January 27, 1975

Acting Deputy Commissioner of Indian Education
Department of Health, Education, and Welfare
Indian Education Office
Washington, D.C. 20202

Dear Commissioner:

We are submitting the following proposal under the Amendments to Title IV, By Act of Congress, 1974, Sec. 422. "Special Educational Training Programs for Teachers of Indian Children." There have been rumors from the Office of Indian Education that there is no money for training Indian teachers. However, I am in hopes that these rumors will be proven untrue by your favorable attention to this proposal.

It was very surprising to me as an Indian educator, to see that funding has been provided to establish and operate Indian schools and other entities concerned with educating Indians, with little effort, however, put forth by the Indian Education Office to train professional Indian educators to manage and teach in these areas. There is a critical need nationwide for professional Indian educators, but as long as we are satisfied with teacher aides and other paraprofessional positions for Indians we will have little if any impact in the educational system, and this need will not be met. We need teachers, administrators, and counselors who can secure tenured positions in the nation's schools. Only then will our people have a lasting impact on the educational system.

Indian teacher education projects throughout the nation have existed thus far on near starvation budgets. We have received token funding through EPDA. With these funds, 32 projects were funded to train Indian educators. Only sixteen of the projects trained Indian teachers, the others trained teacher aides. The funding was enough to operate for two years. No project can recruit, train and graduate certificated Indian teachers in this amount of time.

Two Indian teacher training programs, the Indian Teacher Education Project here at Humboldt State University and the Indian Teacher Project at the University of Arizona, Tempe, were fortunate enough to be funded by EPDA, Career Opportunities Programs. Through long term funding (five years) the two projects have trained and graduated nearly 100 Indian teachers. I think that the successes of these two projects warrant serious consideration by the Office of Indian Education to fund Indian teacher training projects.

Sincerely,

Andrew L. Andreoli
Director, ITEP
INDIAN TEACHER EDUCATION PROJECT

Institutional Routing:

Andy Andreoli, Project Director  DATE 1/24/75

James A. Hamby, General Manager  DATE 1/24/75
Humboldt State University Foundation

Marjorie Kaufmann, Accounting Officer -  DATE 1/24/75
Auxiliaries, Humboldt State University

Edward DelBiaggio, Business Manager  DATE 1/27/75
Humboldt State University

Alba M. Gillespie  DATE 1/27/75
Dean
Graduate Studies and Research
Humboldt State University
# APPLICATION FOR FEDERAL ASSISTANCE
## (NONCONSTRUCTION PROGRAMS)
### PART I

<table>
<thead>
<tr>
<th>3. FEDERAL GRANTOR AGENCY</th>
<th>4. APPLICANT NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. Office of Education (Indian Education)</td>
<td>Humboldt State University Foundation</td>
</tr>
<tr>
<td>ORGANIZATIONAL UNIT</td>
<td>DEPARTMENT</td>
</tr>
<tr>
<td>Application Control Center</td>
<td>Humboldt State University</td>
</tr>
<tr>
<td>ADMINISTRATIVE OFFICE</td>
<td>STREET ADDRESS - P.O. BOX</td>
</tr>
<tr>
<td>400 Maryland Avenue, SW</td>
<td>Arcata, Humboldt</td>
</tr>
<tr>
<td>STREET ADDRESS - P.O. BOX</td>
<td>CITY, COUNTY</td>
</tr>
<tr>
<td>Washington D.C. 20202</td>
<td>California 95521</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>5. DESCRIPTIVE NAME OF THE PROJECT</th>
<th></th>
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<tbody>
<tr>
<td>INDIAN TEACHER EDUCATION PROJECT</td>
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</table>

<table>
<thead>
<tr>
<th>6. FEDERAL CATALOG NUMBER</th>
<th>7. FEDERAL FUNDING REQUESTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.535</td>
<td>$165,839</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>8. GRANTEE TYPE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X STATE, COUNTY, CITY, OTHER (Specify)</td>
<td></td>
</tr>
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<table>
<thead>
<tr>
<th>9. TYPE OF APPLICATION OR REQUEST</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X NEW GRANT, CONTINUATION, SUPPLEMENT, OTHER CHANGES (Specify)</td>
<td></td>
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<table>
<thead>
<tr>
<th>10. TYPE OF ASSISTANCE</th>
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</thead>
<tbody>
<tr>
<td>X GRANT, LOAN, OTHER (Specify)</td>
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</table>

<table>
<thead>
<tr>
<th>11. POPULATION DIRECTLY BENEFITING FROM THE PROJECT</th>
<th>13. LENGTH OF PROJECT</th>
</tr>
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<tbody>
<tr>
<td>1,048</td>
<td>12 months</td>
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<table>
<thead>
<tr>
<th>12. CONGRESSIONAL DISTRICT</th>
<th>14. BEGINNING DATE</th>
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</thead>
<tbody>
<tr>
<td>a. 1</td>
<td>7-1-75</td>
</tr>
<tr>
<td>b.</td>
<td>1-24-75</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>15. DATE OF APPLICATION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1-24-75</td>
<td></td>
</tr>
</tbody>
</table>

| 16. THE APPLICANT CERTIFIES THAT TO THE BEST OF HIS KNOWLEDGE AND BELIEF THE DATA IN THIS APPLICATION ARE TRUE AND CORRECT, AND THAT HE WILL COMPLY WITH THE ATTACHED ASSURANCES IF HE RECEIVES THE GRANT. |

<table>
<thead>
<tr>
<th>1. STATE CLEARINGHOUSE IDENTIFIER</th>
<th></th>
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<tbody>
<tr>
<td>2. APPLICANT'S APPLICATION NUMBER</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>TYPED NAME</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Donald F. Strahan</td>
<td>Title: Vice-President for</td>
</tr>
<tr>
<td></td>
<td>Administrative Affairs, HSU; and</td>
</tr>
<tr>
<td></td>
<td>President, HSU Foundation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TELEPHONE NUMBER</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AREA CODE                                  NUMBER                                  EXTENSION</td>
<td></td>
</tr>
<tr>
<td>707                                        826                                      3351</td>
<td></td>
</tr>
</tbody>
</table>

