

SECTION I: INTRODUCTION

The Center for World Indigenous Studies (CWIS) is pleased to respond to the U.S. Department of Education, Indian Education Programs Office request for proposal (RFP No. 88-006) soliciting contract bids to operate one of the regional Indian Education Act Resource and Evaluation Centers. CWIS proposes to operate Resource and Evaluation Center III which serves the states of Alaska, Idaho, Oregon and Idaho. Our technical proposal seeks to meet the goals of the Indian Education act of 1972 (PL 92-318) with amendments appearing in the Elementary, Secondary Education Act of 1978 (PL 95-561) which authorize Indian Resource and Evaluation Centers.

The Center for World Indigenous Studies was established in 1984 in specific response to suggestions and proposals by Indian government leaders in the Pacific Northwest and the leadership of the World Council of Indigenous Peoples. As a center which seeks to concentrate the best thinking of Indian and other indigenous peoples on persistent social, economic and political problems facing indigenous nations, CWIS is uniquely suited to deliver education training and technical assistance to Indian communities and Indian education programs.

CWIS has both a broad focus and a narrow focus. We focus on global, country-wide and regional issues affecting Indian and other indigenous nations; and we focus on the level of specific indigenous nations and their communities. This approach permits CWIS to not only address local concerns, but consider those concerns within a broader framework of events and circumstances.

In the United States, the Center for World Indigenous Studies joins together some of the most talented, experienced and creative Indian and native people to think about and suggest perhaps innovative ways Indian and native people can improve social, economic and political conditions. Located in villages, cities and reservations; at major universities and colleges and in organizational programs, talented Indians and natives volunteer their participation in problem solving. No large meetings or conferences are called. Just thoughtful research and analysis based on innate and acquired knowledge and experience contribute to sometimes novel methods for solving problems at the local, regional, country-wide and international levels. Not only does the CWIS offer careful research and analysis, it proposes specific, active steps for dealing with the many

puzzles facing Indian and native peoples.

Though the CWIS organization is small, with just a few staff, personnel have wide and varied experience in Indian and Native Affairs in practical and substantive areas. Program development, administration, execution, and evaluation experience are important strengths. In addition, CWIS has a staff which is constantly urged to discover innovative solutions to problems. Combined with the ability to access many voluntary and consulting contributors in education, community organization, learning styles, and thought skills the CWIS proposes to employ creative and skilled people to work in the CWIS Resource and Evaluation Center III.

The approach we bring to this technical proposal is based on a simple philosophy: Draw on varied sources of experience and knowledge to deal with a problem within its particular context - Context Problem Resolution. Our management approach is based on Management By Objectives (MBO). The combination of philosophy and management approach makes problems manageable. Our approach effectively provides options which, when applied, offer alternatives to conditions that don't work. New strategies to achieve effective decision-making become possible.

When applied to Indian education projects, our approach offers effective alternatives to weak or failing activities, and helps create conditions for the development of new theories, methods, and techniques and their immediate application.

The Center for World Indigenous Studies is particularly concerned with the development and use of effective evaluation techniques which aid in the process of project and program operation. Careful and systematic research techniques suitable for a particular context can insure program improvements. Since we emphasize Management By Objectives, as a matter of course, methods and techniques used in this simple process will become a major part of our plans for a CWIS Resource and Evaluation Center III.

HISTORICAL OVERVIEW

The relationship between the federal government and Indians in the area of education has changed many times during the past 200 years. The treaties and agreements between the U.S. Government and the Indian Nations and tribes created what is now a long-standing relationship. This

relationship has been described as being "a relationship between a greater power and lesser powers," a large state and many smaller nations. While the legal relationship between Indian nations and the United States of America has been thoroughly defined, especially in the last 132 years, the social, economic and political relationships remain undefined and unresolved. The dynamics of this irresolution has naggingly contributed to the unsettled conditions which surround Indian Nations, their communities and individual families. This confusion about relationships frequently falls heavily on the educational community. It is in the educational institution that virtually all of the unsettled conditions erupt in vivid and often dramatic ways.

"Send Us a Dozen of Their Sons"

While training and education for agriculture, Black Smithing and construction was given by the United States government to Indian Nations as a form of technical assistance early in its history, systematic education was not offered until about 100 years ago. Indeed, Indian Nations considered their own educational systems as superior to what the United States offered. The pattern of offering education as a part of treaty-making was recorded as early as 1744 - forty-five years before the United States Government was constituted. When the colony of Virginia sought to offer education to the Six Nations Confederacy as a part of the 1744 Treaty of Lancaster in Pennsylvania, Indian leaders were not impressed. The Six Nations replied to the proposal:

Several of our young people were formerly brought up at the colleges of the Northern Provinces; they were instructed in all your sciences; but when they came back to us, they were bad runners; ignorant of every means of living in the woods; unable to bear either cold or hunger; knew neither how to build a cabin, take a deer, or kill an enemy; spoke our language imperfectly; were therefore neither fit for hunters, warriors, or counselors; they were totally good for nothing. We are, however, not the less obliged by your kind offer, though we decline accepting it: And to show our grateful sense of it, if the Gentlemen of Virginia will send us a dozen of their sons, we will take great care of their education, instruct them in all we know, and make men of them. (Benjamin Franklin, Remarks Concerning the Savages of North America 2nd ed., 1794).

Not until 1794, five-years after the establishment of the government of the United States of America did the Onieda, Tuscarora and Stockbridge

become the first nations to agree to education and other services through a Treaty. It was this precedent which established the practice of including educational and other services in agreements between the U.S. government and Indian Nations.

The Start of BIA Education

In 1824, the Bureau of Indian Affairs (BIA) was first installed as an agency in the U.S. government. Its Commissioner and single assistant was given the responsibility for "the direction and management of all Indian affairs and of all matters arising out of the Indian relations." It was not until 1849 that the Bureau of Indian Affairs assumed its position in the Department of Interior.

Though treaty commitments obliged the United States government to deliver education and other services to Indian Nations, it was not until 1870 that the Bureau of Indian Affairs assumed responsibilities for educational services. It was then that the U.S. Congress first appropriated funds on a regular basis for certain Indians in the United States. Since that time, there have been many Acts of Congress to provide educational benefits for Indian children.

The Snyder Act of 1921 provides the modern authority under which the BIA provides educational services to Indians. These services include: Direct operation of schools, support of tribally operated schools financial assistance to public schools serving Indian children, financial assistance to students seeking a higher education, support for tribally controlled community colleges, adult basic education and many other special programs in local communities. The Johnson O'Malley Act (1934, 1936) provided for contracting with state or local agencies for the education of Indian children. In 1975 the Indian Self Determination Act amended the Johnson O'Malley act to provide for more direct Indian participation in the education of Indian children.

A major theme of education programs for Indian people has been "assimilation into the broader society." This has been carried out through mission schools, a country-wide system of Indian boarding schools, the Indian relocation program for vocational training, public schools, and alternative programs - all supported by the U.S. government.

There have been several studies about the effects of U.S. sponsored

education programs which in many cases were forced upon Indian people. In 1928, the Brookings Institute conducted the first major study published under the title The Problem of Indian Administration. More popularly known as the "Meriam Report," it was the first comprehensive review of Indian Affairs. One major conclusion of the Meriam study was, "[the] first and foremost need in Indian education is to stop removing Indian children from their families." Meriam recommended that day-schools be established on the reservations.

Indian Education was specifically emphasized in 1969 when the Indian Education: A National Tragedy - A National Challenge was released by the U.S. Senate. The "Kennedy Report," (referring to Senator Ted Kennedy, Chairman of the Senate Committee from which the report was generated) revealed that both public schools and the Bureau of Indian Affairs schools were failing to serve the educational needs of Indian tribes. High dropout rates, low academic achievement, low self-concept, lack of parental involvement and a scarcity of Indian teachers and school administrators were pointed out as problems in the systems. Sixty recommendations were made for improving Indian education. However, the report stated that before any recommendations could be acted upon:

The Federal Government must commit itself to a national policy of educational excellence for Indian children, maximum participation and control by Indian adults and communities, and the development of a new legislation and substantial increases in appropriations

The Havighurst report, A National Study of American Indian Education (1970) recommended that the Federal government adopt the "theme of Indian authority and responsibility for the education of Indian children and youth." Havighurst's conclusion repeated an idea contained in the Kennedy Report a year earlier and the Meriam Report forty-nine years earlier. Many smaller, and less well-known studies pointed out the irregular spending of Johnson O'Malley, Title I and Impact Aid funds.

New U.S. Policies

These key studies provided the awareness and concrete data necessary to bring about some change. The civil rights movement and the "Great Society" launched by President Lyndon Johnson's Administration, along with new policies in the President Richard Nixon Administration paved the way

for improvements in Indian affairs and laid the groundwork for passage of the Indian Education Act.

The Indian Education Act was introduced in the U.S. Senate in September 1970. Two years later the Indian Education Act was signed into law. On June 23, 1972, as Title IV of Public Law 92- 318, the Act was adopted into law. It was specifically designed to address the educational needs of Indian and Alaskan Native students and adults. The Act provided for funds for special educationally related needs and for participation of Indian people in federally-funded education programs.

The Act consists of several parts:

PART A supports a broad range of educational services for Indian children. Part A provides grants on a formula basis to Local Education Agencies and the Tribal contract schools. It also provides discretionary grants to Indian-controlled schools located on or near a reservation.

The Declaration of Policy in Part A states:

In recognition of the special educational and culturally related academic needs of Indian students in the United States, Congress hereby declares it to be the policy of the United States to provide financial assistance to local educational agencies to develop and carry out elementary and secondary school programs specially designed to meet these special educational or culturally related academic needs, or both.

* * * *

PART B supports a wide variety of educational activities through discretionary grants. These include grants for pilot and demonstration projects, technical assistance, training for educational personnel, exemplary programs, and educational services such as remedial instruction, school health, and psychological services not available in sufficient quantity for students whose needs would not otherwise be met. Eligible grantees for Part B include Indian tribes, organizations, institutions of higher education, state and local education agencies, Federally supported elementary and secondary schools, and individuals receiving fellowships.

PART C supports planning, pilot, and demonstration projects as well as service programs to improve educational opportunities for Indian adults.

PART D provides for the National Advisory Council on Indian Education and the administrative costs of the administration of the Indian Education Program Office (IEP). Appointments to the Council are made by the President of the United States. The Indian Education Program Office administers the activities authorized under the Indian Education Act.

PART E authorized 5% of appropriated funds of the Higher Education Act for preparation of teachers of Indian children, and allows the

Commissioner of Education to designate certain schools on-or-near reservations as local education agencies. Part E was an amendment to Part D, Title V (Education Professions Development Act) of the Higher Education Act, which is no longer authorized.

The Education Amendments of 1974 reauthorized the Indian Education Act with no significant changes except the set-aside for non-public schools (Indian Controlled schools was increased to 10% of the Part A funds).

Reauthorization of the Indian Education Act in 1978 included several technical amendments which had an impact on the Part A program. These amendments were:

1. Broadened the scope of Part A to include culturally related academic needs.
2. Authorized a competitive grant program for LEAs to support demonstration projects and programs designed to plan for and improve education opportunities for Indian children.
3. Mandated three changes regarding parent committees:
 - a. Allowed persons acting in loco parentis to serve on parent committees.
 - b. Gave parent committees input into the hiring of personnel with IEA funds.
 - c. Required parent committees to establish, adopt, and abide by the by-laws that would govern their programs under the IEA.
4. Granted certain tribal schools LEA status for the purpose of receiving Part A funds.
5. Authorized a thorough study and analysis of the definition of Indian and ordered a report submitted to Congress.
6. Required the Commissioner to seek specific information establishing a child's eligibility under Part A (506 form).
7. Required an annual audit of at least one third of all of the Part A projects each year, and a report on that audit to Congress.
8. Authorized the Regional Indian Resource and Evaluation Centers to provide technical assistance and disseminate information.

In 1983 a major research effort was completed "The Evaluation of the Impact of Part A Entitlement Programs Funded Under Title IV of the Indian Education Act" by Development Associates. Stressing technical assistance delivered by Resource and Evaluation Centers the study concluded:

Staffing

Over half of the staff of the Title IV programs are para-professionals.

Most directors are part time and perform many functions, (teaching, counseling, administration etc)

Community volunteers play an important part in the planning and operation of the projects.

The study revealed that the Title IV parents and staff are often the only Indian community presence in the schools. The exception was in schools which have Johnson O'Malley Act funding. Indian parents and staff were also present in numbers.

Parent Committees

Average membership on parent committees was 10 people.

Most committees were involved in making decisions about budgets and project goals.

All projects had conducted some form of needs assessment within the previous year.

Only half of the projects were evaluated by an independent evaluator.

Services

The most frequent services reported were:

- (80%) Tutoring and other special academic activities.
- (64%) Indian history and cultural instruction or activities.
- (48%) Counseling.
- (38%) Home school liaison activities.
- (22%) provided financial assistance to parents for school related costs.

Participation in Federal Programs

Indian students participating in:

- Two thirds in Title IV Part A.
- One-third in Johnson O'Malley.
- One-fourth in Chapter 1.
- One-fifth in Federal Vocational Programs.
- Less than one-tenth in Bilingual Education programs or in federal programs for the handicapped.

This Study concludes that many Indian children were not served by any programs except Title IV Part A:

In conclusion, the picture which emerges from this study of the Part A program in public schools is one of small, supplemental program which has been locally tailored to meet local needs, administered to the general satisfaction of school officials and the Indian community, and appears to have had some impact on the school attendance and academic performance of Indian students and the improved relations between Indian parents and local school systems. It is reasonably clear that the conditions of education for Indian students are substantially better than when the Indian Education Act was passed, and that this is due in part to the Program. However, it cannot be said how much of that change is due to Part A. Other programs supported by the Indian Education Act, Johnson O'Malley programs, Title I and other federal programs, many tribal and community-based Indian programs for students and parents, and, perhaps, a generally more tolerant and sensitive attitude toward cultural differences in schools and society at large have also been factors at work during the entire life of the Program. Nevertheless, it appears that the overall objectives of the Congress in enacting the Part A Program are being largely achieved, and to the general satisfaction of the Indian community. (Pg. 356-357)

The report further concluded with a description of ongoing needs which were identified by the study:

Junior high and high school students need encouragement to stay in school.

Indian students, are generally still below national norms on achievement tests.

Culturally related topics and special heritage classes are important to the ongoing needs of the Indian community.

The involvement of Indian educators and parents in school programming is important to the on-going needs of the Indian community.

These findings and conclusions were kept in mind as CWIS prepared this proposal.

In 1984 the Indian Education Act was reauthorized with the requirement that Parent Committees sign-off on Title IV proposals. The passage of Public Law 98-396 in 1985 reduced the required fiscal effort of the LEA and the State from 100% to 90%. This was particularly significant in that many schools throughout the country were suffering from a depressed economy. This is currently an issue in the State of Alaska, where the Fiscal effort has been greatly reduced beyond the 90% range. The authority to continue administering the services provided by the Indian

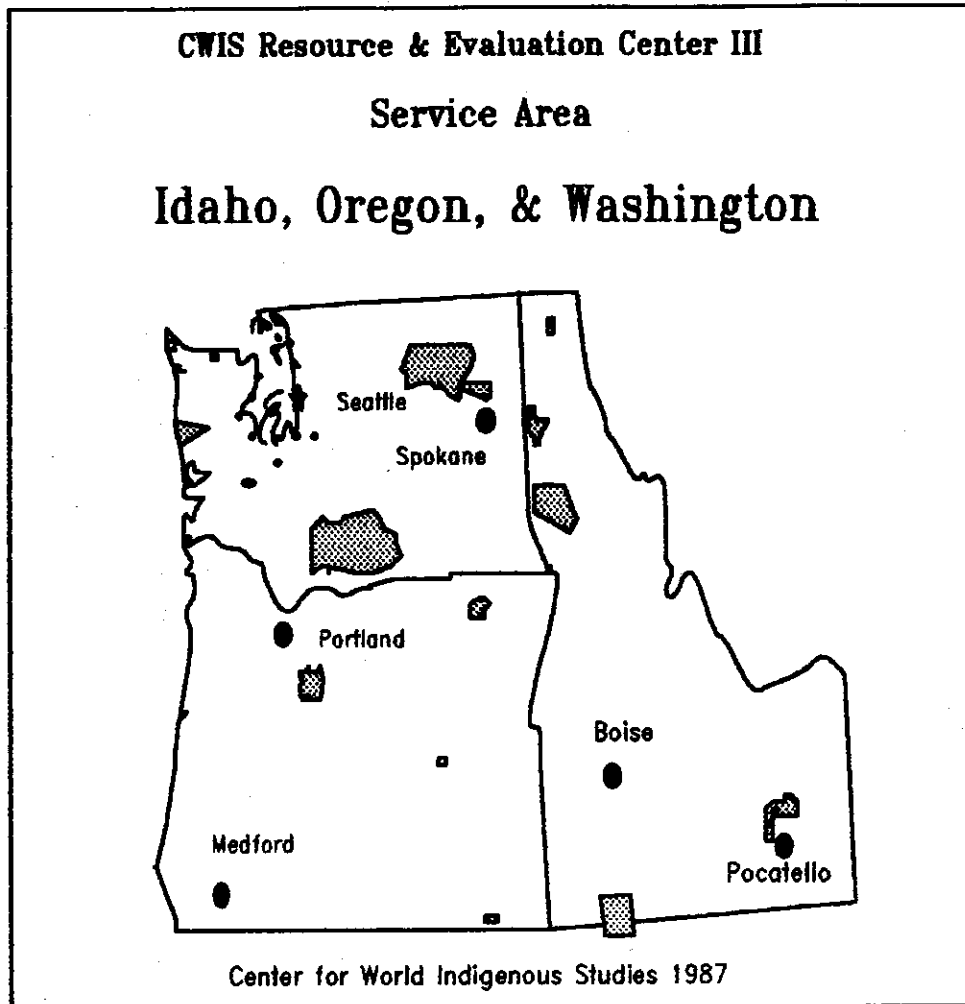
Education Act has been extended until 1990. Rewriting the Act is currently under consideration.

Resource and Evaluation Centers have been in operation since 1981. Each Center has had a varied history of performance and delivery of services. Resource and Evaluation Center III has been located at the United Indian Of All Tribes Foundation since 1981.

REGIONAL SERVICE AREA BACKGROUND

The service area for Region III encompasses the states of Alaska, Idaho, Oregon and Washington. Each state has its own unique geographic and social conditions, and Indian educational climate.

FIGURE 1



◆ Idaho

Idaho has the smallest number of Indian students attending school. There are four reservations within the borders of the state. The largest concentrations of Indian people live in the Coeur d'Alene, Duck Valley, Fort Hall and Nez Perce reservations. There are two tribally controlled schools in the state: One at Fort Hall on the Fort Hall Reservation and one on the Nez Perce Reservation at DeSmit. Idaho public schools have the lowest per pupil expenditures in the region. As a consequence, Title IV allocations are also the lowest.

Travel in Idaho is expensive because of the airline routing necessary to make connections, and roadways are not fully developed. This often makes Title IV staff and Parent Committee member participation in regional workshops prohibitive. School districts and Indian education projects are characterized as having a high turnover rate in personnel. This condition significantly contributes to management and record keeping problems. Idaho does not now have a state-wide Indian Education Association. There is one discretionary project in Idaho at Fort Hall. Mr. Harold Goff is designated by the State of Idaho to work with the Indian Education projects. His office has a small budget and is limited in resources available for assisting Indian Education.

◆ Oregon

Oregon also has a widely dispersed Indian population on Reservations, in rural areas and urban centers. Five Reservations are located inside Oregon: Burns Paiute, Fort MacDowell, Siletz, Umatilla and Warm Springs. Large Indian populations live in former Reservation jurisdictions, now considered rural areas, along the Oregon coast and Southwest Oregon. The large concentrations of Indian people reside in the urban centers - many different tribes are represented. Because of the large numbers of Indians who were relocated to Oregon from other parts of the country, there is a problem proving Indian heritage. Two years ago, one tribe which was terminated in the 1950's was re-recognized by the U.S. government. Other tribes are petitioning the U.S. government for recognition. The re-emergence of many tribes in Oregon has stimulated a resurgence of concern about the education of Indian children.

The State Education Agency (SEA) designated an Indian person (Ms. Roben Butterfield) as the Oregon State person responsible for Indian Education. The Oregon Indian Education Association actively works with the SEA and the Bureau of Indian Affairs education office. The Oregon Indian Education Association convenes a conference each year which highlights the progress made in Indian education over the previous year.

The larger projects within the state have a history of maintaining their project staff and continuity of project. Small projects in isolated areas have high staff turnover and subsequently the related problems. There are two Tribally Controlled schools in the state and One Bureau of Indian Affairs Boarding school (Chemawa), for secondary students.

◆ Washington

Indian population centers in Washington are evenly distributed across the state with sizable numbers of relocated or emigrated Indians living in Bellingham, Seattle, Spokane and Tacoma. There are 24 Reservations on which 33 tribes are located. Seven landless Tribes, currently petitioning the U.S. government for recognition, are also inside the boundaries of Washington State. Seven Indian Nations operate Tribally controlled schools. In Seattle, the Indian Heritage High School serves 129 Indian students from many tribes in grades seven through twelve.

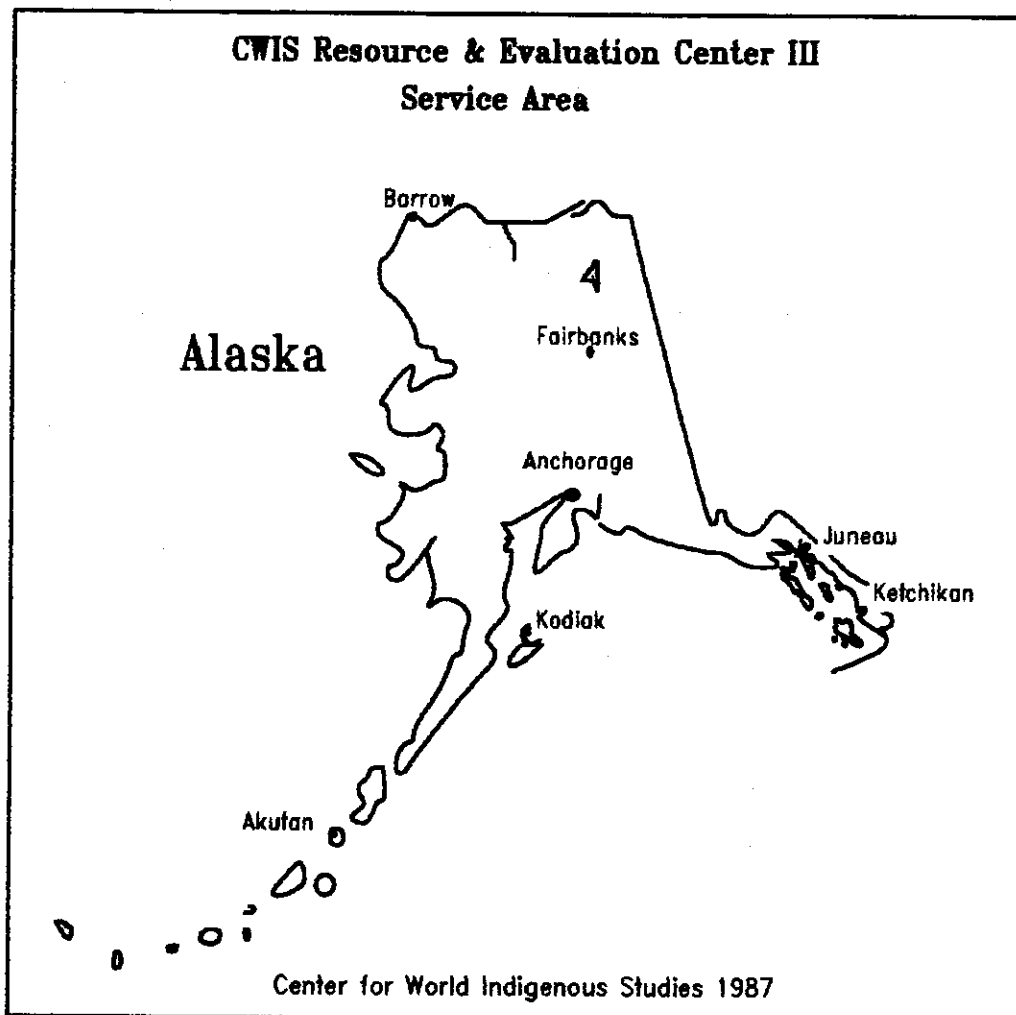
The Washington State Indian Education Association is very active and convenes an annual conference. This association of Indian educators and administrators actively works to promote a high caliber of education for Indian children. The State Education Agency has an Indian Education Desk headed by Dr. Willard Bill. Dr. Bill actively assists Johnson O'Malley funded programs and coordinates his work with the provision of training and technical assistance designed for Title IV projects.

Alaska

Indian and Native education in Alaska poses unique conditions and circumstances which require novel approaches.

There are more than two-hundred separate native and Indian villages and Reservations. The Reservations include Akutan Reserve, Annette Island Indian Reservation, Diomedede Island Reserve, Karluk Indian Reservation, Klukwan Indian Reservation, Unalakleet Reserve, Venetie Indian Reservation, and Wales Reserve. Individuals from many Indian and native populations also reside in Anchorage, Fairbanks, Juneau, Ketchikan, and Kodiak. The native and Indian populations are located on islands and in remote regions and in several urban areas spread over an area of 569,600 square miles - an area 2.3 times larger than the combined states of Idaho, Oregon and Washington.

FIGURE 2



As a result of the Alaska Native Claims Settlement Act (1971), thirteen regional native corporations were formed to accelerate the transfer of aboriginally owned native and Indian lands to the United States of America and the State of Alaska. This enactment, combined with the Omnibus Act of 1976, has compounded radical social, economic and political changes in village and community life among native and Indian peoples. The intrusive influences of Alaskan State interests since rising to statehood in 1959 have had no small affect on the lives of even the most remote of native peoples. Social and economic dislocation among native peoples in little more than a generation has produced extensive upheaval among families and in communities. Educational institutions are in a condition of flux and experience considerable uncertainty due to this environment.

The Alaskan State school system assumed responsibility for Indian and Native education in only the last fifteen years. Until just recent times, Indian and native education was administered at the village or community level; or students traveled to urban centers to attend public schools, or boarding schools.

When the state took over the school systems it initiated programs aimed at providing educational benefits in the remotest villages. This approach was intended to replace the practice of sending the children to the urban centers where they would board with families and obtain their secondary education or the practice of sending students to boarding school in the lower 48 states. These local schools are struggling to establish themselves. They are typically plagued with high rates of staff turn-over.

The State government has sponsored programs to support community level teacher training programs through State universities which grant teaching certificates. These programs contribute to school staff stability, but instability remains a problem.

There is no state-wide Indian Education Association. The Native Corporations have educational components, and, during meetings of the Alaska Federation of Natives there is an emphasis on education.

Title IV projects in Alaska have a record of returning unused funds to the U.S. Department of Education at the end of each project year. This is not because the funds are not needed, but because the schools are not set up to administer them in remote villages. Some school districts serve

village schools which are 100 miles apart. Support and cooperation is hampered by this circumstance. To help remedy program management problems, there is an attempt in a few school districts to build a computerized assisted program of project management. If the pilot efforts are successful, other school districts will be encouraged to adopt and adapt the program to their needs. Other acute problems in Title IV projects are related to how funds are budgeted, how the needs assessments are conducted, and determining who is being served by the funds.

The Center for World Indigenous Studies anticipates that a special effort should be made to work with the Alaskan projects. Such a special effort is warranted not only because of the unusual circumstances which prevail in Alaska, but because of pending economic policy changes in the State government. Because of changes in the Alaskan economy, the level of support at the local levels has and will continue to decline. This will impact the amount of money allocated through Title IV formula grants. Changes in State government commitments will cause schools to fall below the 90% level required for funding under the Indian Education Act.

Dr. Bill Demmeret, an Alaskan Native, was recently elected as the Superintendent of Public Instruction for the State of Alaska. Dr. Demmeret appointed Edna McLean as the Alaska Native and Rural Education Director.

TABLE 1

Region III Discretionary Programs
1987

PROGRAM	STATE			
	AK	WA	ID	OR
Part A	0	2	0	0
Part B	4	6	0	0
Part C	1	6	1	0
Total Prgm	5	14	1	0

Title IV, Part A, B, and C programs are primarily located in the states of Washington and Alaska with one in Idaho. The programs are mainly located on Reservations and in rural areas. Project budgets range from \$45,000 to more than \$200,000. Table 1 depicts the distribution of

discretionary grants on a state-by-state basis.

