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 # S299B250038

Gramts.gov Tracking#: GRANT14415082

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

Closing Date: May 13, 2025

Application for Federal Assistance SF-424

* 1. Type of Submission:	* 2. Type of Application:	* If Revision, select appropriate letter(s):
☐ Preapplication	☒ New	
☒ Application	☐ Continuation	* Other (Specify):
☐ Changed/Corrected Application	☐ Revision	

* 3. Date Received:	4. Applicant Identifier:
05/13/2025	

5a. Federal Entity Identifier:	5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:	7. State Application Identifier:
	North Carolina

8. APPLICANT INFORMATION:

* a. Legal Name:	University of North Carolina at Pembroke

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. UEI:
[redacted]	KMDFQGPWPK85

d. Address:

* Street1:	ONE UNIVERSITY DRIVE
Street2:	
* City:	PEMBROKE
County/Parish:	North Carolina
* State:	NC: North Carolina
Province:	
* Country:	USA: UNITED STATES
* Zip / Postal Code:	28372-1510

e. Organizational Unit:

Department Name:	Division Name:
Dean's Office	School of Education

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

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

Title:	Sponsored Programs Specialist

Organizational Affiliation:

* 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:

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:

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

Add Attachment | Delete Attachment | View Attachment

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

UNC Pembroke First Americans' Teacher Education (FATE)

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

Tracking Number:GRANT14415082 Funding Opportunity Number:ED-GRANTS-011725-002 Received Date:May 13, 2025 02:47:27 PM EDT

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant: NC-008 | * b. Program/Project: NC-008

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

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 10/01/2025 | * b. End Date: 09/30/2030

18. Estimated Funding ($):

* a. Federal	193,374.00
* b. Applicant	18,681.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	212,055.00

*** 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: [redacted] | * First Name: [redacted]

Middle Name:

* Last Name: [redacted]

Suffix:

* Title: Director of Sponsored Research and Programs

* Telephone Number: [redacted] | Fax Number:

* Email: [redacted]

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

Tracking Number:GRANT14415082 Funding Opportunity Number:ED-GRANTS-011725-002 Received Date:May 13, 2025 02:47:27 PM EDT

ABSTRACT

The First Americans' Teacher Education (FATE) Program is a pre-service teacher training initiative designed to support American Indian (AI) students in achieving the following goals:

1. Attain a bachelor's degree in education or a Master of Arts in Teaching (MAT) degree;
2. Acquire North Carolina (NC) teacher licensure;
3. Successfully complete their first year of teaching with structured induction support.

The primary purpose of the FATE Program is to address the critical shortage of American Indian teachers in North Carolina public school districts with significant American Indian student populations. The program will launch its initial cohort of 5 students in January 2026, with an additional 15 students enrolling in the following year, totaling **20 participants**. Due to varied academic starting points, students will matriculate through the program at different stages. The first group of students is expected to graduate in December 2027, with additional graduates each semester until all students have completed their degree and licensure requirements by August 2028. The FATE Program is located in southeastern North Carolina—an area marked by economic challenges and the highest poverty rate in the state. The need for Indigenous teachers is well-established through availability in the projected workforce and the identified academic needs of Indigenous students. This region also holds deep historical and cultural significance for American Indians. On March 7, 1887, the Croatan Normal School was established following legislation introduced by Representative Hamilton McMillan of Robeson County. The school was founded in response to a petition by local American Indians and created to train Indian teachers. Today, the university stands as a symbol of resilience, opportunity, and the enduring commitment of Indigenous people to education and cultural preservation.

Focus on American Indians Pursuing Education in First Americans' Teachers Education

A. Need for Project

(1) As a Native American-Serving Non-Tribal Institution (NASNTI), The University of North Carolina at Pembroke (UNCP) is a historically unique regional institution of higher education in southeastern North Carolina (Nealy, 2008), and "was founded in 1887 as the State Normal School for Indians in response to a petition from tribal communities in the area to establish an institution to train American Indian teachers" (Rochat, 2015, p. 3). In December 2025, the racial/ethnic composition of UNCP's student population was: White (37%); Black (29%); Native American (12%); Hispanic (10%); Asian/Pacific Islander (1%); Multi-racial (6%); Unknown (8%); and Non-Resident Alien (3%) (University of North Carolina at Pembroke, 2024). Further, the University has enrolled Indigenous students that identify with twenty-five tribes from across the nation.