For Federal Use Only
PART II
PROJECT APPROVAL INFORMATION

ITEM 1.
Does this assistance request require State, local, regional, or other priority rating?
Name of Governing Body ____________________________
Priority Rating ____________________________
☐ Yes ☑ No

ITEM 2.
Does this assistance request require State, or local advisory, educational or health clearances?
Name of Agency or Board ____________________________
☐ Yes ☑ No (Attach Documentation)

ITEM 3.
Does this assistance request require clearinghouse review in accordance with OMB Circular A-95?
(Attach Comments)
☐ Yes ☑ No
Document submitted 1-24-75

ITEM 4.
Does this assistance request require State, local, regional, or other planning approval?
Name of Approving Agency ____________________________
Date ____________________________
☐ Yes ☑ No

ITEM 5.
Is the proposed project covered by an approved comprehensive plan?
Check one:
☐ State ☐ Local ☐ Regional
☐ Yes ☑ No
Location of Plan ____________________________

ITEM 6.
Will the assistance requested serve a Federal installation?
Name of Federal Installation ____________________________
Federal Population benefiting from Project ____________________________
☐ Yes ☑ No

ITEM 7.
Will the assistance requested be on Federal land or installation?
Name of Federal Installation ____________________________
Location of Federal Land ____________________________
Percent of Project ____________________________
☐ Yes ☑ No

ITEM 8.
Will the assistance requested have an impact or effect on the environment?
See instructions for additional information provided.
☐ Yes ☑ No

ITEM 9.
Will the assistance requested cause the displacement of individuals, families, businesses, or farms?
Number of:
Individuals ____________________________
Families ____________________________
Businesses ____________________________
Farms ____________________________
☐ Yes ☑ No

ITEM 10.
Is there other related assistance on this project previous, pending, or anticipated?
See instructions for additional information to be provided.
☐ Yes ☑ No
13,546 & P.L.90-35, Title V, Part D

HEW-608T
### PART III - BUDGET INFORMATION

#### SECTION A - BUDGET SUMMARY

<table>
<thead>
<tr>
<th>GRANT PROGRAM, FUNCTION OR ACTIVITY</th>
<th>FEDERAL CATALOG NO.</th>
<th>ESTIMATED UNOBLIGATED FUNDS</th>
<th>NEW OR REVISED BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(b)</td>
<td>(c)</td>
<td>(d)</td>
</tr>
<tr>
<td>1. Section 810 (d) Title IV-Part B</td>
<td>13.535</td>
<td>$165,839</td>
<td>$59,274</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. TOTALS</td>
<td>$</td>
<td>$165,839</td>
<td>$59,274</td>
</tr>
</tbody>
</table>

#### SECTION B - BUDGET CATEGORIES

<table>
<thead>
<tr>
<th>OBJECT CLASS CATEGORIES</th>
<th>GRANT PROGRAM, FUNCTION OR ACTIVITY</th>
<th>TOTAL</th>
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<tbody>
<tr>
<td>(a) PERSONNEL</td>
<td>Section 810 (d) Title IV-Part B</td>
<td>(2)</td>
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<tr>
<td></td>
<td>(1)</td>
<td>(3)</td>
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<tr>
<td></td>
<td>(4)</td>
<td>(5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) FRINGE BENEFITS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) TRAVEL</td>
<td>650</td>
<td>650</td>
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<tr>
<td>(d) EQUIPMENT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e) SUPPLIES</td>
<td>500</td>
<td>500</td>
</tr>
<tr>
<td>(f) CONTRACTUAL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(g) CONSTRUCTION</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>(h) OTHER</td>
<td>152,405</td>
<td>152,405</td>
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<tr>
<td>(i) TOTAL DIRECT CHARGES</td>
<td>153,555</td>
<td>153,555</td>
</tr>
<tr>
<td>(j) INDIRECT CHARGES</td>
<td>12,284</td>
<td>12,284</td>
</tr>
<tr>
<td>(k) TOTALS</td>
<td>$165,839</td>
<td>$165,839</td>
</tr>
<tr>
<td>(l) PROGRAM INCOME</td>
<td>$</td>
<td>$</td>
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</table>
### SECTION C - NON-FEDERAL RESOURCES

<table>
<thead>
<tr>
<th>(a) GRANT PROGRAM</th>
<th>(b) APPLICANT</th>
<th>(c) STATE</th>
<th>(d) OTHER SOURCES</th>
<th>(e) TOTALS</th>
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<tr>
<td>8. Title IV-Part B, Section 810 (d)</td>
<td>$59,274</td>
<td>$</td>
<td>$</td>
<td>$59,274</td>
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<tr>
<td>9.</td>
<td></td>
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<tr>
<td>10.</td>
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</tr>
<tr>
<td>11.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>12. TOTALS</td>
<td>$59,274</td>
<td>$</td>
<td>$</td>
<td>$59,274</td>
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</table>

### SECTION D - FORECASTED CASH NEEDS

<table>
<thead>
<tr>
<th>TOTAL FOR 1ST YEAR</th>
<th>1ST QUARTER</th>
<th>2ND QUARTER</th>
<th>3RD QUARTER</th>
<th>4TH QUARTER</th>
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</thead>
<tbody>
<tr>
<td>13. FEDERAL</td>
<td>$165,839</td>
<td>$50,000</td>
<td>$40,000</td>
<td>$40,000</td>
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<tr>
<td>14. NON-FEDERAL</td>
<td>$59,274</td>
<td>$14,819</td>
<td>$14,819</td>
<td>$14,818</td>
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<tr>
<td>15. TOTALS</td>
<td>$225,113</td>
<td>$64,819</td>
<td>$54,819</td>
<td>$54,819</td>
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### SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT

