

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



APPLICATION FOR GRANTS
UNDER THE

NATIONAL PROFESSIONAL DEVELOPMENT PROGRAM

CFDA # 84.365Z

PR/Award # T365Z170071

Grants.gov Tracking#: GRANT12391690

OMB No. , Expiration Date:

Closing Date: Apr 24, 2017

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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:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

04/21/2017

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

B. APPLICANT INFORMATION:

* a. Legal Name:

ABOR for and on behalf of Northern Arizona University

* b. Employer/Taxpayer Identification Number (EIN/TIN):

742579628

* c. Organizational DUNS:

806345542

d. Address:

* Street1:

PO Box 4130

Street2:

1395 S. Knoles Drive, Bldg 56, Ste. 240

* City:

Flagstaff

County/Parish:

Coconino

* State:

AZ: Arizona

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

86011-4130

e. Organizational Unit:

Department Name:

Educational Specialties

Division Name:

College of Education

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

Prefix:

* First Name:

Louise

Middle Name:

* Last Name:

Lockard

Suffix:

Title:

Associate Clinical Professor

Organizational Affiliation:

Northern Arizona University

* Telephone Number:

928-523-8218

Fax Number:

928-523-1929

* Email:

louise.lockard@nau.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:

84.365

CFDA Title:

English Language Acquisition State Grants

* 12. Funding Opportunity Number:

ED-GRANTS-022117-001

* Title:

Office of English Language Acquisition (OELA): National Professional Development (NPD) Program
CFDA Number 84.365Z

13. Competition Identification Number:

84-365Z2017-2

Title:

NATIONAL PROFESSIONAL DEVELOPMENT PROGRAM

14. Areas Affected by Project (Cities, Counties, States, etc.):

[Add Attachment](#)[Delete Attachment](#)[View Attachment](#)

* 15. Descriptive Title of Applicant's Project:

The Dine Dual Language Teachers Project (DLDP II)

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="1,987,045.00"/>
* 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="1,987,045.00"/>

*** 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:

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

OMB Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization

ABOR for and on behalf of Northern Arizona 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	83,245.00	85,743.00	88,315.00	90,965.00	93,693.00	441,961.00
2. Fringe Benefits	40,604.00	41,822.00	43,077.00	44,369.00	45,700.00	215,572.00
3. Travel	4,052.00	4,158.00	4,266.00	4,377.00	4,493.00	21,346.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	8,750.00	8,750.00	8,750.00	8,750.00	7,000.00	42,000.00
6. Contractual	37,304.00	37,955.00	38,625.00	39,315.00	39,729.00	192,928.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other						
9. Total Direct Costs (lines 1-8)	173,955.00	178,428.00	183,033.00	187,776.00	190,615.00	913,807.00
10. Indirect Costs*	13,916.00	14,274.00	14,643.00	15,022.00	15,249.00	73,104.00
11. Training Stipends	119,184.00	265,542.00	276,197.00	212,984.00	126,226.00	1,000,133.00
12. Total Costs (lines 9-11)	307,055.00	458,244.00	473,873.00	415,782.00	332,090.00	1,987,044.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2017 To: 06/30/2021 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): DHHS

The Indirect Cost Rate is 52.00 %.

(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 # T365Z170071

Name of Institution/Organization	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.
ABOR for and on behalf of Northern Arizona University	

**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.

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Prescribed by OMB Circular A-102

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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.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Kerri Byrd	Director
APPLICANT ORGANIZATION	DATE SUBMITTED
ABOR for and on behalf of Northern Arizona University	04/21/2017

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

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 03/31/2017

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.

ED_GEPA1016220260.pdf

Add Attachment

Delete Attachment

View Attachment

Northern Arizona University does not discriminate on the basis of age, race, color, religion, sex, national origin or disability in its admissions, employment or educational activities. It abides by the requirements of Title IX of the Education Amendments of 1972 Title XI and Title XII of the Civil Rights Act of 1964 as amended; section 504 of the Rehabilitation Act of 1973 as amended; the Civil Rights Act of 1991; the Americans with Disabilities Act of 1990 and the Age Discrimination in Employment Act of 1967. Northern Arizona University's Safe Working and Learning employment policy further guarantees equality in the workplace. The Graduate Minority Opportunities Programs and the Native American Institute at NAU assist students from diverse backgrounds to achieve their academic, social and cultural goals. The project personnel are fluent and literate in English and have extensive experience in American Indian schools and communities. A new Diné teacher is not always a young one. Mentor teachers and project staff will support students of all ages as they assume the role of fully-certified teacher in their communities.

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

ABOR for and on behalf of Northern Arizona University

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mrs. * First Name: Kerri Middle Name:
* Last Name: Byrd Suffix:
* Title: Director

* SIGNATURE: Kerri Byrd * DATE: 04/21/2017

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

OMB Number: 1894-0007
Expiration Date: 08/31/2017

1. Project Director:

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

Address:

Street1:
Street2:
City:
County:
State:
Zip Code:
Country:

Phone Number (give area code) Fax Number (give area code)

Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☒ No ☐ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

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

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:

Abstract

Name of the IHE: Northern Arizona University

Title of Project: The Diné Dual Language Teachers Professional Development Project

Consortia Partners: Chinle, Ganado, Tuba City, Kayenta, Window

Rock, Flagstaff, Districts; Rock Point Community School, and Little Singer Community School.

CPP 1 The project is designed to improve academic outcomes; specifically improved reading comprehension skills, for ELLs in the classrooms of the participants. Saunders (1999) and Saunders & Goldenberg (1999) tested the effectiveness of two instructional strategies instructional conversations and literature logs and found moderate evidence

<http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=236> of effectiveness for these two strategies when combined in grades 4 and 5 for ELLs in improving reading comprehension.

Teachers of the students in the study had received one year of training in these combined strategies. Research in instructional conversations was also conducted with populations of Navajo and Zuni ELLs. (Tharp & Yamauchi, 1994)

CPP 2 Program participants will train parents in the use of instructional conversations and literature logs in the parent workshops with the support of the mentor teachers IHE faculty.

IP 1 The the project prepares classroom teachers for the Diné dual language setting. Two courses BME 531 Bilingual Methodology and BME 520 literacy biliteracy will be taught in Navajo and English. Mentor teachers will work with candidates in their schools to model instruction in dual language.

Project Description: The Project will assist teachers with proficiency in the Diné language to meet licensing requirements for teachers who work in language instruction programs. The project will provide coursework leading to a Masters' degree with a content emphasis in Bilingual Education, and an endorsement in Bilingual Education and ESL.

Number and Type of Participants: 15 in-service teachers will complete the bilingual/ESL endorsement in year 2, 15 in year 4 and 15 in year 5. 15 in-service teachers will complete the MEd in year 3, 15 in year 4 and 15 in year 5. 450 parents and community members and 45 in-service teachers are expected to be served by project workshops in Diné language and family literacy Years 1-5.

Project Goals, Objectives and Performance Outcomes: Goal 1 addresses the recruitment and retention of fully-certified Diné language teachers at each site. Outcomes: capacity building and organizational change in the LEA. School leaders rate the program as effective. Goal 2 addresses the ability of teachers to support increased student success. Outcomes: Impact on K-12 student achievement. Program completers who rate the program as effective in preparing them to serve EL students. Goal 3 addresses increased parent engagement. Outcomes: Program completers who rate the program as effective in increasing their knowledge and skills related to parent, family and community engagement. Impact on K-12 student achievement in reading comprehension.

Contact: Dr. Louise Lockard (928) 523-8218 Louise.Lockard@nau.edu

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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A. QUALITY OF THE PROJECT DESIGN

The focus of this grant is to prepare teachers with a proficiency in Diné language and high academic achievement to teach in dual language programs. This focus furthers Navajo Nation education policy, which states: “The Diné language is an essential element of the life students and culture and identity of the Diné people. The Diné Nation recognizes the importance of preserving and perpetuating that language for the survival of the Nation. Instruction in the Diné language shall be made available for all grade levels in all schools serving the Diné Nation.” (Navajo Nation, 1984)

The Diné Dual Language Teachers Project (DLPD II) will help to meet the Navajo Nation’s need for dual language teachers by providing coursework leading to a M. Ed. in Bilingual Multicultural Education and an Arizona Bilingual endorsement for 45 classroom teachers in grades Pre-K-12. The project will strengthen dual language programs by including family and community members in family literacy workshops. The new focus on instructional conversations and literacy logs in the newly redesigned coursework and fieldwork and in the family literacy workshops supports the replication of this model.

The goals of the project are 1) To prepare dual language teachers for the participating local (LEA) classrooms served by the project 2) To improve the ability of teachers to support academic language skills in ELL students. 3) To increase teacher knowledge of parent engagement strategies. American Indians and Alaska Natives make up only one percent of the total U.S. population; however, their languages account for fifty percent of the different languages spoken in the United States. Almost half of the self-reported speakers of Native American languages are Navajo. (McCarty & Nicholas, 2014). Although American Indian

students enter kindergarten with significantly lower reading, mathematics, and general knowledge achievement scores than their mainstream peers, there is evidence that American Indian students learn best when they see their culture, language and experience reflected in the curriculum. (Balter & Grossman, 2009; Barnhardt, 2014; Haig-Brown & Dannenmann, 2008; Kana'iaupuni, Ledward & Jensen, 2010; Reyhner & Hurtado, 2008; Styres & Zinga, 2013). Native American children who learn their heritage language in the classroom in strong language revitalization programs learn English at about the same rate as their peers who are not enrolled in an indigenous language immersion program. (Reyhner, 2006; Rosier & Holm, 1980; Wilson & Kamana, 2011; Holm, 2006; May, Hill & Tiakiwai, 2004, McCarty, 2003, 2013; Tedlick, Christian & Fortune, 2011) In a survey of 242 schools on the Navajo Nation, in which 1,222 Navajo classroom aides and 2,474 aides of all types responded, the Diné Division of Education found that Navajo language and education courses are a legitimate part of a teacher education program (Navajo Nation, 2003). The College of Education at Northern Arizona University will continue to work with a consortium of rural Reservation Districts to prepare ESL/ bilingual teachers. The participating Districts are:

Rock Point Community School

Rock Point Community School enrolls 324 students in grades K-2 (Advance Ed 2013-14), a PL 93-638 contract school, implements a coordinated Diné education program which recognizes both the Diné and English language as equals and emphasizes maintenance and developmental aspects of both cultures. Rock Point Community School has exemplified community involvement in education. Rock Point School has developed and implemented culturally and linguistically authentic Diné curriculum units that are representative of local traditions such as clan affiliations.

Chinle Unified School District

There are eight schools K-12 in the Chinle Unified School District with an enrollment of 3,507; 3,485 are AI/AN, 254 are ELLs. (CCD Public school district data for the 2015-16 school year).

“The District recognizes the importance of, and commits itself to, the following educational and learning principles. We believe that children are the Navajo Nation’s greatest and most important resource. The schools have a duty and a responsibility to these children to encourage them to be inquisitive, creative, self-sufficient, and respectful of others. We also encourage and support the maintenance of the Navajo language and promote student fluency in the culture of the Navajo people.... These needs require an approach that reinforces tenets, theories, educational values, and philosophies of Navajo culture. Since each student lives in a dual society, relationships between the two societies must be identified and made an integral part of the educational process. To promote educational relevancy, positive self-concept, a strong sense of identity, maximum student achievement, and productive citizenship, the role of the Navajo society within and as a part of the broader Western society must be understood.”

(http://www.lapahie.com/Chinle_USD.cfm) In Spring 2015 students were assessed in reading and mathematics using the AzMERIT and the NCSC. (<https://www.azreportcards.org>) The percentage of all district students passing standards in English Language Arts was 9%, <2% for ELL students. The percentage of all district students passing standards in mathematics was 15%, 5% for ELL students.