Students at UNCP face substantial barriers to success, as evidenced by critical education and economic indicators that demonstrate student needs compared to others in the state. According to the North Carolina 2024 SAT Performance by District and School, and the 2024 College Board Program Summary NCDPI, scores for American Indian students in North Carolina public schools are continuing to decline. It was reported that out of **46** American Indian students taking the SAT, the median score was 546 for Evidence-based Reading and Writing (ERW) and 520 for Math with the composite score of 1066 as compared to **10,692** White students in the state, whose scores were documented at 597 for ERW and 578 for Math and composite 1175. When comparing the nation, there were **13,791** American Indian students that tested for the SAT, with a 444 ERW and 428 Math, composite score of 872. In comparison, **616,097** White students tested nationally for the SAT with a 544 ERW and 524 Math and composite 1068 (College Board, NC-Public Schools Overview 2023-2024). According to the

2022-23 College Board data, SAT participation decreased across the state and the subgroup with the greatest decrease American Indian students, by 8.15%.

Table 1. STATE SAT TEST TAKERS and AVERAGE SCORES

Year	State	American Indian	White	Black	Hispanic
Percent of NC Students Taking the SAT					
2020-21	21.37	9.15	23.57	11.70	10.73
2021-22	24.80	19.47	31.44	16.22	16.22
2022-23	22.80	11.32	24.16	14.75	12.44
NC Average SAT Scores					
2020-21	1147	1043	1168	1006	1095
2021-22	1136	1052	1161	986	1080
2022-23	1122	984	1160	968	1046

UNCP first-year students may meet the following requirements as SAT or ACT scores are currently optional including a minimum composite ACT score of 18 or higher or an SAT score of 920 or higher combined math and reading. Required ACT and SAT scores were paused during the pandemic. UNCP undergraduate students are more likely to come from rural backgrounds and in 2021, over 21% identified as First Generation college students on their FASFA application. UNC Pembroke was among 53 institutions nationwide selected by the Center for First-Generation Student Success in the 2022-2023 First-Gen Forward cohort recognizing UNCP for the programs in place to support first generation students. With respect to receipt of financial aid, 69% of UNCP students (6,271) receive some type of financial aid, and 85% receive some type of need-based scholarship. However, less than two-thirds of students' financial needs were able to be met (University of North Carolina at Pembroke, 2025). UNCP has a substantial number of low-income students and both traditional and non-traditional students who juggle work, multiple family roles, and responsibilities that challenge their coping capacities (Engle & Tinto, 2008; Mehta, Newbold, & O'Rourke, 2011; National Commission on Higher Education Attainment, 2013) and who "are in need of additional academic and student support services to increase attainment rates" (Rochat, 2015, p. 5). The FATE program intends to provide

financial support to assist in meeting the needs of students enrolled in UNCP's School of Education to reduce the financial barriers and increase enrollment and retention. Robeson County, located in southeastern North Carolina, continues to be economically depressed due to a decline in the agricultural economy and the loss of textile and tobacco industries. The demographics of Robeson County are 39% American Indians; 25.7% Blacks, 22.6% Whites, 25.7% Hispanics/Latinos, and 10.1% Other (AI Overview, 2025). Other disparity indicators for Robeson County include the highest poverty rate in North Carolina, with 54.4% household incomes at or below 200% of the federal poverty level (US. Census Bureau, 2023). The 2023 Robeson County NC Data Card documents that 66.5% of children live in poor or low-income homes. The median family income during 2016-2020 was $35,362; in 2021, 83.8% of children living in Robeson County were assessed for abuse or neglect. The unemployment rate in the region in 2023 was 15%. (NC Child, The Voice for North Carolina's Children, 2023).