<table>
<thead>
<tr>
<th>(a) GRANT PROGRAM</th>
<th>(b) FIRST</th>
<th>(c) SECOND</th>
<th>(d) THIRD</th>
<th>(e) FOURTH</th>
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<tbody>
<tr>
<td>16. Title IV-Part B, Section 810 (d)</td>
<td>$165,839</td>
<td>$165,839</td>
<td>$165,839</td>
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</tr>
<tr>
<td>17.</td>
<td></td>
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<tr>
<td>18.</td>
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<td></td>
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</tr>
<tr>
<td>19.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. TOTALS</td>
<td>$165,839</td>
<td>$165,839</td>
<td>$165,839</td>
<td>$</td>
</tr>
</tbody>
</table>

### SECTION F - OTHER BUDGET INFORMATION (attach additional sheets if necessary)

21. DIRECT CHARGES: Direct funding of the Indian Teacher Education Project by Humboldt State University provides virtually all project administrative costs. Requested federal funds are therefore directly to the benefit of participant trainees and elementary and secondary Indian school children. See attached page for budget detail and basis of computation.

22. INDIRECT CHARGES: 

23. REMARKS:

---

**PART IV - PROGRAM NARRATIVE (attach per instructions)**

**Hew 603T**
# INDIAN TEACHER EDUCATION PROGRAM

**Budget FY1975-76**

## I. Personnel

<table>
<thead>
<tr>
<th>Role</th>
<th>Position</th>
<th>Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Director (Asst. Prof. Step 5, 12mo.)</td>
<td>$16,728</td>
</tr>
<tr>
<td>B.</td>
<td>Secretary (CAIIA, Step 2, 16mo.)</td>
<td>$7,158</td>
</tr>
<tr>
<td>C.</td>
<td>Supervisor-Counselor (Lecturer, Range A, Step 2, 12mo.)</td>
<td>$13,000</td>
</tr>
</tbody>
</table>

**TOTAL SALARIES** $36,886

**D. Fringe Benefits (16%)** $5,902

**TOTAL SALARIES & FRINGE BENEFITS** $42,788

## II. Training

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
<th>Cost</th>
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</thead>
<tbody>
<tr>
<td>A.</td>
<td>Instructional Supplies</td>
<td>$1,000</td>
</tr>
<tr>
<td>B.</td>
<td>Summer Term Instructional</td>
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</tr>
<tr>
<td>1. Contractural</td>
<td>($215 per cr..hr. x 47 hrs.)</td>
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<tr>
<td>2. Institutional</td>
<td>($6 per unit x 400 units)</td>
<td>$2,400.00</td>
</tr>
<tr>
<td>2. Institutional</td>
<td>($18 per unit x 70 units)</td>
<td>$1,260.00</td>
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<tr>
<td>C.</td>
<td>Academic Year Fees ($60 per FTE x 48 x 3 terms)</td>
<td>$8,640</td>
</tr>
<tr>
<td>D.</td>
<td>Text Expense ($50 per FTE x 48 x 4 terms)</td>
<td>$9,600</td>
</tr>
<tr>
<td>E.</td>
<td>Seminars &amp; Workshops</td>
<td>$2,000</td>
</tr>
<tr>
<td>F.</td>
<td>Advisory Board Expense</td>
<td>$700</td>
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<tr>
<td>G.</td>
<td>Consultants/Student Assistants</td>
<td>$5,753</td>
</tr>
</tbody>
</table>

**TOTAL TRAINING EXPENSE** $8,753

## III. Trainee Stipends ($200 x 48 x 12mos)

**$115,200**

## IV. Other Direct Costs

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Conferences</td>
<td>$1,000</td>
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<tr>
<td>B.</td>
<td>Recruitment</td>
<td>$400</td>
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<tr>
<td>C.</td>
<td>Travel-Project Administration (15¢ per mile)</td>
<td>$1,042</td>
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<tr>
<td>D.</td>
<td>Office Supplies</td>
<td>$900</td>
</tr>
<tr>
<td>E.</td>
<td>Evaluation &amp; Dissemination</td>
<td>$2,000</td>
</tr>
</tbody>
</table>

**TOTAL** $3,342

**TOTAL DIRECT COSTS** $54,883

## V. Indirect Costs (8% of Direct Costs as allowed)

**$4,391**

**TOTAL COSTS** $59,274

---

**INSTITUTIONAL REQUESTED**

**FEDERAL REQUESTED**

---

**INSTITUTIONAL REQUESTED**

**FEDERAL REQUESTED**

---

**INSTITUTIONAL REQUESTED**

**FEDERAL REQUESTED**

---

**INSTITUTIONAL REQUESTED**

**FEDERAL REQUESTED**
ASSURANCE OF COMPLIANCE WITH THE DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE REGULATION UNDER
TITLE VI OF THE CIVIL RIGHTS ACT OF 1964

Humboldt State University Foundation
(Name of Applicant)

HEREBY AGREES THAT it will comply with title VI of the Civil Rights Act of 1964
(P.L. 88-352) and all requirements imposed by or pursuant to the Regulation of the Department
of Health, Education, and Welfare (45 CFR Part 80) issued pursuant to that title, to the end that,
in accordance with title VI of that Act and the Regulation, no person in the United States shall,
on the ground of race, color, or national origin, be excluded from participation in, be denied the
benefits of, or be otherwise subjected to discrimination under any program or activity for which
the Applicant receives Federal financial assistance from the Department; and HEREBY GIVES
ASSURANCE THAT it will immediately take any measures necessary to effectuate this agree-
ment.

If any real property or structure thereon is provided or improved with the aid of Federal financial
assistance extended to the Applicant by the Department, this assurance shall obligate the
Applicant, or in the case of any transfer of such property, any transferee, for the period during
which the real property or structure is used for a purpose for which the Federal financial assist-
ance is extended or for another purpose involving the provision of similar services or benefits.
If any personal property is so provided, this assurance shall obligate the Applicant for the
period during which it retains ownership or possession of the property. In all other cases, this
assurance shall obligate the Applicant for the period during which the Federal financial assist-
ance is extended to it by the Department.

