TITLE II -
2013-2014 COMPETITIVE GRANT PROPOSAL COVER PAGE

Title of Proposed Program: Indian Education for All Professional Development

Name of Institution: Montana State University

Project Director: Dr. Jioanna Carjuzaa

Director's Title and Address: Associate Professor and Facilitator of Indian Education for All Professional Development

Director's Telephone: 406-994-4941

Director's Fax: N/A

Director's E-mail: carjuzaa@montana.edu

Partners: Montana State University Department of Education, Native American Studies (NAS), Extended University and high need school districts across Montana including but not limited to Gear Up schools, schools on or near reservations, schools with high concentrations of Indian students, and schools with high poverty.

Annual Budget Request $85,907.00

Proposal Abstract
(250 words or fewer)

In order to support stated initiatives to improve learning outcomes for students through the professional development of their teachers, and address the constitutional mandate requiring educators to integrate American Indian content in all instruction across the curriculum at all levels, funding is requested to provide training in culturally responsive pedagogy using Indian Education for All (IEFA) as a model for 30 in-service K-12 teachers and school administrators across Montana. The training will be provided through online course delivery at Montana State University. Participants will be enrolled in NASX 591 IEFA: A Model for Culturally Responsive Pedagogy in Practice, an established 3-credit graduate level course which explores the goals of IEFA within a multicultural education framework and focuses on practical applications for teachers. The course is offered through the MSU Extended University in collaboration with the Department of Education and Native American Studies. Participants will be representing targeted high-need school districts, many of which are on or near reservations and/or have high concentrations of American Indian students, and/or poverty and that have been designated as deficient in providing some aspects of the educational requirements. In addition to completing the course, the participants will attend an in-person IEFA workshop. Participants will be asked to evaluate the NASX course on the basis of implementation into their classrooms and the effectiveness of the experience in order to determine if NASX 591 should be delivered on a state-wide basis or form the framework for learning requirements for all K-12 teachers and faculty in higher education.

ASSURANCE OF USE OF FUNDS

Assurance that funds made available under TITLE II – IMPROVING TEACHER QUALITY to supplement and not supplant non-federal funds in accordance with Section 8. The persons submitting this proposal agree to use funds received from this proposal only to supplement and not supplant non-federal funds, in accordance with Section 8.41.

[Signature of Project Director]  November 27, 2013
(Date)
PROPOSAL PROJECTIONS AND PROGRAM REPORT: TEACHERS

Please complete first column in proposal; then complete other columns in year-end report.

<table>
<thead>
<tr>
<th>Provide the number of participants in the program by each of the following categories:</th>
<th>Number Projected in Proposal</th>
<th>Actual Number of Participants</th>
<th>Sub-category</th>
<th>Sub-category</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of K-12 districts served:</td>
<td>18-25</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of high-need districts served:</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of schools served:</td>
<td>25</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of K-12 teachers served by school level:</td>
<td>27</td>
<td>Out of field or uncertified:</td>
<td>Without major in subject taught</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Elementary</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Middle school</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 High school</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of administrators served:</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Elementary</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Middle school</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 High school</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Paraprofessionals</td>
<td>0</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Total Number of K-12 Staff</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of pre-service teacher candidates served:</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of higher ed faculty involved:</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (such as adjuncts):</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Total from Higher Ed:</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intensity of Professional Development</th>
<th>Projected in Proposal</th>
<th>Actual Number</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Hours</td>
<td>110</td>
<td>45 hours of class time in each of two sections of NASX 591; 20 hours at IEFA face-to-face workshop</td>
<td></td>
</tr>
<tr>
<td>Total Number of Events</td>
<td>3</td>
<td>Two sections of the NASX 591 course and an IEFA face-to-face workshop</td>
<td></td>
</tr>
<tr>
<td>Average Number of Participants Per Event</td>
<td>35</td>
<td>30 participants, the instructor, and guest presenters</td>
<td></td>
</tr>
</tbody>
</table>
PROPOSAL BASELINE DATA AND PROGRAM REPORT: STUDENTS

Use a table such as the following to indicate how many low-achieving students you will (and do) serve. The measures in the table are sample suggestions. Use one or more of these measures.

<table>
<thead>
<tr>
<th>Provide the number of students for one or more categories that your project will track:</th>
<th>Baseline</th>
<th>After Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students taught by participating teachers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students scoring below proficient in math on the Criterion Reference Test (CRT) in the targeted schools.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students scoring below proficient in science on the Criterion Reference Test (CRT) in the targeted schools.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students scoring below proficient in reading on the Criterion Reference Test (CRT) in the targeted schools. Number of American Indian students who dropped out.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The number of American Indian students whose scores have improved in all CRT test scores (math, science and reading).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of American Indian students served.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Use at least one indicator such as the following to track improved achievement during the project period.

<table>
<thead>
<tr>
<th>Provide averages (at targeted grade level or in targeted subject) for one or more categories such as:</th>
<th>Baseline</th>
<th>After Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>The number of IEFA workshop participants who cited the NASX 591 course as helpful and directly applicable to their classroom.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The number of IEFA workshop participants who stated that they would be directly changing or adding something in their classroom because of the NASX 591 course experience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The number of IEFA workshop participants who believed that IEFA content and pedagogy would make them more effective in their respective classrooms.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The number of IEFA participants who stated that they would be sharing the course information from NASX 591 with colleagues who were unable to participate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The number of IEFA workshop participants who would not have been able to enroll in the NASX 591 course if it had not been funded through Title II.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The number of IEFA workshop participants who attended the year-end face-to-face IEFA workshop.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1) Narrative
   a) Need/Goals (Describe how program increases number of highly-qualified teachers and improves student learning.)

Across Montana, schools and communities are working hard to ensure that students receive the best education possible and graduate high school ready for college and career. Still, not all of our k-12 students are successful in our schools. Indian Education for All (IEFA), an unprecedented educational reform effort 40+ years in the making, provides us with a framework to help all students reach their social and academic potentials. IEFA is supported in both the Montana state constitution and law. It focuses on the importance of teaching all students about the Indigenous populations of the state, the value of understanding multicultural education and different learning styles, and on improving access for all students of Montana to higher education.

The 2010 Census reported the percentage of American Indians in Montana at 6.5% (OPI, 2013). This percentage is much larger than the national average of only 1.2%. In comparison to other states, then, Montana’s American Indian population is sizable and, in fact, growing. For the 2012-2013 academic year, the Office of Public Instruction (OPI) reported the American Indian k-12 student population in Montana to have increased to 13.5% (OPI, 2013), more than 10 times the national average for American Indian students in k-12 classrooms.

In Montana, the American Indian population is younger than the general population and the achievement gap is wide. IEFA hopes to lessen this gap by preparing teachers who can deal with cultural differences in learning and who are more able to present accurate information about the histories and cultures of the Indigenous peoples of Montana in addition to covering contemporary issues and the contributions of Montana’s first inhabitants to core curricular areas. Providing opportunities for professional development for educators in Montana to examine their biases, address educational inequities and dismantle social injustice by embracing culturally responsive pedagogy benefits k-12 students.

The goal of this proposed project is to increase the number of adequately trained educators related to IEFA in both content and pedagogy. The project will deliver an on-line course for 30 in-service k-12 teachers and administrators from high need school districts between the Spring 2014 and Summer 2015 academic year. The course, NASX 591—Indian Education for All: A Model for Culturally Responsive Pedagogy in Practice (NASX 591), is specifically designed for educators in the k-12 system who can immediately take course material and apply it in their own classrooms. This grant, when awarded, will fund 30 teachers and administrators who, after completion of the course, will attend a face-to-face IEFA two day workshop and assist in the evaluation of the course as it applies to teaching and learning in the classroom in hopes of developing a larger scale, state-wide opportunity for even more educators.

Montana educators have legal, instructional, and ethical obligations to teach all Montanans, Indians and non-Indians alike, about the unique histories and cultures of the state’s first inhabitants. Statewide collaborations between Indians and non-Indians help educators fulfill that obligation. Taking this course will help educators to identify and locate authentic, appropriate resources and materials, establish relationships with tribal leaders and community members, and identify further opportunities for professional development.

When educators learn strategies to implement IEFA in their classrooms, they tell us that, in return, students have benefitted from this inclusive, multicultural education approach. Educators who take on the difficult work of self-examination, critical analysis, and deep reflection transmit this empowerment to their students. With the implementation of IEFA, American Indian students see themselves reflected in the curriculum, and all students, Indian and non-Indian students alike, have their cultural heritages valued and their life experiences validated on their educational journeys. In addition, our students are learning a comprehensive Montana history, appreciating American Indian perspectives and recognizing their contributions to core curricular areas, past and present. By
providing this professional development opportunity to educators, it is hoped that they will embrace what IEFA offers, so that all students learn to see the strength in diversity and are prepared to take stands against social injustice. (Carjuzaa, 2012).

Last year’s Title II: Improving Teacher Quality Indian Education for All Professional Development pilot project recruited and provided training in the benefits of culturally responsive pedagogy in general and the specifics on how to integrate IEFA across the curriculum in a culturally responsive manner. We propose to replicate these efforts.

b) Partnership (see review criteria)
   i) Collaboration among higher education partners to provide professional development
   ii) Description of LEA need (percent of teachers not highly qualified, etc.) and their support for project
   iii) Coordination with Office of Public Instruction programs and priorities

The project will be delivered through a collaboration between Montana State University’s Department of Education in the College of Education Health and Human Development, the Native American Studies Department in the College of Arts & Science, Extended University and high need public school districts across Montana. School districts that meet the requirement of at least 20% of the children served coming from families with incomes falling below the poverty line and not being fully-qualified in implementing IEFA will be targeted. The Office of Public Instruction (OPI) will be instrumental in helping with the selection of appropriate school districts and identifying participants. Teachers and administrators will be recruited from these schools with hopes of having representation from 18-25 different school districts (the 30 participants in last year’s Title II: Improving teacher Quality grant were from 19 different school districts, including 8 Gear Up Schools). Gear Up schools in the following areas: Arlee, Box Elder, Browning, Eureka/Lincoln County, Hardin, Harlem, Heart Butte, Lame Deer, Libby, Lincoln, Lodge Grass, Pryor/Plenty Coups, Rocky Boy, St. Ignatius, St. Regis, Thompson Falls, Troy, Wolf Point, schools in rural areas, and schools on or near reservations with large concentrations of American Indian students and high poverty rates will be targeted.

c) Program Content (see review criteria)
   i) Method for recruiting, training, and/or retaining highly-qualified teachers and administrators
   ii) Basis in scientific research
   iii) Alignment with standards, academic achievement, and assessments
   iv) Classroom focus, intensity, and provision of follow up activities
   v) Estimated timeline for activities

During the 2012-2013 academic year, through the Title II Improving Teacher Quality grant, we were able to offer 30 scholarships for k-12 in-service teachers across Montana and provide high quality IEFA professional development. For this Title II grant project we would like to replicate the 2012-2013 pilot project and expand the participant pool to include school administrators. The core of the project is the delivery of an on-line course for 30 in-service teachers and administrators from high need school districts to be spread out across two sections of the course offered during two separate semesters sometime between the Spring 2014 and Spring 2015 semesters. If the grant award is announced on or before December 15, 2013, every attempt will be made to advertise and collect applications for review and select participants to enroll in the course being offered during the Spring 2014 semester. We have already had requests from interested teachers to complete applications (they heard about the course from former participants).