During the 2024-2025 school year, there were 20,307 pupils enrolled in PSRC- which is notably one of the largest school systems in the state. PSRC offers free breakfast and lunch to all students through the Community Eligibility Provision (CEP) which is designed to provide free meals to students in high poverty areas. This demonstrates the high need for financial support in the region where UNCP is located. The district's minority enrollment is 90%. Of this number, 7,669 or 37.7% of the total district population are American Indian (AI) and mainly identify as members of the Lumbee Tribe of North Carolina (LTNC) (North Carolina State Advisory Council on Indian Education, 2024). In a 2025 Local School Finance Study by the Public School Forum of NC, the base local appropriations per student was $653.00 and the total local appropriations per student was $1,612.00 which is low comparatively across the state impacting resources and programs available to PSRC students. In this same study, it is noted in the county teacher overview that the attrition rate is 12.04%. The FATE pipeline through the Indian

Education Discretionary Grants Programs; Professional Development Program (PD)—Training Grants aims to impact the 10.79% vacancy rate in PSRC.

In addition to financial needs impacting families and educators in PSRC, as recently as April 2025, Robeson County schools abruptly lost $14.6 million in federal funding which was supposed to be utilized to make much needed upgrades in some of the school buildings, including heating and air systems (EdNC, 2025). Title VI Indian Education for PSRC, has been recognized at the national level. The personnel are positioned in schools across the district and provide the much-needed Native presence to foster inclusivity and support improved student outcomes. While the Title VI Indian Education personnel are critical to student support, the personnel do not have certification in teaching areas. Academic achievement indicators in the NC Accountability Program reveal mixed results for Al students. To meet the Grade-Level Proficiency (GLP) standard, NC students must attain Level 3, Level 4, or Level 5 on the End-of-Grade (EOG) and End-of-Course (EOC) tests. The tables below display by racial/ethnic category the percentages of 3rd - 8th grade students in the PSRC who met GLP standards [i.e., a GLP of Level 3 and above is considered performance at grade level] on the EOG tests in Reading and Math.

Table 2. STATE FINDINGS (by grade subject and grade-level)- K-8 Reading and Math

Year	State	American Indian	White	Black	Hispanic
End-of-Grade Reading Grade 3					
2020-21	45.1	31.1	59.4	27.8	30.1
2021-22	46.4	31.4	59.6	31.0	32.8
2022-23	47.8	36.1	60.5	33.1	33.8
End-of-Grade Reading Grade 4					
2020-21	45.1	25.3	59.3	27.6	30.7
2021-22	51.3	35.0	64.7	34.8	38.1
2022-23	55.1	40.7	67.4	40.3	42.5
End-of-Grade Reading Grade 5					
2020-21	42.4	25.3	56.4	24.6	28.6
2021-22	45.7	28.4	59.9	28.4	31.8
2022-23	48.0	33.4	61.7	31.4	34.1

Year	State	American Indian	White	Black	Hispanic
End-of-Grade Math Grade 3					
2020-21	44.5	28.1	60.3	22.1	31.9
2021-22	57.1	45.9	69.9	39.1	47.4
2022-23	60.9	52.8	72.7	43.7	51.5
End-of-Grade Math Grade 4					
2020-21	37.8	17.3	52.6	16.1	26.5
2021-22	49.8	30.9	63.9	28.4	40.8
2022-23	55.1	42.5	68.0	35.6	46.3
End-of-Grade Math Grade 5					
2020-21	42.0	21.3	57.1	19.9	31.0
2021-22	51.1	31.1	64.8	30.3	42.1
2022-23	55.7	39.5	69.2	35.5	46.6

Year	State	American Indian	White	Black	Hispanic
End-of-Grade Reading Grade 6					
2020-21	45.3	30.1	58.0	28.9	33.1
2021-22	47.5	32.6	60.4	31.3	34.9
2022-23	49.2	31.9	62.1	33.1	36.2
End-of-Grade Reading Grade 7					
2020-21	46.7	28.2	59.3	29.7	35.0
2021-22	48.8	35.9	62.0	32.6	36.8
2022-23	50.1	36.2	62.8	34.7	37.3
End-of-Grade Reading Grade 8					
2020-21	48.2	30.5	60.2	31.3	36.9
2021-22	50.6	34.4	63.6	34.4	38.4
2022-23	50.9	38.4	64.2	35.2	38.4

