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

APPLICATION FOR GRANTS UNDER THE

Office of Elementary and Secondary Education (OESE): Office of Indian Education (OIE): Indian E

CFDA # 84.299B

PR/Award # S299B250035

Gramts.gov Tracking#: GRANT14415062

OMB No. 1810–0580, Expiration Date: 01/31/2027

Closing Date: May 13, 2025

Application for Federal Assistance SF-424

* 1. Type of Submission:
- [ ] Preapplication
- [x] Application
- [ ] Changed/Corrected Application

* 2. Type of Application:
- [x] New
- [ ] Continuation
- [ ] Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received: 05/13/2025

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Northern Arizona University

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

* c. UEI: MXHAS3AKPRN1

d. Address:

* Street1: 601 S Knoles Drive
Street2: Rm 220
* City: Flagstaff
County/Parish: Coconino
* State: AZ: Arizona
Province:
* Country: USA: UNITED STATES
* Zip / Postal Code: 86011-5665

e. Organizational Unit:

Department Name: Office of Sponsored Projects

Division Name: Research VP

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

Prefix:
* First Name: [redacted]
Middle Name:
* Last Name: [redacted]
Suffix:

Title: Pre-Award Research Admin, Intermediate

Organizational Affiliation: Northern Arizona University

* Telephone Number: [redacted]
Fax Number:

* Email: [redacted]

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

S: Hispanic-serving Institution

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Education

11. Assistance Listing Number:

84.299

Assistance Listing Title:

Indian Education -- Special Programs for Indian Children

*** 12. Funding Opportunity Number:**

ED-GRANTS-011725-002

* Title:

Office of Elementary and Secondary Education (OESE): Office of Indian Education (OIE): Indian Education Discretionary Grants Program: Professional Development Program (PD) Training Grants, Assistance Listing Number (ALN) 84.299B

13. Competition Identification Number:

Title:

Indian Education Discretionary Grants Programs; Professional Development Program (PD) – Training Grants (84.299B – PD)

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

Add Attachment | Delete Attachment | View Attachment

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

American Indian School Leadership Program

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant: AZ-002 * b. Program/Project: AZ-002

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

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 08/01/2025 * b. End Date: 07/31/2030

18. Estimated Funding ($):

* a. Federal	1,602,428.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	1,602,428.00

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

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

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

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

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

☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment | Delete Attachment | View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 18, Section 1001)**

☒ ** I AGREE

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

Authorized Representative:

Prefix: * First Name: [redacted]

Middle Name: [redacted]

* Last Name: [redacted]

Suffix:

* Title: Assistant Director, Pre-Award Research Admin

* Telephone Number: [redacted] Fax Number: [redacted]

* Email: [redacted]

* Signature of Authorized Representative: [redacted] * Date Signed: 05/13/2025

Tracking Number:GRANT14415062 Funding Opportunity Number:ED-GRANTS-011725-002 Received Date:May 13, 2025 02:16:39 PM EDT

PROJECT ABSTRACT

Northern Arizona University's College of Education in consortium with four tribes (Diné, Hopi, White Mountain and San Carlos) and Navajo Technical University, will implement the **American Indian School Leadership (AISL)** project to annually serve 20 pre-service administrators enrolled in a Master's degree program in Educational Leadership to qualify for a principal's licensure (**Absolute Priority 2 and Competitive Preference Priority 2).**

Project AISL is planned for 60 months designed to improve the quality and diversity of services offered to American Indians and Alaskan Natives graduate students by graduating them on time, preparing them as advanced instructional leaders who will succeed in a high-stakes accountability environment with a strong background in instructional leadership, assessment literacy and cultural school leadership skills. The objectives, aligned with gaps, include:

1. Provide financial support for part-time pre-service administrators.
2. Deliver a Master's Degree in Education Leadership that provides support for degree completion and a principal licensure.
3. Provide mentoring support for pre-service principals engaged in instructional leadership, assessment literacy and cultural responsive school leadership training.
4. Provide graduates with induction support to ensure certification and job placement success.