Dr. Jioanna Carjuzaa, who has 20+ years of experience as a multicultural educator and is a leading scholar in the implementation of IEFA, has designed and will serve as the instructor for
NASX 591. She has conducted numerous research projects on effective implementation and published extensively. She has a wealth of experience providing professional development opportunities for pre-service and in-service teachers, principals and superintendents who serve as instructional leaders, faculty and staff in higher education, and undergraduate and graduate students in all disciplines to explore culturally responsive pedagogy and implement IEFA. In her courses and her professional development workshops, she models innovative and creative instructional approaches which enable educators to integrate the Seven Essential Understandings into their respective content areas and align their lesson and unit plans with the Common Core Standards. She collaborates with OPI on numerous research projects and is very familiar with their comprehensive curricular materials/resources. In addition, she has co-presented at many professional development conferences/meetings/workshops with OPI Indian Education curriculum and implementation specialists. Through her vast network connections, Dr. Carjuzaa will distribute information to recruit participants for the NASX 591 course.

NASX 591 Indian Education for All: A Model for Culturally Responsive Pedagogy in Practice is designed to be an in-depth analysis of the theory and practice of cultural diversity in educational contexts. It examines the historical, political, and cultural forces that foster systematic disparities based on ascribed characteristics, and critically examines strategies for addressing such disparities. It highlights Montana’s constitutional commitment to the cultural heritages of American Indians which exemplifies the practical application of multicultural education. In this course, we explore the goals and evolution of Indian Education for All (IEFA) within a multicultural education framework, and discuss how educators are best prepared to implement this transformative educational policy using the Seven Essential Understandings as a framework. The cultural knowledge, prior experiences, and performance styles of diverse students and how to make learning more appropriate, effective and meaningful for them is explored. An examination of best practices in culturally responsive pedagogy and practice and a review of how those practices facilitate and support student achievement is conducted. Since the course is designed to inform teacher practice, course material will include teacher and student narratives and focus on teaching for social justice as a way to provide equity in education for all students. It is designed to help educators become culturally competent reflective practitioners by focusing on specific knowledge, skills, and dispositions related to multicultural education. Since everyone has had an apprenticeship in our schools, topics highlight culturally relevant pedagogy, equity pedagogy, and culturally responsive teaching, yet the content is relevant to practitioners in a variety of fields. Recent statewide initiatives to implement IEFA and meet Common Core Standards along with techniques for critically evaluating resources and materials will be explored. We will practice the skills of critical analysis as we read, discuss and reflect on readings during the seminar. In doing so, participants will ask themselves what their feelings about teaching culturally diverse students or working with individuals who are different from them are. (3 graduate credits; pre-requisite: Bachelor’s degree)

Just as ever-expanding ripples are created across water when a pebble is tossed into a pond, the same ripple effect results when educators are provided with IEFA professional development opportunities that transform their pedagogy. Educators’ heightened cultural awareness impacts students’ actions. With the implementation of IEFA, Indian and non-Indian students alike have become empowered; they have increased their knowledge about Montana’s first inhabitants and honed their change-agent skills. In addition to enriching the curriculum by infusing the cultures and histories of Montana American Indians across the curriculum, IEFA has heightened educators’ cultural sensitivity and allowed them to relate better to their students and create welcoming classroom environments where all students can thrive. This ongoing, trickle-down transformation has been essential to increasing cultural sensitivity and honoring multiple perspectives in Montana schools (Carjuzaa, 2012).
Currently, the course is scheduled to be offered during the Spring 2014 semester on the following dates, January 20th - April 19th. Another section of NASX 591 will be scheduled for either the Summer or Fall 2014, or Spring 2015 semesters to accommodate a total of 30 teachers and administrators. If it is not possible to enroll enough teachers and administrators in NASX 591 to offer it this spring, then in conjunction with NAS and Extended University, Dr. Carjuzaa will determine the best time to offer the course to accommodate the teachers and administrators. Last year, the course was offered during the Fall 2012 and Spring 2013 semesters. During the fall semester, there were several MSU NAS graduate students, and graduate students from around the world who were enrolled in the course in addition to eight k-12 teachers from Montana received scholarships to take the NASX 591 course and participate in the Title II grant. During the Spring 2013 semester, a section of NASX 591 course opened only to Title II scholarship participants was offered. Twenty-two k-12 teachers from Montana were enrolled in that course. We will determine if it is possible to offer a course for Title II scholarship recipients exclusively again this year.

During the summer 2013 semester, all 30 participants were invited to participate in a two-and-a-half day face-to-face workshop in Bozeman. Dr. Carjuzaa presented, as did Brandi Foster, Director of American Indian/Minority Student Achievement at the Office of the Commissioner of Higher Education (OCHE) and three Indian education specialists, Ed Schupman, Educator from the National Museum of the American Indian, Michael Munson, Gear Up Intern and ILEAD doctoral student, and Jennifer Stadum, Indian Education Implementation Specialist at OPI were invited to present. In addition, the participants were asked to share specific projects and participate by presenting. A compilation of the teachers ‘best practices’ was created and distributed. Ms. Foster conducted intensive in-person interviews while the teachers were in attendance at the conference and planned for follow-up data collection opportunities. We would plan to offer a comparable high-quality, intensive face-to-face IEFA workshop during the Summer 2015 semester for the 30 participants in this grant and create a deliverable to be shared among the participants and hopefully made available through the OPI Indian Education web site.

As mentioned earlier, during the Spring 2014 and Spring 2015 semesters, the online graduate course to be offered is NASX 591. The cost to register for the course is determined by the Montana State Extended University in Bozeman, Montana. Tuition is currently $865.20, fees (including registration, program and computer fees) are $75.55 per participant, and the required books are approximately $130.00 through amazon.com. In addition, a $500 stipend will be given to each of the 30 participants who attend the face-to-face IEFA workshop and complete the requested course evaluation. Additional marketing for the class to ensure that the targeted school districts are represented will include phone calls, distribution of flyers and application materials to the schools and direct mailings to teachers.

All 30 participants and personnel from the Department of Education, Native American Studies, and Extended University will attend a ‘session’ with the evaluator, Dr. Kristin Ruppel, during the face-to-face IEFA workshop on evaluating the course on its content, delivery and applicability to the classroom. Participants will be led in discussions to identify the strengths of the course in order to provide a rationale for the adoption of this course for the Montana University System for teacher education and faculty and staff professional development. Funding is requested to cover the travel of 30 participants, averaging a 500 mile round-trip to Bozeman at the state reimbursement rate of .55 per mile. Lodging for two nights, scheduled group dinners, lunches, and snacks for breaks (breakfasts will be included in the hotel costs) and a meal per diem for meals during travel to and from the workshop are also requested. Materials that will be disseminated at the year-end face-to-face IEFA workshop will include resources to strengthen
classroom implementation and lesson plans for appropriate grades. Participants will also receive resources/materials for their specific content/grade level.

d) Capacity to Achieve Goals and Sustain Program (see review criteria)
   i) Description of personnel and materials, amount of contact time, etc.
   ii) Plan for dissemination (website, newsletter, conference presentations) to wider audience
   iii) Plan for continuation of implementation and/or instructional strategies, including additional sources of funding, after expiration of funds.

Dr. Jioanna Carjzuzaa will serve as the instructor for the course. She is an Associate Professor in the Department of Education and the facilitator of Indian Education for All professional development at MSU. She holds a Ph.D. in Multicultural, Social and Bilingual Foundations of Education from the University of Colorado-Boulder. At Montana State University she teaches multiple sections of Multicultural Education in addition to offering graduate courses in Social Justice in Education, American Indian Studies for Teachers, Teaching EFL/ESL: Second Language Acquisition Theory Language Teaching Methodologies, Indigenous Research Methodologies, and Culturally Responsive Pedagogy in Practice. She also teaches courses in native American Studies. Dr. Carjzuzaa is grateful to serve as the co-advisor to American Indian Council and has team taught Indigenous Leadership and Powwow Fundraising with Jim Burns numerous times. In November 2013, she received the prestigious G. Pritchly Smith Multicultural Educator of the Year Award from the National Association for Multicultural Education.

Dr. Carjzuzaa is the designer, site manager, and instructor for the NASX 591 course described here which is offered through Native American Studies in the College of Arts & Science. She collaborates with Native American Studies and Extended University to offer this course. Extended University will provide administrative support to the project. Dr. Carjzuzaa offered two sections of NASX 591 during the 2012-2013 academic year and was nominated for the MSU Excellence in Online Teaching Award. NASX 591 is a three credit graduate course that will continue to be offered as a core course in the NAS Graduate On-line Certificate Program. In order to offer scholarships for in-service teachers to enroll in the course and have their books paid for, their fees waived, and their tuition covered, alternative funding sources through Gear Up and OPI will be explored in the future.

Dr. Carjzuzaa will serve as the Principal Investigator on this Title II: Improving Teacher Quality grant project. Dr. Carjzuzaa will maintain primary responsibility for the grant, including organizing the course, collaborating on the development of the course evaluation, organizing and hosting the year-end face-to-face IEFA workshop and assessment session, and final reporting. Dr. Carjzuzaa will be paid administration time estimated at 100 hours plus 20% benefits.

Administrative support will be provided through the Extended University to assist in the marketing of the online course, registration and enrollment of the 30 participants, reimbursement for the purchase of the textbooks for the course, logistics of the assessment conference, and other tasks that relate directly to the administration of this grant. It is estimated that 120 hours of administrative support will be necessary, with a compensation rate of $15.00 per hour plus 34% benefits.

A mailing list of potential participants will be compiled. Former Title II participants who enrolled in NASX 591, attendees from my former 15 IEFA professional development workshops at MSU, and subscribers to OPI’s IEFA Ledger Newsletter will all receive marketing materials.
on the course. The advertisement for the course will also be posted on OPI's Indian Education web site, distributed through Extended University’s extensive mailing list, and flyers will be distributed at conferences on Indian Education including the National Indian Education Association’s convention (NIEA), the National Association of Multicultural Education’s listserv (NAME), the Education in Indian Country conference, etc.

e) Evaluation Plan (see review criteria)
   i) Measurable objectives with timeline
   ii) Method of collecting baseline, ongoing, and summative data collection
   iii) Use of pre/post tests, classroom performance data, large-scale assessments, etc.