CWIS TECHNICAL APPROACH

The Center World Indigenous Studies believes that training and technical services can be improved with innovations in approach, methods and techniques. We believe our approach described here and in the Scope of Work can have significant and positive impacts on the complex web of Title IV projects and other education programs in Alaska, Idaho, Oregon, Washington. Accordingly, the Center for World Indigenous Studies submits this proposal.

The goals of the proposed CWIS Resource and Evaluation Center III are:

To provide training and technical assistance to the Title IV grantees, Part A, Parent Committees, Tribes, Indian and Native organizations and Local Education Agencies.

To establish coordination activities with State Education Agencies, Local Education Agencies, and other organizations, funded by the Department of Education, as appropriate.

To continually up-date staff on recent research and developments which have the potential of affecting the education of Indian children.

To provide materials which are client oriented (tailored to project context), written and presented in a manner to encourage the targeted clients to read and implement the ideas, concepts and processes. Provide visual presentations through out the material, as appropriate.

To provide Technical Assistance in the most timely manner possible.

To provide a program of Technical Assistance available to clients at any hour of the day.

Evaluate all Center services and revise them as appropriate.

The Center for World Indigenous Studies is committed to achieving these goals. To do this, a link between contemporary research and the technical assistance we propose to deliver is essential. Center Staff will receive the following research documents:

Hunter Madeline, MASTERY TEACHING, 1982

Bono, Edward; THINKING SKILLS
Emmerson, Larry W. FEUERSTEIN COGNITIVE EDUCATION THEORY AND
AMERICAN INDIAN EDUCATION. August 1987.
(and Effective schools research reports)

The CWIS Resource and Evaluation Center III will provide, workshops, a symposium, seminars, site-visits, consultations, presentations, and disseminate information and materials. The following are the definitions of the services according to the RFP:

Center Workshop This is defined as workshops the contractor has responsibility for sponsoring and hosting (although co-hosts, such as Indian tribes or organizations, will be allowed); and that are, at minimum, one full day in length. The majority of the presentations at the workshops shall be made by Center staff or Center employed consultants.

Site-visits On-site-visits shall be defined as visits requested of the contractor by a grantee, parent committee or potential applicant to address a specific need or problem, of the grantee, parent committee, or potential applicant. The contractor shall prepare in writing a brief statement outlining the need (or problem) and a listing of resources and/or solutions that the contractor anticipates can assist the client. The aforementioned outline and listing shall be prepared by the contractor prior to the on-site visit and shall be used to guide the contractor during the provision of technical assistance on site. These outlines shall be included in the monthly management reports.

Consultations Consultations by the contractor shall be defined as the provision of technical assistance that requires specific research and/or development of materials (or other resources) that results in a solution to a client's need or problem. Consultations shall require specific job-related skills of the contractor's professional staff. Consultations may be conducted by telephone, by correspondence and by dissemination of specially designed materials (or other resources). The dissemination of previously developed information (information which does not require researching or development by the contractor) and/or previously developed materials shall not constitute a consultation.

Center Presentations Presentations by the contractor shall be defined as presentations made at non-contractor sponsored workshops, meetings, conferences, etc.; including Indian Education Programs sponsored discretionary workshops.

We use additional terms in our technical proposal, and we supply our definitions accordingly.

Symposium A two day workshop which includes presentations by Center consultants and others. Discussions will take place on various issues and a Symposium report will be generated.

Seminars Presentations and discussions concerning innovations in education using consultants from the major research universities and colleges in the region. Seminars will provide opportunities for college credit after participants fulfill requirements for a written report or research paper.

Satellite Office The CWIS Center III Satellite Office will be a physical office facility established in Anchorage, Alaska. It will be occupied by a CWIS Center III professional staff person and supported through telecommunications by the main CWIS Center III office. The purpose of the satellite office in Alaska is to provide timely and more efficient coordination with the Alaska Education efforts and to effectively deliver training and technical assistance to grantees. Placement of a satellite office of CWIS Center III in Alaska will reduce service-delivery costs, and insure consistent and informed responses to Alaskan grantees.

Previous experience suggests that there are three important variables associated with delivering services to Alaska. These are: Weather, travel-time and isolation. Anchorage is a center of commerce for Alaska and most of the travel is routed through there. Because of the unusual social, economic and political circumstances in Alaska, it is essential that technical assistance delivery reflect the context. A CWIS Center III Satellite Office will insure intimate involvement in the overall educational environment in Alaska. Distance will not be a hinderance to involvement in the education conferences and tribal activities of Alaska.

Empowerment is a concept which forms the operational basis of technical assistance provided by CWIS Center III. This concept means in practical terms that technical assistance emphasizes applied knowledge and skills so that individuals become the driving force behind problem solving and new initiatives. They are no longer the "victims of confusion," but they become the active determinants.

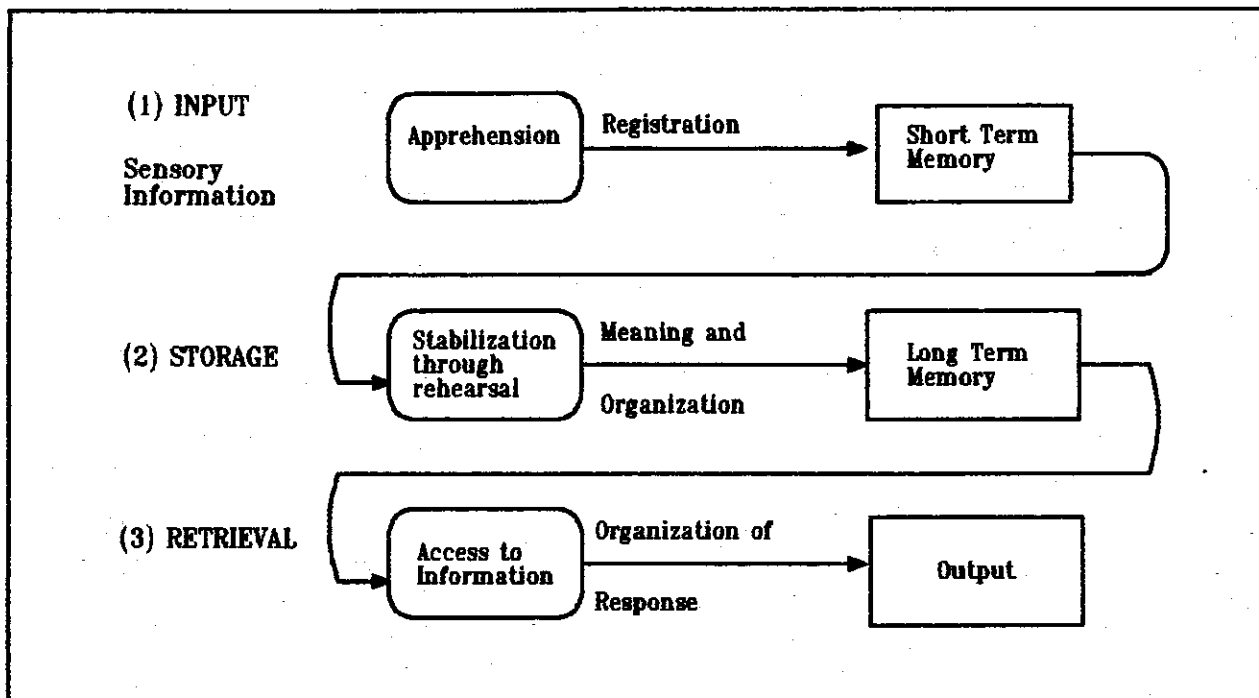
Actually applying evaluation, management and administrative theories within a give context will be the major focus of workshops and site-visits. The concept of empowerment within the framework of workshops and site-visits entails three stages of learning: Input, storage and retrieval. (Wingfield 1979). Workshops often address just the first stage. CWIS Center III will apply all three stages as illustrated in the Figure 3 below.

Learning Styles will be used in the delivery of services. Center Staff will use auditory, visual and kinesthetic applications throughout their presentations. Because the staff are also encouraging project staff to use these methods. The evaluation instruments will highlight the use of these methods and analyze the presenters use of them.

Thinking Skills will also be a part of the delivery of services. It is not enough that the material is presented, it must be made the property of the participant. When caused to make decisions about the use of information, the participant will internalize the information and it will be acquired as a permanent skill.

FIGURE 3

Stages of Knowledge Retention



Problem Solving an important aspect of the CWIS services is that the workshops and site visits will include using systematic problem solving techniques. Again the skill will enable the project staff person to use the same skill in their classroom, or when working with students, parent committees, or the school administration. As these methods are used in CWIS Center III delivery of services this should be an encouragement for Project staff to use the same techniques.

The following table lists the tasks proposed by the Center for World Indigenous Studies to fulfill the requirements of the RFP. Please refer to Section II: Scope of Work for more detailed task descriptions.

TABLE 2

CWIS Center III Tasks

Task 1: Provide evaluation training and technical assistance.

Subtask 1.1: Develop and implement procedures

Subtask 1.1.1: Procedures for development of training materials

1.1.2: Opportunities to gain knowledge and skills

1.1.3: Selection of design and instruments

1.1.4: Measure effectiveness of cultural enrichment projects

1.1.5: Develop standard workshop format

Subtask 1.2: Conduct workshops and site-visits on methods of evaluation

Subtask 1.3: Procedures for prioritizing requests

Task 2: Provide training and technical assistance in development, management, implementation.

Subtask 2.1: Project development

Subtask 2.2: Project implementation

Subtask 2.3: Project management

Subtask 2.4: Seminars in Project management and implementation

Subtask 2.5: Site visits for specialized assistance

Subtask 2.6: Free telephone service

Subtask 2.7: Handling emergency requests

Subtask 2.8: Tribal Education Symposium

Task 3: Information and support services

Subtask 3.1: Information Brochure

Subtask 3.2: Educational information

Subtask 3.3: Database of successful components

Subtask 3.4: Assist projects to prepare for JDRP

Subtask 3.5: Conduct successful practices workshops

Subtask 3.6: Disseminate fellowship information

Subtask 3.6.1: information on other education scholarships, grants and fellowships

Subtask 3.7: Free materials program

Task 4: Coordination

Subtask 4.1: Indian Education Programs Office

Subtask 4.1.1: Northwest Branch Office

Subtask 4.2: State Education Agencies

Subtask 4.3: Local Education Agencies

Subtask 4.4: Other organizations and agencies

Subtask 4.5: Indian Resource and Evaluation Centers

Subtask 4.6: Researchers, practitioners, and professional organizations

Task 5: Technical Assistance in proposal design

Subtask 5.1: Available to grantees and eligible grantees

Subtask 5.2: Identify eligible LEA's

Subtask 5.3: Pre-application workshops

Task 6: Development and Capacity building

Subtask 6.1: Staff Development and capacity building

Subtask 6.1.1: Team training and planning

- Subtask 6.1.2: Inter-staff training
- Subtask 6.1.3: Other agency/organization training
- Subtask 6.1.4: Specialized training
- Subtask 6.1.5: Resource Center Exchange

Subtask 6.2: Grantee capacity building

- Subtask 6.2.1: Expert Systems training and demonstration
- Subtask 6.2.2: Assist grantees to obtain hardware

Task 7: Inventory of materials

- Subtask 7.1: Inventory of Materials to IEP
- Subtask 7.2: Maintain Inventory Records

Task 8: Management of the Contract

- Subtask 8.1: Center staffing
- Subtask 8.2 Set up record-keeping system
- Subtask 8.3 Reports to IEP

In sections following the Scope of Work, we propose an initial Baseline Management plan for CWIS Center III, the personnel invited to work under CWIS Center III and the capabilities of the Center for World Indigenous Studies.

SECTION II: SCOPE OF WORK

After reviewing the theoretical, legislative and practical circumstances surrounding Title IV programs in the four-state area including Alaska, Idaho, Oregon and Washington, the Center for World Indigenous Studies proposes the following scope of work for CWIS Resource and Evaluation Center III beginning in 1988.

TASK 1

To provide, upon request, professional consultation and technical assistance in both formative and project outcome evaluation to Indian Education Act grantees and Part A Parent Committees.

Title IV grantees (Parts, A, B, and C) have a history of difficulty in the area of evaluation. Projects with reliable statistical data showing the successes of the project are few. The RFP states several problems related to the evaluation of Indian education projects among these are:

"...virtually none in objective outcome evaluation."

"...absence of substantive data to adequately measure project effectiveness and...impact..."

"...lagging behind in both knowledge and experience in objective evaluation design and implementation..."

In addition to those pointed out by IEP, CWIS recognizes the following problems:

Grantees often do not recognize the value of measuring the success of their project.

Evaluation is often viewed as extra paper work not as a part of improving services to students.

In the past many projects have used external evaluators. These have been costly and not always useful for making improvements in the project.

Many project staff and/or parent committee members don't understand the concept of evaluation.

Some project staff and parent committee members make a

concerted effort to avoid the humiliation and stress of an evaluation effort, because of their lack of knowledge and skills in the subject.

Many project staff and parent committee members do not have a formal education background and are struggling to perform minimum requirements of their positions.

Project staff are not clear as to what IEP expects with respect to evaluation.

A critical part of this task is to demonstrate to project staff how they can improve their project through effective evaluations. At one time Evaluation Specialists from the Resource Centers recommended the incorporation of evaluation standards into the grant applications. Unfortunately this was not acted upon. By listing evaluation as the first priority the RFP emphasizes the need for not only measuring success. It shows an emphasis on ensuring the projects are meeting the "special educational and culturally related academic needs of Indian children." CWIS agrees with this emphasis.

The first step toward accomplishing a useful evaluation is the assessment of need. If the need is not clearly defined, it is virtually impossible to measure program progress. Similarly, making judgments about the effectiveness of program methods and techniques and reporting findings is unachievable. Therefore, the evaluation technical assistance provided by CWIS will begin with an analysis of needs assessments, measurable objectives based on the identified needs, and project activities which are appropriate to meeting the identified needs. Three levels of evaluation will be encouraged: Project monitoring, formative evaluation and impact or outcome evaluation. The CWIS Resource Center III will encourage projects to track individual student

progress, and make the evaluation process an integral part of the everyday management of the project. The steps necessary for the delivery of quality technical assistance in evaluation to Local Education Agencies, Indian Tribes, and Indian Organizations are presented in the following topics under subtasks; procedures, materials and practices, skills and knowledge, instruments, methods, effectiveness, format.

Subtask 1.1: Develop and implement Procedures for provision of technical assistance in evaluation.

When planning procedures for technical assistance in evaluation, CWIS recognizes that grantees do not get excited about attending evaluation workshops - they are poorly attended. Evaluation technical assistance must emphasize positive methods for improving services to students and the design of instruments which help the grantee deliver these services. The evaluation techniques used by CWIS Resource Center III to determine the usefulness of technical service delivery to projects will be a part of the practical information given to project personnel. Evaluation of the T/TA provided will be an example (in and of itself) of evaluation techniques useful to Indian project personnel.

CWIS Center III will use the following procedures when providing T/TA in evaluation:

WORKSHOPS: CWIS Center III will initiate 5 evaluation workshops. These workshops will be conducted at five regional population centers in the CWIS Center III service area. During

the first two weeks of the contract period, the Center Professional Team of Advisors will meet and identify sites and dates and assign responsibility for workshops. This information will be included in the monthly newsletter as a part of the "Center Calendar" and will be updated as more information is available. Support staff will make the necessary arrangements for the specific place where workshops will be conducted. One month prior a workshop, announcements will be sent to the grantees within the geographical area of the proposed workshop site inviting pre-registration. All clients who pre-register at least one week before the workshop will receive a pre-workshop packet.

The workshop will be conducted and evaluated. Participants at the workshop will have the opportunity to receive individual assistance on site through appointments. All clients who sign up on site for the workshop will receive a follow up packet, two weeks after the workshop. The follow-up packet will contain an evaluation form to measure the residual impact of the workshop. The Center Professional Team will review the evaluations and make decisions about changes in the workshop if appropriate.

SITE-VISITS: Actual on-site visits will provide the most intense training and in-depth technical assistance offered. CWIS estimates that 25 site visits in the area of evaluation will take place during the contract year. All site visits will be made in response to requests for technical assistance. Written documentation of the request will be required from the client, for CWIS Center II records. Upon receiving the request for

assistance, the Education Programs Adviser receiving the call will determine the level of service needed. If a site visit is recommended, the Program Adviser will bring the request to the weekly team meeting.

A quick survey of other grantees in the surrounding area will be made to determine if more than one site visit can be accomplished on the same trip. A Program Adviser assignment will be made. The assigned Advisor will then review the proposal (identified needs, objectives and evaluation plan) and final reports which may be available, to determine the probable extent of the need. A technical assistance outline will be developed for each site. A site visit packet will be compiled containing the materials needed to assist the grantee. The site visit will be conducted, and evaluated on site. Two weeks after the site visit, follow up materials will be sent reviewing the problem-solving methods or techniques suggested on the visit.

CONSULTATIONS: CWIS Center III consultations will be initiated in response to grantee/client originated requests either by telephone, or in writing. When a client requests information which requires further investigation by an Education Programs Adviser, a consultation request outline will be written. The Adviser will then bring the outline to other members of the Center Professional Team for advice and assistance (while one team member might not have the information, knowledge or skill, at hand, another may).

Research will be done by reviewing the resource materials on file at the Center, then using project files. Advisors will be

encouraged to rely on the Education Resources Information Clearinghouse (ERIC), Education Resources Clearinghouse - Center for Rural Education in Social Sciences (ERIC-CRESS), Current Index to Journal Articles (CIJA), Education Journals Index (Ed-Index), and the Computerized Data Base (CDB) located in the University of Washington Library. In addition, Advisors will be encouraged to explore other resources available through the Center for World Indigenous Studies.

The next activity, if necessary, is to contact other programs and/or agencies which may have solved similar problems and obtain their suggestions. All information gathered will become a part of the CWIS Center III resource files. The staff will then contact the client with the information and provide copies of any materials needed, either by direct mail or through the computerized Information Retrieval System (IRS) available through the CWIS Center III Bulletin Board. A consultation report is then developed and a copy filed in the client file and the original in the administrative files (to be included in the monthly report). Telecommunication, (computer assisted) "consultations" will be available through the CWIS Center III Bulletin Board (Information Retrieval System). The IRS will have a subject and topic library and interactive "Expert Systems" available. Center III advisors and support staff will be available 8 hours each day by telephone to answer any questions and provide consultations as needed. The CWIS Center III Bulletin Board (IRS) is expected to be available for twenty-four hours each day, seven days a week. Evaluation information, sample instruments and report schedules will be disseminated upon

request either through the IRS or by direct mail.

Subtask 1.1.1: Develop training materials.

CWIS Center III will use the following procedures for the development of materials to be used when providing training and technical assistance in evaluation:

- Identify specific needs for training
- Determine questions clients are likely to ask
- Present the need to the Center Professional Team (CPT)
- Determine approach and staff assignments
- Review existing materials, particularly those developed by the other regional centers
- Research and identify other materials which may contribute to the quality of training
- Revise, adapt, and/or compile the information
- Organize the information into workshop format (if appropriate)
- Submit a copy of the information/workshop to each member of the CPT for review,
- Revise as appropriate
- Develop handouts, (participant activities)
- Develop Pre-Workshop packet
- Develop Post Workshop packet
- CPT review of packets
- Present training to CPT
- Evaluate the training
- Revise as needed
- Publish materials

Two types of materials will be developed. First, materials which provide the CPT with information and background and up-to-date research about evaluation will receive priority. Materials which describe procedures necessary to plan and implement program evaluations will be included. These materials will be developed using the CWIS Center III word-processors and database managers and stored on electronic media. This will enable materials to be adapted to hard-copy documents or modified for use in "Expert Systems" with little extra staff time. Common questions which occur will also be placed in text-files or databases and used in

the development of "tailored Expert Systems" suitable for specific project contexts. As staff are asked questions which are not on the data base these will be added.

The second type of materials will be: The user oriented workshop presentation materials and handouts. CWIS recognizes the need for materials which graphically represent the principles and procedures used in the handouts. Appropriate characterizations will also be included in handout materials. The CWIS Center III will avoid long narrative presentations in handout materials.

A Evaluation Simulation Game, using practical (non-education) situations, will be developed and used to overcome negative feelings and avoidance behavior - behavior which often results in training being less-than effective.

Subtask 1.1.2: Furnish grantees with opportunities to gain knowledge and skills to conduct formative and outcome evaluation and project monitoring.

CWIS Center III will assist grantees to gain the knowledge and skills to conduct evaluations aimed at making judgments about the success of the overall project; and the components of their project. Deciding what to do with collected data will be emphasized. To ensure that the evaluation design is implemented, the Center staff will encourage analysis and decisions based on the results of the data. Systematic evaluation design, analysis and decision-making will be central to all CWIS Center III training. Evaluation training will include the following elements:

- Developing a purpose statement
- Identify the scope of the system
- Develop key questions

- Select appropriate activities
- Identify resources
- Identify constraints
- Prioritize activities
- Identify target dates
- Identify persons responsible
- Formalize with a written Evaluation plan
- Implement the design
- Analyze the information
- Identify alternatives
- Make decisions
- Revise project as indicated

An appropriate project evaluation plan will be based on locally directed planning initiative. Planning "evaluation systems" is the most important and most difficult part of any evaluative process. Evaluation systems often provide answers to questions which have not been asked. Project personnel must carefully plan their evaluation system: Keeping in mind parent involvement and locally defined needs for information. A clear understanding of "What can Evaluation do for the project?" will be presented. Presentations will include how to:

- Help improve what we are doing,
- Help document what is being done, and
- Help make better decisions.

Center staff will update evaluation materials to meet current needs of Title IV grantees. Formative evaluation will be encouraged using Management By Objectives techniques. Forms which project personnel update on a regular basis will insure that the project is meeting its predetermine timelines. Summative (outcome) evaluation training will be based on predetermined outcome questions which need to be answered if judgments about success or shortfall are to be made. Project monitoring will provide day-to-day information necessary to determine: If tasks are being performed, if the planned activi-

ties are appropriate and if specific student needs are being met.

CWIS Center III will supplement direct services by professional staff by offering computerized "Expert Systems" which address routine questions about program evaluation. These interactive systems will be designed to train, advise, and teach Title IV program personnel specific strategies related to evaluation. These "Expert Systems" will include the following types of information:

TITLE IV EVALUATION EXPERT SYSTEMS

Evaluation Training and Techniques

What is program evaluation? Why evaluate program? When do you evaluate? What is "summative evaluation?" What is "outcome" evaluation? How do you use questionnaires and other data collection Instruments? What is data? How do you interpret the results. How do you write the report? How do you use this data to make decisions about the program? How do you use this information to improve your project?

Evaluation Design Advisor

How to design a data collection instrument. when to evaluate. How to measure progress. How to interpret changes in data. Using absolute numbers, percentages, averages and indexes. What is measurable? Tables, charts and other methods of display and interpretation.

Subtask 1.1.3: Assist grantees in selection of appropriate design and evaluation instruments.

CWIS Center III will build on its current needs assessment and evaluation instrument file by accessing information systems (ERIC-CRESS, CIJA, ED Index, EDJ, and EDB) to determine if there are instruments available through these files. CWIS Center III will review locally developed instruments used by grantees, keep current with education publications, and contact the State Educational Agency (SEA), for any instruments they know of or are using. These instruments will be made available to grantees

through workshops, site-visits, upon request through mail and through the Computer Assisted Information Retrieval System.

When requested to assist in the selection a Center staff person will determine what the grantee wants to measure, review the grantee's proposal, identify instruments which may work best and discuss the use of these with the grantee. If a site-visit is necessary, the Staff person will work with the grantee to insure that the instrument will address the specific questions the grantee needs answered and examine the type of decisions which could be made based on the answers to these questions. CWIS Center III staff will have available, on-site, by way of the Computer Information Retrieval System all of the instruments on file at the Center and access to the "Expert Systems" for answers to questions which they may not have the experience to answer.

Subtask 1.1.4: Assist grantees with cultural enrichment projects in preparing proper evaluation procedures to measure effectiveness.

CWIS Center III staff will assist grantees to measure the effectiveness of the cultural enrichment projects by providing training in the analysis of cultural curriculum for skills and educational value. First, helping the grantees to identify questions which need to be answered i.e., Can the child weave a basket? Can the child tell a traditional tale? Does the child know how the Tribal government operates? Does the Child know how a person gets elected to the Tribal Council? After identifying the questions, a professional staff person will help the project staff determine what would be an appropriate measure of success and how to collect and report the information which reveals suc-

cess or degree of success. Staff will also assist the grantees to determine what decisions can be made from the information gathered through the instruments. Sample instruments will be available to grantees for this purpose.

Subtask 1.1.5: Develop a standard workshop format.

CWIS Center III will conduct five (5) evaluation workshops. These workshops will include planning, implementation, reporting data, interpretation and making decisions using formative, and summative evaluation designs. The emphasis will be on using the information for decision making not just collecting and reporting. A three step process for insuring retention of information will be used.

The Center will announce the workshops and request pre-registration at least two weeks in advance. All clients pre-registering will receive a pre-workshop packet. This packet will contain a questionnaire related to the evaluation of their project and information about evaluation to be read prior to the workshop. This material will be reviewed at the workshop.

The second step will be to conduct the workshop and arrange individual appointments.

The third step will take place two weeks following the workshop, each workshop participant will receive a follow up exercise and evaluation questionnaire. This questionnaire will be for the purpose of determining if the three step process is effective and if the participants are using or planning to use the information presented at the workshop.

A standard workshop format will be used for all CWIS Center

III workshops. The Center Professional Team will determine this format during the first two weeks of the contract. The format will include: Pre-workshop activities (packet, registration), order of presentation, visual aids, activities, game simulations, handouts, evaluation, on-site appointments, team responsibilities and post-workshop activities (follow-up, and evaluation).

Subtask 1.2: Conduct Workshops on methods of both formative and summative evaluation including nonparametric measures for evaluating cultural curriculum and materials.

There has been a great deal of effort put into the development of cultural curriculum and materials during the past fifteen years. The quality and usability of methods and materials has often been in question. Center staff will work with grantees to identify the purpose of the curriculum and identify questions which need to be answered if the purpose is to be addressed. First the project must clarify the need for and the purpose of the cultural enrichment projects proposed by the community. This will be accomplished in part by helping them to identify questions which need to be answered in order to proceed with any cultural project for example: What is the present interest in the community in cultural activities: What skills are needed to accomplish or participate in the cultural activity? What resources are available to construct or illustrate the skills? What prior knowledge will students need before they can reproduce or appreciate the skill?

Training will include:

- A. An decision making process based upon the evaluation of the curriculum.
- B. Criteria for testing the quality of the materials

- C. Using nonparametric procedures to evaluate cultural activities, ie; pre/post testing, level of skill achievement, performance

Some of the criteria for testing the quality of materials could be: Is it teacher ready? What grade level does the language address? Are the skill levels the same grade level? Are the skills and knowledge presented in a way that the teacher does not have to go to other references to teach the lessons? Does it address different learning styles, Is the material a true depiction of the people it is teaching about? Does the writer use the past tense when talking about Indians? Are there stereotypes included?

To aid the development of quality cultural curriculum, CWIS Center III staff will seek to work with Curriculum Specialists in the other Centers to develop a standard, or standards for evaluating cultural materials.