Window Rock Unified School District

The Window Rock Unified School District serves 1,952 (1,931 AI/AN) students in grades K-12. 83 students are identified as ELLs. There are 6 schools in the District. The district implements a Diné Language Immersion Program. In this program students receive content area instruction in

the Diné language and are required to communicate only in the Diné language. Parents sign a contract to reinforce the use of Diné language in the home. In 2015 the percentage of all district students passing AzMERIT standards in ELA was 11%, 4% for ELL students. The percentage of students passing AzMERIT standards in math was 9%, 6% for ELL students. There are 9 schools in the district.

Kayenta Unified School District

The Kayenta Unified School District enrolls 1,817 (1,767 AI/AN) students with 115 ELLs in grades K-12. There are 3 schools in the district. The district operates a parent involvement/cultural center with a library with thousands of enriching cultural and traditional resource materials and media of the Diné and other Native American Indian tribes in Arizona. 2015 ELA assessments indicate there were 11% passing, <2% ELL. In math there were 12% passing, 2% ELA. There are 3 schools in the District.

Tuba City Unified School District

The Tuba City Unified School District implements a Diné culturally integrated curriculum based on the Diné Philosophy of Learning/Beauty Way which has four components: respect for nature, standards (positive attributes) for life, social competence, and making a living. The Tuba City USD has designed their dual language immersion program to “replicate in every way possible in a school setting the language acquisition and proficiency as acquired in the home and family environment.” (Irish, 2014) It enrolls 1,729 (1691 AI/AN) students in grades K-12, 132 are ELLs (CCD Public school district data 2015-16). There are 7 schools in the district. In 2015, achievement in content areas of ELA, and mathematics and language arts was measured by the AzMERIT with the following results: in ELA 12% met standards, <2% ELL students met

standards. In Mathematics 21% of students met standards, 3% of ELLs met standards. There are 7 schools in the District.

Ganado Unified School District

The Ganado Unified School district serves 1,494 (1,405 AI/AN) students in grades K-12, 102 are ELLs. There are 3 schools in the district. The mission of the Ganado Unified School District is “to ensure all students a quality education and strengthen Diné cultural values for life-long learning.” (www.ganado.k12.az.us) The district Navajo culture curriculum is offered at all grade levels. In 2015, achievement in content areas of ELA and mathematics and language arts was measured with the following results: In ELA 8% met, <2% ELL. In Mathematics 10% met, <2% ELA met. There are four schools in the district.

Flagstaff Unified School District

The Flagstaff Unified School District serves 9,844 students in grades K-12; 422 are ELLs, 2,450 AI/AN or 25% of the student population. In 2001, the district created the Puente de Hozho Trilingual School, which includes a Diné Language Immersion Program that currently serves 379 students a year. In this program students receive content area instruction in the Diné language for 85% in kindergarten, 75% of the day in 1st grade, and 50% of the day in grades 2-5. There are 20 schools in the district; the only off-Reservation district in the consortium.

Little Singer Community School

Little Singer Community School is operated as a community-controlled school in grant status. 100 students in grades K-8 (Advance Ed 2013-14) Little Singer Community School implements a successful Parent Model Program, which allows 25-30 parents to work in classrooms assisting with instruction. Parents attend training workshops and conferences. This program has increased parental support for learning.

Building on a foundation of success

This consortium of public and BIE schools has worked with Northern Arizona University for many years to train ESL/Bilingual teachers. From 1993-1997, as a member of a consortium of five institutions of teacher education sponsored by the Ford Foundation, Northern Arizona University offered courses leading to an undergraduate degree in Elementary Education to para-professionals in Kayenta, Chinle and Tuba City. (Rude & Gorman, 1996) When funding for this consortium was phased out, Northern Arizona University continued to offer undergraduate courses to cohorts in these Reservation communities.

The Title III NPD Learn in Beauty project was initiated in partnership with an Annenberg Rural Challenge Grant from 1998-2003. The project was based on the success of the Annenberg Rural Systemic Initiative that supports teacher leadership, promotes community engagement and makes place based learning the foundation of the curriculum. When the Learn in Beauty Professional Development Project was completed in 2003, 100 Diné classroom teachers and curriculum specialists had received an M.Ed. in Bilingual Multicultural Education and a Bilingual or ESL endorsement (Lockard, 2000; Lockard, deGroat, Bedonie 2002; Lockard & deGroat, 2010, 2014; Wilson, 2003). Over a period of six years from 2011 to 2017 the Title III Diné Dual Language Professional Development Project I has enrolled 60 Master's candidates with 45 AI/AN program completers between December 2011 and December 2017. Of the 45 program completers, 43 work in pre K-12 schools serving Navajo ELLs and 2 work in tribal colleges. In yearly surveys, program participants indicated that the program was effective in preparing them to work with EL students and to work in dual language settings where Navajo was included in daily instruction in their mainstream classroom.

Why DDLP II?

To reflect on the formative needs of the eight districts in our consortium, and to plan new models for future growth based on this long-term collaboration, we conducted focus group interviews with the project teachers. From these interviews we developed the following ongoing needs: 1) Teachers need information about successful local program models, teaching strategies and materials. 2) Teachers need to find a theoretical foundation for their work in the classroom which supports their daily practice. 3) Teachers need to discuss the funds of knowledge in their communities which motivate parents to transmit their language and culture to their children. 4) Teachers need to establish settings in both the school and community where children are immersed in their home language. 5) Teachers need to identify their own roles in the classroom and the community which advance the language rights of their students for future generations.

December 2015 graduate Treva Sells Yazzie writes, “I do not know with certainty if I am on the right track as I am teaching students in fifth grade. I do know that specializing in bilingual and multicultural education has helped me become armed even more with the skills I need to continue to support my students in their learning. It is for their future. For this reason, as a teacher, I feel it is essential to understand who our children are today because it will be their children who will be our next generation.” We understand that dual language approaches support the revitalization of the Dine language and culture for future generations. To develop capacity within the Navajo Nation to transmit both cultural language identity and academic skill sets through effective teaching DLPD II will focus on achieving the following goals:

Goal 1 Prepare effective and fully certified Diné dual language teachers for Reservation classrooms

Objective 1.1 100% of program graduates will be placed in instructional settings serving ELL students within one year of graduation.

Objective 1.2 10% increase in number of fully certified Dine dual language teachers at each site.

Objective 1.3 5% increase in retention rates of Dine dual language teachers at each site.

Goal 2 Improve ability of teachers to support academic language acquisition skills in ELL students

Objective 2.1 80% of students of teachers in the project will demonstrate improvement in reading comprehension skills.

Objective 2.2 90% of program graduates will report increased effectiveness in serving ELLs in the Diné Dual Language Classroom.

Objective 2.3 90% of program graduates will demonstrate improvement in effectiveness as supporting language acquisition skills in ELL students in school-wide settings.

Goal 3. Increased teacher knowledge of parent engagement strategies.

Objective 3.1 80% of program participants will demonstrate increased knowledge and skills related to parent, family and community engagement.

Objective 3.2 80% of program participants will engage in activities with parents.

Objective 3.3 80% program participants will increase effect on family literacy and language learning.

Master's in BME with ESL Endorsement

At Northern Arizona University, 30 units of professional coursework are required for the Master's. The College of Education is accredited by CAEP and by the Higher Learning Commission which guarantees high quality preparation of teachers in alignment with the Arizona Department of Education approved INTASC Standards. These courses will be offered online during the academic year. Additional courses will be offered during Summer Session II on the Flagstaff campus. These courses will allow students to enroll on a part-time basis in professional

coursework while they continue to live and work in their local communities. We have added a new course, BME 520 Literacy Biliteracy, which will include strategies for Instructional Conversations and Literature logs to support teachers as they work with families. This increases the units for the proposed program to 33 credit hours. The primary focus of the project is to prepare classroom teachers for the Diné dual language setting. Two courses, BME 531 Bilingual Methodology and BME 520 Literacy Bi-literacy, will be taught in Navajo and English. We will support the dual language strategies learned in these courses in the fieldwork experience BME 608. BME 599 Introduction to Linguistics will support classroom applications of SLA theory. Foundations courses BME 530 and the graduate seminar will support the theoretical foundations of dual language instruction. A new course in Narrative Inquiry in Indigenous Communities was designed to support candidates' understanding of the role of the family and the community in the curriculum.

Course offerings leading to a Bilingual/ESL Endorsement and M.Ed.

Cohort	F2017	Sp2018	SuII2018	F2018	Sp2019	SuII2019	F2019
I	BME 530	BME 631	BME 531	BME 520	BME 634	BME 599	BME 608
8/17- 12/19		BME 637		BME 545	EPS 596		BME 698
Cohort	F2018	Sp2019	SuII2019	F 2019	Sp2020	SuII2020	F2020
II	BME 530	BME 631	BME 531	BME 520	BME 634	BME 599	BME 608
8/18- 12/20		BME 637		BME 545	EPS 596		BME 698

Cohort	Sp 2020	SuII 2020	F 2020	Sp 2021	Su2021	F 2021	Sp 2022
III	BME 530	BME 531	BME 631	BME 520	BME 599	BME 634	BME 608
8/19- 6/22			BME 637	BME 545		EPS 596	BME 698

The following graduate courses in will be offered in blended format with two weekend in-person meetings and an online component and adapted by participating project faculty meet to the needs of the local community and the Diné Language and Culture teachers based on ongoing assessment with the TESOL CAEP portfolio.

BME 531 Bilingual and Second Language Methodology Theories and practices related to using two languages in teaching minority students.

BME 637 The Cultural Component of Bilingual and ESL Instruction How to develop and implement programs and practices relevant to local cultures and subcultures to promote parental and community involvement.

BME 530 Foundations in Bilingual and ESL Instruction The theoretical, historical, and legal background of bilingual and ESL instruction, including an overview of current models.

BME 634 Testing and Evaluation of Minorities This course provides an in-depth study of assessment policies, practices and equity issues; the use of alternative assessment methods such as portfolios and authentic assessment and the development and implementation of assessment in students' native languages.

BME 520 Literacy and Bi-literacy Development This course will focus on the theories and practices relating to using two languages in the classroom. Emphasis will be placed on

appropriate curricula and materials development that enhance literacy and bi-literacy process approaches, serving linguistically and culturally diverse students.

BME 608 *Fieldwork Experience* Fieldwork Experience in Bilingual ESL Education

BME 698 *Graduate Seminar* Analysis and critical evaluation of current research in bilingual education.

EPS 596 *Developmental Perspectives of Human Diversity* Examines human development and behavior within the context of racial, ethnic and cultural diversity. Topics include racial/ethnic identity development, intelligence, stereotyping, and racism. BME 545 *Multicultural Narrative Inquiry* This course introduces narrative inquiry methodology for graduate students to use to gather and analyze story in multicultural communities.

BME 631 *Structured English Immersion and Sheltered English Content Instruction* The teaching of content in English to limited English proficient students in grades K-12 using appropriate approaches, methods and techniques.

Selection Criteria

Forty five participants in three cohorts of 15 will be identified. The District Superintendent will nominate candidates on the basis of: 1. Academic proficiency: a GPA of 3.0 and completion of a B.S. or B.A. from an accredited teacher education program. 2. Be a resident of the nominating school district. 3. Completion of the Diné Language (NAV 211, 212, 350, 351, 301) or Diné Culture Content Emphasis at Diné College or the equivalent at an accredited University.

The Project Director will work with the Superintendent and the mentor teachers at each consortium site to identify candidates for the project who meet the requirements and who demonstrate a commitment to perform work related to the training received that benefits the dual language program at each participating site. Applicants will be asked to submit an essay which

addresses the student's career goals, life experiences and personal and family expectations that will enhance the applicant's career. The Project Director will evaluate the student's transcripts and to develop a program of studies which allows the student to participate in cohort classes while fulfilling academic deficiencies. For each year in the project, participants will successfully complete at least 12 credit hours of coursework in good academic standing leading to an M.Ed. in Bilingual Multicultural Education. After three years in the program participants will have completed an M.Ed. or requested a leave of absence which includes a plan for tuition support and a timeline for coursework completion.