Evaluation of the course and its impact on classroom practices will be developed, administered and analyzed by Dr. Kristen Ruppel. Dr. Ruppel is an Associate Professor of Native American Studies in the College of Letters and Science at Montana State University. She holds a Ph.D. in Anthropology from Columbia University. She is the coordinator of the on-line graduate certificate in Native American Studies at MSU. Course evaluation will be an in-depth review of the application of the courses to the learning environment. Questions focusing on the following issues will be included in the data collection: the number of IEFA workshop participants who cited the NASX 591 course as helpful and directly applicable to their classroom, the number of IEFA workshop participants who stated that they would be directly changing or adding something in their classroom because of the NASX 591 course, the number of IEFA workshop participants who believed that IEFA content and pedagogy would make them more effective in their respective classrooms, the number of IEFA participants who stated that they would be sharing the course information from NASX 591 with colleagues who were unable to participate, and the number of IEFA workshop participants who would not have been able to enroll in the NASX 591 course if it had not been funded through Title II.

Dr. Ruppel will be paid for developing, administering and analyzing the evaluation tool. Dr. Elizabeth Bird, grants writer in the College of Education Health and Human Development, will provide guidance to Dr. Ruppel. Time is estimated at 50 hours for both Dr. Ruppel and Dr. Bird with a 20% benefits rate for each.

f) Budget Form with narrative describing each line item and sign-off from budget office or Grants Officer of institution(s) submitting proposal.

For this Title II Improving Teacher Quality Grant, Indian Education for All Professional Development, the budget includes a cost breakdown for the following partners: Costs for the School of Education, Costs for the Native American Studies department in the College of Arts & Science, Costs for the School Districts participants will represent (18-25 estimated), and Costs for Extended University. The budget was reviewed and approved by Director Sandra Sward, the Institutional Grants Officer in the Office of Sponsored Programs at MSU. The costs associated with each partner are explained here.

Costs for School of Education
Under personnel services, salaries for the PI, a consultant, a teaching assistant, and three higher education faculty to present at the IEFA face-to-face workshop during the Summer 2015 semester are listed.
1. Salaries – summer salaries do not affect FTE
Dr. Carjuzaa, PI to administer the program, recruit and select participants, teach the online NASX 591 courses, and coordinate, plan and facilitate the year-end IEFA face-to-face workshop

Consultant, to provide guidance/input on grant evaluation

Teaching Assistant—a student will be hired to help set up and manage the grade book in Desire to Learn, field technology questions and provide support for participants enrolled in the online courses, NASX 591

Three presenters will be hired to present at the year-end face-to-face IEFA workshop. Potential presenters include: Ed Schupman, Educator at the National Museum of the American Indian, Michael Munson, Gear Up Intern and Designer of OPI Curricular Materials such as the Sweetgrass Basket and Jennifer Stadum or Mike Jetty, Indian Education Specialists at the Office of Public Instruction. A $500 honorarium per presenter will be offered.

3. Benefits are calculated as follows – PI at 20%, consultant 20%, and student 10%

4. Employee Travel is estimated to cover air fare/ground transportation for one out-of-state educator to present at the year-end face-to-face IEFA workshop, and cover mileage at .55 to cover two in-state presenters.

10. Other – these funds will cover hotel charges and per diems for the 3 presenters invited to present at the year-end face-to-face IEFA workshop.

Costs for the College of Arts and Sciences – Native American Studies

1. Salary—summer salaries do not affect FTE

   Dr. Kristin Ruppel will serve as the evaluator for the grant

3. Benefits are calculated as follows – evaluator at 20%

6. Stipends – teachers are expected to come to Bozeman to participate in the year-end face-to-face IEFA workshop. Each participant will receive a $500 stipend after they participate in the conference and provide feedback to the evaluator. NAS will pay these stipends ($500/participant x 30 = $15,000).

8. Communications – the NASX 591 instructor will provide detailed written feedback throughout the semester on hardcopy and send all materials to participants throughout the course via snail-mail. The cost of postage/supplies/scans/copies/faxes is estimated at $500.

Costs for Partner School Districts

3. Materials and Supplies – It is estimated that we will spend $300/participant ($300/participant x30 = $9,000). The estimated cost for the three books for the course is $130/participant. The three books for the on-line course are:


In addition to covering the cost of the books for the course, we intend to purchase
discipline/grade specific IEFA appropriate/authentic resources and materials for each participant
to use in their respective classrooms/schools with their students. We estimate spending $150-
$165 for these additional materials/resources. It is also estimated that we will spend between $5-
$10/participant for materials for the year-end face-to-face IEFA.

5. Non-employee travel-
Participants will need to travel to Bozeman for the year-end face-to-face IEFA workshop and
their mileage will be reimbursed at .55 per mile. Participants will also be reimbursed for 1 day
per diem each, as well as 2 nights hotel reservations.

6. Room rental – the year-end face-to-face IEFA workshop will be planned for the C’MON Inn
in Bozeman. $250 will cover the cost of renting a meeting space for the workshop.

7. Catering – The plan is to have participants travel on the first day of the year-end face-to-face
IEFA workshop and then meet for dinner the first evening of the workshop. Breakfast, lunch and
dinner the second day and breakfast and lunch the third day will be covered for all participants at
the year-end face-to-face IEFA workshop. Meals will also be provided for the presenters,
evaluator, PI and others attending the workshop from OPI, OCHE, the MSU Department of
Education, NAS and Extended University.

D. Costs for Additional Partners – Extended University
1. Contracts – Janine Hansen – the Director of Extended University will create marketing
materials and advertise the NASX 591 course, help with registering selected participants for the
course, field their questions, reimburse the participants for the purchases of their books for the
course, help with reservations/arrangements for the year-end face-to-face IEFA workshop,
reimburse mileage/per diems for travel, and provide additional administrative support.

6. Tuition will be covered for the NASX 591 course by the grant. Extended University will
arrange to have the participants registration waived and arrange for each participant to receive 3
graduate credits upon successful completion of the course. The tuition cost of
$865.20/participant totals $25,956 for 30 participants.

References

**A) Costs for School of Education**

<table>
<thead>
<tr>
<th>Personnel Services</th>
<th>Cost Basis (salary, wage, item cost)</th>
<th>Formula (x FTE or # of hours = amount)</th>
<th>Budgeted Amount</th>
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</thead>
<tbody>
<tr>
<td>1 Salaries: JoAnna Caruzaa, PI</td>
<td>4,200</td>
<td>6 FTE</td>
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</tr>
<tr>
<td>Consultant:</td>
<td>750</td>
<td>N/A – professional apt.</td>
<td>$750</td>
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<tr>
<td>Teaching Asst.</td>
<td>1,000</td>
<td>N/A – student</td>
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<tr>
<td>Three Higher Ed faculty to Present at conference 500.00 each</td>
<td>1,500</td>
<td>N/A – faculty not identified</td>
<td>$1,500</td>
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<tr>
<td>2 Hourly Wages</td>
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</tr>
<tr>
<td>3 Employee Benefits</td>
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<tr>
<td>4 Total Personnel Services</td>
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</table>

**Operating Expenses**

<table>
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<tr>
<th></th>
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<th>Formula (x FTE or # of hours = amount)</th>
<th>Budgeted Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Contracted/Prof Services</td>
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</tr>
<tr>
<td>6 Stipends</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>7 Materials and Supplies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Communications</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 Employee Travel</td>
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<td></td>
<td>2,000</td>
</tr>
<tr>
<td>10 Other (Specify)</td>
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<tr>
<td>11 Total Operating Expenses</td>
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<tr>
<td>12 Total Direct Costs (Lines 4+11)</td>
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<tr>
<td>13 Indirect Costs (&lt;8%)</td>
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<tr>
<td>14 Total for Education</td>
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**B) Costs for College of Arts and Sciences**

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<tbody>
<tr>
<td>Salaries (Names: Kristin Rupple</td>
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<tr>
<td>3 Employee Benefits</td>
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<tr>
<td>4 Total Personnel Services</td>
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**Operating Expenses**

<table>
<thead>
<tr>
<th></th>
<th>Cost Basis (salary, wage, item cost)</th>
<th>Formula (x FTE or # of hours = amount)</th>
<th>Budgeted Amount</th>
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<tbody>
<tr>
<td>5 Contracted/Prof Services</td>
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<tr>
<td>6 Stipends</td>
<td>15,000</td>
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<td>15,000</td>
</tr>
<tr>
<td>7 Materials and Supplies</td>
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<td></td>
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</tr>
<tr>
<td>8 Communications</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>9 Employee Travel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Other (Specify)</td>
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<tr>
<td>11 Total Operating Expenses</td>
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<td></td>
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<tr>
<td>12 Total Direct Costs (Lines 4+11)</td>
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<tr>
<td>13 Indirect Costs (&lt;8%) (less stipends)</td>
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<td>14 Total for Arts and Sciences/Extended Univ.</td>
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### C) Costs for Partner School District(s)

<table>
<thead>
<tr>
<th>Participant Costs</th>
<th>Cost Basis (salary, wage, item cost)</th>
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<th>Budgeted Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contracts (Names:</td>
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<td>x FTE or # of hours = amount</td>
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<tr>
<td>1 Stipends/Substitutes</td>
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<td>2 Materials and Supplies</td>
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<tr>
<td>3 Communications</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>4 Non Employee Travel</td>
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<td>250</td>
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<tr>
<td>5 College Credits/Tuition</td>
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<tr>
<td>6 Other (Specify) – Room Rental</td>
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</tr>
<tr>
<td>7 Catering for conferences</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>8 Total Budget for Partner Schools</td>
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<td></td>
<td>27,050</td>
</tr>
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</table>

### D) Costs for Additional Partner(s) – Extended University

<table>
<thead>
<tr>
<th>Participant Costs</th>
<th>Cost Basis (salary, wage, item cost)</th>
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<th>Budgeted Amount</th>
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<tbody>
<tr>
<td>1 Contracts (Names: EU Salary)</td>
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<td>4 Operating Expenses</td>
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</tr>
<tr>
<td>5 Stipends/Substitutes</td>
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</tr>
<tr>
<td>6 Materials and Supplies</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>7 Communications</td>
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<tr>
<td>11 Total Operating Expenses</td>
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<td>12 Total Costs</td>
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<td>13 Indirect Costs (8%) (less tuition)</td>
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<tr>
<td>14 Total Budget for Extended University</td>
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A) Total for Education (not to exceed 50%) Line A14 11,383
B) Total for Arts and Sciences/ (not to exceed 50%) Line B14 17,722
C) Total for Partner Schools (not to exceed 50%) Line C8 27,050
D) Total for Additional Partner(s) – Extended University (not to exceed 50%) Line D5 29,752
E) Grand Total 85,907

Note: On the Budget Request forms used by the accounting officers, sections A through D are combined. However, for year-end fiscal and program reporting, these funds must be reported on this form, using sections A, B, C, and D (if relevant) to verify that no one partner received more than 50% of the total award.