THIS ASSURANCE is given in consideration of and for the purpose of obtaining any and all
Federal grants, loans, contracts, property, discounts or other Federal financial assistance
extended after the date hereof to the Applicant by the Department, including installment pay-
ments after such date on account of applications for Federal financial assistance which were
approved before such date. The Applicant recognizes and agrees that such Federal financial assistance
will be extended in reliance on the representations and agreements made in this assurance, and that the United States shall have the right to seek judicial enforcement of this assurance. This assurance is binding on the Applicant, its successors, transferees, and assignees, and the person or persons whose signatures appear below are authorized to sign this assurance on behalf of the Applicant.

Dated Jan 27 1975

Humboldt State University Foundation
(Applicant)

By
(President, Chairman of Board, or comparable authorized official)

Humboldt State University
Arcata, California 95521
(Applicant's mailing address)

HEW-441
(12-54)
STATEMENT OF POLICY: Safeguarding the rights and welfare of human subjects involved in activities supported by grants or contracts from the DHEW is the responsibility of the institution which receives or is accountable to the DHEW for the funds awarded for the support of the activity. In order to provide for the adequate discharge of this institutional responsibility, it is the policy of the Department that no grant or contract for an activity involving human subjects shall be made unless the application for such support has been reviewed and approved by an appropriate institutional committee. (Reference: "Institutional Guide to DHEW Policy on the Protection of Human Subjects.")

1. TITLE OF PROPOSAL
INDIAN TEACHER EDUCATION PROJECT

2. PROJECT DIRECTOR, PROGRAM DIRECTOR, FELLOW
Andrew Andreoli, Project Director

3. INSTITUTIONAL COMPONENT OR DEPARTMENT
School of Behavioral & Social Sciences

4. CHECK ONE OF THE FOLLOWING STATEMENTS AS APPLICABLE:

☐ A. This application does not propose any activities that would involve human beings who might be considered subjects, human material, or personal data from primary or secondary sources.

☐ B. This is to CERTIFY that this application which does propose activities involving human subjects has been reviewed and approved by our institutional committee on the date of in accordance with the DHEW policy and the institutional assurance on file with the DHEW. (The review date should be recent; certification is invalid if review date would precede award date by more than one year.)

☐ C. This is to CERTIFY that this application which proposes to involve human subjects is pending review on the date of in accordance with the DHEW policy and the institutional assurance on file with the DHEW. If the committee does not review and approve the proposal by or on the date certified, the agency office requesting this certification will be notified immediately by telephone, telegraph, or mail. (Review date should precede requested or planned date of award by at least one month whenever possible.)

☐ D. This application proposes to involve human subjects. This institution does not now have an active assurance on file with the DHEW. I understand that information on the assurance procedure will be received should the application become eligible for an award.

5. SIGNATURE OF INSTITUTIONAL OFFICIAL AUTHORIZED TO SIGN PROPOSALS

6. TITLE
Vice-President for Administrative Affairs, HSU; and President, Humboldt State University Foundation

TELEPHONE NO. (Code, Nn., Extension)
707-826-3351

7. NAME AND ADDRESS OF INSTITUTION (Street, City, State, ZIP code)
Humboldt State University Foundation
Humboldt State University
Arcata, California 95521

NOTE TO AGENCY: This form should NOT be included with application forms that have provision for human subject certification. It may be used to request certification, or correction of certification.

ENCLOSE THIS FORM WITH THE PROPOSAL OR RETURN IT TO THE AGENCY REQUESTING ITS COMPLETION
INTRODUCTION

From its planning phase initiated late in 1968, the Indian Teacher Education Project (ITEP) at Humboldt State University has been recognized as nationally unique. The program's impact has ranged far beyond institutional and regional limits, gaining recognition on the state and national levels. The program has been identified as a national model of teacher education for Native Americans. Perhaps its greatest impact has, however, been among the Native Americans themselves.

Humboldt's Indian Teacher Education Project not only initiated an awareness of unrecognized cultural resources but also provided a means whereby those resources could function as an effective social force. The positive outreach of ITEP is now becoming clearly visible. ITEP graduates have assumed positions of educational leadership, and in so doing, they are serving as examples which buoy the aspirations of other Native Americans. Through the input of ITEP students in regional school districts, districts have made a positive response to previously neglected facets of their educational mission. The responsiveness of College of the Redwoods and Humboldt State University are equally exemplary and can be directly attributed to the Indian Teacher Education Project's positive influence.

The ongoing accomplishments of ITEP could not have been possible without the assistance of Federal funding, initially provided by the U.S. Office of Education. Through funds provided by the Education Professions Development Act within the Career Opportunities Program, and more recently, EPDA, Teachers of Indian Children, the Indian Teacher Education Project reached its present state of success and high visibility.

Participants enter a program involving intensive in-service training in urban and rural public schools while additionally doing normal course work leading to a baccalaureate degree and regular California Standard Teaching Credential. This course work covers four years and includes special summer sessions designed to integrate participant's cultural strengths within educational curricula. The in-service aspect of the program requires that each student work a minimum of eight hours per week in public school classrooms throughout their educational program at Humboldt State University. ITEP students who began in the training program in 1969 thus averaged 1,148 hours per student in public school classrooms during their training period (this time average does not include formal student teaching responsibilities). ITEP students have fulfilled in-service and student teaching requirements at twenty-six public schools in five Northern California counties.
PROGRAM NARRATIVE

Geographic Location

Humboldt State University serves the northwestern portion of California, an area equivalent in size to the State of Indiana. Within the University's service area reside the largest population of indigenous California Indians (approximately 12,000 in Humboldt County and 40,000 in the University's service area).

The service area of the University is predominately rural with rugged mountain ranges separating the various communities. Located within two counties of this area are two of the largest Indian Reservations in California. In addition to the large reservations are five Indian Rancherias. The aforementioned reservations and rancherias are recognized by the Bureau of Indian Affairs as being under their auspices; however, in addition to these Indian communities, there are at least 14 Indian reservations and/or rancherias that have been terminated.