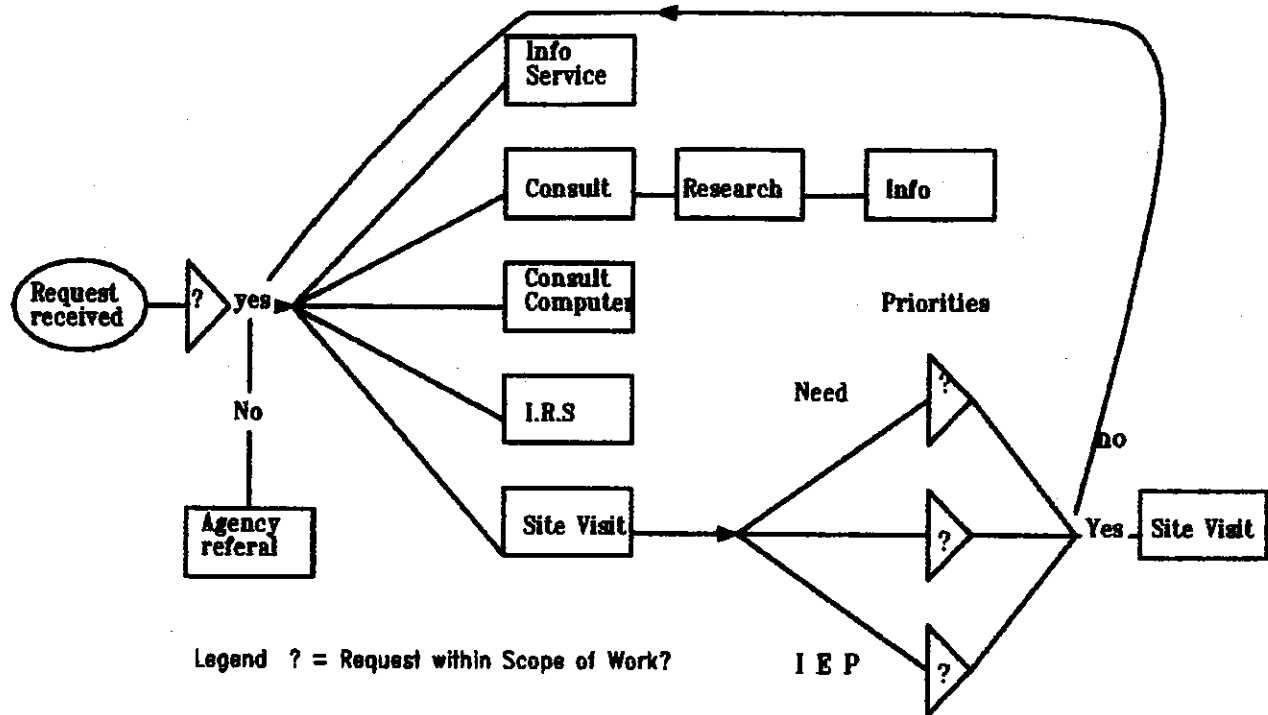
Subtask 1.3: Implement procedures to include; method for prioritizing requests for assistance, referral system, method for handling grantee emergencies.

If the Center receives more requests for site visits than it has the capacity to fill, a priority system [Figure 4] has been developed. This proposed priority system is outlined below.

1. Determine the type of services needed/requested
 - a. Could it be handled through dissemination services, consultation, computerized expert system consultation, or the Information Retrieval System?
 - b. Is this service within the scope of the Center's responsibility? If not, refer the request to the appropriate agency: IEP, SEA, other regional Center.
 - c. Is there a local consultant who can handle the request?

FIGURE 4

Prioritizing Client Request



2. If the request requires a site visit, the following will be considered:

- a. How immediate is the need for services, deadlines, the more critical the problem the higher priority it will receive.
- b. Is there a chance of clustering the T/TA are there other grantees in the same geographical area which have similar needs, if there is this will give it higher priority.
- c. Is it an IEP referral, if so this will be treated as an emergency and receive priority.

TASK 2

Upon request, provide technical assistance in the areas of project development, management and implementation.

CWIS Center III will, through a monthly newsletter, provide a listing of the types of technical assistance available and the specific workshops the Center is prepared to conduct. Grantees

desiring to convene a workshop will be asked to coordinate with other grantees in the surrounding area to make the best use of the training. The following procedure will be used for client initiated workshops:

- Letter of request received
- Staff contacts client by phone to clarify any issues
- Coordination letter sent to client
- Center Professional Team discussion
- Program Advisor assigned
- Site selected
- Travel Initiated
- Announcement in the Newsletter
- Flier, requesting pre-registration, sent to clients in the geographic area one month in advance.
- Pre-workshop packet sent out
- Workshop conducted and evaluated
- Workshop report initiated
- Follow-up packet sent to all registrants including evaluation
- Center Professional Team review
- Complete workshop report

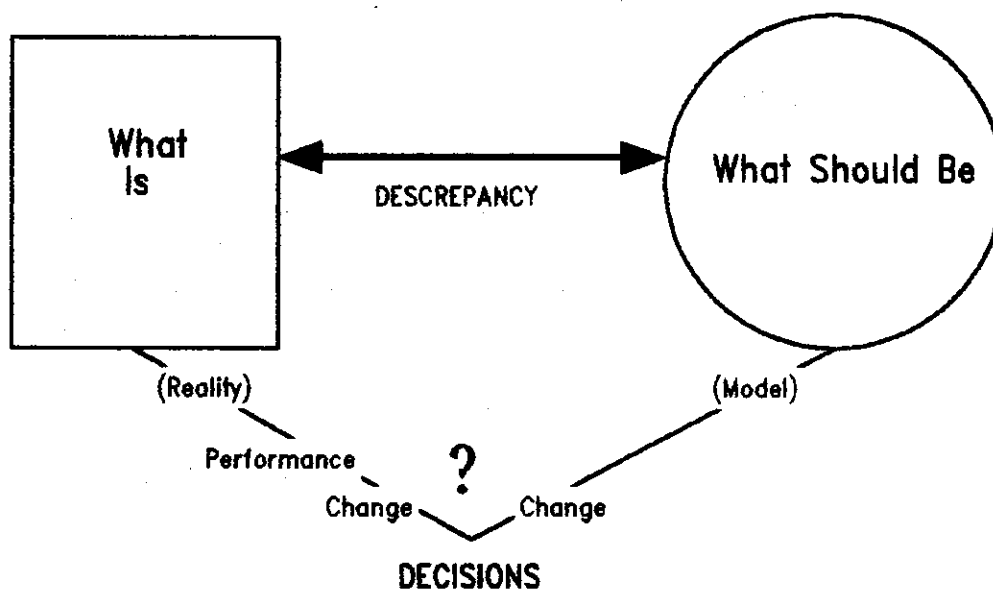
An important facet of the CWIS approach to providing technical assistance to the Title IV projects is an underlying belief that no one element of the project can be addressed in isolation. That is, if a part of the project is weak, it is likely that other parts are also weak. Therefore, each Center Program Advisor will be prepared to deliver technical assistance in all areas. Project Development, relates to identifying the needs and designing a quality educational program to address those needs. Project management relates to the administration of the project, its staff and resources, including working with the Parent Committee. Project implementation relates to the use of resources available and the quality of services delivered to students and includes staff and parent training.

Subtask 2.1: Provide Technical Assistance in Project Development

To meet the educational needs of Indian and native children, a careful foundation should be laid. Emphasis will be placed on identifying academic and culturally related needs the children have. This will be achieved by examining the difference between what the current conditions are and comparing them against what the conditions should be. A gap between the two is the need. This is typically called a needs assessment decision process. We illustrate the process in Figure 5.

FIGURE 5

Needs Assessment Decision Model



As a result of carefully identifying this gap, the project staff can design a program to move the students toward "what should be" and evaluate their progress. The decision-making process is frequently left out, but a systematic process for deciding what actions are necessary will help insure a well run project. A decision-making model to assist grantees design

projects based on locally developed needs assessments and community identified goals will include the following:

- Context (what is the state of affairs at the start of the process?)
- Input (what is necessary to maintain or produce a desired state of affairs?)
- Process (what has to be done with the inputs?)
- Product (What you get when you have done what you set out to do?)

Using a problem solving model to determine the needs and how to address them will be an important part of CWIS Center III training. Community and parental involvement is crucial at this point. Understanding how and why a decision is made, and participating in decision-making will enable the parent and community to understand and support the project and its purposes.

CWIS Center III, will work with grantees to develop measurable objectives based on student performance outcomes. These results will closely tied to a project's response the identified, culturally related, academic and educational needs. Many grantees are still using process-related objectives which tend to reflect the provision of services to the student rather than the progress a student makes. The following method of insuring adequate measurement will be used:

- Performance: Who is to be served? What will they be able to do?
- Condition: What important experiences or materials will help them achieve these results?
- Criteria: How will the expected performance be measured? When will the assessment take place? What level of competence or performance will be acceptable?

If grantees follow this method they will be sure that project objectives are written in measurable terms, written in terms

of student outcomes, and include an appropriate activities.

Title IV project personnel will be able to access computer-assisted "expert consultations" for routine questions about program development and design. Computer diskettes containing these programs will be offered to clients. Program Design Training and Program Design Advisor information services will also be available through the CWIS Center III Bulletin Board Information Retrieval System (IRS). All of the information developed by the Center staff will be available through IRS. The artificial intelligence of "Expert Systems" will provide answers to routine questions. Project training and problem diagnosis organized into "Expert Systems" will cover these subjects:

Program Design Training

What are the elements of good program design? What are the essential elements of a Title IV project? What are some methods for identifying needs? How do you define project goals? What are objectives and how do they relate to the goals and needs? What is a measurable objective? How do you analyze the design of a project? How do you develop a budget? Two project designs - an interactive exercise.

Program Design Advisor

Analysis of project design. Diagnosis of project design problems. How to improve on your project design for maximum benefit. Suggested project designs used in other Title IV Projects. Suggested methods for responding to specific

needs.

There is a need among grantees to consider and use alternative approaches to addressing the locally identified needs. CWIS Center III will assist grantees to develop project designs based on successful programs and activities used in other Indian education and other supplemental programs such as the high school credit tutorial program at Ferndale, Washington School District, the Student tracking system at the Eugene, Oregon School District. Center III Advisors will have model project designs or components available in counseling, tutoring, cultural curriculum, home/school coordination, and substance abuse. These will also be available on computer diskettes organized as "Expert Systems".

Subtask 2.2: Conduct workshops on project implementation resource management and coordination.

The different educational backgrounds and levels of experience among people administering projects is an important consideration. The smaller the project the less probability the staff will have background and experience in education or management. To adequately serve the diverse needs of project staff, it is necessary to make the T/TA adaptable to individual contexts and project staff characteristics. CWIS Center III will provide technical assistance to grantees in the following areas:

- General administration
- Tutor Training
- Team building
- Stress management
- Using Volunteers
- Problem solving techniques
- Shared decision-making
- Effective use of learning styles

- Working with Parent Committees
- Identifying and using resources
- Techniques for motivating students

Subtask 2.3: Conduct workshops on project management.

CWIS Center III will focus on building management plans into project designs. Writing the management activities in measurable terms with a specific person responsible and the date of performance for each activity will be a part of the training. Parent Committee participation, staff development, fiscal management, and integration of the Title IV services into the LEA and the community, are some of the topics to be covered by the Project management component.

The quality of Parent Committee participation in the project often indicates the long-term success of the project. Parent committees are often little more than rubber-stamps for the LEA's because they have not been involved in the decision-making process. Sometimes there hasn't been sufficient interest to get a committee which will be involved, and help identify needs, prioritize them and make decisions related to what type of program would best address those needs. CWIS Center III will focus on methods to encourage Parent Committees to be involved in all aspects of the project; from needs assessment to the submission of a final report.

Some of the topics for Parent Committee training will be:

- Parent Committee Training (Rules and Regulations)
- Writing/revising By-Laws
- Getting the Community Involved in the School
- Leadership Training
- Volunteering
- Evaluation/monitoring the project
- Using Incentives
- Community Schools

Parent Committee training will be conducted at workshops and on site-visits in order to reach as many parents as possible. Each Parent Committee has its by-laws different from others, therefore the training must be specifically designed for local projects, on-site. In addition to providing training for the Parent Committee, CWIS Center III will respond to requests from Parent Committees for help to encourage parent participation. CWIS Center III will offer parenting education including: Keeping Parents Informed, Helping Your Student, and Parents in the Classroom. Maintaining parent involvement promotes communication of shared parent activities.

Staff Development:

Management of time and resources is a major problem for projects. CWIS Center III will provide training in the areas of time management, personnel development, stress management and other areas which are identified as grantee needs in this area. Effective evaluation of personnel which brings about capacity building will be encouraged by the Center staff. The delivery of services in this area will include training in how to include the staff development and staff evaluation as measurable objectives for a project. This will allow the project staff to make decisions related to the project and the staffing as a part of the routine of the project rather than in isolation.

Fiscal management

Managing project budgets is an area of concern for some grantees. Changes in personnel within the LEAs and Title IV

projects has often left scant records of expenditures. CWIS Center III will review the Education Department General and Administrative Regulations (EDGAR), and the IEA Rules and Regulations with the grantees. This will help clarify some of the questions related to the use of Title IV funds. In the delivery of T/TA to grantees, CWIS Center III will help grantees develop budgets which fit into the Federal guidelines and relate to the identified objectives and activities of the project. The second area that will be addressed will be the use of fiscal management systems for the management of federal funds. Center staff will work with the grantees to address the problems identified in the deficiency notices and audits which relate to budget.

Agency Cooperation:

Integration of Title IV into the school system and the community involves knowing and respecting the protocol for getting things done within a school administration, teaching staff and in the community or tribe. Gaining teacher cooperation when attempting to provide services to students will often mean success or failure. Making arrangements for use of the physical plant for special occasions requires working with the administration. Building strong lines of communication between the parent committee and the school personnel will help strengthen the Title IV project. Training in communication skills will be included in the offerings of CWIS Center III.

The CWIS Center III "Expert Systems" will be available to grantees through telecommunications in the area of basic manage-

ment practices as well as all Center developed materials being available through the Information Retrieval system. The interactive system of consultation will further assist the project personnel to obtain timely assistance for their problems. Following are some of the topics which will be made available to grantees through the "Expert Systems".

TITLE IV MANAGEMENT EXPERT SYSTEMS

Management Training

Decision-making and group conflict management. Parent Committees as authoritative advisors. Bridging the gap between Policy makers, Administrators and public opinion. Personnel and improved program productivity. Report writing and effective communications.

Management Problem Advisor

How to organize a consensus. How to distinguish between Policy and Practice in educational administration. How to become persuasive in group discussions. How to present reports on Title IV.

TITLE IV PROGRAM POLICY EXPERT SYSTEM

Title IV Regulations Advisor

What do the Title IV regulations specify for Part A, Part B and Part C? What are the limitations of Title IV programs?

Subtask 2.4: Conduct Seminars in Project management and implementation.

CWIS proposes to conduct a Seminar in August of each contract year. One full week of training will be provided, regis-

tration will be on Sunday night and the wrap up session will be held on Saturday morning. This Seminar will provide Training in Project management and implementation. The Center will work through the University of Alaska, Seattle Pacific University, Western Washington University, Education Departments. Three levels of credits will be available.

5 Credits will require contact hours of instruction Report, and research paper.

3 Credits will require contact hours and a research paper.

1 Credit will require contact hours and a Report.

The seminar will contain three strands of study: management practices, counseling practices and teaching practices. Each of these will contain several sub-choices, these are:

Effective Management Practices

- Communication
- Leadership
- Planning
- Stress
- Community/school relations
- Practical evaluation

Counseling practices for the classroom

- working with the Child of Alcoholics
- The Alcoholic in the classroom
- Child abuse
- Personal problems
- Career counseling

Effective Teaching practices

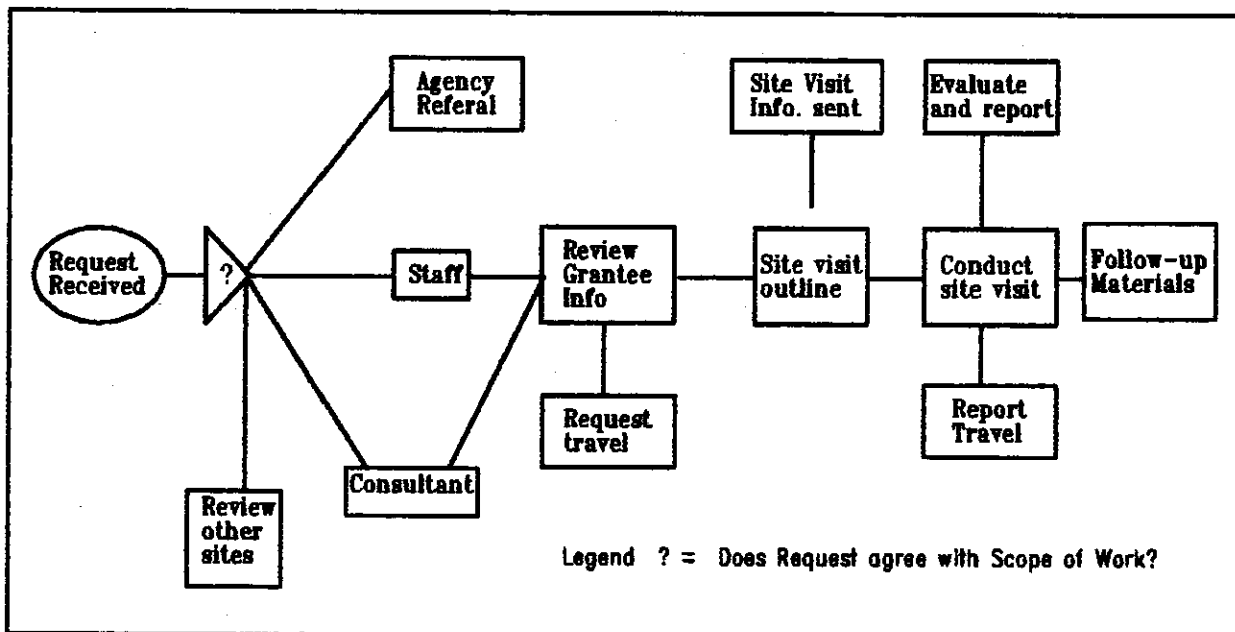
- Learning styles
- Working with Gifted and Talented
- Indian English in the classroom
- Problem solving
- Thinking skills
- Indian Athletics
- Family Math
- Using incentives

The Seminar will be held at a retreat area (Fort Warden) which will provide isolation and opportunity for a full program of instruction and physical activity at a reasonable cost.

Subtask 2.5: Conduct site-visits for specialized assistance.

Providing training through site visits is a major part of the delivery of services to the grantees. Each project is unique and has a different make up in staffing, parent committee involvement and LEA commitment. CWIS Center III will conduct site visits upon request from the grantees in areas which they identify as needs. Site visits will be clustered when possible in order to make the best use of time and fiscal resources. The process for receiving a site visit is depicted in Figure 6.

FIGURE 6
Site Visit Flowchart



CWIS Center III staff will use "Expert Systems" on site. Staff may find themselves on site needing additional materials. Staff will access the "Expert Systems" and obtain through the

computer any materials that are in the IRS. All materials developed by the Center will be a part of these files. This will enable the staff to meet needs which were not identified prior to the visit.

Subtask 2.6: Provide free telephone service for clients calling the Center

CWIS Center III will have office hours between the hours of 8:30 AM and 5 PM daily except for Saturdays and Sundays and legal holidays. During this eight and one-half hour period telephones will be answered continuously. Outside of normal working hours, telephone calls will be answered by computer systems, and messages will be automatically recorded. The Center will provide a toll-free number for calls from within Washington State, and a toll-free number for calls from outside the state. The Alaska office will also have a toll free number for Alaska. The support staff will answer the phones and refer the calls to an appropriate Program. All calls will be returned within a 24 hour period.

All telephone calls will be recorded in a telephone log. The information recorded will include the following:
Name, incoming, outgoing, organization, Part A,B,C, or topic covered. Consultations will be written up on a consultation log which provides space for a discussion of the services provided and follow-up. Telephone logs will be kept as a permanent part of the Center Administrative records and will be the basis of a monthly report on the telephone services. The consultation logs will have three copies. One will become a part of the client file and one will be a part of the Center Administration file and

will be used as a part of the Monthly Management Report. All calls coming into the Computer assisted services will be logged in by the computer and provide similar information to be included in the Monthly Management Report.

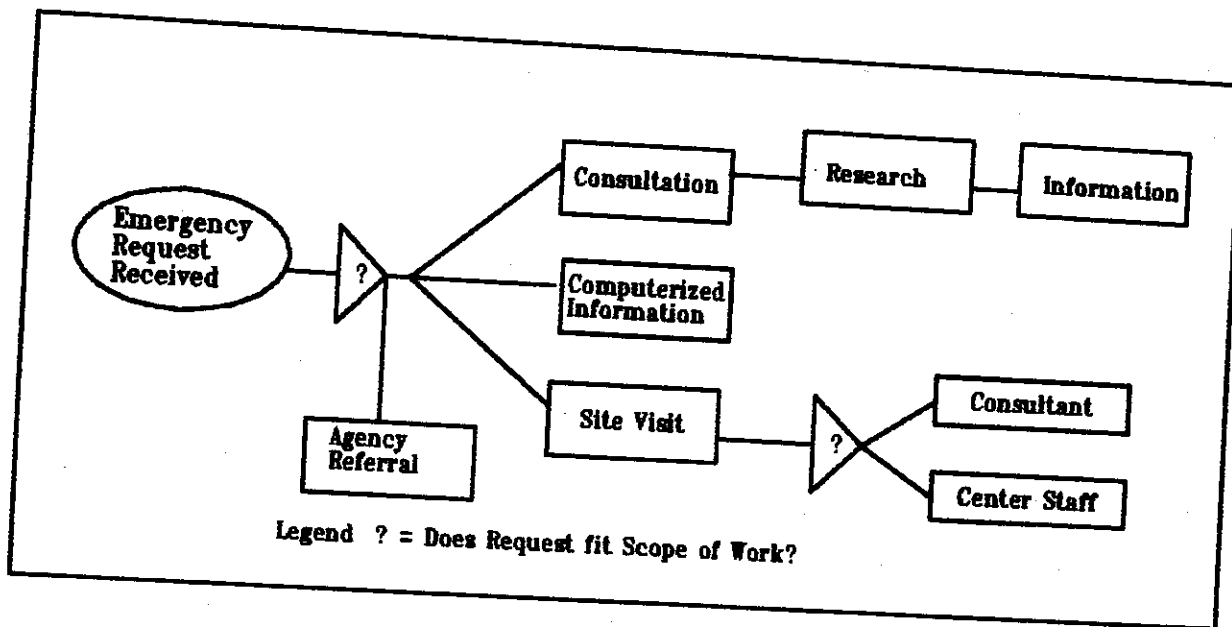
A sign in/out board will be maintained so that the receptionist will be able to direct all communications to a staff member present at the Center. If a caller requests a specific staff member, and that member is not available, the receptionist will 1) tell the caller that the staff member is not available 2) ask if someone else could help them, 3) take a message and give it to the staff member as soon as they return to the office, or if they are in the field when they check in. Each staff member will be required to check into the office once a day while in the field.

Center staff will receive training in telephone procedures during their first week of employment with the Center.

Subtask 2.7: Plan for handling emergency requests from grantees.

If the Center receives more requests for site visits than it has the capacity to fill, a priority system has been developed. This proposed priority system is diagrammed in Figure 7.

FIGURE 7
Emergency Request Prioritization



TASK 3

To provide information and other support services to title IV grantees and potential grantees

An eclectic approach to the delivery of training and technical assistance is necessary if the CWIS Center III is to serve the greatest possible number of clients. CWIS Center III will develop and carry out information and support services which reinforce the training and technical assistance delivered in project evaluation, development, management, implementation and proposal design. To insure the highest caliber of support services, CWIS Center III will collect materials related to Indian Education projects (i.e., tutoring, counseling, substance abuse, cultural curriculum, learning styles, problem-solving, self esteem) and maintain a catalogued resource file. These materials will be collected through requests to other education service delivery agencies, research and analysis from within the Center for World Indigenous Studies, current publications, print-outs of materials obtained through ERIC (ERIC-CRESS) and other reference databases.

To insure access by Center Advisors to the largest collection of education references, CWIS will obtain authorization from the University of Washington to have full library privileges, and make special arrangements with the Seattle Public Library System.

CWIS Center III will request and exchange of training materials with the other Resource and Evaluation Centers. This will help avoid duplication of efforts in the development of training materials. Efforts will be made to regularly exchange

materials through telecommunications or direct exchange of files on electronic media. CWIS Center III will give credit to the developers of any materials reproduced and disseminated by the Center.

The Center for World Indigenous Studies has developed a sophisticated, yet user friendly approach to communicating information of a technical nature to Indian and Alaskan Native educational projects. Because most of the materials distributed by CWIS Center III will be developed using computer systems, little extra effort will be necessary to make this same information available to grantees through telecommunications or hard-copy documentation. Through the combination of developed databases and expert documentation, and artificially intelligent software (VP-Expert developed by Paperback Software in Berkeley, California) detailed information can be readily made available to individuals and groups through computer assisted techniques. In addition to sending hard-copy materials to clients, CWIS Center III will have the capacity to develop and deliver computer assisted "consultations" and an electronic bulletin board which will function as an Information Retrieval System (IRS). (See appendix C for a description of these programs.)

Subtask 3.1: To design, develop and disseminate a CWIS Center III brochure.

CWIS Center III Education Program Advisors will design, develop and submit an information brochure to the contracting officer within two weeks of the award of the contract. The information will be presented on an 8 inch by 11 inch, light weight stock paper, with a tri-fold for ease mailing and enclosing in envelopes. After receiving approval, the Center will print and disseminate the brochure to Indian Education Act Grantees, Part A parent committees, Indian Tribes, organizations, and institutions; LEAs eligible to receive grants, State Departments of Education, Indian Education Desks, other regional resource centers, and other educational organizations. The Information brochure will include the following information:

- Provisions of the Indian Education Act.
- Mission statement for CWIS Center III
- Tasks not permitted
- Service Delivery Region
- Services Available

- Policy Statement
- Address, Telephone numbers, Toll Free

In addition to initially circulating the brochure, CWIS Center III will use the remaining brochures throughout the contract period to provide information about the Center to those who request it.

Subtask 3.2: Disseminate educational information.

The dissemination of information in a timely fashion is indispensable to grantees. CWIS Center III will publish a monthly newsletter for distribution within the four state service area. During the months of June and July, the newsletter will be sent to a more limited list of recipients due to summer school schedules. Three (3) copies will be sent to the Project Officer at least five (5) days before the end of each month. This newsletter will include the latest information about Federal education programs which affect Indians. Important Indian Education Program deadlines and requirements will also be included. Information about education related events in the respective states from which Indian projects could benefit (i.e., workshops, seminars, meetings, publications) will receive special attention. An important part of a coordination agreement with the State Education Agencies is that of sharing information on events on a regular basis. Activities of regional educational laboratories, multi-functional and desegregation centers; and educational organizations (NACIEA, AISES, WSIEA, OSIEA, AFN, NIEA) will also be reported in the CWIS Center III Newsletter.

The newsletter will furnish an opportunity to highlight local projects which show success and are willing to assist other

projects which address or want to address similar needs.

Title IV projects desiring up-to-the-minute information about regional educational events in educational programming, project advice and the immediate availability of reference and instructional materials will be offered the opportunity to participate in a regional telecommunications network. CWIS Center III will offer grantees and interested educational institutions access to the CWIS Center III Electronic Bulletin Board. The Bulletin Board will include several topical departments from which information may be retrieved and participants will be encouraged to exchange information through the "mail box."

Many of the CWIS Center III, Title IV Expert Systems will be retrievable from the Bulletin Board. The users simply access the Bulletin Board with a computer and the telephone system. Users will also have access to management, evaluation and design information in text files organized by category.

Users will have the ability to enter into "dialogues" with other users through bulletin board conferences. Conferences will be encouraged between users permitting direct exchanges of information, views, experiences and suggestions.

Users will be able to read bulletins concerning conferences, new sources of educational materials and program report notices. They may receive copies of these materials by simply selecting the desired material and "downloading" copies through the telephone lines.

Each user who decides to participate in the CWIS Center III Bulletin Board and Information Retrieval System (IRS) will

receive specially designed materials which describe how to access the Bulletin Board and retrieve information from it.

Subtask 3.3: Provide a database and a retrieval system which emphasizes the successful components of projects.

Center Advisors will develop a Successful Components Database for all of the projects funded in the four state region (Parts A, B, & C). This information will be taken, initially, from the grant proposal for FY 1987 (proposals to be provided by IEP). Categories which may be included in the database are: location (city, state), funding sources, (federal, local, private) staff profile, physical location, student profile, needs, evaluation instruments used, indicators of success, instructional methods, project content, services provided, parent committee involvement, and tribal involvement. Other successful projects may be identified through review of proposals and final reports. Projects which have a record of success will be visited by CWIS Center III Education Program Advisors, and additional information will be gathered which does not appear on the grant proposal or report. Center Advisors will work with project staff to isolate the successful components and examine what makes them work. The results of these inquiries will be entered into the Projects database. The parts of the Projects database that illustrate successful project practices will be adapted into a "run-time expert system" and made available to grantees. A hard-copy of the Successful Components Database will be printed so that projects which do not have access to a computer can obtain the same information (See Appendix C).

Subtask 3.4: To assist projects to prepare for submission to JDRP.

The Joint Dissemination and Review Panel (JDRP) is currently attempting to add some of the Title IV projects to its list of programs included in the National Diffusion Network. The criteria for submission to JDRP has been less than appropriate for the Title IV projects.

In the past, project staff have considered the requirements too restrictive and time consuming to get involved. Part B and C projects often felt there was little funding available and if they share their successful project, other projects may get funded and they may loose out (projects have reported this happening). The opportunity to receive recognition and get included in the National Diffusion Network is not considered important to most Indian projects. Therefore, it is important to work toward quality education projects which can prove success through defensible evaluation practices. When this is accomplished, CWIS Center III will encourage these projects to submit for inclusion in the National Diffusion Network.