Year	State	American Indian	White	Black	Hispanic
End-of-Grade Math Grade 6					
2020-21	40.6	19.4	55.3	19.6	29.5
2021-22	50.3	34.3	65.0	29.2	39.8
2022-23	52.2	35.6	66.9	31.3	41.3
End-of-Grade Math Grade 7					
2020-21	42.5	21.5	56.4	21.6	32.5
2021-22	48.7	32.0	63.5	27.9	38.8
2022-23	50.2	36.5	65.0	29.5	39.0
End-of-Grade Math Grade 8					
2020-21	32.7	16.1	44.6	15.2	23.9
2021-22	42.2	25.5	55.9	23.3	31.7
2022-23	44.7	27.8	58.8	25.7	33.8

Findings from the 2024 State Advisory Council on Indian Education (SACIE) Report indicate that K-8 EOG data indicate that the overall state proficiency rate for EOG Reading in 2022-23 increased when compared to the 2021 or COVID EOG data, however there is still considerable lag for AI students when compared to the state average. Findings from the 2024 SACIE report in Math note that among American Indian students, the most significant increase in proficiency occurred at grade four, with an 11.6 percentage point rise. Still, American Indian students performed lower than their peers in Math proficiency in all grades except for their Black peers. End of Grade Science in 5th and 8th grade was a mixed bag in academic performance. The overall EOG Science proficiency rates for 2022-23 increased in fifth (65.1%) and decreased in eighth (70.2%) grades. The proficiency rates of American Indian students on EOG Science assessments increased by 3.4 percentage points in fifth grade (55.3%) and decreased 11.9 percentage points in eighth grade (52.8%). The proficiency rates of American Indian students were significantly lower than their White peers (83.1%) as well as the state average.

High school students who met achievement standards on the EOC tests in Math I, Biology, and English II) are found in the Table below. From 2021-22 to 2022-23, the percentage of students taking AP exams increased slightly for all students in the state by 0.56 percentage points. Again, this can be attributed to the returning to in-person schooling after the COVID-19 pandemic. However, the number of American Indian students taking AP exams decreased by

2.54 percentage points and had the lowest AP exam participation rates at 6.31 percent. American Indian students experienced lower passing rates than their Hispanic (47.87%) and White (65.83%) peers. Student performance in critical reading, mathematics, and writing strongly predicts college and career readiness.

Despite the support of the Title VI program American Indian students in public schools continue to confront multiple adverse challenges regarding education and opportunity equity. The table below compares the 2022-23 academic performance of American Indian students to that of White students in five academic areas.

Table 3. STATE TEST and GRADUATIONS COMPARISONS

Data Comparisons	American Indian Students	White Students	Difference (Percentage Points)
EOG Reading	36.2%	63.1%	26.9
EOG Math	38.9%	66.7%	27.8
EOC Math I	27.7%	48.7%	21.0
EOC English II	42.7%	70.8%	28.1
EOC Biology	47.1%	68.1%	21.0
Four Year Cohort Graduation Rate	80.3%	89.9%	9.6
Dropout Rate	3.46%	1.69%	1.77

The proficiency rates of American Indian students are below the state rates in all tested areas; however, American Indian students' rates are above the district in EOG Math and EOC English II. The proficiency rates of American Indian students lagged behind their White peers on all EOG/EOC assessments and behind their Hispanic peers in EOC Math I and Biology (SACIE, 2024). SACIE data indicates that participation of American Indian students in AP classes remains low across most districts, with four out of the 18 districts reporting in 2022-23. According to the data, out of 20,307 students attending PSRC, and about 39% or 7,669 K-12 students identify as Indigenous. According to the NC DPI Dropout High School Counts Sex Ethnicity (2024), 127 PSRC students were reported as dropouts with 57 female and 70 male dropouts-30 were identified as Indigenous.

Southeastern NC rural communities continue to slowly recover from the COVID pandemic and the severe natural disasters that devastated the American Indian communities. Hurricane Matthew (2016), described as a sucker punch and Florence (2018) described as reeking of catastrophic damage, caused significant havoc and chaos in Robeson County and surrounding American Indian communities. These events caused the displacement of students and families, ultimately impacting PSRC enrollment and school finances. This was followed by the COVID pandemic wherever the course of the 2020 and 2021 academic years, student academic skills and mental health deteriorated dramatically in the American Indian communities. The disruption to AI schooling has not fully recovered. The UNC College of Arts of Sciences publication, *Calculating COVID-19's educational costs* (Davis, 2020) documented that these events increased disparities across school districts, in terms of access to resources.

