

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 # S299B180044

Grants.gov Tracking#: GRANT12686064

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

Closing Date: Jul 30, 2018

PR/Award # S299B180044

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

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="07/30/2018"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

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

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="SOUTHEASTERN OKLAHOMA STATE UNIVERSITY"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="37-1785782"/>	* c. Organizational DUNS: <input type="text" value="0455904520000"/>

d. Address:

* Street1: <input type="text" value="425 W UNIVERSITY BLVD"/>
Street2: <input type="text"/>
* City: <input type="text" value="DURANT"/>
County/Parish: <input type="text" value="BRYAN"/>
* State: <input type="text" value="OK: Oklahoma"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="74701-3347"/>

e. Organizational Unit:

Department Name: <input type="text" value="NATIVE AMERICAN INSTITUTE"/>	Division Name: <input type="text" value="OFFICE OF ACADEMIC AFFAIRS"/>
---	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Ms ."/>	* First Name: <input type="text" value="LAUREN"/>
Middle Name: <input type="text" value="BROOKE"/>	
* Last Name: <input type="text" value="ROWLAND"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="DIRECTOR, NATIVE AMERICAN INSTITUTE"/>

Organizational Affiliation: <input type="text" value="SOUTHEASTERN OKLAHOMA STATE UNIVERSITY"/>

* Telephone Number: <input type="text" value="580-745-2558"/>	Fax Number: <input type="text" value="580-745-7516"/>
---	---

* Email: <input type="text" value="LROWLAND@SE.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.):

1234-NAEIE Areas Affected by Project.pdf

Add Attachment

Delete Attachment

View Attachment

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

NATIVE AMERICAN EXCELLENCE IN EDUCATION TEACHER PREPARATION PROJECT

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="1,395,167.00"/>
* 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="1,395,167.00"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

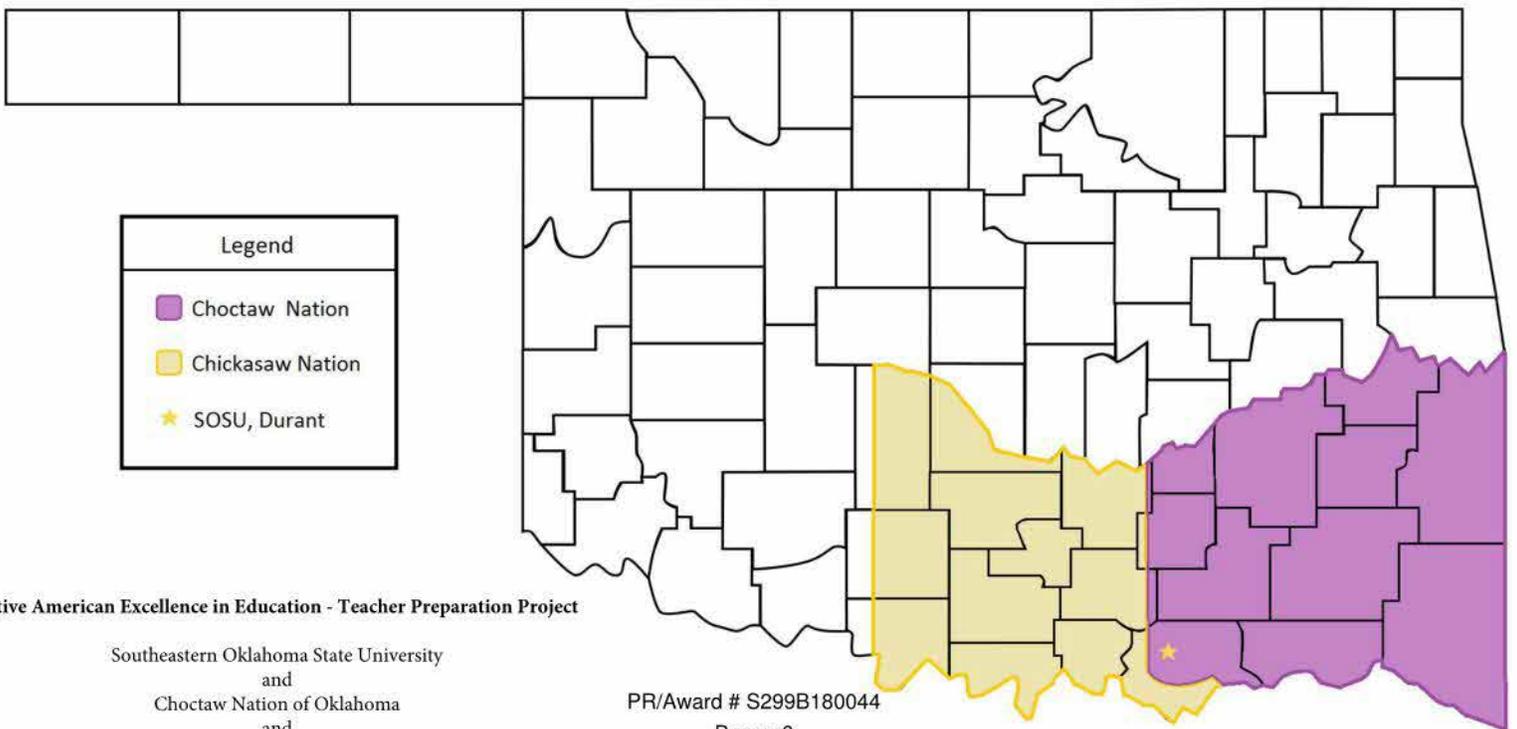
* Telephone Number:

Fax Number:

* Email:

* Signature of Authorized Representative:

* Date Signed:



Legend	
	Choctaw Nation
	Chickasaw Nation
	SOSU, Durant

Native American Excellence in Education - Teacher Preparation Project

Southeastern Oklahoma State University
and
Choctaw Nation of Oklahoma
and
The Chickasaw Nation

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

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

Name of Institution/Organization

SOUTHEASTERN OKLAHOMA STATE UNIVERSITY

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	53,498.00	55,103.00	56,756.00	58,459.00	60,213.00	284,029.00
2. Fringe Benefits	32,025.00	32,985.00	33,974.00	34,994.00	36,044.00	170,022.00
3. Travel	6,675.00	4,320.00	4,400.00	6,800.00	6,600.00	28,795.00
4. Equipment	6,000.00	0.00	0.00	0.00	0.00	6,000.00
5. Supplies	6,800.00	3,200.00	2,900.00	3,000.00	2,750.00	18,650.00
6. Contractual	5,300.00	5,700.00	5,400.00	6,000.00	5,500.00	27,900.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	110,298.00	101,308.00	103,430.00	109,253.00	111,107.00	535,396.00
10. Indirect Costs*	8,824.00	8,105.00	8,274.00	8,740.00	8,889.00	42,832.00
11. Training Stipends	244,905.00	288,770.00	283,264.00	0.00	0.00	816,939.00
12. Total Costs (lines 9-11)	364,027.00	398,183.00	394,968.00	117,993.00	119,996.00	1,395,167.00

***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: 07/01/2015 To: 06/30/2019 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): U.S. DEPARTMENT OF HEALTH & HUMAN SERVICES

The Indirect Cost Rate is 43.00%.

(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 # S299B180044

Name of Institution/Organization SOUTHEASTERN OKLAHOMA STATE UNIVERSITY	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>Gladys Skinner</p>	<p>TITLE</p> <p>PRESIDENT, SOUTHEASTERN OKLAHOMA STATE UNIV</p>
<p>APPLICANT ORGANIZATION</p> <p>SOUTHEASTERN OKLAHOMA STATE UNIVERSITY</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

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

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

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

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

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

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

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

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

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

* Signature:

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

Title: Telephone No.: Date:

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

1249-GEPA Statement Southeastern Oklahoma

Add Attachment

Delete Attachment

View Attachment

Southeastern Oklahoma State University

General Education Provision Act (GEPA), Section 427 Statement

Southeastern Oklahoma State University affirms its commitment to an educational and working environment free from discrimination and harassment on the basis of race, color, national origin, religion, sex, sexual orientation, gender, age, disability, veteran status, and other protected characteristics. Discrimination of any kind, including harassment and retaliation, will not be tolerated. University policy, promulgated in the institutional [Civil Rights and Title IX Policy](#) specifically covers civil rights matters for all faculty, students, staff, student and employee applicants, contractors and visitors when the University becomes aware of discrimination, harassment or retaliation through a complaint or by other means. Southeastern is committed to promptly ending any instances of discrimination, harassment, or retaliation and taking appropriate measures to effectively prevent the repetition of such conduct. The University will impose appropriate sanctions to reasonably ensure that such actions are not repeated, and steps will promptly be taken to remedy the effects of the misconduct. The University is committed to preventative programming and outreach to the campus community in order to improve campus attitudes and understanding about discrimination, harassment, sexual misconduct, effective consent, bystander intervention, and other important behavioral wellness topics.

In compliance with applicable federal and state law and regulations, does not discriminate and prohibits discrimination on the basis of race, color, religion, national origin, sex, age, disability, sexual orientation, gender identity, or status as a veteran in any of its policies, practices, procedures, or programs. This includes, but is not limited to: admissions, employment, financial aid, and educational services. The University has designated each and every supervisor a “mandatory reporter” for any type of violation of this policy. This means that supervisory personnel are subject to discipline if they fail to properly report instances of harassment, discrimination, or retaliation.

Specific programs:

The Civil Rights & Title IX Policy provides a framework for handling issues related to access and equity in all educational and other programming at Southeastern Oklahoma State University. It contemplates the various accommodative pathways and obligations for disability related access and proscribes all forms of illegal discrimination while also providing for investigations in order to effectively prevent, end, and remedy any instance of ineffective access or some form of discrimination, harassment, or retaliation. This policy contains subsections on disability rights, transgender inclusion, and sexual harassment/assault prevention.

The Office of Compliance & Safety is directed by a licensed attorney who also serves as the University’s primary civil rights investigation officer and coordinator of disability services.

This office exists as a resource for all faculty, staff, and students seeking advice or information about mitigating and eliminating barriers to access.

Student Support Services is an on-campus program that provides assistance to low income, first-generation, or disabled students services related to advisement, counseling, and tutoring as well as offering cultural opportunities and field trips to a designated cohort. This program, along with the Wellness Center – which provides counseling and limited healthcare to all students work in cooperation with each other to reduce and eliminate access barriers for students who benefit from these services.

Student Organizations and Advocacy are primary initiatives within the division of student affairs, and the University encourages the growth and flourishing of minority student organizations including the Black Student Association, Native American Student Association, and the International Student Association. These campus based organizations serve to build a sense of inclusion and belonging for certain student demographics, and also serve an important advocacy role for such students.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

SOUTHEASTERN OKLAHOMA STATE UNIVERSITY

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. * First Name: MICHAEL Middle Name: SEAN

* Last Name: BURRAGE Suffix:

* Title: PRESIDENT, SOUTHEASTERN OKLAHOMA STATE UNIV

* SIGNATURE: Gladys Skinner

* DATE: 07/30/2018

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

1. Project Director:

Prefix: Ms.	First Name: LAUREN	Middle Name: BROOKE	Last Name: ROWLAND	Suffix:
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Address:

Street1:	425 W UNIVERSITY BLVD
Street2:	
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County:	BRYAN
State:	OK: Oklahoma
Zip Code:	74701-3347
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
580-745-2558	580-745-7516

Email Address:

LROWLAND@SE.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:

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

	Add Attachment	Delete Attachment	View Attachment
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Abstract

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

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

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

You may now Close the Form

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

* Attachment:

SOUTHEASTERN OKLAHOMA STATE UNIVERSITY

AND

CHOCTAW NATION OF OKLAHOMA

AND

THE CHICKASAW NATION

NATIVE AMERICAN EXCELLENCE IN EDUCATION-TEACHER PREPARATION PROJECT

INDIAN EDUCATION PROFESSIONAL DEVELOPMENT GRANT CFDA 84.299B

Abstract

The Native American Excellence in Education-Teacher Preparation Project (NAEIE-TPP) is a consortium between Southeastern Oklahoma State University (SOSU), the Choctaw Nation of Oklahoma, and the Chickasaw Nation designed to increase the quantity and quality of certified Native American (NA) teachers in southeastern Oklahoma, home to the Choctaw and Chickasaw territories; 21 counties combined. SOSU is centrally located in between these two Native nations in Durant, Oklahoma, with a NA student population just over 30%. SOSU also boasts a longstanding history of graduating highly qualified teachers through its Council for the Accreditation of Educator Preparation (CAEP) Teacher Education Program.

Oklahoma is currently experiencing a severe teacher shortage evidenced by schools relying on emergency certifications to fill vacancies and increasing class sizes due to the scarcity of qualified applicants. The consortium agreement between SOSU, the Choctaw Nation of Oklahoma, and the Chickasaw Nation in conjunction with collaborative local school districts demonstrates a common recognition to urgently support and train NA students to complete a high-quality teacher education program that will lead to a Bachelors in Education and an Oklahoma Teaching Certificate. These steps will fulfill Absolute Priority One making a positive

impact on the current teacher shortage and the Native students in school districts within the Choctaw and Chickasaw territories. Research has shown that NA teachers positively influence NA student success and persistence, provide connectivity to the community, and are more likely to be aware of NA learning styles and utilize that knowledge in the classroom.

The NAEIE Project will market and recruit 12 applicants through local media and newspapers, university and tribal social media, and network services. Selections will be done by committee consisting of a phase two interview. Participants will progress through an academically sound educator preparation program to complete a Bachelor's degree in education, which enables them to meet requirements for full Oklahoma State Certification. In addition to required coursework, participants will be provided with opportunities to enhance the educational experience of prospective NA teachers through supplemental professional development, additional STEM training, and NA history and culture sessions designed to assist new teachers in becoming capable, effective professionals with insight into Native educational barriers. The project seeks to support participants transition into employment in local school districts through an induction program designed to support and educate participants on how to become effective teachers and how to improve the quality of their teaching, thereby increasing their likelihood of persisting in the field to fulfill the payback requirement.

By providing financial, educational, cultural, and emotional support to future NA teachers, the NAEIE project will have a positive impact on increasing the number of NA teachers in Oklahoma and decreasing the number of unfilled positions across the region.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

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

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SOUTHEASTERN OKLAHOMA STATE UNIVERSITY

and

CHOCTAW NATION OF OKLAHOMA

and

THE CHICKASAW NATION

Indian Education Professional Development Grant CFDA 84.299B

2018

Project Narrative

**Native American Excellence in Education
Teacher Preparation Project**

(NAEIE-TPP)

Principal Investigator: Joni Trosin, MA

Co-Principal Investigator: Lauren Rowland, MA

**Native American Excellence in Education
Teacher Preparation Project
(NAEIE-TPP)**

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a. Need for Project – Native American Excellence in Education Project

(1) Oklahoma is experiencing a teacher shortage crisis. According to the Oklahoma School Board Association, the 2017-18 school year began with over 500 teaching vacancies despite record numbers of emergency certifications and the elimination of more than 400 teaching positions since the previous year (2017). Amid the statewide shortage of qualified applicants, schools have grown increasingly reliant on filling teacher vacancies with people who have not completed the state's requirements for either a traditional or alternative certification. According to the Oklahoma State Department of Education, over the last 5 years the number of emergency teacher certificates issued in a single year has increased from 32 to 1,966; an increase of 6,044% (Oklahoma NAEP Scores Drop in Wake of teacher Shortage, 2018). Recruitment and retention of qualified teachers are challenges school leadership face each school year (Teacher Recruitment Website, 2017). This shortage is having a pronounced and negative impact specifically on Native students in Oklahoma as evidenced by the reading scores on the 2017 National Assessment of Educational Progress (NAEP), which demonstrates a statistically significant drop of five points overall and a drop for NA students at an average of 8 points lower than their White counterparts. The Oklahoma State Department of Education attributes this reversal primarily to the teacher shortage (Oklahoma NAEP Scores Drop in Wake of Teacher Shortage, 2018).

The proportion of Native American (NA) teachers is far less than the proportion of NA students in Oklahoma public schools. Currently, over 130,000 (13.6%) NA students attend Oklahoma public schools (Oklahoma State Department of Education, 2018), while the most recent data indicates only 8% of teachers are NA (National Center for Education Statistics, 2012). A large body of research indicates having a teacher of one's own race can be crucial to educational success. For example, in 2017, Johns Hopkins University and the Institute of Labor

Economics conducted a large-scale research study on the impact of African American students having an African American teacher. They found when students had at least one African American teacher between third and fifth grade, their likelihood of dropping out declined by 39% (Gershenson, Hart, Lindsay, & Papageorge, 2017). This suggests the likelihood of a similar impact on NA students by having a NA teacher. Kathryn D. Maneulito reinforces this idea in *Building a Native American Teaching Force: Imporant Considerations* wherein she claims that Native teachers have a positive impact on Native student learning through the sharing of same language and culture, role models for educational persistence, better knowledge and understanding of Native learning styles, and connectivity to the community (2013).

The Native American Excellence in Education Project (NAEIE) will fill 12 teacher vacancies and/or replace emergency credentialed personnel in Oklahoma public schools with highly qualified NA teachers who have earned a Bachelor of Education degree from Southeastern Oklahoma State University (SOSU) and possess a proper teacher certification from the Oklahoma State Department of Education. By increasing the number of teachers in our state with NA teachers, this project expects to not only close the statewide teacher shortage gap but also increase NA student’s attainment of educational success.

The United States Department of Education reports the state of Oklahoma experienced a shortage of teachers in Art, Business, Career & Technical, Computer Science, Early Childhood, Elementary, English, Foreign Languages, Health, Humanities, Library Science, Mathematics, Music, Science, Social Studies, and Special Education during the 2017-18 school year with Elementary, Mathematics, Science, and Special Education being the most difficult positions to fill (2018). SOSU offers degrees in all of these difficult areas as well as several others. Southeastern is also uniquely prepared to train culturally sensitive and knowledgeable NA

teachers. In 1909, Southeastern was established as a teachers college and has created the legacy of a school producing quality teachers particularly NA teachers. In June 2017, *Diverse Issues in Higher Education* reported SOSU ranks second nationally in awarding education degrees to Native American students (Top 100 Producers of Bachelor's Degrees, 2017). SOSU has already enrolled 124 NA education majors for the fall 2018 semester, most of which are members of the local Choctaw and Chickasaw tribes. SOSU is located within the Choctaw Nation of Oklahoma, a federally designated Promise Zone (Promise Zone Information, 2017), with a service area that covers both the Choctaw and Chickasaw territories. The NAEIE project at Southeastern has the opportunity to educate and train NA teachers to teach in their own tribal territories where they are likely to have the greatest positive impact on the NA students of the very same tribe. SOSU's 2014-18 Indian Education Professional Development grant trained 12 Choctaw and Chickasaw teachers from southeastern Oklahoma who are now teaching in schools within their tribal territories.

An element of teacher retention to consider regarding NA teachers is the importance of learning and working close to home. For many Natives, location is important when choosing a university and then employment upon graduation. This consideration is of such significance that Tippeconnic and Faircloth found that NA recipients of the Gates Millennium Scholarship (a high value scholarship that allows students to attend any college of their choice) chose to enroll at universities close to home even though they had the opportunity to attend anywhere (2008). NA recipients of the NAEIE grant will have the advantage of attending SOSU and teaching in southeast Oklahoma, both of which keep them close to their families and Native communities.

2) A job market analysis was performed on the 150 school districts in the 21 counties contained in the Choctaw and Chickasaw territories. The analysis identified a total of 140

emergency credentialed teachers during the 2016-17 school year (OSDE, 2017) and 240 vacancies for the 2018-19 school year as reported by school districts and state teacher job boards; data does not reflect positions already filled.

Chart 1 provides a sampling of school districts within the Choctaw and Chickasaw territories listing their proportion of NA students, emergency credentialed teachers, and teacher vacancies. Oklahoma has 39 non-reservation based tribes, hence a majority of NA students attend public schools across the state causing the proportion of NA students to vary greatly depending on the size of the school district.

Chart 1: Teacher Shortage Impact in Choctaw & Chickasaw Territories – Sampling

School District	NA Student %	Native Student Count	Total Student Count	Emergency Certificated Personnel	Vacancies for 2018-19 School Year
Ada	25%	666	2614	0	4
Broken Bow	35%	570	1638	2	3
Canadian	43%	228	536	1	3
Durant	24%	907	3757	2	3
Davis	27%	272	1016	2	8
Eagletown	36%	52	152	2	2
Hartshorne	52%	414	797	1	5
Hodgen	88%	237	262	0	1
Hugo	29%	352	1235	5	5
Idabel	15%	181	1244	8	5

Kingston	38%	498	1305	5	1
McAlester	18%	532	2995	2	4
Pauls Valley	18%	247	1381	3	7
Poteau	23%	551	2360	1	8
Quinton	41%	181	440	2	1
Stigler	23%	303	1338	2	6
Stringtown	47%	106	225	0	2

The statewide average public school NA student population is 13.6% (OSDE, 2018), while public schools in southeastern Oklahoma average 26% according to data collected for the job market analysis. Many of the school districts in southeastern Oklahoma have NA student populations of 40% or higher making this region ideal to employ recipients of the NAEIE grant in schools with a high proportion of NA students. It's also important to note the quantity of NA students in some of the lower NA proportion school districts. Hodgen Public Schools has a 90% NA student population representing 237 students, while Durant Independent School District has only a 24% NA student population yet represents over 900 NA students. Kingston, a school district with a 38% NA student population, currently has 5 vacant teaching positions they need to fill for this 2018-19 school year. Chart 1 demonstrates an urgent need for NA teachers and ample employment opportunities in high proportion NA schools and schools with a high NA student count.

b. Quality of Project Design – Native American Excellence in Education Project

(1) The Native American Excellence in Education (NAEIE) Project has developed the following goals and objectives to meet the requirements of Absolute Priority One.

Goal #1 – Recruit and Select 12 Eligible Native American Individuals

Objective 1.1 – Recruitment Through SOSU Media and Other Resources

SOSU will utilize its access to recruit current SOSU education majors through email and text messaging. Southeastern will also take advantage of the university’s social media presence including the on-campus Native American Institute (NAI) social media outlets. Lastly, SOSU will recruit on the campuses of Carl Albert State College, Collin County Community College, Connors State College, Eastern Oklahoma State College, Grayson College, Murray State College, North Central Texas College, Northeastern Oklahoma A&M College, Northern Oklahoma College, Oklahoma City Community College, Oklahoma State University-OKC, Oklahoma State University-Okmulgee, Paris Junior College, Redlands Community College, Rose State College, Seminole State College, and Tulsa Community College, all of which participate in Southeastern’s 2+2 Program. Southeastern will also utilize the TRIO support services, Student Support Services and Project:TEACH, to help identify possible candidates.

Objective 1.2 – Advertisement Through Choctaw and Chickasaw Media Resources

As stated in the attached “Consortium Agreement”, all partners will actively recruit eligible individuals for the NAEIE grant. The Choctaw and Chickasaw tribes will utilize their media resources to advertise this opportunity to over 260,000 tribal members combined. This approach casts a wide net ensuring our recruitment process does not neglect those potentially nontraditional applicants.

Objective 1.3 – Selection Process

Applications will be reviewed by a committee of SOSU, Choctaw Nation, and Chickasaw Nation personnel. Selected applicants will then take part in an interview process to evaluate their maturity and communication skills necessary to persist through graduation and into teaching. The top 12 applicants will participate in a group orientation to review all aspects of the grant and ultimately determine whether they will participate or not.

Goal #1 Outcome – 12 selected applicants will agree to the requirements of the grant and sign the “Participant Agreement”.

Goal #2 – Retain, Prepare, and Graduate 12 Native American Students

Objective 2.1 – Degree Completion

Enrollment under the grant will begin spring 2019 and continue each subsequent semester under the advisement of the Project Director and faculty advisors in each participant’s education program subject area. Each participant will have an academic plan outlining their course sequence to fulfill all graduation requirements. To ensure the 12 participants graduate before the conclusion of the grant, the Project Director will review monthly grade checks to determine tutoring needs and provide supplemental academic support. Tutoring is provided on campus through each academic department, The Learning Center, Student Support Services, and the Project Director. Southeastern’s electronic grade and attendance monitoring system will allow the Project Director to utilize early alerts and real-time feedback from professors to determine the participants’ academic performance. If participants have an out-of-state permanent address, out-of-state tuition will be waived for the duration of their grant participation. Should any participant leave the program, a new applicant will be selected to replace them.

Objective 2.1 Outcome – All 12 participants will follow their academic plans and progress through their education subject area degree program to graduation by 2021.

Objective 2.2 – Oklahoma Teacher Certification Exams Preparation

Successful completion of the Oklahoma General Education Test (OGET) is required for admittance into SOSU's Teacher Education Program. Once accepted into the Teacher Education Program, students must pass the Oklahoma Subject Area Test (OSAT) prior to beginning their Student Teaching Experience; student teaching begins the semester prior to graduation. The final exam required for Oklahoma Teacher Certification is the Oklahoma Professional Teachers Exam (OPTE). To prepare students for the OGET, OSAT, and OPTE exams, the Project Director will organize workshops led by faculty in the applicable education subject areas and Project:TEACH personnel; Project:TEACH is a TRIO Student Support Service teacher preparation program serving education majors at SOSU. Project:TEACH is a real asset with a proven pass rate of 95.1% for the OGET, 89.9% for the OSAT, and 97.5% for the OPTE. The Project Director will collaborate with Project:TEACH to organize test prep study sessions. Workshops will also be conducted by the SOSU Learning Center to prepare students in the areas of math, science, and writing. Lastly, Certification Examinations for Oklahoma Educators (CEOE) practice tests and workbook study materials will be provided for each certification test.

Objective 2.2 Outcome – 100% of participants will pass the OGET, OSAT, and OPTE by the end of the award period.

Objective 2.3 –Teacher Education Program Admission and Student Teaching

The Project Director and SOSU's Teacher Certification Officer will arrange sessions concerning application for admission into the Teacher Education Program and Student Teaching

Experience. The Project Director will be available to assist students in completing their essays and necessary paperwork for admission into both programs.

Objective 2.3 Outcome – 100% of participants will gain admission into the Teacher Education Program and Student Teaching Experience.