CWIS Center III will work with projects which have potential and the desire to receive consideration by JDRP. The Successful Components Database will assist the Education Programs Advisors to move toward that identification. Center Advisors will meet with consultants and State employees who are working with educational programs to help them through the JDRP process. Because of their experience and knowledge, CWIS Center III will call on them to assist projects and to advise Center staff in the process and use their consultant services when it is prudent to do so.

Subtask 3.5: Conduct "Showcase of Successful Practices" workshops.

CWIS Center III will conduct four (4) workshops highlighting practices which have shown particular success in the education of

Indian and native children. Center Advisors will identify practices which are transferable to Title IV projects. Education Programs Advisors will contact other regional Centers, and State education offices to help identify potential presenters. The presenters will not be limited to Title IV projects, but will provide opportunities for Indian educators to review successful practices used by other programs. These workshops will be held in four locations where Indian or native populations are the largest.

Subtask 3.6: Disseminate fellowship information to counselors who work with Indian and Alaskan Native students.

The CWIS Center III will provide information about the availability of Title IV fellowships in the monthly newsletter along with the deadlines for application. Counselors and students may request fellowship applications by mail, phone or in person (application packages provided by IEP). The application packets will be mailed no later than the next working day after receiving the request at CWIS Center III.

Subtask 3.6.1: Disseminate information on scholarships and grants available to Indian and Alaskan Native students.

Information on other education scholarships and grants available to Indian and Alaskan Native students will be compiled during July and August of 1988. This information will be available through the CWIS Center III Bulletin Board, and in hard-copy form in the Fall of 1988.

Subtask 3.7: Provide information about "free"

educational materials from the CWIS Indian Book Center to grantees.

The CWIS Indian Book Center (See Appendix D) participates in a free materials program which provides new publications to Indians, natives, the elderly, and low-income minorities. These are often education materials of a quality not available in the LEAs. Such materials are not ordinarily available to Title IV projects in the region.

While providing technical assistance, CWIS Center III Advisors will provide samples of materials and information about how the local community, tribe or project can receive and use the materials to increase the effectiveness of their projects. Some examples of uses are: tutorial materials, reference materials for home use, student incentives, parent committee attendance incentives and adult education materials. A brief (5 minute) presentation on the materials and their availability will be made at all workshops.

TASK 4

To coordinate CWIS Center III activities with the Indian Education Program Office, State Education Agencies, Department of Education regional resources, Indian Tribes, and other professional associations in the region.

The CWIS Center III will coordinate activities with national, state, local education agencies and other organizations and agencies which provide education services. Coordination is an important part of insuring that the best services are provided to the clients in a cost effective manner which avoids duplication. Knowledge of services available from other agencies, and determining how agencies and organizations can

maximize resources through coordinated activities will be emphasized in the tasks of this proposal.

Subtask 4.1: Coordinate activities with the Indian Education Programs Office.

Within ten (10) working days after award of the contract, the CWIS Center III Director will meet with the Indian Education Programs Project Officer, the Contract Officer and the Northwest Branch Chief in Washington, D.C. The purpose of the meeting with the Project Officer, and the Contract Officer will be to discuss the short-span tasks which comprise the tasks outlined and the resources to be used in the Baseline Management Plan (BLMP). This will facilitate the smooth management of CWIS Center III. The purpose of the meeting with the Branch Chief is to develop a plan of communications and cooperation related to Title IV project (Parts A, B, and C) problems which may arise.

The CWIS Center III Director will meet with the Project and Contract Officers and review the BLMP. Revisions will not bring about major changes in the contract, but iron out any problems which may not have been foreseen in the coordination and management of the project. CWIS Center III's BLMP will be revised and prepared in six copies according to agreement with the Project Officer. Three copies of the revised plan will be delivered to IEP within fifteen (15) working days after the contract becomes effective. One copy will be made a part of the CWIS administration file, one copy will become a part of the evaluation file, and the remaining copy will be used as the working copy for operation of CWIS Center III.

IEP will notify CWIS Center III of any additional changes within ten (10) days of receipt of the revised BLMP, and prior to approval. The CWIS Center III Director will also notify IEP of any changes in the BLMP which may become necessary during the contract period. These changes are subject to approval by the Project and Contract Officers.

The Department of Education will notify the State Director of Indian Education in each state and supply the name of the Resource and Evaluation Center III contractor within ten (10) working days after award of this contract. Along with this notification, the Department of Education will request that the State provide the Resources and Evaluation Center serving their area with a list of local education agencies serving Indian and

Alaskan Native Students. This information will be immediately entered into the computerized information and mailing system of the CWIS Center III to insure that all LEAs serving Indian and Alaskan Native students receive all the information provided by the Center.

The Project Officer will provide the contractor with a list of the Indian Education Director or Coordinator of Indian Education from State Education Agencies within five (5) working days after the State notification.

Subtask 4.1.1: Coordinate with the Northwest Branch Office through the IEP Project Officer, (COTR).

Coordination with the Branch Chief and staff will initially take place in Washington D.C. The CWIS Center III Director will discuss cooperative efforts to improve the operation and management of the projects. A policy for communication between the Project Officer, Branch Chief and the CWIS Center Director, and their respective staff's will be established. Full understanding of responsibilities and restrictions will be discussed to bring about a smooth working relationship. It is important that the CWIS Center Program Advisors understand the specific responsibilities of each Branch staff person. It is equally important that the Branch staff understand how CWIS Center III operates and who are the appropriate contact people.

The proposed CWIS Center III personnel will understand that the Branch staff will make referrals to CWIS Center III. The purpose of this activity is to assist projects to provide better educational services. There are two occasions when Branch staff officially review Part A projects. (Parts B and C must meet the requirements for funding, and are only reviewed when audited). The first occasion for review is when there are discrepancies in the proposal submitted, and the second occasion is when the project is audited. When proposals are submitted, the Branch

staff conduct a review to insure all requirements for funding are met. Projects which are deficient in some areas, are sent notices which contain an itemized list of specific problems that IEP has detected. This often results in a recommendation to contact the appropriate Resource and Evaluation Center. These notices ask projects administrators to make the necessary revisions. Upon receipt of these notices at CWIS Center III, Program Advisors will conduct a review and prioritize them according to severity of a problem. They will then contact the projects, offering assistance. Those projects which contact CWIS Center III for assistance will be given first priority.

When requested, Program Advisors will assist projects to strengthen services through appropriate planning and management methods and techniques. Specific deficiencies will also be addressed. While the Branch Office may make referrals, the CWIS Center III cannot assist a project unless the project requests assistance.

The other type of referral results from a project audit by the Branch staff. The CWIS Center III Advisors will respond to those projects with audit exceptions upon request, on a priority basis. Projects contacting CWIS Center III for assistance will receive first priority, and those projects contacted by Program Advisors with the result of assistance request will be prioritized according to the severity of their problems. Much of the technical assistance will be handled through telephone consultations. Computer assisted expert system "consultations" will also be available to grantees upon request for a programmed computer diskette.

Subtask 4.2 Coordinate with State Education Agencies

State Agency Coordination will include regular communications with state program directors. Contacts will be maintained with these program types: Indian Education, Bilingual Education, Chapter 1, Adult Education, Substance Abuse, Migrant Education, Gifted and Talented Education, Discrimination, Early Childhood Education and Counseling. A coordination Agreement

will be negotiated during the first TWO (2) months after the contract award. Included in this agreement will be the following activities to be performed between the State and CWIS Center III:

1) The Center will provide SEAs and LEAs information on the availability and scope of services provided by CWIS Center III. This will include, at minimum: The CWIS Center III Brochure, monthly newsletters and announcements of workshops and seminars to be conducted by CWIS Center III. The SEAs will provide CWIS Center III: newsletters, announcements of workshops and seminars, and information about the scope of services provided by the States. 2) The State Director will provide needs assessment data, including achievement and drop-out data, compiled by the SEA, on Indian and Alaskan Native students in each LEA (if possible). 3) Support in the preparation of potential Indian JDRP projects.

The purpose of all coordination efforts will be to inform clients of educational services available and activities taking place. These activities will also promote inter-agency cooperation in the development of workshops and seminars. Coordination contributes to synchronizing dates and facilities so educators will receive the best advantage of time and money for training. Coordination also enhances the process of making referrals. CWIS Center III staff will be able to take advantage of training as it becomes available.

Within TWO (2) months after the contract award, the CWIS Center III will supply TWO (2) signed copies of the SEA/Center Agreement. (If, for some reason this is not possible, the CWIS Center III will notify the Contract Officer within FIVE (5) days

following the two month requirement.) This agreement will be a working agreement, and if either party sees the need for revisions or modifications, this will be done on a timely basis. Two (2) copies of the revised agreement will be submitted to the Contract Officer.

The CWIS Center III Director will arrange a meeting with each of the State Education Agencies (Indian Desk) within 45 days after the contract is in effect. The purpose of this meeting will be to acquaint CWIS Center III personnel with State services and acquaint State personnel with CWIS Center III services and coordination activities. The agenda for these meetings will include:

- Review of Services
- School Calendar
- CWIS Center III Calendar
- Planning
- Problems
- Information Systems
- Referral Systems

Subtask 4.3 Coordinate with Local Education Agencies

Provision of services to LEAs must be in coordination with other activities taking place in the District. When providing services within a district, CWIS Center III Advisors will send a letter to the agency notifying the Superintendent of specific activities or training. This will be done to avoid conflicts and it will offer the administration the opportunity to participate in such activities or training.

Subtask 4.4: Coordinate with other Organizations and Agencies

Coordination with State-wide and country-wide Indian organizations and agencies will be an important component of CWIS Center III activities. Emphasis will be placed on Indian Education Associations, Tribal agencies and organizations involved in education, and other Indian Education organizations (ie. science, math, engineering, research, adult education, etc.). Participation in Indian education Conferences as presenters, and providing technical assistance at the conferences is anticipated. Participation in Tribal educational sessions during meetings of the Affiliated Tribes of Northwest Indians or the Alaskan Federation of Natives is essential to raise the visibility of education on the Indian and native government agendas.

Coordination with the other Indian education organizations which provide services in specific fields of study, such as those mentioned above, will make better use of resources and contribute to improving services. Within 45 days after contract award, the CWIS Center III Director will contact each of the regional agencies or organizations offering technical assistance, and to arrange coordination and information exchanges.

Subtask 4.5: Coordination with Resource and Evaluation Centers

CWIS Center III will communicate regularly with the fourth other Resource and Evaluation Centers on a regular basis. Regular exchanges of information through the mails, and by telecommunications will be emphasized by CWIS Center III. It is anticipated that CWIS Center III Advisors will work on joint initiatives with staff from other Centers, and the CWIS Center

III will participate in annual meetings of Directors - in 1988 prior to the National Indian Education Conference. Sharing of materials will be encouraged.

Subtask 4.6: Coordinate with researchers practitioners, and professional organizations.

CWIS proposes to develop coordination with Researchers, Practitioners and Professional organizations to accomplish the following purposes;

1. Keep staff and grantees current with latest research in education/Indian education (a major activity of the Center for World Indigenous Studies is research) the Center will:
 - (a) Publish results of research (documents, excerpts)
 - (b) Publish major research findings in the Center III monthly newsletter
 - (c) Use researchers with significant research in Indian Education as Consultants for seminars and the symposium
2. To provide workshops on teaching methodology by practitioners who are effective in working with Indian students and that teachers and tutors can relate to, the CWIS Center will:
 - (a) Identify teachers and administrators who have used unique methods to solve problems in Indian education.
 - (b) Use the identified teachers and administrators for consultants in workshops and seminars, and
3. To provide staff and grantees with the latest innovations in education the Center will:
 - (a) Encourage staff to participate in at least one professional organization
 - (b) Provide registration to meetings and conferences held by professional groups
 - (c) Make presentations at conferences and workshops held by these professional organizations

TASK 5

Assist in the development of well designed proposal applications that reflect services for education of Indian and native children.

Seeking funding for supplemental projects which specifically address the needs of Indian and native children is often a difficult process for LEAs, Tribes and native communities and Indian Organizations. A number of factors contribute to this difficulty: An absence of qualified proposal writers, lack of advanced notice to do adequate planning, lack of long range planning for educational needs, lack of qualified people to plan education programs, chronic staff changes which inhibit building on past efforts, limited resource allocation because of small populations, the dollar amount available under formula grants is too small, and the overall funds available are too limited as compared against the number of applicants.

To overcome these obstacles, the CWIS Center III will offer three services to assist proposal developers.

Provide information services and training for proposal design and planning for Title IV RFPs.

Provide prospective proposal developers with current information about Federal program funding in the CWIS Center III newsletter, periodic notices and access to a Federal Funding Database.

Deliver training and technical assistance on funding initiatives through private foundations, corporations and in-kind contributors.

Subtask 5.1: To insure that training and technical assistance is available to all grantees and potential grantees.

CWIS Center III Program Advisors will be assigned specific geographic areas within the Center III service area to monitor. This will insure that CWIS Center III services are delivered and appropriate to grantees and potential grantees. Advisors will monitor and record the services delivered within the assigned

areas on a regular basis. Information gathered will be used to build a profile of clients served and those not served. This will further assist in the process of identifying gaps in CWIS Center III service delivery activities.

Subtask 5.2: To identify all Local Education Agencies which meet the criteria for Title IV Part A funding and invite these LEAs to use CWIS Center III services.

The Indian Education Programs Office will request each of the four State Departments of Education in Alaska, Idaho, Oregon and Washington to provide a list of all LEAs which serve Indians and Alaska Natives. Upon receipt of this information, CWIS Center III Advisors will put all of the eligible LEAs on the CWIS Center III mailing list. CWIS Center III will then determine the problems that the potential grantees had (if they made the attempt) applying for Title IV funds. If they did not apply, CWIS Center III will determine why. Program Advisors will gather information from IEP to determine whether or not the potential grantees applied for funding before, and if so the staff will review their experience with IEP staff.

Problems which have been identified as discouraging the potential grantee include: The grant amount and student count was too small, couldn't meet application deadlines, conflicts between parent committees/community people and the LEA, unable to document student eligibility. To help these potential grantees, CWIS Center III will invite them to participate in Pre-application workshops. Each will receive a CWIS Center III brochure and newsletter. LEAs which are identified as not having a Title IV Part A project will be sent a letter from the CWIS

Center III containing information about the advantages of the Title IV program and encourage them to apply.

Sixteen (16) pre-application workshops will be held in the region. Eight (8) workshops will deal with proposal development and eight (8) will be workshops on private sector funding. These workshops will be held during the two month period before the expected closing date for Title IV projects. The proposal development workshops will be designed to address: Gathering information to identify needs, addressing those needs through quality education programs, developing measurable objectives, assuring that activities are appropriate for objectives and designing the evaluation plan.

A private sector funding workshop will be held following each pre-application workshop. This will encourage participants to recognize and use other sources of funding for the needs which do not receive funding from Title IV.

TASK 6

To provide for staff development and capacity building.

The importance of staff development cannot be over emphasized. In our world of fast changing technology and information systems, it is essential that technical assistance providers function as leaders in the use of such systems. New research in education is constantly developing new approaches to the delivery of education. Because of the supplemental nature of educational services delivered through Title IV projects, these projects should have access to training which includes new approaches to solving old problems. To accomplish this, a program of progres-

sive capacity building must be in place within CWIS Center III.

Subtask 6.1: Provide staff development and capacity building.

The concept of empowerment must not only be used when talking about grantees, but it must be an ever-present part of the management of any organization which purports to extend training and technical assistance to others. The development and nurturing of a staff which is excited about the work they are doing often depends on the opportunities for gaining new knowledge and skills. Technical assistance available to clients must be perpetually growing, and changing as methods and approaches are developed. An education technical staff which is not learning will often be unable to challenge other educators to improve their skills through continuing education. CWIS Center III proposes to conduct five types of training for CWIS Center III Education Program Advisors.

Subtask 6.1.1: Provide "Team Management" staff training.

The use of "Team Management" as a technique of management in CWIS Center III must be understood by all Education Program Advisors and support staff. Often such a technique is applied though staff members do not have a full understanding of how it works. The CWIS Center III team management approach will include:

1. Reviewing the Scope of Work for this proposal and jointly planning steps to accomplish tasks.
2. Establish a learning atmosphere which will be a part of the overall, day-to-day operation of the CWIS Center.
3. Encourage attendance in conferences, workshops and

seminars offered by other education organizations.

4. Present training sessions specifically designed for staff.
5. Arrange attendance of staff at joint Resource and Evaluation Center meetings.

This activity will consist of three stages. First, the staff will be given selected materials related to "Team Management." All staff will be expected to read these prior to a Team Management Workshop.

CWIS Center III will hold a workshop for two days during the first two weeks of the contract year. The workshop will consist of one day working on understanding "Team Management," and one day applying the concept to the management of the proposed scope of work. A consultant will be hired for the "Team Management" training, and will work in conjunction with the CWIS Center III Director.

Finally, regular staff meetings will be used to follow-up and reinforce the workshops, and an evaluation of the workshop will be conducted.

Subtask 6.1.2: Arrange inter-staff training.

Each Education Program Advisor will conduct training exercises involving the rest of the staff, pre-testing workshops they develop using the three step approach for retention of information. The workshops will include a review of literature, presentation, discussion group activities and evaluation.

Subtask 6.1.3: Participation in training offered by other agencies and organizations.

CWIS Center III Advisors will participate in training

sessions offered by other agencies and organizations which are open to the public. Advisors will be required to attend presentations and workshops at all conferences and seminars which they attend, and to bring materials back to be included in the CWIS Center III resource files. CWIS Center III will provide all registration fees to workshops. Support staff will also have the opportunity to strengthen their skills at one workshop - job related - each year.

Subtask 6.1.4: Provide training through professional consultants.

Consultants with specialized or unique capabilities will be employed to augment Program Advisor capacities. Consultants will give presentations, seminars and workshops using the three-step approach to information retention.

Subtask 6.1.5: Joint Resource and Evaluation Center Exchanges

The Center for World Indigenous Studies proposes a three-day retreat involving staff members from all Resource and Evaluation Centers prior to the 1988 National Indian Education Conference. Implicit in the retreat is a sequence of group training opportunities and exchange of training and technical assistance techniques and methods. Personal contact between the training and technical assistance providers will have the added benefit of increasing mutual support.

Subtask 6.2: Build the capacity of grantees to use the computerized information services provided by CWIS Center III.

The Center for World Indigenous Studies recognizes that to effectively use the computerized services (CWIS Center III

Bulletin Board and Information Retrieval System, Expert Systems), many grantees will need staff skill upgrading (minimal computer literacy) and computer equipment upgrades. Promoting computer awareness and training necessary to use the computerized methods and techniques will enhance project staff capabilities and, thus improve the performance of their projects.

Subtask 6.2.1 Provide training which demonstrates the use of CWIS Center III Bulletin Board and Expert Systems.

During the first contract year, the CWIS Center III Advisors will provide training which demonstrates the use of the CWIS Center III Bulletin Board and expert systems. This training will be incorporated into all CWIS Center III workshops, and site visits, and at Indian Education Conferences at the request of conference organizers. The demonstration format will include an introduction to the use of CWIS Center III computer programs, and interested persons will be invited to make an appointment for further instruction. The computer assisted offerings will be presented as "additional resources to support your project." All grantees who receive training will receive operations materials and computer diskettes containing expert systems and instructions for accessing the CWIS Center III Bulletin Board.

Subtask 6.2.2: Assist grantees to obtain computer hardware necessary to use the CWIS Center III Bulletin Board and Expert Systems.

The Center for World Indigenous Studies recognizes that there are some projects which do not have the computer hardware necessary to use the information systems provided by CWIS Center III. Program Advisors will identify those projects which do not

have adequate hardware and determine if they are interested in becoming a part of the CWIS Center III information network. A letter stating the need will be necessary to insure participation. If there is sufficient interest among grantees, the Center for World Indigenous Studies will develop and submit proposals to at least two (2) computer companies seeking donation of computer hardware to interested projects. A priority will be given to those small projects which are located in isolated areas.

TASK 7

Maintain an inventory of materials developed and published by CWIS Center III.

Subtask 7.1: Submit an inventory of materials to IEP

CWIS Center III will prepare an inventory of all materials produced with contract funds for the Contracting Officer thirty-five (35) days before the end of the contract. This inventory will be delivered to the Contracting Officer thirty (30) days before the end of the contract.

Subtask 7.2: Maintain a record of published materials: inactive and active.

The importance of keeping an up-to-date record of materials in inventory is essential to the smooth management of CWIS Center III. CWIS Center III will maintain an inventory which includes the amount of materials ordered, and a running balance of materials on-hand. This inventory will assist project staff in planning workshops, site visits and having materials available when requested. The inventory will also help avoid last minute ordering. This procedure will also facilitate ordering new

materials in a timely and cost-effective manner.

TASK 8

To manage the Resource and Evaluation Center III contract in a prudent manner.

The Center for World Indigenous Studies proposes to use "Team Management" in the operation of the Center. The Center Professional Team will consist of the Director, Advisors, and the Administrative Administrative, and a Secretary. Key Consultants will become members of the team at critical time periods in the contract year.

CWIS proposes that the current Center and the new one meet during the final month of the current contract to insure a smooth transition. We would request that during this time, copies of training materials and handouts be shared with the new contractor. Coordination between the two Centers is critical to a smooth transition. CWIS Will begin start up procedures one month prior to the beginning of the contract. Following are the subtasks necessary to carry out this management plan.

Subtask 8.1: Staffing the Center

While it is possible to obtain commitments of people to apply for positions, situations often change during a four month period. CWIS policy of equal opportunity and Indian Preference must be followed. Upon submission of this proposal, CWIS will begin a search for other qualified candidates who have at least the qualifications of those already committed to applying for the positions. Candidate interviews will be done during the month prior to the contract start up date. Three people have expressed

an interest in key positions in the contract. These three people represent the kind of staff CWIS will recruit to serve in the positions. Current CWIS staff will be moved into positions. All names and resumes will be submitted to the Contracting Officer for final review and approval.

Subtask 8.2: Set up record-keeping systems.

CWIS will, upon notification of contract award, set up the following record keeping systems:

- Telephone Logs
- Correspondence Logs
- Consultation report form
- Site visit outline form
- Site visit report form
- Workshop sign in sheets
- Workshop report forms
- Consultant agreement forms
- Travel Request and report forms
- Staff Time on Task report forms

Monthly Exception Report

A documentation of any exceptions to the BLMP, the report will describe the exception and why the deviation and how the Center will correct or resolve the situation. If there are no exceptions the report will consist of a letter stating that there are no exceptions. The Exception Report will be included with the Monthly Management Report ten days after the end of each contract month.

Interim Report

A documentation and evaluation of the effectiveness of the Center during the first six months of the contract year. This report will summarize the efforts of the Center and provide a

process evaluation and a summary of the impact on clients to date. The interim report will also be developed using proposed outline for the annual report.

Annual Report

A documentation and evaluation of the effectiveness of the Center during the fiscal year of the contract. This report will be developed in two stages, first the draft report then the final, camera ready report according to the BaseLine Management Plan. The report will include a summary of all Center activities, by task problems encountered in delivering services and problems which grantees have, methods used to overcome the problems and recommendations on how projects and staff might avoid or solve these problems in the future. A report from the outside evaluator will be included in this report, with recommendations on how services could be improved.

SECTION IIIBASELINE MANAGEMENT

PROJECTED WORKSHOPS SITE VISITS AND PRESENTATIONS

TASK	WORKSHOP	SITEVISITS	PRESENTATIONS	OTHER
Task 1	7	25	5	*
Task 2	11	34	3	Seminars Symposium
Task 3	4	10		
Task 4			10	
Task 5	16	10		
Total	38	79	18	

*Evaluation will be addressed in depth at all project development and pre-application workshops, site visits and presentations.

COORDINATION

Indian Education programs Washington D.C.	4
National Indian Education Conference	5
Center's pre conference retreat	5
Oregon Indian Education Conference	6
Washington State Indian Education Conference	6
State Department meetings (travel for state people might be required)	8
National Indian Adult Ed Conference.	2
Montana Indian Education Association (Northwest Indian Education Consortium)	1
NorthWest Affiliated Tribes Conference (twice yearly)	2
Alaskan Federation of Natives conference	2
North Slope Higher Education Center	2
Total estimated coordination trips	43

Resource & Evaluation Center III

Task Performance Timeline

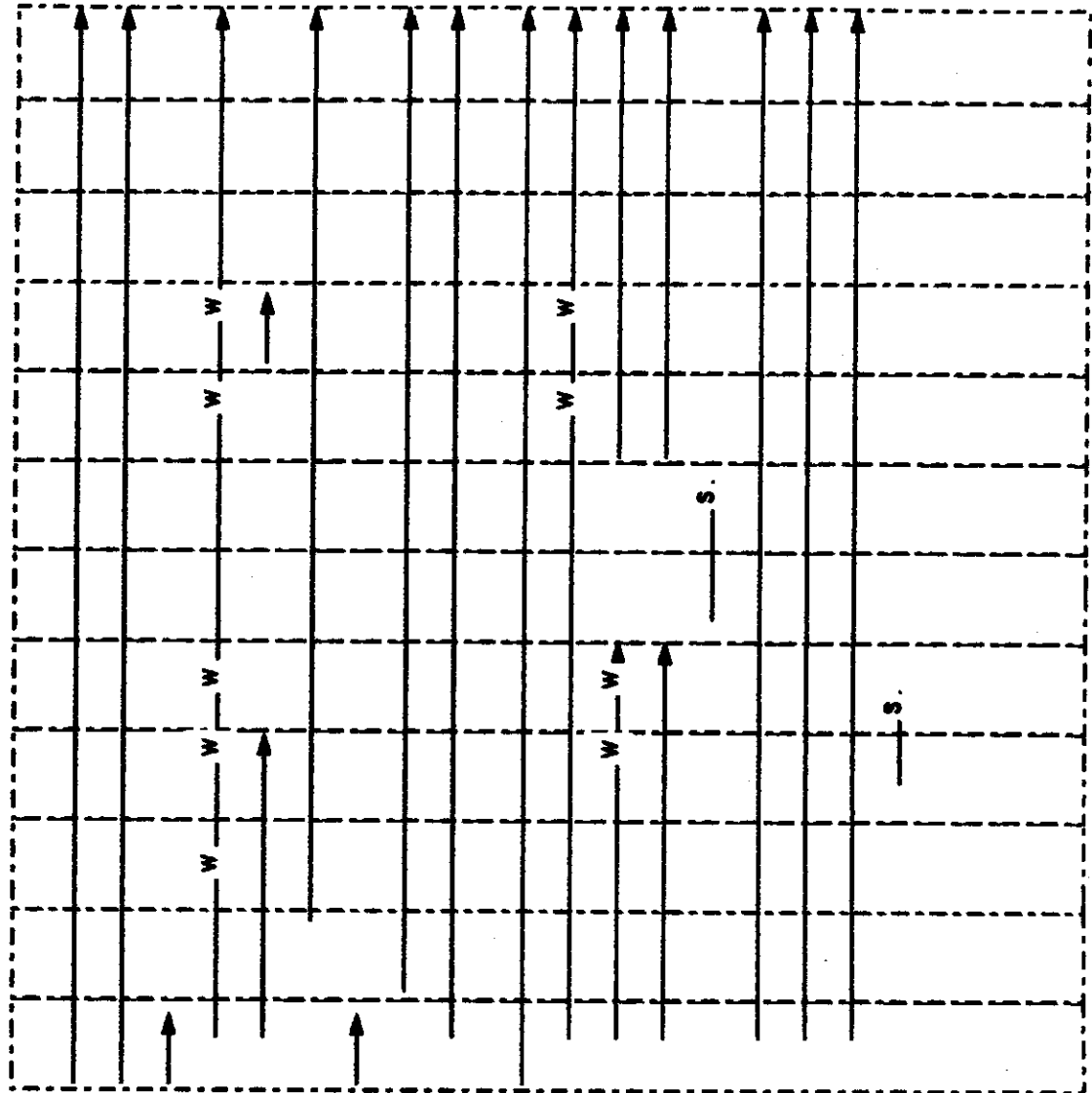
FIGURE 8-1

ACTION ITEMS

TASK DETAIL

MONTH

1	2	3	4	5	6	7	8	9	10	11	12
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Resource & Evaluation Center III