AISL is a multi-layered project aligned to needs, gaps, and objectives and based on current scientific research and effective practices:
Layer 1: Financial Support. Support for tuition, books, classroom supplies and materials, membership in professional association, subscriptions, research reference materials, travel expenses and lap-top computers will reduce personal poverty has on degree completion and acquire learning tools needed to ensure college learning success.
Layer 2: Masters in EDL. The EDL Department will provide focused instruction to pre-service principals with a particular emphasis for preparing them to become strong instructional leaders, skilled in assessment literacy and cultural leadership skills. The AISL Advisory Council and the four tribal partners and Navajo Technical University will work with NAU faculty to identify relevant leadership practices.
Layer 3: **Mentoring and Coaching**: Mentors at each school site where students are employed will increase student advisory capacity (academic and professional development) to provide early detection of barriers that impact student completion and success rates in administrator training programs.
Layer 4: Induction. Students working with mentors at their employment sites will increase percentage of graduates who will experience success as a beginning principal. The mentors will provide on-site observation, mentoring, and coaching to increase a successful beginning with a goal of becoming a strong instructional leader.
Project Feedback and Continuous Improvement: Analysis of feedback data will be extensive and ongoing to ensure a constant flow of feedback to facilitate continuous improvement. Project Staff will monitor all layers of the project design (Financial, Master's Program, Mentoring, Job Placement and Induction) to examine the effectiveness of the program as it evolves. AISL goals, objectives and Government Performance and Results Act (GPRA) will serve as the primary indicators used to assess progress. A mixed-methods research procedure will be used to assess specific services and activities to determine the impact of each element.
Project Budget: Our budget request is as follows: Year 1 - $441,009, Year 2 - $435,425, Year 3 – $498,104, Year 4 – $113,945, and Year 5 - $113,945 for a total of $1,602,427 to serve 20 pre-service administrators for a 60-month project.

American Indian School Leadership Program

Introduction

In the current context of high-stakes accountability, there is a need for a program that prepares Native principals to lead improved instruction and school change, not just for being school managers. Many states including Arizona link administrative evaluations to student performance outcomes (Arizona State Senate, 2023). The mandate of this law (33-50% of administrative performance evaluation will be linked to student outcomes) underscores the need to train aspiring principals to be competent instructional leaders.

This 60-month project will serve 20 candidates and was developed with input from Native administrators and based on action-research regarding Indian school leadership efficiency (Martin, 2015). The research results and some of the questions raised by this group concerning preparation programs relate to the emphasis on standards and testing, and not enough attention on the merits of tying school leadership training to facilitate the highest level of learning especially for serving Native schools. Also, that principal shortages are more pronounced and recruiting and retaining effective principals are challenges Native-serving schools face each academic year. The result is a revolving door of interims; the assignment of principals outside their field of competence; factors that have a negative impact on Native students. Native stakeholders want candidates to have the skill set to be strong instructional leaders and know how to leverage cultural leadership. Everything they do must focus on improving curriculum, instruction, and increasing student success rates. Every decision they make about personnel, about programs, policies and structures, about guidance and advisement must be connected to improving learning in the school. These guiding principles were incorporated in developing the American Indian School Leadership (AISL) program curriculum as

reflected in the Program of Study courses listed and the emphasis on instructional, turnaround and cultural leadership practices.

Consortium: Diné, Hopi, White Mountain, San Carlos, and Navajo Technical University:

The partners are Northern Arizona University (NAU), the Diné Nation, Hopi Tribe, White Mountain and San Carlos Apache Tribes and Navajo Technical University (NTU). The Tribal Departments of Education will serve as the lead agency for the Tribes and the LEA's will represent the interest of the candidates and the mentors. NTU is a Tribal University, chartered in the state of New Mexico and fully accredited by the Higher Learning Commission.