Objective 2.4 – STEM Training

Participants are required to attend one-hour long monthly STEM workshops during years 1, 2, and 3. The workshops are designed to increase participant’s confidence in the STEM fields and illuminate opportunities in their education subject areas to include or expand upon these topics. The STEM Instructor will provide participants with content knowledge and skills pertaining to STEM subjects, related instructional strategies, and teacher use of technology to equip them in their classrooms. During the last two induction years, participants will receive one day of STEM training each year coordinated by the STEM Instructor.

The Choctaw and Chickasaw Nations have been investing in STEM education for their youth for several years. The Choctaw Nation has a Technology Education Camp and two STEM Camps operated by their IT Department and Career Development Program. The Chickasaw Nation constructed a specific building, the Science, Technology, and Math Academy, for all of their STEM projects. In our Consortium Agreement, both partnering tribes have agreed to strongly consider NAEIE participants for support role positions in all of their camps, projects, and competitions. These experiences will give the participants not only the opportunity to observe teachers teaching these specific topics but also the chance to observe NA teachers teaching NA students.

Participants will have the opportunity to attend a national or state STEM conference such as the Space Exploration Educators Conference, the International STEM Education Association

Conference, and the Oklahoma Science Teachers Conference. Two applicants from SOSU are chosen each year to participate in the NASA Mission to Planet Earth education program for pre and in-service teachers. Participants in the NAEIE Project will be strongly encouraged to apply.

Objective 2.4 Outcome – During years 1-3, 100% of participants will create one STEM lesson plan per semester to be presented to their fellow participants for feedback and constructive criticism. During years 4 and 5, participants will create lesson plans to teach to their classroom students while being observed by the Project Director or STEM Instructor. 100% of the project participants in attendance at STEM workshops will complete an evaluation as to the usefulness of each in-service training and how they will use the information in their own classroom.

Objective 2.5 – Native American Cultural Enrichment

Students will participate in cultural pre-service and in-service trainings on NA history, contemporary culture, learning styles, developing a culturally responsive curriculum, fostering success in NA students, and becoming an effective NA educator twice per semester. The Chickasaw Nation and Choctaw Nation of Oklahoma personnel will facilitate and assist NAEIE staff in the presentation of these trainings.

Participants will be strongly encouraged to pursue one of SOSU's undergraduate Native academic minors; Native Studies or Choctaw Language. Participants may require these additional courses outside of their education major to maintain full-time enrollment.

Participants will have the opportunity to attend a national or state NA conference such as the Johnson O'Malley Conference and National Indian Education Association (NIEA) Conference.

Objective 2.5 Outcome – This evaluation will be ongoing. The Project Director will generate written documentation to the Project Supervisor regarding relative success of the pre-service and in-service training, and will describe necessary improvements. 100% of the project

participants in attendance will complete an evaluation as to the usefulness of each training and how they will use the information in their own classroom.

Objective 2.6 – Professional Development

Professional development activities will be provided by the SOSU Career Management Center, current and retired public school administrators and teachers, and by personnel from the Choctaw and Chickasaw Nations twice per semester. Topics covered will include professional ethics, resume building, professional dress and conduct, interviewing skills, and job search and selection tips. In addition, students will receive a professional development library containing literature on effective teaching methods, instructional strategies, classroom discipline and management, new teacher resources, Native culture and history, and how to foster success of Native students in the classroom.

Participants will have the opportunity to attend a national or state education subject area professional conference such as the Oklahoma Science Teachers Conference and Oklahoma Reading Conference.

Objective 2.6 Outcome – 100% of participants will develop a professional resume. 100% of the project participants in attendance at professional development activities will complete a survey as to the usefulness of the activity and how they will use the information professionally.

Goal #3 – Promote and Support 12 Employed Native American Teachers

Objective 3.1 – Build Relationships with Potential Employers

The Project Supervisor and Director will continually work to build and maintain relationships with LEAs and the BIE in the Choctaw and Chickasaw territories. NAEIE staff will stay up-to-date on future school openings as well as keep schools informed on student progress

to graduation. The Choctaw Nation of Oklahoma has agreed to strongly consider NAEIE students for support staff roles during their summer school program, which is held each summer in every school district in the Choctaw territory. This opportunity will give NAEIE students exposure to the classroom as well as create networking opportunities with school district administrators and teachers.

Objective 3.2 – Ongoing Support for New Teachers

All 12 participants will find qualifying jobs within 12 months of graduation. The NAEIE project will work with local public school administrators, the SOSU Career Management Center, and the Choctaw and Chickasaw Nations' Education Departments to support project participants in attaining positions in school districts with a high proportion NA student population. During their first two years of teaching, years 4 and 5 of the NAEIE grant, participants will continue through the induction portion of the project that includes training, support, and retention assistance. The Induction Program will support and educate participants on how to be effective teachers and improve the quality of their teaching.

Goal #3 Outcome – 100% of the project participants will find qualifying jobs in schools with a high proportion of NA students within 12 months after graduation. 100% of teachers in attendance at in-service trainings will complete an evaluation and relate the experience to how they will use it to become a more effective classroom teacher.

(2) The NAEIE Project will carefully select participants and deliver the necessary support to ensure they complete the program.

Recruitment will be carried out by all consortium partners. SOSU, the Choctaw Nation of Oklahoma, and the Chickasaw Nation will utilize all resources as described in section b. Quality of Project Design Goal #1.

Applications will be reviewed by committee chaired by the Project Supervisor and comprised of the Project Director, Southeastern personnel, and representatives from the Choctaw and Chickasaw Nations. Selection will be made based on the following criteria: proof of tribal membership, completed a minimum of 45 credit hours, at least 2.5 GPA, one-page essay on applicant's goals and interest in teaching NA students, one-page essay on applicant's leadership qualities, and two letters of recommendation from a 1)faculty member and 2)personal reference. The committee will review all applications and make a preliminary selection of applicants to complete an interview to evaluate their maturity and communication skills. The final selection of 12 students will then participate in a group orientation to review all aspects of the grant and ultimately determine whether they will sign the "Participant Agreement".

SOSU and its partners, the Chickasaw and Choctaw Nations, will support participants academically, socially, and emotionally as they persist through their degrees and begin teaching. SOSU Education faculty, NAI personnel, student support services, NAEIE personnel, and tribal support services will work together to retain and graduate our Native participants. All parties have collaborated on the NAEIE Project at SOSU for the past three grant cycles and continue to work together to design, develop, and maintain a program that provides opportunities for participants to develop an appreciation of their own diversity as well as the content knowledge, experience, ethics, and skills to work with Native students. All parties will continue assisting participants to overcome any barrier that may prevent them from persisting through to employment.

The NAEIE Project continues to be housed in the SOSU Native American Institute (NAI) office alongside Academic Advising, which consists of two NA specific advisors, and Choctaw and Chickasaw Nation student support staff. The NAEIE Project's continued success at SOSU is

just one of the many examples of how this university prioritizes NA programs on campus. SOSU truly provides NA students with a place to study where they feel like they belong.

(3) SOSU's NAEIE Project is well prepared to meet the needs of local school districts as identified in the job market analysis conducted. Four-year degree programs are offered at SOSU in 4 of the subject areas found most difficult to fill by the OSDE (Early-childhood, Elementary, Math, and Special Education), and additional four-year programs are offered in English, Health & Physical, and Social Studies Education, which are also identified as being in severe shortage.

This proposal received numerous letters of support from local school districts' administrators who are eager to continue their commitment to the Teacher Education Program at SOSU; a list of letters can be seen in the "Other Attachments" section of the application. The NAEIE Project will maintain close relationships with these administrators during the life of the grant to identify the changing needs of their school districts.

The collaboration combining personnel and resources of the university, the Choctaw Nation of Oklahoma, the Chickasaw Nation, and local school districts is a strong feature of this proposal. A Consortium Agreement that highlights the level of commitment and responsibilities is included and has been signed by the President of SOSU, the Chief of the Choctaw Nation of Oklahoma, and the Governor of the Chickasaw Nation.

c. Quality of Project Services – Native American Excellence in Education Project

(1) SOSU's Teacher Education Program is qualified to develop the necessary skills for successful teaching in the 12 participants of the NAEIE Project. In 2017, SOSU's Educator Preparation Programs received national recognition from the Council for the Accreditation of Educator Preparation (CAEP), the successor to the National Council for Accreditation of Teacher Education (NCATE). CAEP states, "Educator accreditation is a seal of approval that

assures quality in educator preparation” (What is Accreditation, 2015). The Program prides itself on innovation in order to bring the most up-to-date research based information and trends to Teacher Candidates. The Conceptual Framework of the Teacher Education Program at SOSU establishes the shared vision that directs the preparation of candidates to work effectively as professionals in K-12 schools. The intent and function of the Conceptual Framework is to provide the direction for programs, instruction, service, and accountability for candidate performance. The Conceptual Framework is consistent with the mission of the university and based upon the proven research of educationally sound principles, theories, and practices such as Bandura (1977), Dewey (1938), and Wong and Wong (2018). The Teacher Education Program prepares the Teacher Candidate through a well-rounded program in general education, major subject course content and instructional strategies, and professional education. In A Case Study of the Effectiveness of a Teacher Education Program states, “For a teacher education program to be deemed adequate for the purpose of training and graduating effective teacher candidates...three emphases...to be considered...include instruction, curriculum, and professionalism” (Armstrong, 2007). According to the standards of the Teacher Education Program, upon graduation candidates will possess integrity, display professionalism, show competence, and be committed to the education of all students.

In training to become a certified Oklahoma teacher, students complete a prescribed curriculum of Professional Education coursework. The Department of Educational Instruction and Leadership at SOSU provides courses leading both to the Bachelors in Education and to certification in each particular teaching field. All Teacher Education students at Southeastern must complete thirty-three credit hours of Professional Education courses in addition to required subject specialty courses. Professional Education courses develop general teaching capabilities.

The official Oklahoma Professional Teaching Examinations (OPTE) test demonstrates the relative attainment of these competencies.

Courses to be taken concurrently:

EDUC 2000 Pre-Student Teaching Field Experiences I (15 clock hours)

(Students will observe five hours at an elementary school, five hours at a middle school, and five hours at a high school.)

EDUC 2013 Foundations of Education

(An introduction to the historical and philosophical foundations of education.)

In addition to:

SPED 2123 Introduction to Individuals with Exceptionalities

(A study of the etiology and concepts relating to exceptional individuals and their inclusion in the public schools.)

EDUC 3313 Technology Integration for the Classroom

(Examination of the ways information technology may be used to facilitate instruction.)

PSY 3123 Child and Adolescent Development for Education Majors

(This course focuses on the study of the physical, emotional, cognitive, and social aspects of children's and adolescents' development.)

Other courses taken concurrently in appropriate sequence:

EDUC 3002 Pre-Student Teaching Field Experiences II (50 clock hours)

(Designed to advance the student's awareness and skills of classroom activities by serving in the role of a teacher assistant, and to prepare for the student teaching experience, for a minimum of fifty hours in the public school.)

EDUC 3434 Teaching Strategies and Progress Monitoring

(Prepares the Teacher Candidate to plan, develop, and deliver instruction that honors the diversity of students in today's classroom and to assess the effectiveness of that instruction using informal and formal assessment practices to monitor progress in student learning.)

EDUC 4000 Pre-Student Teaching Field Experiences III (10 clock hours)

(This course is designed to continue to advance skills and knowledge in application of techniques and principles relating to instruction in the student's area of specialization.)

Methods Course in Major Field (3 semester hours)

EDUC 4443 Classroom and Behavior Management

(This course will develop knowledge and skills regarding the best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation, and active engagement in learning.)

EDUC 4919 Teaching Experiences in Major Program (12 weeks)

(Observation, participation, and supervised teaching in the public schools.)

Project participants will be required to perform all observations and student teaching at schools with a high proportion NA student population. When possible, project participants will be placed in classrooms where the lead educator has experience and expertise in teaching NA students. Throughout all field experiences, including student teaching, SOSU's Department of Teacher Education Services maintains close contact with public school site administrators and teachers to ensure that project participants are receiving the best possible education through effective learning experiences. The Project Supervisor and Project Director will maintain close contact with the Director of Teacher Education Services to monitor and assess program participant success in all field experiences.

(2) SOSU's Teacher Education Programs indicate students will become experts in their field of study through a sequence of classes designated by each participant's major education degree plan as well as the Professional Development Program. The NAEIE Project will increase those measures through required supplemental pre-service trainings: one-hour long monthly STEM, Professional Development, and NA cultural training sessions. During these training sessions participants will receive content knowledge and skills pertaining to STEM subjects, related instructional strategies, teacher use of technology to enhance student experiences, professional development skills such as professional ethics, resume building, professional dress and comportment, interviewing techniques, job search and selection tips, NA culture and history, NA learning styles, developing a culturally responsive curriculum, fostering success in NA students, and becoming an effective NA educator. As active partners in developing and providing supplemental activities, the Chickasaw Nation and Choctaw Nation of Oklahoma personnel will assist project staff in presentation of these trainings.

Students will be strongly encouraged to pursue a minor in Native Studies or Choctaw Language. If students seek courses outside of those required for their major (to maintain full-time enrollment or personal interest), the Project Director will direct them to courses from the Native Studies or Choctaw Language minor degree plans. Choctaw language classes are taught by the Choctaw Nation of Oklahoma School of Choctaw Language. Courses for the Native Studies minor include Introduction to Native Studies, Native American Education Policy, Native Religion and Philosophy, and Chickasaw Language and Culture. Professional Development pre-service training will continue during years 2 and 3 until participant graduation.

Objective 2.4 in b. Quality of Project Design demonstrates how opportunities provided by the Choctaw and Chickasaw Nations will increase the NAEIE Project participant's opportunities to observe NA teachers teaching NA students. This provides participants with the ability to not only observe, but also participate in hands-on experiences in an actual high NA proportion classroom.

(3) The NAEIE staff will conduct job placement activities to help ensure participants find teaching positions in school districts that serve a high proportion of NA students. The project will work with local public school administrators, the SOSU Career Management Center, and the Choctaw and Chickasaw Nations' Education Departments to place project participants into qualifying districts. The Project Supervisor and Project Director will actively build relationships with higher proportion area school districts, focusing on those who have supplied Letters of Support. NAEIE participants' high quality training, personal qualifications, and the extra induction support each participant will receive during their first two years of teaching will be aspects of emphasis. The Project Director will also assist participants in utilizing SOSU's Career Management Center and online teacher job boards such as Oklahoma State School Boards

Association, Teach Oklahoma, Indeed, SchoolSpring, and K12 Job Spot. In addition, participants will be introduced to the National Indian Education Association (NIEA) website that recently began a teacher recruitment page. According to the June 2018 Native Education Newsletter, “As part of our commitment to improve educational opportunities for Native students, NIEA has developed the first-ever online job board where schools representing hundreds of tribal communities can post employment opportunities available across the United States” (Teacher Recruitment Website, 2018).

(4) SOSU has designed a structured training program to meet Absolute Priority One’s requirement of a two year long induction program. Research indicates teacher induction programs can have a positive impact on beginning teacher performance. They assist new teachers in becoming capable, effective professionals in the classroom (*Conditions for Success in Teacher Induction*, July 2015). The NAEIE Project Induction Program is designed to support and educate the participants on how to become effective teachers and improve the quality of their teaching. Annette L. Breaux and Harry K. Wong, in their book *New Teacher Induction: How to Train, Support, and Retain New Teachers*, propose that for effective teaching to take place, the induction process must have three components: training, support, and retention (2003). NAEIE Induction services during years 4 and 5 will include all three of these components. In-service training for year 4 will consist of 3 days of training (1 per semester including summer), 1 day of STEM training, 1 hour weekly new teacher support group meetings (via internet: Skype, Google Hangout, Zoom), 2 formal and 2 informal observations of each participant with constructive criticism and feedback by the Project Director, 2 informal observations by the participants’ mentor teacher, 1 day of visits to demonstration classrooms of highly effective teachers, and 1 meeting prior to the beginning of the school year between each new teacher’s principal, mentor

teacher, and the Project Supervisor or Project Director to discuss expectations for all parties involved to increase the likelihood of new teacher retention. Principals and mentor teachers will be asked to forward copies of formal and informal observations performed to the Project Director that include areas where improvement is needed by the participant to allow for discussion, instruction, and improvement to take place enhancing the possibility of retention.

During year 5 of the induction period, 2 days of in-service training will take place (1 per semester), 1 STEM training day, monthly new teacher support group meetings, 2 formal and 2 informal observations by the Project Director with constructive criticism and feedback, ½ day of demonstration visits to highly effective teacher classrooms, and 1 meeting prior to the beginning of the school year between each new teacher's principal, mentor teacher, and the Project Supervisor or Project Director to discuss expectations for all parties involved to increase the chances of new teacher retention. Principals and mentor teachers will again be asked to forward copies of formal and informal observations performed to the Project Director and to report areas where improvement is needed by the participant to allow for discussion, instruction, and improvement increasing the likelihood of retention by the district.

Free access to the SOSU library for research materials and information will be available to teachers both years of the induction period. Project participants will be invited to attend relevant educational training seminars and cultural training events hosted by SOSU and the Chickasaw and Choctaw Nations. The Project Director will also research and provide new teachers with information regarding free online professional development, free or low-cost educational workshops, and appropriate educational websites or apps. In addition, each participant will be supplied with a copy of Harry Wong's *First Days of School*.

(5) The ability for project participants to meet their service payback obligation is an essential component of the grant program. Upon completion of their pre-service training, the Project Director will meet with all program participants to make sure they are fully informed of the payback requirements and understand their obligation completely. Participants will be assisted in setting up their accounts on the Professional Development Program Data Collection System (PDPDCS) and with submitting their notice of intent to fulfill their service payback obligation through work-related payback. Assisting participants with finding and retaining teaching positions in qualifying districts that serve a high proportion of NA students will be of the highest priority for SOSU and the NAEIE staff. As described previously in b. Quality of Project Design Goal #3, project staff will work with local public school administrators, the SOSU Career Management Center, and the Choctaw and Chickasaw Nations' Departments of Education to actively advocate for project participants job placement in higher proportion NA student population schools. Once participants have secured positions, assistance will be given in submitting the appropriate paper work to the PDPDCS to verify employment. Frequent contact will be maintained with each participant to monitor progress toward meeting payback requirements.

The establishment of a high quality Induction Program as previously described will also contribute to assisting participants with fulfilling their payback obligations. Studies by Villar (2004) and Angelle (2006) found that effective and comprehensive induction programs minimize the attrition rates by half and even more importantly help to develop novice teachers into high-quality professionals so they may directly impact student achievement. Effective teacher performance and improvement in quality of teaching should be a positive benefit of the NAEIE Induction Program and contribute to teachers being retained in their respective schools.

Continued employment will allow participants to fulfill their service payback obligation. Participants will be encouraged to frequently monitor their PDPDCS records to ensure accuracy.

d. Quality of Project Personnel – Native American Excellence in Education Project

A strength of this proposal is that all essential personnel, which include the Project Supervisor, Project Director, STEM Instructor, Director of Teacher Education Services, and External Evaluator, are in position for immediate delivery of services and are familiar with the general structure and objectives of the grant having been a part of the 2014-18 professional development grant, which successfully placed teachers in school districts in southeastern Oklahoma.

Project Supervisor (5% time commitment) Lauren Rowland serves as the Director of the Native American Institute at Southeastern Oklahoma State University. In this role, she supports Native American student advisement, enrollment, engagement, retention, and cultural involvement at Southeastern, which consists of more than one-third of the student population.

Prior to joining the staff at Southeastern, Ms. Rowland earned her BS in Mathematics and MA in Educational Policy & Leadership. She taught mathematics in public schools for five years and at the two-year college level for four years. Ms. Rowland is also responsible for building a college retention program at the Choctaw Nation of Oklahoma, a partnership between the Choctaw Nation and five two-year and four-year colleges that supports Choctaw students through college completion.

As the NAEIE Project Supervisor, Ms. Rowland will oversee the Project ensuring the Management Plan is executed, the budget is upheld, participants are on track to graduation and employment, and relationships with LEAs and BIEs are built and maintained.

Project Director (100% time commitment) Joni Trosin served as the Academic Coordinator for the 2014-18 Indian Education Professional Development Grant. Trosin will now serve as the Project Director dedicating 100% of her time monitoring, facilitating, and evaluating participant progress, and organizing professional development, technology, and cultural activities. In addition to promoting and advocating for participants at the university, community, and professional levels, she will ensure proper course enrollment, monitoring of grades and attendance, and assist participants with state certification exam preparation and test registration. Mrs. Trosin will prepare annual budget and performance reports to the U.S. Department of Education, monitor daily budget expenses and reconciliation, maintain program records, and conduct data collection for grant performance reports. During the induction period, Mrs. Trosin will serve as the primary contact for LEAs and participating mentors, conduct informal and formal observations with feedback to participants, and organize the in-service training days. For the 2018 NAEIE Project, Trosin will also facilitate visits to demonstration classrooms and conduct weekly and monthly new teacher support meetings. Mrs. Trosin will provide the same level of professionalism and dedication to students of the 2018 NAEIE Project as she did on the previous grant.

Mrs. Trosin has a BS in Child Development from California State University Fullerton and a MA in Teaching with an emphasis in Educational Technology. She also holds a current Oklahoma Teaching Certificate. Mrs. Trosin served two years as an Academic Advisor for Student Support Services program Project:TEACH at SOSU, served as a Behavioral Health Rehabilitation Specialist and Case Manager II for six years, and taught elementary school for twelve years.

STEM Instructor (7% time commitment) Alisha Ridenour will serve as the STEM Instructor for the NAEIE Project. She will teach the STEM pre-service one-hour long monthly classes during years 1, 2, and 3 and the STEM in-service training during the two-year induction period.

Mrs. Ridenour is the Assistant Director of the Center for Instructional Design and Technology at SOSU. Mrs. Ridenour earned her BS in Chemistry and her Master's in Secondary Education. She taught in public schools for 14.5 years where she worked with various tutoring programs, extra-curricular programs such as student council, Durant Indian Education, and Gear Up. She also adjunct instructs at Southeastern in the Education Department, CIS Department and the John Massey School of Business where she teaches technology integration courses. She holds and maintains an Oklahoma Teaching Certificate as well as being a Quality Matters Course Reviewer, Facilitator, and one of the QM Coordinators for Southeastern.

Director of Teacher Education Dr. Stewart Mayers is a resource specialist to the project and currently serves as Chair of the Department of Educational Instruction and Leadership and as Director of Teacher Education. He teaches courses in educational research, teaching strategies, and public school law. He oversees accreditation of all Educator Preparation Programs at Southeastern. He is familiar with the goals, objectives, and projected outcomes of the Native American Excellence in Education Project. Over the past three years, Dr. Mayers has participated in the NAEIE project as a guest speaker. He will provide test-preparation workshops and support for participants' development of their online portfolios in Chalk and Wire.

Professor & Elementary Education Coordinator Dr. Susan Morrison, Professor, serves as the Elementary Program Coordinator at Southeastern Oklahoma State University. In this role, she will assist with the selection of grant participants, teach Elementary and Early

Childhood Education courses to participants, and assist with the evaluation and progress throughout the duration of the grant. Prior to joining the faculty at Southeastern, Dr. Morrison taught in public schools for 16 years. She holds and maintains state certifications in Early Childhood Education, Special Education, Elementary Education, and Reading Specialist. Dr. Morrison is a National Board Certified Teacher (National Board for Professional Teaching Standards) as an Early Childhood Generalist. National Board Certification, according to Harry Wong, “represents an advanced teaching certificate that is the highest level of excellence a classroom teacher can achieve” (*The First Days of School*, pg. 271).

External Evaluator Judith McDaniel will serve as the external evaluator for the Native American Excellence in Education Project. She will interview project participants, project staff, and SOSU faculty and staff to provide feedback to the Project Supervisor and Project Director. Ms. McDaniel served SOSU during the past two cycles of the NAEIE grant. A report based on the goals and objectives from the quarterly reports and through interviews with participants will be given to the Project Supervisor at the end of each six months. Ms. McDaniel is currently a member in good standing of the American Evaluators’ Association. She received her BS in Education from the University of Texas at El Paso and a MEd in School Counseling from Northeastern State University in Tahlequah, Oklahoma, with additional studies in Testing, Identification of Special Needs in Reading and Special Services. Over the past 35 years, Ms. McDaniel worked in public school settings as an elementary teacher, school counselor, federal programs coordinator, and grant writer, evaluator, and manager. Some of her most recent grant evaluation history in formal evaluation experience includes having successfully written and evaluated the following grants from the **Administration of Children and Families for Crow Creek Sioux Tribe of South Dakota** and **Turtle Mountain Band of Chippewa Indians, Tribal**

Maternal, Infant, and Early Childhood Home Visiting Program; Department of Health & Human Services, ACF, Turtle Mountain Band of Chippewa Indians, New Pathways for Fathers and Families; Department of Health and Human Services, Office of Adolescent Health, 3eHHChoctaw Nation, Developed Evaluation Plan for proposal and Evaluator, Support for Expectant and Parenting Teens, Women, Fathers and Their Families (SEPT); US Department of Education, Office of Indian Educations, Choctaw Nation, Developed Evaluation Plan for proposal and Evaluator, Demonstration Grants for Indian Children (IKHVNA); US Department of Education, Office of Vocation and Adult Education, Choctaw Nation, Native American Career and Technical Education, Department of Health and Human Services, Adm. for Children and Families, Choctaw Nation, Developed Quasi Experimental Research Evaluation Plan for proposal and Evaluator, Tribal Maternal, Infant, and Early Childhood Home Visiting Program; Department of Health and Human Services, Adm. for Children and Families, Choctaw Nation, Developed Evaluation Plan for proposal and Evaluator, Tribal Early Learning Initiative (TELI); US Department of Education, Title III, Southeastern Oklahoma State University, Connect2Complete (C2C), NAEIE, and Distant Learning, Project GRAD.

e. Quality of Management Plan – Native American Excellence in Education Project

(1) The chart below provides the estimated costs per participant for the three-year period of pre-service training.