Task Performance Timeline

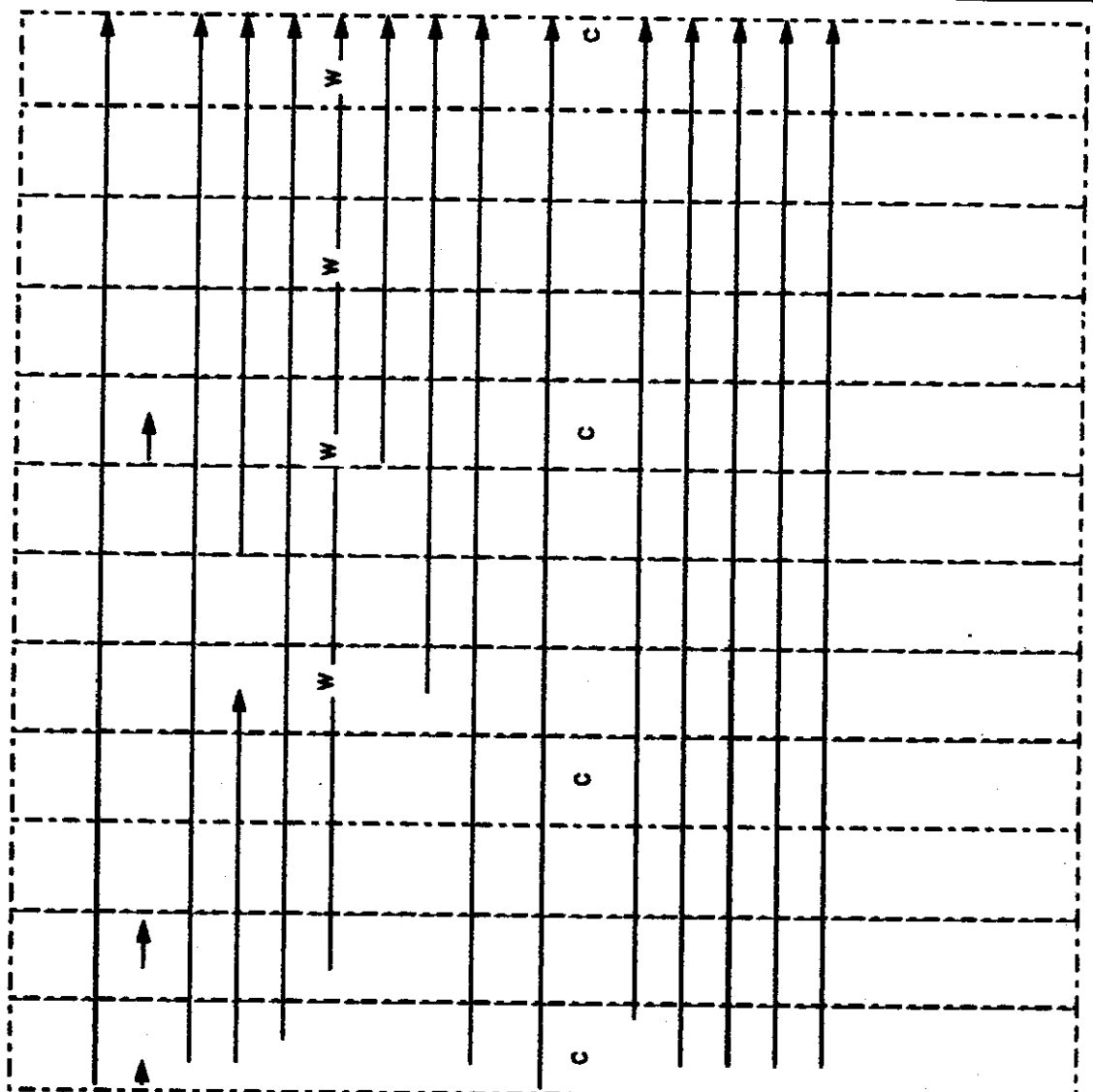
ACTION ITEMS

MONTH

1	2	3	4	5	6	7	8	9	10	11	12
---	---	---	---	---	---	---	---	---	----	----	----

TASK DETAIL

- TASK 3 INFORMATION DISSEMINATION
- Subtask 3.1 Design & Distribute Brochure ...
- Subtask 3.2 Disseminate Newsletter
- Subtask 3.3 Develop Successful Proj.
- Subtask 3.4 JDRP Submission Assist.
- Subtask 3.5 Conduct Success Workshop.....
- Subtask 3.6 Dissem. Fellowship Info
- subtask 3.6.1 Scholarship Info
- Subtask 3.7 Free Materials Info
- TASK 4 COORDINATION
- Subtask 4.1 Indian Education Prgms Off
- Subtask 4.2 State Education Agencies
- Subtask 4.3 Local Education Agencies
- Subtask 4.4 Other Orgs. Tribes & Agencies .
- Subtask 4.5 Resource & Evaluation Cntrs
- Subtask 4.6 Researchers, Practitioners



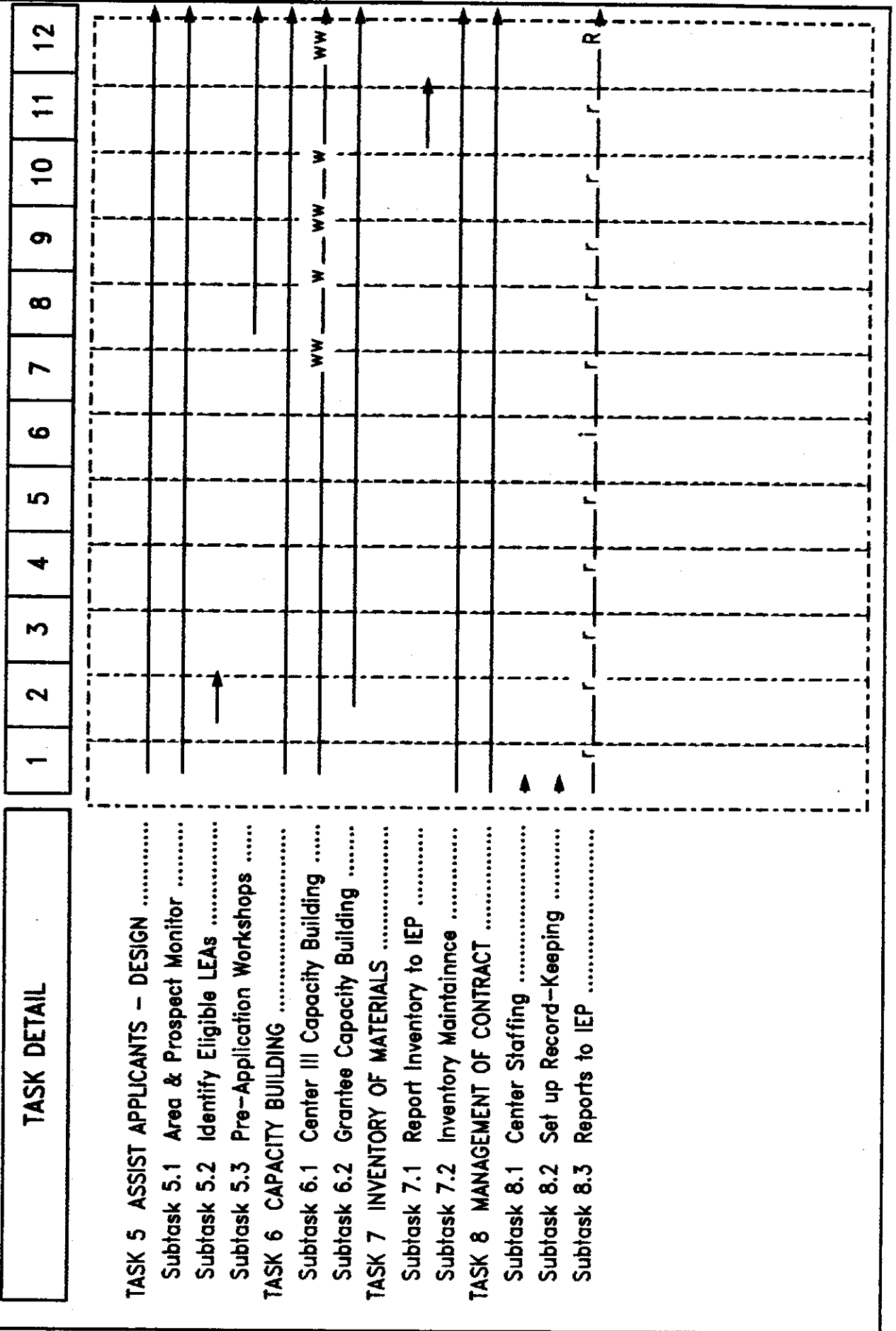
Resource & Evaluation Center III

Task Performance Timeline

FIGURE 8-3

ACTION ITEMS

MONTH



Timeline for Center III Tasks and Subtasks

A timeline which specifies the amount of time needed for accomplishing each Center task and Subtask follows. The timeline covers twelve months. The discussion below the tasks will be briefly outlined as they are dealt with in detail in the "scope of work".

To assure a timely start up, CWIS will begin setting up the offices as soon as there is an indication of contract award. The identified staff will be kept abreast of what is happening related to the contract so that they are able to start work as close as possible to the award date. While at this time CWIS does not anticipate any problems in having a full staff aboard within two weeks of the start up date, we are aware that many things happen in three months. During this time, prior to the award CWIS will search for additional candidates for the positions. CWIS anticipates being in full operation by the third week in February.

The Alaska office will greatly enhance the Centers ability to provide services to more clients. In the past it was often necessary for a staff person to spend as much as 5 days in Alaska while making one site visit, because of the distance, weather and transportation problems.

Task 1: is the provision of technical assistance in evaluation this task includes, the development of materials, workshops, site visits, and other forms of technical assistance. The use of outcome evaluation is stressed. Non-parametric evaluation will be stressed when evaluating culturally related academic curriculum. During the first weeks of the contract The professional Advisors will build their team and develop ground rules for productive working relationships. The Team approach will enable the Center to have a Strong team available at all times. The Alaska Branch office will also start up during the first weeks of February.

Task 2: provides for the delivery of technical assistance in the area of project development, implementation and management. The services to be made available under this task include a tribal symposium in June and a seminar, for Title IV personnel in August. This seminar has been a long standing need. The workshops are planned at times when Title IV project personnel are preparing for the next RFP.

Task 3: The Center Brochure will be one of the first requirements the Center must meet. The Computerized information systems are currently in operation, therefore we foresee little problem in putting the "Expert Systems" into the Centers operation. The first newsletter will be published during February. The fellowship information will be mailed out to those students who request it. The free materials available through CWIS Indian Book Center will be incorporated into the routine of site visits and workshops. Task 4, The coordination task will begin with the director immediately contacting the state directors of Indian education and inviting them to attend a coordination meeting. A letter will be sent out with a draft of the Coordination agreement, explaining the purpose of the meeting and asking for

input to the agreement. Other Education resources, (agencies, institutions, and organizations) will be contacted within the first month of the project to begin coordination.

Task 5, provides for encouraging potential grantees to apply for Title IV funds. The planned workshops will provide for encouragement and options for seeking funds elsewhere. The staff will begin identifying eligible grantees as soon as the information is available to the Center.

Task 6, will be implemented immediately as the contract is awarded. The Director will have identified a consultant to teach team management and problem solving. Staff will be given opportunity to discuss their needs for education.

Task 7, a careful logging of all materials available and how many need to be reproduced will be initiated the first week of operation. The delivery of the Inventory at the end of the contract will be relatively easy because of the daily logs.

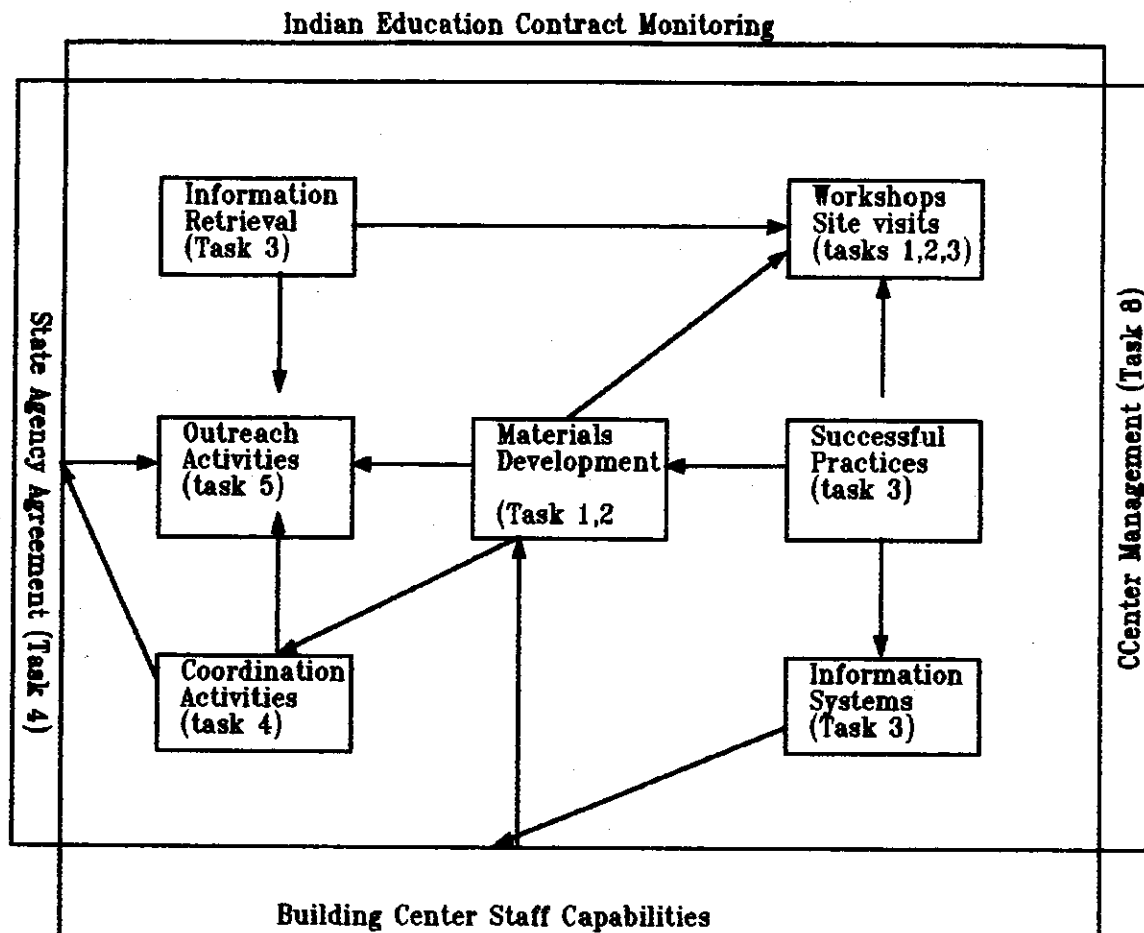
Task 8 provides for the management of the Center. The meeting in Washington D. C. will be followed by a staff retreat to insure that all staff are operating with the same concept of what their role is and how they can best work within the system. The process of working as a team rather than as individual specialists with specialized areas may be new to some of the staff. This will also be the time when the paths of communication are identified with the staff in Alaska. Each staff person will have the responsibility of submitting a monthly report of their activities, to be included in the report sent to the contractor.

The Interrelationships Between Center Tasks and Subtasks

A graphic display of how the Center's main tasks are interrelated among each other can be found in figure 9. The Coordination plan, the management plan and capacity building are critical to all tasks of the Centers operation, therefore they form a box around all other tasks. Task 4, coordination, with the Indian Education Programs, and the State Education Agencies will determine how the Center will operate during the contract year. Task 8, identifies the reporting and monitoring activities which take place related to all activities of the contract. Task 6, building the capacity of the Center staff to insure the most important resource the Center has, a capable staff with which to carry out the tasks. The Center of the box is filled with the tasks which rely upon the support built into Tasks 4, 6, and 8.

The interrelationships between the Tasks which make up the service delivery are critical to success of Center III. The Indian Education Programs provides input into the Centers functioning (Task 4) through the review of the Baseline Management plan and monitoring of the Center performance (Task 8). The coordination meeting with the State Education Agency representatives and the Coordination Agreement, influence how the Center will carry out the service delivery (Tasks 1,2,& 3). And the maintenance of the Center staff capabilities determines the

Figure 9. Interrelationships of major tasks for proposed Center III



quality of these services.

Following the meeting with the Indian Education Programs Officer and the agreement with the State Education Agencies, the Center staff begin outreach activities (Task 5). This effort is designed to encourage those Local Education Agencies, which are eligible, to use the services of the Center and to apply for Indian Education Act funds. At the same time Center will begin discussions with other agencies (Task 4.4) to coordinate services to the region.

Gathering and disseminating information for publication in the newsletter (Task 3), involves making regular connections with the organizations and agencies that are a part of Task 4. The professional advisors will use materials and information obtained through activities mentioned in Task 4. Using resources to the best advantage often means not developing materials. There may be adequate materials already developed (Task 4.5) these need to be adapted for the presenter and/or client.

Because projects are not made up of separate and unrelated functions which are called, evaluation, development, implementation and management. These functions are all interrelated and dependent upon the one another. The tasks 1,2, and 5 will of necessity, support each other. Task 3, will provide backup to the service tasks. It will be while the Center Professional Advisors are in the field that they will be able to identify the successful components (Task 3.3), and without evaluation the projects cannot be prepared for submission to JDRP (Task 3.4).

251 Deliv. DCW

C - Schedule of Deliverables- Basic Year

CWIS Center III will meet the following deliverable schedule:

<u>Deliverable</u>	<u>Due No Later Than</u>
1. Baseline Management plan <u>update</u> (3 copies)	FIFTEEN (15) working days after contract award.
2. Information Brochure on the Center <u>draft</u> (2 copies)	TWO (2) weeks after contract award.
3. Information Brochure <u>final</u> (50 copies)	ONE (1) month after contract award
4. SEA Letter of Cooperative Agreement (2 copies)	TWO (2) months after contract award
5. Annual Report <u>draft</u> (2 copies)	TEN (10) months after contract award
6. Annual Report <u>final</u> version (10 copies)	ELEVEN (11) months after contract award
7. Draft of Final Report (2 copies)	THREE (3) months prior to end of 2nd option period
8. Final Report (10 copies)	ONE (1) Month prior to end of contract
9. Three (3 copies) of inventory of all materials	THIRTY (30) days prior to the end of each annual contract period
10. Three (3 copies) of any new materials developed under task three	FIFTEEN (15) days after after completion of the materials
11. Monthly Management Report (3 copies)	TEN (10) working days after the end of each calendar month
12. Monthly Newsletter (3 copies)	FIVE (5) days prior to end of each month

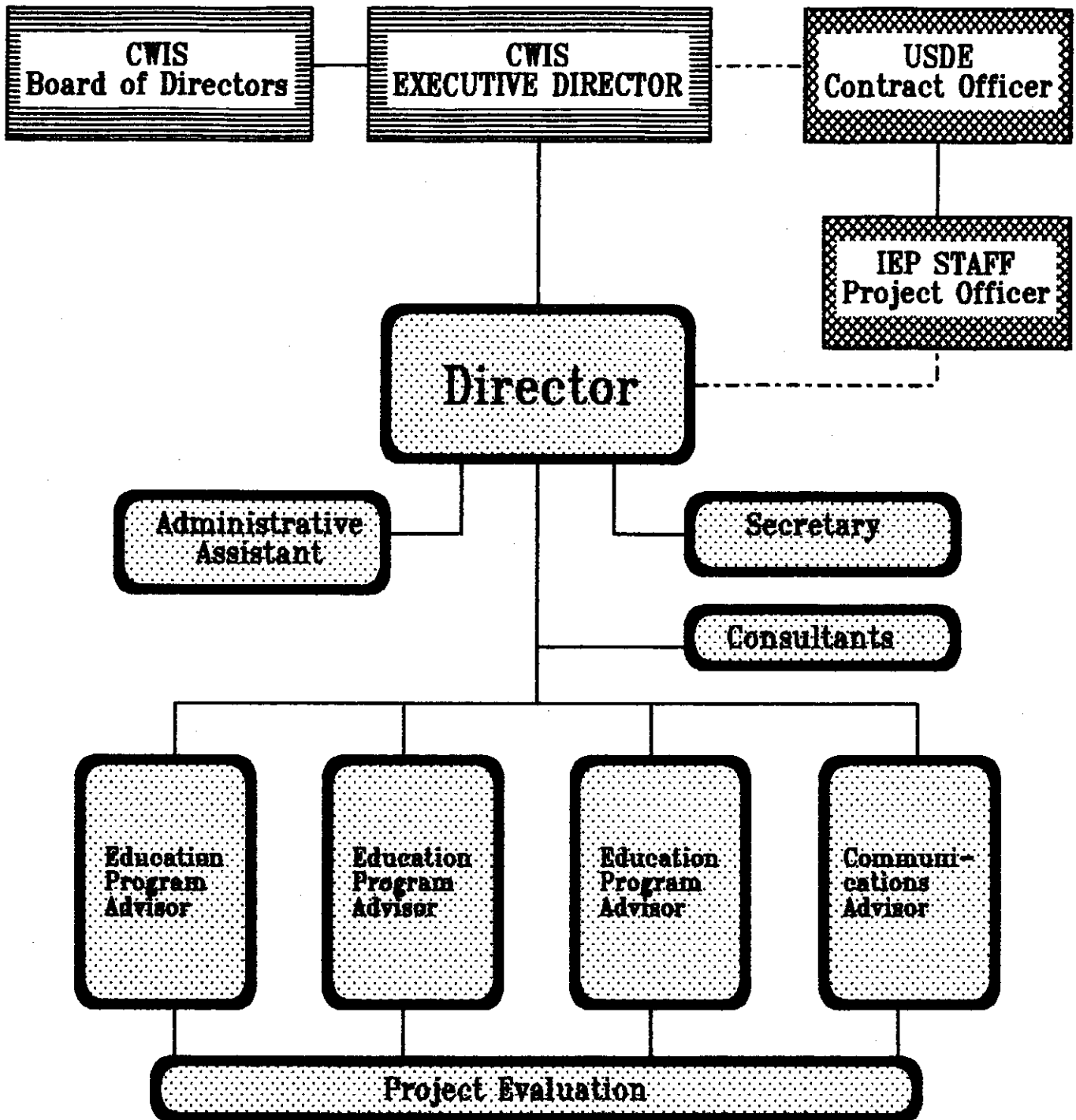
Schedule of Deliverables -Option Years

CWIS Center III will update the deliverable schedule submitted for the basic contract year and submit the updated version in accordance with the schedule for the basic year. In the second option period CWIS Center III will submit a comprehensive Final Report, in place of the annual report requirement. The Final Report will include a report on the activities of the 2nd option period.



FIGURE 10

Resource & Evaluation Center III



Matrix of Staff Skills

	M	E	G	D	*	*	B	*		
Professional Staff and Consultants*	i	l	e	i	F	T	a	W	*	*
	n	u	o	l	r	k	h	K	l	P
	u	s	r	m	r	l	o	i	k	a
	g	k	g	a	o	i	r	r	e	u
SKILLS	h	a	e	n	n	p	e	k	r	l
Workshops	x	x	x	x	x	x	x	x	x	x
Presentations	x	x	x	x	x	x	x	x	x	x
Technical Assistance	x		x		x	x	x	x		x
Teaching	x	x	x		x	x		x	x	x
Elementary		x	x			x		x	x	
High school		x	x			x			x	
College	x		x		x				x	x
Counseling	x	x	x		x	x				x
High school		x	x	x						x
College	x	x	x		x					
Career	x	x			x	x				
Personal	x	x			x	x	x			x
Substance Abuse						x				x
Management	x	x	x	x	x	x	x	x	x	x
Fiscal	x	x	x	x	x	x	x	x	x	x
Administration	x	x	x	x	x	x	x	x	x	x
Personnel	x	x	x	x	x	x	x	x		x
Resource	x	x	x	x	x	x	x	x	x	x
Evaluation	x	x	x				x		x	
Design	x	x	x				x		x	
Research	x									
Testing	x		x						x	x
Developing instruments	x		x						x	x
Writing reports	x	x	x				x		x	x

Parent Committee	x	x			x	x		x	x		
Staff		x	x		x	x	x	x		x	
Administrator	x	x	x			x	x	x			
Counselor										x	
Tutor					x						

SECTION IV
SECTION 19

CENTER DIRECTOR

Job Description

Duties:

Overall management of the Resource Center supervise the day-to-day operation operation of the Center insures that all Tasks, subtasks, deliverables reports and services are completed in a timely, efficient and cost effective manner. Supervision and evaluation of Center staff recruit and maintain staffing according to contract specifications.

Responsible for communication with Indian Education Programs and Contract Office.

Represent the Center when meeting with SEA's in the service area. Will be accountable to the Executive Director of the Center for World Indigenous Studies.

Qualifications:

The RFP lists the following skills the Center Director should possess:

- (a) Interpersonal skills, especially in dealing with Indian Education Act grantees and LEA personnel. The center director should be able to provide leadership in helping grantees produce technically sound project evaluations and develop sound project management design;
- (b) Experience and expertise in managing educational projects, particularly projects involving the evaluation of compensatory educational programs;
- (c) The center director shall have a doctorate, with at least two year's experience in educational evaluation and project management, or a master's degree and four years or more experience in educational evaluation and project management, school administration, teaching or another related field;
- (d) Experience and expertise in management of professional personnel in delivering technical services of an instructional nature;
- (e) Overall familiarity with the workings of and inter-relationships among the Indian Education Program, Indian Education Act grantees, state and local educational agencies, Indian tribes and organizations, particularly in the specific region for which a proposal has been submitted; and
- (f) Proof of administrative and managerial capabilities and skills in directing a professional staff, managing resources, developing plans in efforts similar to the tasks of this contract.

CENTER STAFF

Job Descriptions

Each Professional Staff person is a member of a team. While one Education Program Advisor may have more expertise in a given area, each advisors is expected to deliver training and technical assistance in all areas. In hiring the staff the Director must keep in mind the balance of skills and expertise which will make for a team of expert advisors. CWIS has chosen to identify the professional staff as advisors in order to encourage grantees and other clients to recognize this as a major function of the Center professional team. A generic Job description has been developed, which will serve for all of the professional advisors. The communications advisor, because of the unique responsibilities, has a separate job description.

Education Program Advisors 1

Duties:

Provide training in Project evaluation, Design, implementation and management to grantees in the four state region of Alaska, Oregon, Idaho, Washington.

Return all telephone calls within one working day

Plan, organize, and conduct workshops

Conduct research as necessary to meet client needs

Develop workshop materials including a pre-workshop packet, follow-up packet, and evaluation instruments to analyze the process and the outcome of the workshop.

Work as a "team member" to deliver services to the clients
Maintain a file of testing and evaluation instrument, standard and locally developed

Maintain a daily log of all correspondence, written, or by telephone

Develop an outline of services prior to an site visit and a report of services after the site visit.

Develop a monthly report of all services provided

Keep up with the latest developments and innovations in the field of education

Keep current with the happenings in Indian Education Programs

Qualifications:

Masters Degree preferred with three years of experience in

the education field as a teacher, administrator, and/or project manager in programs which serve a majority of Indian children.

Bachelors degree with four years experience in the field of education as teacher, project director, administrator.

Experience and knowledge in using and developing evaluation designs including instrumentation

Experience in writing proposals

Knowledge of and experience in Indian Education

Demonstrated writing ability

Demonstrated ability in public speaking/ teaching adults

Desire to learn and willing to put personal effort into learning

Ability to work with community people

Flexible, can travel with little notice

Desire to work in as a member of a team

Basic computer literacy/ willing to learn new applications

Experience in developing innovative education programs

Communications Advisor

Duties:

Provide information services to Indian Education Act grantees, state and local educational agencies, Indian tribes and organizations, in the Center III region of Alaska, Oregon, Idaho, Washington.

Maintain monthly contact with SEA's, other organizations with federal education contracts for current happenings

Develop the Center Brochure

Publish a monthly newsletter

Prepare all materials developed by the center for publication

Update the Centers Computerized Information system daily or as is needed

Return all telephone calls within one working day

Plan, organize, and conduct workshops

Conduct research as necessary to meet client needs

Develop workshop materials including a pre-workshop packet, follow-up packet, and evaluation instruments to analyze the process and the outcome of the workshop.

Work as a "team member" to deliver services to the clients

Maintain a daily log of all correspondence, written, or by



telephone

Develop an outline of services prior to an site visit and a report of services after the site visit.