Meet Absolute Priority 263.6 and Competitive Preference Priority 2:

A Consortium **Memorandum of Agreement (MOA)** is the center piece of this project. This 60-month project is submitted under **Absolute Priority 2 (Pre-Service Administrator Training)** to serve the public schools and Bureau of Indian Education (BIE) funded schools serving four reservations, and under **Consortium Applicants, Non-Tribal Lead**. An application that includes letters of support signed by the authorized representative of the LEAs (Attached), and a consortium of eligible entities whose lead is a non-tribal entity in which **NAU will serve as fiscal agent** (see attached MOA). The Consortium Agreements will be guided by an **Advisory Board** (Attached) made up of LEA's, tribal education directors and school administrators. **Absolute Priority 2**: The project provides support and training to Native participants to complete NAU's master's degree in educational leadership preceding to a principal's licensure. Project participants complete their licensure before the end of the grant award period and the degree enables the individuals to meet the requirements for full State licensure as a principal. Project activities include two years of induction services to participants after graduation, while they are completing their first two years of work as principals in a Native-serving school. For our induction plan, participants will be mentored by an

experienced active or retired Indian or non-Indian principal with a history of improving schools. They will be placed in a support structure (e.g., coaching & mentoring models) that pairs them with an exemplary mentor who is highly skilled in school leadership, particularly Indian school leadership. The specific leadership competencies will be taught during all phases of the induction. The project will recruit 20 candidates through a nomination process by their schools. Participants will graduate from the program within 40 months of enrollment (on a part-time basis) taking 3 hours per semester including summers. In addition, NAU will support graduates locating qualifying jobs within twelve months of completion of the program. Included with this application are letters of support from schools that have agreed to consider our graduates for qualifying employment (see attached letters of support). We include letters of support from Bureau of Indian Education (BIE) funded schools and Indian public-school districts, which states that these schools agree to consider program graduates for qualifying jobs.

Payback Provision: The project will follow the Indian Fellowship and Professional Development Program and payback requirements. The specifics of these payback requirements are explained in a Participant Project Agreement (Attached). Students will be required to review the agreement and sign up for admission acknowledging that their continued participation is directly tied to satisfactory progress and accepting the payback obligations.

Northern Arizona University: NAU maintains a strong commitment to Native American students. We have seen a steady increase in enrollment of Native students, with a Fall 2024 enrollment of 1,109 (Duplicated Ethnicity/Race: 1,782) and a Native American Faculty and Staff count of 223 (Duplicated Ethnicity/Race: 302). NAU continues to enroll one of the largest populations of Native students among all four-year, public institutions in the United States. Among these same institutions, the 2023 Integrated Postsecondary Education Data System (IPEDS) enrollment data reports showed

that NAU's Fall 2023 enrollment ranked in the top 10 highest counts of enrolled Native American students, and top 5 highest counts of enrolled graduate Native American students among all 4-year public schools in the U.S.

(a) Need for Project

(1) The extent to which the proposed project will prepare personnel in specific fields in which shortages have been demonstrated through a job market analysis.

a. Job Market Analysis: According to the Arizona Labor Statistics (2024), school employment including for Native elementary, middle, and high school principal positions is projected to grow 6% from 2024 to 2028. Although the impact of COVID 19 has been extreme, employment growth, particularly in Arizona, is expected to be driven by increases in industries moving their headquarters to Arizona and most importantly, Indian gaming (Arizona Town Hall, 2024). From 2024 to 2028, the number of Indian student enrollment is projected to increase based on the increase in population, as the state is a desired place for Indian gaming and new start-ups for both manufacturing and technology industry. Currently, five tribes are planning to open new casinos in the next few years. Additional schools will need to be open, resulting in a need for more principals. At present, there is a state law that supports Native American Charter schools which has increased employment opportunities for Native school leaders (Arizona Commission for Indian Affairs, 2024).

b. Employment Opportunities: In 2024, there were 1,786 principal positions in K-12 Arizona schools (Arizona Department of Education Annual Report, 2024). Dr. Paul Tighe, (personal communication, 2025), Executive Director of the Arizona School Administrators Association, says each year about 50-60% of these principals will either retire, move out of state, or leave the profession underscoring the availability of employment opportunities.

In the four reservations this project will serve, during 2024 school year, 81,538 Indian K-12

students were enrolled in 261 schools that included BIE funded, Indian public districts, and Native Charter schools. Approximately 62.8% of the Indian students attended 177 public schools, while 25.4% attended 84 BIE funded schools. Indian student enrollment is increasing at a rate of 01.4% per year. BIE schools showed the lowest rate of increase (0.7%), with public school enrollments increasing at 01.9% per year. Of the 443 principal and assistant principals in these schools, 87 or 20% are Indian. In addition, the turnover rate for school administrators in some of the schools is 60%, and 70% of the individuals serving in the role of BIE principal are doing so with a provisional or temporary principal's certificate. In the 66 Arizona and New Mexico Navajo BIE funded schools, there are 132 principal positions, each year about one-quarter to nearly one half will have vacancies creating additional job opportunities. These statistics demonstrate there is an 80% need for new principals in just the four reservation communities this project is proposing to serve (Arizona Department of Education Annual Report, 2024; Bureau of Indian Education Annual Report, 2024).