Chart 2: Estimated Financial Commitment per Participant/per Year for Years 1-3

1 Participant	Year 1	Year 2	Year 3	Total
Tuition and Fees	\$4,725.00	\$6,900.00	\$7,050.00	\$18,675.00

Books	\$750.00	\$1,000.00	\$1,000.00	\$2,750.00
Living Stipend	\$11,200.00	\$14,000.00	\$12,600.00	\$37,800.00
Child Care Stipend	\$2,400.00	\$3,000.00	\$2,700.00	\$8,100.00
Technology	\$1,000.00	\$0	\$0	\$1,000.00
Study Materials and Test Fees	\$190.00	\$235.00	\$265.00	\$690.00
Prov. Dev. Library and STEM Inst. Materials	\$500.00	\$0	\$500.00	\$1,000.00
Total	\$20,765.00	\$25,135.00	\$24,115.00	\$70,015.00

Additional costs for travel, equipment, personnel, fringe, contractual, and supplies are listed in the “Budget Narrative” with justification for each.

SOSU strives to remain an affordable higher education choice for southeastern Oklahoma. Costs of tuition and fees are comparably lower than other universities offering similar education degrees such as Oklahoma State University (OSU) and Arizona State University (ASU). Calculations for the same 15 credit hours per semester as used in Chart 2 for Year 1 result in OSU at a cost of \$6116.25 and ASU at a cost of \$5411; both considerably higher than SOSU. Assuming all three universities’ tuition and fees remain the same, SOSU offers a more cost effective program for teacher education.

The anticipated results and benefits of the NAEIE Project exceed the reasonable cost to educate the 12 participants who are expected to graduate within the grant period and begin teaching in a public school within 12 months after graduation. By placing 12 NA teachers in school systems in southeastern Oklahoma, the participants will serve as positive role models for Native students providing needed encouragement for NA student success.

Academically sound pre-service training and an intentionally designed Induction Program are key components of a project expected to produce 12 highly qualified and effective NA educators who will positively impact Native students for years to come. These elements demonstrate the excellence and uniqueness of the NAEIE Project making it a wise investment of the U.S. Department of Education’s funds. It is also expected that these 12 teachers will fill vacant positions at schools with high proportions of NA students decreasing the shortage of teachers in Oklahoma while increasing the number of NA teachers.

(2) Throughout the grant, the External Evaluator and the Native American Excellence in Education Team (NAEIE-T) will provide feedback to the Project Supervisor and Director on goals and objectives of the project. Data collected from participant interviews, surveys, evaluations, student file reviews, and quarterly reports will be compiled in the Student Data Collection (SDC) tool and sent to the Project Supervisor and Director to determine necessary changes. The NAEIE-T will use the SDC tool and Degree Plan Check Sheets for suggested time frame of course enrollment and test taking to determine satisfactory participant progression through the professional education courses.

Chart 3 shows project activities, staff responsibilities, anticipated timeline, and expected outcomes. The chart begins in Fall 2018 with the anticipated Notification of Grant Award and continues through the Induction Year Services, Fall 2021-May 2023.

Chart 3: Management Plan

Activity	Staff Responsible	Timeline	Outcome
<u>Year 1</u> Evaluations	Ms. Judith McDaniel and NAEIE-T Committee	Jan and July of each year	Data will be gathered from participants and the quarterly report to determine progress

Education Progress	Project Director, Project Supervisor	May, Dec, and July of each year	Academic progress will be reviewed for each participant at the conclusion of each semester, grades and attendance will be the focus
Grade Checks	Project Director	Monthly	Monitor current grade, attendance, and assignments to determine tutoring or assistance needed
Implement Marketing and Recruiting	Project Director, Choctaw & Chickasaw Nations	Oct-Dec 2018	Accept applications for project participation through December
Selection of Participants	Project Supervisor and Selection Committee	Begin Nov 2018	12 participants selected
Spring Enrollment	Project Director Faculty Advisor	Nov-Dec 2018	All participants enrolled in necessary courses for semester
STEM/Prof Dev/Cultural Pre-Service Training	STEM Instructor, Pre-Service Training Speakers/Presenters, Choctaw/Chickasaw Education Personnel	Monthly Jan 2019-May 2021	Participants gain content knowledge and skills in STEM, Prof Dev and Native culture
Teacher Education Orientation	Project Director and Teacher Education Services Coordinator	Jan 2019	All participants will be informed of the teacher education process
OGET Test Preparation	Project Director SOSU Learning Cent., Project:TEACH	Jan 2019	Students will participate in a tutorial for the OGET
OGET Teacher Certif Exam	Project Director	Jan 2019-Sept 2019	100% of participants will take the OGET
SEEC Conference	Project Director	Feb 2019	5 participants attend conference to gain STEM knowledge

OK Science Teachers Conference or other state subject area conference	Project Director	June 2019	5 participants attend conference to gain STEM knowledge
Year 2 Teacher Educ Application	Project Director and Teacher Education Services	Oct 2019	Participants will complete and submit application
National Indian Education Conference	Project Director	Oct 2019	2 participants attend conference to gain prof dev concerning Native education policies/issues
Spring Enrollment	Project Director Faculty Advisor	Oct-Dec 2019	All participants enrolled in necessary courses
Native November Activities	Native American Student Success Center	Nov 2019	Participants will gain knowledge on Native history and culture
OK Reading Conference or other state subject area conference	Project Director	March 2020	Participants will gain knowledge concerning Reading instruction
Fall and Summer Enrollment	Project Director Faculty Advisor	April-June 2020	All participants enrolled in necessary courses
OSAT Test Preparation	Project Director, Project:TEACH, Dir. of Teacher Education	April-June 2020	Students will participate in OSAT Test Prep workshops
OSAT Teacher Certif Exam	Project Director	July-Sept 2020	100% of participants will take OSAT
Year 3 Student Teaching Application	Project Director, Project Supervisor	Sept 2020	Participants will complete and submit application

International STEM Education Association Conference	Project Director	Oct 2020	4 participants attend conference to gain STEM content knowledge and instructional strategies
Spring Enrollment	Project Director Faculty Advisor	Oct-Dec 2020	All participants enrolled in necessary courses
Student Teaching Begins	Project Supervisor, Director of Teacher Education	Jan 2021	Participants will be completing Student Teaching in high proportion Native schools
Degree Check	Project Director	Feb 2021	All participants will get a final degree check
State Johnson O'Malley Conference	Project Director	April 2021	6 participants attend conference to gain knowledge and understanding of JOM
OPTE Test Preparation	Project Director, Project:TEACH, Dir. of Teacher Education	April 2021	Students will participate in OPTE Test Prep workshop
OPTE Teacher Certif Exams	Project Director	April-July 2021	100% of participants take OPTE test
Job Placement Activities	Project Dir., Career Management, Chickasaw /Choctaw Education Dept.	April-July 2021	Participants begin job search and work with the university program to find appropriate placement
Graduation	Project Director	May 2021	100% graduation rate
Job Acquisition	Project Director, Project Supervisor, Career Management, Chickasaw /Choctaw Education Dept.	Spring and/or Summer 2021	Participants are hired for teaching positions in high proportion Native student schools

Induction Year 4 and 5 In-service Training for New Teachers	Project Director, In-service Training Speakers/Presenters, Retired/Active School Teachers	Aug 2021	New teachers attend an in-service training prior to starting the year to gain knowledge on how to begin a new school year
School Meeting	Project Director, Principal, Mentor Teacher	Aug 2021 and Aug 2022	Each teacher meets to discuss expectations for each member for upcoming school year
New Teacher Support Group	Project Director	Weekly 2021-22 Monthly 2022-23	New teachers meet via the internet to discuss concerns
Observations 2 formal/2 informal	Project Director	1 formal and 1 informal per semester 2021-23	New teachers receive constructive criticism and work to improve weak areas
STEM In-service Training	STEM Instructor	Oct 2021 and Oct 2022	Participants receive STEM content knowledge and skills
Observations 2 informal	Mentor Teachers	1 per semester 2021-23	New teachers receive constructive criticism and work to improve weak areas
STEM Lesson Plans/ Observations	Project Director, STEM Instructor	1 per semester 2021-23	New teachers receive constructive criticism and work to improve STEM instruction
Demonstration classroom visits	School site effective teachers	1 day 2021-22 ½ day 2022-23	New teachers gain insight/skills from observing effective teachers
In-service Training for Classroom Discipline/	Project Director, In-service training Speakers/Presenters,	March 2022 and June 2022	New teachers attend in-service trainings to gain knowledge on effective classroom discipline and management strategies

Management	Retired/Active School Teachers		
In-service Training on Effective Instructional Strategies	Project Director, In-service training Speakers/Presenters, Retired/Active School Teachers	Nov 2022 and Feb 2023	New teachers attend in-service trainings to gain knowledge on effective instructional strategies

(3) Time commitments of the Project Supervisor, Project Director, STEM Instructor, and other key personnel are appropriate and adequate to meet the objectives of the proposed project. Time commitment percentages for project personnel are as follows: Project Supervisor 5%, Project Director 100%, STEM Instructor 7%. Appropriate time commitments will be made by other key personnel and will vary according to the responsibilities required for each of the positions held. Job responsibilities and applicable involvement in the NAEIE Project are described in the d. Quality of Personnel section.

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- Wong, H.K., & Wong, R.T. (2018). *The first days of school: How to be an effective teacher*. Mountain View, CA: Harry K. Wong Publications.

Other Attachment File(s)

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CONSORTIUM AGREEMENT

2018

**NATIVE AMERICAN EXCELLENCE IN EDUCATION
TEACHER PREPARATION PROJECT (NAEIE-TPP)
CFDA 84.299B – INDIAN EDUCATION PROFESSIONAL DEVELOPMENT PROGRAM**

**SOUTHEASTERN OKLAHOMA STATE UNIVERSITY
CHOCTAW NATION OF OKLAHOMA**

AND

THE CHICKASAW NATION

I. General Agreement

This agreement is between Southeastern Oklahoma State University, Choctaw Nation of Oklahoma, and the Chickasaw Nation.

Southeastern Oklahoma State University certifies that it is an Institution of Higher Education (as defined by 34 CFR § 263.3).

Choctaw Nation of Oklahoma and the Chickasaw Nation certify that they are Indian tribes.

All parties are applying in consortium for the Professional Development Program Grant in Fiscal Year (FY) 18 in accordance with 34 CFR § 75.127-129.

This consortium has assembled to avert the teacher shortage crisis in southeast and south-central Oklahoma, a region of the state comprised by the Chickasaw Nation and Choctaw Nation of Oklahoma. Southeastern Oklahoma State University will graduate culturally knowledgeable, highly effective teachers to fill the open positions in school districts within the Choctaw and Chickasaw territories.

II. Designated Lead Applicant

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

III. Legal Responsibilities

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

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

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

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

IV. Activities

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

Southeastern Oklahoma State University agrees to:

1. Make application to the U.S. Department of Education for funding under CFDA number 84.299B, due on or before July 30, 2018;
2. Report to the U.S. Department of Education, serve as fiscal agent, and all other administrative functions of the grant;
3. Provide teacher training that will lead to a bachelor's degree in education that enables the students to meet the requirements for full State certification or licensure as a teacher; and
4. Provide induction services and advocate for students during their first two years of teaching.

Choctaw Nation of Oklahoma and the Chickasaw Nation agree to:

1. Assist in the project grant proposal development and application process;
2. Provide staff to serve on participant selection committee; and
3. Incorporate students into applicable projects and services presently offered.

All parties agree to:

1. Recruit qualified Native American students, Choctaw and Chickasaw preference, for admission to Southeastern Oklahoma State University and for enrollment in an education program;
2. Ensure that all students in the program are aware of and understand the pay-back requirements and conditions of participating in the Professional Development Program;
3. Provide opportunities for high quality professional development for students in the fields of science, technology, engineering, math, and computer science;

4. Provide in-service activities to enhance students' knowledge of and appreciation for Native American history and culture; and
5. Provide job placement support in school districts within the Choctaw and Chickasaw territories.

V. Resolution of Disputes

The parties will use their best efforts to amicably resolve any dispute. Nothing contained in the agreement shall be construed to waive the sovereign rights of the Chickasaw Nation, Choctaw Nation of Oklahoma, its officers, employees, or agents.

VI. Modifications

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

VII. Applicable Period

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

VIII. Authorization

Consortium Agreement: 2018 Native American Excellence in Education-Teacher Preparation Project (NAEIE-TPP) is approved by all parties:

(b)(6)

Sean Burrage, President
Southeastern Oklahoma State University

7/24/18
Date

(b)(6)

Gary Batton, Chief
Choctaw Nation of Oklahoma

7/26/2018
Date

(b)(6)

Bill Anoatubby, Governor
The Chickasaw Nation

July 26, 2018
Date

V. Addendum A

34 CFR § 263.3 Applicable definitions

The following definitions apply to the Professional Development program:

Bureau-funded school means a Bureau of Indian Education school, a contract or grant school, or a school for which assistance is provided under the Tribally Controlled Schools Act of 1988.

Department means the U.S. Department of Education.

Dependent allowance means costs for the care of minor children under the age of 18 who reside with the training participant and for whom the participant has responsibility. The term does not include financial obligations for payment of child support required of the participant.

Full course load means the number of credit hours that the institution requires of a full-time student.

Full-time student means a student who -

- (1) Is a degree candidate for a baccalaureate or graduate degree;
- (2) Carries a full course load; and
- (3) Is not employed for more than 20 hours a week.

Good standing means a cumulative grade point average of at least 2.0 on a 4.0 grade point scale in which failing grades are computed as part of the average, or another appropriate standard established by the institution.

Graduate degree means a post-baccalaureate degree awarded by an institution of higher education.

Indian means an individual who is -

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

Indian institution of higher education means an accredited college or university within the United States cited in section 532 of the Equity in Educational Land-Grant Status Act of 1994, any other institution that qualifies for funding under the Tribally Controlled College or University Assistance Act of 1978, and the Navajo Community College, authorized in the Navajo Community College Assistance Act of 1978.

Indian organization means an organization that -

- (1) Is legally established -
 - (i) By tribal or inter-tribal charter or in accordance with State or tribal law; and
 - (ii) With appropriate constitution, by-laws, or articles of incorporation;

- (2) Includes in its purposes the promotion of the education of Indians;
- (3) Is controlled by a governing board, the majority of which is Indian;
- (4) If located on an Indian reservation, operates with the sanction or by charter of the governing body of that reservation;
- (5) Is neither an organization or subdivision of, nor under the direct control of, any institution of higher education; and
- (6) Is not an agency of State or local government.

Induction services means services provided after participants complete their training program and during their first year of teaching. Induction services support and improve participants' professional performance and promote their retention in the field of education and teaching. They include, at a minimum, these activities:

- (1) High-quality mentoring, coaching, and consultation services for the participant to improve performance;
- (2) Access to research materials and information on teaching and learning;
- (3) Assisting new teachers with use of technology in the classroom and use of data, particularly student achievement data, for classroom instruction;
- (4) Clear, timely and useful feedback on performance, provided in coordination with the participant's supervisor; and
- (5) Periodic meetings or seminars for participants to enhance collaboration, feedback, and peer networking and support.

In-service training means activities and opportunities designed to enhance the skills and abilities of individuals in their current areas of employment.

Institution of higher education means an accredited college or university within the United States that awards a baccalaureate or post-baccalaureate degree.

Participant means an Indian individual who is being trained under the Professional Development program.

Payback means work-related service or cash reimbursement to the Department of Education for the training received under the Professional Development program.

Pre-service training means training to Indian individuals to prepare them to meet the requirements for licensing or certification in a professional field requiring at least a baccalaureate degree.

Professional development activities means pre-service or in-service training offered to enhance the skills and abilities of individual participants.

Secretary means the Secretary of the Department of Education or an official or employee of the Department acting for the Secretary under a delegation of authority.

Stipend means that portion of an award that is used for room, board, and personal living expenses for full-time participants who are living at or near the institution providing the training.

34 CFR § 75.127 Eligible parties may apply as a group

- (a) Eligible parties may apply as a group for a grant.
- (b) Depending on the program under which a group of eligible parties seeks assistance, the term used to refer to the group may vary. The list that follows contains some of the terms used to identify a group of eligible parties:
 - (1) Combination of institutions of higher education.
 - (2) Consortium.
 - (3) Joint applicants.
 - (4) Cooperative arrangements.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR § 75.128 Who acts as applicant; the group agreement

- (a) If a group of eligible parties applies for a grant, the members of the group shall either:
 - (1) Designate one member of the group to apply for the grant; or
 - (2) Establish a separate, eligible legal entity to apply for the grant.
- (b) The members of the group shall enter into an agreement that:
 - (1) Details the activities that each member of the group plans to perform; and
 - (2) Binds each member of the group to every statement and assurance made by the applicant in the application.
- (c) The applicant shall submit the agreement with its application.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR § 75.129 Legal responsibilities of each member of the group

- (a) If the Secretary makes a grant to a group of eligible applicants, the applicant for the group is the grantee and is legally responsible for:
 - (1) The use of all grant funds;
 - (2) Ensuring that the project is carried out by the group in accordance with Federal requirements; and
 - (3) Ensuring that indirect cost funds are determined as required under § 75.564(e).

(b) Each member of the group is legally responsible to:

(1) Carry out the activities it agrees to perform; and

(2) Use the funds that it receives under the agreement in accordance with Federal requirements that apply to the grant.

34 CFR § 75.564(e) Reimbursement of indirect costs

(1) Indirect costs for a group of eligible parties (See § 75.127 through 75.129) are limited to the amount derived by applying the rate of the applicant, or a restricted rate when applicable, to the direct cost base for the grant in keeping with the terms of the applicant's federally recognized indirect cost rate agreement.

(2) If a group of eligible parties applies for a training grant under the group application procedures in §§ 75.127 through 75.129, the grant funds allocated among the members of the group are not considered sub-awards for the purposes of applying the indirect cost rate in § 75.562(c).

Legal Information Institute, *34 CFR-Education*, available at <https://www.law.cornell.edu/cfr/text/34> (last visited [July 13, 2018])

20 USC § 7442(d) Authorized activities

(1) In general: Grant funds under this section shall be used for activities to provide support and training for Indian individuals in a manner consistent with the purpose of this section. Such activities may include—

(A) continuing education programs, symposia, workshops, and conferences;

(B) teacher mentoring programs, professional guidance, and instructional support provided by educators, local traditional leaders, or cultural experts, as appropriate for teachers during their first 3 years of employment as teachers;

(C) direct financial support; and

(D) programs designed to train traditional leaders and cultural experts to assist those personnel referenced in subsection (a)(2), as appropriate, with relevant Native language and cultural mentoring, guidance, and support.

(2) Special rules

(A) Type of training: For education personnel, the training received pursuant to a grant under this section may be inservice or preservice training.

(B) Program: For individuals who are being trained to enter any field other than teaching, the training received pursuant to a grant under this section shall be in a program that results in a graduate degree.

Legal Information Institute, *U.S. Code: Title 20-Education*, available at <https://www.law.cornell.edu/uscode/text/20/7442> (last visited [July 13, 2018])

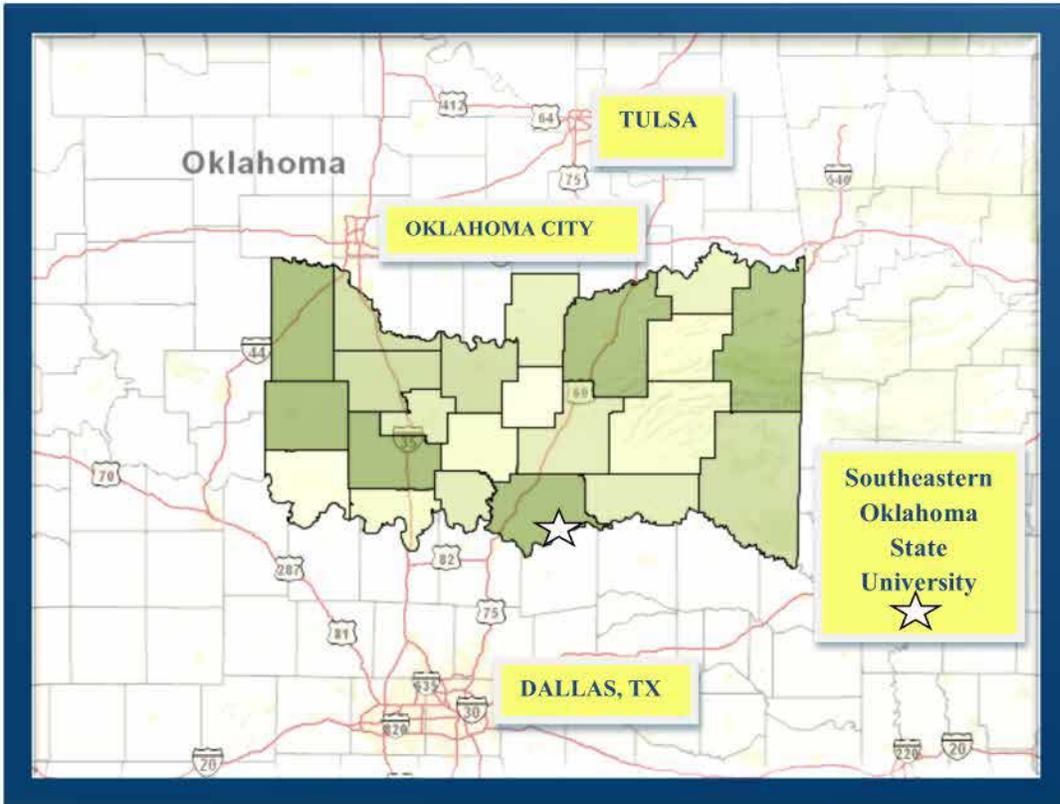
VI. Addendum B

Chickasaw Nation Counties: Bryan, Coal, Carter, Garvin, Grady, Jefferson, Johnston, Love, McClain, Marshall, Murray, Pontotoc, and Stephens Counties.

Choctaw Nation Counties: Atoka, Bryan, Coal, Choctaw, Haskell, Hughes, Latimer, Le Flore, McCurtain, Pittsburg, and Pushmataha Counties.

Note: Some counties are partially in both the Choctaw and Chickasaw territories.

22 counties in south central and southeastern Oklahoma to be served by consortium.



**Native American Excellence in Education -
Teacher Preparation Project
Letters of Support List**

<u>Public School</u>	<u>NA %</u>
Ada City Schools	25%
Bennington High School	44%
Boswell Public School District	36%
Byng School	34%
Caddo Public Schools	28%
Canadian Public Schools	43%
Caney Public Schools	37%
Duncan Public Schools	5%
Durant Independent School District	24%
Fanshawe Public School	40%
Hartshorne Public Schools	52%
Hodgen Public School	90%
Maysville Public Schools	17%
Newcastle Public Schools	14%
Ryan Public School	2%
Shady Point Public Schools	28%
Silo Public Schools	26%
Soper Public Schools	48%
Springer Public Schools	16%
Stonewall Public Schools	30%
Tuttle Public Schools	9%

BIE School-Choctaw Nation of Oklahoma

Jones Academy	100%
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ADA CITY SCHOOLS

OFFICE OF THE SUPERINTENDENT

P.O. BOX 1359

ADA, OKLAHOMA 74821-1359

www.adacougars.net

Lauren Rowland, Director
Native American Institute
Southeastern Oklahoma State University
425 W. University Blvd.
Durant, OK 74701

Re: Indian Education Professional Development Grant (CFDA 84.299B)

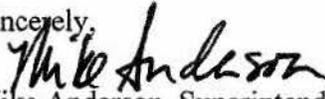
Dear Ms. Rowland,

Please accept this letter as evidence of our support of Southeastern Oklahoma State University's application for the *Indian Education Professional Development Grant (CFDA 84.299B)*.

The Ada City School District is committed to recruiting and employing highly qualified teachers at every grade level and subject area. However, this task has become our greatest challenge. Oklahoma is in the midst of a very real teacher shortage and our efforts to find high quality applicants is becoming more difficult every day.

Ada City Schools is a very diverse district with over 40% of our student population identified as Native American. In response to this fact, the District's Strategic Planning Committee recognized the need for our faculty to become more diverse. Therefore, attracting and recruiting a diverse group of highly qualified teachers to our District is a high priority.

The Indian Education Professional Development Grant will provide much needed guidance and support for many students who desire to enter the teaching profession. This grant, coupled with the relationship we already enjoy with Southeastern Oklahoma State University, will enhance our District's ability to increase the number of Native American educators on our faculties. Ada City Schools will strongly consider graduates of this grant program for future employment.

Sincerely,

Mike Anderson, Superintendent



Bennington High School

729 N. Perry
Bennington, Oklahoma 74723

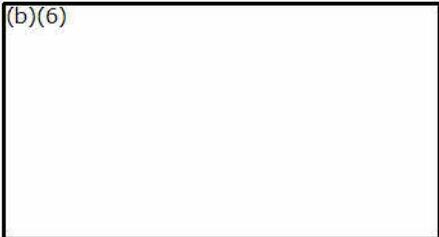
Jon Shepard
Principal
580-847-2310

July 23, 2018

To whom it may concern:

I am writing this letter in support of the Native American Institute at Southeastern Oklahoma State University who is partnering with the Choctaw and Chickasaw Nations in order to help produce high quality teachers to our school which has a high number of Native American students. As you may know our state has a severe teacher shortage and our district has been no exception. Bennington School District agrees to consider program graduates for qualifying employment.

(b)(6)



Boswell Public School District 7-001

RICK GRIMES
PRINCIPAL
PHONE 580.566.2735

KEITH EDGE
SUPERINTENDENT
P.O. BOX 839 - 604 7TH ST.
BOSWELL, OK 74727
PHONE 580.566.2558
FAX 580.566.2265

LINDA KAY GREEN
COUNSELOR
PHONE 580.566.2735

Lauren Rowland, Director
Native American Institute
Southeastern Oklahoma State University
425 W. University Blvd.
Durant, OK 74701

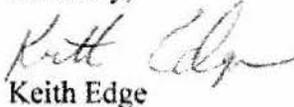
Re: Indian Education Professional Development Grant (CFDA 84.299B)

Dear Ms. Rowland,

The Boswell Public School District would like to offer our support to Southeastern Oklahoma State University in their application process. Our student population consist of about 40% Native American. Certified Teachers in specialty areas such as Science, Math, English, etc. are becoming difficult to find. The Indian Education Professional Development Grant (CFDA 84.299B) provides support to students wanting to enter the teaching profession.