Outcomes for the degree are: Candidates will know, understand and use the major theories and research related to the structure and acquisition of language to help English language learners develop language and literacy and achieve in the content area. Candidates will know, understand and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs. Candidates will know, understand and apply concepts, research and best practices to plan classroom instruction for ELLs. Candidates will be able to demonstrate an understanding of issues and concepts of assessment and use a variety of standards-based language proficiency instruments to show language growth and to inform their instruction. These degree outcomes are measured by course grades, student evaluations, and by the TESOL Professional Development portfolio.

TESOL Portfolio

The purpose of the TESOL Professional Development Portfolio is to provide a record of growth throughout the Masters program in BME/ESL and to provide a resource for reflection. The portfolio encourages candidates to become actively involved in monitoring their growth and

reflecting on their development as teachers: a disposition that will continue throughout their careers in the ESL classroom. This portfolio consists of required samples and carefully selected materials and reflections that provide a record of growth that are submitted online. Such samples include lesson plans, field experience reflections, reading responses, and research projects. The portfolio is reviewed for the assessment of five attributes: professionalism, the candidates' ability to plan instruction, a demonstration of candidates' philosophy of teaching that reflects their understanding of and commitment to the critical issues related to culturally and linguistically diverse students, a demonstration of candidates' understanding of language acquisition and development, and a demonstration of candidates' understanding of issues of assessment. These portfolio entries are required assessments embedded in individual courses. The assessments reflect 2010 TESOL Standards. The rubrics for the assessments are included with the directions in the electronic portfolio.

1. a. Standard 2 Culture Community Portrait in BME 637 Cultural Component of Bilingual and ESL
1. b. Standard 4 Assessment Assessment Plan BME 634 Testing and Evaluation Language Minority Students
1. c. Standard 1 Language Analysis of language problem BME 538 Linguistics in Educational Contexts
1. d. Action research project BME 698 Graduate Seminar
1. e. Reflection on portfolio BME 698 Graduate Seminar
1. f. Standard 5 Professionalism Revised philosophy statement BME 698 Graduate Seminar.

Mentor Teachers

It is important to identify and support practices implemented by educators of English learners that effectively improve student learning outcomes. A key feature of the DLPD II project is the use of mentor teachers. Two studies that meet What Works Clearinghouse evidence standards with reservations attest to the positive effects the mentorship strategy has on academic performance and retention. In the first study, a matched pairs design in which students assigned

to faculty mentors were paired with non-mentored students based on like attributes yielded a higher GPA, more units completed per semester, and a lower dropout rate for mentored students. Also time with the mentor correlated with GPA (Campbell and Campbell, 1997). The second study, an evaluation of the Chicago Teacher Advancement Program, used a quasi-experimental design to examine teacher retention rates associated with mentoring and other incentives. Sixty-seven percent of teachers practicing in participating schools when the program began were in those same schools three years later as compared to 56% of teachers who remained in non-participating schools after the same period (Glazerman & Seifullah, 2012).

Positive academic performance and teacher retention benefits are an expectation of the DLPD project. In our model, one mentor teacher will be located at each site. Mentor Teachers under the direction of the co-PI will train parents in the use of instructional conversations and literature logs in the family literacy workshops. The eight mentor teachers will: 1. employ a variety of formative assessment tools and strategies. 2. accelerate Project Teachers' practice with instructional conversations and reading logs 3. Build Project Teachers' capacity to work with parents. 3. Increase the teacher retention rate. (Reyhner, 2003; Kelchtermans & Ballet, 2002; Veenman, 1984)

Mentor Teachers at each site will be nominated by the District Superintendent and selected on the basis of: 1. Academic excellence: completion of a M.Ed. in Bilingual education or curriculum and instruction with a GPA of at least 3.0. 2. Holding a valid Arizona Standard teaching certificate with a Bilingual endorsement. 3 At least 3 years of classroom experience in a dual language setting. 4. Excellence in the Diné language as demonstrated by Navajo Tribal language certification. 5. Excellence in English communications skills as demonstrated by oral presentations, publications, and community service.

Family Literacy Workshops

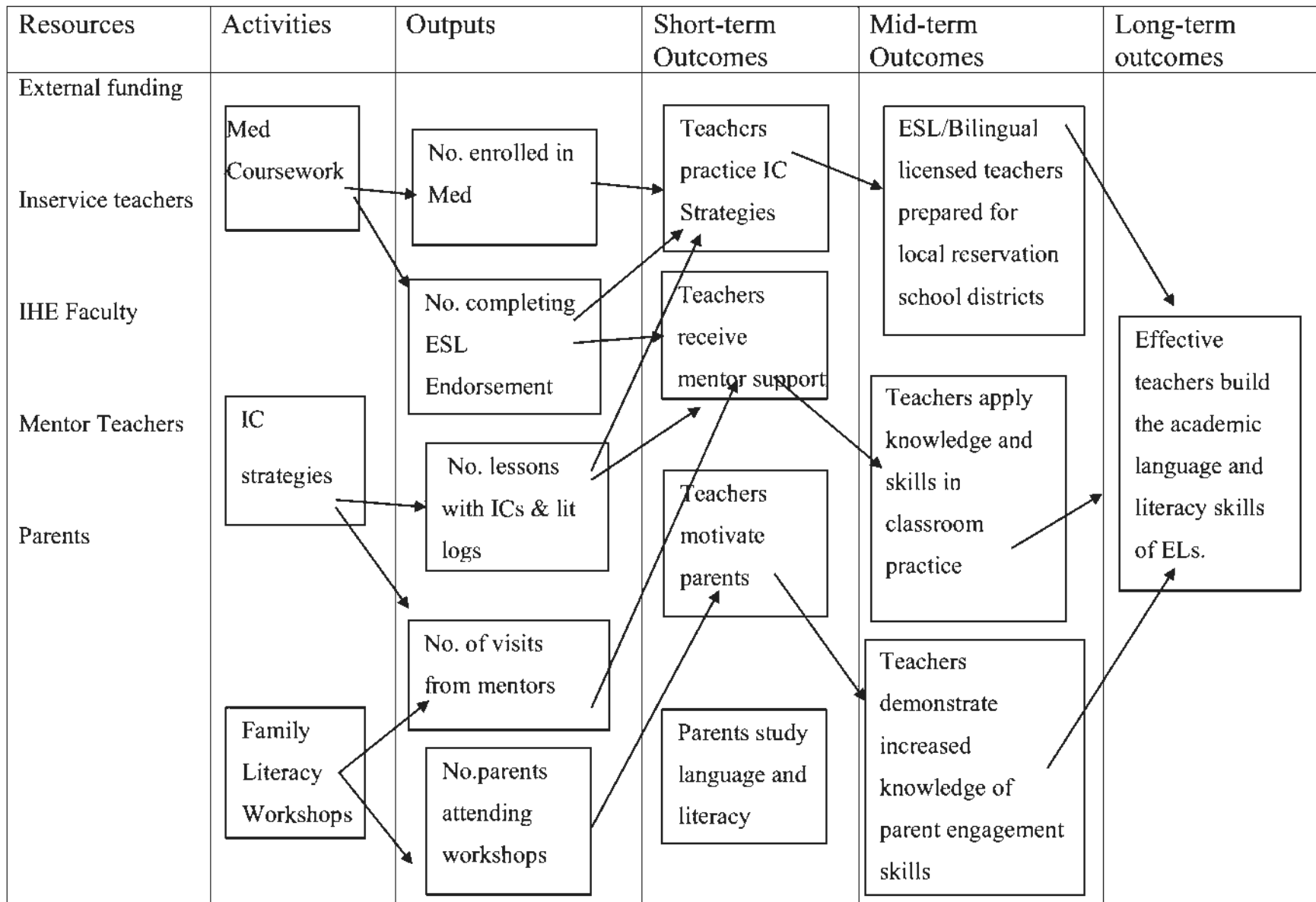
Research suggests that educators who involve families in their children's education can strengthen their own instructional effectiveness with English learners. Competitive preference priority 2, related to improving parental engagement is another key feature of the DDLP II project. Chen, Kyle and McIntyre (2008) document the success of their work with teachers of ELLs to support SIOP building background strategies and to recognize the rich funds of knowledge of the family and the community (Moll and Gonzalez, 2004). Parent workshops were developed for "We R Family" a 21st Century Community Learning Center Program by 2015 graduate Valencia Edgewater who extended this model to weekend Diné language classes for parents and community members in the Hard Rocks Chapter (Landry, 2015).

Three workshops each year; one workshop in the fall and two workshops during the spring semester, will be conducted by the eight Mentor Teachers in each consortium district. The Mentor Teachers who are Diné dual language teachers, will provide lesson plans, materials and teaching strategies appropriate to the interests of the Master's students in the content areas. Lesson plans and online resources will be added to the online database of materials on the project web page by the Co-PI. All workshop curriculum will support the use of instructional conversations and reading logs. The need for community engagement is documented in the 2015 National Indian Education Study (Ninneman, Deaton & Francis-Begay, 2017) which reports that in high-density public schools 50% of students at grade 4 and 41% at grade 8 had school officials who reported that AI/AN community members visited the school three or more times in a year to discuss education issues with students and staff. Andrea Charlie, a 2015 graduate of the program, writes "As a Navajo and as a married mother of four children, I feel that education begins in the home. Teachings were part of everyday life. I believe that if various past traditions

were reincorporated at home and more cultural-based teachings were placed in school curriculums, our children would be more successful because of the positive self-esteem that would derive from knowing their history and themselves. As I have learned to consider concepts in two perspectives, I continue to share my experiences with our children. It is important to have that connection with other parents and families of language learning children and to share with parents and the community, an understanding of the current language shift and addressing how we can help in revitalizing our heritage.” This reflection of a secondary Navajo language teacher is part of the process of including parents in the work of language revitalization. In her book, *Bringing our languages home; Language revitalization for families*, Leanne Hinton (2013) writes, “Those who dream of language revitalization ultimately desire the natural transmission of the language from parent to child and use it in daily life.”

Future Capacity to prepare Dual Language Teachers

The project will lead to an increased capacity of the consortium sites to provide dual language education to Diné students and to provide continual support to new teachers. The capacity of Northern Arizona University to prepare teachers for rural Reservation communities will be strengthened during the five years of the project. This project also serves as a model of long-term collaboration between an IHE, public, and tribal schools to serve language minority students in dual language classrooms. The project will provide information about the success of this model to guide possible replication of project activities. (Lockard & Hale 2013; Lockard & deGroat 2014).



Competitive Preference Priority 1 The project is designed to improve academic outcomes; specifically improved reading comprehension skills, for students in the classrooms of the participants. Entry evidence studies were identified from the 2014 WWC Practice Guide for teaching academic content and literacy to English learners in elementary and middle schools. The WWC recommendations supporting the strategies of DLPD II with strong to moderate evidence specifically Saunders, W. M. (1999) Improving literacy achievement for English learners in transitional bilingual programs. *Educational Research and Evaluation*, 5(4), 345–381. and Saunders & Goldenberg (1999) <http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=236> tested the effectiveness of two instructional strategies instructional conversations and literature logs and found moderate evidence effectiveness for these two strategies. These strategies had impact on outcomes relevant to the outcomes of the DLPD II project; dual language teachers who support the academic language and literacy skills of ELs in Reservation classrooms. Research in instructional conversation was conducted with populations of Navajo and Zuni ELs. These studies identified effective instructional conversations strategies for native American classrooms. (McCarty, 1993; Tharp & Yamauchi, 1994). A focus on these strategies; instructional conversations and literature logs during coursework for the program participants, during family literacy workshops and during classroom observations with the mentor teachers will lead to improved reading comprehension skills for students in the classrooms of the program participants. August, Goldenberg and Rueda (2006) discuss the need for systems that are “intensive, elaborate and enduring” to accomplish teacher change. McCarty (1995, 2013) discusses her research in the use of Instructional Conversations for ten years in Navajo dual language classrooms. She writes, “In summary, several generalizable conditions stand out as instrumental in facilitating “change from the inside out” as we have described it here. A school

culture must be fostered that values and rewards local knowledge, and that nurtures the development of local expertise. Coupled with this, there must be consistency and longevity of local program personnel and staff development opportunities, along with a firm commitment to program goals. School power relations must be democratized such that bilingual teachers control their own pedagogy. The latter carries a heightened significance in American Indian and other minority communities, as it entails a basic reversal of historic role relations. It is this dimension of change, we believe, that constitutes the essence of "change from the inside out," for it is only when teachers feel and are validated in their work that they can create the same conditions for their students."

