

FORM 1

PROJECT ABSTRACT

(Revised June 23, 2016)

The Project Abstract includes key numbers and a brief summary of the project's objectives, activities, timeline, and main topics to be covered.

1. Name of applicant organization (Bidder)—the fiscal agent partner: Western Washington University
2. DUNS number: 079253134
3. Name that corresponds to DUNS number in DUNS system: Western Washington University
4. Address: 516 High Street, Bellingham, WA, 98225
5. Title of project: Implementation of Since Time Immemorial: Higher Education and K-12 School Partnership Pilot Project
6. Project director contact information (if there are co-directors, list information for all):

Name and title: Kristen B. French

Organization and academic unit:

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Name and title: Chris Friday Ph. D.

Organization and academic unit (if applicable—e.g. University name, College of Education or ESD ###): Western Washington University, College of Humanities and Social Sciences, Department of History

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7. Project duration (planned start and end dates): June 16, 2016– July 31, 2017

8. Professional development track(s) (Endorsements; Since Time Immemorial; and/or Digital Library): Since Time Immemorial

9. Content focus (list all core academic subject areas the project will focus on, e.g. mathematics): History

10. Grade level focus: (e.g. middle school, high school, 6th-12th grades with primary focus on high school, etc.). Elementary, Middle, and High School

11. Educators served (add clarifying detail as necessary; numbers must be consistent with numbers on Forms 2 and 3):

a. Number of high-need school districts to be served by project: (3)

b. Number of other school districts to be served by project: (2)

c. Number of tribal, public charter, and nonprofit private schools to be served by project (3)

d. Number of **teacher** participants to be served by project: (64)

e. Hours of face-to-face professional development to be provided to each teacher participant: (27):

f. Hours of online professional development to be provided to each teacher participant: (60)

g. Number of highly qualified **paraprofessional** participants to be served by project: (16)

h. Hours of face-to-face professional development to be provided to each highly qualified paraprofessional participant: (27)

i. Hours of online professional development to be provided to each highly qualified paraprofessional participant: (60)

j. Number of principal/assistant principal participants to be served by project: (16):

k. Hours of face-to-face professional development to be provided to each principal/assistant principal participant: (24)

l. Hours of online professional development to be provided to each principal/assistant principal participant: (0)

12. Total funding requested (must be consistent with budget form): \$ 399,965

13. Federally approved indirect cost rate: (52.2 %) (do not round)

14. Federally approved indirect cost base (e.g. total direct cost, modified total direct cost, salaries): Salaries and Wages

15. Project Summary (500 words or less summarizing project objectives, activities, timeline, and main topics to be covered):

This collaborative project led by Woodring College of Education at Western Washington University (in conjunction with partnering faculty members and staff in the College of Education at the University of Washington) and the Department of History in the College of Humanities and Social Sciences at Western Washington University along with contributions from the Office of Native Education within the Washington State Office of Superintendent of Public Instruction (OSPI) will provide training workshops and follow-up site visits for individualized professional development and coaching to partner teachers, principals, assistant principals, and paraprofessionals focused on the culturally appropriate and tribally specific implementation of the *Since Time Immemorial* (STI) curriculum in light of SB5433. Our project focuses on schools and districts that have high numbers of Native students and at the same time develop capacity that will support the long-term implementation of STI. Thus our objectives is to create or enhance already established professional learning communities (PLCs; Dufour, 2004) in each of our partner locations through increased capacity and implementation of STI; narrowing the opportunity gap for Native learners; increase educators knowledge of and relations with local tribe; increased engagement and motivation of Native learners. To meet these objectives we will develop this professional learning community through two summer institutes, online modules, site visitations, and peer-led (and partner supported) on-site personal development sessions, the grant will provide for over 48 hours of training available to teachers, principals (and other administrators), and paraprofessionals contributing to the implementation and maintenance of the STI curriculum, as well as additional resources in the partner schools engaged in this grant. These efforts will focus on 4 primary areas to increase educators knowledge and skills including: 1) content knowledge with respect to tribal culture, history, and sovereignty, 2) utilizing primary sources (both text and oral), 3) culturally responsive classroom practices, and 4) developing skills in building relationships with local tribal communities and engaging families. We will also hold a culminating institute in which educators will have the opportunity to share successes and challenges of curriculum implementation, share resources and learn from the experiences of others, and identify next steps for continued development. In addition we will also offer quarterly workshop modules and consultations for school leadership teams focused on helping school leaders develop the necessary knowledge and skills to support successful classroom implementation. Through these efforts we expect that by June of 2017 1) participating teachers will be proficient in teaching the OSPI STI curriculum and the university and tribal community developed STI curriculums for the academic success of *all* students and have earned certificates or clock hours; and 2) teachers and school leaders will understand the government-to-government relationships with tribes in Washington state to be more equipped at serving the Native students in their district. Further we expect that participating principals/principal assistants will have increased instructional leadership skills to help teachers implement the STI curriculum and to help *all* students master core academic subjects as well as earned a certificate or clock hours.