A major gap this project will address is the high turn-over rate of principals creating more job opportunities which is at 60% for some of the schools that will be served by this project including reservation-public and BIE schools (Yazzie, 2024). For example, for the White Mountain tribe, 70% of the individuals serving in the role of principal are doing so with a provisional certificate (Bureau of Indian Education School Improvement Annual Report, 2024). The 60% turnover rate occurred over a period of two years. Factors often mentioned for the high attrition were inadequate preparation, ambiguous roles, contentious and uncivil work climate, poor communication, administrators unwilling to be involved in tribal-community functions, and a lack of expertise to move into a troubled school (Arizona Department of Education Annual Report, 2024; Bureau of Indian Education School Improvement Annual Report, 2024). Expanding the ranks of well-prepared Native principals has the benefit of slowing the rate of turnover of school leaders and increasing the

opportunity to fill these jobs with initiative-taking Native principals.

Another major gap this project addresses is the need for more well-prepared Native principals to fill these vacancies. In the schools serving the four tribes, 80% of the 443 principal and assistant principal positions are filled by non-Indians who do not speak the language, do not know the values and traditions, and tend not to stay on the job for extended periods of time (Arizona Department of Education Annual Report, 2024; Bureau of Indian Education School Improvement Annual Report, 2024). Mainstream pre-service administrator programs typically do not consider the need to offer individualized programs and thus do not consider the need to offer individualized participant support that includes a relentless focus on individual student success, especially for part-time Native graduate candidates taking online classes while residing off campus. Our project will support the achievement of every participant in every coursework and take responsibility for their performance and pay less attention to big-picture metrics like achievement per class, instead focus on achievement per participant and success per faculty teaching the courses. Definitely the job opportunities are there, including in reservation communities. We just need to make sure we have well-prepared Native principals available to attain these positions.

(b) Significance

(1) The potential of the proposed project to develop effective strategies for teaching Indian students and improving Indian student achievement, as demonstrated by a plan to share findings gained from such findings, such as other IHEs who are training teachers and administrators who will be serving Indian students.

Indian Student Achievement: Recent results on the Arizona State's Multi-State Alternative Assessment show Indian students (for both BIE and public, the test is utilized by both schools) lacking in all major areas measured (Arizona Annual Report Card, 2024). The results shown in

Table 1 demonstrate the need for improved school leadership resources and illustrate the challenges Native-serving schools face. The instructional leadership deficits are a function of the lack of targeted training emphasized within a principal's preparation program. Traditional preparation programs, for example, tend to emphasize the National Educational Leadership Preparation standards (NELP), but not enough attention on the merits of tying school leadership training directly to improve better teaching and learning, especially in Native-serving schools. In addition, although Native principals are expected to have a comprehensive skill set to utilize instructional, turnaround and cultural leadership skills to promote high-quality achievement, there is not enough effort (or none at all) in traditional preparation programs to provide such training. An assessment of new Native principals through feedback from their experiences suggests that knowledge of appropriate instructional and turnaround leadership skills and cultural leadership is an area in which they need better and more detailed information (Martin, et al., 2024). Thus, the lack of emphasis on

Table 1

Academic Indicator	Diné	Hopi	White Mt.	San Carlos	Arizona
K-12 School Enrollment	69,850	3,982	4,876	3,982	1,012,068
% Am Indian Students	98%	98%	100%	100%	21%
% Special Educ Students	13%	18%	22%	27%	17%
% Free & Reduced Lunch	100%	84%	100%	100%	40%
% K-8 Proficient Reading	18%	33%	32%	31%	77%
% K-8 Proficient Math	21%	35%	27%	21%	71%