B. QUALITY OF THE PROJECT PERSONNEL

Northern Arizona University encourages application for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender age or disability. Eight of the nine project consortium districts are located on the Navajo Reservation and serve student populations which are 99% AI/AN. Our previous NPD project served candidates who were 100% AI/AN.

Project Director (.5 AY) The Project Director will coordinate efforts of the University and the consortium sites, meet with Mentor Teachers three times a year, and meet with Mentor Teachers and students at each site once each semester. The Project Director will advise students and manage the project budget. The Project Director will work with the External Evaluator to support Project Faculty, to assess the goals of the project, and to adapt course syllabi to ensure that instructional conversations and reading logs are included in course syllabai and she will support the continuous improvement of the project. The project director will disseminate information about innovative outcomes of the project at state and national conferences.

Dr. Louise Lockard, Clinical Professor of Bilingual Multicultural Education, PhD U. of Arizona in Language Reading and Culture, served for 20 years as a teacher in Navajo Head Start, the Chinle, Pinon and Flagstaff Districts. She served as the Project Director of the Title III NPD Learn in Beauty Project from 1998-2003 and the Diné Dual Language Teachers Project from 2011-present.

Dr. Jon Reyhner (.10 FTE AY) Professor of Bilingual Multicultural Education, Ed. D Montana State U. will serve as the Co-Principal Investigator for the project. He will work with the Mentor Teachers and the project faculty to plan the family literacy workshops. He will design and maintain the project website. He is the editor of *Teaching Indigenous Students: Honoring Place, Community and Culture* (2014) and he serves as editor of the NABE News column "Issues in American Indian/ Alaskan Native Education."

Dr. Sara Abercrombie (.10 FTE AY) Assistant Professor at Northern Arizona University, Ph.D. University of New Mexico in Educational Psychology will serve as the internal evaluator for the project. She will work with the External Evaluator, the Project Coordinator, and the district assessment coordinators to gather data following the timeline of the management plan. Dr. Abercrombie specializes in learning in applied education settings. She has expertise using qualitative and quantitative methods to measure learning among learners from diverse cultural backgrounds in the context of teacher education and in collaborative parent/professional partnerships.

Program Coordinator (.5 FTE 12 months). A program coordinator will be hired in August, 2017. The program coordinator confers with staff, students and others to provide technical advice, problem solving assistance, answers to questions and program goals and policy interpretations, refers to appropriate department person when unable to respond, coordinates

activities of program with interrelated activities of other programs departments or staff to ensure optimum efficiency and compliance with appropriate policies, procedures and specifications.

The program coordinator prepares periodic reports, financial statements and records on program activities, progress status or other special reports. Knowledge, skills and abilities: Knowledge of issues pertaining to dual language programs. Knowledge of budgeting and accounting practices, Skill in organizing work of self and others, Ability to effectively communicate in Navajo and English, the ability to work effectively with people from a variety of culturally diverse backgrounds.. Minimum qualifications Bachelors degree in field appropriate to area of assignment and two years of classroom teaching experience.

External Evaluation Team West Ed

West Ed staff bring deep experience in developing and validating evidence-based, reliable and culturally-relevant measurement instruments aligned to the specific objectives and context of the project.

Dr. Sharon Nelson-Barber (Rappahonnack) Ed. D Harvard U, Senior Program Director of West Ed, guides the external evaluation. She combines expertise in qualitative research and culturally competent assessment and evaluation with years of experience providing equity assistance to schools, organizations and service agencies serving diverse communities. She is the co-author of a 2015 monograph from the Center on Standards and Assessment Implementation titled *The Common Core Initiative, Educational Outcomes and American Indian/ Alaska Native Students* (Nelson-Barber & Trumbull, 2015).

Dr. Linlin Li, Senior Research Associate at West ED, PhD University of North Carolina, Greensboro, is the senior methodologist/statistician for several IES studies including i3 Investing

in Innovation projects. She applies modern statistical techniques in practical settings, including multilevel analysis, longitudinal modeling, and relevant application in evaluation and research.

Dr. Zanette Johnson has extensive experience as an evaluator, and brings intimate knowledge of indigenous teacher learning protocols and processes due to her past experience as Teacher Education Program Director and Clinical Supervisor at Halau Wanana Indigenous Teacher Education program in Hawai'i.

Project Faculty

The Project Faculty will revise and teach graduate level courses in Bilingual Multicultural Education online with two weekend in-person sessions or during Summer Sessions at NAU. The project faculty will work with the Mentor Teachers to plan the family literacy workshops.

Dr. Willard Sakiestewa Gilbert (Hopi), Ed.D. U. of New Mexico, Professor of Bilingual Multicultural Education, teaches BME 631 Methods in Structured English Immersion and the Graduate Seminar BME 698. He served as president of the National Indian Education Association from 2007-2008. He is the co-editor of *Learn in Beauty Indigenous Education for a New Century*.

Dr. Siri Tuttle, Associate Professor, Alaska Native Language Center and Linguistics Program University of Alaska Fairbanks provides field research and support of language revitalization efforts in the Ahtna and Lower Tanana language areas. She was Co-Principal Investigator of the Ford Foundation sponsored "International Partnership for Study and Teaching of Issues Related to Indigenous Cultures" She teaches BME 599 Introduction to Linguistics for Dine Dual Language Classrooms.

Jennie de Groat (Navajo), Principal Lecturer of Bilingual Multicultural Education She was the coordinator of a Navajo Language Immersion Camp for the Albuquerque Public Schools from

1997-2001. She serves on the faculty of the American Indian Language Development Institute at the University of Arizona. She is fluent and literate in Navajo. She teaches BME 531 Bilingual Methodology and BME 520 Literacy Biliteracy. These courses will be delivered in the Navajo language.

C. QUALITY OF THE MANAGEMENT PLAN

The management plan is developed on the basis of a continuous improvement feedback loop to the project director, Evaluation team, Mentor Teachers and consortium district administrators to ensure that improvement is integral to the project design. The plan has been developed for the purpose of strong formative feedback aligned with the goals and objectives of the project. The timeline defines activities, milestones for completion and areas of responsibility by project staff.

<u>Year 1 Activity by goals and objectives</u>	<u>Timeline</u>	<u>Responsibility</u>
Hire Program Coordinator	8/17	Project Director, Co-PI
Mentor teachers meet with IHE faculty to plan family literacy workshops 3.2	8/17	Co-PI, Mentors, Faculty
Evaluation team meets with project staff to implement evaluation plan. Baseline data surveys, classroom observations. 2,1, 2.2,2.3	8/17	Project Director, Evaluation Team
Fall coursework begins, online TESOL portfolio begins 1.1, 1.2,1.3	8/17	Project Faculty
Family literacy workshops in 8 partner districts, web page with online lesson plans 3.1,3.2,3.3	9/17	Program coordinator, Project Co-PI, Mentor Teachers

Spring Semester begins, online portfolio 1.1, 1.2, 1.3	1/18	Faculty
Family literacy workshops in 8 partner districts, web page with online lesson plans 2.1,2.2, 2.3	3/18, 5/18	Program coordinator, Co-PI, Mentor Teachers
End of year surveys, classroom observations Evaluation team meets with project staff to provide continuous feedback planning for Year 2	5/18	Evaluation team Project staff
Summer In-Person Course 1.1,1.2,1.3	7/ 18	Project Director, Faculty

<u>Years 2-4 Activity by Goals and Objectives</u>	<u>Timeline</u>	<u>Responsibility</u>
Evaluation team meets with project staff to revise program based on formative assessment data. Baseline data surveys, classroom observations. 2,1, 2.2,2.3	8/18, 19, 20	Project Director Evaluation team
Workshops with parents and mentor teachers, add lesson plans to project web page 3.2,3.3	9/18, 19, 20	Co-PI, Mentors
Fall coursework begins, online portfolios 1.1-1.3	8/18, 19, 20	Faculty
Spring coursework begins, online portfolios 1.1-1.3	1/19, 20, 21	Faculty
Family literacy workshops in 8 partner districts, update project web page 3.1- 3.3	March, May 19,20,21	Co-PI, Mentors
Completion of coursework 1.1-1.3	May 19, 20,21	Project Director

Summer Course 1.1-1.3	July 19, 20, 21	Faculty
External Evaluator meets with project staff to implement continuous improvement and to assess IC and reading log skills in classroom and community settings 2.1, 2.2, 2.3	July 19, 20,21	Evaluation Team Project Staff

Year 5 <u>Activity by Goals and Objectives</u>	<u>Timeline</u>	<u>Responsibility</u>
Evaluation team meets with project staff to revise program based on formative data. Baseline data surveys, classroom observations. 2,1, 2.2,2.3	8/21	Project Director Evaluation Team
Fall Semester begins, online portfolios 1.1-1.3	8/21	Faculty
Fall Workshop 3.1-3.3	9/21	Co-PI, Mentor Teachers
Spring Semester begins 1.1-1.3	1/ 222	Project Faculty
Spring Workshop 3.1-3.3	3/22,5/22	Co-PI, Mentor Teachers
Completion of Coursework 2.1	5/22	Project Faculty
External Evaluator meets with project staff to prepare final evaluation report 2.1, 2.2, 2.3	6/22	Project Staff Evaluation Team

Commitment of Key Personnel to the goals of the project The Project Director, Dr. Louise Lockard will devote 50% of her time to the project. She will work with project faculty, the evaluation team and the participants to direct project activities. The co-PI (10%) will work with the mentor teachers and the project faculty to plan family literacy workshops. The internal evaluator (10%) will work with the evaluation team and the LEAs to compile student

achievement data and survey data. The project faculty will teach courses leading to the Bilingual endorsement, supervise fieldwork experiences, and assess online portfolios.

D. QUALITY OF THE EVALUATION PLAN

Progress toward achieving the goals and objectives of the project will be evaluated on an ongoing basis by the Project Director, the evaluation team from West Ed, the internal evaluator and the Research and Evaluation Departments in each consortium site. This team combines expertise and resources from Reservation LEAs, the IHE which prepares teachers for rural schools in Northern Arizona, and from West Ed which applies rigorous methods and nonpartisan approaches to support action-oriented findings on the outcomes of the project. The evaluation will be conducted in accordance with cultural validity research (Basterra, Trumbull, & Solano-Flores, 2011; Hood, Hopson & Frierson, 2005, 2015; Kirkhart, 2010; LaFrance & Nichols, 2008; LaFrance, Nichols & Kirkhart, 2012; Solano-Flores & Nelson-Barber, 2001).

In order to to identify and support practices implemented by project participants that effectively improve student learning outcomes, the project responds to *competitive priority 1* with the strategies of instructional conversations and reading logs. The research of Saunders (1999) and Saunders & Goldenberg (1999) has been tested in AI/AN communities by August, Goldenberg and Rueda who (2006) discuss the need for systems that are “intensive, elaborate and enduring” to accomplish teacher change and by McCarty (1995, 2013) who conducted research in the use of Instructional Conversations for ten years in Navajo dual language classrooms.