Boswell Public School is a rural district and struggles with recruiting teachers. There is a decline in students entering the teaching profession. Southeastern Oklahoma State University always produces quality teachers. The encouragement for Native American students to become teachers would be beneficial for our state. Boswell Public Schools welcomes the idea of Native American teacher graduates of this program for employment.

Sincerely,



Keith Edge

Byng School

500 S. New Bethel Boulevard; Ada, Oklahoma 74820-1177
Phone (580) 310-6704 Fax (580) 436-3052

Home of the Pirates

July 24, 2018

Ms. Lauren Rowland, Director
The Native American Institute
425 W. University Boulevard
Durant, OK 74701-0609

Dear Ms. Rowland:

Our School District, Byng Public Schools, supported the Native American Excellence in Education program that was funded in the past to provide Native American teachers to serve in schools in southeastern Oklahoma. We support the effort to increase the number of Native American educators and will definitely discuss employment opportunities with students that will complete the program in the future. We are pleased with the prospect of increased numbers of Native American educators to serve pre-K-12 schools within the Choctaw Nation and the Chickasaw Nation.

Our community is proud of our Native American heritage and we strongly support this application to increase the number of Native American educators to provide the best possible role models for our children.

Sincerely,



Todd Crabtree
Superintendent

Todd Miller – Vice President

Wade Boyd – President

Pat Miller - Clerk

Steve Kelso – Vice-Clerk/Member

Karleen Wingfield – Member

CADDO PUBLIC SCHOOLS

600 S. McPherran Street

P.O. Box 128

Caddo, OK 74729

Superintendent's Office: 580-367-2208

Elementary Office: 580-367-2515

High School Office: 580-367-2208

Main Office Fax: 580-367-2837

Superintendent – Lee Northcutt

High School Principal – J.T. Busby

Elementary Principal – Spencer Phipps

July 17, 2018

The Caddo Public School District agrees to consider program graduates for qualifying employment at Caddo Public Schools



Lee Northcutt
Superintendent
Caddo Public Schools

Canadian Public Schools

Michael Broyles, Superintendent

mbroyles@canadian.k12.ok.us

Pittsburg County 61 (918) 339-2705 District I-002

July 26, 2018

RE: Teacher Preparation Grant from U.S. Department of Education

Lauren Rowland, Director
Native American Institute
Southeastern Oklahoma State University
425 W. University Blvd.
Durant, OK 74701

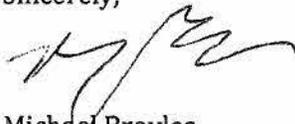
Dear Lauren Rowland:

Please accept this written agreement as a letter of support between the Canadian Public Schools and the Native American Institute and their teacher preparation initiative. As Superintendent of Canadian Public Schools, I am excited to hear that Native American Institute at Southeastern Oklahoma State, the Choctaw Nation, and the Chickasaw Nation are investing in the teacher education field by working to increase the number of qualified Native American individuals in the profession.

My school district will supply recommendations for potential mentors interested in assisting the new teacher during their employment. The approved mentor will be provided a yearly stipend and agree to document the hours spent towards developing a confident teacher.

By signing this letter, as authorized representative of an LEA, I agree to consider program graduates for qualifying employment and look forward to partnering with the Choctaw Nation as we grow a quality teacher workforce in Oklahoma.

Sincerely,



Michael Broyles
Superintendent, Canadian Public Schools

Michael Broyles	Superintendent/HS Principal	mbroyles@canadian.k12.ok.us
Laura Gragg	Elementary Principal	lgragg@canadian.k12.ok.us
Jake Box	Asst. HS Principal	jbox@canadian.k12.ok.us
	PR/Award # S299B180044	

Caney Public Schools

Office of the Superintendent
P.O. Box 60/301 North Cobb Avenue
Caney, Oklahoma 74533
580-889-1996 Fax: 580-889-5033

July 25, 2018

Dear Ms. Roland:

Caney School District is pleased to pledge our support of the Native American Institute at Southeastern Oklahoma State University Teacher Preparation Grant. We strive to employ graduates for teaching positions who exhibit a strong educational background and have the support to be a successful teacher. Caney School District agrees to collaborate with The Native American Institute at Southeastern Oklahoma State University and consider program graduates for teaching positions in which they are qualified.

We look forward to working with you and your staff. Thank you for allowing us to be involved in this exciting opportunity for future teachers.

Sincerely,



Lori L. Delay
Superintendent



Duncan Public Schools

P.O. Box 1548
Duncan, OK 73534-1548
<http://www.duncanps.org>

Melonie Hau, Superintendent
580.255.0686
melonie.hau@duncanps.org

July 24, 2018

Lauren Rowland, Director
Native American Institute
Southeastern Oklahoma State University
425 W. University Blvd.
Durant, OK 74701

Re: Letter of Support

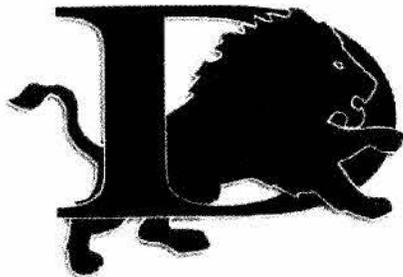
Dear Ms. Rowland:

Duncan Public Schools is pleased to support the Native American Institute at Southeastern Oklahoma State University in its pursuit to educate the next generation of teachers. The University's programs align with our goals to ensure a highly effective teacher in every classroom and to grow a culturally knowledgeable community. Due to the teacher shortage in Oklahoma, we actively seek partners who support the urgent need to recruit and retain quality educators.

Duncan Public Schools agrees to consider program graduates for qualifying employment, and we look forward to seeing the professional teachers this program supports. If you have any questions or require additional information, please feel free to contact me at 580-255-0686 or melonie.hau@duncanps.org.

Sincerely,

Melonie Hau
Superintendent



DURANT INDEPENDENT SCHOOL DISTRICT

1323 Waco Street
Durant, Oklahoma 74701-2633

Phone: (580) 924-1276

Fax: (580) 924-6019

July 23, 2018

To: Native American Institute

Re: U.S. Department of Education Teacher Preparation Grant

Dear Sir or Madam:

The Durant Independent School District supports the Native American Institute at Southeastern Oklahoma University of Oklahoma in the implementation of the grant project to combat the state teacher shortage.

Durant Independent School District agrees to consider program graduates for qualifying employment.

Regards,

Duane Merideth
Superintendent of Schools
Durant Independent School District

*Fanshawe Public School
P.O. Box 100
Fanshawe, OK. 74935
Ph. (918)659-2345 Fax (918)659-2275*

Superintendent/Principal..... Wes McGowen

To Whom It May Concern:

This letter is to inform you that Fanshawe Public School would consider hiring Native American teacher candidates graduating from Southeastern Oklahoma State University.

Sincerely,

(b)(6)

Wes McGowen

HARTSHORNE PUBLIC SCHOOLS

520 South Fifth Street
Hartshorne, Oklahoma 74547
Phone: 918-297-2534
Fax: 918-297-2698

Administrators

Jason Lindley—Superintendent
Mike Reddick—High School Principal
Brian Akins—Elementary/Middle School Principal

Board of Education

Todd Barrier
Thomas Grippando
Casey McCoy
Michael O'Kelley
Randy Wilcox

July 24, 2018

RE: SOSU Teacher Preparation Grant

Lauren Rowland
Director of Native American Institute
Southeastern Oklahoma State University
425 W. University Blvd.
Durant, OK 74701

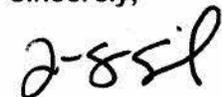
Dear Ms. Rowland:

Please accept this written agreement as a letter of support between the Hartshorne Public Schools and the Southeastern Oklahoma State University Teacher Preparation Program. As Superintendent of Hartshorne Public Schools, I am excited to hear that Southeastern Oklahoma State University is investing in the teacher education field by working to increase the number of qualified Native American individuals in the profession.

We hereby acknowledge that Southeastern Oklahoma State University will work with the approved teacher candidates to provide two years of induction services including professional development and a mentorship opportunity once employed at Hartshorne Public Schools. My school district will supply recommendations for potential mentors interested in assisting the new teacher during their employment. The approved mentor will be provided a yearly stipend and agree to document the hours spent towards developing a confident teacher.

By signing this letter, as authorized representative of an LEA, I agree to consider Southeastern Oklahoma State University Teacher Preparation Program graduates for qualifying employment and look forward to partnering with the Southeastern Oklahoma State University as we grow a quality teacher workforce in Oklahoma.

Sincerely,



Jason Lindley
Superintendent
Hartshorne Public Schools



HODGEN PUBLIC SCHOOL

P.O. BOX 69 • HWY. 59 SOUTH

HODGEN, OK 74939

PHONE: (918) 653-4476

FAX: (918) 653-2525

WARD BROWN, SUPERINTENDENT

COURTNEY ALTSTATT, PRINCIPAL

7-24-2018

Re: Indian Education Professional Development Grant (CFDA 84.299B)

To Whom It May Concern:

Hodgen Public Schools is in full support of Southeastern Oklahoma State University's application.

We are committed to employing highly qualified teachers, however, this task has become a significant challenge during the state-wide teacher shortage crisis. This grant and partnership we have with Southeastern Oklahoma State University will support our efforts to increase the number of Native American educators in our district.

We agree to review and strongly consider program graduates for future vacancies in Hodgen Public Schools. Our Native American student population will greatly benefit from employing these graduates.

Sincerely,



Ward Brown, Supt.

Hodgen Public Schools



MAYSVILLE PUBLIC SCHOOLS

600 First Street, Maysville, OK 73057-9551

405-867-5595 Fx 405-867-4864

Dr. Shelly Hildebrand-Beach, Ph.D.
Superintendent

Krysti Kesler
Secondary Principal
405-867-4410

John Edwards
Elementary Principal
405-867-5550

Board President – Rodney Townley
Board Vice-President – David Klein
Board Clerk – Heidi Gamble
Board Member – John Williams
Board Member – Cindy Wilmot

July 17, 2019

To Whom It May Concern:

The Native American Institute at Southeastern Oklahoma State University has successfully prepared highly qualified, culturally knowledgeable teachers for several years. This letter is to show support of their continued effort and the partnership they have developed with the Choctaw and Chickasaw Nations.

Maysville Public School agrees to review and strongly consider their program graduates for future vacancies within the district. Our Native American student population would greatly benefit from these graduates.

Sincerely,

A handwritten signature in black ink, appearing to read "Shelly H-Beach".

Dr. Shelly H-Beach
Superintendent



Newcastle Public Schools

Kristi Ferguson, Interim Superintendent
kferguson@newcastle.k12.ok.us

101 N. Main Street
Newcastle, OK 73065
(405) 387-2890 office
(405) 387-3482 fax
www.newcastle.k12.ok.us

August 25, 2018

Lauren Rowland, Director
Native American Institute
Southeastern Oklahoma State University
425 W. University Blvd. Durant, OK 74701

Dear Ms. Rowland,

This letter serves as a notice of our support to your program graduates. The Newcastle Public Schools agrees to consider program graduates for qualifying employment within our district. Please feel free to contact me if you have further questions.

Sincerely,

(b)(6)

Kristi Ferguson

Ryan Public School

Home of the Cowboys
P. O. Box 369
RYAN, OKLAHOMA 73565

Superintendent's Office
(580) 757-2308

Principal's Office
(580) 757-2296

To: Native American Institute

From: Marcus Chapman, Superintendent at Ryan Public Schools

I am writing this in support of The Native American Institute at Southeastern Oklahoma State University. Ryan Public Schools agrees to consider program graduates for qualifying employment on any and all future job opportunities. We are grateful to Southeastern Oklahoma State University for their work to try and make a dent in the current teacher shortage that plagues the state of Oklahoma.

Sincerely



Marcus Chapman
Superintendent
Ryan Public Schools

Shady Point Public Schools

Administration

Bruce Gillham
Superintendent



Board Members

Gary Wriht, President
Derek Woodral, Vice President
Marie Akins, Clerk

P.O. Box 1005, Shady Point OK 74956
Phone 918-963-2595 Fax 918-963-2605

July 24, 2018

Lauren Rowland
Native American Institute
Southeastern Oklahoma State University
425 W. University Blvd.
Durant, OK 74701

To Whom It May Concern:

The Shady Point School district is honored to support the efforts of the Native American Institute. We have had success in the past with graduates of the program and are more than willing to consider them for employment in any qualifying position.

We look forward to working with the institute to ensure that quality applicants are available to combat the teaching and support employee shortage our state is facing.

If you wish to discuss the program or have any question about our district, please let me know

Sincerely,

A handwritten signature in black ink, appearing to be 'B. Gillham', with a long horizontal line extending to the right.

Bruce Gillham
Superintendent
Shady Point Schools



Silo Public Schools

Kate McDonald, Superintendent

July 17, 2018

To Whom It May Concern:

Silo Public Schools is in full support of the Native American Institute at Southeastern Oklahoma State University. We gladly welcome graduates from their program as potential employees. We strive to provide a diverse education for our students with diverse experiences. It would be of benefit to our school and all surrounding schools should SOSU Native American Institute receive this grant.

Sincerely,

Kate McDonald

Superintendent

580-924-7000 x223

Soper Public Schools

P O Box 149
Soper, Oklahoma 74759
Phone: (580) 345-2211
TDD/TTY # 711
Fax: (580)345-2896

Southeastern Oklahoma State University,

Please accept this letter of support with the understanding that Soper school district agrees to consider program graduates for qualifying employment.


Scotty Van Worth, Ed.D
Soper Superintendent

SPRINGER PUBLIC SCHOOLS

Office of the Superintendent

July 23, 2018

Lauren Roland, Director
Native American Institute
425 W. University Blvd.
Durant, OK 74701

Dear Ms. Roland:

Our School District, Springer Public Schools, is providing a letter to Southeastern Oklahoma State University in support of your application to the U.S. Department of Education for a Teacher Preparation grant under the Indian Education program. We strongly support your efforts to apply for a new grant to provide more Native American teachers in our area. Our district agrees to consider program graduates for qualifying employment. This will be a great benefit to our students.

We are proud of our Native American heritage in southeastern Oklahoma, and we strongly support your programs to increase the number of Native American Teachers and Administrators who will receive an outstanding education at Southeastern Oklahoma State University. The academic education they receive coupled with cultural skills that are honed will equip these future educators to challenge and connect with students of school districts throughout southeastern Oklahoma.

We strongly support your application to provide services to future Native American Educators.

Sincerely,

Cynthia Hunter
Superintendent

PO Box 249, Springer, OK 73458

(580) 653-2656 office

(580) 653-2666 fax

STONEWALL PUBLIC SCHOOLS

600 S. High School
Stonewall, OK 74871

Kevin D. Flowers
Superintendent
580-265-4241

Tamara Newberry
Principal
Stonewall High School
580-265-4242

Brian Davis
HS Asst. Principal
Athletic Director
580-210-5124

Greg Lovelis
Principal
McLish Middle School
580-210-4433

Larry Rayburn
Principal
Stonewall Elementary
580-265-4243

Laura Steele
Counselor
580-265-4241

Pamela Moreland
Federal Programs
580-265-4243

SCHOOL BOARD

Linda Townsend

Donnie James

Frank Patton

Windy Dees

Thomas Wallace

July 18, 2018

Southeastern Oklahoma State University and
U.S. Department of Education,
Committee for Teacher Preparation Grant

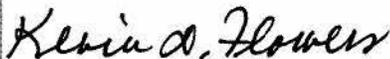
To Whom It May Concern:

Serving all students to the best of our ability, including our Native American students, is an important priority for Stonewall Public Schools. We maintain our connections to both the Chickasaw and Choctaw Nations and have collaborated in several areas involving the educational service to our native students.

Stonewall Public Schools agrees to consider program graduates for qualifying employment in our school system. We believe all training preparation helps connect our teachers to the students they interact with in the educational process.

Please call if you have any questions.

Sincerely,



Kevin D. Flowers
Superintendent



Faith•Family•Culture

Choctaw Nation of Oklahoma
Jones Academy

909 Jones Academy Rd. • Hartshorne, OK 74547
(888) 767-2518 • Fax (918) 297-2354

Gary Batton
Chief

Jack Austin, Jr.
Assistant Chief

July 25, 2018

Lauren Rowland

Native American Institute

Southeastern Oklahoma State University

425 W. University Blvd.

Durant, OK 74701

Ms. Rowland,

Jones Academy strongly supports your efforts to obtain the Indian Education Professional Development grant. As a BIE Tribal Grant school, Jones Academy seeks to employ highly qualified, culturally knowledgeable Native American teachers and would strongly review any graduate from this program for future employment with us.

Sincerely,

A handwritten signature in black ink, appearing to read "P. Moore" with a stylized flourish at the end.

Patrick Moore

Superintendent

Jones Academy



DEPARTMENT OF HEALTH & HUMAN SERVICES

Program Support Center
Financial Management Portfolio
Cost Allocation Services

1301 Young Street, Room 732
Dallas, TX 75202
PHONE: (214) 767-3261
FAX: (214) 767-3264
EMAIL: CAS-Dallas@psc.hhs.gov

June 23, 2016

Ms. Gladys Skinner
Research and Sponsored Program Manager
Southeastern Oklahoma State University
1515 Pioneer Drive
Harrison, AR 72601

Dear Ms. Skinner:

A copy of an indirect cost Rate Agreement is being emailed to you for signature. This Agreement reflects an understanding reached between your organization and a member of my staff concerning the rate(s) that may be used to support your claim for indirect costs on grants and contracts with the Federal Government.

Please have the original signed by an authorized representative of your organization email it to me, retaining the copy for your files. Our email is CAS-Dallas@psc.hhs.gov. We will reproduce and distribute the Agreement to the appropriate awarding organizations of the Federal Government for their use.

An indirect cost proposal, together with the supporting information, is required to substantiate your claim for indirect costs under grants and contracts awarded by the Federal Government. Thus, your next proposal based on actual costs for the fiscal year ending 06/30/2018, is due in our office by 12/31/2018.

Sincerely,
Arif M. Karim -
A
Arif Karim
Director
Cost Allocation Services

Digitally signed by Arif M. Karim -A
DN: c=US, o=U.S. Government, ou=HHS,
ou=PSC, ou=People, cn=Arif M. Karim -A,
0.9.2342.19200300.100.1.1=2000212895
Date: 2016.07.05 14:54:59 -05'00'

Enclosures
Official Notification – New Procedures for Submitting College and University Facilities & Admin.
Rate Proposals

PLEASE SIGN AND EMAIL A COPY OF THE RATE AGREEMENT

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 37-1785782

DATE:06/23/2016

ORGANIZATION:

FILING REF.: The preceding agreement was dated 06/20/2008

Southeastern Oklahoma State University
1405 N. 4th Avenue, PMB 4140
Durant, OK 74701-0609

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

SECTION I: Facilities And Administrative Cost Rates

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

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
FINAL	07/01/2012	06/30/2015	43.00	On Campus	All Programs
FINAL	07/01/2012	06/30/2015	17.00	Off Campus	All Programs
PRED.	07/01/2015	06/30/2019	43.00	On Campus	All Programs
PRED.	07/01/2015	06/30/2019	17.00	Off Campus	All Programs
PROV.	07/01/2019	Until Amended			All Programs

*BASE

Direct salaries and wages excluding all fringe benefits.

ORGANIZATION: Southeastern Oklahoma State University

AGREEMENT DATE: 6/23/2016

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are specifically identified to each employee and are charged individually as direct costs. The directly claimed fringe benefits are listed below.

TREATMENT OF PAID ABSENCES

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

OFF-CAMPUS DEFINITION: For all activities performed in facilities not owned by the institution and to which rent is directly allocated to the project(s), the off-campus rate will apply. Actual costs will be apportioned between on-campus and off-campus components. Each portion will bear the appropriate rate.

Equipment Definition -

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

FRINGE BENEFITS:

FICA

Retirement

Disability Insurance

Worker's Compensation

Life Insurance

Unemployment Insurance

Health Insurance

Tuition Remission

Per 2 CFR 200.414(g) - A rate extension has been granted.

Next Proposal Due

The next indirect cost proposal based on actual costs for fiscal year ending 06/30/2018 is due by 12/31/2018.

ORGANIZATION: Southeastern Oklahoma State University

AGREEMENT DATE: 6/23/2016

SECTION III: GENERAL

A. LIMITATIONS:

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

B. ACCOUNTING CHANGES:

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

C. FIXED RATES:

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

D. USE BY OTHER FEDERAL AGENCIES:

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

E. OTHER:

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

BY THE INSTITUTION:

Southeastern Oklahoma State University

(INST) (b)(6)

(SIGNATURE)

Sean Buvrage

(NAME)

President

(TITLE)

7/26/16

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

Arif M. Karim - A

Digitally signed by Arif M. Karim - A
DN: cn=US, o=U.S. Government, ou=HHS, ou=PSC, ou=People
cn=Arif M. Karim - A, o=97342.19200300.100.11=2000212895
Date: 2016.07.05 14:54:04 -0500

(SIGNATURE)

Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

6/23/2016

(DATE) 0065

HHS REPRESENTATIVE:

Tyra Tallie

Telephone:

(214) 767-3261

Proof of Indian Organization for the Choctaw and Chickasaw Tribes: See BIA Official List Below

- | | | |
|--|---|---|
| <p>Shoshone-Paiute Tribes of the Duck Valley Reservation, Nevada</p> <p>Sisseton-Wahpeton Oyate of the Lake Traverse Reservation, South Dakota</p> <p>Skokomish Indian Tribe (previously listed as the Skokomish Indian Tribe of the Skokomish Reservation, Washington)</p> <p>Skull Valley Band of Goshute Indians of Utah</p> <p>Snoqualmie Indian Tribe (previously listed as the Snoqualmie Tribe, Washington)</p> <p>Soboba Band of Luiseno Indians, California</p> <p>Sokaogon Chippewa Community, Wisconsin</p> <p>Southern Ute Indian Tribe of the Southern Ute Reservation, Colorado</p> <p>Spirit Lake Tribe, North Dakota</p> <p>Spokane Tribe of the Spokane Reservation</p> <p>Squaxin Island Tribe of the Squaxin Island Reservation</p> <p>St. Croix Chippewa Indians of Wisconsin</p> <p>Standing Rock Sioux Tribe of North & South Dakota</p> <p>Stillaguamish Tribe of Indians of Washington (previously listed as the Stillaguamish Tribe of Washington)</p> <p>Stockbridge Munsee Community, Wisconsin</p> <p>Summit Lake Paiute Tribe of Nevada</p> <p>Suquamish Indian Tribe of the Port Madison Reservation</p> <p>Susanville Indian Rancheria, California</p> <p>Swinomish Indian Tribal Community (previously listed as the Swinomish Indians of the Swinomish Reservation of Washington)</p> <p>Sycuan Band of the Kumeyaay Nation</p> <p>Table Mountain Rancheria (previously listed as the Table Mountain Rancheria of California)</p> <p>Tejon Indian Tribe</p> <p>Te-Moak Tribe of Western Shoshone Indians of Nevada (Four constituent bands: Battle Mountain Band; Elko Band; South Fork Band and Wells Band)</p> <p>The Chickasaw Nation</p> <p>The Choctaw Nation of Oklahoma</p> <p>The Modoc Tribe of Oklahoma</p> <p>The Muscogee (Creek) Nation</p> <p>The Osage Nation (previously listed as the Osage Tribe)</p> <p>The Quapaw Tribe of Indians</p> <p>The Seminole Nation of Oklahoma</p> <p>Thlopthlocco Tribal Town</p> <p>Three Affiliated Tribes of the Fort Berthold Reservation, North Dakota</p> <p>Tohono O'odham Nation of Arizona</p> <p>Tolowa Dee-ni' Nation (previously listed as the Smith River Rancheria, California)</p> <p>Tonawanda Band of Seneca (previously listed as the Tonawanda Band of Seneca Indians of New York)</p> | <p>Tonkawa Tribe of Indians of Oklahoma</p> <p>Tonto Apache Tribe of Arizona</p> <p>Torres Martinez Desert Cahuilla Indians, California (previously listed as the Torres-Martinez Band of Cahuilla Mission Indians of California)</p> <p>Tulalip Tribes of Washington (previously listed as the Tulalip Tribes of the Tulalip Reservation, Washington)</p> <p>Tule River Indian Tribe of the Tule River Reservation, California</p> <p>Tunica-Biloxi Indian Tribe</p> <p>Tuolumne Band of Me-Wuk Indians of the Tuolumne Rancheria of California</p> <p>Turtle Mountain Band of Chippewa Indians of North Dakota</p> <p>Tuscarora Nation</p> <p>Twenty-Nine Palms Band of Mission Indians of California</p> <p>United Auburn Indian Community of the Auburn Rancheria of California</p> <p>United Keetoowah Band of Cherokee Indians in Oklahoma</p> <p>Upper Sioux Community, Minnesota</p> <p>Upper Skagit Indian Tribe</p> <p>Ute Indian Tribe of the Uintah & Ouray Reservation, Utah</p> <p>Ute Mountain Ute Tribe (previously listed as the Ute Mountain Tribe of the Ute Mountain Reservation, Colorado, New Mexico & Utah)</p> <p>Utu Utu Gwaitu Paiute Tribe of the Benton Paiute Reservation, California</p> <p>Walker River Paiute Tribe of the Walker River Reservation, Nevada</p> <p>Wampanoag Tribe of Gay Head (Aquinnah)</p> <p>Washoe Tribe of Nevada & California (Carson Colony, Dresslerville Colony, Woodfords Community, Stewart Community & Washoe Ranches)</p> <p>White Mountain Apache Tribe of the Fort Apache Reservation, Arizona</p> <p>Wichita and Affiliated Tribes (Wichita, Keechi, Waco & Tawakonie), Oklahoma</p> <p>Wilton Rancheria, California</p> <p>Winnebago Tribe of Nebraska</p> <p>Winnemucca Indian Colony of Nevada</p> <p>Wiyot Tribe, California (previously listed as the Table Bluff Reservation—Wyandotte Nation)</p> <p>Wyandotte Nation</p> <p>Yankton Sioux Tribe of South Dakota</p> <p>Yavapai-Apache Nation of the Camp Verde Indian Reservation, Arizona</p> <p>Yavapai-Prescott Indian Tribe (previously listed as the Yavapai-Prescott Tribe of the Yavapai Reservation, Arizona)</p> <p>Yerington Paiute Tribe of the Yerington Colony & Campbell Ranch, Nevada</p> <p>Yocha Dehe Wintun Nation, California (previously listed as the Rumsey Indian Rancheria of Wintun Indians of California)</p> <p>Yomba Shoshone Tribe of the Yomba Reservation, Nevada</p> | <p>Ysleta del Sur Pueblo (previously listed as the Ysleta Del Sur Pueblo of Texas)</p> <p>Yurok Tribe of the Yurok Reservation, California</p> <p>Zuni Tribe of the Zuni Reservation, New Mexico</p> <p>Native Entities Within the State of Alaska Recognized and Eligible To Receive Services From the United States Bureau of Indian Affairs</p> <p>Agdaagux Tribe of King Cove</p> <p>Akiachak Native Community</p> <p>Akiak Native Community</p> <p>Alatna Village</p> <p>Algaaciq Native Village (St. Mary's)</p> <p>Allakaket Village</p> <p>Alutiiq Tribe of Old Harbor (previously listed as Native Village of Old Harbor and Village of Old Harbor)</p> <p>Angoon Community Association</p> <p>Anvik Village</p> <p>Arctic Village (See Native Village of Venetie Tribal Government)</p> <p>Asa'carsarmiut Tribe</p> <p>Atkasuk Village (Atkasook)</p> <p>Beaver Village</p> <p>Birch Creek Tribe</p> <p>Central Council of the Tlingit & Haida Indian Tribes</p> <p>Chalkyitsik Village</p> <p>Cheesh-Na Tribe (previously listed as the Native Village of Chistochina)</p> <p>Chevak Native Village</p> <p>Chickaloon Native Village</p> <p>Chignik Bay Tribal Council (previously listed as the Native Village of Chignik)</p> <p>Chignik Lake Village</p> <p>Chilkat Indian Village (Klukwan)</p> <p>Chilkoot Indian Association (Haines)</p> <p>Chinik Eskimo Community (Golovin)</p> <p>Chuloonawick Native Village</p> <p>Circle Native Community</p> <p>Craig Tribal Association (previously listed as the Craig Community Association)</p> <p>Curyung Tribal Council</p> <p>Douglas Indian Association</p> <p>Egegik Village</p> <p>Eklutna Native Village</p> <p>Emmonak Village</p> <p>Evansville Village (aka Bettles Field)</p> <p>Galena Village (aka Loudon Village)</p> <p>Gulkana Village</p> <p>Healy Lake Village</p> <p>Holy Cross Village</p> <p>Hoonah Indian Association</p> <p>Hughes Village</p> <p>Huslia Village</p> <p>Hydaburg Cooperative Association</p> <p>Igiugig Village</p> <p>Inupiat Community of the Arctic Slope</p> <p>Iqurmit Traditional Council</p> <p>Ivanof Bay Tribe (previously listed as the Ivanoff Bay Tribe and the Ivanoff Bay Village)</p> <p>Kaguyak Village</p> <p>Kaktovik Village (aka Barter Island)</p> <p>Kasigluk Traditional Elders Council</p> |
|--|---|---|