% K-8 Proficient Science	24%	20%	19%	18%	80%
% 9-12 Proficient Reading	48%	58%	45%	33%	83%
% 9-12 Proficient Math	41%	36%	33%	31%	84%
% 9-12 Proficient - Science	44%	39%	22%	24%	82%
High School Grad Rate	52%	63%	50%	46%	79%
Meet state proficiency	No	Yes	No	No	Yes

instructional leadership in current leadership preparation programs does not contribute to clear understanding of the intricacies of value-added methods for assessing teacher quality primarily to document a student's academic growth. Most leadership programs operate under a one-size-fits-all model and fail to prepare administrators for the unique challenges present in Native-serving schools. Our program attempts to fill this gap by challenging participants to experience the most realistic leadership issues found in Native-serving schools, and for the participants to become knowledgeable of as they work toward building and maintaining a responsive school for Native students. The implementation of this project will enable the tribes involved in the project to regard highly that successful Indian student achievement depends on principals having instructional leadership skills (e.g., curriculum and instructional knowledge, capacity building skills, motivation skills, student engagement processes, and positive teacher work conditions that have been linked to improved student outcomes) (Martin, et al., 2024).

For these reasons, our proposal is motivated by the understanding that there is a direct link between cultural identity and the cognitive success of Native students. Native students learn most

effectively by observing, participating in, and responding to their traditional practices and beliefs. Thus, within their school environments, they need educators, curriculum, pedagogy, and a school culture that reflects their background and identity as indigenous people. Research has shown that this culture-based approach by effective and relatable educators is linked to student socio-emotional well-being which is positively linked with math and reading test scores (National Indian Education Study, 2019; Jacobson et al., 2019).

To change this paradigm, we established an evidence-based and purpose-based principal preparation practice that was developed by the Wallace Foundation (Leadership for Learning Project) and successfully employed by the Helios Rural Principal program (2023) at NAU. This model includes a) recruitment of committed principal candidates; b) targeted pre-service training; and c) mentoring for aspiring and newly inducted principals have statistically significant positive impacts on student achievement (Clark et al., 2023). Additionally, Clark's 2023 study meets What Works Clearing House (WWC) standards, and the WWC confirmed the author's report of a positive and statistically significant difference between the Helios group and the comparison group. Further, it meets ESSA Tier 1, indicating 'Strong Evidence of Effectiveness' exceeding this Grant's requirement for "*effective strategies for teaching Indian students and improving Indian student achievement*". The studies were conducted in schools that are comparable to our project in that the students being served are minorities (those schools were largely black, Hispanic, rural and from poor backgrounds). Consequently, we believe our project design can positively impact both principal quality and principal turnover reduction and seek to impact on the domains of student achievement and teacher effectiveness based on better prepared principals, specifically as instructional leaders.

(2) Build Local Capacity to provide, improve, or expand services that address the specific needs of Indian students. A vital component for building local capacity will be professional training

enhanced by mentoring and a grow-your-own support base provided to the participants during all phases of the project. The program will match participants with an on-site school mentor, who will impart knowledge about and strengthen best leadership practices with a homegrown emphasis. A component of this mentorship program will be professional growth focusing on new principal development to address a variety of Indian school leadership skills. The mentor program will be developed as the participants are working on their first-year courses during which the school-site mentors will be trained on the skills required to be a positive mentor. Mentor-mentee meetings, virtual and/or in-person, will occur as often as needed. NAU will collaborate with the LEAs to support and maintain progress, while the project partners will have input training the school mentors in coaching and professional development skills.

In addition, two of our project partners, NTU and the Department of Diné Education (DODE) provide a mentorship program that will be adapted to benefit our participants. NTU provides mentoring opportunities for new teachers to help with the transition to a classroom environment. The DODE has a series of supports that they provide for beginning teachers. And, because much of NTU's and DODE's existing curriculum provides a Navajo focus, they also partner with tribal experts in the community to serve as cultural competency mentors for aspiring participants. These activities will be included as part of our building capacity effort.

(c) Quality of Project Design

(1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are ambitious but also attainable.