Feasible and Appropriate Methods

The evaluation will describe the project’s implementation in order to facilitate replication and examine feasibility and sustainability. Valid and reliable measures will be utilized to assess

the outcomes. A quasi-experimental design that would meet the What Works Clearinghouse Evidence Standards with reservations will be applied to address the project's effectiveness. The evaluation will also employ a continuous improvement-based approach whereby the evaluator provides regular feedback and analysis of the project's progress towards achieving intended project goals and objectives, allowing for adaptations and/or adjustments as necessary. To describe the project's implementation, the evaluation will address the following evaluation questions:

EQ1: Were the key components (course units of Bilingual/ELS endorsement and M.Ed., TESOL portfolio, use of mentor teachers, and involvement of family literacy workshops) defining the DDLP II project implemented with fidelity?

EQ2: How much variation in implementation fidelity is there across sites, and what contextual factors affecting the fidelity of implementation?

We will review the following data to describe the project implementation and cultural competence: 1) *Document review* (e.g., Project Management Teams meeting minutes, course syllabus, agenda of family literacy workshops); 2) *Degree of participation/dosage data* (e.g., course attendance, mentors' support logs, online lesson plans, completion of TESOL portfolio, number of family literacy workshops, family literacy workshop attendance); 3) *Participating teacher and parent surveys* to detect understanding of the DDLP II practices and satisfaction with the implementation; and 4) *Case studies* on a random sample of participating sites that include analysis of TESOL portfolios, workshop observations, and faculty and teacher interviews.

In addition, we will conduct program partner interviews at the end of each semester. These partners include: district leaders, school leaders, and project implementation staff, including

mentors. Bi-yearly review topics will include: general impressions of the project, barriers/challenges in implementation, perceived educator and student progress/engagement, areas for improvement, and culturally-sensitive best practices utilized.

Evidence of Project Effectiveness The evaluation will use a quasi-experimental design. 45 teachers who do not participate in DDLP II project will be matched with 45 teachers who participate in DDLP II. To create a matched comparison group, we will use a propensity score matching strategy. Depending on the data availability and the number of available treatment and comparison participants, the matching variables and matching approaches may vary across districts or sites. For instance, when the available observed confounding/covariates are qualitative and few, and the treatment and comparison samples are both small, exact matching is an available option to help reduce bias. When the comparison population is larger than the treatment population, caliper matching is an appropriate method as the caliper value can be sufficiently small to reduce observed bias on collected covariates (confounding variables) just by finding close propensity score matches. When the overall number of study participants is particularly large, sub-classification on the propensity score is an effective method to help reduce bias between treatment and comparison groups. With a target baseline sample size of 45 teachers (20 students per teacher) in treatment group and 45 teachers (20 students per teacher) in comparison group, we estimate that the study will achieve the minimum detectable effect size of 0.80¹.

To address the project's effectiveness, the evaluation will address two evaluation questions. The primary student outcomes will be measured through state standardized test

¹ The minimum detectable effect size estimates assume: 1) Type-1 (α) error rates of 0.05 (two-tailed); 2) statistical power levels of 0.80; 3) classroom intra-class correlation (ICC) for student performance average 0.20; 4) teacher-level and student-level baseline explanatory variables explain 50% of the between-teacher and within-teacher variance in student outcomes, respectively (Bloom, Richburg-Hayes, & Black, 2006; Schochet, 2005).

(AzMERIT in Arizona Public Schools or PARCC in BIE schools) and district benchmark assessments (Galileo K-12 in Arizona Public Schools or NWEA in BIE schools). The primary teacher outcomes will be measured through a teacher survey on their knowledge of language and literacy skills.

EQ3: What is the impact of the DDLP II on students' language and literacy achievement, compared to students in the comparison group?

EQ4: What is the impact of the DDLP II on teachers' knowledge of language and literacy skills, compared to teachers in the comparison group?

Primary Data Analysis. WestEd will apply multi-level models to analyze the DDLP II project's impact on student outcomes. The primary hypothesis-testing analyses on student outcomes will involve fitting conditional mixed-effects ANCOVA models (HLM or multilevel models), with additional terms to account for the nesting of students/parents within teachers (Raudenbush & Bryk, 2002; Murray, 1998). Potential fixed effects include treatment group status, student-level baseline (pre-test) measures of reading proficiency, and other observed student covariates such as free/reduced-price lunch status, ethnicity, and gender, as well as teacher-level covariates, such as teaching credential, highest degree, and years of teaching experiences. Analysis on teacher outcome will apply linear regression model, with potential fixed effects of treatment group status, teacher-level baseline (pre-test) measure of knowledge of language and literacy skills, and other observed teacher covariates such as teaching credential, highest degree, and years of teaching experiences. The purpose of including statistical comparisons is to minimize the error associated with group assignment and to increase the precision of the estimates. A summary of the confirmatory research questions, measures, and analysis method is presented in Table 1 below.

Table 1. Summary of evaluation questions, outcome measures, and analysis methods.

EQs	Outcome Measures	Analysis Methods
EQ3	State assessment on reading (AzMERIT or PARCC) District benchmark assessment on reading (Galileo K-12 or NWEA)	2 level HLM
EQ4	Teacher survey of knowledge of language and literacy skills.	Single level regression model

Performance Feedback and Periodic Assessment of Progress The evaluation will employ a continuous improvement-based approach. We will conduct a process evaluation where implementation data will be collected on a continuous and systematic basis and analyzed on quarterly basis. We will provide DDLP II project team regular feedback and suggestions through monthly meetings/calls and quarterly memos. This process will provide DDLP II project team information on whether the project is being implemented as planned, the quality of the implementation, and suggestions on continual project refinement and improvement. We will prepare mid-year memos and annual performance reports that include multiple quantitative and qualitative indicators to capture progress toward project goals and objectives (tables 2-4), project performance (table 5), detail outcomes (table 1), and present recommendations for project improvement. At the close of the grant's fifth year, we will prepare a final summative report summarize the implementation and overall impact for the entire grant period.

Table 2. Goal 1 Prepare teachers for Reservation dual language classrooms

Objectives	Evaluation	Timeline/Responsibility
1.1. 100% of program graduates will be placed in instructional setting serving ELLs within one year of graduation.	Students' persistence graduation rate, (GPRA 2) and certification (GPRA 3), will be tracked through a database	Project Director Evaluation Team District Personnel Director June Years 1-5
1.2. The number of fully-certified Diné dual language teachers will increase at each site by 10%	School report card, project database,	Project Director Evaluation Team District Personnel Director June Year 2,3,4,5
1.3. The retention rate of Diné language teachers will increase by 5% at each site.	School Report Card, project database	Project Director Evaluation Team District Personnel Director June Year 2,3,4,5

Table 3. Goal 2 Improvement in the ability of teachers to support academic language acquisition skills in ELL students.

Objectives	Evaluation	Timeline/Responsibility
2.1. ELL students of teachers in the project will demonstrate improvement in reading	Az MERIT, District Benchmark	Project Director Evaluation Team May Years 1-5

comprehension skills.		
2.2. Program participants will demonstrate increased effectiveness in serving ELLs in the Diné dual language classroom.	TESOL Portfolio Teacher efficacy survey (GPRA 4) Administrator survey (GPRA 5) Interviews, focus groups	Project Director Evaluation Team Develop surveys Aug Year 1 January, May Years 1-5
2.3. Program participants will demonstrate improvement in effectiveness as supporting language acquisition skills in school-wide settings.	Interviews, focus groups	Evaluation Team Site Administrator

Table 4. Goal 3: Increased teacher knowledge of parent engagement strategies.

Objectives	Evaluation	Timeline/ Responsibility
3.1 Participants will demonstrate increased effectiveness in knowledge and skills related to parent, family and community engagement.	Teacher efficacy Survey Administrator Survey Family engagement survey (GPRA 6)	Project Director Internal Evaluator External Evaluator
3.2. Participants will engage in activities with parents	Project web page Workshop agendas	Fall/Spring Years 1-5 Project Director,

	Workshop evaluations Workshop sign-in sheets	Program Coordinator Evaluation team
3.3 Program participants will demonstrate increased effectiveness on family literacy and language learning.	Parent engagement survey Interviews, Focus Groups	Project Director Evaluation Team Fall/Spring years 1-5

Table 5. GPRA Baseline Measures and Targets

Performance Measure	Baseline	Targets
<i>2. The number and percentage of program participants who complete the in-service program</i>	the number of participants who begin the program in each cohort	90% of program participants will complete the in-service program; semester based data update
<i>3. The number and percentage of program participants who are state certified in ESL</i>	the number and percentage of participants in each consortium district who are certified in ESL at the start of coursework and one month following completion of the coursework leading to ESL certification	100% of program participants will be certified in ESL; semester based data update
<i>4. The percentage of program completers who rate the program</i>	a survey administered to program participants upon	90% of program completers will rate the program as

<i>as effective in preparing them to serve EL students</i>	admission to the program	effective in preparing them to serve EL students; end of year data update
<i>5. The percentage of school leaders who rate the program as effective</i>	a survey administered to school leaders from the consortium sites at the start of the program	95% of school leaders will rate the program as effective; end of year data update
<i>6. The percentage of program completers who rated the program as effective in increasing their knowledge and skills related to parent, family and community engagement</i>	a survey administered to program participants upon admission to the program	90% of program completers will rate the program as effective in increasing their knowledge and skills related to parent, family and community engagement; end of year data update

The performance data from this evaluation will help us understand the impact of the Dine Dual Language Teachers Project on improving academic success for dual language learners in rural Reservation communities.

Other Attachment File(s)

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Project Title: Dine Dual Language Teachers Professional Development Project

The following attachment contains combined files for the following four required documents

1. Letters of Support

State of Arizona Department of Education
Department of Dine Education the Navajo Nation
Chinle Unified School District
Ganado Unified School District
Kayenta Unified School District
Little Singer Community School
Rock Point Community School
Tuba City Unified School District
Window Rock Unified School District

2. Position Description for Key Personnel

3. Indirect Cost Rate Agreement- Northern Arizona University

4. Bibliography



State of Arizona
Department of Education



April 14, 2017

Dr. Louise Lockard
Clinical Associate Professor BME
Northern Arizona University
P.O. Box 5774
Flagstaff, AZ 86044

Dear Dr. Lockard:

I am pleased to provide this letter of support for the Title III Diné Dual Language Professional Development Project. This project will assist teachers with proficiency in the Diné language to meet certification requirements to teach in Native language instructional education programs.

In addition, this project will provide coursework that will lead to a Masters' degree in Bilingual Multicultural Education with a content emphasis in Bilingual Education and an endorsement in Bilingual Education and English as a Second Language.

During the project, the Masters students will be linked with dual language mentor teachers to provide challenging instruction in the content areas of mathematics and science.

While it is a challenge to find highly qualified and effective teachers, it is infinitely more difficult to find a highly qualified teacher who also speaks the Navajo language. Furthermore, it is often frustrating to find qualified teachers only to have them leave after a year or two because of the remote location.

Consequently, I am happy to support your work on this project to find individuals who grew up on the Navajo Reservation, who speak the language, and who want to live and work in the Navajo community to support the development of the Navajo people. I am excited about the prospects that this grant presents for our Native American students in Arizona.

Sincerely,

A handwritten signature in cursive script that reads "Diane M Douglas".

Diane M. Douglas, Superintendent of Public Instruction
1535 West Jefferson Street, Phoenix, Arizona 85007 • (602) 542-5460 • www.azed.gov



**DEPARTMENT OF DINÉ EDUCATION
THE NAVAJO NATION**

P.O. Box 670 · Window Rock, Arizona 86515
PHONE (928) 871 – 7475 · FAX (928) 871 – 7474



Russell Begaye
President

Jonathan Nez
Vice-President

March 13, 2017

Louise Lockard, Ph. D.
Clinical Assistant Professor BME
Northern Arizona University
PO Box 5774
Flagstaff, AZ 86044

Dear Dr. Lockard:

The Department of Diné Education expresses full support for the proposal entitled "*The Diné Dual Language Teachers Professional Development Project*" that is being submitted by the College of Education at Northern Arizona University. There is a real need for competent bilingual teachers in the classrooms to improve academic outcomes; specifically improved reading comprehension skills for ELLs, and testing the effectiveness of instructional strategies. We support the effort of the Northern Arizona University to help the Navajo Nation address this area of need.