LAUREN ROWLAND

3127 Pleasant Hill Road, Caddo, OK 74729
580-916-0027 • lrowland@se.edu

WORK EXPERIENCE

Oct 23, 2017 - Present Director
Native American Institute, Southeastern Oklahoma State University
Durant, Oklahoma

As director of the Native American Institute (NAI) at Southeastern Oklahoma State University(SE) I wear many hats. Over one-third of the student population attending SE identifies as Native American creating a real need for Native American student support and campus-wide cultural awareness. Myself and my staff advise and enroll undergraduate and graduate students each semester and serve as a first point of contact when students find themselves struggling with coursework, finances, or more personal issues. We host a multitude of events and activities intended to engage and retain Native students until graduation. I also recruit, coordinate and/or teach the Native-centered academic programs such as the freshmen orientation course for first-time/full-time Native American students, Choctaw language minor, Native Studies minor, Master of Science in Native American Leadership, and Master of Business Administration with an emphasis in Native American Leadership. I partner with tribal governments in an effort to provide wrap-around support to students making them aware of tribal resources, scholarships, and grants. I also serve as Project Director on several federal grants.

Jul 1, 2015 - Dec 31, 2016 Director
College & Career Resources, Choctaw Nation of Oklahoma
Durant, Oklahoma

I formed the College & Career Resources program for the Choctaw Nation of Oklahoma in July 2015. The overall goal was to provide resources necessary to increase Choctaw college student graduation rates. Given a budget of more than \$700,000 and a staff of five campus Success Coaches, I built partnerships between the Choctaw Nation of Oklahoma and the five colleges and universities who educate the majority of Choctaw students. In order to best serve Choctaw students, I formalized these nation-to-institution partnerships with contractual agreements that legally allowed a sharing of student's grades, attendance, and demographic information. In addition, I coordinated the annual college fair for the Choctaw Nation of Oklahoma, Choctaw College Connect (CCC). I was solely responsible for attracting colleges and universities to attend CCC to recruit strictly Choctaw students. Over the past three years, I established relationships with admissions counselors from Cornell University, Dartmouth College, the University of Pennsylvania, Brown University, and Harvard University just to name a few. Colleges and universities don't typically narrow their diversity efforts to this degree, but with the financial backing of the Choctaw Nation and additional support from programs like the one I created, I was able to convince college representatives that this event and these students were a sound investment of their time.

Jan 1, 2013 - Jun 30, 2015 Mathematics Adjunct Professor, Developmental Mathematics Laboratory Instructor
Oklahoma City Community College
Oklahoma City, Oklahoma

I held two positions at Oklahoma City Community College (OCCC), Mathematics Adjunct Professor and Developmental Mathematics Laboratory Instructor (DMLI). As a faculty member in the Mathematics Department, I utilized my undergraduate degree, a Bachelor of Science in Mathematics Education, to teach multiple mathematics courses each semester. Teaching within a diverse urban setting as Oklahoma City, required me to manage classes of students ranging in age, ethnicity, socio-economic status, and prior mathematics knowledge. My simultaneous position as DMLI required me to coordinate OCCC's Developmental Mathematics course curriculum and to do so I maintained relationships with the Mathematics Departments in the common feeder schools to determine any necessary changes, new topics of emphasis, and course realignment to ensure smooth transfer of coursework for our students.

Aug 1, 2012 - Dec 31, 2012 Mathematics Adjunct Professor, Mathematics Tutor
Tompkins Cortland Community College
Dryden, New York

I held two positions while at Tompkins Cortland Community College (TC3), Mathematics Adjunct Professor and Mathematics Tutor. Teaching at a two-year college in upstate New York required me to manage classes of students ranging in age, ethnicity, socio-economic status, and prior mathematics knowledge. My students always exhibited great progress, which earned me an offer of one of the highly coveted Mathematics Tutor positions. In this position, I tutored students in all mathematics courses as well as engineering and physics.

Aug 1, 2009 - Jul 31, 2012 Mathematics Teacher
Iowa City Community School District
Iowa City, Iowa

My work in the Iowa City Community School District consisted of teaching high school students, junior high school students, one class of exceptionally gifted elementary school students, and a one-on-one assignment with a bright student contending with autism. Students ranged in age and enthusiasm while the algebra content was very similar. With this much student diversity, I quickly honed the skills necessary to differentiate my methods of teaching given which school I

was at as well as within the same classroom. As a public school teacher, I individualized instruction to meet an entire class of students where each one of them was at in order to propel them towards where they needed to be.

Jun 7, 2009 - Senior Mathematics Teacher
Jul 31, 2009 Upward Bound Program, Southeastern Oklahoma State University
Durant, Oklahoma

The Upward Bound Program at Southeastern Oklahoma State University is a summer-long bridge program for incoming freshmen students designed to develop them into college-ready learners prior to the commencement of their first semester. This teaching appointment gave me an immediate opportunity after graduation from the University of Oklahoma with a Bachelor of Science in Mathematics Education to begin teaching mathematics as a Senior Mathematics Teacher.

Jun 1, 2005 - Coordinator, Residential Advisor
Jul 31, 2007 American Indian Math & Science Society (AIMSS), University of Oklahoma
Norman, Oklahoma

I coordinated the American Indian Math and Science Society (AIMSS) summer camp in conjunction with the University of Oklahoma's Native American Studies Department for three consecutive summers. Approximately twenty-five junior high school Native American students moved into the dormitories on the University of Oklahoma's campus, conducted experiments in the University's laboratories alongside University professors, and took incredible trips to such places as regional excavation sites and the National Weather Center. These components achieved our overall goal to expose Native American students to college experiences and opportunities that they might not have acquired otherwise.

EDUCATION

May 2013 Master of Arts
Educational Policy and Leadership Studies
Social Foundations
University of Iowa
Iowa City, Iowa

Dec 2008 Bachelor of Science
Mathematics Education
University of Oklahoma
Norman, Oklahoma

May 2003 High School Diploma
Durant High School
Durant, Oklahoma

REFERENCES

Dr. Tim Boatmun, Dean of Graduate School, E-Programming, & Academic Support
Office of Academic Affairs
Southeastern Oklahoma State University
Durant, Oklahoma
580-745-2372
tboatmun@se.edu

Neal Hawkins, Executive Director
Education Department
Choctaw Nation of Oklahoma
Durant, Oklahoma
580-924-8280
nhawkins@choctawnation.com

Dr. Max Simmons, Dean
Division of Mathematics, Engineering, & Physical Science
Oklahoma City Community College
Oklahoma City, Oklahoma
405-682-7508
msimmons@occc.edu

John Bacon, Principal
City High School
Iowa City Community School District
Iowa City, Iowa
319-688-1040
bacon.john@iowacityschools.org

Joni J. Trosin

(b)(6)

Professional Summary

An accomplished education professional with a blend of experience in the areas of teaching, advocacy, advisement and retention services, with 22 years of experience working with individuals from diverse socioeconomic, cultural, and ethnic backgrounds. Committed to providing positive learning experiences for students and in helping them achieve academic, personal, and career goals. Skilled in building and maintaining positive relationships and working effectively with a team or as an individual to complete projects. Displays flexibility and adaptability in a variety of situations and consistently maintains an upbeat, enthusiastic attitude.

Core Qualifications

- Demonstrated initiative and proven effectiveness during 4 years of work in higher education and 2 years in a TRIO SSS program providing advisement and retention services.
- Experience managing budgets and preparing progress reports to the DOE.
- Strong skills in time management, prioritizing tasks, and meeting deadlines.
- Exceptionally organized and resourceful, innovative and proactive in executing duties.
- Dedicated, reliable, hardworking, conscientious, energetic, and motivated.
- Proficient in Microsoft Office Suite, Student Access, SE's POISE Distributed Purchasing System (DPS).

Professional Experience

Academic Coordinator: November 2016 – Present, Southeastern Oklahoma State University, NAEIE Program, Native American Institute

- Provide academic advisement and retention services to grant participants and other students as needed.
- Facilitate activities that assist participants with teacher education certification exam preparation and test registration.
- Organize and facilitate technology training, professional development, and cultural training and activities for participants.
- Monitor participants' progress toward degree completion.
- Coordinate with Elementary Education Department regarding student academic progress and design interventions as needed.
- Maintain effective relationships with academic and administrative departments directly affecting student persistence including registrar, financial aid, learning center, and the business office.
- Maintain program records, documentation of services provided, and data collection for grant performance reports.
- Monitor and provide support during students' first year of public school teaching.
- Assist with preparation of annual budget and performance reports to the U.S. Department of Education.
- Monitor daily budget expenses, reconcile accounts, and perform basic bookkeeping duties for NAEIE Grant and the Connect Choctaw and Chickasaw Students with the Natchez Trace Parkway Grant.
- Coordinate travel arrangements, reservations, and schedule for Connect Choctaw and Chickasaw Students with the Natchez Trace Parkway Grant.

Continuing Education:

SE ENG 5983 Grant Writing (Spring 2017)

Academic Advisor: August 2014 – November 2016, Southeastern Oklahoma State University, Student Support Services, Project:TEACH

- Provided career, academic and financial literacy counseling to program participants.
- Monitored degree progress and application to Teacher Program/Student Teaching for program participants
- Assisted in the orientation and advisement of all in-coming program participants.

- Assisted with maintenance of program records and documentation of services provided.
- Assisted Project Coordinator in planning and implementing cultural experiences.
- Presented various workshops (study/test taking skills, professional development) each semester to program participants.
- Managed OGET, OSAT, and OPTE workshops and test preparation for qualifying program participants.
- Provided assistance with FAFSA to program participants and informs of scholarship opportunities

TRIO Training:

- Leadership: Completed first year of two-year Emerging Leadership Institute for Oklahoma Division of Student Assistance
- Priority #4 Student Financial Aid, Admissions Policies and Procedures, and Financial/Economic Literacy
- SWASAP TRIO Training Program Legislation and Regulations

Behavioral Health Case Manager II: January 2012 – June 2015, Refuge Behavioral Health, Tishomingo, OK

- Acted as client advocate to coordinate required services or to resolve emergency problems in crisis situations
- Met with clients, clients' families, teachers, and DHS workers to advocate for clients' best interests
- Referred/linked clients or family members to community resources or to specialists as necessary
- Educated individuals and groups to promote optimum mental and physical health
- Educated and guided individuals in the development of skills and strategies necessary for dealing with their problems
- Documented client sessions and progress
- Planned, organized and led structured programs of education, study, recreation and social activities for clients
- Modified treatment activities and approaches as needed in order to comply with changes in clients' status

Behavioral Health Rehabilitation Specialist: April 2008 – Dec. 2011, Pennington Creek Life House, Tishomingo, OK

- Educated clients in development of skills and strategies for dealing with their problems, including family, parenting, or marital problems; stress, anxiety, depression problems; anger or emotional problems; academic problems; self esteem problems; and teaching job search and maintenance skills, as well as budgeting/financial management skills
- Maintained confidentiality of records relating to client treatment
- Collected client information through interviews, observation, and tests
- Collaborated with other staff members to perform clinical assessments and develop treatment plans

Elementary School Teacher: September 1996 – June 2007, G. B. Miller Elementary School, Centralia Public School District, Buena Park, CA

- Full time teacher for self contained 3rd and 4th grade classrooms teaching all subject areas
- Taught general education students, individuals with learning challenges and special needs, within a mainstreamed, inclusive classroom, as well as gifted and talented learners
- Assessed student learning/progress using a variety of tools and communicated status to principals and parents, and supported recommendations for further student development
- Actively served on a variety of school committees and task forces focusing on curriculum development, textbook review, and the Distinguished School Honor

Education

National University, Costa Mesa, CA

- Master of Arts in Teaching, Specialization in Educational Technology (July 2002)

California State University Fullerton, Fullerton, CA

- Teacher Credential Program – Prof. Dev. Block (June 1996 awarded Multiple Subject CLAD Credential)
- Bachelor's Degree in Child Development (June 1995 with High Honors)

OBJECTIVE

To obtain a position in the Native American Center at Southeastern Oklahoma State University.

QUALIFICATIONS

<i>Oklahoma Teaching Certification</i> Endorsements: Chemistry, Physical Science, Intermediate Science, Intermediate math Planned Future endorsements: Biology, Physics, Upper level math	September 2003
<i>Southeastern Oklahoma State University</i> Bachelor of Science (Chemistry)	August 1998 – May 2002
<i>Southeastern Oklahoma State University</i> Master of Education	June 2002 – May 2004

WORK EXPERIENCE

<i>Southeastern Oklahoma State University, Durant, OK</i> Assistant Director/Instructional Designer: Center for Instructional Design and Leadership Specific Assignments: <ul style="list-style-type: none">▪ Instructional Designer▪ University Quality Matters Coordinator, Course Reviewer, and Face to Face Workshop Instructor▪ Professor Professional Development/Training▪ Student Orientation▪ Zero Level Testing Development/Maintenance▪ Course Review/AP Liaison	January 2018-present
<i>Durant Middle School, Durant, OK</i> Teacher: Pre-Algebra (8 th Grade), 7 th grade math Specific Assignments include: <ul style="list-style-type: none">▪ Classroom Management▪ Technology Integration in the Classroom through development of lesson plans/activities▪ Plan and design effective learning environments and experiences supported by technology.▪ Use technology to enhance productivity and maximize student learning.	August 2006-present
<i>Southeastern Oklahoma State University, Durant, OK</i> Adjunct Faculty: Education Department Specific Assignments include: <ul style="list-style-type: none">▪ Technology Integration in the Classroom▪ Demonstrate sound understanding of technology operations and concepts.▪ Plan and design effective learning environments and experiences supported by technology.▪ Implement curriculum plans that include methods and strategies for applying technology to maximize student learning.▪ Apply technology to facilitate a variety of effective assessment and evaluation strategies.▪ Use technology to enhance productivity and professional practice.	Spring 2014-present
<i>Durant Indian Education, Durant, OK</i> Tutor: 1 st - 12 th grade Specific Assignments include: <ul style="list-style-type: none">▪ Individualized Subject Assistance and Remediation▪ Curriculum instruction and clarification▪ Evaluation of student assignments	August 2011-present

<i>Calera High School, Calera, OK</i> Teacher: Pre-Algebra (8 th Grade), Algebra I, Algebra II, and Geometry Specific Assignments include:	August 2004-2006
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- Management of classroom
- Development of lesson plans/activities
- Teacher/Student interaction
- Evaluation of student assignments

Calera ISD, Calera, OK

September 2003-2006

JOM After-school tutor to 7th- 12th grade

Specific assignments include:

- Evaluation of Student Assignment
- Individualized Subject Assistance and Remediation
- Curriculum instruction and clarification

Southeastern Oklahoma State University, Durant, OK

May 2001-January 2004

Research Assistant to Dr. Tim Smith

Specific Assignments include:

- Derivatization of Amino Acids in bovine serum using Gas Chromatography/Mass Spectrometry
- Proper use and maintenance of GC/MS machine
- Proper use and storage of chemicals

OTHER ACTIVITIES

- AAUP
- SE Homecoming Committee
- SE Distance Education Council
- President Elect SE Staff Association
- Member OKIE-Blackboard User Group
- Student council sponsor Calera High school and Durant Middle School (2004-present)
- Durant Middle School building leadership team (2012-2014)
- Oklahoma Education Association
- Durant Education Association
- Academic team coach (2004-2007)
- Gear-Up Curriculum alignment coach and academic coach (2005-2007)
- Gear-up summer school teacher (2005-2006)
- Gear-up after school program teacher (2005-2006)
- Member of Math committee for School wide improvement plan
- Team Captain for March of Dimes (2002-2012)
- AP certified (2006- 2013)
- Participant in Oklahoma Mathematics Improvement Program (2007)
- Attended Teacher's Teaching Technology Conference (2005)
- Great Expectations (2005-2008)

AWARDS AND HONORS

- Nominated for SE Adjunct Professor of the Year 2015-2018
- Durant Middle School Teacher of the Year 2009-2010
- Durant Middle School Math department chair 2012-2014
- Oklahoma State Student Council (OAMJHSC) Region 3 Representative 2011-2013
- Oklahoma State Student Council (OAMJHSC) President 2011-present
- Considered Highly qualified in all teaching certification areas
- Masonic Fraternity of Oklahoma Teacher of Today 2009-2010
- Academic Scholarship to Southeastern Oklahoma State University: 1998-1999
- Student Government Senator SOSU
- Alpha Chi Sigma Member
- American Chemical Society Member
- President's and Dean's Honor Rolls SOSU
- Southeastern OEA Christmas grant contest Winner
- Gear-Up mini grant recipient (2005, 2006)

SKILLS

- Experience with miscellaneous laboratory equipment.
- Efficient in Microsoft Windows OS, Microsoft Access, Excel, Word, Front Page, PowerPoint, Brainhoney, & Blackboard
- Efficient work ethic in the classroom, good communication with students, parents, and teachers, very good organizational skills, knowledge of classroom procedure, love of science and math.
- Certified in CPR and First Aid

PR/Award # S299B180044

REFERENCES

Mr. Tim Boatmun

Asst. VP of Academic Affairs
Southeastern Oklahoma State University
425 W. University
Durant, OK 74701
(580)-745-2000

Mr. Kenny Chaffin

Durant Middle School
Assistant Superintendent
802 W. Walnut
Durant, OK 74701
(580)-924-1321

Dr. Sam Bigham

Fmr. Chair of Biological Sciences
Southeastern Oklahoma State University
2013 Lakeshore Dr.
Durant, OK 74701
(580)-924-0544

Ms. Amy Jamison

Counselor
Durant Middle School
802 W. Walnut
Durant, OK 74701
(580)-380-5707

Mrs. Christala Smith

Director Center for Instructional Design and Leadership
Southeastern Oklahoma State University
425 W. University
Durant, OK 74701
(580)-745-2229

Mrs. Charlene Hibbs

Durant Indian Education
Director
1313 Waco St.
Durant, OK 74701
(580)-924-1276

Mr. John Williamson

Principal
Durant Middle School
802 W. Walnut
Durant, OK 74701
(580)-924-1321

***Additional References Available upon Request

Judith A. McDaniel, M.Ed.

(b)(6)

CAREER PROFILE

A seasoned courteous professional with a strong work ethic and a thorough understanding of best practices relating to the grant processes of gathering and compiling research, program design, grant writing, program implementation, data collection, analysis, evaluation, and report writing. Experienced communicator who clearly conveys information in both speaking and writing to local, state, and Federal audiences. Demonstrated success in gathering research from a variety of sources to compile performance-based professional documents.

From training and experience, excels in:

- Knowledge in education and social services program design creation for services ranging from birth through high school, remediation to special education diagnostic services, bilingual to gifted and talented identification, individual programs to community partnerships, and initial implementation with continuous quality improvement through quality evaluation processes, analysis, and report writing.
- Knowledge of Oklahoma Native American tribes (Choctaw, Chickasaws and Cherokee) demographics and protocols, working with grant writing staff, and Federal program officers, and assisting program directors in program implementation and adhering to federal grant regulations for the past twelve (12) years.

MOST RECENT WORK EXPERIENCE - Previous years' experience upon request

McDaniel & Associates Consulting, LLC

2010-Present

Demonstrated Evaluation Experience:

- 1) **Administration of Children and Families, Crow Creek Sioux Tribe of South Dakota and Turtle Mountain Band of Chippewa Indians,** Tribal Maternal, Infant, and Early Childhood Home Visiting Program. Developed Evaluation Plan for proposal and Evaluator. 2016-Present
- 2) **Department of Health & Human Services, ACF, Turtle Mountain Band of Chippewa Indians,** New Pathways for Fathers and Families 2016-Present
- 3) **Department of Health and Human Services, Office of Adolescent Health, Choctaw Nation,** Developed Evaluation Plan for proposal and Evaluator, *Support for Expectant and Parenting Teens, Women, Fathers and Their Families (SEPT)* 2013 - 2017
- 4) **US Department of Education, Office of Indian Educations, Choctaw Nation,** Developed Evaluation Plan for proposal and Evaluator, *Demonstration Grants for Indian Children (IKHVNA)* 2013 - 2017
- 5) **US Department of Education, Office of Vocation and Adult Education, Choctaw Nation,** *Native American Career and Technical Education* 2013 - 2018
- 6) **Department of Health and Human Services, Adm. for Children and Families, Choctaw Nation,** Developed Quasi Experimental Research Evaluation Plan for proposal and Evaluator, *Tribal Maternal, Infant, and Early Childhood Home Visiting Program, Chahta Villa Apela(CVA)* 2012 - 2018
- 7) **Department of Health and Human Services, Adm. for Children and Families, Choctaw Nation,** Developed Evaluation Plan for proposal and Evaluator,

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<i>Tribal Early Learning Initiative (TELI)</i>	2013 - 2014
8) US Department of Education, Title III, Southeastern Oklahoma State University, Connect2Complete (C2C)	2011 - 2017
9) Department of Health and Human Services, Adm. of Children and Families, Choctaw Nation, Tribal Responsibility Education for Prevention of Teen Pregnancy (PREP)	2011 - 2015
10) Department of Health and Human Services, Adm. for Children and Families, Choctaw Nation, Developed Quasi Experimental Research Evaluation Plan for proposal and Evaluation, Tribal Maternal, Infant, and Early Childhood Home Visiting Program, Chahta InChukka (CI)	2010 - 2015
11) Department of Health and Human Services, Office of Adolescent Health, Choctaw Nation, Support for Pregnant and Parenting Teens(SPPT), Joined Year 2	2010 - 2015

Grant Writing:

- 1) **Rock Creek Public Schools:**
 - FEMA - Development of grant application for two (2) Safe Rooms 2012 - 2013
- 2) **Antlers Public Schools:**
 - FEMA - Development of grant application for one (1) Safe Room 2013 - 2014

Special Projects:

- 1) **Choctaw Nation of Oklahoma:** 2012 - 2014
 - a. **Education Department** in the development, documentation, and presentation of the Department's Strategic Plan,
 - b. **Service Departments** in the development, documentation, and presentation of each department's Strategic Plan, and combined 2x2
 - c. **Goodland Academy Committee** in research, documentation and presentation of Committee's proposal for preservation of Goodland Academy
 - d. **Education Department** in the development, documentation, and presentation of the Department's Succession Planning
 - e. **Education Department** to develop strategies and evaluation components for afterschool remediation program (POSSE) for Choctaw students
 - f. **Outreach Services Department** in development and PowerPoint and poster presentation for annual federal conferences
- 2) **Cherokee Nation of Oklahoma:**
 - a. **Home Visiting Department** in development of Implementation Plan for *Tribal Maternal, Infant, and Early Childhood Home Visiting Program* 2013 - 2014
 - b. **Home Visiting Department** in development of Policies and Procedures Manual *Tribal Maternal, Infant, and Early Childhood Home Visiting Program*

Research Articles:

<i>A Study in the Efficacy of Intensive Case Management with Home Visits to Provide Intervention for Pregnant and Parenting Adolescents</i>	2009
<i>Measuring Collaboration Among Grant Partners</i>	2015
<i>Challenges and Opportunities Relating to the Benchmark Data Collection System - Collaborated on development of article</i>	2015
<i>Ecological Challenges and Solutions in Delivering Home Visitation in Low Resource Communities - Collaborated on development of article</i>	2015

Curriculum Vitae

Robert Stewart Mayers III
Professor/Chair/Director of Teacher Education
Southeastern Oklahoma State University
1405 N. 4th Street, PMB 4207
Durant, OK 74701-0609
580-745-2640
E-mail: smayers@se.edu

EDUCATION

- 2001 Ed. D. University of Georgia. Department of Educational Leadership. Major: Instructional Supervision. DISSERTATION: A Case Study: Change, Block Scheduling, and the Work of the High School Department Chair.
- 1997 – 1999 Additional Graduate Study, University of Oklahoma.
- 1996 M. Ed. Southeastern Oklahoma State University, Durant, Oklahoma. Department of Mathematics. Major: Mathematics Education.
- 1982 B. A. Baylor University, Waco, Texas. Major: History.