Signature of Institutional Grants Officer/Fiscal Department

SANDRA L. SWARD  
Title: Director
MSU Office of Sponsored Programs  
Date: 11.27.13
November 17, 2013

Dear Fellow Educators,

I’m writing in support of Dr. Jioanna Carjuzaa’s Title II: Improving Teaching Quality 2013 grant proposal. This grant would provide scholarships to teachers enrolling in the online course, NASX 591 – *Indian Education for All: A Model for Culturally Responsive Pedagogy in Practice*. This course is one that Dr. Carjuzaa proposed to us several years ago. We agreed with her that it was sorely needed as part of the effort to prepare teachers to fulfill Montana’s Indian Education for All mandate. With NAS financial and moral support, Dr. Carjuzaa developed the course and now teaches it for us. It is one of six online courses we offer through our graduate certificate program in Native American Studies, although students may enroll in it as a standalone course without enrolling in the certificate program proper.

As chair of our online program and graduate coordinator for our department since 2007, I can attest to the fact that we have a broad and long-lived partnership with Dr. Carjuzaa, this course being only the latest example of her support for Native American Studies (the department as well as the discipline) and for Native students all across campus and the state. Since K-12 teachers are the ones who carry most of the weight of the IEFA mandate, we see this course as one of the ways in which we can support teachers’ efforts to abide by the law, both in letter and in spirit. The scholarships made possible by the Title II grant will leverage that investment in teacher training by giving teachers the resources necessary to perform their duties, and to know that their efforts are valued and appreciated.

Finally, I speak for our entire department when I say that we think of Dr. Carjuzaa as one of our own. We support her efforts and her teaching, and look forward to working with her for many years to come. Please let me know if I can provide further insight as you consider this worthy proposal.

Sincerely,

Kristin T. Ruppel, PhD
Associate Professor, Graduate Coordinator
Department of Native American Studies
Montana State University - Bozeman
To Whom it May Concern:

Please accept this letter of support for Jioanna Carjuzaa.

Dr. Carjuzaa served as the Principle Investigator for a *Title II – Improving Teacher Quality* grant this past year in partnership with Extended University and the Native American Studies Department at Montana State University. As part of the grant, Jioanna selected approximately 30 qualifying k-12 teachers to participate in an online course she developed and taught. She also coordinated a face-face seminar at the conclusion of the grant for the teachers. Extended University’s role involved enrolling the students in the online course during the school year and assisting with the coordination of a face-to-face seminar in Bozeman. Our office was also responsible for processing all payments for the grant.

Dr. Carjuzaa’s cooperation with our office was instrumental in assuring a successful experience for the teachers. She worked with Extended University to make sure all details of the on-line course offering were in place and was responsive to the students she was serving. It was especially a pleasure to work with her in coordinating the face-to-face seminar at the conclusion of the grant. She continually asked for input on all decisions regarding the logistics for the seminar to make sure everyone was part of the team. As a result, the seminar was a rewarding experience for the students and all those involved in coordinating the meeting.

She worked closely with Extended University regarding the fiscal management of the grant. She communicated with our office on a regular basis and her attention to maintaining the appropriate documentation for expenditures was greatly appreciated.

I hope that Extended University will have the opportunity to partner with Dr. Carjuzaa on future projects. Her ability to successfully collaborate with other entities on campus ensures successful opportunities for students. Please don’t hesitate to contact me if you have further questions. I can be reached at jhansen@montana.edu, (406)994-5240.

Sincerely,

Janine Hansen
Program Manager, Extended University
CV
Kristin Tanner Ruppel
P.O. Box 282, Twin Bridges, MT 59754
Office: 406.994.5261 ~ Cell: 406.600.0369 ~ E-mail: ktruppel@montana.edu

Education
   Dissertation: "Nations Undivided, Indian Land Unearthed: The Dis-Own ing of the U.S. Federal
   Indian Trust." Nominated for Bancroft Dissertation Award.
   Thesis: "Ethnobotany of the Eastern Snake River Plain."
B.A. Society and Technology: Writing Emphasis. Montana College of Mineral Science and Technology,

University Teaching Experience
5/11 – Present Associate Professor: Native American Studies Dept., Montana State University.
8/05 – 5/11 Assistant Professor: Native American Studies Dept., Montana State University.
8/04 – 8/05 Full-time Adjunct Instructor: Native American Studies Dept., Montana State University.
8/02 – 12/02 Part-time Instructor: Dept. of Anthropology, Idaho State University.
1/99 - 5/00 Full- & Part-time Instructor: Dept. of Anthropology, Idaho State University.
9/96 - 12/96 Graduate Teaching Assistant: Anthropology Dept., Columbia University.
   Cultural anthropology core course.
8/94 - 5/95 Graduate Teaching Assistant: Anthropology Dept., Idaho State University.
   Bioanthropology/archaeology labs, class materials.

Courses Taught (at Idaho State [ISU] and Montana State (MSU) Universities)
Undergraduate Graduate and 400-level
Peoples of the Andes (ISU) Indigenous Resource Management (ISU)
Introduction to Anthropology (ISU) Ecological Anthropology (ISU)
Federal Indian Law & Policy (MSU) Special Topics: Ethnobotany (ISU)
American Indians & Film (MSU) Federal Indian Law & Policy (MSU)
American Indian Spirituality (MSU) Native Food Systems (MSU)
American Indian Art (MSU) Gender Issues in NAS (MSU)
Native Peoples of the Americas (MSU) Native America: Dispelling the Myths (Online, MSU)
American Indian Literature (MSU) Contemporary Issues in Native American Studies (MSU)
Research Methods in Native American Studies (MSU)

Works in Progress
In progress "Indigenous Food Traditions & Renewals." Book proposal to The University of Arizona
   Press.
Submitted Book review, Great Plains Quarterly, Crooked Paths to Allotment: The Fight over
   Federal Indian Policy after the Civil War. By C. Joseph Genetin-Pilawa. Chapel Hill:
In progress "What remains…: Indian Land Ownership in the Post-Cobell Era."
Submitted "Indian Affairs under Self-Determination: Views from Behind the Scenes." Book
   proposal to The University of Arizona Press.
Submitted "On Being Encountered." Invited by Simon Ortiz, chapter in forthcoming anthology,
   Border Towns: Margins as Place. Simon Ortiz and Laura Tohe, editors.

Refereed Publications
9/13 "Dawes Act (1887)" and "Federal Indian Trust" articles in Multicultural America: A


Non-refereed Publications

4/07 “Planning for the Passing of Reservation Lands to Future Generations.” Series of 14 fact sheets on the American Indian Probate Reform Act. Co-authored with Dr. Marsha Goetting, Extension Family Economics Specialist, Dept. of Agricultural Economics and Economics, MSU. Though technically “non-refereed,” fact sheets were extensively reviewed by legal scholars and professionals to ensure accuracy. See http://www.montana.edu/indianland/factsheets.html

11/00-11/01 Organizational “Landowner Handbook” for American Indian landowners at Fort Hall Landowners Alliance, Inc., Fort Hall Indian Reservation, ID. (See Grants, Scholarships & Fellowships, below).

6/00-11/01 “Indian Land Enrichments Units” to be integrated into existing mandatory coursework at Shoshone-Bannock Jr./Sr. High School, Fort Hall Indian Reservation, ID. (See Grants, Scholarships & Fellowships, below).

6/00-11/01 Script for educational video to supplement “Indian Land Enrichment Units” for Shoshone-Bannock Jr./Sr. High School, Fort Hall Indian Reservation, ID. (See Grants, Scholarships & Fellowships, below).

12/92-10/94 Freelance writer, Rocky Mountain Gardener magazine, Gunnison, CO.

University Service & Departmental Governance

2/13-Present Member, Sustainable Food & Bioenergy Systems (SFBS) Advisory Committee, MSU.

9/12-Present Chair, New Faculty Search Committee, Native American Studies Dept., MSU.

9/12-9/13 Member, American Studies Advisory Committee, MSU.

7/10-9/11 Member, Women’s Task Force, MSU.

6/10-Present Member, Campus Sustainability Advisory Council, MSU.

8/09-8/10 Member, Online Advisory Committee, MSU.

8/07-Present Graduate Coordinator, Native American Studies Dept., MSU.

9/06-Present Chair, Online Program, Native American Studies Dept., MSU.

9/08-10/08 Member, New Staff Search Committee, Native American Studies Dept., MSU.

1/08-5/08 Nominee, MSU Honorary Degree for Crow Elder Alma Hogan Snell.

1/07-5/07 Member, New Faculty Search Committee, Native American Studies Dept., MSU.

9/06-8/07 Library Liaison, Native American Studies Dept., MSU.

9/05-5/07 Member, Berger Scholarship Committee, Native American Studies Dept., MSU.

12/05 Internal Peer Reviewer for Professor Walter Fleming’s Promotion to Full Professor, Native American Studies Dept., MSU.
Community Service
11/21/13 Invited presenter, Indian Education for All, separate presentations to K-1st and 2nd-3rd graders at Twin Bridges Elementary School, Twin Bridges, MT.

9/17/13 Invited speaker, "Native Plants and Peoples: Case Studies at the Intersections of Indigenous Knowledge and Federal Indian Law", SW Montana Master Gardener Association Meeting, MSU, Bozeman, MT.

8/10/13 Invited speaker, "Native Plants and Peoples: Case Studies at the Intersections of Indigenous Knowledge and Federal Indian Law", Elling House Arts and Humanities Center, Virginia City, MT.

5/10-11/12 Volunteer grant writer, website developer, conference organizer, Indian Land Working Group (501(c)3 non-profit organization), Albuquerque, NM. See http://indianlandworkinggroup.org. See also, Grants, Scholarships & Fellowships, 10/10.

7/10/12 Trainer, teachers on “The Native Presence in Virginia City”. Virginia City, Montana.

10/18/10 Invited docent trainer, “Current Events in Native American Life.” Museum of the Rockies, Bozeman, MT.


3/25/10 Trainer, HAVEN volunteers, on cultural awareness/sensitivity and Native victims of domestic abuse.

6/12-13/09 Representative, Town of Virginia City, Montana, at Annual Agaidika (Lemhi-Shoshone) Gathering, Salmon, ID.

4/2/09 Invited panelist, Screening of “Two Rivers” film, Emerson Cultural Center, Bozeman. Hosted by Hopa Mountain.


Selected Honors, Activities & Professional Development

6/13-Present Facilitator (INBRE), Northern Cheyenne Ethnobotany Project, Lame Deer, MT.


6/12 - 10/12 Organizer, 22nd Annual Indian Land Consolidation Symposium, Cabazon, CA.

5/12 Case Study, Wikipedia Education Program/Classroom. See http://outreach.wikimedia.org/wiki/Wikipedia_Education_Program/Classroom_(Educators)/18

11/11 Attendee, 21st Annual Indian Land Consolidation Symposium, Cabazon, CA.