Project Goal, Objectives, Outcomes, Participants and the EDL Masters AISL Program

PROJECT GOAL: To graduate 20 Native participants who will return to a Native school as an

advanced instructional, turnaround and culturally responsive leader.	
Objective 1	Provide financial support for part-time, pre-service administrators and develop a process for feedback and continuous improvement on project results through using a mixed-methods research plan to measure outcomes.
Outcome	AISL will provide financial support to students in good standing (part-time students maintaining a 3.0 GPA or higher and taking 3 hours per semester) by offering per semester financial support for fall, spring and summer semesters, and a mixed-methods research plan in use to collect data for continuous improvement.
Measurements	a. 20 students enrolled in the program to start Aug 2025, signed an agreement acknowledging their continued participation is directly tied to satisfactory progress in the program and understand the consequence should they leave or drop out. b. 20 students retain eligibility by maintaining academic progress. c. Mixed-methods research plan in use. d. Evidence of GPRA measurement data.
Objective 2	Deliver a 33-hour master's degree in education leadership and a 3-hour internship experience that meet requirements for degree completion.
Outcome	Deliver a 40-month EDL master's principal licensure program that emphasizes instructional leadership, turnaround leadership, and

	culturally responsive leadership for improvements in student outcomes.
Measurements	a. Courses delivered by semester from Aug 2025 – Dec 2028, and student record of academic progress for each required class. b. Evidence of class notes in EDL including a portfolio notebook on instructional, turnaround and culturally responsive leadership. c. Evidence of input from Advisory Council, the four tribal partners and NTU regarding instructional, turnaround and culturally responsive school leadership skills. d. Record of contact between candidates, faculty, and their mentors to provide support for program completion and professional growth. e. Complete pre-and post-case studies (assessment tasks) online to assess changes in their knowledge of instructional, turnaround, and culturally responsive leadership skills. f. 20 students enrolled in the program graduated with an MA degree and obtained a principal licensure by Dec 2028, secured a principal's position, and involved in a 24-month induction to end Dec 2030 (candidates can start searching for employment starting Aug 2028).
Objective 3	**Provide mentoring support for pre-service principals engaged in instructional, turnaround, and culturally responsive school**

	leadership training, and provide job placement assistance.
Outcome	Mentors identified at student's school site and an agreement is set up and website is developed for job placement assistance.
Measurement	a. Assignment of mentors for each student. b. Records of contacts through e mail, face-to-face, phone and other venues c. Record of coaching how to develop a strategic plan that address curriculum/achievement gaps, and the leadership antecedents identified in the research grounding for these skills. d. Records of coaching on how to observe classroom and other school interactions for evidence of leadership capacity, teacher motivation, student engagement, and positive teacher work conditions. e. Records of coaching to increase knowledge of assessment tasks that illustrate changes in principals' understanding of how these same components look in practice. f. Website developed to assist students with job placement details and record of coaching assistance by project partners with qualified employers to assist identifying administrative positions with LEAs served by the project.
Objective 4	**All 20 students (as first year principals) will complete a 24-month induction in year four and five of the project**

Outcome	All 20 students will complete a 24-month induction, all will have passed the principal licensure exam, and all will have secured a principalship position with a qualified employer.
Measurement	a. Number of students completing 24-month induction, number passing principal licensure examination by year 3, and number holding principal positions. b. Seminars and group meetings are held for principals and records of leadership topics addressed. c. Records of contact by faculty and mentors re induction goals, activities, and successes.

(i) The number of participants expected to be recruited in the project each year: We will recruit 20 students (based on the nominations and self-select option by others interested in the program) and the number will remain the same throughout the 60-month period.

(ii) The number of participants expected to continue in the project each year: We will have 20 participants continuing in the project each year. We do not foresee them dropping from the project because of the nomination process and the commitment from their schools and the support base provided by the nominating administrators. But if that should occur, we will recruit a replacement immediately from that same school acknowledging the school's commitment to the project. We expect there will be a waiting list from the school.

(iii) The number of participants expected to graduate: Because of the support base, we expect all the participants will graduate. Given how the project is organized for supporting the participants utilizing a nomination process with the participating LEAs, the mentorship, the quality of the staff

and faculty, and the support offered from the project partners, a 100% graduation is achievable.

(iv) The number of participants expected to find qualifying jobs within twelve months of completion: When a candidate is nominated for participation in the program the nominating school will include a statement in the nomination letter that states upon successful completion the student will receive support to transition into an administrative position at the school. This will be a condition for accepting the student into the program and thus we expect all 20 participants will find employment within twelve months of completion primarily because of the support base and condition for acceptance into the program.