Develop a monthly report of all services provided

Keep up with the latest developments and innovations in the field of education

Review the Federal Register for announcements of interest to Indian educators

Review Newspapers, journals and other periodicals for information for resource files, staff information and to be included in the newsletter

Keep current with the happenings in Indian Education Programs

Qualifications:

Bachelors degree with four years experience in the field of public relations/communication as writer, materials developer

Knowledge in Indian Education

Demonstrated writing ability (superior)

Demonstrated ability to use graphic arts

Demonstrated ability in public speaking/ teaching adults

Desire to learn and willing to put personal effort into learning

Ability to work with community people

Flexible, can travel with little notice

Desire to work in a team

Basic computer literacy/ willing to learn new applications

Background in Proposal writing techniques

Experience in developing innovative programs

PROJECT STAFFING

The Center for World Indigenous Studies, Resource and Evaluation Center III, will be staffed by a Project Director, four professional staff members, and two support staff. The following narrative will discuss the job descriptions, the proposed staffing skills, and the consultant skills.

Center Director

The proposed Center Director has three years experience as the Indian Education Act, Resource and Evaluation Center III, Director. During which time the Center provided quality and innovative services to grantees. The proposed director has fifteen years of experience in the field of Indian education, spanning from parent committee member to research, evaluation and development of Title IV, and other education programs. Her work has brought resources and services to the Indian community (Free

Book Distribution Center) which were not previously available. Currently she is involved in research, which involves tribes throughout the Northwest, from Wisconsin to Alaska, including Canada. The development of community schools where the Indian community is an integral part of the school system and the school system is an integral part of the community, is one of her major philosophical emphasis.

Center Professional Staff

The hiring of all Center for Worlds Indigenous Studies staff requires recruitment and hiring practices which insure, Indian preference, affirmative action practices and equal opportunity. Therefore CWIS assures that the staff will have at least the qualifications of those who have submitted their commitment to apply for the positions. CWIS recognizes that many things can happen between the proposal submittal and the contract award, therefore need to submit the actual staff for approval upon award of the contract, or within the first month of operation in order to have a full staff.

Karlene George, has a Masters of Education and seventeen years of experience in Indian education. Karlene's current emphasis is in the area of Gifted and Talented education for Native Americans. Karlene has been trained to assist Gifted and Talented projects to apply for inclusion in the National Diffusion Network, and has a good understand of the process. Her experience has included internal evaluation of the many projects she has been director of, her Masters program included the use of standardized and locally developed testing for student success and identification. Karlene has during her seventeen years of experience in Indian Education held positions with the following responsibilities and duties: teaching, supervision of Indian students involved in a Teacher Corps project, evaluating student progress, training tutors, developing culturally related curriculum, providing workshops, and technical assistance in many areas in Indian Education.

Randall Dillman, has a bachelors of Arts degree and five years experience in Indian programs currently she is administering an incentive program for Indian and Alaskan Native students attending high school. Randi has developed and administered incentive programs of a national scope, focusing on local schools. In the area of information services she has developed and disseminated brochures, newsletters for national distribution. Randi has organized and coordinated national Indian awards functions, developed workshop materials, including handouts, presentation and visual aids, and conducted workshops.

Sharon Eluska, has a Bachelors degree in Elementary education and 32 credit hours toward her Masters. Sharon currently is involved in helping Native students obtain success in their college education. Sharon has seventeen years of experience in Indian education at every level. Her experience administering education programs in Alaska provides her with the understanding of administration and parent committee concerns

unique to Alaska. Sharon's broad base of experience, University, adult education, JOM, elementary teacher, federal programs administrator, curriculum developer, auditor and monitor make her a particularly valuable staff member of the Resource and Evaluation Center III. These qualifications will enable her to provide the variety of services needed in the region and specifically in Alaska. Her office in Alaska will provide for more timely and cost effective services to the Alaskan grantees.

Center Consultants

CWIS will continually develop the pool of consultants, major Universities in the region will be contacted for seminar speakers, these will address capacity building for Center staff as well as provide information and discussions for grantees. Many of the consultants used by CWIS Center III, will be the Title IV project personnel, who will demonstrate the effective components of their projects. The consultants which have been identified for the purposes of this proposal have very specific expertise and were individually chosen for this expertise.

Robbi Ferron, has extensive experience in providing training and technical assistance in a variety of topics. In the area of management Robbi has addressed administrative management as well that of personal management (stress and anger). Robbi's work on the development of personal power will enhance the CWIS Center III's commitment to empowerment of the individuals involved in the Title IV projects.

Karma Torklep's experience in working with "At Risk Kids" will enable the Center staff to call upon her for training in how to overcome some of the social, academic and economic problems that the Title IV grantees are constantly dealing with. Her administrative experience and background in the development of materials will also enhance the Centers ability to provide diverse services.

Patrick Paul has extensive experience in the area of substance abuse. Patrick currently provides training through several colleges and Universities in the United States and Canada. Patrick also has a group of trainers who may be available if he is too busy to provide the training. These trainers also have extensive experience in the area of substance abuse counseling.

David Bashore, has extensive experience in proposal writing, administration of Indian Education programs and developing new and innovative approaches to Indian education. Dave's background will enhance the Centers ability to research and present innovative approaches to education. His work in the development of proposals, and administration of projects will enhance the Center delivery of Development and management of Title IV projects particularly Parts, B and C.

Joyce Walker-Turner, has a varied background in a variety of

areas, which will enhance the Centers ability to deliver quality services. Joyce is widely known for her work with learning disabilities. She never has enough time to provide the training that she is asked to do. Joyce has extensive background in music and medicine to enhance her education credentials. A suburb classroom teacher. It is a pleasure to have such a qualified person as a consultant.

Ruth Silverthorne, is a Counselor in the Special Services Program at Skagit Valley College in Mount Vernon, Washington. She is an enrolled member of the Confederated Salish and Kootenai Tribes of the Flathead Reservation. Nearly all of her employment experience has been working with Indian students at both the K-12 and post secondary levels. Her qualifications include: Counseling (personal, academic and career), intake assessment; evaluation of requirements; curriculum development; Human Potential Seminar; small group facilitation and trainee in Adult/Children of Alcoholics. The focus of her services will be in-service training in students-at-risk techniques.

RESUME

NAME: Carol J. Minugh
TRIBE: Gros Ventre

HOME ADDRESS: 8827 22nd Ave. SW
Seattle, WA 98106
(206) 762-6244

WORK ADDRESS: Center for World Indigenous Studies
8827 22nd Ave. SW
Seattle, WA 98106
(206) 762-6244

EDUCATION: D.Ed., 1981, Pennsylvania State University, Higher
Education Administration.
M.S., 1975, Washington State University, Education
Administration.
B.A., 1974, Evergreen State College, American Indian
Studies.
A.S., 1973, Grays Harbor Community College, General
Education.
Real Estate License, 1965, Olympia, Washington.

Present Center for World Indigenous Studies. Research

1984-1987: United Indians of All Tribes Foundation, Director;
Resource and Evaluation Center III, responsibilities:
Daily management of the Center, Supervision of
Staff, Fiscal management, Staff development,
Evaluating staff and Center performance.
Coordination with other agencies, workshops,
presentations, and technical assistance, developing
curriculum, and public speaking. Development of
materials, and providing leadership in Indian
Education in the area of inovative approaches to
helping kids to succeed.

1984 Private consultant. Researching, and planning
a High Technology Research and Training Center for
the Spokane Community Colleges.

1983-1984: Commission for Vocational Education, Washington
State, Director, Research Coordinating Unit
responsibilities: Coordinating the research,
innovative and curriculum development programs
funded through state designated federal funds.
Monitor and assures compliance with federal
regulations throughout the Request for Proposal
(RFP) and contracting process.

1978-1983: National Center for Research in Vocational
Education, Ohio State University. Research
Specialist. Responsibilities: Direct national
research and development projects, supervise staff,
write and edit a quarterly newsletter, develop

needs assessments. Conduct formative and impact evaluation, present workshops, write proposals, conduct evaluation studies. Develop curriculum, analyze legislation, and develop miscellaneous materials. Directed several Indian education projects of national scope including a major publication. A requirement of this position was to remain flexible for all educational endeavors of both parochial and national scope and impact. In this connection conducted a national survey of characteristics of new hires in high technology positions. Conducted a needs assessment workshop in business, labor and industry for the state of Illinois Community Colleges. Prepared testimony on federal legislation for vocational education and participated in federal departmental hearings, acted as liaison person to Native American Communities and Educational Institutions.

1975-1976:

Final County Community College District, Coolidge, Arizona, Administrative Intern and an American Association of Community and Junior Colleges and Rockefeller Foundation, Fellow. Assistant to the President Responsibilities: This internship had as its goal the preparation of the intern for the position of college president. As such, assisted in the administrative duties of the Dean of Instruction, Vice President of Finance, Director of Continuing Education, and Curriculum and Research Development Specialist. In each area assigned, I set up learning objectives and endeavored to learn as much as possible about the area. Worked with each director on a day-to-day basis, performing the routine tasks of the position. Among special activities, attended statewide meetings representing the president and/or other administrators. Worked with community groups to establish new courses and programs. Participated in budgetary planning throughout the College District, encompassing the four branch campuses.

1974-1975:

Washington State University, Head Resident

Summer 1974:

Quinault Tribe, Personnel Manager Responsibilities: Develop personnel policies, routine responsibilities of a personnel officer, and Administer a neighborhood youth corp program.

1973-1974:

Grays Harbor College, Director of Indian Affairs Responsibilities: Establish an Indian program for Grays Harbor College. Coordinate the following educational efforts on behalf of the tribes: Development of a work study program and an Indian studies course. Formation of an advisory board. Counseling and placement of students. Tribal reporting and working with the BIA to facilitate financial aid.

- 1971-1974: Grays Harbor College, Right to Read tutor, GED Teacher Responsibilities: Teach adults to read, assist in the training of new tutors, assist in program development, teach GED and train Indian GED teachers.
- 1966-1973: Fred Potts Real Estate, Salesperson Responsibilities: Sales, rentals, contracts, construction, and finance of real estate. Worked with community zoning and industrial planning commissions. Worked with lumbering industry and assisted businesses to relocate in the area (part time while in college).
- 1965-1966: Robinson Reality, **Salesperson**
- 1952-1965: Various jobs in factory, cafe, and grocery and department stores.

PUBLICATIONS:

Minugh, Carol J. "Center for High Technology", Spokane Community Colleges, 1984

Minugh, Carol J. and Tiger Miller, R. "Extending the Benefits of Vocational Education to Indian Populations: Integrated Planning Package." Ohio State University, 1980

Minugh, Carol J. "Analysis of Key Federal Legislation Affecting Vocational Education for Indians." Ohio State University, 1981

Minugh Carol J. et al. "Career Planning and Vocational Programming for Handicapped Youth: Policy and Procedures Manual." The Ohio State University, 1981.

Minugh, Carol J. et al. "Career Planning and Vocational Programming for Handicapped Youth." Eight role specific manuals. The Ohio state University, 1981

Minugh, Carol J. "Continuing a College Education: A guide for the Family of the American Indian Student." New Mexico State University, 1982.

Minugh, Carol J. "Continuing a College Education: a Guide for the American Indian Student." New Mexico State University, 1982.

Minugh, Carol J. Continuing a College Education; A Guide for Counseling the American Indian Student." New Mexico State University, 1982.

Long, J., Minugh, Carol J., and Gordon, R. "Phasing Out Vocational Education Programs." Ohio State University, 1983.

Dissertation: "Management Styles of Indian and Non-Indian Managers Employed by Five Western Washington Indian Tribes." 1981

Masters Thesis: "Training Teachers of Indian Children." A college course. 1975

OTHER ACTIVITIES:

Adjunct Faculty: Antioch College, 1984-1987
City University, 1985-1987
Union of Experiential Colleges and Universities, 1981-1982.

Student Evaluator: Antioch College, 1980, 1985, 1987

Board Memberships: Chairperson: Eaglet Educare, present
Member: American Indian University 1985-87
Member: Union of Native Indian Tribes for Education 1978--1983
Member: Northwest Indian Achievement Foundation, present

Committees: Human Relations Coordinating Committee, Seattle School District, 1984-85, 1987-present
PAC member Seattle Plan 1986-1987
Native American Advisory Board Seattle Community Colleges 1985, 1986
Incentive Awards Committee, Chairperson Seattle School District Title IV parent Committee, present.
Title IV, Parent Committee, 1972-1973

National Proposal Evaluation, Indian Education, 1978, 79, 80, Vocational Education, 1981

Numerous workshops, seminars, and presentations to Indian and non-Indian audiences, as well as many reports, proposals, position papers and research studies.

MEMBERSHIPS:

Washington State Indian Education Association
Oregon State Indian Education Association
National Indian Education Association
Indian Awareness Association

14057 Sandy Hook N.E.
Poulsbo, WA. 98370
October 13, 1987

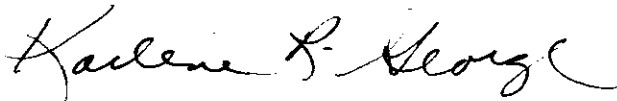
Carol Minugh
8827 22nd Ave. SW.
Seattle, WA. 98106

Dear Carol,

I heartily endorse your efforts on behalf of a Center for World Indigenous Studies. This letter is to inform you that should your proposal be funded, I will apply for a Specialist position with the center.

I would enjoy working with you again as I know your organizational skills enable others to succeed. Best wishes.

Very truly yours,

A handwritten signature in cursive script that reads "Karlene R. George". The signature is fluid and somewhat stylized, with the first letters of each word being capitalized and prominent.

Karlene R. George
Education Consultant

Resume'

KARLENE RAE GEORGE
14057 Sandy Hook N. E.
Poulsbo, Washington 98370
(206) 598-4366

EDUCATION:

B.A., Elementary Education, University of Washington, 1968.
Provisional Teaching Certificate, Art/English Major.
Standard Elementary-Secondary Teaching Certificate, 1980

Triple T. Social Studies Project. U.W., 1970-71, Credits: 43
Course work: Social Psychology, Anthropology, Indian Studies,
Curriculum/Instruction, Counseling, Geography.

Master of Education Degree, Teacher of Gifted Emphasis, Central
Washington University, 1982. Course work included; Measurement in
Education, and testing, standardized and locally developed.
Thesis: "Handbook for Gifted Education and Native Americans".
Published, 1984, ERIC Press.

TEACHING /TRAINING EXPERIENCE:

Teacher:

Middle School, 1983, North Kitsap School District

Director:

Native American Gifted Program, North Kitsap School District,
Poulsbo, Wash. 1978-1980. Grades: 2-12, Multi-expressions in
Language Arts.

Teacher/Curriculum Developer:

Project Success Gifted Program, North Kitsap School District,
1976-1978. Grades: 6 and 7. Language Arts and Art.

Native American Education for Teachers Workshop, Central
Washington University, 20 hours, summer 1979 and 1980.

Co-instructor:

Understanding the Gifted and Talented-Workshop, Central
Washington University, Fall, 1979.

Instructor:

Gifted Education for Teachers of Native Americans - Workshop,
Seattle Pacific University/United Indians of all Tribes,
E.S.D.121, Spring 1981

Training N.A. Aides, Classroom Cultural Instruction, North Kitsap
School District, 1974 -76 (Part of job description)

Guest Lecturer:

Central Washington University, Toppenish Center, Teacher Training
in Native American Education and Curriculum Development, 1971-73.
Salaried Position.

AT PRESENT: Trainer, Project Success. Consultant, Gifted Education, Native American Education, Curriculum Development, Evaluation and Assistance in applying for inclusion in the National Diffusion Network (received training for this).

Related Educational Experience:

Education Specialist, M.O.R.E. agency, Pierce County, 1968-69, Government funded agency. Served Indian, migrant and resident poor. Home/school liaison.

Education Specialist, Employment Security, Auburn, WA 1969-70. Home/school Employment liaison for Muckelshoot Tribe and seasonal minority workers.

Teaching Assistant, University of Washington School of Education, Indian Education, 1970-71.

CONSULTANT SERVICE, CULTURALLY DIVERSE EDUCATION, TO:

(partial list)

Native American Indian Tribes: Clallam, Suquamish, Quinault, Lummi, Yakima, Spokane, Makah, Muckelshoot, Puyallup (Washington State), Cheyenne (Northern), Crow, United Tribes of Bismark, N>Dakota.

"Potentially Gifted Program", Anchorage, AK

Lynne Ammu, Dean's Grant recipient, Bethel, AK

Clallam Bay School District

Office of Indian Education, OSPI, Olympia WA

Regina Catholic Schools,

United Indians of All Tribes Foundation,

Kalispell School District #5

Nancy Luckenbill Director of Gifted Programs for Montana

ADDITIONAL TRAINING/HONORS:

Teacher of the year, 1983, North Kitsap Indian Students.

Presenter, teamed with Nava Butler Por of Iereal, World Gifted Conference, Montreal, Canada, 1981. Paper: Native American Gifted.

Governor's Advisory Board for Gifted Education, member, 1980-82.

Charter member and committee person, Washington Association of Educators.

Structure of Intellect Training, Palo , California and Seattle, 1977 and 1980 For qualification as test administration.

I was born on the Navajo Reservation on March 13, 1943 to Clement and Harriet Morgan Goodluck. I am an enrolled member of the Navajo Tribe. When I was 5 years old my parents moved to Shiprock, New Mexico. I have 4 brothers and 3 sisters who are all younger than I am. I attended school at a Catholic school which was located in Waterflow, New Mexico for twelve years and graduated in 1961. After graduation I attended a nursing school in Philadelphia, Pennsylvania for 6 months. I then was accepted at Fort Lewis College in Durango, Colorado where I majored in Elementary Education. There I was active in the Shalako Indian Club.

I met my husband, Ralph, at Fort Lewis College in 1965. He was born and raised in Akhiok, Alaska. We went to Alaska in 1967 and worked there for about one and a half years. We returned to complete college in 1968. We both graduated in 1969 with degrees in Elementary Education. We taught on my home reservation for three years before returning to Anchorage, Alaska.

We have two children, Ralph Jr. who is 20 years old and Cheryl who is 16. Ralph Jr. is attending the Art Institute of Seattle and Cheryl is a Junior at East High School in Anchorage.

While in Anchorage I have worked for the Anchorage School District, Cook Inlet Native Association, Aleutian Pribilof Islands Association, Alaska Statewide Borough School District and the University of Alaska.

In the past I have had memberships in the National Indian Education Association, Northwest Adult Education Association, Alaska Adult Education Association, Alaskan of the Year Board, J.O.M Parent Committee, Indian Education Parent Committee and lifetime member of the National Congress of American Indians.

Raeon G. Eluski

Resume'

Sharon G. Eluska
5028 Mills Drive
Anchorage, Ak 99508
(907) 338-2322

Education

- B.A. Elementary Education, 1969. Fort Lewis College, Durango, Co.
- University of New Mexico, 1972. Anthropology - 6 credits.
- University of Alaska, Anchorage. 32 hours credit - Education.

Employment History

Native Student Services Coordinator (1/5/87 - Present)
University of Alaska in Anchorage, Alaska

Administers the Native Student Services program at the University of Alaska Anchorage. Provides tutors for students, aids students in locating off-campus housing, coordinates activities at the Native Student Center for students and the community, keeps the Native Student Center open and available for students' use, does academic counseling and referral. Initiated a Big Sister/Big Brother project in the Fall of 1988. A Host Family Project was also initiated. It which will match families in the Anchorage area with Native Alaskan students from the rural areas of Alaska. Represents UAA at the American Indian Higher Education Consortium meetings. Works with the Native Student Organization on campus and coordinates with the Student Orientation Services staff. The primary goal of this position is to aid Native students towards being successful in college.

Education Coordinator (9/80-7/86), Aleutian/Pribilof Islands Assoc., Inc.
Anchorage, Ak. 99501

State Adult Basic Education Program

Administered the State Adult Basic Education program in the Aleutian and Pribilof Islands. Hired teachers, gave technical assistance, arranged staff development for teachers. Purchased materials and supplies for use with basic education, citizenship, G.E.D., life skills and English as a second language classes. Wrote annual proposals and responsible for reporting requirements to the

Alaska Department of Education. Fy 1986 Budget - \$89,000

Johnson-O'Malley Program (JOM)

Administered the JOM program in five villages in the Aleutian and Pribilof Islands. The JOM program is a federally funded program with funds to supplement education programs for Native children in the villages. Responsible for development of proposals with parental input, recruitment of personnel in the villages, acquisition of supplies, quarterly reports, budget and plan modification, personnel evaluations, and travel throughout the villages to monitor programs and to give technical assistance to parent committees and teachers.

Regularly provides input to national, state and local Native/Indian education meetings and organizations regarding the operation and funding levels of federal education programs and to educate public officials about A/PIA and its programs. FY 1986 budget - \$22,000.

Higher Education Contract (BIA)

Administration of the program included the development of proposals for the Higher Education contract with the Bureau of Indian Affairs. Administration required informing high school students of the four-year grant program, recruitment of applicants, determination of eligibility, counseling and follow-up of students enrolled in school. Maintain contact with the schools. Fy 86 budget - \$18,000.

B.I.A. Education Assistance & Adult Vocational Training

Funded students in two-year vocational training schools in and out-of-state. Duties included recruitment, counseling of students, determining eligibility of applicants, maintenance of payments to schools and stipends to students monthly. Corresponded with school administration regarding student progress and made regular reports to the BIA regarding the program. Submitted plans and budget modifications. Fy 86 Budget \$132,000.

Low Income Housing Energy Assistance (LIHEAP)

Reviewed applications from eleven villages to determine eligibility and funded clients who live in the Aleutian Chain and the Pribilof Islands for energy assistance (fuel and electricity). Provided information on the program to villagers. Maintained contact with fuel & energy vendors and fee agents in the communities. Budget

approximately \$132,000.

Education Specialist (12/79-8/80)
Office of Indian Education Programs
Bureau of Indian Affairs
Washington, D.C.

Duties at the Office of Indian Education Programs included the implementation of the Indian School Equalization Program (ISEP). Implementation included the training of the Education Program Specialists from the twelve regions of the United States who worked with personnel at Indian schools who would be complying the new law. Monitored and audited the BIA Student Count procedures in Indian schools across the nation.

Assisted in answering inquiries from Congressmen and their constituents regarding the Indian Schools which were maintained by the Bureau of Indian Affairs.

Supervisor, Iisagvak Learning Center
Cook Inlet Native Association, Inc.
Anchorage, Alaska 99501

Iisagvik Learning Center was an Adult Basic Education center which was funded by federal funds in a three year grant. The center serviced Alaska Native and American Indian adults and taught the basic skills, GED preparation and some life skills classes. Supervised two teachers. Had proposal writing and budgeting responsibilities. (8/79-11/79)

Pre-technical Supervisor, Adult Career Training Program
Cook Inlet Native Association, Anchorage, Alaska

The Adult Career Training (ACT) program was funded by the Municipality of Anchorage and served all adults who needed entry level skills for jobs. Supervised three teachers. Basic education and G.E.D. preparation was also offered. (5/79-7/79)

Adult Basic Education Instructor, Iisagvik Learning Center
Cook Inlet Native Assoc., Anchorage, Ak.

Duties included interviewing students, diagnosing reading and math levels, teaching reading, writing and math to Alaska Native and American Indian adults who needed to upgrade their skills, or desired the G.E.D. diploma. Duties also included counseling students

for further schooling and training, and referring students to other programs and agencies. (9/77-4/79).

Other Employment Experience

- Substitute Teacher, Anchorage School District, Anchorage, Ak.
- Cultural Heritage Consultant, Anchorage School District, Anchorage, Ak.
- Career Guidance Counselor, Cook Inlet Native Assoc., Anchorage, Ak.
- Curriculum Development, Anchorage School District, Anchorage, Ak.
- Administrative Assistant, Alaska Unorganized Borough School District, Anchorage, Ak.
- Elementary School Teacher, Valley Elementary School, Shiprock, New Mexico (1969-1972)

Organizational Affiliation

- Alaskan of the Year Board of Directors, Present.
- Alaska Adult Education Association Board Member.
- Northwest Adult Education Association, Past Board Member
- National Congress of American Indians-Lifetime member.

Office Equipment

Familiar with: SuperText, MacWrite, AppleWorks, Microsoft Works, PFS Report and PFS File.

REFERENCES

- Dr. Earl Barlow-(612)349-3631,BIA Area Director, Minneapolis Area, Minneapolis, Minn.
- Barbara Simpson -Director Counseling, University of Alaska Anchorage. 786-1525
- Ben Lopez - A.P.I.A. 276-2700
- Sandra Wassillie - A.V.T.E.C. - Seward, Alaska
- Cheryl Argetsinger- Cook Inlet Tribal Council, 272-7529.

Randi Dillman
One N. Stadium Way #10
Tacoma, WA 98403
(206) 272-6907

October 15, 1987

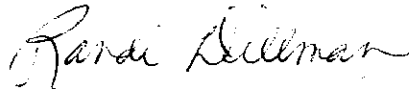
Carol Minugh Ph.D.
8827 22nd Ave. S.W.
Seattle, WA 98106

Dear Carol;

This is to confirm my intent to apply for a permanent position should the Center for World Indigenous Studies be awarded the contract for Resource and Evaluation Center III.

I believe your solid reputation and experience in administrating Indian programs combined with the stable and organized structure of CWIS would provide a strong foundation for an effective Resource Center.

Sincerely,



Randi Dillman

RESUME

Randall (Randi) Dillman
One N. Stadium Way # 10
Tacoma, WA 98403

(206) 272-6907

TRIBE

CHEHALIS

EDUCATION

Bachelor of Arts - 1979
Business Administration Major

Stephens College
Columbia, MO 65201

PROFESSIONAL EXPERIENCE

10/86 - present

Al Meier's Building Centers, Inc.
Tacoma, WA 98424

Administrator: Training & Development

Supervise training and development operations for chain of family owned Lumber Yards and Home Centers. Responsibilities include developing and presenting training programs for management, sales staff and new hires.

4/87 - present

Resource and Evaluation Center III, Seattle, WA

CONSULTANT

Contract includes developing and presenting workshops on how to access the Private Sector for fund-raising activities. Specific information regarding Foundations, Corporations, and Gift-In-Kind donors is presented to clients in Washington, Oregon, Idaho, and Alaska. Activities include researching and developing all workshop materials, hand-outs, and visual aids.

11/83 - 9/86

American Indian Heritage Foundation
Falls Church, VA

National Distribution Director & Indian Awards Coordinator

Managed nationwide distribution programs for non-profit Foundation servicing over 300 American Indian Tribes, Schools, and Urban Centers. Annual programs included procurement and distribution of food for Thanksgiving, Christmas toys, warm clothing, and blankets. Responsibilities for each distribution program included screening and determining distribution sites, developing brochures and guidelines, procuring donations, coordinating shipping and receiving as well as submitting detailed budget and follow up reports to the President. Coordinated Indian Achievement Awards Programs for Indian students, Senior Citizens, Artists, and Indian Leaders. Responsibilities included development of guidelines, public relations material and information dissemination. All Awards Programs included nomination, judging and awards presentation activities.

PROFESSIONAL EXPERIENCE CONTINUED

1/80 - 10/83 Al Meier's Building Centers, Inc.
Tacoma, WA

ASSISTANT TO THE PRESIDENT

Supervised daily operations for five unit chain of family owned Lumber Yards and Home Centers. Assisted in details of changing business focus from traditional Lumber Yard to modern Home Center which included construction of new facilities, developing store policies, hiring and training a new sales staff, creating operations procedures as well as expanding the advertising department.

8/79 - 12/79 Computer Network Corporation
Washington D.C.

HUMAN RESOURCES ADMINISTRATOR

Assisted in running the Hiring Department for a rapidly growing Computer Time Sharing Company. Interviewed applicants and coordinated daily office functions. Developed EEOC Compliance Program. Assisted Human Resources Director in Ad-Hoc department activities.

ADDITIONAL PROFESSIONAL EXPERIENCE

Co-Founder of the Northwest Indian Achievement Foundation. NIAF, is a non-profit organization designed to create unique incentive awards programs for Indian students in the State of Washington.

Volunteer Fund-raising consultant for minority organizations and programs.

**City of Seattle
Personnel Department**

Charles Royer, Mayor
Everett S. Rosmith, Personnel Director



October 23, 1987

Carol Minugh
Center for World Indigenous Studies
8827 22nd Ave S.W.
Seattle, WA 98106

Dear Ms. Minugh:

This is my letter of commitment to serve as a consultant to your organization dealing with issues related to American Indian education.

I have enclosed a copy of my resume for your use.

Sincerely,

A handwritten signature in cursive script that reads "Robbi Ferron".