7/11 Invited participant, Wikipedia in Higher Education Summit, Boston, MA.
2/11 - 4/11 Co-organizer with NAS grad students, CLS Distinguished Speaker, Alanis Obomsawin.
10/10 Panelist, 20th Annual Indian Land Consolidation Symposium, Airway Heights, WA.
9/09 - 4/10 Co-organizer with NAS graduate students and Diversity Awareness Office, Earth Rights—Learning the Languages of Indigenous Environmentalism, A Native American Awareness Week Conference, April 1-2, 2010, MSU.
11/09 Attendee, 19th Annual Indian Land Consolidation Symposium, Tulsa, OK.
2/09 - 4/09 Co-organizer with NAS graduate students and Diversity Awareness Office, American Indian Law & Resistance Symposium, April 10, 2009, MSU.
8/09 Invited participant, Hopa Mountain Leadership Summit, Grizzly Mountain Ranch & Retreat, MT.
11/08 Attendee, 18th Ann. Indian Land Consolidation Symposium, Tohono O’odham Reservation, AZ.
10/06 Attendee, presenter, 16th Annual Indian Land Consolidation Symposium, Cabazon, CA.
9/06 - 5/07 Organizer, Native American Studies Dept.’s Indian Issues Symposium, Inheriting Indian Land: Indian Land Tenure in the Wake of the American Indian Probate Reform Act. (See Grants, Scholarships & Fellowships, 9/06-9/07, below.)
6/06 Participant, Medicinal Plants of the Mountains and Plains, continuing education courses offered through Montana State University, Bozeman, MT.
3/06 Attendee, Continuing Legal Education (CLE) course on the American Indian Probate Reform Act of 2004, Seattle University School of Law, Seattle, WA.
1/01 - 8/03 Affiliate Faculty, Anthropology Dept., Idaho State University, Pocatello, ID.
5/92 Participant, University of Montana 3rd Annual Environmental Writing Workshop, directed by Wendell Berry. Teller Wildlife Refuge, Corvallis, MT.

Selected Professional Presentations
6/7/11 Invited presenter, “MSU NAS Wikipedia Project.” Tribal College Librarians Institute, MSU, Bozeman.
5/20/10 Invited panelist, “Pro-Individual Doesn’t Necessarily Mean Anti-Tribal.” On “Reasessing Allotment: Sovereign Responses to the Privatization of Native Land” panel, Native American and Indigenous Studies 2nd Annual Meeting, Tucson, AZ.
2/16/10 Invited presenter, “Native America: Dispelling the Myths”, for Indian Education for All Best Practices Conference, hosted by Montana Office of Public Instruction, Helena.
3/08 Panelist/sponsor, “Indian Land Unearthed: Remarks on the Unmarked Categories in Federal Indian Policy.” The Art of Gender in Everyday Life conference, Idaho State University, Janet C. Anderson Gender Resource Center. Also sponsored panel of 3 MSU NAS graduate student presentations at same conference.


Presenter, “How to Form a Landowners Association” with Ernestine Werelus (founder, Fort Hall Landowners Alliance, Inc.), 11th Annual Indian Land Consolidation Symposium, Carlton, MN.

Selected Grants, Scholarships & Fellowships

5/12 School of Advanced Research (SAR) Short Seminar, January 8-10, 2013. SAR provided all accommodations for three-day gathering organized around the topic of “Indian Affairs under Self-Determination: Views from Behind the Scenes” (see http://sarweb.org/index.php?short_seminar_indian_affairs-p:2013_short_seminars)

3/12 MSU Scholarship and Creativity Grant, AY 2012-13. Grant paid honorariums for SAR Seminar participants, and summer salary for Ruppel. $17,784.

10/10 Indian Land Tenure Foundation grant to support Indian Land Working Group’s 20th Annual Indian Land Consolidation Symposium, October 25-28, 2010. $25,000.

4/10 MSU Scholarship and Creativity Grant, salary, summer 2010. $6,500.

8/08 MSU Office of the Provost, grant to develop NAS online program, including course buyout (one course, fall 2008), conference travel, tribal college visits (in-state), student aide, and website development. $17,000.

4/08 NSF ADVANCE Network Mentoring Mini Grant, research project on Navajo and Tohono O’odham reservations, June 1-30, 2008; and related conference travel. $8,000.

1/07 MSU Office of the President, grant to cover travel and expenses for up to 14 scholars from Montana tribal colleges to participate in “Inheriting Indian Land” symposium (April 12-13, 2007). Up to $3,000.


1/05-8/07 Project Co-director, “Avoiding Further Fractionation on Montana Reservation Lands under the American Indian Probate Reform Act,” (with Dr. Marsha Goetting, Agricultural Economics & Economics – Extension). USDA Risk Management Agency, Community Outreach and Assistant Partnerships grant.

11/04 Montana Committee for the Humanities, grant to help bring writer/poet Simon J. Ortiz to speak in Missoula and Bozeman, MT, February 2005. $3,000.

1/01 Shoshone-Bannock Jr./Sr. High School, grant to develop “Indian Land” curriculum, Fort Hall Indian Reservation, ID. $3,000. An additional $5,000 went to local (Pocatello, ID) filmmaker Mitch Popa to help me produce a video to supplement curriculum.

11/00 A Territory Resource, grant to develop “Landowner Handbook” at Fort Hall Indian Reservation, ID. $3,000.

8/00 Project Director, Shoshone-Bannock Tribal AmeriCorps (InPEACE) Project continuation, Fort Hall Indian Reservation, ID. $100,000.

5/95-5/00 Center for Environmental Research & Conservation, Columbia University, New York, NY. $30,000/year fellowship.

Languages
Basic reading, writing, and speaking competence in Spanish.
Janine Hansen  
40 Big Chief Trail  
Bozeman, MT 59718  
Work Phone: (406)994-5240  
Email: jhansen@montana.edu

Education
Bachelor of Science, Business (Marketing Option)  
Montana State University, Bozeman, MT  
June 1984

Work Experience

Program Manager, Extended University, Montana State University-Bozeman  
1994 – Current

Duties and Responsibilities

- Represent Extended University and programs to campus and off campus constituents while serving as a point of contact or liaison for individuals and departments interested in offering programs/courses through EU.

- Evaluate new program/course ideas brought forth by internal and external constituents and evaluate, recommend, and implement procedures and policies for management of Extended University programs.

- Implement programs and courses by participating in planning meetings, establishing timelines, and making recommendations for program and course management. Process paperwork for new program/course approvals.

- Develop all applicable Memos of Understanding for programs/courses.

- Insure quality control by assessing individual programs/courses, and recommending and implementing strategies for their improvement in cooperation with academic units.

- Develop, monitor, and project budgets for program/courses on a semester, annual, and multi-year basis: identify appropriate tuition/fees within university policies; approve all expenditures; prepare final income/expense reports for all courses/programs each semester; insure programs are financially viable; and facilitate financial transfers when applicable with Fiscal Management.

- Oversee all program/course logistics by delegating to support staff, as appropriate, tasks for each course/program including, but not limited to, review of website course/program descriptions and information; recruitment, hiring, and evaluation of instructors; coordination of all course facilities and other logistics; coordination of mailing and distribution of marketing materials; coordination of registration processes with EU registration staff; ordering and shipment of course materials; coordinate Learning Management System needs; dissemination
and collection of student evaluations; maintenance of grade rosters; communication of IT practices with instructors and students; and insuring accurate and timely communications with faculty and students.

- Develop and implement course/program marketing plan in conjunction with EU Marketing Director, incorporating marketing costs into overall program budget.

- Serve as the liaison for external and internal constituents on challenging issues related to assigned programs including, but not limited to, student refunds, instructor issues, grades, student conduct, personal information, and drops and withdrawals.

- Analyze, interpret, and apply MUS, MSU, and EU academic and administrative policies as they apply to programs and courses for non-traditional students.

- Seek feedback from MSU departments, faculty, and staff through formal and inform, joint problem-solving meetings, and routine policy review to continually improve and expand programs and services.

- Stay current and involved in the field of continuing education and MSU operations. Integrate Extended University practices with MSU and MUS policy and practice and analyze, interpret and apply federal, MUS, MSU, and EU policies and procedures.

- Initiate and/or contribute to new program market analysis and development as required.

- Advocate for positive student experiences.

References available upon request
Jioanna Carjuzaa
November 21, 2013

Education

Ph.D. Multicultural, Social, and Bilingual Foundations of Education, 1996
University of Colorado, School of Education—Boulder, Colorado
Dissertation: Academic Article Critiques by Francophone Advanced ESL Speakers

University of Colorado, The Bueno Center for Multicultural Education—Boulder, Colorado

State of Colorado Professional Teacher’s License
Endorsements: Secondary French, 1989
K-12 Linguistically Different: English as a Second Language, 1998

Certificate in French Language and French Canadian Culture, 1989
International Universities, Intensive Advanced French Program —Québec City, Canada

B. S. Journalism, Advertising and News Editorial Sequences, 1979
University of Colorado, School of Journalism—Boulder, Colorado

Language Proficiency Diploma, Italian and French, 1976
Università di Perugia—Perugia, Italy

Teaching Positions

Associate Professor of Multicultural Education, Montana State University — Bozeman, MT 2006-present

Associate Professor of Education, Linfield College — McMinnville, OR 2001-2006

Associate Professor of Secondary/K-12 Education, Rocky Mountain College — Billings, MT 1998-2001

Corporate Trainer, Global Communications, Ltd. — Philadelphia, PA 1996-98

Language Specialist, The University of Pennsylvania, English Language Programs — Philadelphia, PA 1995-96

EAP/ESP (English for Academic/Specific Purposes) Instructor, The Economics Institute — Boulder, CO 1990-95

Publications: Peer-Reviewed Journal Articles


**Published Book Review**


**Published Chapters**


Published Textbooks


Presentations/Workshops
- How Come I never Heard of That?: Learning to Integrate Indigenous Studies into the Curriculum in Montana and in Western Australia, 13th International Conference on Diversity in Organisations, Communities and Nations, Darwin, Australia, 06/13

- Montana's Native American Tribes and Language Revitalization, International Society of Language Studies, San Juan, Puerto Rico, 06/13

- Indian Education for All: A Model for Culturally Responsive Pedagogy in Practice, College Board, Native American Student Advocacy Institute (NASAI), Missoula and Pablo, MT, 05/13

- K-12 Teachers Share Experiences from NASX 591 Indian Education for All: A Model for Culturally responsive Pedagogy in Practice, Indian Education for All Best Practices Conference, 7th Annual Conference, Helena, MT 2/13

- Challenges Teacher Candidates Face and Resistance They Voice in Implementing Indian Education for All, National Association for Multicultural Education (NAME), 22nd Annual International Conference, Philadelphia, PA 11/12

- Critically Analyzing Instructional Materials about American Indians, Montana Education Association/Montana Federation of Teachers (MEA/MFT), Billings, MT 10/12

- An Indian Is An Indian, Is An Indian, Right?: How the Seven Essential Understandings Can Help You Effectively Advise American Indian Students, National Academic Advising Association Region VIII Conference (NACADA), Bozeman, MT 09/12

- Thinking Outside Discipline Boundaries to Integrate Indian Education for All Across the Curriculum, 32nd annual Society for Teaching and Learning in Higher Education (STLHE), Montréal, Québec, Canada 06/12

- What Teacher Educators Have Learned from K-12 Classroom Teachers to Help Them Prepare Tomorrow's Teaching Corps to Implement Indian Education for All, 29th Annual Montana Indian Education Association (MIEA) Conference, Billings, MT 04/12
presentations/workshops (contd.)