Because the Indian Teacher Education Project provides the only teacher training program in Northern California for Indians, we have in the past received inquiries for participation from neighboring counties of the University's service area, as well as from other states. Fifteen reservations in the counties are recognized by the Federal Government. The number that have undergone termination is unavailable.

Needs

The American Indian, despite folklore, is not a "vanishing American". There are over one million in the United States. The State of California alone has approximately 150,000 Indians. Many of these Indians have experienced a brutal conquest and most have tended to isolate themselves from their conquerors, spatially where possible, and inwardly (psychologically) almost universally. They have tended to develop styles of behavior which have caused them to often be categorized as apathetic, withdrawn, irresponsible, shy, lazy, and helpless in terms of managing their own affairs. Indian leaders consulted have stated emphatically that, too often, Indians exhibit a serious inferiority complex and a weak or negative sense of personal identity.

The Indian style of behavior tends not to be greatly ameliorated by paternalistic-elitist reform or welfare programs which may subsequently be administered by the dominant population, perhaps because such programs serve simply to reinforce a sense of inferiority and incapacity. In a sense, the Indians are a conquered people who are slowly attempting to regain control over their own destiny. In this context, American Indian children have achieved much less formal education than their counterparts. Inasmuch as the lack of formal education is generally related to poverty, among other things, there is a great need for properly trained teachers and counselors so that educational opportunities can be improved for Indian children.

In an informal survey of the state, using surnames and teacher and administration rating, the following statistics were brought forth:
Indian Students Statistics, California

<table>
<thead>
<tr>
<th>Total</th>
<th>% of total school population in State</th>
</tr>
</thead>
<tbody>
<tr>
<td>22,327</td>
<td>10.5</td>
</tr>
<tr>
<td>239</td>
<td>0.5</td>
</tr>
<tr>
<td>1,634</td>
<td>0.5</td>
</tr>
<tr>
<td>1,978</td>
<td>0.6</td>
</tr>
<tr>
<td>1,755</td>
<td>0.5</td>
</tr>
<tr>
<td>1,173</td>
<td>0.4</td>
</tr>
<tr>
<td>315</td>
<td>0.8</td>
</tr>
<tr>
<td>77</td>
<td>0.6</td>
</tr>
<tr>
<td>205</td>
<td>0.4</td>
</tr>
<tr>
<td>364</td>
<td>0.9</td>
</tr>
<tr>
<td>961</td>
<td>0.9*</td>
</tr>
</tbody>
</table>

Dr. Dae, of the Bilingual/Bicultural Task Force, felt that the statistics concerning Indian students in California were quite conservative. With the availability of funds for Indian education being a factor, the various schools have made a stronger effort to identify Indian students. Under Title IV, Indian Education Act, guidelines, he felt that the number would increase to about 70,000 Indian students.

In a survey sent out to 76 elementary and secondary schools in the service area of the University by the Indian Teacher Education Project, it was found that a relatively low percentage of the schools employ Indian professionals. However, there is a relatively high percentage of teacher aides, most of them being funded through sources other than the school or district budget.

* The above statistics were made available through Dr. Bill Dae of the Bilingual/Bicultural Task Force for the State.
The State Advisory Commission on Indian Affairs in its report to the Governor and Legislature, indicated that Indian students exhibited a secondary school dropout rate approximately three times greater than the State average. Although these statistics are somewhat dated, the situation has not bettered itself. The high dropout rate for Indians in secondary level programs may or may not be reversed directly by this project, but the indirect benefits are expected to exert a significantly beneficial effect on Indian children. In terms of these children, the needs can be classified into three major categories:

A. The needs of American Indian Children: Classroom teaching
   1. Indian youth need teachers who understand the culture of the American Indian.
   2. There is a need for teachers who understand the cross-cultural conflicts experienced by American Indian children.
   3. There is a need for teachers who understand learning in terms of the psychological needs of American Indian students.
   4. Indian children need teachers who can adapt the standard American classroom to Indian pupils.

B. The needs of American Indian Children: Classroom Guidance-Counseling
   1. There is a need for teachers who can establish a psychological contact with American Indian youth.
   2. Indian children need teachers who understand standardized testing in relation to the concept of intellectual acculturation.
   3. There is a need for teachers who have knowledge of occupational and vocational information.
   4. Indian children need teachers who understand the guidance-counseling process for American Indian pupils in a school setting for those students leaving school--making a transition from the world of school to the world of work.

C. The needs of American Indian Children: Classroom and Community
   1. Indian youth need teachers who are sensitive to the relationship between American Indians and the community power structure.
   2. There is a need for teachers who are aware of the problems of American Indians who live off the reservation or rancheria in ghettos or urban settings.
   3. There is a need for teachers who are aware of the problems of American Indian pupils who live on the reservation, rancheria or in a rural area.
   4. Indian youth need teachers who can assist the American Indian in developing a community control of education.

Objectives

The primary objective of the Indian Teacher Education Project is to produce an Indian teacher who can exhibit cultural pluralism, and in so doing, effectively teach Indian youth. Added to this, the project's objective is to continue the initiation of an organized viable inter-departmental educational program to train Indian teachers as follows:

A. In terms of the needs of American Indian students: Classroom teaching
   1. To know the factual information about historical and contemporary American Indian culture.
   2. To develop an ability to comprehend and interpret with depth and clarify the various needs of American Indian youth.
B. In terms of the needs of American Indian students: Classroom Guidance-Counseling:
1. To develop skills in establishing psychological contacts with American Indian students.
2. To develop skills in relating the principles of educational and psychological measurement to the measured achievement of American Indian children.
3. To be able to locate occupational and vocational information that has implications for youth of American Indian ancestry.

C. In terms of the needs of American Indian students: Classroom and Community:
1. To acquire information about the problems of Indians living in rural and urban areas.
2. To develop an ability to recognize what particulars are relevant to the community control of education.