(2) The extent to which the proposed project has a plan for recruiting and selecting participants. To support recruitment, each of our LEA partners have established a nomination criterion which includes cumulative grade point average, a recommendation letter from the current principal of the school where the participant is employed, and a letter of support from the superintendent. The superintendent and the Governing Board will approve of the nomination. NAU will use a committee made up of faculty, tribal partners and NTU to screen the applicants for admission. In addition to this targeted recruitment, there will be opportunities for students to self-select particularly for interested candidates from other tribes and LEAs. The LEA's and the tribal partners know well who the best candidates are, including candidates who may not be of traditional college age but who are best prepared to complete the program. For the non-traditional older candidate(s), AISL will organize visits to local tribal communities and urban Indian centers where potential candidates and their families meet and talk with staff about the program. Before final approval for acceptance, candidates will show **proof of their Indian blood certificate** and **sign a payback agreement**.

(3) The extent to which the proposed project will incorporate the needs of potential employers, as identified by a job market analysis.

The MOA agreement with the tribal partners, the LEA's, and NTU provide a partnership relationship that allows for the needs of the potential employers to be central to the success of the project. These are addressed as follows: (a) the EDL courses are organized specifically targeting the leadership needs of BIE funded schools and reservation-public school and taught by faculty experienced in Indian-school leadership; (b) the AISL Advisory Council will be directly involved supporting the progress of the project and the fact they represent tribes and the LEAs, they will speak to the needs of the potential employers; (c) NAU, NTU and the tribal partners have long-standing relationships with all schools in the area, thus addressing employer needs will be a priority from this group; (d) a major concern of potential employers is the difficulty of filling principal positions with qualified candidates. To address this concern, the project emphasizes a definition of the principal as a public servant – a leader out in the tribal community, collaborating with parents, tribal leaders, and others to build up support for students and the school. We believe instructional, turnaround and cultural leadership are synonymous with "thinking outside the box," in that humans are creatures of habit. When habits are formed, behaviors can become habit-driven and not thought-driven. Schools can take on human qualities and can be administered based on nothing more than what "we always do." Indian-serving schools can have unbelievably bad practices for no other reason than an unwillingness to think outside of the box. NAU seeks to change this paradigm through this project.

a. The Master of Arts Education Leadership/AISL Program: This program is drawn from action-research and from on-the-ground experiences relative to rural education and for this project, proven results on effective Indian school leadership practices and from input of Native school administrators and teachers. The opportunity to work in collaboration with an experienced mentor will extend the theoretical into the applied experiences of leadership. Supporting

candidates to attend professional conferences, membership in professional associations and providing access to research support materials and subscriptions to professional journals and publications will complement these experiences. This model involves the creation of a reservation cohort of future leaders, joined together through a predominantly on-line course schedule and web-based interactions, supplemented by high-quality, face-to-face learning seminars and a distributed internship and induction experience. The schedule and timeline for the cohort is illustrated in the next section. Course work will be accompanied by guided experiences in the schools and regular "learning seminars." During the academic year, these seminars will involve a Friday all-day experience once per fall semester organized at their schools, where participants will interact with some of the best thinkers in the field. Summer seminars on NAU campus will be extended to a one-day format, for which participants prepare in advance by conducting required readings and working on solving real school-based leadership problems. The formatting of classes at NAU are flexible, delivered through new and innovative technologies, and allow participants to meet their educational goals outside of or in a traditional campus setting. To maximize the quality of the training **we propose to purchase laptops for each participant** to adequately equip them to take advantage of the online requirements and for research. Many of the participants will come from a remote community and a laptop might be the only source they have to access the on-line courses. Excess to high-speed internet and Wi- Fi are available on each of the four tribal reservation communities and at NTU.

b. Program of Study: The program consists of 3 hours of leadership foundations, 3 hours of research, 9 hours of instructional and curriculum leadership, 18 hours of leadership specialization, and 3 hours for internship, for a total of 36 hours to obtain a Master of Arts degree in Education Leadership and certified as a principal. The timelines are set up to allow students to

take one 3-hour class each semester. Anything less than 9 hours per semester for graduate students qualifies as part-time for NAU students. During the summer, students will take 3 hours each session.