- **Indigenous Studies in Western Australia and Montana: Similarities and Differences**, National Association for Multicultural Education (NAME), 21st Annual International Conference, Chicago, IL 11/11

- **The Journey to Integrating Indian Education for All with Confidence**, Montana Education Association/Montana Federation of Teachers (MEA/MFT), Missoula, MT 10/11

- **Culturally Responsive Pedagogy in Practice: Preparing Teacher Candidates to Integrate Indian Education for All**, 37th Annual Bilingual Multicultural Education/Equity Conference (BMEEC), Anchorage, AL 04/11

- **Montana's Indian Education for All: Applying Multicultural Education Theory**, 7th International Globalization, Diversity, and Education Conference, Washington State University, Spokane, WA 02/11

- **Middle and High School Teachers from Around the World Speak Out**, Montana Education Association/Montana Federation of Teachers (MEA/MFT), Helena, MT 10/10

- **Indigenous Worldviews and American Indian Graduate Students’ Perceptions of Online Learning**, Northern Rocky Mountain Educational Research Association (NRMERA), Big Sky, MT, 09/10

- **Indigenous Studies: A Matter of Social Justice; A Matter of Urgency**, Murdoch University, Perth, Western Australia, 08/10

- **Indian Education and Aboriginal Studies: The Montana Connection**, Notre Dame University, Broome, Western Australia, 07/10

- **Indian Education for All: Post-secondary Educators**, Office of Public Instruction, Indian Education for All Advocacy Institute, Great Falls, MT, 06/10

- **Leadership for Self-Determination: Transforming the Ecology of Schools in American Indian Communities, Division A-Administration, Organization, & Leadership; Structured Roundtable Session, Co-Chairs—Dr. William Ruff and Dr. Jioanna Carjuzaa, Participants: John Small, Frankee White Dress, Josephine Brewer, William Mendoza, Veronica Small-Eastman**, American Educational Research Association (AERA) 2010 Annual Meeting, Understanding Complex Ecologies in a Changing World, Denver, CO 05/10

- **What Teacher Educators Have Learned from K-12 Classroom Teachers to Help Them Prepare Tomorrow's Teaching Corps to Implement Indian Education for All**, 29th Annual Montana Indian Education Association (MIEA) Conference, Billings, MT 04/10


- **Sheltered Instruction Observation Protocol (SIOP): What the Mainstream Teacher Can Do Today to Meet the Needs of Non-Native English Speaking Students** 2-Day Workshop, Bozeman School District, Bozeman, MT, 09/09

- **Framing Indian Education for All Under the Multicultural Education Umbrella**, Office of Public Instruction Indian Education for All Advocacy Institute, Bozeman, MT, 06/09

- **Native American Advising: American Indian Students Speak Out**, National Academic Advising Association (NACADA) Region 8 Conference, Missoula, MT 04/09

- **Are Our Pre-service Teachers Ready to Implement IEFA When They Graduate and Start Teaching?**, 28th Annual Montana Indian Education Association (MIEA) Conference, Helena, MT 04/09

- **Indian Education for All in Higher Education**, University of Montana-Dillon, 03/09

- **Implementing Indian Education for All across the Teacher Education Curriculum to Promote Social Justice**, Northwest Association of Teacher Educators (NWATE), Seattle, 03/09
• Integrating Indian Education for All Across the Curriculum in Higher Education, Indian Education for All Best Practices Conference, Office of Public Instruction, Helena, 02/09

• ESL Strategies You Can Implement in Your Classrooms Starting Monday, Belgrade Public Schools, PIR Day (Pupil-Instruction-Related) Workshop, Belgrade, MT, 12/08

• Measuring and Assessing the Cultural Competency of Teacher Candidates, National Association for Multicultural Education (NAME), 18th Annual International Conference, New Orleans, LA, 11/08

• Western Expansion or Eastern Invasion: Transforming Teacher Candidates' Views on Montana History through Native Voices, National Association for Multicultural Education (NAME), 18th Annual International Conference, New Orleans, LA, 11/08

• Parallels and Contrasts between Cultural and Civic Competence: Preparing Teachers for the 21st Century, the 8th International Conference on Diversity in Organisations, Communities & Nations, Québec, Canada, 06/08

• Enriching the Core Curriculum by Integrating Indian Education for All, 27th Annual Montana Indian Education Association (MIEA), Missoula, MT, 04/08

• Citizenship Education in a Multicultural and Global Context, 4th International Globalization, Diversity, and Education Conference, Spokane, WA, 02/08

• Implementing Indian Education for All: Initiatives to Connect Communities, Cultures, and Classrooms, National Association for Multicultural Education (NAME), 17th Annual International Conference, Baltimore, MD, 11/07

• Parallels and Contrasts between South Africa and the United States: Charting the Course to Academic Excellence and Equity, National Association for Multicultural Education (NAME), 17th Annual International Conference, Baltimore, MD, 11/07

• Successful Indian Students Speak Out, Council of Elders, Montana State University, Bozeman, MT, 11/07

• Meeting the Needs of Culturally and Linguistically Diverse Students in the Regular Classroom: Innovative Teaching Strategies for English Language Learners, Montana Education Association/Montana Federation of Teachers (MEA/MFT), Belgrade, MT, 10/07

• The Forbidden Library: Challenged Children’s Books, Montana Education Association/Montana Federation of Teachers (MEA/MFT), Belgrade, MT, 10/07

• Successful Indian Students Speak Out, Montana Education Association/Montana Federation of Teachers (MEA/MFT), Belgrade, MT, 10/07

• Imaging Teachers and Teaching Contexts: Critical Analyses of Student Responses to Film: Pre-Service Teachers Identity the Characteristics of Effective Multicultural Educators in Ciao, Professore!, Teachers, Teaching and the Movies International Conference, Charleston, SC, 10/07

• Profiles in Success: Non-Native English Speaking Academic Achievers Speak Out, International Society for Language Studies, (ISLS), Honolulu, HI, 04/07

• Implementing Indian Education for All: Meeting Standards by Integrating Culturally Responsive Multimedia Programs into the Core Curriculum, 26th Annual Montana Indian Education Assoc. (MIEA) Bozeman, MT, 03/07

• Meeting Standards by Integrating Culturally Responsive Multimedia Programs into the Core Curriculum, The National Association for Bilingual Education (NABE), 36th Annual International Bilingual/Multicultural Education Conference, San Jose, CA, 02/07
presentations/workshops (contd.)

• Meeting the Needs of Culturally and Linguistically Diverse Students in the Regular Classroom: Innovative Teaching Strategies for English Language Learners, 11th Annual Connecticut Conference on Multicultural Education, Farmington, CT 10/06

• Looking Out to See within to Renew the Dream, National Association for Multicultural Education (NAME), 15th Annual International Conference, Atlanta, GA 11/05

• Title IX, — It's the Law, National Association for Multicultural Education, (NAME), 15th Annual International Conference, Atlanta, GA 11/05

• Strategies for Preparing Culturally Competent Teachers, 12th International Conference on Learning, Designs for Learning, University of Granada, Granada, Spain 07/05

• Preparing Pre-Service Teachers to Work with Culturally and Linguistically Diverse Students in the Regular Classroom: What English Language Learners Identify as Best Practices, International Society for Language Studies, Montréal, Québec, Canada 04/05

• The People to People Ambassadors Program in China, Oregon Chapter of the National Association for Multicultural Education Inaugural Conference, McMinnville, OR 02/05

• From Classroom to Community and Back: Culturally Responsive Standards-Based Teaching, Panel Discussant for Northwest Regional Educational Laboratory, Oregon Chapter of the National Association for Multicultural Education Conference, McMinnville, OR 02/05

• January Term Multicultural Education Experiential Opportunities at Linfield College, Cultural Competency Summit, Portland State University, Portland, OR 11/04

• Culturally Responsive Pedagogy: Best Practices in Montana's Reservation Schools, National Association for Multicultural Education (NAME), 14th Annual International Conference, Kansas City, MO 10/04

• Honoring Diversity: Sirtaki Dance Steps to Success, Multicultural Programs Student Orientation Welcome Address, Linfield, College, McMinnville, OR 08/04

• English Language Learners and the No Child Left Behind Act of 2002, Wenzhou Normal College, Wenzhou, People’s Republic of China 03/04

• Bilingual Education in the United States: An Historical Perspective, Wenzhou Normal College, Wenzhou, People’s Republic of China 03/04

• Instructional Methods and Program Models for Serving English Language Learners: An Overview for the Mainstream Teacher, Wenzhou Normal College, Wenzhou, People’s Republic of China 03/04

• Quality Teaching with Culturally Responsive Curriculum: The No Child Left Behind Education of American Indians, The U.S. Department of Education, Office for Civil Rights, Education of American Indian Students Symposium, Montana State University, Billings, MT 09/03


• English Language Learners (ELLs) in Cognitively Challenging Content Courses, International Society for Language Studies, International Conference, St. Thomas, U. S. Virgin Islands 04/03
• **Culturally Responsive Teaching: Integrating the Cradleboard Teaching Project: Science through Native American Eyes Multimedia Program into the Middle School Science Curriculum**, Washington State Indian Education Association (WSIEA), 18th Annual Conference, “Community Strengths Inspiring Educational Success”, Yakima, WA 04/02

• **Cradleboard Teaching Project: Science through Native American Eyes**, Fort Peck Community College (FPCC), (Workshop – Sixteen Hours for Undergraduate Credit, EDU 282), Sponsored by FPCC and The Rural Systemic Initiative. Poplar, MT 01/25-26/02

• **Constructivist Pedagogy in the Multicultural Classroom.** (Pre-Conference Institute -- 4 hours), National Association for Multicultural Education (NAME) 11th Annual International Conference, “High Stakes Achievement, Assessment and Advocacy through Multicultural Education”. Las Vegas, NV 11/01

• **Culturally Responsive Pedagogy, CTP Science through Native American Eyes**, “Speaking the Truth to Each Other—The Role of Native American Studies in K-16 Education”, The University of Montana, Missoula, MT 03/01

• **Evaluating Instructional Software for K-12 Classrooms**, Montana Consortium Information Technology Program, Rocky Mountain College, Billings, MT 02/01

• **From Life to Story**, Presenter for Gary Ferguson’s Writers Community Workshop, Sponsored by Writer’s Voice for Pubic Broadcasting System, Billings, MT 10/00

• **Multicultural Perspectives in Social Studies Classrooms**, MEA/MFT Conference, Billings, MT 10/00