(2) As proposed and designed, although the First Americans' Teacher Education (FATE) Program will prepare AI teachers for any school district with a significant population of AI students, it is anticipated that most of the graduates will seek employment in the PSRC. Most of the AI students enrolled in the UNCP Teacher Education Program are members of the Lumbee tribe and desire to remain in their home communities to work as teachers as community connections are significant among tribal members.

In the state of North Carolina, only 21% of educators are nonwhite compared to 53% of the student body (*DRIVE Final Report, 2021*). A key issue with diversifying the educator pipeline often lies with educator preparation programs. Across NC's educator preparation programs, 70% of the students enrolled are White (*DRIVE Final Report, 2021*) however, educators of color make-up a larger percentage of those seeking to become educators via the alternative routes (*DRIVE Final Report, 2021*). While teacher diversity is low in the state of NC, American Indian educators are the least mobile of any other racial peers with almost 93%

remaining in their same school between the 2017-2018 and 2018-2019 academic year (*DRIVE Final Report, 2021).* UNCP's service region is comprised of a rural, low-income district that makes recruitment hard due to low-base salary supplements, housing issues, limited resources and disadvantaged LEA's. However, the low levels of teacher mobility among American Indian educators are reflective of their passion to serve their community. Previous iterations of this program housed at UNCP show that 100% of applicants who successfully completed the program obtained a job in the local service region to complete the necessary service payback.

Teacher attrition in North Carolina increased during the 2022-23 school year. The Department of Public Instruction (NCDPI) report shows that 11.5% of teachers left their role last school year compared to 7.8% of teachers the year before. According to BorderBelt.org and The State of the Teaching Profession Report released by NCDPI, fewer teachers left the profession in Bladen, Columbus, Robeson and Scotland counties compared to the 2022-2023 school year, mirroring statewide trends. However, PSRC had the highest vacancy rate in the region at 15.7%, or 222 vacancies on the 40th day of school in fall of 2023—a 6-point increase from the previous year. The district had the sixth most vacancies in the state, behind only urban districts like Mecklenburg and Wake counties. Most of those vacancies were for elementary school teachers and special education teachers.

PSRC also face challenges filling positions in hard-to-staff subjects like mathematics, science, English/language arts, exceptional children, and English language learners. The NC Department of Commerce projects many teacher job openings in North Carolina, driven mainly by attrition and growth in the teaching workforce. While the overall teaching workforce is projected to grow, a much larger number of openings are expected. The Learning Policy Institute published an Educator Supply, Demand, and Quality in North Carolina (2022) study that stated access to qualified teachers and administrators was increasingly limited and inequitable in the

state. Further it noted that the most severe shortages were in high-poverty counties. Additionally, as the number of teachers in the workforce declined, so has the supply of credentialed individuals. Even more distressing, the 2022 study stated that many candidates of color (Native American, Black, and Pacific Islander) disproportionately enrolled in alternative pathways rather than the North Carolina teacher education programs that prepare candidates to demonstrate the ability to connect theory to practice in real classroom settings. This placed them at greater risk for failing to receive a credential and, if they did become credentialed teachers, at greater risk for leaving the school or the profession. As noted below, UNCP is considered the most diverse campus in the UNC system and enrollment in educator preparation programs for Traditional (Undergraduate pathway) and Alternative (MAT pathway) tracks demonstrates UNCP is preparing higher percentages of non-white teachers as shown in table 4.

Table 4. STATE and UNCP Teacher Preparation Enrollments by Race and Preparation Pathway, 2024-2025

Preparation Pathway	American Indian/ Alaska Native	Asian	Black	Native Hawaiian /Pacific Islander	White	2+ Races	Hispanic	Not reported
NC Traditional	1%	1%	12%	0%	77%	2%	6%	1%
UNCP Traditional	15%	2%	6%	0%	60%	9%	8%	1%
NC Alternative	1%	2%	35%	0%	53%	1%	5%	3%
UNCP Alternative (MAT)	11%	3%	44%	0%	33%	3%	5%	2%