CERTIFICATION

Oklahoma: Secondary German, Mathematics, World History; Secondary Principal

ACADEMIC AND RELATED NON-ACADEMIC PROFESSIONAL EXPERIENCE

- | | | |
|---------------|--|--|
| 2017- present | Professor/Chair, Dept. of EIL
Director of Teacher Education | Southeastern Oklahoma State University |
| 2013-2017 | Professor | Southeastern Oklahoma State University.
Department of Educational Instruction and Leadership. |
| 2006-2013 | Associate Professor | Southeastern Oklahoma State University.
Department of Educational Instruction and Leadership. |
- Tenure Granted June, 2006
- Graduate Faculty Status approved August 28, 2002.

2001-2006	Assistant Professor	Southeastern Oklahoma State University. Department of Educational Instruction and Leadership. M. Ed. Programs Coordinator Fall 2003 to Summer 2007.
1999-2001	Research Assistant	University of Georgia. Department of Educational Leadership.
1998-1999	Research Assistant	University of Oklahoma. Department of Educational Leadership and Policy Studies
1998-1999	Research Assistant	University of Oklahoma. Department of Civil Engineering and Environmental Science
1993-1998	Middle School/High School Mathematics, Social Studies and German Teacher; Chair, Department of Mathematics, Lone Grove, Oklahoma.	

PROFESSIONAL/RESEARCH INTERESTS

Issues in Public School Law, particularly involving social media usage by school employees or students and transgender rights; Formal and informal supervision (e.g., action research, peer coaching) and teacher evaluation

SELECTED COMMITTEES AND SPECIAL ASSIGNMENTS

DEPARTMENT/UNIVERSITY

Member, Project Teacher Director Search Committee, Summer 2018
 Member, Class Piano Instructor Search Committee, Summer 2018
 Member, Academic Council, Fall 2017 to present
 Member, Graduate Council Fall 2017 to present
 Organist, 95th Annual Candlelighting (Dec. 5, 2016)
 Coordinator, M.Ed. in Curriculum and Instruction Program (Fall 2016-present)
 Chair, Faculty Grievance Committee (Fall 2016- present)
 Member, Faculty Appellate Committee (Fall 2016- present)
 Chair, Post-tenure Review Committee for Dr. William L. Fridley (Fall 2016)
 Chair, Post-tenure Review Committee for Dr. Michael Reid (Fall 2016)
 Member, Promotion and Tenure Committee for Dr. Jeremy Blackwood (Fall 2016)
 Member, Faculty Senate, Fall 2016-Spring 2017
 Student Teacher Supervisor, Lindsay, OK Elementary and Charles Evans Elementary. Ardmore, OK (2015).
 Chair, Standard 5 Writing Committee, CAEP Accreditation Team, Fall 2015 to Spring 2017
 Member, EIL ePrograms/IETV Committee, Fall 2015 to Spring 2016
 Member, EDUC Rubric Writing Team, Fall 2015 to Spring 2016
 Faculty Mentor for Dr. Crystal Jensen and Dr. Kathy Hogan, Fall 2015-Spring 2017
 Member, John Massey Lecture Steering Committee, Spring 2015
 Chair, Special Education Search Committee, Spring 2015

Member, Technology Education Search Committee, Spring 2015
Faculty Mentor for Dr. Thomas Harvey beginning Fall 2014
Member, Administrative Assistant Search Committee, Summer 2014
Member, Faculty Appeals Committee, Fall 2013-present
Chair, Faculty Search Committee, EDAD Position, Summer 2013-Spring 2014
Chair, Faculty Search Committee, Professional Education Position, Fall 2011
Member, Academic Appeals Committee, Fall 2011-present
Member, Advisory Council, Center for Rhetoric, Fall 2010 – Spring 2016
Editor, NCATE 2010 Institutional Report
Member, Master of Arts in Teaching Proposal Committee, Spring 2010
Member, School of Education and Behavioral Sciences Policies and Procedures Committee,
Spring 2009
Member, Honors Committee, Fall 2009-Spring 2013
Editor, EIL Newsletter, Fall 2009 to Fall 2011
Webmaster, EIL and SEBS, Summer 2009 to present
Member, Search Committee, ELED Position McCurtain County Campus, Spring 2009
Member, Search Committee, ELED Position on Campus, Spring 2009
Member, Search Committee, ELED Position on Campus, Spring 2009
Member, Secretary Interview Team (EIL), Summer 2008
Member, EIL Search Committee (Math Education), Fall 2007
Chair, EIL Search Committee (ELED), Fall 2007
Executive Director, Texoma Association for Public School Improvement, Fall 2007-Spring 2008
Chair, EIL Search Committee (EDAD/EDUC Tenure-Track Position), Spring 2007
Member, NCATE Steering Committee, Fall 2006
Chair, Advanced Programs Committee, NCATE, Fall 2006
Member, EIL Department Post-Tenure Review Policy Committee, Fall 2006
Chair, EIL Department Search Committee (Director of Field Services), Spring 2006
Member, EIL Department Search Committee (Special Education), Spring 2006
Chair, M.Ed. Admissions, Retention and Dismissal Committee, Fall 2005-Fall 2007
Member, EIL Department Promotion and Tenure Policies Committee, Fall 2005 to Fall 2006
Member, Dean of EBS Screening Committee, Summer 2005
Chair, Graduate Council, Summer 2005-2007
Chair, Graduate Council Policy Writing Subcommittee, 2005
Member, M.Ed. in School Counseling Admissions, Retention & Dismissal Committee, Fall
2004-fall 2007
Chair, EIL Department Search Committee, Fall 2004-Spring 2005
Member ELED Program Evaluation Committee, Fall 2004
Counselor, Beta Delta Chapter of Kappa Delta Pi, Fall 2009 to Spring 2010
Associate Counselor, Beta Delta Chapter of Kappa Delta Pi, Fall 2004 to Spring 2009
Member, Department of Behavioral Science Search Committee, Spring 2004
Member, Teacher Education Council, Fall 2003-present
Member, University Assessment Council, Fall 2003-Spring 2007
Master of Education Program Coordinator, Fall 2003-Summer 2007
Reader, Departmental Program Review Reports for Organized Research and Program Review
Committee, 2007
Member, Faculty Senate Personnel Policies Committee, 2003-2004

Member, Department of Psychology and Counseling Search Committee, Spring 2003
Editor/Proofreader, Undergraduate Bulletin, 2003-2005 Edition
Editor/Proofreader, Graduate Bulletin, 2003-2005 Edition
Editor/Proofreader, Undergraduate/Graduate Bulletin, 2005-2007 Edition
Member, Faculty Senate, December 2002 to May 2004
Member, Committee for Initiative 201 Overhauling student advisement practices in the School of Education and Behavioral Sciences, 2003
Member, Department of Educational Instruction and Leadership Search Committee, Spring 2003
Member, Department of Psychology and Counseling Search committee, Spring 2003
Member, Selection Committee for Outside Reviewer, Department of Aviation, Spring 2003
Co-Chair, School Administration Program Planning and Evaluation Committee, 2002-present
Member, M.Ed. Program Planning Committee, 2002-present
Advisor, M.Ed. in School Administration Degree 2002-2009
Member, Graduate Council, August 2002-July 2007
Member, Department of Psychology and Counseling Search Committee, Spring 2002
Member, North Central Chapter 3 Subcommittee, Spring 2002

State:

Residency Year Committees (Caney {2}, Healdton, Kingston, and Mannsville), 2009-2010
Student Teacher Observer for Texas A&M Kingsville, Spring 2009
Residency Year Committee, Dickson Elementary School, Spring and Fall 2009
Seven Residency year committees (Ardmore, Plainview, Atoka, Holly Creek, Lukfata {2}, and Kingston), 2008-2009
Six Residency year committees (Wilson {2}, Greenville, Caney, Broken Bow, and Denison), 2007-2008
Six residency year committees (Ardmore, Marietta {2}, Thackerville, Haileyville, and Victory Life Academy of Durant), 2006-2007
Six residency year committees (Madill {3}, Watson, Ardmore, and Wilburton), 2005-2006
Six residency (Valliant {2}, Forest Grove, Holly Creek, Tishomingo, and Calera), 2004-2005
Six residency year committees (Marietta {2}, Greenville, Mannsville, Madill and Ardmore), 2003-2004
Four residency year committees (Grant, Kingston, Springer, and Wilburton), 2002-2003
Two second-year Pathwise teacher committees (Rattan, Sulphur), 2002-2003
Two first-year Pathwise teacher committees (Springer, Wilburton), 2002-2003
Six Residency year committees (Idabel {2}, Broken Bow, Lukfata, Thackerville, and Tushka), 2001-2002

National/International:

Conference Program Chair, 2017 Annual Conference, Education Law Association (San Diego, CA)
Member, Professional Partnership/Legal Literacy Committee, Education Law Association, 2016-present
F.Supp. (Federal District Court Opinions) Reporter Group Coordinator, School Law Reporter, Education Law Association (Fall 2016 to present)
Regional Reporter (5th & 8th Circuit Courts of Appeals), School Law Reporter, January 2012-present

Session Presider, Education Law Association Annual Conference, Orlando, FL (2016)
Session Presider, Education Law Association Annual Conference, Cleveland, OH (2015)
Session Presider, Education Law Association Annual Conference, San Diego, CA (2014)
Session Presider, Education Law Association Annual Conference, Westminster, CO (2013)
Session Presider, Education Law Association Annual Conference, Hilton Head Island, SC (2012)
Session Presider, Education Law Association Annual Conference, Chicago, IL (2011)
Session Presider, Education Law Association Annual Conference, Louisville, KY (2009)
Session Presider, Education Law Association Annual Conference, San Antonio, TX (2008)
Member, Editorial Board, *The Educational Forum*, 2005 to present.
Session Presider, Education Law Association Annual Conference, Hilton Head Island, SC (2012)
COPIS Annual Conference Planning Committee (2005)
Proposal Reviewer, COPIS Annual Conference, Athens, Georgia (2005)
Associate Editor, ASCD Instructional Supervision Network Newsletter (2001-2004)

Consulting:

Consultant for public schools in the areas of teacher supervision, teacher evaluation, and professional development.
Consultant for public schools in the area of public school law.
Consultant for public schools in scheduling patterns (block).

AWARDS AND HONORS

- 2018 Faculty Senate Award for Excellence in Research and Scholarly Activity
- 2014 Paula Silver Case Award for 2013 Volume Year, Journal of Cases in Educational Leadership. Award bestowed by the University Council for Educational Administration.
- 2012 Faculty Senate Award for Excellence in Scholarship
- 2006 Faculty Senate Award for Excellence in Scholarship
- 2004 Faculty Senate Award for Excellence in Teaching
- 2004 Faculty Senate Award for Excellence in Scholarship
- 2003 Faculty Senate Award Nominee, Scholarship and Research, School of Education and Behavioral Sciences, Southeastern Oklahoma State University.
- 2003 Faculty Senate Award Nominee, Teaching, School of Education and Behavioral Sciences, Southeastern Oklahoma State University.
- 2002 Faculty Senate Award Nominee, Scholarship and Research, School of Education and Behavioral Sciences, Southeastern Oklahoma State University.
- 2002 Who's Who Among America's Teachers

- 2001 David J. Mullen, Sr. Award Recipient, Department of Educational Leadership, University of Georgia.
- 2000 Kappa Delta Pi, University of Georgia Chapter.
- 2000 Who's Who Among America's Teachers.
- 1998 Who's Who Among America's Teachers.
- 1996 Who's Who Among Students in American Universities and Colleges.

PROFESSIONAL MEMBERSHIPS

Association for Supervision and Curriculum Development, 2000 to 2006
National Staff Development Council, 1999 to 2006
Kappa Delta Pi, 2000 to present
Education Law Association, 2003 to present
Council of Professors of Instructional Supervision, 2003 to present

EFFECTIVE TEACHING

I teach three graduate courses in the M. Ed. in School Administration program, EDUC 5113 Fundamentals of Curriculum Development, EDUC 5153, Teaching Strategies, and EDAD 5373 Public School Law. However, during my career I have taught every EDAD course except EDAD 5403, School Operations Management. I retooled and reformatted EDAD 5303 as an online course. Supervision of Teaching was redesigned to be a field based course providing students an opportunity to supervise teachers in public school classrooms and to practice teacher evaluation techniques. The content of EDAD 5373 Public School Law has been expanded and is updated each time taught to reflect the latest court decisions effecting public schools. Additionally, the evaluation criteria for EDAD 5373 were retooled to require students to demonstrate mastery of content through practical application. EDUC 5153 was completely revised to reflect teaching from an administrative perspective and to be a companion course to Supervision of Teaching.

I retooled EDUC 5213 Educational Measurement for the School Counseling Program around the Oklahoma State Competencies, Texas State Competencies, and the CACREP Standards. In addition, I restructured EDUC 5153 Teaching Strategies for the M.Ed. in Reading Cohort program in Idabel.

In fall 2004 I began teaching EDUC 5203, Introduction to Education Research. I have made two important changes to the course. First, the amount of time expended on the study of qualitative research methods was increased to offer students a more balanced view of the methods used to generate educational research. Using samples of data collected in the process of pursuing my research agenda, I have created a more realistic way to situation the students as researchers by providing "hands-on" opportunities with actual data.

Undergraduate teaching has been supported through the use of technology. PowerPoint presentations have been produced to support lecture and class discussion in EDUC 3434, Teaching Strategies, EDUC 2013 Foundations of Education; EDUC 3113 Educational Measurement, Assessment, and Evaluation; and EDUC 3313 Integrating Technology for the Classroom. I led the development of the required CAEP artifact and rubric for EDUC 3434.

Courses Taught:

SPED 5233 Special Education Law
EDAD 5933 Internship for the School Principal
EDAD 5553 Special Topics in Education Law
EDAD 5483 Principalship
EDAD 5373 Public School Law
EDAD 5323 Supervision of Teaching
EDAD 5313 Public School Relations
EDAD 5303 Public School Administration
EDUC 5970 Special Projects – Teaching Strategies in Mathematics
EDUC 5960 Directed Readings in Professional Education
EDUC 5223 Educational Statistics
EDUC 5213 Educational Measurement
EDUC 5203 Introduction to Educational Research
EDUC 5153 Teaching Strategies
EDUC 5113 Fundamentals of Curriculum Development
EDUC 4443 Classroom and Behavior Management
EDUC 3434 Teaching Strategies and Progress Monitoring
EDUC 3113 Educational Measurement, Assessment, and Evaluation
EDUC 3313 Integrating Technology for the Classroom
EDUC 2013 Foundations of Education

PUBLICATIONS OR ARTISTIC ACHIEVEMENTS

BOOKS

- Zepeda, S. J. & Mayers R. S. (2004). *Supervision across the content areas*. Larchmont, NY: Eye on Education.
- Zepeda, S. J., Mayers, R. S., & Benson, B. N. (2003). *The call to teacher leadership*. Larchmont, NY: Eye on Education.
- Zepeda S. J., & Mayers, R. S. (2000). *Supervision and staff development in the block*. Larchmont, NY: Eye on Education

REFEREED ARTICLES

- Mayers, R.S. (2017). Boys, Girls, or Unisex? An Analysis of the Title IX Arguments in G.G. v. Gloucester County School Board. *The Clearing House* 90(5-6), 161-165
- Mayers, R.S., & Zepeda, S. J. (2013). Communication and Trust: Change at the Onset of Appointment to the Superintendency. *Journal of Cases in Educational Leadership* 16(4) 14-30.
- Mayers, R.S. & Desiderio, M.F. (2013). Not LOL: Legal issues encountered during one high school's response to sexting. *Brigham Young Education and Law Journal*, 2013(1), 1-20.
- Mayers, R.S., Mawer, W.T., Price, M., & Denny, J.M. (2010). Family Education Rights and Privacy Act: Who has an educational need to know? *Mustang Journal of Law and Legal Studies*, 1(1), 19-27.
- Mayers, R. S. & Desiderio, M. F. (2007). Technology enhanced transitions: Student learning, teachers' practices and... change? *The Rural Educator* 29(1), 37-41.
- Zepeda, S. J., & Mayers, R. S. (2006). An analysis of research on block scheduling. *Review of Educational Research*, 76(1), 137-170.
- Zepeda, S. J., & Mayers, R. S. (2002). A case study of leadership in the middle grades: The work of the instructional lead teacher. *Research in Middle Level Education*, 25 (1), 1-12.
- Mayers, R. S., & Zepeda, S. J. (2002). High school department chairs and the block schedule. *NASSP Bulletin*, 86 (632), 49-64.
- Zepeda, S. J., & Mayers, R. S. (2001). New kids on the block schedule: Beginning teachers face challenges. *The High School Journal*, 84(4), 1-11.

MONOGRAPHS

- Mayers, R.S. (2015). Social Media, Public Schools, and the Law. Education Law Association.

CHAPTERS IN EDITED BOOKS

- Mayers, R.S. (2018 – in press). Legal aspects of social media usage. In M. Deschaine, R.W. Francis, and D. Whale (Eds.), *Effective Social Media Usage*. Ypsilanti, MI: International Council of Professors of Educational Leadership.
- Mayers, R.S. (2018 – in press). School Safety. In C. Russo & S. Permuth (Eds.), *Legal Issues of Faith-based and other nonpublic schools*, (pp. XXX-XXX). Cleveland, OH: Education Law Association.

Mayers, R.S., & Johnson, G.R. (2012). Should public schools promote themselves on social networking sites, such as Facebook and Twitter? Counterpoint. In K.P. Brady (Ed.), *Technology in Schools* (pp. 200-207). Thousand Oaks, CA: Sage Publishing Company.

Mayers, R. S. (2008). Instructional leadership, high school department chairs, and change. In S. J. Zepeda (Ed.), *Real World Supervision: Adapting Theory to Practice* (pp. 193-200). Norwood, MA: Christopher-Gordon Publishers.

CONFERENCE PROCEEDINGS

Zepeda, S. J., Hazi, H., Mayers, R. S., & Ginsburg, M. (2005). *Reflections of the past, visions for the future*. Proceedings of the Annual Meeting of the Council of Professors of Instructional Supervision, October 28-30, 2005, Athens, GA.

BOOK REVIEWS

Mayers, R.S. (2016) *Education policy perils: Tackling the tough issues*. [Review of the book by the same title] *Kappa Delta Pi Record*, 52(3), 143.

Mayers, R. S. (2015) Protecting Our Children [Review of the book *Rethinking Children, Violence and Safeguarding*] *Educational Forum* 79(2), 208-209.

Mayers, R. S. (2012) History education: Opportunities to teach critical thinking. [Review of the book *Whitewashing war: Historical Myth*] *Educational Forum* 76(3), 400-401.

Mayers, R. S. (2010) On Teacher Quality [Review of the book *Improving Teacher Quality: The U.S. Teaching Force in Global Context*] *Educational Forum* 74(3), 272-273.

Mayers, R.S. (in press). [Review of the book *Ethical Educational Leadership in Turbulent Times: (Re)Solving Moral Dilemmas*] *Educational Forum*.

Mayers, R. S. (2008) Contemplating Education's Purpose. [Review of the book *On Education*] *Educational Forum* 72(1), 93-94.

Mayers, R. S. (2003). Humor spices up thorny issues. [Review of the book *Pushing the Envelope: Critical Issues in Education*]. *Journal of Staff Development* 24(3), 71.

Mayers, R. S. (2002). Schools face seismic shifts. [Review of the book *Shaking Up the Schoolhouse*]. *Journal of Staff Development*, 23(2), 69.

Mayers, R. S. (2002). Understanding Teacher Development: [Review of the book *Career Stages of Classroom Teachers*] *ASCD Supervision Network Newsletter*, 13(1), 5-6.

Mayers, R. S. (2001). Connecting supervision theory and practice: [Review of the book *Supervision that improves teaching: Strategies and techniques*]. *ASCD Supervision Network Newsletter*, 12(1), 4.

Mayers, R. S. (2001). Busy supervisors will find this guide easy to use. [Review of the book *Supervision that improves teaching: Strategies and techniques*]. *Journal of Staff Development*, 22(3), 56.

Mayers, R. S. (1999). 7 journeys into block scheduling [Review of the book *Action Research on Block Scheduling*]. *Journal of Staff Development*, 20(2), 67.

PRESENTATIONS

Mayers, R.S. (2016, November). Boys, girls, or Unisex? An analysis of the Title IX arguments in *G.G. v. Gloucester County School Board*. Paper presented at the Annual Meeting of the Education Law Association, Orlando, FL.

Mayers, R.S. (2015, November). Correct me if I'm wrong (CMIW): A double standard in the federal courts? Paper presented at the Annual Meeting of the Education Law Association, Cleveland, OH.

Mayers, R.S. & Desiderio, M.F. (2014, November). Where's the restroom? Separate may not be so equal. Paper presented at the Annual Meeting of the Education Law Association, San Diego, CA.

Mayers, R.S. & Desiderio, M.F. (2013, November). Disability Law and Higher Education: An Update. Paper presented at the Annual Meeting of the Education Law Association, Westminster, CO.

Mayers, R.S. King, B.E., & Desiderio, M.F. (2012, November). When worlds collide: navigating the web of curriculum, accreditation and student rights. Paper presented at the Annual Meeting of the Education Law Association, Hilton Head Island, SC.

Mayers, R.S., & Desiderio, M.F. (2011, November). Not LOL: Legal issues encountered during one high school's response to sexting. Paper presented at the Annual Meeting of the Education Law Association, Chicago, IL.

Mayers, R.S., & Desiderio, M.F. (2011, February). Legal Issues for Beginning Teachers. Paper presented at the Annual Meeting of Southwest Educational Research Association, San Antonio, TX.

Mayers, R.S., & Desiderio, M.F. (2009, October). Legal Issues for Beginning Teachers. Paper presented at the Biennial Convocation of Kappa Delta Pi, Orlando, FL.

Mayers, R. S. (2009, October). Chasing change: Technology and students' right to free speech. Paper presented at the Annual Meeting of the Education Law Association, Louisville, KY.

Mayers, R. S. (2008, November). The Federal Educational Records Protection Act (FERPA): Who Has an "Educational Need" to Know? Paper presented at the Annual Meeting of the Education Law Association, San Antonio, TX

Desiderio, M. F., & Mayers, R. S. (2005, November). Technology-powered transitions and teachers' practices. Paper presented at the Biennial convocation of Kappa Delta Pi, Orlando, FL.

Mayers, R.S., & Price, C.A. (2004, September). The DuPont process: Conducting a program evaluation of an educational administration program. Paper presented at the annual meeting of the Oklahoma Association of Teacher Educators, Ardmore, OK.

Arnau, L. M., Broucek, C., & Mayers, R. S. (2002, March). Supervising the Veteran Teacher. Paper presented at the Instructional Supervision Network Meeting at the annual meeting of the Association for Supervision and Curriculum Development, San Antonio, TX.

Zepeda, S. J., & Mayers, R. S. (2001, March). Supervision in the Block. Paper presented at the annual meeting of the Association for Supervision and Curriculum Development, Boston, MA.

Zepeda, S. J., Mayers, R. S., Arnau, L., Buck, J., & Kahrs, J. (2000, December). Leadership in the block: Retooling administrative practices to support teacher learning. Paper presented at the annual meeting of the National Staff Development Council Meeting, Atlanta, GA.

Zepeda, S. J., & Mayers, R. S. (2000, October). Portfolio development as supervision. Paper presented at the fall meeting of the League of Professional Schools, Atlanta, GA.

Zepeda, S. J., & Mayers, R. S. (1999, December). Job-embedded staff development: Turning the block schedule into a learning experience for adults. Paper presented at the annual meeting of the National Staff Development Council, Dallas, TX.

WORKSHOPS

Mayers, R.S. (2018, February). Dachau: Learning About the Holocaust. Presentation for 6th Graders at Durant Intermediate School, Durant, OK, February 5, 2018.

Mayers, R.S. (2018, February). Dachau: Learning About the Holocaust. Presentation for 6th Graders at Eastward School, Colbert, OK, February 12, 2018.

Mayers, R.S. (2017, August). Staying connected and keeping your job: Teachers and social media usage. Presentation for teachers and administrators at Turner Public Schools, August 8, 2017.

Mayers, R.S. (2017, June). Leadership and John F. Kennedy: His assassination and why it still matters. Presentation for the Chickasaw Summer Leadership Academy (June 14-17, 2017).

Mayers, R.S. (2017, May). The JFK assassination. Presentation for 6th Graders at Durant Intermediate School, Durant, OK, May 22, 2017.

Mayers, R.S. (2017, February). Dachau: Learning About the Holocaust. Presentation for 6th Graders at Durant Intermediate School, Durant, OK, February 9, 2017.

Mayers, R.S. (2017, January). Dachau: Learning About the Holocaust. Presentation for 6th Graders at Eastward School, Colbert, OK, January 13, 2017.

Mayers, R.S. (2016, August). Staying connected and keeping your job: Teachers and social media usage. Presentation for teachers and administrators at Elmore City - Pernell Public Schools, August 10, 2016.

Mayers, R.S. (2016, July). Staying connected and keeping your job: Teachers and social media usage. Presentation for teachers and administrators at Forest Grove School, July 26, 2016.

Mayers, R.S. (2016, June). Leadership and John F. Kennedy: His Assassination and why it still matters. Presentation for the Chickasaw Summer Leadership Academy. (June 16, 2016).

Mayers, R.S. (2016, February). John F. Kennedy: A Study in Biography. Presentation for 6th Graders at Durant Intermediate School, February 29, 2016.