• **Cultural Literacy and Multiculturalism**, Multicultural Days, Billings West High School, Billings, MT 10/00

• **Education and the State of Intellectual Life in the Public Schools**, Conference 2000: American Schools and Public Choice with John Merrow, Billings, MT 03/00

• **Le Mythe de L’Egalite des Chances dans L’Ecole Publique Americaine: Analyse Du Discours sur L’Exclusion (The “Myth” of Equal Educational Opportunities in the American Public School System: Analysis of a Discourse on Exclusion)**, Centre d’Etudes et de Recherches Inter-Langues, Le Havre, France 03/00

**Funded Research/Professional Development Workshops/Awards**

**Montana State University (MSU) Foundation** funding for Indian Education for All (IEFA) Professional Development Workshops for 2013-2015, July, 2013. Awarded $15,000.00

**Montana State University (MSU) Provost’s Office** funding for Indian Education for All (IEFA) Professional Development Workshops for three years, July, 2013. Awarded $45,000.00

**Montana State University (MSU) College of EHHD** awarded funding to present with McNair mentee and Australian Colleagues at the International Society of Language Studies, San Juan, Puerto Rico, and the 13th International Conference on Diversity in Organisations, Communities and Nations, Darwin, Australia, July, 2013. Awarded $3,600.00

**U.S. Department of Education, Title II Improving Teacher Quality Grant,**

May, 2012. Awarded $79,250.00

**Indian Education for All Professional development Opportunities, MSU Provost’s Office,**

June, 2012. Awarded $10,259.00

**Indian Education for All: The Myths and Misconceptions Regarding the First Thanksgiving, MSU Provost’s Office,**

September, 2012, Awarded $3,500.00

**Montana State University (MSU) College of EHHD and Department of Education funding for Indian Education for All (IEFA) Professional Development Workshop,** July, 2011. Awarded $2,500.00
funded research (contd.)

Montana State University (MSU) Faculty Short-Term Professional Development Leave Program, Participated in STUDY CANADA 2011, September 2010, Awarded, $2,200

Montana State University (MSU) Provost Budget Committee Indian Education for All (IEFA) Professional Development Grant, July, 2010. Awarded $2,500.00

Montana State University (MSU) 2010-2011 Scholarship and Creativity Grant for the Advancement of the Arts, Humanities and Social Sciences Award from the Vice President for Research: The Impact of Montana’s Indian Education for All Mandate Internationally, across the United States, and Locally, March, 2010. Awarded $11,350.00

Montana State University (MSU) Provost Budget Committee Indian Education for All (IEFA) Professional Development Grant, July, 2009. Awarded $2,900.00

Office of Public Instruction (OPI) Indian Education for All (IEFA) Montana University System Teacher Education Department Professional Development Grant, February, 2008. Awarded $15,000.00

Update on MCA 20-1-501 Indian Education for All in Montana & “A Different Place – The Intercultural Classroom”, February 22, 2008
Invited Ellen Swaney, from the Office of the Commissioner of Higher Education (OCHE) to share the Montana University System’s Academic Plan for Indian Education for All, OPI enrollment data, MUS current research initiatives with MT tribes, the AIMA website – MSU information, sample materials in the MUS for Implementation of MCA 20-1-501, as well as to engage faculty in discussions on creating welcoming classroom climates. Awarded $1,000.00

MSU Indian Education for All Professional Development Workshop, October 12, 2007
On October 12th, hosted MSU faculty, staff, and students from across campus. Highlighted how the Indian Education for All (IEFA) mandate affects higher education. This professional development workshop was sponsored by the MSU Department of Education in conjunction with the Office of Public Instruction (OPI), and the Indian Leadership Education and Development program (ILEAD). Awarded $7,500.00

IEFA Teacher Education Professional Development Institute, May 17–18, 2007,
Hosted two-day IEFA Teacher Education Institute in May in collaboration with the Office of Public Instruction and the Office of the Commissioner of Higher Education. Invited representatives from 15 teacher education programs across the state to discuss and share best practices in regard to implementing the goals of Indian Education for All. Awarded $12,000; allocated an additional $18,000 for books/resources/materials.

People to People Multicultural Education Professional Delegation to South Africa, served as a citizen ambassador, November, 2006. Awarded $3,000 from the Department of Education, Montana State University, Bozeman, MT.

People to People Multicultural Education Professional Delegation to The People’s Republic of China, served as a citizen ambassador. November, 2004. Linfield College, Professional Development Grant, Awarded $1,800.


Awards/Recognitions

- Recipient of the 2013 G. Pritch Smith Multicultural Educator of the Year Award, NAME, November 2013
- Nominated for the MSU 2014 Academic Advising Excellence Award, Fall 2013
- Nominated for the MSU Excellence in Online Teaching Award, Fall 2013
- Nominated for the MSU Excellence in Online Teaching Award, Spring 2013
- Nominated for the Teresa Veltkamp Advocacy Award for Excellence in Indian Education, Spring 2012
awards/recognition (contd.)
- Nominated for the MSU President's Excellence in Teaching Award, Fall 2012
- Nominated for the National Association for Multicultural Education, Multicultural Educator of the Year, Fall 2012
  - Nominated for the MSU Excellence in Online Teaching Award, Fall 2012
- Nominated for the 2012 Phi Kappa Phi Anna K. Fridley Distinguished Teaching Award, November 2011
  - Nominated for the MSU President's Excellence in Teaching Award, September 2011
- Nominated for the MSU University 2011 Outstanding Organization Advisor Award, April 2011
- Recipient, MSU Outstanding Teaching Award in the Department of Education, College of EHHD, 2010
- Nominated for the Montana State University President's Excellence in Teaching Award, February 2010
- Nominated for the Montana State University Wiley Award for Meritorious Research, March 2010
- Honoree, American Indian Council Montana State University 34th Annual Powwow, April 2009
- Recipient, MSU Outstanding Service in the Department of Education, College of EHHD Award, 2008
  - Nominated for the Montana State University Excellence in Outreach Award, 2008
  - Nominated for Outstanding Teaching Award in the Department of Education, MSU, 2008
  - Nominated for Outstanding Teaching Award in the Department of Education, MSU, 2007
  - Recipient, Sodexo Global Chef Second Place Award, Linfield College, 2006
  - Nominated for Linfield College Distinguished Teacher Award, 2004-2005

Committee Service at MSU, Fall 2006-Present
- Co-Advisor of American Indian Council (AIC), Fall 2006-Present
- Facilitator for Indian Education for All (IEFA) Professional Development Opportunities, 2006-Present
  - Dean of the College of EHHD Search Committee Member, Spring and Fall 2012
  - 2013 Native American Recruitment and Retention Grants Committee Chair, Spring 2013
  - Indian Program Directors (IPD) Committee Member, 2006-Present
- Native American Student Success Advisory Board Committee Member, Fall 2007-Present
  - Teaching and Learning Committee Member (now TEACH), Fall 2010-Present
- HOPA Mountain Native Science Fellowships Committee Member, Fall 2009-Present
- University Teacher Education Committee (UTE), Member, Fall 2006-Present
- Department of Education Promotion and Tenure Committee Member, Fall 2006-Spring 2007; Fall 2011-Spring 2012
- Indian Leadership and Development (ILEAD) Program Advisory Committee Member, Summer 2007-Fall 2010
  - Department of Education Library Committee Member, Fall 2009-Spring 2010
- Native American Studies (NAS) Promotion and Tenure Committee Member, Fall 2009
- Teacher Certification & Professional Practices Committee Member, Summer 2007-Spring 2010
  - Undergraduate Curriculum Committee, Fall 2006-2007

Department/University Additional Service at MSU, Fall 2006-Present
- McNair Scholars Program, serve as a Mentor, Fall 2011-present
  - J.E.E.M. Memorial Scholarship Mentor for Atta Brou, Fall 2013
- Expanding Horizons, serve as a Mentor for American Indian students, Fall 2012-present
- Hosted International Scholars Nado Aveling, and Andre Georgieff, Murdoch University, Perth, Australia, Fall 2011
  - Served as Academic Coordinator and taught courses for Teaching Excellence and Achievement (TEA), International Scholars Program, Fall 2010, Spring 2011, Spring 2012, Spring 2013
- Taught EDCI 588 Teaching EFL/ESL to Adolescents: Second Language Acquisition Theory and Language Teaching Methodologies for the Office of International Programs for ILEP (International Leadership in Education) middle and secondary teachers from around the world, Spring 2009
- Hosted International Scholar, Liaying Wu, Guangxi Traditional Medical University, Guangxi Zhuang Autonomous Region, People's Republic of China, Spring-Summer 2009
- Hosted International Scholar Nado Aveling, Murdoch University, Perth, Australia, Spring 2009
  - J.E.E.M. Memorial Scholarship Mentor for Olga Cherkahchenko, Spring 2011
  - J.E.E.M. Memorial Scholarship Mentor for Gulya Agayeva, Fall 2010
  - J.E.E.M. Memorial Scholarship Mentor for Apinun Nilsawaddi, Fall 2007
  - J.E.E.M. Memorial Scholarship Mentor for Prachak Rotarwat, Fall 2006
  - J.E.E.M. Memorial Scholarship – Review Applications, Fall 2006-Present
committee service (contd.)

- EDCI 240 Multicultural Education Informal Mentor for Fulbright Scholar Nadejda Moldova, Spring 2008
- MSU AIC 32nd, 33rd, 34th, 35th, 36th, 37th and 38th Powwow Fundraiser/Volunteer, 2006-Present
- Offer courses/sessions for Office of International Programs -- ILEP, TEA, & Thai Scholar Programs

National/International Service, August 2005-Present

- NAME 2013 Reviewed Conference Proposals, 22nd International NAME Conference – Oakland, CA
- American Educational Research Association (AERA)-- Reviewed Conference Proposals for Division G, Section 1: Local Contexts of Teaching and Learning for the 2012 Annual Meeting
- NAME 2009 Conversation with the Authors Coordinator, 19th International NAME Conference – Denver
- NAME 2009 Reviewed Conference Proposals, 19th International NAME Conference – Denver
- NAME 2008 Conversation with the Authors Coordinator, 18th International NAME Conference – New Orleans
- NAME 2007 Conversation with the Authors Coordinator, 17th International NAME Conference – Baltimore
- NAME 2005 Conversation with the Authors Assistant, 15th International NAME Conference – Atlanta
- Oregon Chapter of the National Association for Multicultural Education (OR-NAME) Board Member, 2007-present
  - OR-NAME Conference Planning Committee Member, Spring 2008
  - Multicultural Perspectives, – Review Submissions, Spring 2013-present
- Diaspora, Indigenous, and Minority Education: An International Journal, Review Submissions, 2009-present
- International Journal of Organisations, Communities, and Nations – Associate Editor, Volume 8
- International Journal of Organisations, Communities, and Nations – Associate Editor, Volume 7
  - The Teacher Educator, Peer Reviewer, Fall 2008-Present
- Journal of Latinos in Education, Peer Reviewer, Summer 2008-Present
- People to People Ambassador for Multicultural Education Delegation to South Africa, October 2006
- Classroom to Community and Back: Using Culturally Responsive Standard-Based (CRSB) Teaching to Strengthen Family and Community Partnerships and Increase Student Achievement, Northwest Regional Educational Laboratory, pilot study research participant, 2003-2005. Reviewed manual and tools, Culturally Responsive Standard-Based (CRSB) Teaching, August, 2005