The UNC Educator Quality Dashboard shows that teachers who entered teaching through the UNC system's teacher preparation program had the highest retention rates in North Carolina schools after 3 and 5 years. Graduates from North Carolina private institutions of higher education (IHEs) are close behind. A study that was able to track new entrants and retention in

teaching in North Carolina found that those who enter teaching through the UNCP educator preparation program have the highest retention rates in North Carolina schools after three and five years: 85% are still teaching in the state after three years and 72% after five years (WestEd, 2024.s3). The North Carolina Department of Commerce estimated that the total number of teachers in K–12 schools, or projected demand, would grow 4.6% between 2017 and 2026. Overall, the total number of position openings, accounting for teachers who would need to be replaced, was expected to be 72,452 by 2026.

All these factors impact American Indian students in high poverty communities. As the State Advisory Council on Indian Education Chairwoman Dr. Tiffany Locklear stated, "we emphasize the importance of collaboration among educational stakeholders and the integration of Indigenous perspectives into educational frameworks" (2024). She continued that the report, *Our Children, Our Data, Our Legacy* (2024) serves as a call to action, urging policymakers, educators, and community leaders to prioritize the educational needs of American Indian students and uphold their inherent right to quality education. The council emphasizes the importance of collective accountability, sustained advocacy, and cultural humility in realizing our shared vision of educational equity and excellence for all (SACIE). This call underscores the need for increased American Indian educators in the schools to lead this work. The need for Indigenous teachers is well-established through availability in the projected workforce and the identified academic needs of Indigenous students.

The First Americans' Teacher Education (FATE) program not only seeks to ensure educators are prepared but also supported through an intensive induction program that provides critical support to beginning teachers. Throughout their training program, participants will also take part in an extensive professional development program that seeks to address the gaps expressed in the North Carolina Teacher Working Condition Survey (2020), specifically in

Robeson County. Educators felt they needed professional development in the following areas in order to effectively teach their students: Content Area (51%); Differentiating Instruction (63%); Special Education (Students with Disabilities) (62%); and Closing the Achievement Gap (56%) (*NC Teacher Working Conditions Survey, 2020*). Educators stated that they had not received ten or more professional development hours in the following areas in the past two years: differentiating instruction (59%); special education (78%); English Language Learners (85%; closing the Achievement Gap (77%); methods of teaching (61%) and classroom management techniques (72%) (*2020 NC Teacher Working Conditions Survey, 202*0). These areas are critical to the academic achievement of diverse learners, more specifically to American Indian students in today's educational setting.

(B) QUALITY OF THE PROJECT DESIGN

(1) The proposed FATE Program is applying to compete under the following one Competitive Preference Priority: Competitive Preference Priority 2 - Consortium Applicants, Non-Tribal Lead: A consortium of eligible entities whose lead is non-tribal that (a) meets the requirements of 34 CFR Sections 75.127 through 75.129 and includes an Indian tribe (i.e., the Lumbee Tribe of NC), Indian organization, or Indian IHE and (b) is not eligible to receive a preference under Competitive Preference Priority 1. Through an established consortium agreement, The Lumbee Tribe and UNCP's FATE program have benefited from transformative partnerships over the years that honor indigenous knowledge while addressing critical educational needs. As proposed, FATE supports American Indian students interested in education careers, establishing dedicated pathways for Lumbee students to become certified teachers who return to serve their communities. This reciprocal relationship strengthens both institutions while addressing the critical need for culturally responsive educators who understand the unique experiences of Lumbee children. As proposed, the project will recruit and retain

regional American Indian (Al) university students majoring in teacher education with the intent of teaching in their Native communities.

The FATE Program goals and associated objectives, activities, performance measures that the Program staff and evaluator will use to evaluate the outcomes (effectiveness) of the Program are listed below:

GOAL 1: Increase the number of highly qualified American Indian teachers in Robeson County through enrollment in the FATE Program, graduation from an initial licensure degree program, and completion of state (NC) licensure requirements.

Objective 1.1: Enroll and graduate 20 highly qualified American Indians having completed all requirements for bachelor's degrees or MAT degrees and eligible for initial NC teacher licensure from the FATE Program during the project.