We believe the proposed efforts with our Navajo Nation schools to assist teachers with proficiency in the Diné language to meet licensing requirements for teachers who work in language instruction programs, and which will provide coursework leading to a Master's degree with a content emphasis in Bilingual Education, and an endorsement in Bilingual Education and ESL. We also support professional development by bringing coursework to the reservation sites and working with parents and community members which is a strength of this proposal. Further, the Navajo Nation has been in support of professional development for teachers the past few years, but due to limited resources, has been unable to serve many more paraprofessionals and prospective students interested in pursuing a teaching career.

The Navajo Nation through the Department of Diné Education is committed to working with you and is available to lend assistance to successfully implement this project proposal. If there are any further questions, you may contact our office at 928.871.7475.

Sincerely,

(b)(6)

Timothy Benally, EdD.
Assistant Superintendent of Schools
The Navajo Nation

Xc: Chrono/File

BOARD OF EDUCATION

Dr. Pauline M. Begay, President · Gloria Johns, Vice President · Marlene Burbank, Secretary
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Dr. Tommy Lewis, Superintendent of Schools



CHINLE UNIFIED SCHOOL DISTRICT NO. 24

(Office of the Superintendent)

April 7, 2017

Dr. Louise Lockard
Clinical Associate Professor Bilingual Multicultural Education
Northern Arizona University
P.O. Box 5774
Flagstaff, AZ 86001

Dear Dr. Lockard,

I am pleased to provide this letter of support for the Title III Dine Dual Language Professional Development Project. It is my understanding that this five year project will provide funding for coursework leading to a Master's degree in ESL and Bilingual Education with a Navajo Bilingual Endorsement. As a district on the Reservation that supports and promotes the preservation of its language and culture, I am excited about the prospects that this grant presents.

It becomes increasingly more difficult to find a teacher who speaks the Navajo language. Furthermore, it is often frustrating to find qualified teachers only to have them leave after a year or two because of our remote location. Consequently, I am anxious to work with you on this project to find individuals who grew up on the Navajo Reservation who speak the language and who want to live and work here to support the development of the Navajo people.

Sincerely,

Quincy Natay
Superintendent
Chinle Unified School District

March 7, 2017

Dr. Louise Lockard
Clinical Associate Professor BME
Northern Arizona University
P.O. Box 5774
Flagstaff, AZ 86011-5774

Dear Dr. Lockard,

I have reviewed the requirements for the proposed Diné Dual Language Teachers Professional Development Project and understand that upon receipt of grant funds, the Flagstaff Unified School District would be responsible for:

- Nominating four Masters' candidates to participate in the project.
- Providing release time for two Mentor Teachers to participate in Fall, Spring and Summer workshops.
- Allocating funds received under this agreement in accordance with Federal requirements as they apply to the grant.
- Establishing the necessary inter-institutional agreements formalizing commitments if grant funds are awarded.

The online course delivery mode, which will allow teachers to stay and live in their communities, is essential not only from the economic standpoint but to keep the students interactive with their families and communities. Because of our Navajo immersion program, there is a dire need for highly qualified Navajo bilingual teachers in the Flagstaff Unified School District and the College of Education at Northern Arizona University provides a teacher education program which supports and promotes the preservation of Navajo language and culture.

Sincerely,



Dave Dirksen
Superintendent

Ganado Unified School District No. 20

Superintendent of Schools

James (Jim) Phillips

"Success for Every Child Every Day"



Post Office Box 1757 • Ganado, Arizona 86505

Telephone: 928.755.1018 • Fax: 928.755.1012 • Email: james.phillips@ganado.k12.az.us

March 22, 2017

Dr. Louise Lockard
Clinical Associate Professor BME
Northern Arizona University
P.O. Box 5774
Flagstaff, AZ 86011-5774

Dear Dr. Lockard,

I have viewed the requirements for the proposed Dine Dual Language Professional Development Project and understand that upon receipt of grant funds, the Ganado Unified School District would be responsible for:

- Nominating Master's candidates to participate in the project.
- Providing release time for two Mentor Teachers to participate in Fall, Spring, and Summer Workshops.
- Allocating funds received under this agreement in accordance with Federal requirements as they apply to the grant.
- Establishing the necessary inter-institutional agreements formalizing commitments if grant funds are awarded.

The online course delivery mode which will allow teachers to stay and live in their communities is essential not only from the economic standpoint but to keep the students interactive with their families and communities. Because of our Navajo immersion program, there is a dire need for highly qualified Navajo bilingual teachers in the Ganado Unified School District, and the College of Education at Northern Arizona University provides a teacher education program which supports and promotes the preservation of Navajo language and culture.

Sincere

James Phillips



March 8, 2017

Dr. Louise Lockard
Clinical Associate Professor BME
Northern Arizona University
P.O. Box 5774
Flagstaff, AZ 86011-5774

Dear Dr. Lockard,

Please accept this as a letter of support from Kayenta Unified School District for the proposed Diné Dual Language Teachers Professional Development Project (2017-2022). Kayenta Unified School District looks forward to continuing our partnership.

It is our understanding that the Diné Dual Language Teachers Professional Development Project, through Northern Arizona University will assist teachers with proficiency in the Diné language to meet licensing requirements for teachers who work in language instruction programs. The project will provide coursework leading to a Masters' degree with a content emphasis in Bilingual Education, and an endorsement in Bilingual Education and ESL.

The project is designed to improve academic outcomes; specifically improved reading comprehension skills, for ELs in the classrooms of the participants using two effective instructional strategies, instructional conversations and literature logs. Program participants will train parents in the use of instructional conversations and literature logs in parent workshops with the support of the mentor teachers IHE faculty.

Kayenta Unified School District is in full support of the goals, objectives and performance outcomes for the project:

1. Goal 1 addresses the recruitment and retention of fully-certified Diné language teachers at each site.
Outcomes: Capacity building and organizational change in the LEA. School leader's rate the program as effective.
2. Goal 2 addresses the ability of teachers to support increased student success.
Outcomes: Impact on K-12 student achievement. Program completers who rate the program as effective in preparing them to serve EL students.
3. Goal 3 addresses increased parent engagement.
Outcomes: Program completers who rate the program as effective in increasing their knowledge and skills related to parent, family and community engagement. Impact on K-

12 student achievement in reading comprehension.

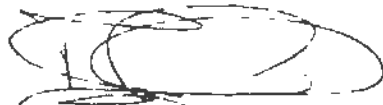
The Diné Dual Language Teachers Professional Development Project proposal will prepare classroom teachers for the Diné dual language setting. Two courses BME 531 Bilingual Methodology and BME 520 literacy bi-literacy will be taught in Navajo and English. Mentor teachers will work with candidates in their schools to model instruction in dual language.

Kayenta Unified School District has a goal to provide a Dual Language Program to assist the Diné in preserving and/or revitalizing the Diné language. The need for highly qualified Navajo bilingual teachers is essential to Kayenta Unified School District as we develop and implement a Dual Language Program that will support the Dine language and culture.

Therefore, it is without hesitation that Kayenta Unified School District supports and recommends this project. If you have any questions or if I can be of further assistance please contact me

I look forward to our continued partnership.

Sincerely,

A handwritten signature in black ink, appearing to read "Dr. Bryce Anderson", is written over a circular stamp.

Dr. Bryce Anderson
Superintendent

Kayenta Unified School District



LITTLE SINGER COMMUNITY SCHOOL

P.O. Box AQ * Winslow, Arizona 86047 * (928) 686-6217/64/96108
FAX (928) 686-6150/6207

March 15, 2017

Dr. Louise Lockard
Clinical Associate Professor BME
Northern Arizona University
P.O. Box 5774
Flagstaff, Arizona 86044

Dear Dr. Lockard,

I am pleased to provide this letter of support for the Title III Dine Dual Language Professional Development Project. It is my understanding that this five year grant will provide funding for coursework leading to a Master's Degree in Elementary Education with an emphasis in Bilingual Multicultural Education and a Bilingual Endorsement. As a district on the Reservation that supports and promotes the preservation of its language and culture. I am excited about the prospects that this grant presents.

It becomes indefinitely more difficult to find a highly qualified teacher who speaks the Navajo Language. Furthermore it is often frustrating to find qualified teachers only to have them leave after a year or two because of our remote location. Consequently, I am anxious to work with you on this project to find individuals who grew up on the Navajo Reservation who speak the language, and who want to live and work here to support the development of the Navajo people.

Respectfully,

(b)(6)

Mrs. Etta Shirley, M.Ed
Principal

Xc: File



Tsé Nitsaa Deez'áhí Diné Bi'ólta'

Rock Point Community School

PO Box 560 Highway 191 Rock Point, Arizona 86545 Phone: (928) 659-4221 Fax: (928) 659-4235

Dr. Louise Lockard
Clinical Associate Professor BME
Northern Arizona University
P.O. Box 5774
Flagstaff, AZ 86044

Dear Dr. Lockard

Rock Point Community School is delighted to support and provide this letter of support for the Title III Dine Dual Language Professional Development Project. As an immersion school on the Navajo Reservation, it is difficult to find highly qualified teachers to teach the Navajo Language effectively and with passion. Many of our teachers at RPCS are highly qualified teachers of the Navajo language however, they will be leaving to retire in the next few years. Finding young highly qualified teachers to replace ones leaving the school systems is very challenging.

I am fully aware that this is a five year grant will provide funding for coursework leading to a Master's degree in Elementary Education with an emphasis in Bilingual Multicultural Education and a Bilingual Endorsement. As a district on the Reservation, RPCS is grateful for programs that support and promotes the preservation of the Navajo language and culture.

I am looking forward to working with you on this project to help find individuals who grew up on the Navajo Reservation who speak the language, and who want to live and work here to support the development of the Navajo people.

Ahxehé'

(b)(6)

Deana Dugi
Chief Executive Officer
Rock Point Community School

Harold G. Begay, Ph.D.
Superintendent

Adelbert Goldtooth, M.A.
Interim Human Resources

Crystal Yazzie, B.S.B.
Interim Business Manager

Tuba City Unified School District

"A CULTURE OF EXCELLENCE"

P.O. Box 67, Tuba City, Arizona 86045 ♦ Phone: (928) 283-1006 ♦ Website: www.tcusd.org

Dear Dr. Lockard

I have read the requirements for the proposed NPD grant and understand that, upon receipt of grant funds the Tuba City Unified School District would be responsible for:

Nominating two mentor teachers to participate in three parent workshops each year.

Providing release time for the mentor teachers to participate in the parent workshops (as appropriate and based on budgetary considerations of the district).

Providing the classroom space and technical assistance to the mentor teachers to support the workshops.

Allocating funds received under this agreement in accordance with Federal requirements as they apply to the grant.

Establishing the necessary inter-institutional agreement formalizing commitments if grant funds are awarded (as appropriate and reviewed /approved by the legal counsel for the school district.)

The Tuba City Unified School District supports the goal of this grant for Navajo students to receive an education and be role models and teachers in or near their own community. The district is committed to interviewing any qualified perspective teachers for positions for which they qualify. Consideration is given to the most qualified applicant who successfully completes the interview process.

The Tuba City Unified School District expects to work closely with Northern Arizona University to supervise and mentor grant participants following completion of their Master's degree in Education.

Sincerely,

(b)(6)

Harold G. Begay, Ph.D.

