 15 students.

**Tuition and Fees** are provided for the entire 4 term/1-year program starting in Summer and ending in Spring for each of the three cohorts. Tuition includes standard UO tuition and fees (energy surcharge, technology fee, building fee, incidental fee, recreation center fee, health service fee and registration fee), and tuition support to cover the costs of attending the Northwest Indian Language Institute Summer Institute (NILI SI). Attendance at NILI SI provides two weeks of intensive and credit-earning training in Indigenous language education with fellow attendees who are Tribal Elders and master teachers.

**Stipends** are budgeted at \$1,700 per student per month for each of our 15 students.

A **dependent allowance** of \$275 per child per month is budgeted to assist students with family expenses and facilitate their participation in the program. It is anticipated that participants in the program will each have 1 dependent, per cohort, eligible for this allowance.

**Instructional supplies** will be supported at a level of \$250 per term for 15 students to reimburse students for the costs of books and course readers required for their classes each term. Additionally, students will be supplied with a laptop computer and appropriate software (\$1,500) in their first quarter of enrollment.

**Testing Fees:** Participants will receive support to cover the required tests for program entry and licensure. Up to \$400 for 15 students will be allocated to take the following required tests: ORELA, ORELA civil rights, & ESOL.

**Induction Support:** (including STEM+CS and NILI SI): We provide comprehensive induction support in the form of ongoing professional development in STEM+CS teaching strategies and pedagogical approaches, paying an onsite master teacher mentor to help guide and support participants during their first two years of teaching, and providing the option to participate in the NILI Summer Institute.

## **Total Student Support:**

Year 1 \$210,384

Year 2 \$227,823

Year 3 \$221,446

Year 4 \$ 10,836 (induction only)

Year 5 \$ 4,000 (induction only)

**Indirect Costs**

A 8% indirect cost rate has been applied per federal guidelines for this training program, based on direct costs minus trainee support.