- *Activities:* Implement awareness and recruitment activities to identify and enroll eligible students; Conduct individual and group advisement sessions; and review student academic progress and monitor completion of degree requirements
- *Measures:* Enrollment data; Midterm/final grades; Feedback from advisors and instructors; Monthly PC advising sessions; Licensure Exam for educators and licensure exam scores; Employment and licensure data from NCDPI and FATE files; Bachelor' s and MAT graduation rates.

Objective 1.2: Facilitate FATE participants' receipt of financial and academic support, and professional development relative to American Indian students prior to their internship semester and during their first year of teaching.

- *Activities:* Provide AI student-related professional development sessions; Conduct individual and group induction/collaboration sessions; Seminar evaluations; Student response data; Discussion data

- *Measures:* Attendance verification; Seminar evaluations; Student response data; mixed-methods research plan to collect data from participants for continuous improvement, data collected from coaching and mentoring sessions; records of participant contacts with PD, PC and NTSP coach; activity on the PDP Data Collection system.

Objective 1.3: Enable FATE participants to participate in test-taking workshops to lessen anxiety and improve test-taking skills to increase pass rate for licensure exams.

- *Activities:* Provide test-taking workshops; and organize anxiety-reduction opportunities (e.g., mindfulness sessions)
- *Measures:* Workshop attendance; Student surveys of test prep workshops, anxiety-reduction sessions; discussion data regarding workshops; and Test results/exam scores

GOAL 2: Improve the first-year teaching experience of newly certified American Indian teachers through a comprehensive mentoring and induction plan– NC New Teacher Support Program (NC NTSP).

- **Objective 2.1**: Familiarize first-year teachers with policies, procedures, support services, and resources for classroom success through professional development workshops and induction mentoring program (NC New Teacher Support Program- NC-NTSP).
  Activities: Provide professional development sessions; Provide mentoring activities; and organize stress- and anxiety-reduction opportunities (e.g., mindfulness sessions)
- *Measures*: Number of induction plans developed; Frequency of PC meetings with first year- teachers; Number and frequency of first year teacher action plans developed; Survey responses; and Discussion data

Objective 2.2: Assist first-year teachers with curriculum, planning instructional strategies, assessment, classroom management and organizational strategies through professional development workshops and mentor program.

- *Activities*: Provide professional development sessions; and provide mentoring activities.
- *Measures:* Number of induction activities (NC NTSP) provided for first year teachers and mentors; Frequency of project coordinator meetings with first year teachers; Number of first year teacher action plans; Student response data; and discussion data

Objective 2.3: Familiarize first-year teachers with legal, ethical, and professional issues and expectations through professional development workshops and mentor program.

- *Activities:* Provide professional development sessions; and provide mentoring activities
- *Measures*: Number of activities provided for novice and mentor teachers; Number and frequency of novice and mentor teachers in attendance at induction activities; Student response data; and Discussion data

Objective 2. 4: Familiarize pre-service and first-year teachers with professional growth opportunities through professional development workshops and mentor programs.

- *Activities:* Provide professional development sessions; and provide mentoring activities
- *Measures:* Attendance at professional conferences and professional development sessions.

Objective 2.5: Assess effectiveness of FATE induction program on teacher satisfaction and retention.

- *Activities:* Collect induction services-related data; and analyze and interpret induction services-related data
- *Measures:* Induction service-based satisfaction surveys of inductions services; and retention rates

The initial group of 5 FATE Program participants will be enrolled in January 2026 and 15 additional students will be enrolled the next year for a total enrollment of 20 students. Students will matriculate at various stages. The first graduating class of students will be in May 2027. Each semester, there will be program graduates until all have completed their degree and licensure requirements no later than August 2028. The FATE Program will have the following four performance measures:

- (1) A total of 20 AI teacher education students will be enrolled in the FATE Program;
- (2) A total of 20 Al teacher education students will receive financial and academic support for their successful matriculation toward earning a bachelor's degree in education or MAT degree;
- (3) A total of 20 AI teacher education students will receive financial and academic support for their successful completion of NC teacher licensure in their respective field of study; and
- (4) Given a successful induction program, 20 new AI teachers will be employed within twelve months of completion in school districts that have a significant population of AI students.