Plans

There is an immediate need to provide funds for 28 students who are currently enrolled in the training program. One-half of these students, if provided funding, would complete training at the end of fiscal year 1975-76, with the others completing in June of 1978. 20 new students will enter the first year. Should long range funding be made available, 14 new students per year would enter until the Indian professional educator need is met.

The training program of the Indian Teacher Education Project involves three different phases each year over a four year period.

Year 1

May-June

A. Selection Committee reviews and selects participants to begin training in the Indian Teacher Education Project Summer Institute.

June-Aug.

1. Students are given an orientation to the program requirements and to the workings of the University.
2. Students are enrolled and participate in the following courses:
   a. Introduction to Elementary Education, Secondary Education and Guidance. (emphasis is put on the Indian student) 3 units.
   b. Concepts of Human Development and Learning 3 units
   c. Uses and Applications of Instructional Media 2 units
3. Students are counseled by the project staff in setting up their program for the academic year.

Sept-June

B. Students are at this point pursuing a relevant major to enter them into the teaching profession.
1. Students are encouraged to carry approximately 15 academic units per quarter to finish the program in four years with the minimum acceptable by the project being 12 units per quarter.

C. Each participant is required to work a minimum of 8 hours per week in a classroom or other educationally relevant situation during their stay in the program.
1. Students receive academic credit, 2-3 units in Observation-Participation, Education 92 or 192
2. Participants gain practicum experience at the Following sites:
Year 2

June-Aug. A. Participants enroll into their second Indian Teacher Education Project Summer Institute and begin training.

1. Students participate in the following courses of study:
   a. Theory and Practice of Curriculum Development (3 units)
   b. Individual and Group Guidance Procedures (3 units)
   c. Native American Education (4 units)

2. Students are counseled by the staff as to academic requirements for their second year at the University.

Sept.-June B. Students pursue their academic major and do practicum work as described in the first year.

Year 3

June-Aug. A. Participants enroll into the third Indian Teacher Education Project Summer Institute and begin studies.

1. Students participate in the following courses of study:
   a. Educational Testing and Evaluation (3 units)
   b. Teaching Methods and Micro-teaching (3 units)
   c. Contemporary Indian Affairs (4 units)

Sept.-June B. Students pursue their academic major and do practicum work as described in the first and second years' plan.

Year 4

June-Aug. A. Participants enroll in their fourth and final Indian Teacher Education Project Summer Institute and begin studies.

1. Students participate in the following courses of study:
   a. The Exceptional Child (3 units)
   b. Workshop for Career Preparation in Education (2 units)
   c. Comparative Value Systems of Native Americans and Europeans (4 units)

B. Students complete their academic majors and prepare for student teaching.

Sept.-June C. Participants perform student teaching at the appropriate entry level.
# THE I.T.E.P. PARTICIPANT DEVELOPMENT CHART

<table>
<thead>
<tr>
<th>Certification STEP</th>
<th>Elementary</th>
<th>Secondary</th>
<th>Guidance-Counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 4. Intern</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 3. Associate</td>
<td>A</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>Step 2. Assistant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 1. Aide</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entry</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### A. Vertical movement directly up one of the tracks indicates successful completion of all requirements described in the program plan.

### B. Vertical movement followed by horizontal transfer to another track at the same level indicates those participants wishing to secure a counseling certificate.

### C. If a participant does not progress on the development chart he/she will be put on probation by the project for one academic quarter. If the student does not complete the academic or practicum work to advance on the chart, that student will be dropped from the Indian Teacher Education Project. (Due to the services provided by the project, it is highly unlikely that this situation would arise.)

As the participant advances on the chart, he/she will be expected to assume more responsibility. The participant is expected to put into practice those skills learned during the summer institutes.
Underlying this curriculum is the realization that most elementary schools in California and many secondary schools in rural areas where Indians live do not at present have the services of professionally trained counselors. Schools may have the minimal services of a school psychologist who is called upon in crisis situations or when a child needs to be evaluated for placement in a special education program. To receive service, a child often must be "disturbed" "retarded" or "handicapped". Only a fraction of the students in a given elementary school receive any service from a psychologist or counselor. All too often, secondary school counselors have time to do little more than schedule students into classes or counsel with a few students with special needs. The emphasis in present programs is on a diagnosis and treatment model.

A more appropriate way of reaching the goal of education for all children would be a guidance program which emphasizes a preventative, developmental, and education model. Guidance services should be provided for all children, not just those who have been labeled maladjusted. The need for a guidance orientated educational program in predominantly Indian areas is evident.

When in actual practice, professional guidance services are provided only on a limited basis, the major responsibility for guidance falls on the shoulders of the classroom teacher. A large percentage of teachers are eager to meet the educational and guidance needs of their pupils. Unfortunately, most teachers have received only minimal training in the functions of guidance. They want to help the children in their classrooms to have optimal mental health development but they feel inadequate to meet the challenge. The needs and concerns of teachers in "disadvantaged" neighborhoods are magnified.

The purpose of the proposed program is to provide a specialized training in the process of educational guidance for ITEP students who will become teachers and teacher guidance specialists. The emphasis in this program is on health, not abnormality, on education, not on treatment. While teachers are poorly equipped to cure "illness", they can be adequately prepared to provide information, experience, or education. The assumption is made that if provided new and pertinent information, people are capable of applying this information to their own situation and of making corrections necessary to bring about growth.

The training program which is being proposed would prepare the ITEP student to be employed in public schools as elementary school teachers, secondary school teachers or teacher-guidance specialists. Teacher-guidance specialists would serve as guidance workers on a half time basis while the remainder of their time would be spent teaching in the classroom. It would be entirely possible that in his instructional role, the teacher-guidance specialist may teach guidance units in classrooms across grade levels. A precedent for this kind of assignment has long been established in the teaching areas of music, art, and physical education.