Testing/Assessment Training/Special Certifications

- Fred Jones Positive Classroom Discipline, Trainer since 1998
- Myers Briggs Type Indicator (MBTI), Trainer since 1996
- American Council on the Teaching of Foreign Languages (ACTFL), Rater: Oral Proficiency Interview since 1995
- Clark Wilson’s Survey of Management Practices & Task Cycle Surveys, Trainer since 1992

Professional Affiliations

- International Society for Language Studies - Member since 2002
  Founding Member, Editorial Advisory Board Member
- National Association for Multicultural Education (NAME) – Member since 1997
- Oregon Chapter of the National Association for Multicultural Education (OR-NAME) – Member from 2003-2006
  President 2003-2006, Founding Member; Hosted Inaugural OR-NAME Conference at Linfield College, 02/18/05
- American Council on the Teaching of Foreign Languages (ACTFL) - Member from 1995-2006
  National Association of Bilingual Education (NABE) – Member since 1994
  Teachers of English to Speakers of Other Languages (TESOL) -- Member since 1990
  - Phi Delta Kappa (PDK) -- Member since 1990
  - Alliance Française (AF) -- Member from 1979-1995
  - Colorado Chapter of TESOL (CoTESOL) — Member from 1990-1997
- (CoTESOL) Computer Assisted Language Learning Special Interest Group (CALL SIG) Member 1994-1997
  Chair – 1994-95, Assistant Chair – 1993-94, Coordinator --- 17th Annual CoTESOL Convention Software Fair 1993,
  Chair -- CoTESOL Denver-Metro Outreach/Involvement Committee 1994
- Colorado Chapter of Foreign Language Teachers (CCFLT) -- Member from 1985-1995

10
Indian Education for All—Culturally Responsive Pedagogy

Total Requested: $85,907.00

Partners (Revised Budget):
- MSU Dept of Education $11,383
- MSU College of A&S/NAS Dept $2,722
- School Districts $68,006
- Extended University $3,796

Project: Thirty in-service teachers/administrators will take a 3 credit graduate level course on Culturally Responsive Pedagogy in Practice to support Indian Education for All. Teachers/administrators will also participate in face-to-face workshop for further strengthening of content.

30 participants
Cost per participant: $2863.57

Adjusted Timeline

I will be offering the NASX 591 Indian Education for All: A Model for Culturally Responsive Pedagogy in Practice online graduate course during the Spring 2014 semester. The course starts very soon and the enrollment is already at full capacity. At this time, it does not seem realistic to try to recruit teachers/administrators for the Spring 2014 course. Instead, as laid out in my grant proposal, when I have notification of the grant award, I would like to immediately start advertising the course and recruiting teachers and administrators for the Summer 2014 and/or Spring 2015 semesters to accommodate a total of 30 teachers and administrators. During the summer 2015 semester, all 30 participants will be invited to participate in a two-and-a-half day face-to-face workshop in Bozeman. I would propose to close out the grant by August 31st 2015.

Instructional Costs

In Section A. Costs for the School of Education, the costs associated with instruction for this Title II Improving Teacher Quality are listed. I, Jioanna Carjuzaa, will be teaching the two sections of NASX 591 Indian Education for All: A Model for Culturally Responsive Pedagogy in Practice. My salary will be paid out of the tuition collected for the teachers/administrators enrolled in the course. The grant proposal also includes a $1,000 stipend for a Teaching Assistant to help me during the Summer 2014 and Spring 2015 semesters when the course will be offered ($500.00/course). The other instructional expenses include a $750.00 stipend to be paid to Dr. Elizabeth Bird to help with the development of the evaluation tool and the $1,500 listed is to provide $500.00 stipends to three educators to present at the face-to-face conference in the summer of 2015.
## A) Costs for School of Education

<table>
<thead>
<tr>
<th>Personnel Services</th>
<th>Cost Basis (salary, wage, item cost)</th>
<th>Formula</th>
<th>Budgeted Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries: Joanna Carjuzzaa, PI</td>
<td>4,200</td>
<td>.6 FTE</td>
<td>$4,200</td>
</tr>
<tr>
<td>Consultant:</td>
<td>750</td>
<td>N/A – professional apt</td>
<td>$750</td>
</tr>
<tr>
<td>Teaching Asst.</td>
<td>1,000</td>
<td>N/A – student</td>
<td>$1,000</td>
</tr>
<tr>
<td>Three Higher Ed faculty to Present at conference $500.00 each</td>
<td>1,500</td>
<td>N/A – faculty not identified</td>
<td>$1,500</td>
</tr>
</tbody>
</table>

### Operating Expenses

<table>
<thead>
<tr>
<th></th>
<th>Cost Basis (salary, wage, item cost)</th>
<th>Formula</th>
<th>Budgeted Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contracted/Prof Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stipends</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials and Supplies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communications</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee Travel</td>
<td>2,000</td>
<td></td>
<td>2,000</td>
</tr>
<tr>
<td>Other (Specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Operating Expenses</td>
<td>2,000</td>
<td></td>
<td>2,000</td>
</tr>
<tr>
<td>Total Direct Costs (Lines 4+11)</td>
<td>10,540</td>
<td></td>
<td>10,540</td>
</tr>
<tr>
<td>Indirect Costs (&lt;8%)</td>
<td>843</td>
<td></td>
<td>843</td>
</tr>
<tr>
<td>Total for Education</td>
<td>11,383</td>
<td></td>
<td>11,383</td>
</tr>
</tbody>
</table>

## B) Costs for College of Arts and Sciences

<table>
<thead>
<tr>
<th>Personnel Services</th>
<th>Cost Basis (salary, wage, item cost)</th>
<th>Formula</th>
<th>Budgeted Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries (Names: Kristin Rupple)</td>
<td>2,100</td>
<td>.31 FTE</td>
<td>2,100</td>
</tr>
<tr>
<td>Hourly Wages</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee Benefits</td>
<td>420</td>
<td></td>
<td>420</td>
</tr>
<tr>
<td>Total Personnel Services</td>
<td>2,520</td>
<td></td>
<td>2,520</td>
</tr>
</tbody>
</table>

### Operating Expenses

<table>
<thead>
<tr>
<th></th>
<th>Cost Basis (salary, wage, item cost)</th>
<th>Formula</th>
<th>Budgeted Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contracted/Prof Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stipends</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Materials and Supplies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communications</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee Travel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Operating Expenses</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Total Direct Costs (Lines 4+11)</td>
<td>2,520</td>
<td></td>
<td>2,520</td>
</tr>
<tr>
<td>Indirect Costs (&lt;8%). (less stipends)</td>
<td>202</td>
<td></td>
<td>202</td>
</tr>
<tr>
<td>Total for Arts and Sciences/Extended Univ.</td>
<td>2,722</td>
<td></td>
<td>2,722</td>
</tr>
</tbody>
</table>
### C) Costs for Partner School District(s)

<table>
<thead>
<tr>
<th>Participant Costs</th>
<th>Cost Basis (salary, wage, item cost)</th>
<th>Formula (x FTE or # of hours = amount)</th>
<th>Budgeted Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Contracts (Names:</td>
<td></td>
<td></td>
<td>15,000</td>
</tr>
<tr>
<td>2 Stipends/Substitutes</td>
<td>15,000</td>
<td></td>
<td>15,000</td>
</tr>
<tr>
<td>3 Materials and Supplies</td>
<td>9,000</td>
<td></td>
<td>9,000</td>
</tr>
<tr>
<td>4 Communications</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Non Employee Travel</td>
<td>16,000</td>
<td></td>
<td>16,000</td>
</tr>
<tr>
<td>6 College Credits/Tuition</td>
<td>25,956</td>
<td></td>
<td>25,956</td>
</tr>
<tr>
<td>7 Other (Specify) – Room Rental</td>
<td>250</td>
<td></td>
<td>250</td>
</tr>
<tr>
<td>Catering for conference</td>
<td>1,800</td>
<td></td>
<td>1,800</td>
</tr>
<tr>
<td>Total Costs (as IDCs on participant support)</td>
<td>68,006</td>
<td></td>
<td>68,006</td>
</tr>
<tr>
<td>8 Total Budget for Partner Schools</td>
<td>68,006</td>
<td></td>
<td>68,006</td>
</tr>
</tbody>
</table>

### D) Costs for Additional Partner(s) – Extended University

<table>
<thead>
<tr>
<th>Participant Costs</th>
<th>Cost Basis (salary, wage, item cost)</th>
<th>Formula (x FTE or # of hours = amount)</th>
<th>Budgeted Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Contracts (Names: EU Salary)</td>
<td>2,250</td>
<td></td>
<td>2,250</td>
</tr>
<tr>
<td>Employee Benefits (at 34%)</td>
<td>765</td>
<td></td>
<td>765</td>
</tr>
<tr>
<td>Total Personnel Services</td>
<td>3,015</td>
<td></td>
<td>3,015</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Stipends/Substitutes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Materials and Supplies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Communications</td>
<td>500</td>
<td></td>
<td>500</td>
</tr>
<tr>
<td>5 Non Employee Travel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 College Credits/Tuition</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>7 Other (Specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Operating Expenses</td>
<td>3,515</td>
<td></td>
<td>3,515</td>
</tr>
<tr>
<td>Total Costs</td>
<td>3,515</td>
<td></td>
<td>3,515</td>
</tr>
<tr>
<td>Indirect Costs (8%) (less tuition)</td>
<td>281</td>
<td></td>
<td>281</td>
</tr>
<tr>
<td>8 Total Budget for Extended University</td>
<td>3,796</td>
<td></td>
<td>3,796</td>
</tr>
</tbody>
</table>

### A) Total for Education (not to exceed 50%) Line A14: 11,383
### B) Total for Arts and Sciences (not to exceed 50%) Line B14: 2,722
### C) Total for Partner Schools (not-to-exceed 50%) Line C8: 68,006
### D) Total for Additional Partner(s) – Extended University (not to exceed 50%) Line D5: 3,796
### E) Grand Total: 85,907

**Note:** On the Budget Request forms used by the accounting officers, sections A through D are combined. However, for year-end fiscal and program reporting, these funds must be reported on this form, using sections A, B, C, and D (if relevant) to verify that no one partner received more than 50% of the total award.

Signature of Institutional Grants Officer/Fiscal Department

[SANDRA L. SWARD]
Director

Name [Office of Sponsored Programs]

Date [5/6/14]