Ronald Begay
Board President

Mary Worker
Board Clerk

Evelyn Kiyaani
Board Member
PR/Award # T3652170071

Lee Tsinigine
Board Member

Marie B. Acothley
Board Member

Window Rock Unified School District No. 8

Superintendent of Schools

P.O. Box 559
Navajo route 12
Fort Defiance, Arizona 86504

Office: 928.729.6706
Fax: 928.729.6841
www.wrschool.net

March 1, 2017

Dr. Louise Lockard
Clinical Associate Professor BME
Northern Arizona University
P.O. Box 5774
Flagstaff, AZ 86011-5774

Dear Dr. Lockard,

I have reviewed the requirements for the proposed Dine Dual Language Teachers Professional Development Project and understand that upon receipt of grant funds, the Window Rock Unified School District would be responsible for:

- Nominating Masters' candidates to participate in the project.
- Providing release time for two Mentor Teachers to participate in Fall, Spring and Summer workshops.
- Allocating funds received under this agreement in accordance with Federal requirements as they apply to the grant.
- Establishing the necessary inter-institutional agreements formalizing commitments if grant funds are awarded.

The online course delivery mode which will allow teachers to stay and live in their communities is essential not only from the economic standpoint but to keep the students interactive with their families and communities. Because of our Navajo immersion program, there is a dire need for highly qualified Navajo bilingual teachers in the Window Rock Unified School District, and the College of Education at Northern Arizona University provides a teacher education program which supports and promotes the preservation of Navajo language and culture.

Sincerely,


Lynnette Michalski

Marcus Tulley
Board President

Carl Hillis
Board Clerk

Marty Bowman
Board Member

Brenda Wauneka
Board Member

Floyd Ashley
Board Member

Position Description of Key Personnel

Northern Arizona University encourages application for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender age or disability. Eight of the nine project consortium districts are located on the Navajo Reservation and serve student populations which are 99% AI/AN. Our previous NPD project served candidates who were 100% AI/AN.

Project Director (.5 AY) The Project Director will coordinate efforts of the University and the consortium sites, meet with Mentor Teachers three times a year, and meet with Mentor Teachers and students at each site once each semester. The Project Director will advise students and manage the project budget. The Project Director will work with the External Evaluator to support Project Faculty, to assess the goals of the project, and to adapt course syllabi to ensure that instructional conversations and reading logs are included in course syllabi and she will support the continuous improvement of the project. The project director will disseminate information about innovative outcomes of the project at state and national conferences.

Dr. Louise Lockard, Clinical Professor of Bilingual Multicultural Education, PhD U. of Arizona in Language Reading and Culture, served for 20 years as a teacher in Navajo Head Start, the Chinle, Pinon and Flagstaff Districts. She served as the Project Director of the Title III NPD Learn in Beauty Project from 1998-2003 and the Diné Dual Language Teachers Project from 2011-present.

Dr. Jon Reyhner (.10 FTE AY) Professor of Bilingual Multicultural Education, Ed. D Montana State U. will serve as the Co-Principal Investigator for the project. He will work with the Mentor Teachers and the project faculty to plan the family literacy workshops. He will design and maintain the project website. He is the editor of *Teaching Indigenous Students: Honoring Place, Community and Culture* (2014) and he serves as editor of the NABE News column "Issues in American Indian/ Alaskan Native Education."

Dr. Sara Abercrombie (.10 FTE AY) Assistant Professor at Northern Arizona University, Ph.D. University of New Mexico in Educational Psychology will serve as the internal evaluator for the project. She will work with the External Evaluator, the Project Coordinator, and the district assessment coordinators to gather data following the timeline of the management plan. Dr. Abercrombie specializes in learning in applied education settings. She has expertise using qualitative and quantitative methods to measure learning among learners from diverse cultural backgrounds in the context of teacher education and in collaborative parent/professional partnerships.

Program Coordinator (.5 FTE 12 months). A program coordinator will be hired in August, 2017. The program coordinator confers with staff, students and others to provide technical advice, problem solving assistance, answers to questions and program goals and policy interpretations, refers to appropriate department person when unable to respond, coordinates activities of program with interrelated activities of other programs departments or staff to ensure optimum efficiency and compliance with appropriate policies, procedures and specifications. The program coordinator prepares periodic reports, financial statements and records on program activities, progress status or other special reports. Knowledge, skills and abilities: Knowledge of issues pertaining to dual language programs. Knowledge of budgeting and accounting practices, Skill in organizing work of self and others, Ability to effectively communicate in Navajo and English, the ability to work effectively with people from a variety of culturally diverse

backgrounds. Minimum qualifications Bachelors degree in field appropriate to area of assignment and two years of classroom teaching experience.

External Evaluation Team West Ed

West Ed staff bring deep experience in developing and validating evidence-based, reliable and culturally-relevant measurement instruments aligned to the specific objectives and context of the project.

Dr. Sharon Nelson-Barber (Rappahonnack) Ed. D Harvard U, Senior Program Director of West Ed, guides the external evaluation. She combines expertise in qualitative research and culturally competent assessment and evaluation with years of experience providing equity assistance to schools, organizations and service agencies serving diverse communities. She is the co-author of a 2015 monograph from the Center on Standards and Assessment Implementation titled *The Common Core Initiative, Educational Outcomes and American Indian/ Alaska Native Students* (Nelson-Barber & Trumbull, 2015).

Dr. Linlin Li, Senior Research Associate at West ED, PhD University of North Carolina, Greensboro, is the senior methodologist/statistician for several IES studies including i3 Investing in Innovation projects. She applies modern statistical techniques in practical settings, including multilevel analysis, longitudinal modeling, and relevant application in evaluation and research.

Dr. Zanette Johnson has extensive experience as an evaluator, and brings intimate knowledge of indigenous teacher learning protocols and processes due to her past experience as Teacher Education Program Director and Clinical Supervisor at Halau Wanana Indigenous Teacher Education program in Hawai'i.

Project Faculty

The Project Faculty will revise and teach graduate level courses in Bilingual Multicultural Education online with two weekend in-person sessions or during Summer Sessions at NAU. The project faculty will work with the Mentor Teachers to plan the family literacy workshops.

Dr. Willard Sakiestewa Gilbert (Hopi), Ed.D. U. of New Mexico, Professor of Bilingual Multicultural Education, teaches BME 631 Methods in Structured English Immersion and the Graduate Seminar BME 698. He served as president of the National Indian Education Association from 2007-2008. He is the co-editor of *Learn in Beauty Indigenous Education for a New Century*.

Dr. Siri Tuttle, Associate Professor, Alaska Native Language Center and Linguistics Program University of Alaska Fairbanks provides field research and support of language revitalization efforts in the Ahtna and Lower Tanana language areas. She was Co-Principal Investigator of the Ford Foundation sponsored "International Partnership for Study and Teaching of Issues Related to Indigenous Cultures" She teaches BME 599 Introduction to Linguistics for Dine Dual Language Classrooms.

Jennie de Groat (Navajo), Principal Lecturer of Bilingual Multicultural Education She was the coordinator of a Navajo Language Immersion Camp for the Albuquerque Public Schools from 1997-2001. She serves on the faculty of the American Indian Language Development Institute at the University of Arizona. She is fluent and literate in Navajo. She teaches BME 531 Bilingual Methodology and BME 520 Literacy Biliteracy. These courses will be delivered in the Navajo language.

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN:

DATE: 03/16/2017

ORGANIZATION:

FILING REF.: The preceding
agreement was dated
02/07/2013

Northern Arizona University

P.O. Box 4069

Flagstaff, AZ 86011-4070

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

SECTION I: Facilities And Administrative Cost Rates

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

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2017	06/30/2021	52.00	On-Campus	Organized Research
PRED.	07/01/2017	06/30/2021	26.00	Off-Campus	Organized Research
PRED.	07/01/2017	06/30/2021	51.20	On-Campus	Instruction
PRED.	07/01/2017	06/30/2021	26.00	Off-Campus	Instruction
PRED.	07/01/2017	06/30/2021	30.90	On-Campus	Other Sponsored Activities
PRED.	07/01/2017	06/30/2021	26.00	Off-Campus	Other Sponsored Activities
PROV.	07/01/2021	Until Amended	Use same rates and conditions as those cited for fiscal year ending June 30, 2021.		

*BASE

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

ORGANIZATION: Northern Arizona University

AGREEMENT DATE: 3/16/2017

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

This organization charges the actual cost of each fringe benefit direct to Federal projects. However, it uses a fringe benefit rate which is applied to salaries and wages in budgeting fringe benefit costs under project proposals. The following fringe benefits are treated as direct costs:
FICA, WORKERS COMPENSATION, HEALTH/DENTAL INSURANCE, BASIC LIFE INSURANCE, UNEMPLOYMENT INSURANCE, LONG-TERM DISABILITY, PENSION PLAN, AND RETIREE ACCUMULATED SICK LEAVE.

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 AND APPLICATION

The off-campus rate is applicable to those projects conducted in facilities not owned or leased by the University. However, if the project is conducted in leased space and lease costs are directly charged to the project, then the off-campus rate must be used. A project is considered off-campus if more than 50% of its salaries and wages are incurred at an off-campus facility. If a project is determined to be off-campus, it shall be considered wholly off-campus. Separate on and off-campus rates will not be used for a single project.

DEFINITION OF EQUIPMENT

Equipment is defined as tangible non-expendable personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.

The four-year extension of the indirect cost rate was granted in accordance with 2 CFR 200.414(g).

NEXT PROPOSAL DUE DATE

A proposal based on actual costs for fiscal year ending 6/30/2020 will be due no later than 12/31/2021.

ORGANIZATION: Northern Arizona University

AGREEMENT DATE: 3/16/2017

SECTION III: GENERAL

A. LIMITATIONS:

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

B. ACCOUNTING CHANGES:

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

C. FIXED RATES:

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

D. USE BY OTHER FEDERAL AGENCIES:

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

E. OTHER:

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

BY THE INSTITUTION:

Northern Arizona University

(INSTITUTION)

(SIGNATURE)

(NAME)

(TITLE)

(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: c=US, o=U.S. Government, ou=HHS, ou=PSG,
ou=People, cn=Arif M. Karim -A,
0.9.2342.19200300.100.1.1=2000212695
Date: 2017.03.28 19:13:58 -0500

(SIGNATURE)

Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

3/16/2017

(DATE) 0159

HHS REPRESENTATIVE: Helen Fung

Telephone: (415) 437-7820

SECTION III: GENERAL

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.

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.

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.

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.

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 those programs.

Northern Arizona University

{ DATE:}

(415) 437-7820



DEPARTMENT OF HEALTH & HUMAN SERVICES

Program Support Center
Financial Management Portfolio
Cost Allocation Services

90 7th Street, Suite 4-600
San Francisco, CA 94103-6705
PHONE: (415) 437-7820
FAX: (415) 437-7823
EMAIL: CAS-SF@psc.hhs.gov

March 16, 2017

Wendy Swartz
Associate Vice President of Finance
and Administration/Comptroller
Northern Arizona University
P.O. Box 4069
Flagstaff, AZ 86011-4070

Dear Ms. Swartz:

A copy the facilities and administrative (F&A) cost rate agreement for the Northern Arizona University is being sent 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 in support of your claim for F&A costs on grants and contracts with the Federal Government.

The Office of Management and Budget (OMB) has requested that we reach an agreement with each major institution on the components of published F&A rates. The enclosed forms are provided for that purpose.

Please have the agreement signed by an authorized representative of your organization and return within ten business days of receipt. The signed agreement should be sent to me by email, while retaining the copy for your files. Only when the signed agreement is returned, will we then reproduce and distribute the agreement to the appropriate awarding organizations of the Federal Government for their use.

An F&A cost proposal, together with the supporting information, are required to substantiate your claim for indirect costs under grants and contracts awarded by the Federal Government. Therefore, your next proposal based on actual costs for the fiscal year ending 06/30/2020 is due in our office by 12/31/2020. Please submit your next proposal electronically via email to CAS-SF@psc.hhs.gov.