Mayers, R.S. (2016, January). Dachau: Learning About the Holocaust. Presentation for 6th Graders at Eastward School, Colbert, OK, January 22, 2016.

Mayers, R.S. (2016, January). Dachau: Learning About the Holocaust. Presentation for 6th Graders at Durant Intermediate School, January 6, 2016.

Mayers, R.S. (2015, November). Examining History Through the JFK Assassination. Workshop presented at SE McCurtain County Campus, November 16, 2015.

Mayers, R.S. (2015, May). Examining History Through the JFK Assassination. Workshop presented at Idabel High School, May 4, 2015.

Mayers, R.S. (2014, November). Examining History Through the JFK Assassination. Workshop presented at SE McCurtain County Campus, November 4, 2014.

Mayers, R. S. (2008, November). Legal Issues for Teachers. Workshop for faculty and administrators at Holly Creek School, November 7, 2008.

Mayers, R. S. (2008, March). Legal Issues for Teachers. Student Teacher Return Day, Southeastern Oklahoma State University, March 25, 2008.

Mayers, R. S. (2007, August). The Duty to Supervise Students: Legal Issues and Potential Consequences. Presentation for the Dodd City, Texas ISD Middle School and High School faculty, August 24, 2007.

Mayers, R. S. (2003, August). Supervision, Teacher Evaluation, and Portfolio Development. Presentation for Kingston Public Schools Inservice, August 13, 2003.

Mayers, R. S. (2003, May). Creating a new plan for supporting teacher growth and instructional improvement. Presentation for Kingston Public Schools, May 23, 2003.

Zepeda, S. J., & Mayers, R. S. (2000, August). Focusing Clarke Central High School's Instructional Leaders. Presentation for Clarke Central High School, Athens, GA.

Zepeda, S. J., & Mayers, R. S. (2000, March). Peer coaching: Classroom observation and the post-observation conference. Presentation for Shiloh High School, Lithonia, GA.

Zepeda, S. J., & Mayers, R. S. (1999, August). Mentoring and coaching: Providing growth opportunities for teachers. Presentation for DeKalb County Administrators and Peer Coaches, Decatur, GA.

Zepeda, S. J., & Mayers, R. S. (1999, April). Grounding best instructional practices with a peer coach. Presentation for Cross Timbers Elementary School, Tecumseh, OK.

Mayers, R. S. (1997, March). A practical demonstration of infusing multiple forms of technology into instruction. Presentation for Lone Grove Public Schools, Lone Grove, OK.

OTHER PROFESSIONAL ACTIVITIES

Guest Lecturer, Public School Law class at Lamar University, Beaumont, Texas. August 1, 2018.

Promotion and Tenure external reviewer for Dr. Albert M. Jimenz, Kennesaw State University, Summer 2018.

Reviewer for book manuscript for Routledge Publishing (Zepeda, *Instructional Supervision: Applying Tools and Concepts*, 4th ed.). (2015)

Reviewer for book manuscript for Rowman & Littlefield Publishers (Glanz & Zepeda, *Supervision: New Perspectives for Theory and Practice*). (2015)

Member, selection committee for Paula Silver Award for outstanding case published in the *Journal of Cases in Educational Leadership*. (2015)

Reviewer for book manuscript for Sage Publications (Johnson and Christensen, *Educational Research: Quantitative, Qualitative, and Mixed Approaches* 5th Ed.) 2014

Reviewer for book manuscript for McGraw Hill (Hoy & Miskel, *Educational Administration*, 9th Ed.) 2013

Reviewer for book manuscripts for Corwin Press.(2008)

Manuscript reviewer, *Journal of Cases in Educational Leadership* (2014)

Manuscript reviewer, *Oklahoma Association of Teacher Educators Journal* (2003)

Manuscript reviewer, *NASSP Bulletin* (2003-2004)

Auditor for doctoral dissertation study of high school department chairs (University of Georgia, 2003).

Fall, 2001 piloted textbook in EDAD 5323 Supervision of Teaching.

Reviewer for book manuscripts for Eye on Education. (2001)

GRANTS AND CONTRACTS

Team Member for three grants:

Teachers Training Teachers: Improving Mathematics Education (2012-13) Funded \$35,713

Infusion of Manipulatives in Mathematics Partnership Program (2006). Funded \$254,560.

Project NOVA (2002). Funded -\$11,764.

CURRICULUM VITA

Susan Morrison
Professor
Educational Instruction and Leadership Department
Elementary Education Program Coordinator
Southeastern Oklahoma State University
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Durant, Oklahoma 74701
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580-745-2092
Fax: 580-745-7512
slmorrison@se.edu

EDUCATION:

- | | | |
|------|--|--|
| 1997 | Ed.D. Supervision, Curriculum, and Instruction | Texas A&M University-Commerce |
| 1992 | M.Ed. Educational Administration | Southeastern Oklahoma State University |
| 1988 | B.S., Elementary Education
(Area of concentration: Reading) | Southeastern Oklahoma State University |

Certifications:

Oklahoma Reading Specialist
Oklahoma Special Education (mild/moderate)
Oklahoma Early Childhood Education
Oklahoma Elementary Education (#161496)
National Board Certified Teacher (Early Childhood Generalist, #19903698)

ACADEMIC AND RELATED NON-ACADEMIC EXPERIENCE

- | | |
|--------------|--|
| 2014-present | Professor, Educational Instruction and Leadership Department, Southeastern Oklahoma State University |
| 2010-2014 | Early Childhood Program Coordinator, Southeastern Oklahoma State University |
| 2009-Present | Associate Professor, Educational Instruction and Leadership Department, Southeastern Oklahoma State University |
| 2009-Present | Elementary Education Program Coordinator, Southeastern Oklahoma State University |
| 2009-Present | National Board Coordinator, Southeastern Oklahoma State University |
| 2004-2009 | Assistant Professor, Educational Instruction and Leadership Department, Southeastern Oklahoma State University |
| 1992-2004 | Second Grade Teacher, Northwest Heights Elementary, Durant, OK |

1991-1992 First Grade Teacher, Valley Creek Elementary, McKinney, TX
1989-1991 First Grade Teacher, Nell Burks Elementary, McKinney, TX
1988-1989 Sixth grade language arts/reading teacher, seventh grade social studies teacher, Howe Middle School, Howe, TX

Additional: Adjunct Instructor: Spring 1996 (Idabel Campus), Spring 2004, Summer, 2004 (Durant Campus) Southeastern Oklahoma State University

Adjunct Instructor: Summer 1995: Texas A&M University-Commerce

PROFESSIONAL INTERESTS

Teacher Education
National Board Certification
Phonics
Reading fluency

SELECTED COMMITTEES AND SPECIAL ASSIGNMENTS

University

2018 Member, ELED Search Committee (to replace Dr. Wages)
2017 Member, SPED Search Committee (Dr. Brady)
2017 Member, Promotion and Tenure Committee (Dr. Fridley)
2017 Member, Promotion and Tenure Committee (Dr. Mayers)
2016 Member, Institutional Care and Use of Animals Committee
2015 Chair, CAEP Standard 3 Committee
2015 Member, Human Subjects Committee
Member, President Burrage's Academic Advisory Committee
2015: Member, Massey Family Lectureship Committee (Dr. Keith Ballard)
Member, EIL Search Committee for McAlester (Dr. Anne Sloan)
2014: Chair, EIL Search Committee for Administrative Assistant (Danna Collins)
Member, EIL Search Committee for Elementary Education Position at Ardmore (Dr. Michelle Wages)
Member, General Education Committee (2012-2015)
Member, Curriculum Committee (2012-2015)
Member, Outcomes Committee of General Education Committee
Member,
2013 Member, EIL Search Committee for Educational Administration Position (Dr. Jerry Stout and Dr. Thomas Harvey)
2013 Member, University Search Committee for Coordinator of Teacher Education Services
2013 EIL Representative to Grayson College 2+2 Agreement Meeting
2013 EIL Department Representative, Brainstorm 2013
2013- Program Participant, Brainstorm 2013
2013-2014 Member, BrainStorm Committee
2012-2015 Member, Curriculum Committee

2012-2015 Member, General Education Committee
 2012 Chair, ELED Search Committee (Dr. Shelly Robinson)
 2012 Member, Search Committee (Dr. Maribeth Nottingham)
 2012 Chair, Promotion and Tenure Committee (Dr. Barbara McClanahan)
 2012 Chair, Promotion and Tenure Committee (Dr. Mike Reed)
 2011 Member, Search Committee—Elementary Education Position
 2009-2013 EIL representative to SE Live Open House for high school students
 2010-2011 EIL representative to Texoma Area College Fair
 2011 Member, Search Committee--Project Teach Director's Position
 2010-2011 Member, Promotion and Tenure Committee
 2010 EIL representative to Honors Day
 2010 Member, M.A.T. Committee
 2009-2011 Member, Academic Appeals Committee
 2009-present Coordinator, National Board Workshop
 2009-2010 Member, SEBS Public Relations Committee
 2009 Chair, ELED Search Committee
 2008-present EIL representative to Transfer Day
 2007-2008 EIL representative to AAOC Advisement (Curriculum Contest Day)
 2007-2008 Member, Search Committee—Elementary Education Position
 2007 Member, NCATE Committee
 2007 Facilitator, Remote Site Coordinators Advisor Training
 2007 Honors Day Advisor
 2007-present Member, Teacher Education Admissions and Retention Committee
 2007 Southeastern Representative to Texas Higher Education Coordinating Board
 2006-2009 Member, NCATE Standard 5 Committee
 2006-2009 Member, NCATE Standard 6 Committee
 2006-2007 Member, Institutional Assessment Committee
 2006 Faculty Friend at Fall Preview for High School Students
 2006-2008 Member, Council on Civic Engagement
 2006-present Member, Portfolio Committee
 2006 Evaluator, Faculty Research Application Committee
 2006 Member, EIL Search Committee—Coordinator of Field Experiences
 2005 Member, SEBS Search Committee—Dean
 2004-present Member, Teacher Education Council
 2004-2010 Member, Reading Specialist Final Exam Committee

State

2017 Member, OSDE Teacher Shortage Committee (Business Sub-Committee)
 2014 Member, CEOE Item Review Committee (to review new OSAT)
 2010 Member, CEOE Item Review Committee (to review new OSAT)
 2009 Member, CEOE Framework Review Committee (to review framework for new OSAT)
 2008-2009 Vice President, Oklahoma Higher Education Reading Council (OHERC)
 2007 Member, Jimmie Russell New Teacher Award Committee
 2004-2010 Higher Education Representative to several residency committees
 2004 Presenter/Trainer for Candidates seeking National Board Certification
 2002 Member, Education Leadership Oklahoma Readers and Selection Committee (read and scored applications of potential National Board Candidates seek funding)

through the State Legislature)
2002 Member, Oklahoma State Department of Education, PASS Revisions Committee

Community

2008-present Children's Church Teacher, Community Christian Church
2010-present Youth Camp Teacher, Community Christian Church
2006-2009 Board of Director, Bryan County Crisis Pregnancy Center

AWARDS AND HONORS

2017 2016-2017 Faculty Senate Excellence in Teaching Award (School of Education and Behavioral Sciences)
2013 Nominated for Faculty Senate Recognition Award for Excellence in Service and Scholarship/Research
2005-2013 Nominated for Faculty Senate Recognition Award for Excellence in Teaching in the School of Education and Behavioral Sciences
2007 Big Five Head Start "Supporting Literacy in the Classroom" Award
2005 115 Outstanding Alumni Award: The College of Education and Human Services, Texas A&M University-Commerce

PROFESSIONAL MEMBERSHIPS

International Reading Association
Oklahoma Reading Association
Association of Literacy Educators and Researchers
Oklahoma Association of Teacher Educators

EFFECTIVE TEACHING

I developed the following Early Childhood courses:
ELED 4523 (Survey of Early Childhood Education)
ELED 4623 (Early Childhood Curriculum I)
ELED 4723 (Early Childhood Curriculum II)
ELED 4923 (Teaching Early Childhood Education)

I developed (along with other ELED faculty members) the following courses:
ELED 3513 (Emergent and Developing Literacy)
ELED 3523 (Literacy in the Primary Grades 1-3)
ELED 3533 (Literacy in the Intermediate Grades 4-6)
ELED 3543 (Adolescent Literacy)

Courses Taught:

ELED 2213: Foundations of Literacy
ELED 3513: Emergent and Developing Literacy (Pre K and K)
ELED 3523: Literacy in the Primary Grades (1-3)
ELED 3423: Teaching Reading in the Elementary School, Part 1
ELED 3433: Teaching Reading in the Elementary School, Part 2
ELED 4323: Language Arts in the Elementary School
ELED 4444: Diagnosis and Remediation of Reading
ELED 4803: Methods of Instruction for Elementary Teachers
ELED 4523: Survey of Early Childhood Education
ELED 4623: Early Childhood Curriculum I
ELED 4723: Early Childhood Curriculum II
ELED 4923: Teaching Early Childhood
ELED 5613: Theories and Research in Reading
ELED 3513: Emergent and Developing Literacy
ELED 3523: Literacy in the Primary Grades
ELED 3533: Literacy in the Intermediate Grades
ELED 3543: Adolescent Literacy

PUBLICATIONS

Monographs:

Morrison, S. (2010). Tim Rasinski, College Reading Association President 1997-1998 (Monograph). *The College Reading Association Legacy: A Celebration of 50 Years of Literacy Leadership*, Vol. I, 431-437.

Peer Reviewed Publications:

McClanahan, B.J., Nottingham, M., Stout, J., Morrison, S.L., Johnson, R.D. (2017) Examining teacher education in the era of technology integration. In Johnson, R.D., Araujo, J.J., & Coss, N. (Eds.), *The Thirty-Ninth Yearbook: A Double Peer Reviewed Publication of the Association of Literacy Educators and Researchers*.

Witten, C., Morrison, S., & Garza, K. (2014). Meeting Oklahoma's Foreign Language Proficiency Requirement (Fall 2014) *Oklahoma Association of Teacher Educators Journal*, Vol. 17.

Burgess, S., Sargent, S., Hill, N., Morrison, S. (2011). Teachers' Leisure Reading Habits and Knowledge of Children's Books: Do They Relate to the Teaching Practices of Elementary School Teachers? *Reading Improvement*, Summer 2011, 48(2), 88-102.

Sargent, S., Smith, M., Hill, N., Morrison, S., & Burgess (2010). What's Old is New Again: Is the Foundation of Comprehension Still Solid? In Szabo, Sampson, Foote, & Falk-Ross (Eds.), *Mentoring Literacy Professionals: Continuing the Spirit of CRA/ALER After*

50 Years. College Reading Association Yearbook, (Vol. 31, pp. 361-373).
Morrison, S., Hill, N., & Sargent, S. (Fall 2008). Using Children's Literature in Preservice Reading Methods Classes. *The Dragon Lode* (The Journal of the Children's Literature and Reading Special Interest Group of the International Reading Association), 27 (1), 62-67.

Sargent, S., Hill, N. & Morrison, S. (2006). The Impact of University Reading Clinics: Parental Perceptions. In M.B. Sampson, P.Linder, F. Falk-Ross, M. Foote & S. Szabo (Eds.), *Multiple Literacies in the 21st Century*. College Reading Association (pp. 184-197).

Morrison, S., Fleener, C., Linek, W., & Rasinski, T. (1997). Recreational Reading Choices: How Do Children Select Books? In W. M. Linek & E. G. Sturtevant (Eds.), *Exploring Literacy*. College Reading Association (pp. 75-84).

Morrison, S., Fleener, C., Linek, W., & Rasinski, T. (1997). The Role of the Classroom Teacher in Equipping Students with Book Selection Strategies. In Kinzer, C.K., Hichman, K. A. & Leu, D. J. (Eds.), *Inquiries in Literacy Theory and Practice*. National Reading Conference (pp. 397-404).

OTHER PROFESSIONAL ACTIVITIES

Conference Presentations:

McClanahan, B., Stout, J., Nottingham, M., Morrison, S. (2016, November). *Examining Teacher Education in the Era of Technology Integration*. To be presented at the Annual Conference of the Association of Literacy Educators and Researchers (ALER), Myrtle Beach, SC.

McClanahan, B., Stout, J., Nottingham, M., Morrison, S. (2015, November). *The Impact of Technology Across Diverse Communities*. Presented at the Annual Conference of the Association of Literacy Educators and Researchers (ALER), Costa Mesa, CA.

McClanahan, B., Stout, J., Nottingham, M., Morrison, S., Stiefer, T. (2014, October). *Transliterate in a Transliteracy Century: Bridging the Culture of 21st. Century Students with Technology*. Presented at the Annual Conference of the Association of Literacy Educators and Researchers (ALER), Delray Beach, FL

Morrison, S., Stiefer, T. (2014, October). *Projects in a Foundations of Literacy and Reading One Course: Concepts About Print and Repetitive Pattern Book Assignments*. Presented at the Annual Conference of the Association of Literacy Educators and Researchers (ALER), Delray Beach, FL.

Morrison, S., Sargent, S., Stiefer, T., & Hill, N. (2013, November). *Outcomes Expectancy in Teaching Reading: A Study of Teachers Seeking National Board Certification*. Presented at the Annual Conference of the Association of Literacy Educators and Researchers (ALER) Dallas, TX.

Morrison, S., Hill, N., Sargent, S., Smith, M., & Moreland, M. (2011, November). *Reading*

Teaching Self-Efficacy: A Study of Nationally Board Certified Teachers. Presented at the Annual Conference of the Association of Literacy Educators and Researchers (ALER) Richmond, VA.

Sargent, S., Eeg, M., Smith, M., Swanson, M., Morrison, S., Hill, N., Burgess, S., Thompson, T. (2011, November). *Leisure Reading Habits and Knowledge of Children's Books of Teachers: The Relationship to Classroom Literacy Teaching Practices.* Presented at the Annual Conference of the Association of Literacy Educators and Researchers (ALER), Richmond, VA.

Sargent, S., Smith, M., Hill, N., Morrison, S., Swanson, M., & Eeg, M. (2010, November). *Teaching Pedagogy: A Self-Report of Vocabulary Instructional Methods Used in the Classroom in an Era of Literacy Directives.* Presented at the Association of Literacy Educators and Researchers (ALER), Omaha, NE.

Fleener, C., Morrison, S., Hill, N., & Stiefer, T. (2008, November). *Vocabulary Strategies Teachers Recognize and Use.* Presented at the College Reading Association, Sarasota, FL.

Sargent, S., Smith, M., Elias, E., Hill, N., Morrison, S., Burgess, S. (2008, November). *Teaching Practices: Continuation of a Self-Report of Comprehension Methods Used in the Classroom in an Era of Literacy Mandates.* Presented at the College Reading Association, Sarasota, FL.

Hill, N., Morrison, S. & Sargent, S. (2008, November). *Tell it Like it is: Your experience as a Literacy Coach in the Graduate Reading Program.* Presented at the College Reading Association, Sarasota, FL.

Morrison, S. (2007, November) *Content Area Reading: Practices and Perceptions of One High School English Teacher.* Presented at the College Reading Association, Salt Lake City, UT.

Sargent, S., Smith, M., Burgess, S., Hill, N., Morrison, S. (2007, November). *Teachers and Pedagogical Practices: A Self-report of Literacy Methods Used in the Elementary Classroom in an Era of Mandates.* Presented at the College Reading Association, Salt Lake City, UT.

Morrison, S., Hill, N. & Stiefer, T (2006, October). *Using Children's Literature in Pre-Service Reading Courses.* Presented at the College Reading Association, Pittsburgh, PA.

Morrison, S. & Hill, N. (2005). *The Impact of University Reading Clinics: Parental Perceptions.* Presented at the College Reading Association Conference, Savannah, GA.

Morrison, S. & Hill, N. (2005). *Celebrating Diversity: A School-Community Collaboration Between University Students and the Choctaw Nation of Oklahoma.* Presented at the Oklahoma Association of Teacher Educators Conference, Edmond, OK.

Morrison, S., Linek, W., Rasinski, T., Fleener, C., & Hamm, S. (1996). Literacy

Implication: *The Role of the Classroom Teacher in Equipping Students with Book Selection Strategies*. Presented at the National Reading Conference, Charleston, SC.

Morrison, S. & Linek, W. (1996). *Empowering Students: A Framework for Teaching and Learning Expository Text*. Presented at the National Reading Conference, Charleston, SC.

Morrison, S., Linek, W., Rasinski, T., Fleener, C., & Hamm, S. (1996). *Recreational Reading Choices: How Do Children Select Books?* Presented at the College Reading Association, Charleston, SC.

Linek, W., Cook, D., Zeek, C., Fleener, C., & Morrison, S. (1995). *Metacognitive Strategies to Improve Reading Comprehension*. Presented at the Southwest Educational Research Association Symposium, Dallas, TX.

Morrison, S. (1997). *The Effects of Fluency Development Training in a Title I Reading Lab*. Proposal accepted by the College Reading Association, Boston, MA. (not presented)

University Scholarship/presentations:

Guarnera, V., Morrison, S., Stout, J., and Harvey, T. (2014). *Teacher Effectiveness*. Presented at Southeastern Oklahoma State University's Faculty Symposium.

GRANTS AND CONTRACTS

- 2014 U.S. Department of Education—Office of Indian Education, 4 year grant (\$1.2 million funding pending) 9-22-14
- 2009 National Board Training (Director)
Oklahoma Commission for Teacher Preparation
(\$92,993 funded)
- 2010 National Board Training (Director)
Oklahoma Commission for Teacher Preparation
(\$87,604 funded)
- 2011 National Board Training (Director)
Oklahoma Commission for Teacher Preparation
(\$25,000 funded)
- 2011 Brigance Family Endowment
Principal Writer (under direction of Kyle Stafford)
\$230,000 (funded)
- 2012 National Board Training (Director)
Oklahoma Commission for Teacher Preparation

(\$25,000 funded)

PROFESSIONAL SERVICE

Service to a Professional Society or Organization

- 2017: Oklahoma Teacher Shortage Task Force (Business Subcommittee)
2016: Member, Editorial Review Board, *Journal of Research on Technology in Education*
2013 Member, Teacher Education Division Program Committee (Round Table), Association of Literacy Educators and Researchers (Dallas, TX)
2013 Member, Program Committee, Association of Literacy Educators and Researchers
2010-2011 Member, Program Committee, Association of Literacy Educators and Researchers
2007 Member, Editorial Advisory Board, *College Reading Association Yearbook*, Volume 29
1997-1999 Member, Editorial Advisory Board, *The Reading Teacher*
1997 Member, Editorial Advisory Board, *College Reading Association Yearbook*
1996 Chairperson, featured speaker, Eleanora Tate, International Reading Association National Conference
2016 Member, Editorial Review Board, *Journal of Research on Technology in Education*

Local Inservice and Community Presentations:

Achille/Yuba Elementary Teachers Inservice Presentation (August 23, 2007) "Thematic Instruction: Ideas for Constitution Day"

Bryan County K-2 Teachers Inservice Presentation (August, 2005) "Helping Children to Become Word Wizards."

Durant Public Schools Inservice Presentation (2002) "National Board Certification"
Durant Board of Education (1998) "Fluency Development Lessons"

Durant Board of Education (1997) "Using a Balanced Approach to Reading Instruction"

Durant Public Schools Inservice (1996) "Metacognitive Reading Strategies"

Other Professional Service:

Textbook Reviewer for Cengage Learning Company: I reviewed the table of contents, chapter 1, and chapter 4 from *Creative Literacy in Action: Birth to Age Nine* by Towell/Powell/Brown (April, 2014)

"Effective Questioning Techniques" presentation to the John Massey School of Business faculty (Feb. 27, 2014)

Textbook Reviewer for Thomson Publishing Company: I reviewed the prospectus, table of contents and chapters four, eleven, and twelve from *Reading Instruction: Teaching Reading to Every Child at Every Level*. (November, 2007)

SOSU NATIVE AMERICAN EXCELLENCE IN EDUCATION-TPP
POLICIES AND PARTICIPANT AGREEMENT

PARTICIPANT NAME: _____

PARTICIPANT BENEFITS:

- Academic Terms Covered: All (Fall, Spring, Summer)
- College at which benefits may be utilized: Southeastern Oklahoma State University
- Costs Paid for Participant
 - Tuition: 12-15 hours each semester (fall and spring)
6 hours minimal each summer (if necessary)
 - Fees related to attendance: All
 - Testing or Exam Fees
 - Course Tutoring: Provided by program
 - Exam Preparation: Provided by program
 - Text Books: \$500.00 per semester
 - Lap-top computer and bag

The SOSU NAEIE Project will not be responsible for any other Participant costs incurred (i.e., library fines, parking tickets, food, notebooks, general school supplies, novelty items, course drop fees.)

STIPEND EXPENSES PAID TO PARTICIPANT:

- A stipend of \$1,400 per month during the academic term enrolled will be paid to the Participant during the period of enrollment. Stipends will be disbursed no less than 2 times per semester.
- Note: Stipends are considered as income and will require the participant to complete a 1099 and 1098 form (provided by SOSU).***

CHILD CARE COSTS:

- Child care costs of up to \$300 per month, will be made to Participants that incur child (age 12 or under) care costs in order for the Participant to attend and complete coursework, participate in project meetings and attend related workshops. Depending on number of participants with child-care needs, this amount may vary.
 - Receipts are not required for reimbursement of costs incurred.
- Note: Child care stipends are considered as income and will require the participant to complete a 1099 and 1098 form (provided by SOSU).***

PARTICIPANT'S RESPONSIBILITIES:

Coursework:

- Participants must maintain a minimum of a 2.5 cumulative G.P.A. Monthly grade checks are required.
- Participants must remain full-time students and remain on course to graduate within the grant award period.
- Participants must attend all meetings and training required by the project.
- Participants can be suspended due to violations of the SOSU Student Code of Conduct.

In all situations that lead to suspension and in extreme circumstances, the Project Director may approve a one semester probation. A Participant cannot serve two consecutive semesters on probation. Terms of probation will be placed in writing and will be signed by the Participant and Project Director.

Participant's Initials _____ Date: _____

Withdrawal from Program:

- Participants who voluntarily withdraw from their course of study will be terminated as a project Participant.
- Participants may be administratively withdrawn from the project as a Participant due to poor academic performance, inadequate attendance, false financial claims, or disciplinary reasons.