Term, Course Number	**Course Name and Seminar Topics**	Semester Hours
Fall 2025 (Aug – Dec) EDL 640	American Indian School Leadership Fall Seminar topic "Effective School Leaders"	3
Spr 2026 (Jan – May) EDR 650	Introduction to Data-Driven Research	3
Sum I 2026 (June – July) EDF 602	Foundations of Indigenous Education: Tribal Nation Building and Schools Summer Seminar Topic "How Do I Become a Turnaround Principal?"	3
Sum II 2026 (July – Aug) EDL 641	School and Tribal Communities: Role of Education in Tribal Nation Building	3
Fall 2026 (Aug – Dec) EDL 622	Legal Aspects of School Administration: Public, Charter, & Bureau of Indian Education Laws and Tribal Education Codes Fall Seminar Topic "How Do I Become an Instructional Leader?"	3

Term, Course Number	**Course Name and Seminar Topics**	Semester Hours
Spr 2027 (Jan – May) EDL 623	Publicity and Politics of Education: Includes local tribal community, tribal government, and school board politics	3
Sum I 2027 (June – July) EDL 643	American Indian Teacher Leadership Supervision and Evaluation Methods Summer Seminar Topic "How Do I Become a Culturally Responsive Leader?"	3
Sum II 2027 (July – Aug) EDL 627	Personnel Administration in Education	3
Fall 2027 (Aug – Dec) EDL 635	School Finance: State Public School Funding, Indian Public School & BIE School Funding Fall Seminar Topic "Reducing Achievement Gap for Native Students"	3
Spr 2028 (Jan – May) EDL 642	Curriculum Leadership in American Indian Schools	3
Sum I 2028 (June - July) EDL 629	The Principalship course for EDL 629 Summer Seminar Topic "Developing a School	3

Term, Course Number	Course Name and Seminar Topics	Semester Hours
	Improvement Plan"	
Sum II 2028 (July – Aug) Internship begins July 2028 and run thru Dec 2028. Fall 2028 (Aug – Dec) EDL 696	Principal Internship Topics Examine learning in other schools Explore impact of leadership Examine District level or BIE level activities Compare visions in actions Examine school district level activities Supervising Marginal and Difficult Teachers Developing and Evaluating a School Improvement Plan	3
Spr 2029 (Jan - May)	Induction	
Sum I 2029 (June – July)	Induction	
Sum II 2029 (July – Aug)	Induction	
Fall 2029 (Aug – Dec)	Induction	
Spr 2030 (Jan – May)	Induction	
Sum I 2030 (June – July)	Induction	

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

OMB Number: 1894-0008
Expiration Date: 08/31/2026

Name of Institution/Organization

Northern Arizona University

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel	88,252.00	90,900.00	93,627.00	68,500.00	68,500.00			409,779.00
2. Fringe Benefits	38,147.00	39,292.00	40,471.00	29,742.00	29,742.00			177,394.00
3. Travel	4,000.00	4,000.00	4,000.00	4,000.00	4,000.00			20,000.00
4. Equipment								
5. Supplies	4,500.00	2,000.00	2,000.00	1,000.00	1,000.00			10,500.00
6. Contractual	3,763.00	3,763.00	3,763.00	1,263.00	1,263.00			13,815.00
7. Construction								
8. Other	3,050.00	3,050.00	3,050.00	1,000.00	1,000.00			11,150.00
9. Total Direct Costs (lines 1-8)	141,712.00	143,005.00	146,911.00	105,505.00	105,505.00			642,638.00
10. Indirect Costs*	11,337.00	11,440.00	11,753.00	8,440.00	8,440.00			51,410.00
11. Training Stipends	287,960.00	280,980.00	339,440.00					908,380.00
12. Total Costs (lines 9-11)	441,009.00	435,425.00	498,104.00	113,945.00	113,945.00			1,602,428.00

Indirect Cost Information** ***(To Be Completed by Your Business Office): If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2021 To: 06/30/2027 (mm/dd/yyyy)

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

The Indirect Cost Rate is 51.20 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is ____ %.

(6) For Training Rate Programs (check one) -- Are you using a rate that:

☒ Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or, ☐ Is included in your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?