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: 2017.03.28 19:14:45 -05'00'

Enclosure

PLEASE SIGN AND RETURN THE NEGOTIATION AGREEMENT BY EMAIL

PR/Award # T365Z170071

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Budget Narrative File(s)

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Budget Narrative Dine Dual Language Teachers Project

1. Personnel

Project Director Dr. Louise Lockard (50% AY) (4.4 months) will coordinate efforts of the University and the consortium sites, meet with mentor teachers three times a year, and meet with Mentor Teachers and students at each site once each semester. The Project Director will advise students and manage the project budget. She will design and maintain the project website. The Project Director will work with the evaluation team to support project faculty, to assess the goals of the project, and to support the continuous improvement of the project. The project director will disseminate information about innovative outcomes of the project at state and national conferences.

Year 1 \$39,380 Year 2 \$40,561 Year 3 \$41,778 Year 4 \$43,032 Year 5 \$44,323

Co-Principal Investigator Dr. Jon Reyhner (10% AY) (.9 months) will serve as the Co-Principal Investigator for the project. He will work with the mentor teachers and the project faculty to plan the family literacy workshops as described in the timeline of the management plan. He will disseminate information about innovative outcomes of the project in peer-reviewed publications and in presentations at state and national conferences.

Year 1 \$10,214 Year 2 \$10,521 Year 3 \$10,836 Year 4 \$11,162 Year 5 \$11,496

Internal Evaluator Dr. Sarah Abercrombie (.10% AY) (.9 months) will work with the External Evaluator, the Project Coordinator, and the district evaluators to gather data as set following the timeline of the management plan. The internal evaluator has expertise using qualitative and quantitative methods to measure learning among learners from diverse cultural backgrounds in the context of teacher education and in collaborative parent/professional partnerships.

Year 1 \$6,151 Year 2 \$6,336 Year 3 \$6,526 Year 4 \$6,721 Year 5 \$6,923

Program Coordinator (50% AY) (12 months) The program coordinator confers with staff, students and others to provide technical advice, problem solving assistance, answers to questions and program goals and policy interpretations, refers to appropriate department person when unable to respond, coordinates activities of program with interrelated activities of other programs departments or staff to ensure optimum efficiency and compliance with appropriate policies, procedures and specifications. The program coordinator prepares periodic reports, financial statements and records on program activities, progress status or other special reports.

Knowledge, skills and abilities: Knowledge of issues pertaining to dual language programs. Knowledge of budgeting and accounting practices, Skill in organizing work of self and others, Ability to effectively communicate in Navajo and English, the ability to work effectively with people from a variety of culturally diverse backgrounds. Minimum qualifications Bachelors degree in field appropriate to area of assignment and two years of classroom teaching experience.

Year 1 \$27,500 Year 2 \$28,325 Year 3 \$29,175 Year 4 \$30,050 Year 5 \$30,951

3% salary increases are expected in years 2-5 for all personnel.

2. Fringe benefits (Employee Related Expenses)

NAU's fringe benefits rates are based on individual faculty and staff salaries, retirement, and election of benefits (employee only, employee plus one, or family election.) EREs are rounded estimates based on projected costs of health, dental, life, disability, FICA and Medicare, unemployment, and retirement relative to the individual salary or wage.

EREs are calculated at 32% for the Project Director, 17% for the co- PI, 47% for the Internal Evaluator and 85% for the Project Coordinator based on individual health and dependent selection of coverage.

Year 1 \$40,604 Year 2 \$41,822 Year 3 \$43,077 Year 4 \$44,369 Year 5 \$45,700

3. Travel

All travel costs are based on State of Arizona travel policies and guidelines, including per diem and lodging rates, and in-state mileage reimbursement. Travel costs are estimated using GSA and increased 3% yearly to cover estimated increases.

In-State travel for the project director, and the co-PI in years 1-5 to school sites on the reservation from Flagstaff. Travel is calculated based on NAU Fleet Service estimates to Chinle, Kayenta, Tuba City and Window Rock (\$68) and increased by 3% yearly to cover estimated increases. Estimated trips per destination are three times per year for the project director and three trips per year for the co-PI.

Year 1 \$1224 Year 2 1261 \$Year 3 1299 \$Year 4 \$1337 Year 5 \$1378

Out-of-State travel for the Project Director to the Annual OELA Summit Meeting. Travel for the Director and co-PI to national conferences (*TESOL, NABE, or AERA*) to disseminate information about the program model is included in years 1-5. Costs include airfare, registration, lodging, per diem and ground transportation.

Year 1 \$2,828 Year 2 \$2,897 Year 3 \$2,967 Year 4 \$3,040 Year 5 \$3,115

4. Equipment

No equipment is requested.

5. Supplies

Project-related office supplies and materials will be purchased for the project staff for project operations including: printer cartridges, software, and supply items related to supporting program activities. A computer and printer will be purchased for the program coordinator to be used for maintaining performance reports, budget and any other reports used to support the project.

Supplies will be purchased for the 24 Family Literacy Workshops each year. These supplies include professional books, classroom literature, poetry and nonfiction books, paper, markers, materials to make books and games, supplies for cultural lessons, ex: supplies to construct looms, wool, weaving tools.

Year 1 \$8,750 Year 2 \$8,750 Year 3 \$8,750 Year 4 \$8,750 Year 5 \$8,750

6. Contractual

Evaluation Team

West Ed: Dr. Sharon Nelson-Barber, Dr. Linlin Li, Dr. Zanette Johnson (15% of the total direct cost for each year)

The evaluation will have both formative and summative purposes. The formative evaluation will inform project staff about the events that are critical for successful implementation of the project. In an effort to identify and support practices implemented by English learner educators that effectively improve student learning outcomes, the project responds to the Department's competitive priority 1 that includes quasi-experimental evaluation processes that meet the WWC Standards with reservations. In addition, the program recognizes the distinct sociocultural circumstances of the Diné communities in which the program and evaluation will take place.

The project will meet with WestEd evaluation team in August 2016 to implement the evaluation plan and to schedule school visits each Fall and Spring to project sites. The project will meet with the evaluation team each July in Years 2-5 to review formative and summative assessment data. (See timeline for evaluation in the Management Plan)

Year 1 \$25,304 Year 2 \$25,955 Year 3 \$26,625 Year 4 \$27,315 Year 5 \$27,729

Mentor Teachers

Eight Mentor teachers will be nominated by the District Superintendent and selected on the basis of these criteria: (1) academic excellence evidenced by completion of a MEd in Bilingual education or curriculum and instruction with a GPA of at least 3.0; (2) holding a valid Arizona Standard teaching certificate with a Bilingual endorsement; (3) at least three years of classroom experience in a dual language setting; (4) proficiency in the Diné language as demonstrated by Navajo Tribal language certification; and (5) excellence in English communication skills as demonstrated by oral presentations, publications, and community service. The Project will meet with the mentor teachers in August 2017 to assign mentor teachers to project students to design the three annual parent workshops. The yearly cost per mentor teacher is \$1500.

Northern Arizona University is compliant with the new federal Uniformed Guidance, and follows the procedures for procurement under 34 CFR Part 74.40-74.48 and Part 80.36

Year 1 \$12,000 Year 2 \$12,000 Year 3 \$12,000 Year 4 \$12,000 Year 5 \$12,000

Cost 7. Construction

Not applicable.

8. Other

No other costs are involved in this project.

9. Total direct cost See itemized budget.

Year 1: \$173,956; Year 2: \$178,428; Year 3: \$183,033 Year 4: \$187,776; Year 5: \$190,615

10. Indirect costs are calculated at 8% of direct costs.

Northern Arizona University's approved Colleges and Universities Rate Agreement (February 7, 2013)(Cognizant Agency: Department of Health and Human Services charges On-Campus Instruction at 51.2%). The Modified Total Direct Costs (MTDC) base consists of all salaries and wages, fringe benefits; materials, supplies, services, travel and subgrants and subcontracts up to the first \$25,000 of each subgrant or subcontract. The base excludes equipment, capital expenditures, student tuition remission, rental costs of off-site facilities, scholarships and fellowships, as well as the portion of each subgrant or subcontract in excess of \$25,000. Per OSEP RFA requirements, indirect costs are calculated at a Restricted Indirect Cost Rate of 8% for training programs and complies with 34 CFR 76.564 (c) (2).

Year 1: \$13,916; Year 2: \$14,274; Year 3: \$14,643; Year 4: \$15,022; Year 5: \$15,249

11. Training Stipends

Tuition and fees: A 5% increase in tuition is applied in all years 1-5. Based on current graduate extended campus course tuition cost, in year 1 tuition is calculated as \$ 1,433.76 per class. In year 1, the grant will fund 4 courses for 15 students in cohort 1 for a total of \$86,025.60. In year 2 tuition is \$1476.77 per class and it will fund 5 courses for 15 students in cohort 1 and 4 courses for 15 students in cohort 2 for a total of \$199,364. In year 3 tuition is \$1521 per class and it will fund 2 courses for 15 students in cohort 1, 5 courses for 15 students in cohort 2, and 2 courses for 15 students in cohort 3 for a total of 205,345. In year 4 tuition is \$1566.71 per class and it will fund 2 courses for 15 students in cohort 2 and 5 courses for 15 students in cohort 3 for a total of \$164,504. In year 5 tuition is \$ per class and it will fund 4 courses for 15 students in cohort 3 for \$96,823.

Tuition support for each academic year is calculated at in-state extended campus rates. Tuition support is critical in recruiting qualified participants dedicated to teach in dual language programs in rural reservation schools.

Year 1 \$86,026 Year 2 \$199,364 Year 3 \$ 205,345 Year 4 \$ 164,504 Year 5 \$96,823

Textbooks: Textbooks will be purchased for the students in years 1-5; costs are estimates and calculated at \$135 per textbook in year 1 and an estimated increase of 5% is applied in years 2-5. In year 1, the grant will purchase 4 textbooks for 15 students in cohort 1 for a total of \$8,100. In year 2, it will purchase 75 textbooks for 15 students in cohort 1 and 60 textbooks for 15 students in cohort 2 for a total of \$21,263. In year 3 it will purchase 30 books for 15 students in cohort 1, 75 textbooks for 15 students in cohort 2, and 60 textbooks for 15 students in cohort 3 for a total of \$15,628. In Year 4, it will purchase 30 textbooks for 15 students in cohort 2, 75 textbooks for 15 students in cohort 3 for a total of \$16,409. In year 5 it will purchase 30 textbooks for 15 students in cohort 3 for a total of \$ 9377.

Year 1 \$8,100 Year 2 \$21,263 Year 3 15,628 Year 4 11,721 Year 5 9377

Summer In-person course conference housing: A 5% increase is applied in years 2-4. In year 1 it will fund conference housing for 15 students at a cost of \$10,080. In year 2 it will fund housing for 30 students for \$21,168. In year 3 it will fund 30 students for \$ 22,226. In year 4 it will fund 15 students for \$11,668.86.

Year 1 \$10,080 Year 2 \$ 21,168 Year 3 \$22,226 Year 4 \$11,669 Year 5 \$ 0

In-State Student Travel: In years 1-5 the grant will fund housing for weekend blended courses (at GSA travel rates). A 3% increase is applied in years 2-5

Year 1 \$12,150 Year 2 \$20,850 Year 3 \$30,030 Year 4 \$22,050 Year 5 \$16,912

Out-of-State Student Travel: Out-of-state travel for 3 participants per year is included in years 1-5 to attend the TESOL or NABE conference to disseminate information about the program model. Costs include airfare, registration, lodging, daily per diem of \$61 for 4 days, and ground transportation to/from airport, and hotel for attendees. These are estimates based on the GSA travel rates.

Year 1 \$ 2828 Year 2 \$2897 Year 3 \$2967 Year 4 \$3040 Year 5 \$3115

12. Total Costs

Total Direct costs: Years 1-5 \$913,807.61; *Total Indirect costs:* \$73,104.61; *Total Training Stipends:* \$100,132.54

Total costs per year: Year 1: \$307,055.89; Year 2: \$458,244.03; Year 3: \$473,872.12; Year 4: \$415,781.93; Year 5: \$332,090.78

Grand total cost for entire project: \$1,987,044.75