Although entry level employment is at the baccalaureate degree level, the program is designed in such a way that many requirements for the Pupil Personnel Credential may be satisfied. Hopefully it would be possible, therefore to speed up the process of obtaining full Pupil Personnel Certification with one additional graduate year. In short, the proposed program would make it possible to ITEP students to have entry level employment in the guidance field with wide open channels for full certification as counselors, psychometrists of school psychologists.
**Administration Methods**

**Project Director** - The chief administrator for the program is the Project Director. This person is guided by the policies of the University and those established by the Advisory Board (defined under community involvement). His duties are varied. Among them he is to prepare and submit the annual budget and work with both state and national personnel in getting its approval and he is the controller of its implementation. He is responsible for planning and implementing the evaluation procedures, and—a matter of great importance—he maintains a proper working relationship between the program and the public schools and between the program and the academic departments on campus. He plans and organizes the summer training program, and he plans the orientation program for all in-coming classes of students. The Director is also required to spend much time working with students as problems arise in class scheduling, developing records fulfilling assignments, etc.

**Project Coordinator** - The Project Coordinator is charged with the responsibility of working with the trainees and maintaining a student's progress report which indicates the speed and extent to which they move through the training program. The Coordinator is also the person who makes on-site visits to evaluate the participant's performance at practicum sites. Another responsibility of the Coordinator is to counsel the participants in their academic program. There are various other duties that the Coordinator performs to assist the Director in the administration of the program.

**Project Secretary** - The Project Secretary's responsibilities include regular office duties of typing reports and general clerical duties. Since the office serves as a study center, a tutorial center, and a general communication center, it is highly important that a person be available at the office for the full day. The secretary is the general overseer while the other staff is working in the field. An important duty of the Secretary is to keep a running account of project funds.
PROJECT DIRECTOR

GENERAL INFORMATION

ANDREW LEWIS ANDREOLI

Date of Birth 2/22/45 Sex M

1758 P Street

Height 5'11" Weight 215

Eureka, CA. 95501 Ph. (707) 442-6108

SS# 553-60-3676

Director, Indian Teacher Education Project

EDUCATIONAL BACKGROUND

Degree Institution Major Minor Date comp. or exp. comp.

BA Humboldt State University History June, 1971

Secondary Credential Humboldt State University

MA Humboldt State University March, 1972

March, 1974

PROFESSIONAL BACKGROUND

Member of the LTI (Leadership Training Institute) BEH, Department of Health, Education and Welfare, Washington, D.C.

Curriculum/Materials Specialist, Northern Indian California Education Project ESEA TITLE III, Eureka, CA. 1971

Acting Director, Northern Indian California Education Project ESEA Title III, Eureka CA. 1971

Part-time instructor, Native American Studies, College of the Redwoods

Director, Indian Teacher Education Project (COP) Humboldt State University, Arcata CA. 1972-73-74.

ACTIVITIES WHILE IN COLLEGE

Positions held

President of the ITEP Club, September, 1969

Student Representative on the ITEP Advisory Board, September, 1969

Member of the EOP Advisory Committee, November, 1970

Participated in

Workshop in Teaching the Native American Language, Spring, 1970

Various panel discussions at College of the Redwoods and Humboldt State University concerning racial prejudice in relation to the American Indian
Panel member at International Conference for Educating the Exceptional child, Miami, Florida 1971

Moderator of the panel concerning Native Americans in higher education at the annual convention of the National Association of College Admissions Counselors, San Francisco, CA. Sept. 1971

Attended a training session of the Project Directors (as a resource person on the LTT EMDA Special Education Projects, Atlanta University, Atlanta, Georgia November, 1971)
PERSONAL RESUME

Roxanne Horton
2351 Westwood Ct., Apt. A2
Arcata, California 95521
(707) 822-3902

EDUCATION:
June 1969 - present
Humboldt State University
Arcata, California
Bachelor of Arts (magna cum laude) - August 1972
Major: Social Science
Standard Elementary Credential (clear) - February 1973
Masters Degree in progress to be completed June 1975
Major: Social Science

EXPERIENCE:
September 1973 - present
Coordinator, Indian Teacher Education Project
Humboldt State University
Arcata, California

May 1968 - June 1969
Library Assistant and Teachers Aide
Klamath-Trinity Unified School District
Hoopa, California

PERSONAL BACKGROUND:
Born in San Francisco. Raised in Hoopa, California.
Member of Hoopa Valley Tribe. Graduated from Hoopa
High School. Active in P.T.A., Girl Scouts, Tribal
Education Committee, and other community organizations.

PROFESSIONAL ORGANIZATIONS:
California Teachers Association
National Education Association
National Indian Education Association
Humboldt State University Faculty Women's Association
California Women in Higher Education
Evaluation

The evaluation of the total program will be contracted as outlined in HEW Rules and Regulations (20 U.S.C. 887c (f) (4)).

Facilities

As full time students of the University, all participants of the Indian Teacher Education Project are entitled to the full use of University facilities and services. The University also provides space where the administration and other program functions are carried forth.

Other facilities used by the students include the various practicum sites as described in this proposal.

Dissemination

The Indian Teacher Education Project will make available to all Indian tribes and organizations the training model used by the project. In the event that they show an interest in setting up a project such as ours, we will provide consultants and technical assistance.

Arrangements will be made with clearinghouses such as TED, ERIC and the National Indian Education Association's, Project Media to distribute our program model and for dissemination of program results.

The project staff will also make available to the schools in the service area of the University any technical or consultant services they need in regards to Indian education.

Coordination of Resources

The Indian Teacher Education Project has proved linkages with numerous other Indian organizations within the service area of the University. Students have served as counselor trainees in the McKinleyville High School Indian Student Retention Program. This is expected to be an ongoing activity during the next year. Currently the project has trainees working as teacher aides, and resource teachers at the Indian Action Council Pre-school. Here they provide a staffing need as well as gain valuable training in all aspects of early childhood education. Students in the project have and continue to act as resource consultants for the Northern Indian California Education Project. In return, the project has received valuable curriculum material centered toward local Indian cultures which project participants can use in their training.