Plan for Recruiting and Selecting Participants That Ensures Program Completion

Once notified by the U.S. Department of Education of the award, the PD and PC will implement awareness and recruitment activities to identify and enroll eligible students. Illustrative recruitment activities are as follows:

- An article will be printed in local newspapers, especially those circulated in communities with large numbers of AI residents, and for the UNCP Campus News.

LOGIC MODEL

Project Title: First Americans' Teacher Education Program (FATE)

Input	Activities	Output	Outcome	Assumption	External Factors
Personnel Resources: - Project Director (10% FTE) - Project Coordinator (100% FTE) - Lead Coach (50% FTE) - Program Evaluator - SOE faculty Funding: - $1,119,473 total grant request ($55,973/student) - In-kind institutional support Institutional Support: - UNCP infrastructure - SOE & EPP curriculum/faculty - SAIS & ICC resources Partner Contributions: - PSRC mentorship - Lumbee Tribe cultural support and tribal consultations - NC NTSP coaching - SOE Advisory Board input	Recruitment & Selection: - Outreach, info sessions, application review, orientation Academic Support: - Advising, test prep, mindfulness training, monitoring Professional Development: - AI student-focused PD, culturally responsive practices, - Conferences, tribal events Teaching Preparation: - Field experiences, mentored student teaching, - Licensure support, job help Induction Support: - Mentoring, PD workshops, stress management, - Planning with AI teachers	-20 AI pre-service teacher students enrolled (5/year 1, 15/year 2) - Receiving financial & academic support - Professional development & test prep sessions - Mindfulness workshops - Field experiences completed - Induction plans & mentoring established	Short-Term (1–2 years): - Increased knowledge, cultural skills, confidence - Lower test anxiety, better program retention - Licensure & degree completion, placement in AI schools Medium-Term (2–3 years): - Effective teaching, culturally responsive practices - Teacher leadership, mentoring, advocacy, retention Long-Term (3+ years): - More AI teachers, improved curricula & student outcomes - Stronger school-community connections, cultural preservation, - Economic and leadership gains	- AI teachers more likely to stay in AI-serving schools - Cultural congruence improves outcomes - Cultural focus enhances teaching - Strong induction boosts retention - Community partnerships add relevance	- Licensure policies - Hiring practices - Teacher salary conditions - Education policy shifts - COVID/natural disasters - Competing teacher prep programs

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

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

Name of Institution/Organization

University of North Carolina at Pembroke

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	48,823.00	50,288.00	51,796.00	26,675.00	27,475.00	0.00	0.00	205,057.00
2. Fringe Benefits	25,519.00	26,042.00	26,581.00	13,568.00	13,853.00	0.00	0.00	105,563.00
3. Travel	23,000.00	23,000.00	23,000.00	13,000.00	13,000.00	0.00	0.00	95,000.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	2,000.00	2,000.00	2,000.00	1,000.00	1,000.00	0.00	0.00	8,000.00
6. Contractual	0.00	13,000.00	26,000.00	52,000.00	52,000.00	0.00	0.00	143,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	99,342.00	114,330.00	129,377.00	106,243.00	107,328.00	0.00	0.00	556,620.00
10. Indirect Costs*	7,947.00	9,146.00	10,350.00	8,499.00	8,586.00	0.00	0.00	44,528.00
11. Training Stipends	86,085.00	222,870.00	204,370.00	5,000.00	0.00	0.00	0.00	518,325.00
12. Total Costs (lines 9-11)	193,374.00	346,346.00	344,097.00	119,742.00	115,914.00	0.00	0.00	1,119,473.00

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: 07/01/2025 (mm/dd/yyyy)

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

The Indirect Cost Rate is 65.00 %.

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

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

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

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

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

(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))?

Name of Institution/Organization		
University of North Carolina at Pembroke	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 B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel	13,171.00	13,566.00	13,973.00	14,392.00	14,824.00	0.00	0.00	69,926.00
2. Fringe Benefits	5,510.00	5,651.00	5,796.00	5,945.00	6,101.00	0.00	0.00	29,003.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	18,681.00	19,217.00	19,769.00	20,337.00	20,925.00	0.00	0.00	98,929.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	18,681.00	19,217.00	19,769.00	20,337.00	20,925.00	0.00	0.00	98,929.00

SECTION C - BUDGET NARRATIVE (see instructions)

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