Robbi Ferron, Manager
Affirmative Action/Recruiting

RF:yl

Enclosure

ROBERTA "ROBBI" ANNE FERRON
342 N. W. Puget Drive
Seattle, WA 98177
Home - 206-365-9567
Office 206-684-7932

EDUCATION:

J.D. Law 1976 University of South Dakota Vermillion, South Dakota	BA Education - Art 1970 University of Washington Seattle, Washington
M.A. Guidance and Counseling 1973 University of South Dakota Vermillion, South Dakota	Inc. Sacred Heart School of Nursing Eugene, Oregon
	1958 Girls' Central High School Butte, Montana

EMPLOYMENT:

Manager	Affirmative Action/Recruitment Personnel Department City of Seattle Seattle, WA 98104 May, 1987 to Present
Director	Office of Affirmative Action University of Kansas Lawrence, KS 66045 January 1983 - June, 1987
Coordinator & Assistant Professor	Native American Studies Eastern Montana College Billings, Montana 59101 September 1981 - December 1982
Director	Native American Graduate Fellowship Program September 1979 - September 1981
Adjunct and Assistant Professor	College of Education and Center for Native American Studies Liberal Arts College Montana State University Bozeman, Montana 59717 January 1979 - September 1979
Attorney	Director of Legal Services Rapid City Area School District Rapid City, South Dakota 57701 June 1976 - January 1979
Teacher	Project 80 - Decatur High School Federal Way, Washington 1971 - 1972
	Federal Way High School Federal Way, Washington 1970 - 1971

Roberta A. Ferron
Page Two

WORK EXPERIENCE

Instructor	National College of Business Rapid City, South Dakota March - June, 1978
Hearing Officer	Public Law 94-142 Department of Education State of South Dakota 1978
Special Tribal Judge	Crow Creek Sioux Tribe Crow Creek, South Dakota June 1977 - April 1978
Tribal Court Interviewer	American Indian Lawyer Training Program Oakland, California May, 1976
Law Intern	Pennington County Public Defender Rapid City, South Dakota February - May, 1976
Law Intern	South Dakota Legal Services Eagle Butte, South Dakota Summer, 1975
Instructor	Upward Bound Program University of South Dakota Vermillion, South Dakota Summer, 1974
Instructor Research Assistant	Center Satellite Program University of South Dakota Vermillion, South Dakota 1973-1974
Consultant	Speaker, Workshop Facilitator, Evaluator and Consultant on topics relating to American Indians, law, alcoholism, education, and human relation skills 1973 - Present

HONORS AND AWARDS

Outstanding Young Women of America, 1972 & 1976
Joel McCrea Law Scholarship, 1974 - 1976
American Indian Law Center Scholarship, 1975 - 1976
Brady Memorial Law Scholarship, 1975
Stephen's Peace Prize, University of South Dakota Speech
Team, 1973
Education Personnel Development Fellow, 1972

ACTIVITIES

Leadership Lawrence - Class of 1987, 1986 - 1987
President - National Indian Counselors Association, 1985 - 1986
Haskell Foundation, Board of Directors, 1985 - Present
Women of Indian Nations Political Action Committee Board, 1985 -
Present
Douglas County Citizens Committee on Alcoholism Board, KS, 1983 -
1986
Headquarters Crises Center Board and Volunteer, KS, 1983 - 1986
President-Elect - National Indian Counselors Association, 1984 -
1985
Coordinated Funding Review Board for City of Lawrence, & Douglas
County, 1985
Haskell Centennial Committee, 1983 - 1985
Athletes United for Peace Board, KS, 1983 - 1984
Lawrence Indian Center Board, KS 1983 - 1984
Natural Gas Task Force, City of Lawrence, KS, 1983
Montana Human Rights Commission, 1979 - 1983
Montana Committee on the Humanities, 1980 - 1983
American Council on Education National Identification Program
Coordinator for Montana, 1981 - 1983
Kansas Planning Committee, 1983 - 1987
Office of Indian Education, Department of Education - Panelist &
Field Reader

Roberta A. Ferron
Page Four

ACTIVITIES (Cont.)

National Endowment for the Humanities - Panelist & Field Reader
Rape Task Force, Billings, Montana, 1982
Gallatin County Advocacy Program Advocate, MT, 1979 - 1981
Blue Ribbon Commission, Bozeman School District, MT, 1980 - 1981
Bozeman Senior High School Advisory Council, MT, 1979 - 1980
National Institute on Drug Abuse Task Force, 1978 - 1979
South Dakota Bar Association
 Chair, Indian Law Committee, 1978
 Indigent Defense Committee, 1976 - 1977
West River Mental Health Center Board, Rapid City, 1976 - 1979
League of Women Voters, South Dakota State Board, 1975 - 1978
South Dakota Committee on the Humanities, 1977 - 1979
League of Women Voters USA, Land Use Committee, 1977 - 1978
International Womens Year, South Dakota Coordinating Committee, 1977
Volunteer Information Center Board, Rapid City, 1977
South Dakota Commission on Indian Affairs, 1976 - 1979
American Association of University Women, Rapid City
 Board Member, 1976 - 1979
 Chair, Community Concerns, 1976 - 1977
 Chair, Legislation, 1977 - 1978
U.S. Commission on Civil Rights, South Dakota Advisory Committee
 1975 - 1979
Chair, Indian Law Conference, School of Law, USD, 1974 - 1975
Class Officer, School of Law, University of South Dakota, 1973 - 1974
Indian Parent Board of Title IV-A, Vermillion School District, 1973 -
 1974
Center Satellite Program Advisory Board, University of South Dakota
 1973
Graduate Student Organization Officer, University of South Dakota,
 1972 - 1973
Tribal Land Rights Association, Secretary, Oregon, 1967
Class Officer, Sacred Heart School of Nursing, Eugene, Oregon, 1959
Girls' Central High School Class Officer, Band Majorette, Student Council,
 1954 - 1958

Roberta A. Ferron
Page Five

MEMBERSHIPS - Past and Present

American Assoc. of University Professors	National Council of School Attorneys
American Association of University Women	National Indian Counselors Assoc.
American Bar Association	National Indian Education Assoc.
American Personnel & Guidance Assoc.	South Dakota Bar Association
Delta Theta Phi - Law Fraternity	South Dakota Indian Education Assoc.
League of Women Voters	Zeta Phi Eta - Professional Women in Speech
Montana Indian Education Association	Zonta - International Executive Women

TEACHING EXPERIENCE

SW 550

University of Kansas

The Indian Experience

Eastern Montana College

NAS/ED 182	Problems and Issues in Indian Education
NAS 211	Social Problems of the American Indian
NAS 314	Law and the American Indian
NAS 402	Indian Identity and Awareness
NAS 292/492	Seminar: Current Issues in Indian Country
NAS 491	Independent Study

Montana State University

NAS 100	Introduction to Native American Studies
NAS 101	Issues in Personal Development
NAS 330	Federal Indian Policy
NAS 460	Law and the American Indian
NAS 480	Independent Study
EdAd 500	Seminar in Indian Education
EdAd 535	School Law
EdAd 552	Organization and Administration of Indian Education
EdCo 517	Counseling the Indian Student

Roberta A. Ferron
Page Six

TEACHING EXPERIENCE (Cont.)

National College of Business
Business and Society

University of South Dakota
Group Processes

Upward Bound, University of South Dakota
Government
Art

Project 80 - Decatur High School
Art
Business

Federal Way High School
Art
Physical Education

SELECTED UNIVERSITY AND COLLEGE COMMITTEES

Affirmative Action Board, KU
University Senate Human Relations Committee, KU
Minority Graduate Student Recruitment Committee, KU
Emily Taylor Women's Resource Center Board, KU
Director of Talent Search, Search Committee University System, Montana
Multi-Cultural Education Committee, EMC
Indian Education Committee, EMC
Affirmative Action Committee, MSU and EMC
Accreditation Self Study Committee, MSU
College of Letters and Science Faculty Committee, MSU
Director of Counseling Services Search Committee, MSU
Director of Library Search Committee, MSU
History Department Head Search Committee, MSU
Master and Doctorate Degree Committees, MSU

Roberta A. Ferron
Page Seven

PUBLICATIONS

"Affirmative Action - A Program in Trouble"
Women in Business May/June 1986

"Law Works to Protect Indian Children"
Montana Human Services Review
Vol. III No. 8 August 1979

"Communication"
Zeta Phi Eta Newsletter, 1974

WORKS IN PROGRESS BY CONTRACT

Chapter on American Indian Women
Educating the Majority: How Women are Changing
Higher Education (proposed book) (1986)

Co-author of educational guide about American Indians
National YWCA, (1986)

PUBLISHED SYNOPSIS OF FERRON WORKSHOPS

Chapter V, Understanding and Resisting Stereotypes
Medicine Women 1985
WEAA grant G008302832

PRESENTATIONS

1983

April 28, 1983

"The Underpinnings of Affirmative Action"
Pi Sigma Alpha Recognition Dinner
Kansas State University
Manhattan, Kansas

May 14, 1983

Closing Remarks
Minority Graduation Banquet
University of Kansas
Lawrence, Kansas

August 3-6, 1983

"View From Here"
"Lobbying for Issues"

Higher Education Resource Services/West
1983 Regional Conference
Idaho State University
Pocatello, Idaho

September 30, 1983

"Women's Changing Role in Society"
"Human Rights-Veterans Preference Laws"

Employment, Public Policy & Montana Women
Montana State University
Bozeman, Montana

1984

March 4, 1984

"Stress Management"

American Indian Resource Center
Resource & Evaluation Center Five
Tulsa, Oklahoma

March 22, 1984

"Becoming a Student at a Research University"

Higher Education Forum
Haskell Light, Inc.
Haskell Indian Junior College
Lawrence, Kansas

April 5, 1984

"Understanding & Resisting Stereotypes"

12th Annual Symposium on the American Indian
Northeastern State University
Tahlequah, Oklahoma

April 23, 1984

"Keeping Our Indian 'Power'"

Johnson O'Malley Educational Fair
Seneca Nation
Irving, New York

April 24, 1984

"Minorities and The Law"
"Maintaining Personal Power"

Southern Utah State College
Cedar City, Utah

1984 (cont)

- May 3-4, 1984 **"Affirmative Action Alert!"**
Sex Equity in Higher Education Regional
Conference
Eastern Montana College
Billings, Montana
- May 9, 1984 **"Sources of Racial Prejudice Within Ourselves"**
National Association of Housing and Redevelopment
Officials (NAHRO) Spring Convention
Lawrence, Kansas
- May 12, 1984 **"Women and The Law"**
"1984 The Year of the Secretary"
Professional Secretaries International
Annual Educational Seminar
Lawrence, Kansas
- June 25, 1984 **"Leadership"**
Title IV Durant Public School Summer Project
(Contracted by AIRC-Tulsa)
Durant, Oklahoma
- July 10, 1984 **"Management of Diversity"**
Bryn Mawr Summer Institute for Women
in Higher Education Administration
Bryn Mawr, Pennsylvania
- August 7, 1984 **"Discrimination and Employment Practices"**
Business & Professional Women's Club
Lawrence, Kansas
- October 4, 1984 **"Equity vs. Equality"**
Kansas Association of Collegiate Registrars
and Admissions Officers Conference (KACRAO)
Hays, Kansas
- October 12, 1984 **"Affirmative Action"**
North Dakota Indian Education Association
Conference
Bismarck, North Dakota
- October 17, 1984 **"Understanding and Resisting Stereotypes"**
INMED - Indians into Medicine
University of North Dakota
Grand Forks, North Dakota
- November 13, 1984 **"Becoming a Student at a Research University"**
Haskell Education Forum
Haskell Light, Inc.
Haskell Indian Junior College
Lawrence, Kansas

1985

March 18, 1985

"Changing Trends That Affect Minority Women"

"Choices for the 21st Century"
Kansas Conference on Social Welfare
Wichita, Kansas

July 11, 1985

"The Management of Diversity"

Bryn Mawr Summer Institute for
Women in Higher Education Administration
Bryn Mawr, Pennsylvania

September 6, 1985

"American Indian Concerns"

Haskell Indian Junior College Dormitories
Lawrence, Kansas

September 14, 1985

"Law & the American Indian"

Betty Washington Chapter, Daughters
of the American Revolution
Lawrence, Kansas

October 19, 1985

"Conveying Personal Power in Counseling Native American Students"

National Indian Counselors Association
Conference
Spokane, Washington

November 1, 1985

"The Meaning of Honor - American Insights"

National Collegiate Honors Council 20th
Annual Conference
Salt Lake City, Utah

November 20, 1985

"Alcoholism and Teenagers"

Savior of the World Seminary
Kansas City, Kansas

1986

February 8, 1986

"The Chilly Classroom Climate"

"Women in Nontraditional Careers"
West Junior High School
Lawrence, Kansas

March 5, 1986

"Women and The Law"

"Maintaining Personal Power"

"Current Issues for Women: A Cross-Cultural Perspective"

"Women in the 80's: Celebrating our
Diversity & Unity"
Southern Utah State College
Cedar City, Utah

1986 (cont)

April 2, 1986

"Personal Power"

Grantee Workshop
AIRC Resource & Evaluation Center
Tahlequah, Oklahoma

April 3, 1986

"Power of Indian Women"

14th Annual Symposium on the
American Indian
Tahlequah, Oklahoma

April 5, 1986

"Leadership"

Oklahoma Council for Indian Education
3rd Annual State Conference
Ada, Oklahoma

April 28-29, 1986

**"Identifying Self-imposed Barriers
to Effectiveness of Personal Power"**

"Achieving Excellence in Indian
Education Conference"
American Indian Resource Center
Weber State
Salt Lake City, Utah

June 10 & 17, 1986

"Personal Power for Youth"

Creek Nation Summer Youth Employment Camp
Eufaula, Oklahoma

June 18, 1986

"Personal Power"

Staff and EPIC Student Development
AIRC Resource & Evaluation Center Five
Meghan Cove, Grove, Oklahoma

July 17, 1986

"Management of Diversity"

Bryn Mawr Summer Institute for Women
in Higher Education Administration
Bryn Mawr, Pennsylvania

August 3, 1986

"Leadership and Tribal-Cultural Retention"

"Explorations in Creativity"
Gifted and Talented Program
American Indian Research and Development,
Inc.
Riverside, Oklahoma

September 13, 1986

"Personal Power"

Staff and EPIC Student Development
AIRC Resource and Evaluation Center Five
Western Hills, Oklahoma

1987

March 6, 1987

**"The Effect of Legal Interpretation of
the Constitution on American Indian Women"**

The Constitution & Women's Rights Conference
The University of Utah
Salt Lake City, Utah

March 25, 1987

**"Equal Opportunity & Affirmative Action"
"Sexual Harassment"**

Bert Nash Community Mental Health Center
Lawrence, Kansas

April 1, 1987

"Anger-It Will Eat You Alive!"

Grantee Workshop
AIRC/Resource & Evaluations Center Five
Tahlequah, Oklahoma

April 5, 1987

"Some Thoughts on Women's Issues"

National University Continuing Education
Association Conference
Kansas City, Missouri

Patrick Paul
15165 Sunwood Blvd. C-33
Seattle, WA 98188
October 22, 1987

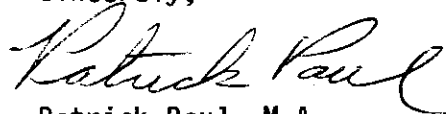
Dr. Carol Minugh
8827-22 Avenue S.W.
Seattle, WA 98106

Dear Dr. Minugh:

This letter is to confirm our earlier conversation in which I had verbally agreed to serve in the capacity of consultant to your organization.

A resume is attached providing my own educational and professional experience for your perusal.

Sincerely,

A handwritten signature in cursive script that reads "Patrick Paul".

Patrick Paul, M.A.
Certified Chemical Dependency
Counselor

Attachment

Patrick Paul
15165 Sunwood Boulevard, C-33
Seattle, Washington 98188
(206) 433-1733

SUMMARY OF QUALIFICATIONS

Demonstrated expertise through eight years as a trainer, educator and training coordinator in the design and facilitation of seminars, workshops and training specific to problems of chemical dependency.

Experienced in supervision/management, record/report writing, office and personnel management and method/procedures development.

Proven capability in chemical dependency counseling involving effective interviewing techniques, intake/referral systems, physiology of alcohol/drugs, the recovery process, family/social adjustment, inpatient treatment, rehabilitation, crisis intervention, youth and alcohol prevention, cross-cultural counseling, group process and alcohol education/information programming.

EDUCATION

- 1984 Master of Arts in Psychology
 Major-education, training, consultation
 ANTIOCH UNIVERSITY
 Seattle, Washington
- 1980 Bachelor's Degree in Community Services
 Native American Studies
 EVERGREEN STATE COLLEGE
 Olympia, Washington
- 1978 Alcoholism Survey, Pharmacology and Physiology
 of Alcoholism, Personal and Social Rehabilitation
 SEATTLE UNIVERSITY
 Seattle, Washington
- 1976 One-year Certificate
 Community Alcohol Education Program
 UNIVERSITY OF UTAH
 Salt Lake City, Utah
- 1974 One-year Certificate
 Alcoholism Specialist Program
 RENTON TECHNICAL INSTITUTE
 Renton, Washington

FACULTY POSITIONS

- Oct., 1987 - Present Director: Chemical Dependency Studies Program
 LUMMI COMMUNITY COLLEGE
 Bellingham, Washington
- April, 1982 - Present Instructor: Human Services/Chemical Dependency Studies
 NATIVE TRAINING INSTITUTE
 Spences Bridge, B.C., Canada

Faculty Positions (Cont.)

April, 1984 - Oct., 1984 Instructor: Indian Alcoholism Studies
WHATCOM COLLEGE
Bellingham, Washington

1978, 1979, 1980 Instructor: Indian Alcoholism Studies - Social and Human Services Program
SEATTLE CENTRAL COMMUNITY COLLEGE
Seattle, Washington

SPECIAL PROJECTS AND MEMBERSHIPS

1986 to Present Member, Pierce College, Alcoholism/Drug Abuse Advisory Committee.

1983 to Present Member, Ethnic Minority Mental Health Consortium.

1983 to Present Member, Northwest Indian Council on Chemical Dependency.

1980 to 1985 Member, American Indian Advisory Group, National Training Systems, National Institute on Drug Abuse.

1978 to Present Secretary/Treasurer of the Northwest Indian Alcohol/Drug Specialist Certification Board.

1975 to 1976 Developed and coordinated summer youth activities program. Seattle Indian Health Board.

PUBLICATIONS

Aiken, D., Eagle, R., Mail, P., Owens, C., Paul, P., Schaefer, J., Stone, S., Wak Wak, L. and Wener, V., editors and collaborators.
Standards and Procedures Manual for Indian Alcohol/Drug Counselor Certification. Seattle: Northwest Indian Alcohol/Drug Specialists Certification Board, 1979.

Alcohol and You. Seattle: Seattle Indian Health Board and Seattle Indian Alcoholism Program. Patient education pamphlet with text by Elaine Streitberger; edited by Marlene Van Luven and Patrick Paul, 1981.

Indian and Alaska Native Mental Health Seminars, Alcoholism in the Indian Community, Volume II, text by Patrick Paul, Seattle Indian Health Board, 1981.

Basic Introduction to Indian Alcoholism. Training manual text developed by Patrick Paul, Seattle, Washington, 1983.

PERSONAL DATE

Birthdate: January 24, 1942
Ht. & Wt: 5'9" - 185 lbs.
Marital Status: Married
Health: Good

Citizenship: Canada
Social Security No.: 701-284-846 (Canada)
534-54-0290 (U.S.)
Tribe: Cree/Kootnay

EMPLOYMENT HISTORY

- Oct. 1, 1987 to Present - Director: Chemical Dependency Studies Program
LUMMI COMMUNITY COLLEGE
Bellingham, Washington.
- Oct. 25, 1984 to June 30, 1987 - Drug & Alcohol Counselor, United Indians
Seattle, Washington.
- June 30, 1982 to Present - Self-employed trainer and consultant in the
chemical dependency field.
- July 1, 1981 to June 30, 1982 - HCS, Inc., 11325 Seven Locks Road, Suite 231,
Potomac, Maryland 20854.

POSITION: Special Populations Coordinator, National Institute on Drug Abuse,
Western Regional Support Center, Seattle, Washington.

DUTIES: Coordinated and provided training and technical assistance to
American Indians, Urban Blacks, Migrant Workers, Asian Americans,
U.S. Office of Probation and Veteran's Administration in the eleven
Western States.

July 1, 1979 to Jan. 15, 1981 - Seattle Indian Alcoholism Program, Seattle,
Washington.

March 1, 1978 to June 31, 1979 - Northwest Indian Training Institute, Seattle,
Washington.

POSITION: Trainer

DUTIES: Participate in drafting policies, curriculum instructor notes and
training materials for Northwest Indian Training Institute (NWITI)
and Seattle Indian Alcoholism Program (SIAP); conducted seminars and
workshops for NWITI and SIAP; maintained records on trainees and
seminar activities; coordinated the application for academic credit
for training and negotiating for individual degree programs,
utilizing NWITI training; consulted with Washington State Indian
Alcoholism Program Directors or scheduling trainee progress of
training activities; and, conducted workshops at various locations
in the State of Washington.

Dec. 1976 to March 1978 - Ernie Turner Unit - Cedar Hills Alcoholism
Treatment Center; Maple Valley, Washington.

POSITION: Inpatient Coordinator

DUTIES: Coordinated the development of a new forty-four bed Indian
residential alcoholism program, co-educational; supervised three
alcoholism counselors and one activities coordinator; consulted with
other alcoholism agencies to assure appropriate referrals to
treatment and follow up after care; conducted alcohol education
classes; and, provided individual and group counseling sessions.

March 1976 to Dec. 1976 - Seattle Indian Alcoholism Program; Seattle,
Washington.

EMPLOYMENT HISTORY (Cont.)

POSITION: Community Alcohol Educator

DUTIES: Created special presentations on Indian Alcoholism; conducted special seminars and workshops on Indian Alcoholism to local schools, community center, colleges and programs. The presentations were designed to increase the participants' conscious awareness of how attitudes and communication styles contribute to effectiveness as a prevention programmer.

Sept. 1974 to March 1975

- Seattle Indian Alcoholism Program; Seattle, Washington.

POSITION: Alcohol Information and Referral Counselor

DUTIES: Conducted diagnostic evaluations for treatment planning. Provided individual and group counseling. Developed and conducted an Alcohol Information School. Involved families in treatment program.



American
Indian Heritage Secondary School
Seattle Public Schools

281-6527
5950 Delridge Way S.W.

Seattle, WA 98106

October 23, 1987

Dr. Carol Minugh
Center for World Indigenous Studies
c/o 8827 22nd Ave. S.W.
Seattle, WA 98106

Dear Carol:

Enclosed is my resume. I would be interested in being considered as a consultant for Center Three during the summer.

Thanks for the consideration.

Sincerely,

Karma
Karma Torklep

KT:do

Karma W. Torklep
11315 Jovita Boulevard
Puyallup, Washington 98372
(206) 281-6527 (Office)
(206) 927-2066 (Home)

Areas of Experience

Teaching	Program management
Learning styles - American Indians	Fund raising
Instructional Supervision	Grants writing
Development of training programs-	Research
multi-media techniques	Legislative analysis
Workshop presentations	

Experience Highlights

Jan. 1983-Present. Program Manager. Indian Heritage Program, Seattle Public Schools, 815 Fourth Avenue North, Seattle, Wa. 98109. Coordinate four programs - pupil services, alcohol and drug intervention, American Indian Heritage Secondary School and the Teen Pregnancy and Parenting Program located at the Boren Building. Duties include functioning as principal of American Indian Heritage Secondary School, providing instructional supervision, developing programs, grant writing, fund raising, counseling, fiscal management (budgets totaling \$750,000), and staffing. Reduced absenteeism and drop-out rate. Increased accountability of programs. Created and developed teen pregnancy and parenting program and on-site daycare program.

Oct. 1981-Dec. 1982. Consultant. United Indians of All Tribes Foundation, P.O. Box 99253, Daybreak Star Center, Seattle, Wa. 98191. Wrote project management guide. Provided training in grant writing and parent rights and responsibilities to Indian Education projects. Developed training model for tribal school boards.

Sept. 1978-July 1981. Superintendent. Puyallup Nation Educational System. Puyallup Nation, 2202 E. 28th, Tacoma, Wa. 98404. Established, implemented and administered a centralized school system. Developed manpower policies. Established a communications process, developed a reporting and accountability procedure and established rules and regulations for school operations. Recruited, interviewed and recommended to school board hiring of professional staff. Supervised staff of 80. Developed pre-service and in-service training programs. Advised school board/tribal council on federal rules, regulations, school system compliance, budget and school activities. Prepared and

administered a budget of \$1.2 million. Linkage between school board, staff and community.

July 1976-Sept. 1978. Technical Assistance Project Director. United Indians of All Tribes Foundation, P.O. Box 99253, Daybreak Star Center, Seattle, Wa., 98191. Designed, implemented and supervised a program providing technical assistance to project directors for Title IV, Indian education projects in Idaho, Oregon and Washington. Responsible for budget of \$330,000. Developed and presented workshops on grant writing and project management. Analyzed federal legislation, rules and regulations and presented analysis in workshops. Trained staff in presentation techniques, workshop development, grantsmanship and project management.

Aug. 1975-June 1976 and March 1973-June 1974. Project Director and Reading Specialist. Ramah Navajo School Board, Ramah, New Mexico. Developed and supervised a reading lab for Navajo students grades K-12. Wrote funding grant. Developed and monitored budget and equipment inventory. Provided staff training.

Oct. 1974-July 1975. Supervisor. Lumbee Preservation Project, Pembroke State University, Pembroke, North Carolina. Researched and established a museum for the Lumbee Indians. Negotiated and purchased artifacts. Assisted in grant and budget development.

Sept. 1972-March 1973. Education Coordinator. Small Tribes of Western Washington, Sumner, Washington. Trained Indian communities in goal setting, planning and development of proposals for funding for supplemental programs for Indian students. Analyzed legislation and wrote position papers and presented them to national conferences.

Aug 1967-June 1970. Teacher. Highline School District, Seattle, Wa. 6th grade teacher, self-contained classroom.

June 1965-June 1967. Peace Corps Volunteer. Colombia, South America. Organized communities to build schools and improve health and sanitation. Taught children and adults to read in Spanish.

Aug. 1963-June 1965. Teacher. Hamilton Public Schools. Hamilton, Ohio. 1st and 2nd grade teacher, self-contained classroom.

Education

Currently, Doctoral student, Major-Education Communications, Minor-Administration, University of Washington, Seattle, Washington.

Master of Arts, Education, Aug. 1972. University of Washington, Seattle, Washington. Thesis: "A Comparison of The Effect of Two Methods of Teaching On The Self-Concepts of Indian Students".

Bachelor of Arts, Government, June 1963. Miami University, Oxford, Ohio.

Professional Association Memberships

A&S League, PASS (principal's association) 1984-present.

Delta Kappa Gamma Society International, 1972-Present.

Phi Delta Kappa, 1980-Present.

Association for Supervision and Curriculum Development, 1980-Present.

Western Washington Native American Education Consortium, 1977-Present. Chair, 1978-1979.

Washington State Indian Education Association, 1983-Present.

Honors

Seattle Community College Native American Advisory Committee, 1984-Present.

Indian Child Welfare Advisory Committee, 1984-Present.

Invited to read and critique proposals for National Institute of Education, Washington, D.C. 1981.

Selected for National Institute of Education's Minorities and Women's Program Research Development Seminar, 1980.

Selected for Directory of American Indian and Alaska Native Women, 1979.

Keynote Speaker, Northwest Indian Education Conference, November 1978.

Presidential appointee to National Advisory Council on Indian Education, 1973-1976. Chair, legislative sub-committee, 1974-1976.



DAVID C. BASHORE
11603 Marine View Drive S.W.
Seattle, Washington 98146
(206) 246-0775

SUMMARY OF QUALIFICATIONS

Program Development - Experienced in planning and developing comprehensive programs by determining needs, securing funding, defining goals and consistently meeting deadlines. Designed community social and economic development projects and vocational training projects. Provided administrative assistance, research, planning, and grant proposal development for consortium of mayors. Developed innovative program for counseling students and potential dropouts. Extensive experience with urban Indian self-sufficiency strategies.

Administration - Experienced in interviewing, hiring, training and motivating staff members for public and private sectors. Excellent organizing, delegating and staff development abilities. Have developed budgets and administered government contracts

Education/Vocational Training/Employment - A leading advocate in City of Seattle for expanding vocational training, retraining and employment opportunities for hard-to-place unemployed. Founded new city-wide Employment Coalition in 1985 to network with other vocational training/job placement programs and develop new training and day labor programs. Assisted urban Indians in initiating training and employment opportunities, e.g. moving, construction, acting, office skills, cleaning, retail cashiering. Served on Steering Committee with business and labor leaders to develop first Seattle Employment Initiatives for the Homeless Study. Supervised labor crew for Vocational Training Program. Assisted Seattle Indian Center with establishing Northwest Vocational Training Program.