Community Participation

The Indian Teacher Education Project, from its inception, has had a community advisory board. Following are the by-laws outlining the powers and the makeup of the Board:
ARTICLE I Name INDIAN TEACHER EDUCATION PROJECT

ARTICLE II Objectives:

To share the administration of the Indian Teacher Education Project with Humboldt State University. Specifically, the Indian Teacher Education Project Advisory Board will establish:

a. The policy that guides the Director
b. The guidelines for cooperation with Humboldt State University and public school systems
c. Criteria for selecting project participants
d. The policy that governs the project participants
e. Criteria for evaluating the Indian Teacher Education Project

ARTICLE III Members:

There shall be two types of members for the Indian Teacher Education Project Advisory Board. These shall be Officio and Ex-officio members. Officio members shall be limited to 12 in number. Ex-officio membership will be indefinite in number.

a. There shall be two types of officio members. These shall be student officio members and non-student officio members. Student officio members shall be students who are officially enrolled in the ITEP project. Non-student members shall be members of the community not enrolled as students in the ITEP project.

b. Officio members are the voting members of the Indian Teacher Education Project Advisory Board. All officio members of the Advisory Board are to be of American Indian ancestry. Additional officio members shall be selected by at least a 2/3 vote of approval of the then current officio members upon a fifteen (15) day prior notice to the existing members.

c. Ex-officio members are advisory board members by virtue of or because of office or position held at College of the Redwoods or Humboldt State University in relation to the Indian Teacher Education Project. Ex-officio board members have no voting rights on matters brought before the Indian Teacher Education Project Advisory Board. Ex-officio board members will be selected by at least a 2/3 vote of approval of the Officio board members.

d. In the event that a member of the board absents himself from three (3) consecutive regular meetings of the board without excuse acceptable to the board, he shall forfeit his membership on the board. Any member having two (2) consecutive unexcused absences from regular meetings shall be notified thereto by the secretary.

ARTICLE IV Election of Board Members and Officers:

a. The student representatives, six (6) in number, shall be elected by the ITEP Club. Their term of office for these six student representatives shall be determined by the ITEP Club.
b. The non-student board members six (6) in number, shall be elected by the Advisory Board. The term of office for non-student board members shall be one (1) year.

c. The election of non-student board members shall occur at the regular October advisory board meeting.

d. The method of election for non-student board members shall be as follows: The names of all candidates must be submitted not less than 15 days prior to the election at the regular September Advisory Board meeting.

e. The officers of the Indian Teacher Education Project Advisory Board are to be elected from the officio members of the Advisory Board. The officers shall be elected by a simple majority of the officio members. The officers of the Advisory Board are to be:

1. Chairman
2. Vice-chairman (parliamentarian)
3. Secretary

Officers are to be elected for a term of one (1) year. Nominations and elections for officers are to be made at the October meeting of the Indian Teacher Education Project Advisory Board. Notice of nominations made at the September meeting shall be sent to all officio members of the Advisory Board at least fifteen (15) days prior to the November meeting.

ARTICLE V  Rotation of Office:

No officer of the Indian Teacher Education Project Advisory Board shall be eligible to hold the same office for more than two (2) consecutive terms.

ARTICLE VI  Awaiting a Quorum

The Indian Teacher Education Project Advisory Board shall hold a meeting once a month. Notice of these meetings shall be mailed to all advisory board members at least two weeks prior to the date of the scheduled meeting. The regular time for the meeting to start is 7:00 p.m. If a quorum is not present at that time, then those members present shall wait until 7:30 p.m. to provide for an opportunity for other members to arrive. Should a quorum still not be present at 7:30 p.m., the meeting shall be automatically cancelled for that date. Board members are to notify the project secretary at least one day in advance if they do not plan to attend.

ARTICLE VII  Special Advisory Board Meetings:

Special Advisory Board meetings may be called by agreement of any one (1) of the following groups:

a. Director of the Indian Teacher Education Project

b. At least 2/3 (8) of the officio members of the Advisory Board

c. a 2/3 (8) majority of the student participants of the Indian Teacher Education Project (ITEP Club)
Written notice of such meetings shall be made at least ten (10) days prior to such meetings, or notice by telephone of such meetings shall be made at least 72 hours prior to such meetings. All reasonable efforts must be made to provide notice of special Advisory Board meetings to all officio members of the Advisory Board.

ARTICLE VIII Minutes and Financial Report:

The minutes of the previous meeting of the Advisory Board will be read at every meeting of the Advisory Board. The minutes will be kept by the secretary of the Advisory Board of the Indian Teacher Education Project. A financial report will be given at every regular meeting of the Advisory Board.

ARTICLE IX Voting:

Only officio members of the Advisory Board shall have voting rights on matters brought before the Advisory Board.

ARTICLE X Quorum:

A quorum to do business will consist of at least 50% + 1 of the Officio members of the Advisory Board.

ARTICLE XI Method of amending the By-laws

The Indian Teacher Education Project Advisory Board by-laws can be amended only at a monthly meeting or special meeting of the Advisory Board, and only if approved by a 2/3 majority (8) of the officio members of the Advisory Board. A notice of the proposed amendment must be given to all members of the Advisory Board at least fifteen (15) days prior to the Advisory Board meeting. Amendments to the by-laws may be proposed by any of the following:

a. Director of the Indian Teacher Education Project

b. At least 2/3 (8) of the Officio members of the Advisory Board

c. A 2/3 majority of the student participants of the Indian Teacher Education Project.

ARTICLE XII Recall of Advisory Board Members:

For purposes of the Indian Teacher Education Project Advisory Board, the method of recall of Advisory Board members shall be:

a. A vote of at least 2/3 (8) of the Officio members of the Advisory Board

b. A vote of a 2/3 (8) majority of the student participants of the Indian Teacher Education Project

ARTICLE XIII Parliamentary Rules:

Staff Training

Since we have been in existence for the past six years we see very little, if any need for staff training. Members of the current staff have been with the project for at least five years. The only foreseeable need for training would be in the event that we changed our current program radically.

Private Non-profit Education

The Indian Teacher Education Project has regularly provided services to private non-profit elementary and secondary schools and will continue to do so.