PAYBACK AGREEMENT:

Participants receiving training under this program are required to pay back, whether through service or cash, an equivalent amount of time or cost of the training received. Payback is to begin within 6 months from the Participant's completion of a degree or withdrawal from the program, whichever occurs first. Participants must agree that information on the Participant and his/her training program may be provided to the Office of Indian Education, U.S. Department of Education, which is the cognizant agency responsible for ensuring completion of the payback requirements. The Participant must obtain approval from the Office of Indian Education of the type of service to be performed when a service payback is performed. Upon approval of a service payback, the Participant is required to provide a semi-annual certification of continuous employment from his/her supervisor. Failure to comply with the payback requirements may jeopardize the Participant's ability to obtain future federal student aid.

- ***Service (Work-Related) Payback:***

- Participants are required to perform a work-related service that is related to the training received and benefits Indian students.
- The payback will be continuous service equal to the total amount of time for which training is received.

- ***Cash Payback:***

A cash payback is required when the Participant:

- Withdraws or is terminated as a Participant before completion of the program;
- Chooses not to complete a service payback upon degree completion; or
- Is unable to complete the service payback started; in this case, a pro-rated cash payback will be based on the period of service payback completed.
- Participants are responsible for a cash payback (when no service payback has been performed) of the total cost of the training received during the time of this agreement. (See Participant Benefits section for covered costs). The Project Director will keep an on-going cumulative total of all benefits paid to or received by each Participant.
- Cash paybacks will be based on a payment schedule approved by the Office of Indian Education.

Participant's Agreement

I, the undersigned Participant, do understand the benefits I will receive as a Participant of this project, as well as my responsibilities in accepting these benefits, as evidenced by my signature and initials on the preceding pages.

Participant's Signature

Date

Updated 07/27/18

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

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

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There was a problem attaching a file(s).

The file was missing in the application package
submitted through Grants.Gov

Budget Narrative 2018-2023

**Native American Excellence in Education-Teacher Preparation Project
(NAEIE - TPP)**

Southeastern Oklahoma State University

The Choctaw Nation of Oklahoma

The Chickasaw Nation

CFDA 84.299B - Professional Development Grant

Introduction

This project provides support and training for **12** Native American individuals to complete a bachelor's degree in education, and enables these individuals to meet requirements for full state licensure and certification.

The total budget for this grant is **\$1,395,167.00**. The yearly breakdown is:

Year One (2018/19) -- **\$364,027.00**

Year Two (2019/20) -- **\$398,183.00**

Year Three (2020/21) -- **\$394,968.00**

Year Four (2021/22) -- **\$117,993.00**

Year Five (2022/2013) -- **\$119,996.00**

In the proposal, a timeline in the Management Plan shows the steps and the dates when activities will occur. In addition, the budget justification pages included provide a line-item accounting of how the money will be used from Year One through Year Five.

Budget Narrative

The first months of Year One, which will begin during the fall 2018 semester, is a transition period in which recruitment and selection of 12 participants will take place. Personnel and offices will be established and needed supplies will be purchased. One new desktop computer and monitor will be purchased for the Project Director. Advertising the grant for possible participants, including non-traditional students, and student selection requirements will be done through a variety of methods previously explained within the Quality of Project Design (Objective 1.1).

Also during Year One, once participants are selected and admitted into the NAEIE-TPP they will receive a laptop computer and begin pre-service training in the Spring 2019 semester by attending required two-hour monthly STEM and Professional Development/Cultural training sessions (1 hour of STEM and 1 hour of Prof. Dev. or Cultural training). During these training sessions participants will receive content knowledge and skills pertaining to STEM subjects and related instructional strategies, and teacher use of technology to enhance student experiences. In addition, Professional Development training on topics such as professional ethics, resume building, professional dress and comportment, interviewing techniques, and job search and selection tips will be received along with Native culture and history. The monthly hour of Professional Development/Cultural classes will be alternated each month. To facilitate training and enhance delivery of instruction a Smartboard and related supplies will be purchased. The Smart board will also be utilized for tutoring, participant practice, group meetings, and presentations to and from participants. The two-hour monthly STEM and Professional Development/Cultural training sessions will continue during Years Two and Three

until participant graduation. The budget allows for Pre-service training materials and includes funds for Pre-service speakers/presenters for the monthly meetings.

Beginning with the spring 2019 semester, and for every project period until graduation, participants will be provided with full-tuition and fees and a book stipend for each course that is required. All participants selected will be full-time students in their discipline. Living stipends and child care stipends will be provided. Participants will also receive stipends to cover test preparation workbooks/practice tests and all teacher certification exam fees.

The budget allows for staff and participants to attend national and state conferences to gain professional development skills. These conferences will enhance their effectiveness as professional educators and provide additional STEM content knowledge and skills that will increase opportunities for employment in today's job market, as well as those of the students they teach. The conferences will also provide cultural, technological, and educational experiences that may not otherwise be offered. Travel to conferences, workshops and field trips will be done through Years One, Two, and Three of the grant. In addition, the budget allows for the Project Director to travel to DC for the annual meeting each year of the grant.

Participants will be provided with a professional development library during Year One and a stipend for STEM instructional materials during Year Three. The professional development library will contain educational books and materials pertaining to effective teaching methods, instructional strategies, classroom discipline and management, new teacher resources, native culture and history, and fostering success of native students in the classroom. In Year Three participants will receive a stipend to purchase STEM

instructional materials that can be used during student teaching and in their classrooms when then begin their first year of teaching. Students will also receive a copy of Harry Wong’s *The First Days of School* during Year Three.

Years Four and Five are the **Induction Years** in which the participants will be in their first two years of teaching. During these years, the project participants will participate in an Induction Program that will be established for this group. Included in the program will be 3 days of in-service training during Year Four and 2 days of training during Year Five. One STEM Training Day will be held in both Year Four and Five. In-service training will be designed to support and educate the participants on how to be effective teachers and how to improve the quality of their teaching.

Budget Narrative Justification-Year 1

This section of the proposal focuses on the justification for the budget as it relates to each year of the grant. Below, are five tables, one for each year of the grant that detail each of the following areas: personnel, fringe benefits, travel, equipment, supplies, contractual, total direct cost, indirect cost, and total budget amount. As required by the grant, the first, second, and third year budgets will not exceed \$400,000.00 for each respected year. The fourth and fifth years, the induction years of the grant, will not exceed \$120,000.00.

Budget Category	Year: 2018/19
1. Personnel	
Project Supervisor-5% of existing time = \$2,428.00	\$ 2,428.00
Project Director- dedicated 100% of existing time = \$47,500.00	47,500.00
Technology Instructor- 7% of existing time = \$3,570.00	3,570.00
	\$ 53,498.00
2. Fringe	

Project Supervisor 35% of salary = \$850.00	\$ 850.00
Project Director- 63% of salary = \$29,925.00	29,925.00
Technology Instructor- 35% of salary = \$1,250.00	1,250.00
	\$ 32,025.00
3. Travel	
Project Director travel to DC for annual meeting – 1 staff @ \$1,200 (hotel-\$200 per night, flight-\$600, per diem \$100 per day) = \$1,200.00	\$ 1,200.00
Ground Transportation (car rental, Uber, Lyft) \$100 per day x 2 days=\$200.00	200.00
National Indian Education Conference (Oct. 2018) – Professional Development for 1 staff @ \$2,250 (registration \$650, hotel-\$200 per night X 3=\$600, flight-\$600, per diem \$100 per day X 4=\$400) = \$2,250.00	2,250.00
Ground Transportation (car rental, Uber, Lyft) \$100 per day x 4 days=\$400	400.00
Space Exploration Educators Conference (SEEC) (Feb. 2019) – STEM Training for 1 staff @ \$1,400 (registration \$400, hotel-\$200 per night X 3, per diem \$100 per day X 4) = \$1,400.00	1,400.00
Ground Transportation (car rental, Uber, Lyft) \$100 per day x 4 days=\$400	400.00
OK Science Teachers Conference - STEM/Professional Development Training (June 2019) – 1 staff @ \$825 (registration \$125, hotel-\$200 per night X 2= \$400, per diem \$100 per day X 3=\$300) = \$825.00	825.00
	\$ 6,675.00
4. Equipment	
1 Smartboard and related supplies for presentations to and from the participants, tutoring, and professional development training @ \$6,000.00	\$ 6,000.00
5. Supplies	
General office supplies @ \$2,000.00	\$ 2,000.00
Communications (Telephone \$300, postage \$200, printing \$500)=\$1,000.00	1,000.00
1 desk top computer and monitor for the program staff @ \$2,000.00	2,000.00
Advertising the grant in local newspapers @ \$1,000.00	1,000.00

Pre-service training materials – 8 monthly meetings (Jan. –Aug. 2019) @ \$100 per meeting = \$800	800.00
	\$ 6,800.00
6. Contractual	
Pre-service training speakers/presenters – 8 monthly meetings (Jan. – Aug. 2019) @ \$100 per meeting = \$800.00	\$ 800.00
External Evaluator - reviews grant and provides a report (Jan. and June 2019) to the Project Director @ \$4,500.00 per year	4,500.00
	\$ 5,300.00
Total Direct Cost =	\$ 110,298.00
7. Training Stipends- out of state tuition is waived	
Tuition & Fees - Spring 2019 @ \$225.00 per credit hour: max of 15 hours = \$3,375.00 x 12 participants = \$40,500.00	\$ 40,500.00
Summer 2019 @ \$225.00 per credit hour: max of 6 hours = \$1,350.00 x 12 participants = \$16,200.00	16,200.00
Books – Spring 2019 semester @ \$500.00 each x 12 = \$6,000.00	6,000.00
Summer 2019 semester @ \$250.00 each x 12 = \$3,000.00	3,000.00
Living Stipend – 12 participants @ \$1,400.00 = \$16,800 for 8 months = \$134,400.00 (Jan. 2019-Aug. 2019)	134,400.00
Child Care - estimated 0-5 participants with child care needs @ \$300.00 per month = \$1,500.00 each x 8 = \$12,000.00 (Jan. 2019- Aug. 2019)	12,000.00
Technology - 12 lap top computers and bag for participants @ 1,000.00=\$12,000.00	12,000.00
Professional Development Libraries - 12 participants @ \$500.00 each = \$6,000.00	6,000.00
Study Materials - (Oklahoma General Education Test) Online practice test and workbook @ \$70.00 each x 12 participants = \$840.00	840.00
Test Fees- (Oklahoma General Education Test) 12 participants taking 1 test @ \$120.00 each = \$1,440.00	1,440.00
SEEC Conference - STEM/Professional Development Training (Feb.	7,000.00

2019) – 5 participants @ \$1,400 (registration \$400, hotel-\$200 per night x 3=\$600, per diem \$100 per day x 4=\$400) = \$7000.00 Ground Transportation (van rental) 4 days @ \$200 per day = \$800.00	800.00
OK Science Teachers Conference - STEM/Professional Development Training (June 2019) – 5 participants @ \$825 (registration \$125, hotel-\$200 per night X 2=\$400, per diem \$100 per day X 3=\$300) = \$4,125.00 Ground Transportation (van rental) 3 days @ \$200 per day = \$600.00	4,125.00 600.00
Total Training =	\$ 244,905.00
<i>Year Two Total Cost not to exceed \$400,000.00</i>	
Direct Cost- personnel, fringe, travel, equipment, supplies, contractual.	\$ 110,298.00
8% Indirect Cost Rate - personnel, fringe, travel, equipment, supplies, contractual	\$ 8,824.00
Training Stipends - tuition, fees, books, stipends, test fees	\$ 244,905.00
Total Budget Amount	\$ 364,027.00

Budget Narrative Justification-Year 2

Budget Category	Year: 2019/20
1. Personnel	
Project Supervisor-5% of existing time = \$2,501.00	\$ 2,501.00
Project Director- dedicated 100% of existing time = \$48,925.00	48,925.00
Technology Instructor- 7% of existing time = \$3,677.00	3,677.00
(3% increase from year 1)	\$ 55,103.00
2. Fringe	
Project Director- 35% of salary = \$875.00	\$ 875.00
Project Director- 63% of salary = \$30,823.00	30,823.00
Technology Instructor- 35% of existing time = \$1,287.00	1,287.00
	\$ 32,985.00
3. Travel	

Project Director travel to DC for annual meeting – 1 staff @ \$1,200 (hotel-\$200 per night x 2=\$400, flight-\$600, per diem \$100 per day x 2=\$200) = \$1,200.00	\$ 1,200.00
Ground Transportation (car rental, Uber, Lyft) \$100 per day x 2 days=\$200.00	200.00
National Indian Education Conference (Oct. 2019) – Professional Development for 1 staff @ \$2,250 (registration \$650, hotel-\$200 per night x 3=\$600, flight-\$600, per diem \$100 per day x 4=\$400) = \$2,250.00	2,250.00
Ground Transportation (car rental, Uber, Lyft) \$100 per day x 4 days=\$400.00	400.00
Oklahoma Reading Association Conference (Mar. 2020) – Professional Development Training for 1 staff @ \$150 (registration \$100, per diem \$50 per day) = \$150.00	150.00
Ground Transportation – gas mileage \$120.00	120.00
	\$ 4,320.00
4. Equipment	\$ 0
5. Supplies	
General office supplies @ \$1,000.00	\$ 1,000.00
Communications (Telephone \$300, postage \$200, printing \$500) = \$1,000.00	1,000.00
Pre-service training materials - 12 monthly meetings (Sept. 2019 – Aug. 2020) @ \$100 per meeting = \$1,200.00	1,200.00
	\$ 3,200.00
6. Contractual	
Pre-service training speakers/presenters – 12 monthly meetings (Sept. 2019 –Aug. 2020) @ \$100 per meeting = \$1,200.00	\$ 1,200.00
External Evaluator - reviews grant and provides a report (Jan. and June 2020) to the Project Director @ \$4,500.00 per year.	4,500.00
	\$ 5,700.00
Total Direct Cost =	\$ 101,308.00
7. Training Stipends	
Tuition & Fees - Fall 2019 @ \$230.00 per credit hour: max of 15 hours = \$3,450.00 per x 12 students = \$41,400.00	\$ 41,400.00
Spring 2020 @ \$230.00 per credit hour: max of 15 hours =	41,400.00

\$3,450.00 per x 12 students = \$41,400.00	
Books – Fall 2019 semester @ \$500 each x 12 = \$6,000.00	6,000.00
Spring 2020 semester @ \$500 each x 12 = \$6,000.00	6,000.00
Living Stipend – 12 participants @ \$1,400.00 = \$16,800 for 10 months = \$168,000.00 (Sept. 2019-May 2020 and Aug. 2020)	168,000.00
Child Care - estimated 0-5 participants with child care needs @ \$300.00 per month = \$1,500.00 each x 10 = \$15,000.00 (Sept. 2019-May 2020 and Aug. 2020)	15,000.00
Test Study Materials - Oklahoma Subject Area Test (OSAT) practice test and workbook @ \$100 x 12 participants = \$1,200.00	1,200.00
Test Fees- OSAT fees @ \$135.00 x 12 participants = \$1,620.00	1,620.00
National Indian Education Conference (Oct. 2019) – 3 participants @ \$2,250 (registration \$650, hotel-\$200 per night x 3=\$600, flight-\$600, per diem \$100 per day x 4=\$400) = \$6,750.00	6,750.00
Ground Transportation (car rental, Uber, Lyft) \$100 per day x 4 days=\$400.00	400.00
Oklahoma Reading Association Conference (Mar. 2020) – Professional Development Training for 10 participants @ \$80 (registration \$30, per diem \$50 per day) = \$800.00	800.00
Ground Transportation (van rental) \$200 per day x 1 day=\$200.00	200.00
Total Training =	\$ 288,770.00
<i>Year Two Total Cost not to exceed \$400,000.00</i>	
Direct Cost - personnel, fringe, travel, equipment, supplies, contractual	\$ 101,308.00
8% Indirect Cost Rate - personnel, fringe, travel, equipment, supplies, contractual	\$ 8,105.00
Training Stipends - tuition, fees, books, stipends, test fees	\$ 288,770.00
Total Budget Amount	\$ 398,183.00

Budget Narrative Justification-Year 3

Budget Category	Year: 2020/21
1. Personnel	
Project Supervisor-5% of existing time = \$2,576.00	\$ 2,576.00
Project Director- dedicated 100% of existing time = \$50,393.00	50,393.00
Technology Instructor- 7% of existing time = \$3,787.00	3,787.00
(3% increase from year 2)	\$ 56,756.00
2. Fringe	
Project Director- 35% of salary = \$902.00	\$ 902.00
Project Director- 63% of salary = \$31,747.00	31,747.00
Technology Instructor- 35% of existing time = \$1,325.00	1,325.00
	\$ 33,974.00
3. Travel	
Project Director travel to DC for annual meeting – 1 staff @ \$1,200 (hotel-\$200 per night x 2=\$400, flight-\$600, per diem \$100 per day x 2=\$200) = \$1,200.00	\$ 1,200.00
Ground Transportation (car rental, Uber, Lyft) \$100 per day x 2 days=\$200.00	200.00
International STEM Education Association Conference (Oct. 2020) – Professional Development training for 1 staff @ \$1,600 (registration \$300, hotel-\$200 per night x 2=600, flight-\$600, per diem \$100 per day x 3=\$300) = \$1,600.00	1,600.00
Ground Transportation (car rental, Uber, Lyft) \$100 per day x 3 days=\$300.00	300.00
Oklahoma Johnson O’Malley Conference (Apr. 2021) – Professional Development Training for 1 staff @ \$800 (registration \$100, hotel-\$200 a night x 2=\$400, per diem \$100 per day x 3=\$300) = \$800.00	800.00
Ground Transportation (car rental, Uber, Lyft) \$100 per day x 3 days=\$300.00	300.00
	\$4,400.00
4. Equipment	
	\$ 0
5. Supplies	
General office supplies @ \$1,000.00	\$ 1,000.00

Communications (Telephone \$300, postage \$200, printing \$500) = \$1,000.00	1,000.00
Pre-service training materials - 9 monthly meetings (Sept. 2020 – May 2021) @ \$100 per meeting = \$900.00	900.00
	\$ 2,900.00
6. Contractual	
Pre-service training speakers/presenters – 9 monthly meetings (Sept. 2020– May 2021) @ \$100 per meeting = \$900.00	\$ 900.00
External Evaluator - reviews grant and provides a report (Jan. and June 2021) to the Project Director @ \$4,500.00 per year.	4,500.00
	\$ 5,400.00
Total Direct Cost =	\$ 103,430.00
7. Training	
Tuition & Fees- Fall 2020 @ \$235.00 per credit hour: max of 15 hours = \$3,525.00 per x 12 students = \$42,300.00	\$ 42,300.00
Spring 2021 @ \$235.00 per credit hour: max of 15 hours = \$3,525.00 per x 12 students = \$42,300.00	42,300.00
Books – Fall 2020 semester @ \$500 each x 12 = \$6,000.00	6,000.00
Spring 2020 semester @ \$500 each x 12 = \$6,000.00	6,000.00
Living Stipend – 12 participants @ \$1,400.00 = \$16,800 for 9 months = \$151,200.00 (Sept. 2019-May 2020)	151,200.00
Child Care- estimated 0-5 participants with child care needs @ \$300.00= \$1,500.00 each x 9 = \$13,500.00 (Sept. 2019-May 2020)	13,500.00
12 copies of Harry Wong’s “ <i>First Days of School</i> ” (Book and DVD) x \$32.00 = \$384.00	384.00
STEM Instructional Materials – 12 participants @ \$500.00 each = \$6,000.00	6,000.00
Test Study Materials - Oklahoma Professional Educator Test (OPTE) practice test and workbook @ \$100 x 12 participants = \$1,200.00	1,200.00
Test Fees- (Oklahoma Professional Teachers Exam) 12 @ \$165 = \$1,980.00	1,980.00
International STEM Education Association Conference (Oct. 2020) –	6,400.00

Professional Development training for 4 participants @ \$1,600 (registration \$300, hotel-\$200 per night X 2, flight-\$600, per diem \$100 per day X 3) = \$6,400.00 Ground Transportation (van rental, Uber, Lyft) \$200 per day x 3 days=\$600.00	600.00
Oklahoma Johnson O'Malley Conference (Apr. 2021) – Professional Development Training for 6 participants @ \$800 (registration \$100, hotel-\$200 a night x 2, per diem \$100 per day x 3) = \$4,800.00 Ground Transportation (van rental) \$200 per day x 3 days = \$600.00	4,800.00 \$ 600.00
Total Training =	\$ 283,264.00
<i>Year Three Total Cost not to exceed \$400,000.00</i>	
Direct Cost - personnel, fringe, travel, equipment, supplies, contractual	\$ 103,430.00
8% Indirect Cost Rate- personnel, fringe, travel, equipment, supplies, contractual	\$ 8,274.00
Training Stipends - tuition, fees, books, stipends, test fees	\$ 283,264.00
Total Budget Amount	\$ 394,968.00

Budget Narrative Justification-Year 4

Budget Category	Year: 2021/22
1. Personnel	
Project Supervisor-5% of existing time = \$2,653.00	\$ 2,653.00
Project Director- dedicated 100% of existing time = \$51,905.00	51,905.00
Technology Instructor- 7% of existing time = \$3,901.00	3,901.00
(3% increase from year 3)	\$ 58,459.00
2. Fringe	
Project Supervisor- 35% of salary = \$929.00	\$ 929.00
Project Director- 63% of salary = \$32,700.00	32,700.00
Technology Instructor- 35% of existing time = \$1,365.00	1,365.00
	\$ 34,994.00
3. Travel	

Project Director travel to DC for annual meeting – 1 staff @ \$1,200 (hotel-\$200 per night x 2=\$400, flight-\$600, per diem \$100 per day x 2=\$200) = \$1,200.00	\$ 1,200.00
Ground Transportation (car rental, Uber, Lyft) \$100 per day x 2 days=\$200.00	200.00
International STEM Education Association Conference (Oct. 2020) – Professional Development training for 1 staff @ \$1,600 (registration \$300, hotel-\$200 per night x 2=600, flight-\$600, per diem \$100 per day x 3=\$300) = \$1,600.00	1,600.00
Ground Transportation (car rental, Uber, Lyft) \$100 per day x 3 days=\$300.00	300.00
New Teacher Observation/Support – Gas mileage for Project Director to visit participants’ school sites and meetings with participating LEAs and tribes = \$3,500.00	\$3,500.00
	\$ 6,800.00
4. Equipment	\$ 0
5. Supplies	
General office Supplies @ \$1,000.00	\$ 1,000.00
Communications (telephone, fax, printing) @ \$1,000.00	1,000.00
In-service training days’ supplies @ \$250.00 per day x 3 days (1 per semester plus summer) = \$750.00	750.00
STEM In-service training day supplies @ \$250.00 per day = \$250.00	250.00
	\$ 3,000.00
6. Contractual	
In-service training days’ speakers/presenters @ \$500 per day x 3 days (1 per semester plus summer) = \$1,500.00	\$ 1,500.00
External Evaluator - reviews grant and provides a report (Jan. and June 2022) to the Project Director @ \$4,500.00 per year.	4,500.00
	\$ 6,000.00
Total Direct Cost =	\$ 109,253.00
7. Training	\$ 0
Total Training =	\$ 0

<i>Year Four Total Cost not to exceed \$120,000.00</i>	
Direct Cost - personnel, fringe, travel, equipment, supplies, contractual	\$ 109,253.00
8% Indirect Cost Rate- personnel, fringe, travel, equipment, supplies, contractual	\$ 8,740.00
Training –for Induction Year	\$ 0
Total Budget Amount	\$ 117,993.00

Budget Narrative Justification-Year 5

Budget Category	Year: 2022/23
1. Personnel	
Project Supervisor-5% of existing time = \$2,733.00	\$ 2,733.00
Project Director- dedicated 100% of existing time = \$53,462.00	53,462.00
Technology Instructor- 7% of existing time = \$4,018.00	4,018.00
(3% increase from year 4)	\$ 60,213.00
2. Fringe	
Project Supervisor - 35% of salary = \$957.00	\$ 957.00
Project Director - 63% of salary = \$33,681.00	33,681.00
Technology Instructor – 35% of salary = \$1,406.00	1,406.00
	\$ 36,044.00
3. Travel	
Project Director travel to DC for annual meeting – 1 staff @ \$1,200 (hotel-\$200 per night x 2=\$400, flight-\$600, per diem \$100 per day x 2=\$200) = \$1,200.00	\$ 1,200.00
International STEM Education Association Conference (Oct. 2020) – Professional Development training for 1 staff @ \$1,600 (registration \$300, hotel-\$200 per night x 2=600, flight-\$600, per diem \$100 per day x 3=\$300) = \$1,600.00	1,600.00
Ground Transportation (car rental, Uber, Lyft) \$100 per day x 3 days=\$300.00	300.00

New Teacher Observation/Support – Gas mileage for Project Director to visit participants’ school sites and meetings with participating LEAs and tribes = \$3,500.00	3,500.00
	\$ 6,600.00
4. Equipment	\$ 0
5. Supplies	
General office Supplies @ \$1,000.00	\$ 1,000.00
Communications (telephone, fax, printing) @ \$1,000.00	1,000.00
In-service training days’ supplies @ \$250.00 per day x 2 days (1 per semester) = \$500.00	500.00
STEM In-service training day supplies @ \$250.00 per day = \$250.00	250.00
	\$ 2,750.00
6. Contractual	
In-service training days’ speakers/presenters @ \$500 per day x 2 days (1 per semester) = \$1,000.00	\$ 1,000.00
External Evaluator - reviews grant and provides a report (Jan. and June 2023) to the Project Director @ \$4,500.00 per year.	4,500.00
	\$ 5,500.00
Total Direct Cost =	\$ 111,107.00
7. Training	\$ 0
<i>Year Four Total Cost not to exceed \$120,000.00</i>	
Direct Cost - personnel, fringe, travel, equipment, supplies, contractual	\$ 111,107.00
8% Indirect Cost Rate - personnel, fringe, travel, equipment, supplies, contractual	\$ 8,889.00
Training –for Induction Year	\$ 0
Total Budget Amount	\$ 119,996.00
Total 5 Year Proposal	\$1,395,167.00