Researching, Writing, Editing - Proven ability to acquire necessary information and to produce a variety of written works as requested. Demonstrated capacity to absorb complex technical material and then to extract key points, draw relationships, synthesize, and simplify. Possess versatile writing and speaking styles.

Community Organizing/Public Relations - Experienced in lobbying/advocacy, public presentations, media work, fundraising. Worked on various committees, task forces, boards, etc. to provide services and advocate legislation to benefit low-income and homeless people.

EDUCATION

Managing Non-Profit Organizations	1981	University of Washington
Small Business Management	1979	University of Washington
English	1974-1975	Indiana University Graduate School
English (B.A.)	1969-1972	Franklin College, Franklin, IN

EMPLOYMENT HISTORY

Planning Consultant/Resource Developer/Director of Education
1980 - 1987

Seattle Indian Center
Seattle, Washington

Successfully worked on all aspects of mobilizing and coordinating resources of this established urban Indian service provider. Assisted with transition into new and expanded economic development and vocational education strategies and with implementing and monitoring activities aimed at increasing Indian community self-sufficiency through improved job opportunities. Primary areas of responsibility are planning, developing employment training projects, promotion, developing public and private sector linkages. *Currently, supervising over a dozen staff and several consultants providing a variety of youth and adult education ~~services~~ and vocational training programs.*

Director, Community Economic Development
1979 - 1980

Fremont Public Association
Seattle, Washington

Worked with citizen groups to revitalize economic conditions in depressed business area and to organize community and job development planning. Evaluated numerous feasibility studies, community development plans, and surveys of local conditions. Consulted with property owners and managers, tenants, realtors, planners and business people. Enabled diverse and conflicting interests to adopt a comprehensive development plan. Provided technical assistance to new businesses, cooperatives, a local development corporation, and the local Community Council. Assisted Employment Program of North Seattle Community Service Center.

Director, Economic Development Research Project
1979

Al-Ind-Esk-A, 13th Regional
Corporation of Alaska Natives

Hired and directed team to do background research for economic development/vocational training/job creation projects to benefit Alaska Natives, including successful weatherization employment training project to insulate private homes. Supervised two Job Developers.

Director of Research and Planning
1977-1978

Mayor F. E. Vandivier
Franklin, Indiana

Provided administrative assistance to the Interlocal Association, a consortium of five city mayors. Performed research, writing, organizing and public relations tasks. Maintained positive relations between federal agencies and elected officials. Assisted city departments, advised citizen groups and committees and represented the Mayor at public meetings and speaking engagements.

Director of Youth Services
1975-1976

Edinburgh School-Community Center
Edinburgh, Indiana

Substantially alleviated truancy and classroom disturbances by redirecting students into counseling and recreational programs, and improving self-image through acquisition of skills.

Teacher
1974

Community School System
Franklin, Indiana

Supervisor of Vocational Training
1972

State School for the Mentally
Retarded, Fort Wayne, IN

RECENT ACCOMPLISHMENTS AND CURRENT INVOLVEMENTS

- ** Steering Committee to develop Employment Initiatives for the Homeless, a City of Seattle and Private Industry Council Project, 1985-86.
- ** Mayor's Task Force for Street People and the Homeless, focusing on improving employment, housing and service conditions, 1984-87.
- ** Board of Directors, Southwest Youth Service Bureau, to provide vocational training, education and employment services to area youth, 1986-87.
- ** Board of Directors, Seattle Downtown Human Services Council, 1985-86.
- ** Oversight Committee, Seattle Police Department, Community Services Officer's Street Patrol Division, 1985-86.
- ** President, Seattle Indian Center Housing Association. Established vocational training opportunities for Native Americans in group home management, operation and counseling, 1986-87.
- ** Founding member, Seattle-King County Survival Services and First Things First Coalition, 1984-87.
- ** City Council appointee to Committee to Modify Citizen Participation Plan for Community Development Block Grant process, 1986.
- ** Joint Planning Committee for successful 1986 Seattle Housing and Art Museum Levy Campaigns, 1986.
- ** Appointed to federal grant proposal review panel to rank social and economic development projects for the Department of Health and Human Services, 1986.

RUTH SILVERTHORNE
325 Stanford Drive #13
Mount Vernon, Washington 98273
(206) 428-4012

EDUCATION:

Montana State University, Master of Education in December 1980: Major - Counseling and Guidance; Minor - Native American Studies.

University of Montana, Bachelor of Arts in August 1978: Major - Art; Minor - Native American Studies.

Certificates:

Certified to teach Art, K-12, class 2, level 2, expiration 06/30/90.
State of Montana Certificate.

PROFESSIONAL EXPERIENCE:

1987 - Present *

Skagit Valley College, Special Services Counselor. Conduct eligibility interviews including orientation to the Special Services Program. Provide career, academic and support counseling to students. Maintain student contact records and make referrals as necessary. Member of the Minority Affairs Committee.

1986 - 87

Indian Heritage Secondary School, Seattle Public Schools, Head Counselor. Provide educational, career and personal counseling to students in an all Indian alternative school; resolved conflicts between teachers and students; facilitated support groups for junior high and high school students. Served as a team member with administration, teachers and pupil services staff. Maintained appropriate records of counseling activities and functions. Coordinated registration and testing for junior high and high school students.

1986 -

Private Industry Council. Summer Youth Coordinator. Work involved compliance with specialized regulations of the Job Training Partnership Act. Responsible for interviewing, assessing, counseling, planning and implementing employment options for low income youth. Received training in facilitating career exploration workshops which included orientation to PIC options (employment, OTT, vocational training and education) self assessment of skills and interests, evaluation of occupational information using the WOIS and resume writing. Supervision and coordination of job site supervisors.

* Washington State Teachers Certificate, Secondary Social Studies and Psychology.
Educational Staff Associate Certificate, Counselor.

Ruth Silverthorne
325 Stanford Drive #13
Mount Vernon, Washington 98273
(206) 428-4012
Page 2

1985-86

Skagit Valley College; Special Services Counselor. Conducted intake interviews and provided academic, vocational and support counseling. Taught workshop on stress management. Recognized as the Native American contact/recruitment person on campus. Scheduled community cultural people to entertain at the Minority Affairs dinner. Member of the Minority Affairs Committee.

1985-

Kickapoo Nation School. Art Teacher/Counselor. Taught art classes K-12. Co-facilitated parent workshops on alcohol use and abuse and in-service training on discipline in the classroom.

1981-84

Salish Kootenai College. Counselor/Recruiter. Provided personal, academic and vocational counseling to an average student population of three hundred seventy five (375). Developed and coordinated high school recruitment activities reservation wide. Supervised Student Council. Developed a series of survival skill classes to aid older and at risk students. The focus of these classes were Human Potential Seminar, Life/Work Planning and Job Seeking Skills. Facilitated the development of the Student Council.

1982-

October 10, 1982, Panel participant on "Flathead Reservation Indian Women" at the Northwest Women's Studies Association Conference, titled ENERGY, CULTURE and TECHNOLOGY, University of Montana, Missoula, Montana.

1981-

August 1981, Public Health Service. Mental Health Consultant. Maintained a case load of clients with whom I had begun counseling during intership.

1980-

Indian Health Service, Internship. Mental Health Counselor. Carried a case load of seven to ten clients, co-facilitated a weekly support group on parenting skills. Consulted with other counselors and staff. Served as a viable team member.

1980-

Montana State University, Center for Native American Studies, Practicum Counselor. Served as a live-in dorm counselor for the summer high school program of the Council for Energy Resource of Tribes. There were approximately eighty (80) students and one other counselor. I attended graduate classes stayed in the dorm part of the weeks and participated in recrea-



Ruth Silverthorne
325 Stanford Drive #13
Mount Vernon, Washington 98273
(206) 428-4012
Page 3

tional activities while being available for any concerns of the students and/or program staff.

1979-

Montana State University. Research Creativity Development Program, Grant Receiptant. Conducted a survey of the alternative schools in the state of Montana. Included comparative analysis of programs.

1977-79

Two Eagle River School. Art Teacher. School is an Indian alternative school on the Flathead Reservation, Montana. Taught Indian Arts and Crafts, Silversmithing, Batik and Silkscreen. In 1978-79 was additionally responsible for supervising the reading lab, GED instruction. Active faculty member in staff meeting and the development of a contract system for achieving high school credit.

1977-78

Upward Bound. University of Montana, Art Teacher. Taught Silkscreen and Silversmithing for this six-week summer program two consecutive years. Upward Bound targets low income and disadvantaged high school students and provides a wealth of educational/recreational activities.

1978-

Montana State University. Native American Graduate Fellowship Program Consultant. Presented perspectives on Indian Education of the Flathead Reservation for a graduate seminar class.

1976-

University of Montana, Native American Studies Conference Coordinator. Chaired 9th Annual KYI-YO Youth Conference Committees including speakers, POW WOW, advertisement and exhibitors. Coordinated and supervised all activities and wrote the evaluation and financial report.

1975-

Montana Inter-Tribal Youth Practicum (ITYP). Montana Inter-Tribal Policy Board, Counselor. Served as live-in dorm counselor for high school students attending the two week ITYP summer program at Helena, Montana.

1974-

University of Montana. Native American Studies, Native American Cultural Institute, Discussion Leader. Summer Institute for Montana public school teachers, certification requirements on Native American cultural awareness.

Ruth Silverthorne
325 Stanford Drive #13
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1972-

Thaicol Chemical Corporation. Indian Education Center, Counselor's assistant. Manned counseling center telephone in the evenings, made referrals and took messages.

1970-

Confederated Salish and Kootenai Tribes. Credit Department, Receptionist. Answered telephone, greeted the public and maintained client files.

1969-

Bureau of Indian Affairs. Flathead Reservation, Tribal Trainee. Served as an office aide during the summer youth employment program.

PROFESSIONAL WORKSHOPS AND SEMINARS

1987 -

August 26, 27 and 28th, ACOA Training Follow-Up at Silverdale, Washington.

April 6th through 10th, and April 13th through 17th, ACOA Training sponsored by the Seattle Indian Health Board, Indian Alcohol Prevention Team Project at Port Ludlow, Washington. Training focused on the many dynamic issues of Adult Childrean of Alcoholics i.e., dysfunctional family systems, cultural differences, delayed grief, physical illness, parenting issues, sexual and domestic violence, working with adolescent ACOA's, strategies for education and the natural healing process.

1986 -

December 15th, Power Communication Skills For Women (How to get results with men and women on the job). Sponsored by Career Track Seminars at the Westin Hotel, Seattle, Washington, Bee Epstein, Facilitator.

April 20th through 22nd, "Serving the Rural Learner". National Council of Educational Opportunity Associations (NCEO), Sun Valley, Idaho.

1985 -

October, National Indian Education Association (NIEA), Spokane, Washington.

April, Third Annual Youth Workshop, Shawnee County, Indian Education Incorporated, Topeka, Kansas. Topics focused on substance abuse and human sexuality. Took a group of Kickapoo Nation high school students.

Ruth Silverthorne
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Mount Vernon, Washington 98273
(206) 428-4012
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1984 -

February, "Climbing the Career Ladder", by Alice Oechsli Salish Kootenai College. Series of four workshops for female employees. Topics included internal road blocks, self esteem building and goal setting.

January 27 and 28th, Women in School Administration. Sponsored by Seeking Equity in Education (SEE), Institute and OPI, Great Falls, Montana. I gained practical information from "Resume Reviews: Write It Right!". A personal and practical review of my resume by Sharon Smock-Hoffman.

1983 -

September 26 and 27th, Institute for Native Development, Salish Kootenai College in-service training.

Workshop and Practicum, sponsored by Oregon State University, Sam Keltman of Jim Firth Consulting Associates, Post Office Box 842, Corvallis, Oregon 97339.

Spring Quarter "Reflexology" at Salish Kootenai College by Tom Tracey.

1982 -

June, Self Awareness and Interpersonal Communication Workshop and Practicum, sponsored by Oregon State University.

September 20th through 23rd, Curriculum Development at Montana State University as counselor at Salish Kootenai College, facilitated by United Learning Institute, Incorporated, 7121 27th Street West, Tacoma, Washington 98466.

October 21 and 22nd, MT Personnel and Guidance Association Convention, Big Sky, Montana.

1981 -

Winter Quarter, Methods of Community College Teaching (ED 594) Seminar by John Hunt at Salish Kootenai College. Worked on job related curriculum development projects. My project was developing my World of Work curriculum.

April 11th, Career Guidance Tests of Measures: New and Popular Tools For Counseling, APGA Pre-Convention Workshops, St. Louis, Missouri.

Ruth Silverthorne
325 Stanford Drive #13
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1980 -

November 13th, MT Alternative Education Conference, MT Alternative sponsored by the Office of Public Instruction, Great Falls School District, Great Falls, Montana.

September 20 and 21st, Neuro-Linguistic Programming, Introduction by John O. Stevens, Missoula, Montana.

June 18 through July 16th, "Understanding Special Populations", EDUC 500 Seminar.

April 23 and 24th, 10th Annual Montana Indian Education Conference sponsored by Office of Public Instruction, at Ramada Inn, Billings, Montana.

March 16th, Interpersonal Power: Creating Positive Power in Relationships at Montana State University during Womens Awareness Conference. Presenters, Dr. William Wilmot and Dr. Joyce Frost, Department of Interpersonal Communication, University of Montana.

1979 -

October, Universtiy Study Skills and Techniques, Professor Glenn E. Hall, PhD.

Summer, Adult Basic Education, EDUC 580, Montana State University.

Delayed Stress Syndrome, attended lecture at Montana State University.

1976 -

Gave testimony at Senate Sub-Committee Hearings on Indian Education, KYI-YO Indian adult representative.

1969 -

Attended Annual KYI-YO Indian Youth Conference, University of Montana.

MEMBERSHIPS

American Personnel and Guidance Association (APGA)

Care-Counselors Active for Responsible Education, Graduate Student Organization

Central Lake County Development Council, Board Member.

Ruth Silverthorne
325 Stanford Drive #13
Mount Vernon, Washington 98273
(206) 428-4012
Page 7

Coup Marks, Inter-Tribal Artist Cooperative on Flathead Reservation
Flathead Reservation Area Comprehensive Alcohol Program (FRACAP)
Board Chairperson.

KYI-YO Indian Club Alumni, University of Montana

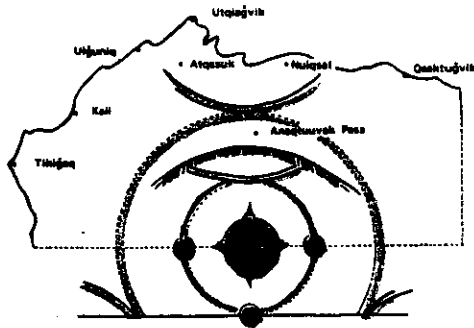
Montana Indian Education Association

National Indian Education Association (NIEA)

Native American Advisory Committee, Seattle Community Colleges, Seattle
Washington.

Native American Studies Curriculum Committee, University of Montana,
Student Representative.

Western Washington Native American Education Consortium (WWNAEC)



NORTH SLOPE HIGHER EDUCATION CENTER of the North Slope Borough

P.O. Box 69
Barrow, Alaska 99723

Phone: Central Office: (907) 852-2611, Ext. 117
or
(907) 852-7337

October 22, 1987

Carol Minugh, Director
Center for World Indigenous Studies
8827 22nd Avenue S.W.
Seattle, Washington 98106

Dear Carol:

It was a pleasure to hear from you, especially concerning your role in the newly established Center for World Indigenous Studies. As a locally controlled institution of higher education, with the primary mission of providing the Inupiat people of Alaska's North Slope access to college educational programs, the N.S.H.E.C. enthusiastically supports your efforts in this direction.

As you are aware, a large number of the students served by the N.S.H.E.C. are Alaska Natives seeking degrees and programs that will help them attain careers in their home village, particularly in education and government positions. Therefore, much of the emphasis in our program is on career training for elementary and secondary bi-lingual and bi-cultural teachers and teacher aides, as well as on similar training for mid-level and higher municipal management personnel. The long term goal in this case is to enable indigenous peoples to manage and direct the institutions that have most impact on their daily lives. We are attempting to accomplish this goal--and the shorter term objectives--by providing a culturally relevant educational process to both secondary and post-secondary students. In addition, we are experimenting with the introduction of non-traditional teaching methods to the more traditionally oriented educational process, including use of the substantial audio-conferencing capabilities of the North Slope Borough.

Given our shared concern for self-determination among indigenous Native peoples, and our shared emphasis on education as one important means of accomplishing that, the N.S.H.E.C. is very much in support of the Center. We would like to encourage a sharing of information and joint actions--wherever possible--to achieve these objectives. Toward that goal, we are more than willing to coordinate our activities in the areas of



Indian and Alaska Native education and self-determination with the activities of the Center for World Indigenous Studies in those same areas.

I am enclosing a copy of the North Slope Borough's publication, the QINIQ (which contains an article on the N.S.H.E.C.) as well as the first issue of our Newsletter, the QISU. These should provide you with some more in-depth information concerning the Higher Education Center, as well as of the people of the Borough.

If I can be of any further assistance in this matter, Carol, please don't hesitate to call on me. Keep up the good work.

Sincerely,

A handwritten signature in cursive script that reads "Carl".

Carl E. Shepro, PhD.
Academic Coordinator

Northwest
Regional
Educational
Laboratory



101 S.W. Main Street, Suite 500 • Portland, Oregon 97204 • (503) 275-9500
TELEX: 701716 CABLE: NWREL SOURCE: STL058

Writer's Direct Dial Number (503) 275-9547

October 22, 1987

Dr. Carol Minugh
Center for World Indigenous Studies
8827 22nd Avenue, S.W.
Seattle, WA 98106

Dear Dr. Minugh:

I would be pleased to serve as the third-party evaluator for the Center's proposed work as the Title IV Indian Education Resource and Evaluation Center III. For many years the Laboratory has been highly involved in the planning, development and evaluation of Indian education programs throughout the Pacific Northwest, including Title IV, Johnson-O'Malley, vocational and locally supported program efforts. The need for technical assistance in program improvement, such as a Resource and Evaluation Center could provide, is very apparent in the school districts with which we have worked.

As a subcontractor, our office would develop an evaluation plan with the Center staff, review documentation of Center activities and prepare a final evaluation report each year. The report would serve to document program outcomes, as well as needed refinements to the Center's activities.

I wish you well in your proposed efforts and look forward to the opportunity to work with the Center. I am sure that the Indian students of the Northwest will benefit from your endeavors.

Sincerely,

Steve Nelson

Steven R. Nelson, Director
Rural Education Program

SRN/tls



EAST PORT ORCHARD
ELEMENTARY

October 27, 1987

Dr. Carol J. Minugh
Center for World Indigenous
Studies
8827 22nd Avenue Southwest
Seattle, WA 98106

Dear Carol:

The South Kitsap School District's Title IV program is pleased to know that the Center for World Indigenous Studies is seeking to be funded for the operation of the Resource and Evaluation Center III.

During the time you were Director of the current Resource Center, we could count on quality services and innovative education approaches. The program has provided an invaluable service to Indian educators. The staff you are putting together and those who will be your consultants make up a strong team which will provide quality training.

The Indian Education Program in South Kitsap is happy to support your efforts and look forward to continuing working with you.

A handwritten signature in cursive script, reading "Janae M. Brear".

Janae M. Brear



EDMONDS SCHOOL DISTRICT
3800 196th St. S.W., Lynnwood, WA 98036-5789 (206) 670-7131

Dr. Stephen Fink
Coordinator
Special Programs

October 22, 1987

Dr. Carol Minugh
Center for World Indigenous Studies
8827 22nd Ave. S.W.
Seattle, WA 98106

Dear Dr. Minugh:

I support the proposed resource and evaluation title for Center III. Furthermore, I believe that the services provided by CWIS will be of a superior nature and very helpful to the Title IV grantees.

Thank you for your time and attention.

Sincerely,

A handwritten signature in cursive script that reads "Doris Fulton".

Doris Fulton
Indian Education

DF:gk



STOLUCKQUAMISH
TRUE TO THEIR TRADITIONS AS "CANOE INDIANS"

October 22, 1987

Dr. Carol Minugh
Center For World Indigenous Studies
8827 - 22nd Ave. S.W.
Seattle, Washington 98106

Dear Dr. Minugh,

The Stillaguamish Tribe of Indians supports the World for Indigenous Studies proposal for Resource and Evaluation Center #3.

The tribe believes the proposal will provide quality educational services to Indian peoples.

The Stillaguamish Tribe has been a recipient of services from C.W.I.S. Book Center and have improved services to our tribal members through this program.

Our tribal members are looking forward to the expansion of C.W.I.S. into the Resource Center.

Sincerely,

Evelyn Johnson
Executive Director
Stillaguamish Tribe of Indians

Auburn Public Schools

915 Fourth Street Northeast

School District No. 408

Telephone 931-4900

October 22, 1987

AUBURN, WASHINGTON 98002

Dr. Carol Minugh
Center for Rural
Indigenous Studies
8827 22nd Ave. S.W.
Seattle, WA 98106

Dear Dr. Minugh:

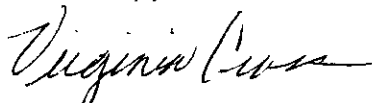
This letter is in support of your application for the Resource and Evaluation Center. I would be very supportive of the application and hope it will be funded.

Your ideas of providing service to local school districts would be appreciated. The proposal, as written, appears to be very well suited to the needs of Title IV-Indian education programs. Your proposed work plan of providing intensive follow-up to Title IV directors is a necessary component of a resource center.

My parent committee could also benefit from some useful workshops on school district policies and procedures. They would also be interested in parent involvement ideas.

If I can be of any assistance to you, please let me know.

Sincerely,



Virginia Cross
Coordinator of Indian Education

di



MUCKLESHOOT TRIBAL COUNCIL

39015 172ND AVENUE S.E. - AUBURN, WASHINGTON 98002 - (206) 939-3311

October 22, 1987

Dr. Carol Minugh
Center for Rural
Indigenous Studies
8827 22nd Ave. S.W.
Seattle, WA 98106

Dear Dr. Minugh:

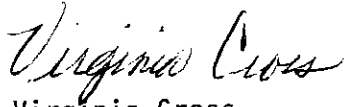
The Muckleshoot Tribe would be most supportive of your application for a Resource and Evaluation Center.

Over the period of years, we have been funded for Title IV B and C grants. Technical assistance during the grant-writing process would be appreciated. We would also like to have an idea of what the priorities are for funding purposes.

Your concept of a tribal seminar to provide useful, updated information to tribal programs sounds like one we would participate in. The relationship tribes have, with school districts, needs to be clarified and coordination of benefits for Indian students should be a priority.

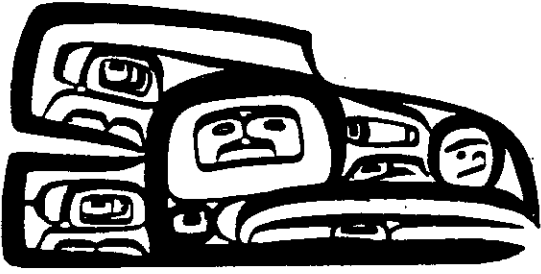
If you need further assistance, please let me know.

Sincerely,



Virginia Cross
Chairman

di



HIGHLINE INDIAN EDUCATION

15820 6th Ave. S.W., Seattle 98166
Phone: 433-2266

October 22, 1987

Dr. Carol Minugh
Center of World Indigenous Studies
8827 22nd Avenue S.W.
Seattle, Washington 98106

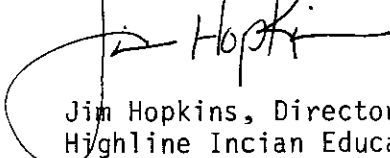
Dear Dr. Minugh,

It is with enthusiasm and great expectation that I write this letter of support for your Resource and Evaluation Center proposal.

Your educational acumen and dedication to Indian people will be a very strong asset in this region and will only lead to better programs and program managers.

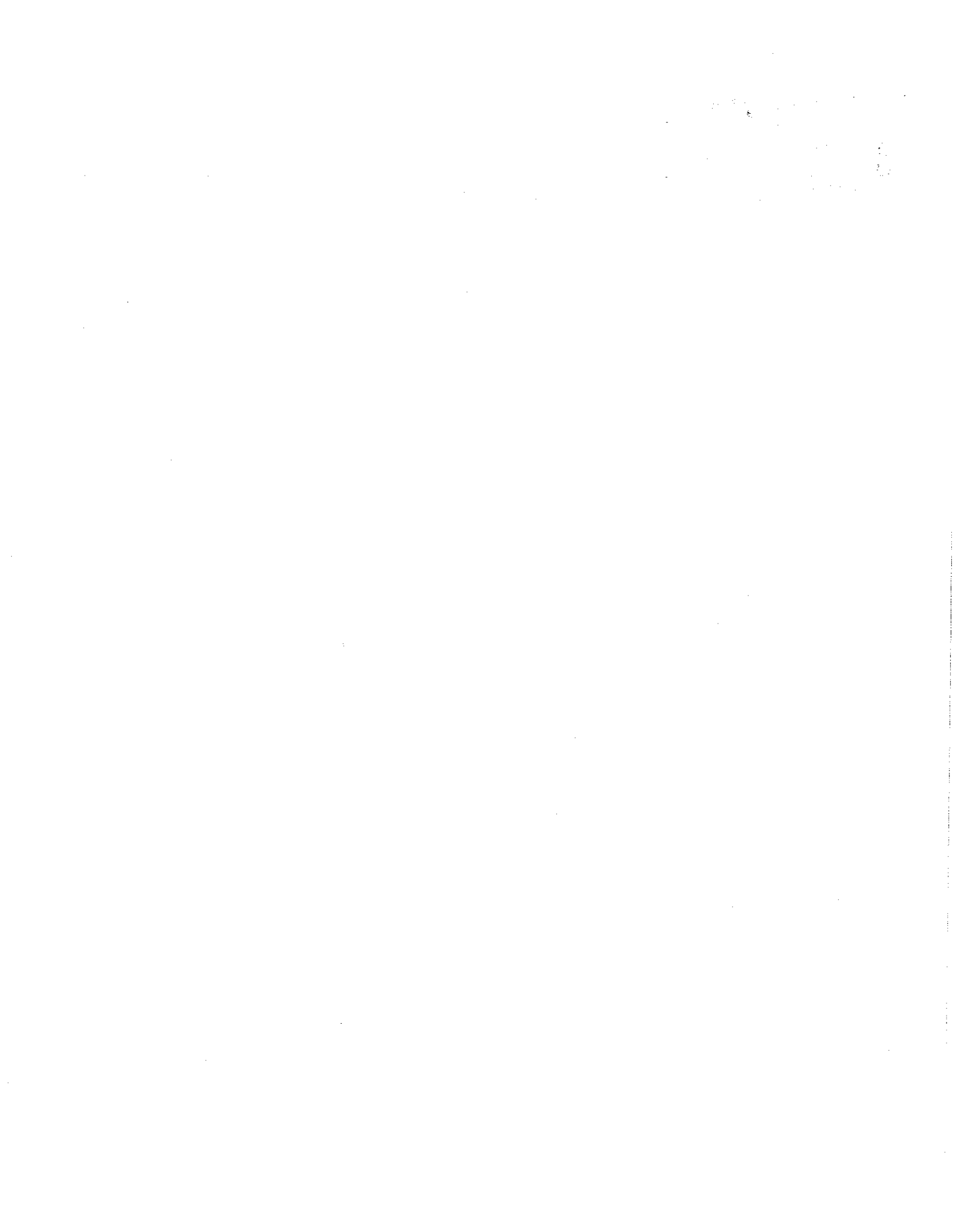
The Highline School District's Indian Education Program will be in continual support of your efforts to provide a professional and effective Resource and Evaluation Center.

Respectfully,



Jim Hopkins, Director
Highline Indian Education

JH/hs





American
Indian Heritage Secondary School
Seattle Public Schools

281-6527

5950 Delridge Way S.W.

Seattle, WA 98106

October 23, 1987

To Whom This May Concern:

This letter is to support the Center for World Indigenous Studies, which is proposing to sponsor the Resource and Evaluation Center III at Seattle, Washington.

The Center for World Indigenous Studies has a record of service and a close working relationship with the Indian community as relates to the Indian Book Center's operation at the site of the Indian Heritage Program/Secondary School.

The proposed staff have a great deal of experience and expertise in Indian education, and we feel that they would provide quality training and technical assistance.

I would strongly recommend that the Center for World Indigenous Studies be funded for the sponsorship of Resource and Evaluation Center III.

Sincerely,

Karma Torklep
Program Manager

KT:do

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